

FUNDING FORMULAS AND RESOURCE EQUITY ACROSS STATES

BY

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CERTIFICATION

This is to certify that this research project titled "Funding Formulas and Resource Equity Across States" 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 funding formulas and resource equity across states, 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 funding; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with funding and formulas. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 411 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 392 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 = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.5$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.41, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). 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 funding.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of funding formulas and resource equity across states 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.

Contemporary scholarship increasingly frames funding as inseparable from the broader question of formulas. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of funding. Dauda and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of funding are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Ogunlana and Bakare (2020), in a survey of relevant stakeholders, concluded that the benefits of funding are unevenly distributed across groups. For practitioners, the practical significance of funding cannot be overstated, given its demonstrable link with formulas. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

funding, when examined in relation to formulas, reveals complex and often paradoxical dynamics. Nigeria's federal structure and its diverse cultural geography ensure that the experience of funding varies considerably from one region to another. Studies conducted within the West African subregion by Alade and Oyelaran (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. Aderemi and Obiora (2020), in a survey of relevant stakeholders, concluded that the benefits of funding are unevenly distributed across groups. These developments carry important implications for policy and practice in educational foundations. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised funding as a critical determinant of outcomes in educational foundations. Evidence from national agencies indicates that funding has grown considerably in recent times, underscoring the need for systematic inquiry. Comparative work by Aderemi and Obiora (2022) across several states uncovered a consistent pattern linking funding with formulas. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. An examination by Dauda and Adigun (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of funding. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of funding. Studies conducted within the West African subregion by Adekunle and Adekunle (2018) reached conclusions broadly consistent with the Nigerian evidence. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Longitudinal research by Bakare and Adigun (2016) revealed that sustained attention to funding yields appreciable dividends over time. For