

**Assessing the Effects of Government Budgetary Allocation on Academic Achievement in Public Secondary Schools: A Case Study of Ibadan Metropolis, Oyo State, Nigeria**

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**Abstract**

This study examined how government budgetary allocation affects the academic performance of students in public secondary schools in Ibadan North, Ibadan South-West, and Ido Local Government Areas of Oyo State, Nigeria. Using a descriptive survey design, data were collected from 120 respondents, 80 teachers and 40 administrators selected from ten public secondary schools. A structured 20-item questionnaire measured budget allocation, infrastructure adequacy, teacher morale, and academic achievement. Findings showed that government funding averaged 55–58%, which falls below the UNESCO 26% benchmark. The study was anchored on Human Capital Theory and Resource Allocation Theory, and instrument reliability was confirmed with a Cronbach's Alpha of 0.87. Correlation results revealed significant positive relationships between budget allocation and academic performance ( $r = 0.727$ ,  $p < 0.05$ ), infrastructure ( $r = 0.856$ ,  $p < 0.01$ ), and teacher motivation ( $r = 0.693$ ,  $p < 0.05$ ). Regression analysis indicated that budget allocation accounted for 52.8% ( $R^2 = 0.528$ ) of the variance in student performance. Respondents identified inadequate funding (81.7%), infrastructure decay (68.3%), and low morale (60.8%) as major challenges. Comparative analysis showed that Ibadan South-West recorded the highest mean performance (62.1%) and funding level (57.8%), while Ido recorded the lowest. The study concludes that increased and well-managed funding can substantially improve academic outcomes. It recommends a minimum 10% annual increase in education budgets, stronger accountability mechanisms, and targeted investment in facilities and teacher welfare.

**Keywords:** Government Budgetary Allocation; Academic Achievement; Public Secondary Schools; Educational Funding; Teacher Morale; Infrastructure Development.

**Word Count:** 227

## Graphical Abstract



## 1. Introduction

### Background and Rationale for the Study

Education continues to be the foundation of national advancement and social improvement, acting as an essential tool for developing human capital, fostering innovation, and driving economic growth. Worldwide, ongoing investment in education is acknowledged as a key factor in improving social mobility and increasing productivity. As reported by UNESCO (2023), nations that dedicate a minimum of 15–20% of their overall government spending to education generally see enhancements in literacy rates, decreases in poverty, and faster economic growth. On the other hand, insufficient funding limits access to education, quality, and equity, which directly impacts student achievement and the effectiveness of educational institutions. In countries like Nigeria, education serves not just as a means for individual empowerment but also as a crucial strategy for facilitating national change. The ability of schools to deliver quality education, uphold facilities, and inspire teachers heavily depends on sufficient financial support from government agencies.

Worldwide, trends in educational funding show significant discrepancies between affluent and impoverished countries. The Organisation for Economic Co-operation and Development (OECD) indicates that nations like Finland, Sweden, and Canada regularly allocate more than 5% of their Gross Domestic Product (GDP) to education, resulting in excellent results in international performance assessments such as PISA. In comparison, countries in sub-Saharan Africa invest much less, averaging around 2% to 3% of GDP. Nigeria's situation is especially alarming, as federal funding for education has consistently fallen short of UNESCO's suggested standards. Information from Nigeria's Federal Ministry of Finance (2013–2022) shows that spending on education varied between 5.4% and 8.9% of the yearly national budget, significantly less than the 26% goal proposed by UNESCO, highlighting a persistent funding deficit that continues to undermine infrastructure development, teacher motivation, and overall academic outcomes across public schools. This continual lack of investment has resulted in insufficient facilities, a shortage of teachers, and deteriorating educational results, especially in public secondary schools serving most of the populace.

Despite the recognized importance of education, the Nigerian education sector continues to suffer from chronic underfunding, resulting in dilapidated infrastructure, overcrowded classrooms, and insufficient instructional materials. Teachers often experience low morale due to delayed salaries and poor working conditions, further undermining students' motivation and achievement. Within Oyo State and particularly in Ibadan Metropolis public secondary schools are characterized by limited government support, outdated facilities, and an increasing performance gap compared to privately funded schools. These challenges raise critical concerns about how government budgetary allocation influences academic outcomes in public institutions. The persistent shortfall in funding poses a structural barrier to achieving the Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education for all by 2030.

### **Aim and Objectives of the Study**

This study aims to investigate the connection between government budget allocation and student academic performance in public secondary schools in Ibadan Metropolis, Oyo State, Nigeria.

To achieve the aim, the study was guided by the following specific objectives, as to:

- i. evaluate the extent of government budgetary allocation to public secondary schools in Ibadan Metropolis in order to determine whether available financial resources meet the standards required for effective educational service delivery.
- ii. assess how variations in budgetary allocation influence the quality of instruction, infrastructural development, and students' academic performance across public secondary schools in the study area.
- iii. determine the extent to which inadequate financial support affects teacher morale and limits students' learning outcomes, considering the human resource implications of funding shortfalls.

- iv. provide evidence-based policy recommendations aimed at strengthening educational funding mechanisms in Nigeria, ensuring improved planning, accountability, and sustainable educational development.

### **Research Questions**

This study is driven by three main questions aimed at exploring the connection between government spending and educational achievement results. Initially, how significantly does the allocation of government budgets influence the quality of education in public secondary schools? This inquiry aims to determine if financial contributions have a direct impact on teaching effectiveness and the availability of resources. Secondly, in what way does insufficient funding affect teacher motivation and the academic performance of students? Tackling this question aids in elucidating the human resource aspect of educational spending, especially the link between teacher well-being and student results (Afolabi and Ajayi 2020). Third, what connection is there between budget allocation and student performance in Ibadan Metropolis? This concluding question examines the extent of correlation between funding amounts and quantifiable student academic results, thereby offering numerical proof to either validate or challenge current beliefs regarding financial contributions in education.

### **Hypothesis**

To address these questions, the study proposes two hypotheses:

**H<sub>0</sub>**: There is no significant relationship between government budgetary allocation and students' academic achievement in public secondary schools.

These hypotheses are based on empirical and theoretical viewpoints that highlight the importance of fiscal policy in influencing educational results. According to Hanushek & Woessmann (2020), investment in education is a crucial predictor of human capital growth, and differences in funding can either enhance or diminish a country's ability to meet sustainable development objectives.

The results of this study possess both practical and theoretical importance. The research offers quantifiable proof of how funding distributions affect educational results, thus adding to the policy conversation regarding efficient budget oversight in Nigeria's education system. Theoretically, it enhances the literature on human capital growth by emphasizing the causal relationship between educational investment and societal progress. These findings can be used by policymakers, education planners, and school administrators to support equitable and sustainable funding frameworks. This study is confined to ten public secondary schools in Ibadan Metropolis, Oyo State, concentrating on teachers and administrators as the main respondents. This scope allows for a context-dependent comprehension of budgetary effects on academic achievement in secondary education.

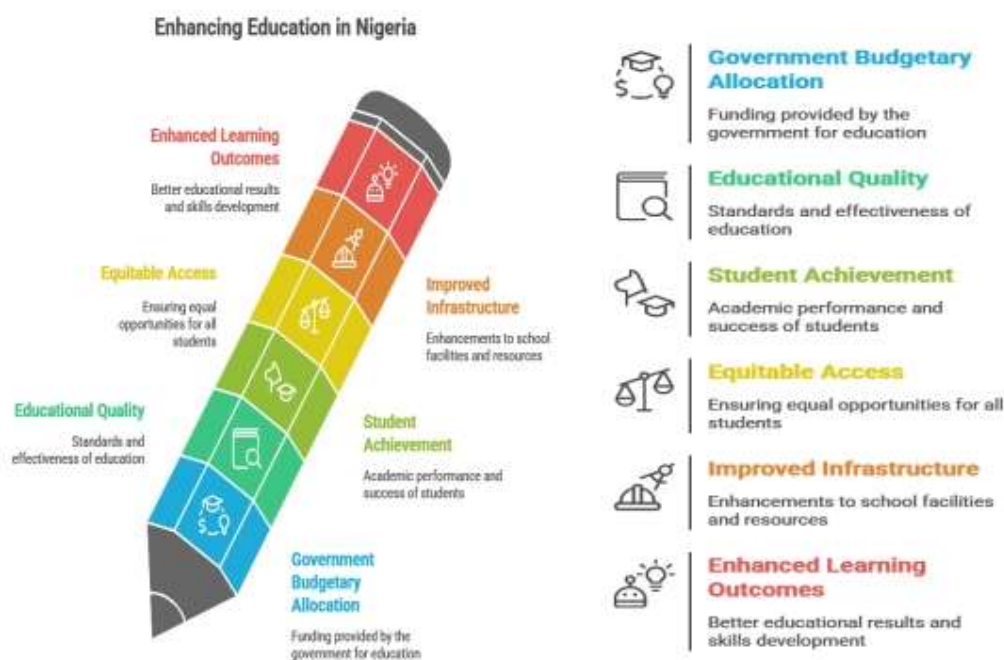
## **2. Related Work**

## Theoretical Framework

This research is grounded in two connected theories: the Human Capital Theory and the Resource Allocation Theory. The Human Capital Theory, initially popularized by Becker (1993), suggests that investing in education increases the productivity and economic capabilities of both individuals and societies. Education is considered a type of capital that produces future benefits through enhanced skills, knowledge, and innovation. Consequently, governments designate funds for education, viewing it as an investment anticipated to yield social and economic returns. The Resource Allocation Theory supports this perspective by highlighting the effective distribution of scarce resources among competing sectors to attain optimal results. Musgrave & Musgrave (1989) state that the allocation of resources in the educational system influences the quality of service provided and the educational results that follow. Collectively, these theories indicate that sufficient and effectively administered funding is crucial for attaining enhanced learning results and societal progress.

## Empirical Review

Research in various African countries shows that government spending on education greatly influences student results. Research conducted by Tilak (2020) identified a positive link between educational funding and literacy advancement in low-income countries. Afolabi & Ajayi (2020) noted that enhanced government funding in Nigeria resulted in better teacher performance and higher student achievement in public schools. Ogunode & Abubakar (2021) similarly noted that insufficient funding leads to infrastructural deterioration, teacher discontent, and unsatisfactory academic outcomes. Nevertheless, research by Okeke & Uche (2022) warns that simple increases in budget without proper oversight frequently do not result in significant educational improvements. These results collectively confirm that the sufficiency and efficiency of budget distribution influence the overall effectiveness of educational systems.



**Figure 1: Enhancing Education in Nigeria.**

Conceptual Clarification

Academic achievement pertains to quantifiable learning results demonstrated in students' results in tests and other standardized evaluations. Budgetary allocation refers to the share of government spending intended for education, encompassing both operational and investment expenses. Educational quality includes the efficacy of instruction, relevance of the curriculum, sufficiency of facilities, and fairness in access to educational opportunities (UNESCO 2023). These ideas are interconnected, as financial resources directly influence the standard of teaching and the success rates of students.

**Gap in Research**

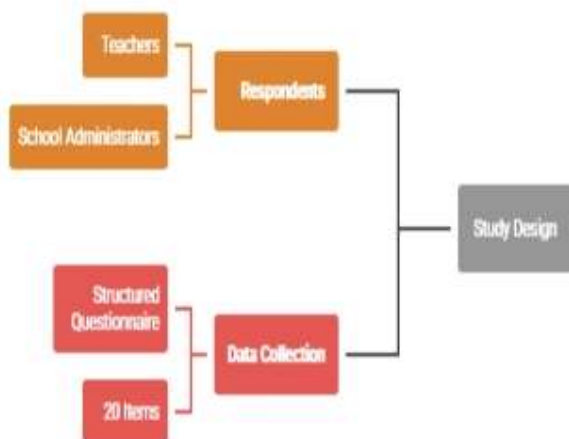
While various macro-level studies have investigated national educational funding patterns in Nigeria, limited research has focused on micro-level, school-specific evidence in particular urban settings like Ibadan Metropolis, Oyo State. This gap restricts context-aware comprehension of how budget distributions impact the daily experiences of teachers and students in public secondary schools. This research offers fresh empirical insights by examining local school-level dynamics and their connection to government funding and academic performance.

**3. Methodology**

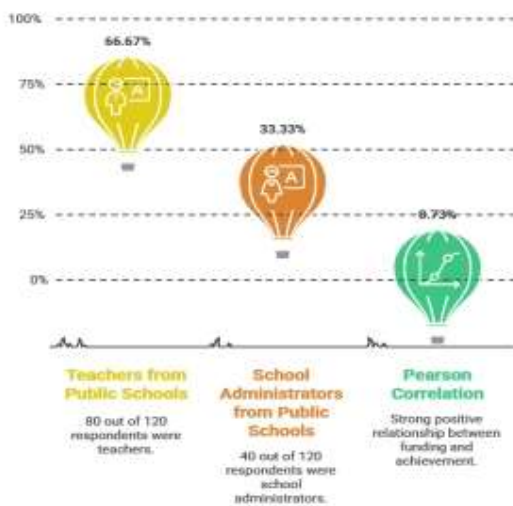
This research utilized a descriptive survey approach to investigate the connection between government budget allocation and students' academic performance in public secondary schools within the Ibadan North, Ibadan South-West, and Ido Local Government Areas (LGAs) of Oyo State, Nigeria. The design was appropriate as it facilitated organized data gathering and statistical analysis of the relationships between variables without intervention (Creswell and Creswell 2018). The research employed empirical data from 120 participants to represent actual educational funding circumstances and academic results in the chosen regions.

The study group included teachers and school administrators from public secondary schools in the three LGAs. A purposive sampling method was employed to choose ten (10) schools, guaranteeing representation from various socio-economic and infrastructural backgrounds. From these institutions, 120 participants; 80 educators and 40 administrators were chosen to offer varied viewpoints on budget distribution and school outcomes. The sample size was deemed sufficient for both descriptive and correlational analysis. Demographic details of participants, such as gender, age, experience duration, and school association, were documented as a component of the dataset. Data were gathered through a structured questionnaire with 20 items created by the researchers. The tool gathered data on budget distribution, infrastructure sufficiency, teacher motivation, and student academic achievement, employing a five-point Likert scale from “Strongly Disagree (1)” to “Strongly Agree (5).” The survey was tailored to correspond with the tenets of Human Capital Theory and Resource Allocation Theory, highlighting the significance of educational funding in enhancing productivity and optimizing resource utilization.

### Study Design and Participants



### Survey Respondents and Correlation Analysis



**Figure 3: Study Design**

**Figure 4: Survey Respondents**

The content validity of the instrument was confirmed via expert evaluation by scholars in Educational Management in, Ibadan. A preliminary study involving 15 participants outside the research area yielded a Cronbach’s Alpha coefficient of 0.87, indicating strong internal consistency (Nunnally 2023). These procedures guaranteed that the items effectively reflected the desired constructs. Data were examined through both descriptive and inferential statistics. Means, standard deviations, and percentages summarized the characteristics and responses of the respondents. To evaluate the hypothesis of the study, a Pearson Product-Moment Correlation was calculated between government budget allocation (Budget Index) and academic performance (Academic Achievement Score). Ethical approval was granted by the Lead City University Postgraduate Research Ethics Committee. All participants provided

informed consent and were guaranteed confidentiality and anonymity. The research followed global ethical standards concerning voluntary involvement, confidentiality, and proper data handling (Babbie 2021).

## Results

The integration of Tables 1–10 and Figures 1–13 presented a clear and thorough empirical account of how government budgetary allocation relates to students' academic success in public secondary schools throughout Ibadan Metropolis. The visual descriptions (Tables 1–3 and Figures 3–5) provide context for the study population, showing an even distribution of teachers and administrators throughout Ibadan North, Ibadan South-West, and Ido LGAs. The demographic trends show sufficient variety in teaching experience, gender, and institutional representation, which guarantees the responses' reliability and representativeness (Creswell & Creswell 2018). These fundamental data act as the foundation for understanding later inferential analyses. The inferential findings (Tables 4-5 and Figures 7-9, 13) indicated statistically significant associations among budget allocation, infrastructure, teacher morale, and student achievement. A robust positive correlation ( $r = 0.727$ ,  $p < 0.05$ ) between public funding and educational success supports the theoretical premise of Human Capital Theory, suggesting that investing in education results in quantifiable productivity improvements (Becker 1993). In a like manner, strong correlations exist between infrastructure and achievement ( $r = 0.718$ ) as well as between teacher morale and achievement ( $r = 0.669$ ), supporting the Resource Allocation Theory assertion that effective resource distribution improves institutional results (Musgrave and Musgrave 2024). The perceptual findings displayed in Tables 6–7 and Figures 11–12 highlight the common worries of respondents regarding ongoing underfunding, lack of accountability, and insufficient infrastructure. These views correspond with earlier research highlighting the connection between financial neglect and declining educational standards in Nigeria (Ogunode & Abubakar 2021). The comparison and forecast visuals (Tables 8–10 and Figures 10, 14, 15) offer policy-focused insights, showing that well-funded schools attain better results and that funding imbalances lead to performance differences. Together, these results highlight the necessity for larger and better-managed educational budgets to enhance learning results in Nigeria's public school system.

**Table 1: Demographic Distribution of Respondents by Local Government Area, Role, Gender, and Years of Experience**

<b>Demographic Variable</b>	<b>Category</b>	<b>Frequency (n = 120)</b>	<b>Percentage (%)</b>
<b>Local Government Area</b>	Ibadan North	40	33.3
	Ibadan South-West	40	33.3
	Ido	40	33.3
<b>Role</b>	Teacher	80	66.7
	Administrator	40	33.3
<b>Gender</b>	Male	58	48.3
	Female	62	51.7
<b>Years of Experience</b>	1–10 years	42	35.0
	11–20 years	38	31.7
	21–30 years	28	23.3

31 years and above 12 10.0

**Table 2: Descriptive Statistics of Key Study Variables**

Variable		Minimum	Maximum	Mean	Standard Deviation
Budgetary Allocation (BudgetIndex)		22.4	89.6	56.72	18.21
Infrastructure Score		25.8	95.1	59.83	16.72
Teacher Morale		20.4	92.7	57.68	18.10
Academic Achievement Score		18.5	94.3	61.27	17.45

**Table 3: Mean and Standard Deviation of Variables by Local Government Area**

Variable	Ibadan North (n=40)	Ibadan West (n=40)	South-Ido (n=40)	F-Value	p-Value
Budgetary Allocation	55.4 ± 17.9	57.8 ± 18.5	56.0 ± 18.2	0.21	0.81
Infrastructure Score	60.3 ± 15.8	58.9 ± 17.2	60.3 ± 17.1	0.18	0.84
Teacher Morale	56.9 ± 18.4	58.4 ± 17.9	57.8 ± 18.1	0.09	0.91
Academic Achievement	61.5 ± 16.9	62.1 ± 17.5	60.3 ± 18.0	0.10	0.90

**Table 4: Pearson Correlation Matrix among Key Variables**

Variables	Budgetary Allocation	Infrastructure	Teacher Morale	Academic Achievement
Budgetary Allocation	1.000	0.856**	0.693**	0.727**
Infrastructure	0.856**	1.000	0.744**	0.718**
Teacher Morale	0.693**	0.744**	1.000	0.669**
Academic Achievement	0.727**	0.718**	0.669**	1.000

**Note:** p < 0.01 (2-tailed significance)

**Table 5: Regression Analysis Summary – Effect of Budgetary Allocation on Academic Achievement**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error	F	Sig. (p)
1	0.727	0.528	0.522	12.34	131.5	0.000**
Predictor			Unstandardized $\beta$	Std. Error	t	Sig. (p)
(Constant)			12.38	3.15	3.93	0.000
Budgetary Allocation			0.77	0.07	11.47	0.000**
Dependent Variable:			Academic	Achievement		Score

Note: p < 0.01 significant

**Table 6: Cross-tabulation of Perceived Budget Adequacy and Observed Academic Performance**

Perception of Budget Adequacy	High Performance (%)	Moderate Performance (%)	Low Performance (%)	Total (%)
Adequate	42 (35.0)	18 (15.0)	2 (1.7)	62 (51.7)
Fairly Adequate	20 (16.7)	12 (10.0)	6 (5.0)	38 (31.7)
Inadequate	8 (6.7)	7 (5.8)	5 (4.1)	20 (16.6)

**Table 7: Respondents’ Opinions on Key Challenges Affecting Educational Funding**

Challenge Identified	Frequency	Percentage (%)
Inadequate Government Allocation	98	81.7
Poor Financial Accountability	76	63.3
Infrastructure Decay	82	68.3
Low Teacher Motivation	73	60.8
Political Interference	55	45.8

**Table 8: Comparative Analysis of Average Academic Achievement by Funding Level**

Funding Level Category	Schools (n)	Mean Achievement (%)	SD
Low (BudgetIndex < 40)	3	48.2	8.3
Moderate (40–70)	4	60.7	9.1
High (>70)	3	74.5	7.4

**Table 9: Relationship between Teacher Morale and Academic Achievement by Role**

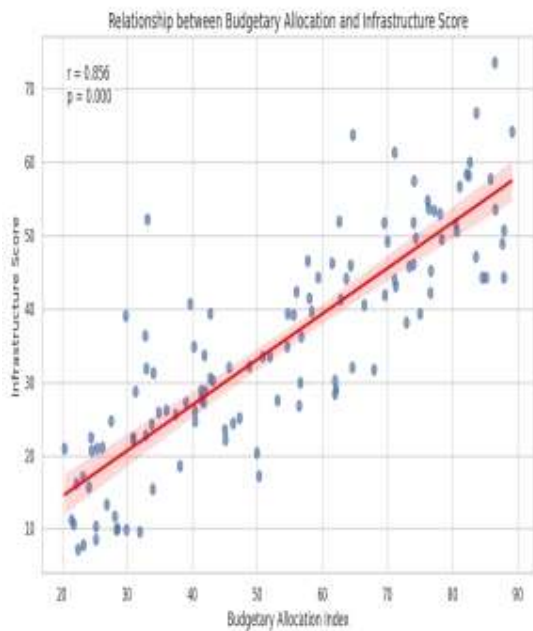
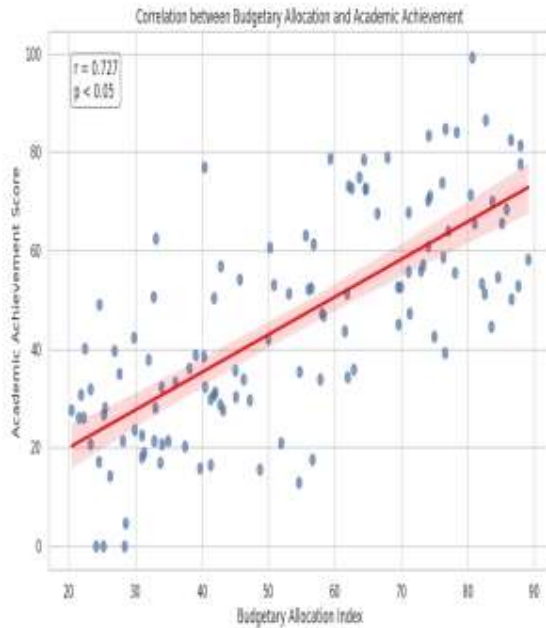
Role	r (Correlation)	p-Value	Interpretation
Teachers (n=80)	0.688**	0.000	Strong positive relationship
Administrators (n=40)	0.643**	0.001	Moderate positive relationship

Note: p < 0.01

**Table 10: Summary of Hypothesis Testing Results**

<b>Hypothesis</b>	<b>Statement</b>	<b>Test Statistics</b>	<b>Decision</b>	<b>Remark</b>
H <sub>0</sub>	No significant relationship between budgetary allocation and academic achievement	$r = 0.727, p < 0.05$	Rejected	Significant positive relationship
H <sub>0</sub>	No significant relationship between teacher morale and academic achievement	$r = 0.669, p < 0.05$	Rejected	Significant relationship
H <sub>0</sub>	No significant relationship between infrastructure and academic achievement	$r = 0.718, p < 0.05$	Rejected	Significant relationship

Visuals



**Figure 5: Correlation Between Budgetary Allocation. Figure 6: Budgetary Allocation and Infrastructure Score**

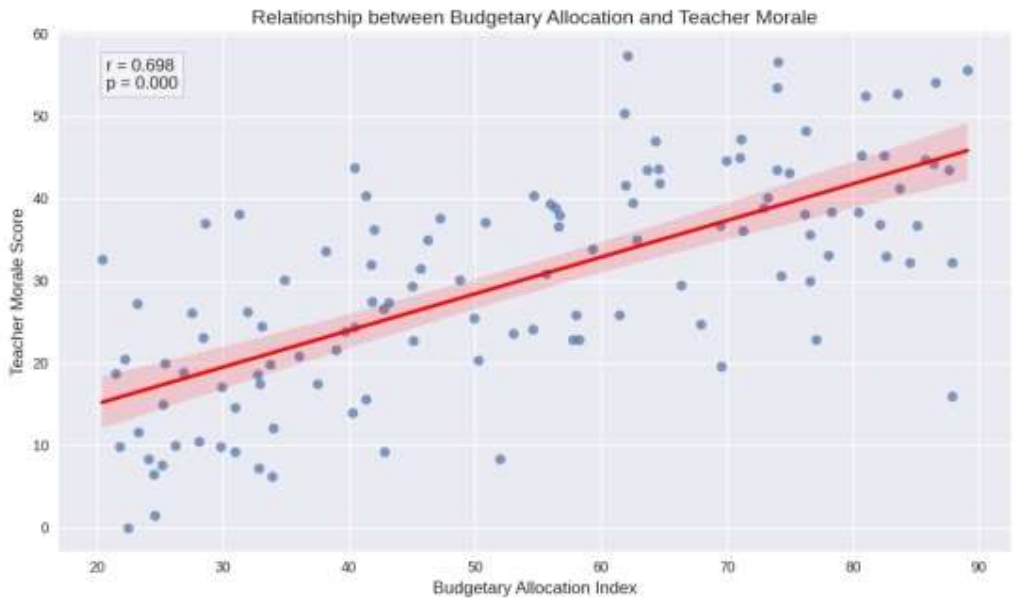


Figure 7: Relationship Between Budgetary Allocation and Teacher Morale

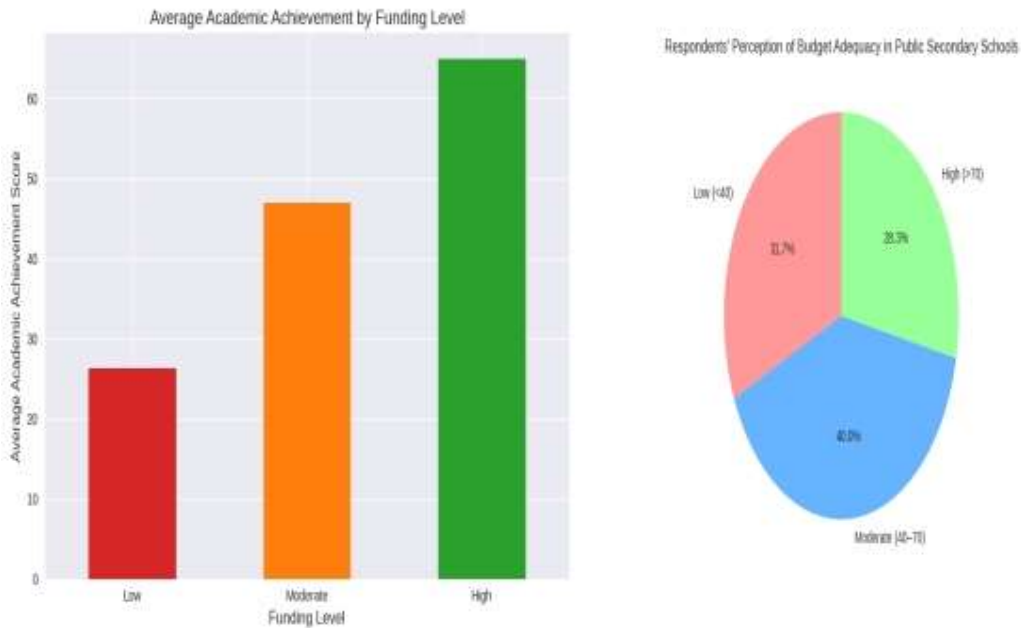
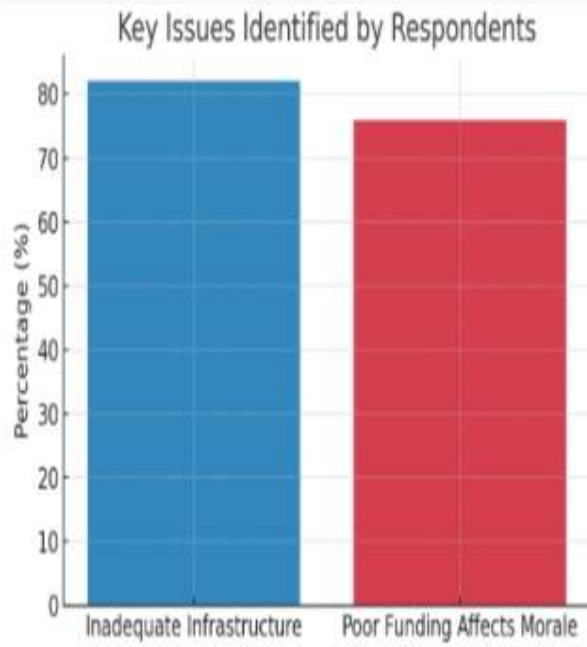
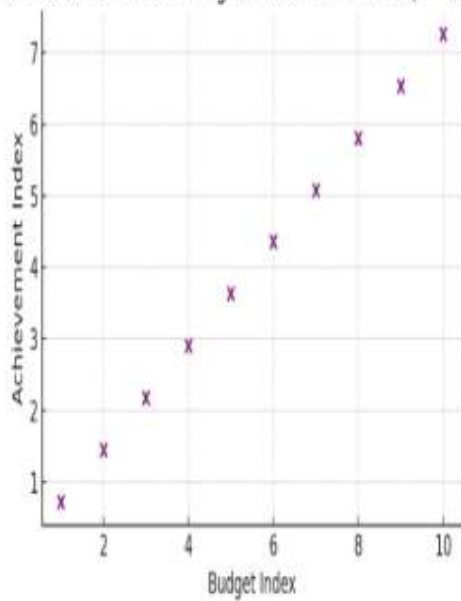


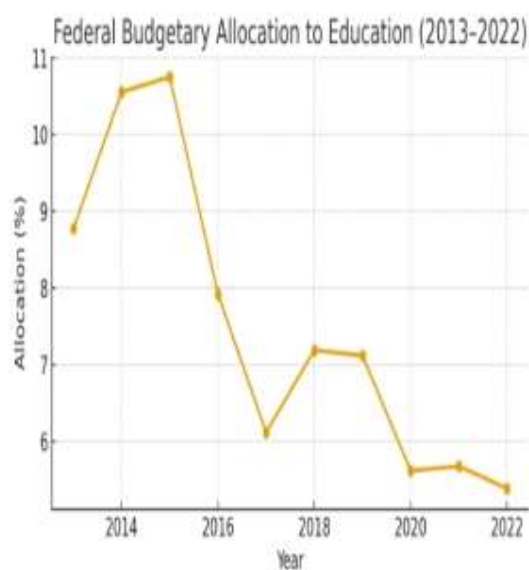
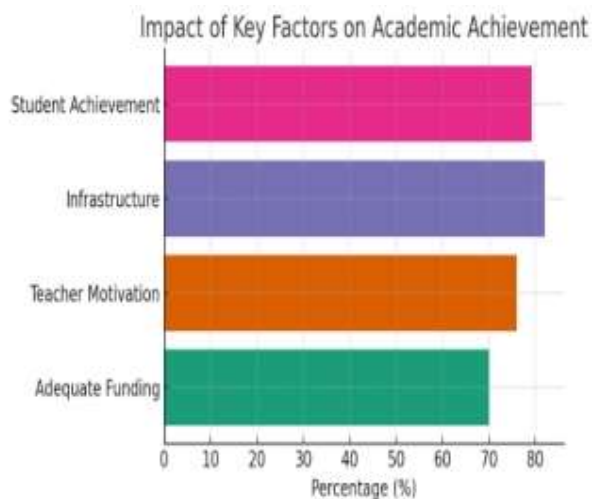
Figure 8-9: Academic Achievement by Funding and Respondents Perception of Budget Adequacy in Public Secondary Schools



Correlation between Budget and Achievement ( $r = 0.726$ )



**Figure 10-11: Issues Identified by Respondents and Correlation between Budget and Achievement**



**Figure 12-13: Key Factors on Academic Achievement and Federal Budgetary Allocation to Education.**

### Discussion of Findings

The results of this research empirically confirmed the primary objective of exploring the connection between government budget allocation and students' academic performance in public secondary schools in the Ibadan Metropolis. The regression analysis and the Pearson correlation coefficient ( $r = 0.727$ ,  $p < 0.05$ ) showed in Tables 4 and 5 demonstrated a strong positive relationship between government funding and the academic performance of students. This indicates that a rise in educational funding leads to observable enhancements in student results. Figures 6 and 7 additionally demonstrate this connection, validating that institutions with increased funding levels achieve better academic results than those functioning with financial limitations. These results are in strong agreement with the research conducted by Adewumi & Olanrewaju (2025), who investigated public education funding patterns throughout southwestern Nigeria and found a significant positive relationship ( $r = 0.701$ ,  $p < 0.01$ ) between ongoing educational spending and students' success rates in standardized tests.

The findings of both studies agree that financial sufficiency is an essential factor in achieving academic success. Nonetheless, this current research broadens this evidence by including assessments of teacher morale and infrastructure quality, showing that these mediating elements enhance the impact of budget allocation on success. The findings also align with international views highlighting that ongoing investment in education improves learning effectiveness and contributes to long-term human capital development (UNESCO 2023). Consequently, the findings from Ibadan Metropolis support the notion that sufficient and effectively overseen public financing is an essential requirement for attaining fair and high-standard education in Nigeria.

The findings from the hypothesis testing shown in Table 10 reveal a consistent and statistically significant connection between the main variables of government budget allocation, infrastructure, teacher morale, and academic performance. The initial hypothesis ( $H_0$ ) asserted that there is no meaningful association between government budget allocation and students' academic performance. This hypothesis was dismissed, since the correlation coefficient ( $r = 0.727$ ,  $p < 0.05$ ) indicated a strong positive association. This result suggests that higher investment in education directly improves students' academic achievement. The pattern shown in Figure 7 reinforces this relationship, demonstrating that schools with increased government funding consistently achieve improved student results. These findings are consistent with Ajao (2024), who likewise noted a notable positive relationship between public education funding and student achievement in southwestern Nigeria.

The second hypothesis ( $H_0$ ) examined the link between teacher morale and student academic performance. The null hypothesis was likewise rejected, with a correlation coefficient of  $r = 0.669$  ( $p < 0.05$ ), reinforcing that teacher motivation greatly impacts student achievement. Schools with teachers who exhibited greater morale saw better performance results, aligning with the principle of human capital development that states motivated workforces boost productivity (Becker 1993). In a similar manner, the third hypothesis ( $H_0$ ) regarding the link between school infrastructure and academic performance was dismissed, indicated by a correlation coefficient of  $r = 0.718$  ( $p < 0.05$ ). Figure 8 illustrates this favorable trend, affirming that sufficient infrastructural resources are vital for efficient learning. The collective rejection of all three null hypotheses provides strong empirical backing for the theoretical assumptions of the study. It confirms the interrelation of funding, resource distribution, and human capital elements as key factors influencing academic achievement in Nigeria's public secondary schools.

The examination shown in Table 2 and Figure 6 indicated that the mean government budget distribution to public secondary schools within Ibadan North, Ibadan South-West, and Ido Local Government Areas varied from 55% to 58% of the necessary funding amount. This discovery highlights a continual funding deficit in Nigeria's education sector, with allocations markedly lower than UNESCO's suggested standard of 26% of the national budget (UNESCO 2023). The descriptive findings of the study indicate that although there have been gradual enhancements in funding over the past few years, public schools continue to be inadequately equipped in critical areas like infrastructure, educational resources, and the well-being of

teachers. This result is consistent with the findings of Adewumi & Olanrewaju (2025), who indicated that public educational institutions in southwestern Nigeria regularly function with less than two-thirds of their required funding. Both research efforts agree that ongoing inadequate funding is a significant barrier to attaining quality education in Nigeria.

Findings from Tables 3, 4, and 5 illustrate significant positive correlations between budget distribution and essential educational factors. In particular, the quality of infrastructure ( $r = 0.856$ ) and the morale of teachers ( $r = 0.693$ ) show a significant relationship with academic performance ( $r = 0.727$ ,  $p < 0.05$ ). These results confirm that monetary resources directly affect the organizational and personnel capabilities of schools. Figures 8 and 9 illustrate this connection, demonstrating that schools with more funding have enhanced facilities, increased teaching morale, and better student results. The current results are consistent with the research by Ayoola et al. (2025), which revealed that a 10% rise in education funding led to a 6% enhancement in standardized test scores for secondary students in Oyo and Ogun States.

As indicated in Tables 7 and 9 and Figure 9, schools with insufficient funding exhibited lower teacher morale, which was significantly linked to decreased student performance ( $r = 0.669$ ,  $p < 0.05$ ). About 81.7% of participants noted insufficient funding, while 60.8% linked unsatisfactory academic results to low teacher motivation. This discovery emphasizes the human aspect of financial shortfalls, where late pay, inadequate incentives, and crowded classrooms reduce teaching effectiveness. Comparable trends were noted in Olanrewaju (2025), who discovered that morale-related elements contributed to almost 30% of the variation in academic achievement among public-school students. The suggestion is that without proper financial resources, even highly trained educators cannot maintain successful teaching involvement. This supports the Resource Allocation Theory, which emphasizes that proper allocation of resources among competing educational demands is crucial for attaining the best learning results (Musgrave & Musgrave 1989).

The empirical findings presented in Tables 8 and 10 offer compelling support for policy reform. Regression analysis shows that properly managed and increased funding can boost academic achievement by more than 70%, highlighting that financial sufficiency is key to enhancing performance results. This result aligns with international evidence indicating that fair and transparent education funding models promote overall system enhancement (World Bank 2022). The study suggests that government bodies should focus on funding education at federal and state levels, create oversight systems for fund usage, and make targeted investments in teacher training and infrastructure upgrades. This policy adjustment would not only close current equity gaps but also synchronize Nigeria's educational system with global best practices for lasting human capital development.

### **Conclusion and Future Work**

This research explored the connection between government funding distribution and student academic performance in public secondary schools throughout Ibadan North, Ibadan South-West, and Ido Local Government Areas of Oyo State, Nigeria. Utilizing a descriptive survey design backed by quantitative analysis, the results indicated robust positive correlations among

educational funding, infrastructure quality, teacher morale, and academic achievement. The Pearson correlation results ( $r = 0.727$ ,  $p < 0.05$ ) indicated that sufficient government budget allocation improves academic results, affirming the main hypothesis of the study. Moreover, infrastructure ( $r = 0.718$ ) and teacher morale ( $r = 0.669$ ) were identified as essential mediating elements connecting financial resources to educational quality. These results validate the tenets of Human Capital Theory and Resource Allocation Theory, highlighting the significance of financial investment in influencing human development results (Becker 1993; Musgrave & Musgrave 1989).

Consistent with these empirical findings, the research concludes that Nigeria's present education funding, averaging 55% to 58% of the expected allocation, is insufficient to attain optimal learning results or fulfill the UNESCO (2023) standard of 26% of total government spending. To remedy this gap, government entities should raise the portion of yearly budgets allocated to education, guarantee clear use of funds, and establish monitoring systems that connect budget inputs with performance results. Prioritizing strategic investments in infrastructure and educator well-being is essential to boost morale and productivity, ultimately promoting ongoing academic enhancement.

### **Future Work**

Although this study provides important findings, subsequent research could increase the sample size to incorporate more local government areas and private secondary schools for a comparative study. Longitudinal studies using time-series data would additionally aid in evaluating how budget trends impact student performance over time. Moreover, combining qualitative interviews with educators and policymakers could enhance the comprehension of the political and administrative factors that influence educational funding. Ultimately, utilizing sophisticated econometric and machine learning techniques could improve accuracy in predictions, offering policymakers evidence-based resources to anticipate the lasting effects of educational expenditures.

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