

IMPACT OF GOVERNMENT EDUCATIONAL SPENDING ON PERFORMANCE OF STUDENTS IN SSCE IN KADUNA STATE

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The aim of this paper is to analysed the Impact of Government Educational Spending on Students Performance in SSCE In Kaduna State, Nigeria. Education remains the largest industry and government funding for education in the state is low compared to some other states such as Cross-river, Lagos, FCT, Enugu and Kwara. The impact of government spending on students' performance in SSCE in Kaduna State is an unresolved issue, yet, the modality at which government spends on education has enormous effects on how students perform in secondary schools especially in SSCE. This research used questionnaire to collect data on the socioeconomic factors that affects students performance in SSCE in Secondary schools. This study made use of WAEC results to obtain the general performance of students relative to government spending on secondary education. Based on the nature of data, a multi-staged sampling method was used to select three local government areas from each senatorial zone so as to ensure that the sample size is a good representation of the population of the study. The study employed questionnaire method with both descriptive and inferential statistic (Pearson Product Moment Correlation Coefficient and cross tabulation techniques as means of analysis. The results showed significant relationship between government expenditure and academic performance, significant difference between academic performance of students who had access to educational facilities such as textbooks and other learning materials and those students who do not have. The major recommendation of this study is Successive Nigerian governments must give top priority to education financing. A situation where the country spends an insignificant proportion of total government expenditure and gross domestic product on education leaves much to be desired. As a matter of urgency, government should massively invest in education.

Keywords: Education, WAEC performance, secondary schools, government expenditure

Introduction

The impact of government spending on students' performance in SSCE in Kaduna State in Nigeria is an unresolved issue, yet the way and manner at which government spends on education has enormous effects on the students' performance in SSCE in Kaduna State in Nigeria. This is because meaningful expenditure on education can go a long way to enhance better students' performance in SSCE in Kaduna State in Nigeria. According to (World Bank, 1980; Barro and Sala-i- Martin, 1998) cited in (Oladoyin, 2010) empirically, education (and human capital) have been found to have a positive and significant effect on economic growth. This goes to explain why government involvement in spending on education is necessary. In modern times, the educational enterprise in Nigeria had grown into a huge venture engaging more men, money and material resources of the nation than any other sector of the economy. This is why the issues and problems of education are probably more visible today than they had been. (Durosaro, 2006).

A recent source of funding education explored by government in Nigeria is the Education Tax Fund (ETF) established in 1995. ETF ensured that companies with more than 100 employees contribute 2 % of their pre-tax earnings to the fund. Primary education

receives 40% of this fund. Secondary education receives 10% and higher education 50%, Primary education has in the past also receives from Petroleum Trust Fund (PTF) for capital expenditure and provision of instructional materials. In higher institutions, gifts, endowment funds, consultancy services, farms, satellite campuses, pre-degrees etc are other alternative funding sources (Moja, 2000). From the aforementioned, it is obvious that secondary education in Nigeria receives less fund from ETF (Education Trust Fund) than other levels of education.

Musgrave and Musgrave, (1989) argued that public spending on education can be said to be based on the classical literature on public goods, where it is argued that social goods provide a rationale for the allocative function of budget policy. It is argued that the public sector performs certain functions because some goods cannot be provided efficiently through the market system owing to apparent market failures or associated inefficiencies. Market failure occurs because the benefits created by social goods are not limited to one particular consumer who purchases the goods, as is the case with private goods. The non-rival or non-excludability nature of public goods has important implication for consumer behavior and on the provision of both private and social goods.

According to Fanfuwa (2003), the importance of education to human being cannot be over emphasized. Education has been defined as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's own needs as well as the needs of the society where that education is based. At the outset, it is important to point out that education goes beyond schooling. But schooling at all levels help to achieve the purpose of education., Otive (2006).

Recently, the focus has also being shifted not only on the importance of government spending on education to enhance economic growth but on the determinants of students' performance in SSCE in Kaduna State. Although various factors determine the quality of students' performance in SSCE in Kaduna State in Nigeria as well as other countries in the world, for instance, the World Bank (1990) Primary Education Policy Paper has identified five principal contributors to primary education effectiveness; curriculum, learning materials, instructional time, classroom teaching, and students' learning capacity. The rest of the paper proceeds as follows, section 2 presents the literature review. Section 3 deals with the theoretical framework and methodology. Section 4 focuses on the long-term trend review and empirical results and section five focuses on the analysis of results and identify major policy implications.

Problem Statement

Government spending can be categorized into two; capital and recurrent, and over the years, government has been using these two forms of expenditure to enhance development in the educational sector. Most often than not, government spending on education is more of recurrent expenditure than capital expenditure. Despite government spending on education in Nigeria, students' performance in SSCE in Kaduna State is still low.. (Abidogun, 2008) noted that low government resource inflow to education sector may hamper accessibility to education in Nigeria, especially by the poor. He indicated that about 0.76o/o of GNP

allocated to education sector by government in Nigeria is lower than the average of about 5% of GNP allocated to education sector in Sub-Sahara African countries, and lower still when compared with the average of 6% of GDP allocated to education sector by OECD countries (Robert et al,2002). There is need for government to intensify efforts to invest more in education because for education sector to thrive better, funding is key. Low spending on education especially at the senior secondary level has shown to be a major cause of students' poor performance in SSCE.

The research seeks to find answers to the following questions:

- i. What is the effect of government spending on students' performance in SSCE in Kaduna State (proxied by students' average performance in SSCE)
- ii. In what ways can students' performance in SSCE be improved other than public spending in Kaduna State.?

Objectives

- i. To examine the effect of Government spending on students' performance in SSCE in Kaduna State.
- ii. To identify other ways or means to improve students' performance in SSCE in Kaduna State aside government spending.

Literature Review

Conceptual Framework

Government spending on education consists of recurrent and capital government spending on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other privates entities) (UNESCO, 2010). School finance is concerned with the mobilization and allocation of resources to schools. School finance issues are of paramount concern to all levels of educational system both at federal, state, and local government level. The child's future as well as the future of a society in general, depends largely on the quality of the educational system. (Olabanji & Abayomi, 2010).

According to Psacharopoulos and Woodhall (1997) economic evaluation of educational investment projects should take into account certain criteria which are:

- Direct economic returns' to investment, in terms of the balance between the opportunity costs of resources and the expected future benefits;
- Indirect economic returns, in terms of external benefits affecting other members of society;
- The private demand for education and other factors determining individual demand for education;
- The geographical and social distribution of educational opportunities; and,
- The distribution of financial benefits and burdens of education.

Education plays a great and significant role in the economy of a nation, thus educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for

the individual worker. It increases their chances of employment in the labour market, and allows them to reap pecuniary and nonpecuniary returns and gives them opportunities for job mobility.

The concept of students' performance in SSCE in Kaduna State are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences. (YCCD academic senate, 2005)

Types of Students Learning Outcomes:

- 1. Institutional** Result of obtaining a degree or certificate from the institution
- 2. Program-level** a. Result of finishing a program b. Result of completing a student services program activity
- 3. Course-level** a. Result of completing a course

Each degree and certificate from an institution need not fulfill every institutional student learning outcome. However, each degree and certificate must meet at least one of them. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast a course should meet every one of its stated student learning outcomes. (YCCD academic senate, 2005)

Determinants of Students' performance

Determinants of students' performance in SSCE in Kaduna State can be perceived as the factors that affect education outcomes.

Measures of income and accumulated wealth are factors that increases students performance. Children from wealthy homes tend to perform better on the average than children from poor homes as access to educational materials are easily assessable to them than children from poor homes.

- i. **Return to investment in education:** Schultz, (1998), education outcomes are typically influenced by individual, household and community characteristics. To Schultz (1998), since human capital theory treats education as the means to increase an individual's economic position, therefore, returns to investments in education act as one of the most important determinants of education.
- ii. **Parental education:** In a study of educational achievement of institutions of learning of education and uneducated homes in western Nigeria, Ogunlade (1995) opined that children of illiterate homes perform worse than their counterparts from the education homes. Students from this home also study and concentrate in the class a lot more than the former. In other words, parents that are intelligent academicians well educated and professionals provide their children with a favourable environment to motivate or encourage them to develop similar interest and perform well in their studies. Regardless of their own education, parents can have a positive effect on their child's education simply by taking an interest in it.
- iii. **Household Income:** Household income is found to be a key determinant of schooling outcome. Income captures household's access to resources in the long-run and its associated impact on schooling (students' performance).

Overview of Public Spending on Education

Funding is one of the most challenging tasks that our educational system faces, whether they are in the early stages of reform or years into sustaining improvements. To sustain improvement, government must devote sufficient funds to fully implement priority goals before moving on to others.

Education has been in crisis for many years, much of the difficulty lies in the fact that the sector is poorly funded. This results in poor performance of students; lack of qualified teachers; high turnover rate of teachers; shortage of classrooms, and a host of other problems. These difficulties have been most pronounced at both the primary and secondary schools levels. The system of education at all levels has undergone rapid changes and growth within a context of an unstable economy. The educational sector continued to expand even though there were substantial economic setbacks. The economic crisis has had a negative impact on the educational system and played a major role in the decline of the quality of education offered.

The 1970s were the period of the oil boom in Nigeria. The economy expanded and with it came rapid growth and development of the education sector. By the 1980s, in contrast, major economic problems were encountered following the decline in revenue from petroleum products. The decline in the real gross domestic product in the 1980s and 1990s was estimated to be 60/o. By 1994, the Central Bank of Nigeria reported that the money supply, particularly by way of deficit financing, had increased tremendously in a period of ten years. By 1995 the value of the Naira had fallen from a US\$ ratio of 1:1 in 1985 to one of 85:1. According to CBN (2000), poor financial investment has been the bane of Nigerian education system to the extent to which the budgeting allocation has been very low compared to others. Furthermore, the federal government allocation to education has declined steadily since 1999 and is much lower than the average in the last five years of military rule. This is particularly important in view of huge increase in number of intake at all levels of education - primary, secondary and tertiary.

The secondary level of education has been programmed to achieve the following objectives in Nigeria as stated in the National Policy on Education,

- i. Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, social, religious and ethnic background;
- ii. Diversify its curriculum to cater for the differences in talent, opportunities and roles possessed by or open to students after their secondary school course;
- iii. Equip students to live effectively in our modern age of science and technology;
- iv. Develop and protect Nigerian culture, art and languages as well as the world's cultural heritage;
- v. Raise a generation of people who can think for themselves, respect the views of others; and
- vi. Inspire its students with a desire for achievement and self-improvement both at school and in later life (FRN, 2004).

- vii. In order for secondary education to achieve these objectives, the Nigerian government decentralized secondary education. The 1954 Littleton, and 1999 constitutions respectively spelt out the constitutional responsibilities imposed on the three tiers of government. The Federal and State governments, have constitutional power to legislate on the secondary education in the concurrent list under second schedule part II. However, no appreciable development can be carried out and noticed at this level of education without adequate resources allocated to the system in right proportion. Resource allocation is a plan for using available financial, human, and material resources to achieve educational goals. These resources are allocated among competing educational projects. This allocation therefore calls for making choice among the competing items on the plan.

Empirical Literature Review

Oladoyin (2010), examined the effect of government educational spending and macroeconomic uncertainty on students' performance in SSCE in Kaduna State in Nigeria using the econometric methods of cointegration and error correction mechanism together with the vector auto-regression methodology. It found that all variables exhibited non-stationarity. The results indicate that schooling/educational outcome cointegrated with all the identified explanatory variables. The study found that government educational spending impacts positively on schooling outcome while macroeconomic instability impacts negatively. The variance decomposition analysis shows that "own shocks" constitute the predominant source of variation in schooling outcome. The impulse response analysis shows that any unanticipated increase in the macroeconomic uncertainty rate will have a contractionary impact on literacy rate. The policy implication of this study is that government should pay attention to policies that enhance educational attainment through adequate public social investment under stable macroeconomic environment.

There is now a substantial literature exploring the relationship between public spending on education and outcomes such as enrolment rates. However, decades of intensive studies produce conflicting results. Most of these studies are based on cross-country data. Most studies revealed that the direct impact of public investment on measures of education attainment is weak (Noss, 1991; Mingat and Tan, 1992). Findings by Anand and Ravallion (1993) showed that there was no significant relationship between education outcomes and government spending.

Gupta et al (1999) use ordinary least square and two stages least squares regression on a cross section of data from 50 developing and transitional economies. Results indicate that greater public spending on primary and secondary education has a positive impact on widely used measures of education attainment such as gross enrolment in primary and secondary education, gross enrolment in secondary education and persistence through grade four. Regression estimates showed that performance in the education sector is also affected by other factors such as per capita income, urbanization, adult illiteracy, access to safe sanitation and water, and immunization. This is consistent with the findings of Mingat and Tan (1992).

McMahon (1999) found a negative and significant relationship between per pupil expenditures and the primary gross enrolment rate, and a positive and significant impact of total education expenditure as a proportion of GNP. Findings from McMahon study suggest that increasing primary education expenditures has a positive and significant impact on the primary gross enrolment rate. However, it is noteworthy that this study does not include per capita income as an explanatory variable and probably these resource variables might have been used as proxy for per capita income. Colclough and Lewin (1993) include per capita income variables and found that expenditure as a proportion of GNP is not significant when entered separately.

Gupta and Verhoeven (2001) apply Free Disposable Hull (FDH) techniques to measure the efficiency of government spending in social sector in developing countries. The study utilizes the FDH analysis taking government expenditure on education as the input and literacy, primary, and secondary enrolment as output. Results show that there was an increase in efficiency in expenditure over time in Africa. However, it still lags behind compared to countries in Asia and Latin America. In a study of 5 African countries Ogbu and Gallagher (1991), attempt to establish whether education outcome are affected by the composition of government spending. They reported that enrolment rates are significantly affected by the composition of government spending. Mehrotra (1998) observes that high education attainment is associated with relatively high public spending on education and a relatively high share of primary education in total education expenditures.

Using a panel data for African countries from 1990 to 2002, the aim of Anyanwu and Erhijakpor (2007) was to investigate the relationship between government expenditure on education and enrolment at the primary and secondary school levels, with illustrations from the SANE countries (South Africa, Algeria, Nigeria and Egypt). Results provide support for the proposition that government expenditure on education impacts positively on education attainment. The evidence is stronger for secondary education. The study also finds that other policy interventions, such as consolidating and sustaining democracy, accelerating national income and international community fulfilling its aid promises to Africa also were found crucial for school enrolment. This is consistent with the findings of Mingat and Tan (1992) and Appleton et al (1996) which reported that others variables such as per capital income, the age distribution of the population, parental perceptions of costs and benefits, urbanization and family background or parental education are statistically significant variables explaining education attainment.

Theoretical Framework and Methodology

Economic theories most often do not automatically produce strong conclusions about the impact of government spending on students' performance. Most economists argued that there are other factors (such as parents' educational background, students' learning capacity, school curriculum, economy of the parents, quality of teachers and so on) that enhance students' performance aside government spending on education. Others argued that government spending on education is a key factor to promoting better students performance in the country.

Policy makers are divided as to whether government spending helps and promotes or deter students' performance in SSCE in Kaduna State.

Human Capital Theory for Educational Development

The central difference in the policy implications of the human capital model and the alternative models relates to the desirable level of government spending on education. The basic implication of the human capital model is that allocation of resources on education should be expanded to the point where the present value of the streams of returns to marginal investment is equal or greater than the marginal costs.

Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sum of money on education not only as an attempt to impact knowledge and skills to individuals but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest.

In addition to manpower planning needs, parents strongly feel that in an era of scarce skilled manpower, the better the education their children can get, the better are their chances of getting well paid jobs. The poor often look at their children's education as the best means of escaping poverty. The concept of human resources has provided a useful bridge between the theoretical concerns of students of the developmental process and the practical requirements of assistance to planners. Irrespective of the explanation given for global educational expansion, the consequences of this expansion for social systems can be problematic. The tensions and strains of educational expansion can impede economic, social and political development. For example, the accelerated costs of expanding educational system compete with other sectors of the respective societies for finite resources. As mass primary education is attained, expansion shifts to the secondary and tertiary levels as these too are gradually transformed into mass systems. At the same time, the increase in costs is not arithmetic but geometric. These pressure ultimately create dilemma for government who must realistically assess and determine spending priorities for scarce economic resources (Olaniyan and Okemakinde, 2008).

It is also worth noting that the causal relationship between education and earnings has important implications for public policy. If human capital theorists are correct in arguing that education is the primary cause of higher earnings, then it obviously makes sense to provide more education to low-income groups of society to reduce poverty and the degree of income inequality.

This analysis suggests that the primary focus of subsidies to education should be on ensuring that all those who can benefit from, have access to appropriate opportunities, rather than on reducing costs incurred by those who would undertake higher education in any case.

Education Production Function

An education production function is an application of the economic concept of a production function to the field of education. It relates various inputs affecting a student's learning (schools, families, peers, neighbourhoods, etc.) to measure outputs including subsequent labor market success, college attendance, graduation rates, and, most frequently,

standardized test scores. The original study that prompted interest in the idea of education production functions was by a sociologist, James S. Coleman. The Coleman Report, published in 1966, concluded that the marginal effect of various school inputs on student achievement was small compared to the impact of families and friends.

The report launched a large number of successive studies, increasingly involving economists that provided inconsistent results about the impact of school resources on student performance. The interpretation of the various studies has been very controversial, in part because the findings have been directly entered into policy debates. Two separate lines of study have been particularly widely debated. The overall question of whether added funds to schools are likely to produce higher achievement (the "money doesn't matter" debate) has entered into legislative debates and court consideration of school finance systems. Additionally, policy discussions about class size reduction heightened academic study of the relationship of class size and achievement.

Research Methodology

Research Design

The research is divided into two parts. The first part is descriptive used to obtain data on socioeconomic characteristics of facilities in schools supplied by Kaduna State Government, teachers, as well as students. The second part is exploratory used in explaining the impact of government spending on education as it affects students' academic performance especially in SSCE (WAEC).

Population, Sampling Design and Analytical Technique

The population of this research had students of senior secondary school in Kaduna state which in 2015, the number stood at 269,000 in the 289 secondary schools that are in the state. Thus, a multi-staged sampling method was used to select three local government areas from each senatorial zone so as to ensure that the sample size is a good representation of the population of the. The secondary schools in Kaduna State were spread among the senatorial zones and then narrowed to local governments and then to the schools. The study used questionnaire to gather data and the data were analysed using both descriptive and inferential statistics. For the descriptive analysis the use of tables, frequency and percentage were explored while for the inferential, Cross tabulation techniques were used for analysis.

Data Presentation, Analysis and Discussion of Results

Analysis of Socio-Economic Characteristics of Respondents

300 copies of the questionnaires were distributed, 250 were responded to and returned out of which 170 (68%) are male and 80 (32%) are female, this indicates that the population of boys that goes to school in Kaduna state are more than that of girls. Of the respondents, 228 (91.2%) students pay their school fees through their parents/guardian and self. While the remaining had government pay their school fees. This could imply that the 22 (8.8%) students are on scholarship and the others would have their parents and guardian pay their school fees and some of these students have to do some menial jobs after schooling hours and weekends to raise money for their schooling, this could affect their performance in

school as the time they need to do extra studying after school are used up in seeking livelihood to sustain them therefore giving them little or no time to study at all.

Age is used to also determine how students perform in WAEC. It is expected that students at the age range of 15 to 18 which constitute about 70% of the sample of study would perform better than students of older age, this is because at this age, it is believed that they have little or no worries about the happenings in their society they tend to put all their energy in their studies. On the other hand this same age range can easily be distracted and discouraged by little issues that stare at them in the face like inadequate teaching materials in the school, lack of qualified teachers and having to fend for themselves.

Analysis of Facilities in the Secondary Schools Selected

Government expenditure is in two forms, the recurrent expenditure and capital expenditure. Recurrent expenditure on education takes care of school facilities and material for teaching and learning, such as board, writing materials, textbooks in the library, equipment in the laboratories, desk and chair, payment of salaries as at when due and so on. The capital expenditure include building of classrooms, offices for staff, toilets, installing electricity and pipe borne water system in schools among others. All respondents are from public secondary schools in selected areas of Kaduna State.

141 of the respondents says chairs and lockers were used in their schools while 109 of the respondents sits on the floor to receive lessons in their various schools. This leaves much to be desired as there is need for more chairs and desk for students this will enhance learning and this also suggests that classrooms are not sufficient hence the few available classes might be overcrowded leaving some students sitting on chairs and others on the floor to receive lessons.

Majority of the schools have school libraries as indicated by 250 respondents, however, most of the school libraries have no textbooks and are not well equipped as shown by 210 respondents and most of students have no access to the libraries. This hinders how students perform especially in WAEC as many students could not afford textbooks of their own as indicated by 88% of the respondents. The few that have access to personal textbooks showed great performance in WAEC.

On Government Expenditure on Education in Kaduna State

The share of education in the state expenditures decreased from 16.3% in 2001 to 15.5% in 2002 and then sharply to 12.1% in 2003; then it steadily increased to 12.2% in 2004, 15.4% in 2005 and 18.5% in 2006. The expenditure increases have been noticeable since 2004.

In 2006, the distribution of state expenditure by education levels was 51% to primary, 29% to secondary and 16% to tertiary. However, more than 90% of the expenditures in primary education goes to personnel and the portion covering overhead costs was very little at less than 7%. The unit costs of education expressed as a percent of per capita GDP were respectively 7.6, 17.1, 244 and 39 for primary, secondary, university and polytechnics. These levels of spending are much lower than in other African countries.

Inferential Statistics

The analytical technique used for this paper is cross tabulation. This analytical technique is used with the view to draw inferences on what hinders performance of students in SSCE in Kaduna state.

Table 4.1 - class * what hinder performance (Cross tabulation)

Count		What hinder performance					Total
		Self sustenance	inadequate teaching personnel	lack of qualified teachers	inadequate teaching materials	insecurity/poverty	
class	ss2	6	12	6	3	2	28
	ss3	12	10	30	32	2	86
		8	28	0	0	0	36
Total		26	50	36	34	4	150

Source: Field Survey, 2017 and IBM SPSS Statistics 20

Table 4.1 shows how from inadequate teaching personnel to insecurity affects students performance in SSCE in Kaduna state. 50 of the respondents have inadequate teaching personnel as a major problem in their schools, not having any teacher at all to take certain subjects such as physics and so on have affected their performance in WAEC. 36 responded to having lack of qualified teaching personnel and 34 responded to inadequate teaching materials. 26 of the respondents depends on themselves to pay school fees, feed, cloth and transportation.

Table 4.2 Name of sch * are basic amenities from govt (Cross tabulation)

Count		Are there amenities from government?				Total
		Yes	No	3.00	4.00	
Name of	Alhudauda	7	3	0	0	10
	GGSS K/G	5	8	0	0	13
	GGSS K/K	7	6	0	0	13
	GSS Samaru	0	1	0	0	1
	Chindit	9	4	0	0	13
	Saulawa	8	2	0	0	10
	Panpaida	6	4	0	0	10
	Paki	6	4	0	0	10
	Ikara	3	7	0	0	10
	Dorayi	5	5	0	0	10
	Mayare	0	2	8	0	10
	Gunkumi	0	0	7	3	10
	Makarfi	0	1	8	1	10
	Lere	1	0	8	1	10
	Giwa	0	0	6	4	10
	Total		57	47	37	9

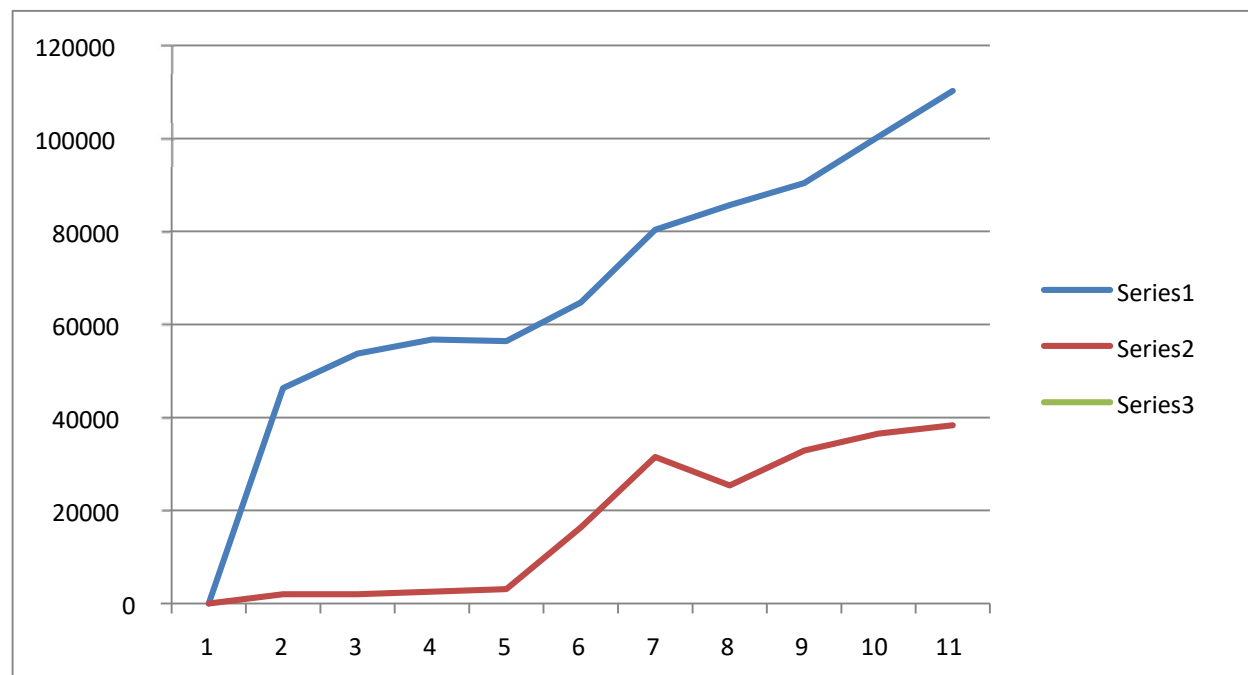
source: field survey, 2017 and IBM SPSS statistics 20

Table 4.2 shows the cross tabulation of students performance and supply of basic amenities to schools. It is expected that public schools teaching and learning facilities should come from state government. From the table above, 57 responded to having government provide school facilities to their respective schools while 46 have other sources. This shows that government supplies to schools might not get to all schools in the state.

Table 4.3 Performance of Students in SSCE in Kaduna State

Year	Total Sat	Total Passed
2006	46327	1978
2007	53682	1949
2008	56742	2504
2009	56444	3113
2010	64720	16354
2011	80338	31501
2012	85643	25343
2013	90343	32876
2014	100362	36514
2015	110232	38324

Source- West African Examination Council Table 4.3 Performance of Students in SSCE in Kaduna State



Computed by Author, Micro Soft Excel 2016

Table 4.3 and figure 4.1 above shows the number of students that sat for SSCE in Kaduna State and the number that passed. The figures are very discouraging as there is a

wide disparity between the number of students who sat for SSCE and the number that passed. From 2006 where about 23% of those who enrolled and sat for SSCE passed to 2015 where about 2.4% passed left more to desired.

Summary, Conclusion and Recommendations

Summary

The study investigated the effect of government educational spending on Students' performance in SSCE in Kaduna State in Nigeria. Using descriptive and inferential statistical techniques. The study examines the effect of expenditure on education in Kaduna state on students performance in WAEC. This is analysed with the use of tables and graphs. From the responses gathered from the questionnaires administered to students across the state, it was gathered that other socio-economic factors such as cost of schooling, adequate teaching and learning materials, school facilities, qualified teachers among others have a greater impact on how students perform in schools especially in SSCE. This factors were analysed with the use of cross-tabulation technique.

Conclusion

The study therefore showed that there is need for massive investment in education in Kaduna State. It is not enough to have more schools built without proper furnishing with teaching facilities such comfortable chair and desk, well ventilated classrooms, teaching borad, laboratories equipment, library materials and so on. These have shown to have tremendous effect on how students perform in SSCE. Other variables as government expenditure on education, per capita income, number and quality of teachers proved to be very important factors that enhances students' performance in SSCE in KadunaState.

Recommendations

It is noteworthy that,

The goal of the Kaduna State Government is to reduce poverty and improve the well-being of its population. Within this context, the aim of Government is to work in partnership with stakeholders, to provide skills to all citizens through the education system, which supports both their personal betterment and the socioeconomic development of both the state and the nation.

From the above, and the findings from the study, the following policy implications are proffered,

- Government should pay attention to policies that enhance educational attainment through adequate public social investment.
- Successive Nigerian governments must give top priority to education financing. A situation where the country spends an insignificant proportion of total government expenditure and gross domestic product on education leaves much to be desired. As a matter of urgency, government should massively invest in education.

- Government need to come in and help even if it means subsidizing the WAEC fees for students in public schools, this will motivate the students to study hard and perform in SSCE.
- Attention should be given to the need to provide educational facilities which makes learning practical and easier, especially at the secondary school level because it serves as a ladder to further education to degree level.
- There is the need for qualified teachers from the pre-primary level of education to the tertiary level to impart the right knowledge to pupil from the very tender age.

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