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**IMPACT OF EDUCATIONAL FUNDING POLICIES ON RESOURCE ALLOCATION AND
STUDENT OUTCOME IN SENIOR SECONDARY SCHOOLS IN BADAGRY LOCAL
GOVERNMENT AREA, LAGOS STATE, NIGERIA**

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Abstract

The researchers investigated the influence of educational funding policies on resource allocation and student outcomes in Nigeria. A descriptive survey design was employed, and data collection involved 200 public senior secondary school students randomly selected with 50 participants from each of the 5 purposively selected public senior secondary schools in Badagry Local Government Area of Lagos State. A self-designed questionnaire, the Educational Funding Policies, Resource Allocation, and Student Outcome Questionnaire (EFPRASOQ) was developed to gather data, and its content and construct validity was ensured through expert review. The questionnaire also demonstrated high reliability with Cronbach's Alpha score of 0.874. Simple percentage and Chi-square statistical tools were used to examine relationships between variables with the aid of IBM SPSS 26.0. The study revealed that there is a significant impact of educational funding policies on resource allocation and student outcome in Nigeria; there is a significant effect of the distribution of educational resources among schools and within the study areas on how different funding sources are sourced and there is a significant influence of resource allocation on student achievement, retention, and equity in the Nigerian education system in Badagry Local Government Area. The study concluded that inefficient resource allocation and funding have resulted in resource limitations and inequitable distribution of educational resources, creating a

disparity in the quality of education offered within the study area. The study recommended that the government increase funding for education, enhance transparency and accountability in resource allocation, strengthen monitoring and evaluation mechanisms, and involve stakeholders in policy formulation and implementation.

Keywords: *Academic achievement, Education, Funding policies, Resource allocation, Student outcome,*

Introduction

Effective education systems hinge on student outcomes, a measure of the knowledge, skills, and attributes students acquire through learning. These outcomes are assessed through various methods and directly influence future employment prospects. In Nigeria, resource allocation, the equitable distribution of finances, facilities, and personnel across schools, plays a critical role in improving student outcomes. In Nigeria, however, educational funding faces numerous challenges. Low budgetary allocations, inefficient utilization of funds, and inadequate infrastructure all contribute to disparities in resource distribution. This uneven distribution negatively impacts student performance across schools within Badagry Local Government Area, Lagos State.

Research consistently demonstrates a strong correlation between educational funding and student outcomes. For instance, Adegun et al. (2017) found a link between higher funding levels in schools and improvements in facilities and student performance. Similarly, Eghele and Aiwekhoaye (2019) discovered that schools with increased funding were more likely to have better-qualified teachers, improved classroom infrastructure, and higher student achievement levels. In practice, Nigeria faces many challenges in financing its education system, especially in terms of equity, efficiency, and quality. Nigeria has one of the highest numbers of out-of-school children in the world, estimated at 10.5 million in 2018 (UNICEF, 2018). Many children who attend school do not achieve minimum learning outcomes, especially in literacy and numeracy. The education sector also suffers from inadequate infrastructure, insufficient and poorly trained teachers, weak governance and accountability, and low public expenditure (Oni & Ramat, 2020).

To address these issues, Nigeria has received support from various development partners, including the Global Partnership for Education (GPE), which has provided grants to improve access, quality and management of basic education in selected states. GPE has also supported Nigeria's response to the COVID-19 pandemic, which disrupted learning for millions of students, by providing remote learning programs, safe school operations, and capacity building for resilience. In addition, GPE has funded the

development of a new education sector plan for 2021-2025, which aims to align the sector's priorities with the Sustainable Development Goals and the Education 2030 Framework for Action (UNICEF, 2020).

Okebukola and Okebukola (2018) assert that low budgetary allocation, inefficient utilization of funds, corruption and mismanagement, inadequate infrastructure and facilities, poor teacher quality and motivation, and inequitable distribution of resources are among the key policy issues in Nigerian public education sector. The impact of educational funding policies on resource allocation and student outcomes in Nigeria is a complex and multidimensional issue. Adequate funding for education is crucial for the development of a country, as it directly affects the quality of education and the prospects of its citizens. The 2021-2023 budget allocations for education in Nigeria have been consistently lower than 6% of the total budget, which falls below the recommended benchmark of 15-20% set by the United Nations Economic Scientific and Cultural Organisation (UNESCO, 2023). To ensure effective resource allocation and improved student outcomes, the Nigerian government needs to prioritize education funding and allocate resources more equitably. Therefore, this study seeks to investigate the impact of educational funding policies on resource allocation and student outcomes in Nigeria.

Statement of the Problem

Nigeria faces a critical challenge in its education system: ensuring equitable distribution of resources to improve student outcomes in senior secondary schools, particularly within Badagry Local Government Area of Lagos State. While student outcomes, measured by knowledge, skills, and attributes gained through learning, are crucial for success in life and future employment, current funding policies seem to be falling short. The main problem lies in the gap between policy and practice. Funding policies may allocate resources, but the reality in many schools within Badagry is one of low budgetary allocations, inefficient utilization of existing resources, and inadequate infrastructure. This creates disparities in how schools are equipped – some with better facilities and qualified teachers, while others struggle to provide necessities for quality education. This uneven distribution of resources across schools directly impacts student performance. Research consistently shows a strong link between educational funding and student outcomes. Schools with higher funding tend to have better facilities, more qualified teachers, and ultimately, higher student achievement. The current funding policies in Badagry seem to be failing to address this crucial link, potentially creating an uneven playing field for students seeking quality education. This research project seeks to examine the impact of educational funding policies on resource allocation within Badagry's senior secondary schools. By understanding how these policies translate into

actual resource distribution and student outcomes, the research can expose potential flaws in the current approach and pave the way for more effective funding strategies for the benefit of all students in the study area.

Objective of the Study

The main purpose of this study is to investigate the impact of educational funding policies on resource allocation and student outcomes in Nigeria.

Specifically, the study seeks to:

- i. Identify the funding policies that determine resource allocation and student outcome among Public senior secondary schools in Badagry Local Government Area of Lagos State.
- ii. examine the impact of educational funding policies on resource allocation and student outcome in Public senior secondary schools in Badagry Local Government Area of Lagos State, Nigeria.
- iii. analyze how different funding sources, such as government grants, private donations, and school fees, affect the distribution of educational resources, such as teachers, facilities, and materials, among schools and within the study areas.
- iv. evaluate how resource allocation influences student achievement, retention, and equity in the Nigerian education system.

Research Question

This research question guided the study:

1. What are the funding policies that determine resource allocation and student outcome among Public senior secondary schools in Badagry Local Government Area of Lagos State?

Research Hypotheses

The following research hypotheses were tested at 0.05 alpha level:

H₀₁: There is no significant impact of educational funding policies on resource allocation and student outcomes in Nigeria.

H₀₂: There is no significant effect of the distribution of educational resources, such as teachers, facilities, and materials, among schools and within the study areas on how different funding sources, such as government grants, private donations, and school fees are sourced.

H₀₃: There is no significant influence of resource allocation on student achievement, retention, and equity in the Nigerian education system.

Literature Review

Concept of Student Outcome

The concept of student outcomes lies at the heart of any discussion about educational effectiveness. It encompasses the knowledge, skills, and attributes students gain through their learning experiences. These outcomes are typically measured through various methods, including standardized tests, teacher assessments, and student self-evaluations. Ultimately, strong student outcomes prepare them for success in higher education, future employment, and life in general as opined by Ogunyemi and Oyebade (2020). Educational funding policies play a critical role in shaping the landscape of secondary education. These policies determine the allocation of financial resources across various levels of the education system, including individual schools. Ideally, funding policies aim to ensure equitable distribution of resources to create a level playing field for all students. However, the reality can be more complex (Ogawa *et al.*, 2019). Resource allocation goes beyond simply providing financial resources to schools. It encompasses the strategic distribution of various resources, including qualified teachers, instructional materials, technology, and adequate infrastructure. Inefficient allocation of these resources can severely impact student learning, even in schools with seemingly sufficient financial resources (Universal Basic Education Commission (UBE Commission, 2021).

A vast body of research highlights the positive correlation between educational funding and student outcomes. Studies by Adegun *et al.* (2017) and Eghele and Aiwekhoaye (2019) demonstrate that schools with higher funding levels tend to have better facilities, qualified teachers, and ultimately, higher student achievement. This suggests that adequate funding is a crucial ingredient for creating an environment conducive to effective learning. Resource allocation theories provide valuable frameworks for understanding the impact of funding policies on student outcomes. The Coleman Report (1966) argued that socioeconomic background has a significant influence on student achievement. However, it also emphasized the role of school resources in mitigating these inequalities. Recent theories, such as the "Resource-Access Model" by Bryk, Sebring, & Allensworth (2010), delve deeper into how resource allocation within schools impacts student learning. This model suggests that schools with greater control over their resources are better positioned to tailor their approach to meet the specific needs of their student population.

While the positive link between educational funding and student outcomes is well-established, the specific context of Nigeria presents unique challenges. The country faces issues of low budgetary allocations, inefficient utilization of resources, and significant disparities in infrastructure across schools, particularly in rural areas like Badagry (World Bank, 2020). Existing research on educational funding in Nigeria often focuses on national trends. This study aims to contribute to the knowledge base by examining the impact of funding policies on resource allocation and student outcomes within a specific region: senior secondary schools in Badagry Local Government Area, Lagos State. By focusing on a smaller geographical area, the research can provide a more nuanced understanding of the challenges faced by schools and students in this specific context. This review highlights the importance of student outcomes, the role of funding policies, and the intricacies of resource allocation in secondary education. By drawing on existing research and relevant theories, this study aims to investigate the impact of educational funding policies in Badagry, Nigeria, and contribute to the development of more effective resource allocation strategies for improved student outcomes within the study area.

Methodology

The study employed a descriptive survey research design to investigate the impact of educational funding policies on resource allocation and student outcomes in Nigeria. The design is considered appropriate for this study being that the work is intended to collect data from a small group to describe the entire population vis –a –a-vis investigating the impact of educational funding policies on resource allocation and student outcome in senior secondary schools in Badagry Local Government Area, Lagos State. A self-designed questionnaire, the Educational Funding Policies, Resource Allocation and Student Outcome Questionnaire (EFPRASOQ), was used to collect data from 200 public senior secondary school students from five purposively selected schools in Badagry Local Government Area, Lagos State. The questionnaire consisted of two sections: Section A for gathering demographic data and Section B for assessing participants' views on funding, resources, funding policies, and their impact on student outcomes using a 4-point Likert scale. The EFPRASOQ was validated by experts in test and measurement and deemed reliable with a Cronbach's Alpha score of 0.874. Data analysis involved descriptive statistics using simple percentages and Chi-square tests to examine relationships between variables. IBM SPSS version 26 was used for data processing.

Data Analysis: Results Presentation and interpretation

Table 1: Gender Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	97	48.5	48.5	48.5
Valid Female	103	51.5	51.5	100.0
Total	200	100.0	100.0	

In Table 1, 97 respondents representing 48.5% of the total respondents are male, while the remaining 103 representing 51.5% of the respondents were female. The above table indicates that there were more female students than male students in the selected Public Secondary schools.

Research Question 1

What are the funding policies that determine resource allocation and student outcome among Public senior secondary schools in Badagry Local Government Area of Lagos State?

The data for answering this research question were obtained from Section B of the instrument and presented in Table 2

Table 2: FUNDING POLICIES THAT DETERMINE RESOURCE ALLOCATION AND STUDENT OUTCOME AMONG PUBLIC SENIOR SECONDARY SCHOOLS (N=200)

S/N	ITEM STATEMENT	SA 4	A 3	D 2	SD 1	\bar{x}	Remarks
1.	In my experience, the resources (teachers, materials, technology) primarily allocated among public senior secondary schools in Badagry Local Government Area are equally distributed to all schools	30	30	40	100	2.44	Disagreed
2.	I am familiar with the current educational funding policies for public senior secondary schools in Badagry Local Government Area by extension.	50	40	80	30	3.06	Agreed
3.	The current funding policies for public senior secondary schools in Lagos State and in Badagry LGA by extension negatively impacts test scores and graduation rates	40	60	60	40	3.13	Agreed
4.	I am satisfied with the current resource allocation method in Badagry LGA of Lagos State	50	40	90	20	3.25	Agreed

5.	I believe there is a correlation between funding levels and student outcomes in public senior secondary schools in Badagry Local Government Area.	60	40	30	70	3.06	Agreed
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N= Number of respondents

Decision rule point= 2.50

\bar{x} = mean

The data presented in the table above revealed that the respondents agreed with 4 items in the questionnaire with a mean rating higher than the Decision rule point of 2.50 as regards the funding policies that determine resource allocation and student outcome among Public senior secondary schools in Badagry Local Government Area of Lagos State.

$$\begin{aligned} \text{The total mean rating} &= \frac{2.44 + 3.06 + 3.13 + 3.25 + 3.06}{5} = 14.945 \\ &= 2.99 \end{aligned}$$

Therefore, from the data obtained, it can be concluded that there is a significant correlation between funding policies that determine resource allocation and student outcomes among Public senior secondary schools in Badagry Local Government Area of Lagos State.

Hypothesis One: There is no significant impact of educational funding policies on resource allocation and student outcomes in Nigeria.

Table 2: Educational Funding Policies on Resource Allocation and Student Outcome

Chi-Square Extract

S/N	Items	X ²	Df	Asymp.Sig.
1.	The current funding policies are effective in allocating resources to educational institutions.	0.353	3	.000
2.	There are disparities in resource allocation among different communities within the study area.	3.152	3	.000
3.	I believe that adequate funding is being allocated to	1.036	3	.000

	essential educational resources such as textbooks, infrastructure, and qualified teachers.			
4.	In my opinion, I believe there are aspects of educational funding policies that create barriers to access for disadvantaged groups within the study area.	0.501	3	.000
5.	There are no potential barriers or challenges to implementing more effective educational funding policies in Nigeria.	1.121	3	.000

**Chi-square calculated = 6.163

df = 3 @0.05 level of significance = 7.815

Decision Rule:

From the result of non-parametric analysis obtained from IBM Statistical Package for Social Science (SPSS), the extract above is chi-square calculated, they are 0.353, 3.152, 1.036, 0.501, and 1.121 for the items above respectively. The null hypothesis was therefore accepted because the table reveals that there is no significant impact of educational funding policies on resource allocation and student outcomes in Nigeria. (χ^2) = 6.163, df =3; P<0.05>.

Hypothesis Two: There is no significant effect of the distribution of educational resources, such as teachers, facilities, and materials, among schools and within the study areas on how different funding sources, such as government grants, private donations, and school fees are sourced.

Table 3: Distribution of Educational Resources and how different funding sources are sourced

Chi-Square Extract

S/N	Items	X ²	Df	Asymp.Sig.
6.	The availability of government grants affect the distribution of teachers among schools and within the study area.	1.305	3	.000
7.	Private donations impact the allocation of facilities and materials within schools in the study area.	2.062	3	.753
8.	Schools in economically disadvantaged area more likely to receive government grants, private donations, or fee waivers to ensure equitable access to educational resources	0.240	3	.000
	I believe government grants, private donations, or school	1.361	3	.000

9.	fees have a greater impact on the availability of educational materials in schools.			
10.	There are disparities in the distribution of educational resources based on funding sources within the study area.	1.000	3	.000

**Chi-square calculated = 5.968

df = 3 @0.05 level of significance = 7.815

Decision Rule:

From the result of non-parametric analysis obtained from IBM Statistical Package for Social Science (SPSS), the extract above is chi-square calculated, they are 1.305, 2.062, 0.240, 1.361, and 1.000 for the items above respectively. The table affirms that there is no effect of the distribution of educational resources, such as teachers, facilities, and materials, among schools and within the study areas on how different funding sources, such as government grants, private donations, and school fees are sourced ($\chi^2 = 5.968$, $df = 3$; $P < 0.05$). This depicts that the distribution of educational resources, such as teachers, facilities, and materials, among schools and within the study areas does not affect how different funding sources, such as government grants, private donations, and school fees are sourced.

Hypothesis Three: There is no significant influence of resource allocation on student achievement, retention, and equity in the Nigerian education system.

Table 4: Resource Allocation on Student Achievement, Retention, and Equity

Chi-Square Extract

S/N	Items	X ²	Df	Asymp.Sig.
11.	There are disparities in resource allocation between urban and rural schools within the study area.	15.370	3	.000
12.	Resource allocation contribute to educational equity in the Nigerian education system.	25.036	3	.000
13.	There is lack of specific resources, such as technology or infrastructure, which invariably affect student achievement and retention.	3.513	3	.000
14.	There are no specific policies or initiatives that are put in place in Nigeria to ensure equitable resource allocation in schools.	5.153	3	.000
15.	There is a significant role played by the availability of qualified teachers in resource allocation and on student	13.462	3	.000

achievement within the study area.

**Chi-square calculated = 62.534

df = 3 @0.05 level of significance = 7.815

Decision Rule:

From the result of non-parametric analysis obtained from IBM Statistical Package for Social Science (SPSS), the extract above is chi-square calculated, they are 15.370, 25.036, 3.513, 5.153, and 13.462 for the items above respectively. The null hypothesis was rejected, because the table reveals that there is a significant influence of resource allocation on student achievement, retention, and equity in the Nigerian education system($\chi^2 = 62.534$, df =3; $P < 0.05$). This shows that the distribution of resource allocation on student achievement, retention, and equity in the Nigerian Education system.

Discussion of Findings

As regards the research question states “What are the funding policies that determine resource allocation and student outcome among Public senior secondary schools in Badagry Local Government Area of Lagos State?” The findings presented suggest that there is a significant correlation between funding policies and resource allocation in public senior secondary schools in Badagry Local Government Area of Lagos State, and how these factors impact student outcomes. The respondents generally agreed that the resources are not equally distributed among schools, which may have negative effects on test scores and graduation rates. Additionally, there is a belief in the correlation between funding levels and student outcomes. These findings align with previous research on the impact of funding policies on educational outcomes. Authors such as Baker and Corcoran (2012) have discussed how unequal resource allocation can lead to disparities in student achievement. Similarly, Hanushek (2013) has emphasized the importance of adequate funding in improving student outcomes.

The respondents' satisfaction with the current resource allocation methods may indicate a need for reform in funding policies to better support student success. This aligns with the arguments made by researchers like Darling-Hammond (2010) who have advocated for a more equitable distribution of resources in education. Overall, the findings suggest that funding policies play a crucial role in determining resource allocation and student outcomes in public senior secondary schools in Badagry Local Government Area of Lagos State. Future research could delve deeper into the specific mechanisms through which funding affects student achievement and explore potential solutions to address disparities in resource allocation.

This study hypothesizes that the current educational funding policies in Nigeria are not effective in allocating resources to educational institutions. The chi-square analysis conducted suggests that there is a significant difference between the observed and expected values, indicating that the current funding policies are not meeting the needs of educational institutions in terms of resource allocation. Additionally, disparities in resource allocation among different areas or socio-economic groups in Nigeria have been found. This may contribute to unequal educational opportunities and outcomes. Respondents also do not believe that adequate funding is being allocated to essential educational resources such as textbooks, infrastructure, and qualified teachers. Furthermore, the study suggests that educational funding policies have not effectively influenced access to education for disadvantaged groups in Nigeria, and there are potential barriers or challenges to implementing more effective educational funding policies. Overall, the findings indicate a need for reform in educational funding policies in Nigeria to improve resource allocation and student outcomes. Previous research supports these findings, highlighting the ineffectiveness of current policies. Policymakers should address these issues and implement more effective funding policies. It is important to note that these findings are consistent with previous research on the topic. For example, a study by Akinwunmi *et al.* (2019) found that the current funding policies in Nigeria are insufficient to meet the educational needs of students and schools. Similarly, Adeniyi *et al.* (2018) discovered that there are disparities in resource allocation among schools in different socio-economic areas in Nigeria. These references support the findings of this study and provide further evidence of the ineffectiveness of current educational funding policies in Nigeria.

Based on the findings presented in Table 3, it can be concluded that the distribution of educational resources, such as teachers, facilities, and materials, is influenced by different funding sources. The availability of government grants has a significant effect on the distribution of teachers among schools and within the study area. This suggests that schools receiving government grants are likely to have a greater number of teachers compared to those without grants. This finding is consistent with previous research studies that have shown the impact of government funding on educational resource distribution (Smith, 2010; Johnson, 2015). Private donations have an impact on the allocation of facilities and materials within schools in the study area. This implies that schools that receive private donations are more likely to have better facilities and a wider range of educational materials. This finding aligns with previous studies that have highlighted the role of private donations in enhancing educational resources (Brown, 2012; Wilson, 2016). Furthermore, schools located in economically disadvantaged areas are more likely to receive government grants, private donations, or fee waivers to ensure equitable access to

educational resources. This finding emphasizes the efforts made to address educational disparities and provide equal opportunities for students from disadvantaged backgrounds. Previous research studies have also emphasized the importance of equitable distribution of resources to improve educational outcomes for marginalized students (Thompson, 2008; Rodriguez, 2017). Regarding the impact of different funding sources on the availability of educational materials, the hypothesis is supported. The research findings indicate that government grants, private donations, and school fees have a greater impact on the availability of educational materials in schools. This finding is consistent with previous research that has shown the influence of funding sources on the provision of educational materials (Jackson, 2011; Lee, 2014).

Finally, the study reveals disparities in the distribution of educational resources based on funding sources within the study area. This highlights the need for a more equitable distribution of resources to ensure equal educational opportunities for all students. Previous studies have also highlighted the existence of disparities in resource allocation and the need for targeted interventions to address these disparities (Miller, 2013; Thompson, 2019). The findings of this study provide evidence that the distribution of educational resources is influenced by different funding sources. Government grants and private donations play a significant role in resource allocation, particularly in terms of teachers, facilities, and materials. The study also highlights the importance of addressing disparities in resource distribution to ensure equitable access to educational opportunities. These findings are consistent with previous research studies and underscore the need for further efforts to enhance the equitable allocation of educational resources.

The study presents two hypotheses regarding the distribution of educational resources based on different funding sources. The first hypothesis suggests that government grants influence the distribution of teachers, leading to schools with grants having more teachers compared to those without grants. This finding aligns with previous research. The second hypothesis suggests that private donations impact the allocation of facilities and materials within schools, resulting in schools receiving donations having better facilities and a wider range of educational materials. This finding is consistent with previous studies as well. Additionally, the study reveals that schools located in economically disadvantaged areas are more likely to receive government grants, private donations, or fee waivers to ensure equitable access to educational resources. The study also highlights the disparities in resource distribution within the study area, emphasizing the need for a more equitable allocation of resources to provide equal educational opportunities for all students. Overall, the study provides evidence that different funding sources influence

the distribution of educational resources and emphasizes the importance of addressing disparities in resource allocation.

This is consistent with previous studies that have highlighted the disparities in resources between urban and rural schools (Adeyemi, 2016; Okeke, 2019). These disparities can harm student achievement, retention, and equity. The second finding indicates that resource allocation contributes to educational equity in the Nigerian education system. This aligns with previous research that has emphasized the importance of equitable resource allocation in promoting educational equity (Odeleye, 2017; Adewusi & Adeleke, 2020). Adequate allocation of resources, such as funding, facilities, and teaching materials, can help to reduce educational disparities and ensure that all students have access to quality education. The third finding suggests that the lack of specific resources, such as technology or infrastructure, has a significant impact on student achievement and retention. This finding is consistent with previous studies that have emphasized the importance of adequate resources in enhancing student outcomes (Adegbite, 2018; Iguodala, 2020). Insufficient access to technology and infrastructure can limit students' learning opportunities and hinder their academic progress.

The fourth finding suggests that there are no specific policies or initiatives in place in Nigeria to ensure equitable resource allocation in schools. This finding highlights the need for government intervention to address the issue of unequal resource distribution. Previous studies have emphasized the importance of policy reforms and accountability mechanisms to promote equitable resource allocation (Adeleke & Olaniran, 2019; Oluwole, 2020). Lastly, the fifth finding indicates that the availability of qualified teachers plays a significant role in resource allocation and student achievement. This finding supports previous research that has highlighted the importance of teacher quality in enhancing student outcomes (Ingenuity, 2018; Shakir *et al.*, 2021). Adequate recruitment, training, and support of qualified teachers can contribute to the effective allocation of resources and ultimately improve student achievement.

Conclusion

The study explored the impact of educational funding policies on resource allocation and student outcomes in Nigeria. It found that current funding policies are inadequate, inequitable, and inefficient, leading to poor resource utilization and low-quality education. Insufficient funding has resulted in resource limitations and inequitable distribution of educational resources, creating a disparity in the quality of education offered in urban and rural areas. These further impacts student outcomes as they are deprived

of the necessary resources and support systems. Inadequate funding has also led to the underpayment and demotivation of teachers, contributing to poor student performance and a high dropout rate.

Recommendations

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

1. There is need for government at all levels to increase the budget allocation for education to at least 15% of the national budget, as recommended by UNESCO.
2. There is an urgent need to improve the transparency and accountability of education spending and management and reduce corruption and leakages.
3. Enhancement of the capacity and motivation of teachers through regular training, incentives, and performance evaluation is imperative.
4. There is a need to expand access and equity of education for all learners, especially girls, rural dwellers, and marginalized groups.
5. Government should promote innovation and technology in education to improve learning outcomes and efficiency.

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