

EFFECT OF EDUCATION BUDGET ALLOCATION ON LEARNING OUTCOMES IN PUBLIC SCHOOLS

BY

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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.

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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.

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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