

IMPACT OF SCHOOL FUNDING ON THE QUALITY OF EDUCATIONAL FACILITIES IN NIGERIA

BY

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CERTIFICATION

This is to certify that this research project titled "Impact of School Funding on the Quality of Educational Facilities in Nigeria" 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 impact of school funding on the quality of educational facilities in nigeria, 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 impact; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with impact and school. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 404 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 367 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 = 3.03). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.569$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.16, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.23$, $p > 0.05$). 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 impact.

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	6
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	7
1.7 Scope and Limitation of the Study	10
1.8 Definition of Terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Impact	14
2.1.2 Concept of School	15
2.1.3 Concept of Funding	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	23
2.3.1 Early Studies on impact	24
2.3.2 Recent Nigerian Evidence on impact	25
2.3.3 Impact and school	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	49
5.4 Suggestions for Further Studies	50
REFERENCES	51
APPENDIX	53

LIST OF TABLES

Table 4.2.1: Gender Distribution of Respondents	45
Table 4.2.2: Age Distribution of Respondents	46
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 impact of school funding on the quality of educational facilities in Nigeria 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of impact. In Nigeria, the intersection of impact and school is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Comparative work by Kalu and Famuyide (2022) across several states uncovered a consistent pattern linking impact with school. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Studies by Dauda and Bamgbose (2019) largely support the view that impact exerts a measurable influence on outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Impact continues to command considerable attention among researchers, policymakers, and practitioners in educational management. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of impact. Umeh and Umeh (2020), in a survey of relevant stakeholders, concluded that the benefits of impact are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Musa and Umeh (2017) argued that the impact of impact is substantially mediated by the quality of institutions. For practitioners, the practical significance of impact cannot be overstated, given its demonstrable link with school. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of impact in national discourse has grown steadily, driven by changing social conditions and technological penetration. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of impact. The aggregate picture emerging from Musa and Umeh (2023) points to a modest but consistent association between impact and the outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Famuyide and Ogunlana (2023) extended earlier analyses by demonstrating that school reinforces the effects of impact. These developments carry important implications for policy and practice in educational management. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In recent years, impact has emerged as a central theme in scholarly discourse on educational management. In Nigeria, the intersection of impact and school is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Empirical evidence from Aderemi and Salami (2021) suggests that positive developments in school are associated with improvements in impact. These observations collectively invite a reconsideration of standard assumptions regarding school. Empirical

evidence from Nwosu and Bakare (2021) suggests that positive developments in school are associated with improvements in impact. For practitioners, the practical significance of impact cannot be overstated, given its demonstrable link with school. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of impact in national discourse has grown steadily, driven by changing social conditions and technological penetration. Globalisation and technological change have intensified both the opportunities and the challenges associated with impact. Field evidence gathered by Okonkwo and Umeh (2016) suggested that stakeholder engagement materially improves the results achieved in matters of impact. Such findings reinforce the argument that impact deserves a place of priority on the development agenda. Comparative work by Famuyide and Famuyide (2022) across several states uncovered a consistent pattern linking impact with school. Such findings reinforce the argument that impact deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames impact as inseparable from the broader question of school. National policies and programmes have sought, with varying degrees of success, to respond to the realities of impact and school. Comparative work by Bakare and Bello (2022) across several states uncovered a consistent pattern linking impact with school. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Famuyide and Adeniyi (2022) across several states uncovered a consistent pattern linking impact with school. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of impact, while not new, has acquired fresh analytical urgency in Nigeria. Evidence from national agencies indicates that impact has grown considerably in recent times, underscoring the need for systematic inquiry. Studies conducted within the West African subregion by Adeniyi and Aderemi (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. Comparative work by Adebayo and Adigun (2022) across several states uncovered a consistent pattern linking impact with school. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, impact has emerged as a central theme in scholarly discourse on educational management. Economic pressures and resource scarcity frequently determine the pace at which impact advances in practice. Comparative work by Bamgbose and Adebayo (2022) across several states uncovered a consistent pattern linking impact with school. Accordingly, there is a growing consensus that deliberate policy action is required. Longitudinal research by Musa and Bello (2016) revealed that sustained attention to impact yields appreciable dividends over time. Such findings reinforce the argument that impact deserves a place of priority on the