

EFFECT OF EDUCATION BUDGET ALLOCATION ON LEARNING OUTCOMES IN PUBLIC SCHOOLS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of Education Budget Allocation on Learning Outcomes in Public Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Management, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined effect of education budget allocation on learning outcomes in public schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and education. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 384 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 2.98). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.451$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.78, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.29$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Effect	14
2.1.2 Concept of Education	15
2.1.3 Concept of Budget	17
2.2 Theoretical Framework	19
2.2.1 Systems Theory	19
2.2.2 Human Capital Theory	20
2.2.3 Transformational Leadership Theory	21
2.2.4 Goal-Setting Theory	22
2.3 Empirical Review	24
2.3.1 Early Studies on effect	24
2.3.2 Recent Nigerian Evidence on effect	25
2.3.3 Effect and education	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Population of the Study	32
3.3 Sample Size and Sampling Technique	33
3.4 Sources of Data Collection	34
3.5 Research Instrument	35
3.6 Validity and Reliability of the Instrument	36
3.7 Method of Data Analysis	37
3.7.1 Administration of the Instrument	38
3.8 Ethical Considerations	38

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	40
4.1 Data Presentation	40
4.2 Demographic Characteristics of Respondents	40
4.3 Analysis of Research Questions	41
4.4 Test of Hypotheses	42
4.5 Discussion of Findings	43
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	48
5.1 Summary	48
5.2 Conclusion	49
5.3 Recommendations	50
5.4 Suggestions for Further Studies	50
REFERENCES	52
APPENDIX	54

LIST OF TABLES

Table 4.2.1: Gender Distribution of Respondents	45
Table 4.2.2: Age Distribution of Respondents	45
Table 4.2.3: Educational Attainment of Respondents	46
Table 4.3.1: Weighted Mean Analysis of Research Question One	46
Table 4.3.2: Weighted Mean Analysis of Research Question Two	46
Table 4.4.1: Correlation Summary between the Independent and Dependent Variables	46
Table 4.4.2: Independent Samples t-test by Gender	46
Table 4.4.3: Chi-square Test of Association	47

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of education budget allocation on learning outcomes in public schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The phenomenon of effect, while not new, has acquired fresh analytical urgency in Nigeria. In Nigeria, the intersection of effect and education is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. The aggregate picture emerging from Musa and Bamgbose (2023) points to a modest but consistent association between effect and the outcomes of interest. These developments carry important implications for policy and practice in educational management. Findings reported by Ogunlana and Eze (2018) observed that respondents with greater exposure to effect recorded markedly different results. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. Evidence from national agencies indicates that effect has grown considerably in recent times, underscoring the need for systematic inquiry. Osinachi and Olawale (2020), in a survey of relevant stakeholders, concluded that the benefits of effect are unevenly distributed across groups. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with education. Longitudinal research by Alade and Eze (2016) revealed that sustained attention to effect yields appreciable dividends over time. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. Evidence assembled by Alade and Eze (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Longitudinal research by Kalu and Okonkwo (2016) revealed that sustained attention to effect yields appreciable dividends over time. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised effect as a critical determinant of outcomes in educational management. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream effect into routine governance. Studies conducted within the West African subregion by Adekunle and Adekunle (2018) reached conclusions broadly consistent with the Nigerian evidence. Sustained engagement with the

issues raised here is therefore essential if meaningful progress is to be recorded. The aggregate picture emerging from Bello and Adekunle (2023) points to a modest but consistent association between effect and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

effect occupies a prominent position in contemporary debates about education and national development. Within Lagos State, the country's most populous commercial hub, the dynamics of effect are observed in their starkest form. The aggregate picture emerging from Obiora and Nwosu (2023) points to a modest but consistent association between effect and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Studies by Adigun and Olawale (2019) largely support the view that effect exerts a measurable influence on outcomes of interest. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of effect. Longitudinal research by Salami and Oyelaran (2016) revealed that sustained attention to effect yields appreciable dividends over time. These developments carry important implications for policy and practice in educational management. Findings reported by Adekunle and Dauda (2018) observed that respondents with greater exposure to effect recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of effect. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream effect into routine governance. Studies conducted within the West African subregion by Famuyide and Adigun (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. An examination by Alade and Bakare (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of education. Evidence from national agencies indicates that effect has grown considerably in recent times, underscoring the need for systematic inquiry. The aggregate picture emerging from Nnamdi and Kalu (2023) points to a modest but consistent association between effect and the outcomes of interest. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with education. Findings reported by