

## **Financing Public Secondary Schools and Teacher Job Performance in Bayelsa State, Nigeria**

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### **Abstract**

*The purpose of this research was to analyse the connection between public secondary school funding and teacher effectiveness in Bayelsa State. Two issues of inquiry and five alternatives to the null hypothesis form the basis of the investigation. We used a correlational research strategy for our study. The total number of participants in the survey is 4,217; this number includes 191 school administrators and 4026 classroom instructors from all of Bayelsa State's public secondary schools. There were a total of 500 responses, or 12% of the population, including 477 teachers and 23 principals. We chose our sample using the proportional stratified random sampling method. The tool used for data collection was a 25-item survey with a four-point grading scale called the Financing Public Secondary Schools and Teacher Job Performance Questionnaire (FPSSTJ PQ). Both the content and face validity of the instrument were checked by the supervisor and two additional measurement and evaluation specialists from Niger Delta University's Educational Foundations department. The obtained dependability coefficient was 0.75. The study questions and hypotheses were addressed using the Statistical Package for the Social Sciences (SPSS) and the Simple and F-statistics of regression analysis. A key conclusion of the research is that school funding has a substantial impact on secondary school teachers' effectiveness in the classroom. Funds for education should be increased to meet the minimal suggested criterion set by UNESCO, which is 26%. The Ministry of Education need to make it a priority to provide entrepreneurial education, particularly entrepreneurial awareness education, to all serving principals and instructors.*

**Key words:** Financing, Public Secondary Schools, Teacher Job Performance.

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## 1. Introduction

A nation's government has a responsibility to its people to provide them with social services, one of which is education. For the simple reason that education is a potent instrument for the betterment of any country. The secondary level of schooling is crucial. As a link between elementary and secondary education, it produces the bulk of the middle-class workers required to a flourishing economy. There has been a lot of recent interest in the topic of how Nigerians pay for their schools. The exponential increase in educational pursuits throughout the nation is a factor contributing to this trend. The availability of sufficient funding is a critical component in determining a school's ultimate success or failure, and this is one of the many resources that the education sector demands and utilises extensively. Money is the fuel and lubricant, which propels any business or social organization, it is needed for putting up of infrastructure, furnish the schools and offices, payment of academic and non-academic staff salaries and allowances, procurement of equipment, maintenance and other ever growing needs added to school functions by society through on-the-job staff development (Nwakudu, 2016).

The Millennium Development Goals (MDGs) have added more responsibilities to the education sector. The MDGs are common agreements by various countries all over the world. The achievement of these goals rests squarely on the efficiency and effectiveness of the education industry. Many Nations pay attention to education because it leads to social transformation, human capital development, promotion of literacy and so on. It is a strong tool for raising the standard of living of people and total eradication of poverty. Probably, this is why the UNESCO recommended that at least 26% of the total budget of developing nations should be allocated to the education sector (Ogbonnaya, 2012; UNESCO, 2012).

According to Fafunwa, (1974) in Nigeria school financing was initially left in the hands of the missions that brought and establish schools. Nowadays in the public schools, the various tiers of government play major roles in financing education at different levels. In the public schools government provides money for the running of the schools, organization and engagement of teachers in these schools is based on the financial resources available to a school at any point in time. ( Akinyemi, 2013). According to the National Policy on Education (2014), education is a social service that requires a significant investment of money. For its programs to be effectively implemented, sufficient funding must be provided by all levels of government. Consequently, the government should step up its attempts to enhance the financing of education at all levels. The Federal Republic of Nigeria (2013) and Ajayi (2014) both indicate that education at all levels should receive at least 26% of the total budgets of federal, state, and local governments, as recommended by UNESCO.

Presently in Nigeria, public sector mode of financing education is deplorable. For instance in 2016 the total federal government budget was 6,060,677,358,227, the sum of 480,278,214,689 was allocated to education being 7.92 percent of the total budget. In 2017 the total budget was 7,441,175,486,758, the sum of 550,599,184,148 was allocated to the education sector which is 7.40% of the total budget and in 2018 the total federal budget was 8,600,000,000,000 the sum of

605,800,000,000, was allocated to education which constitute 7.04% of the total budget was allocated to the education sector s(Ahmed, 2015). This shows a steady decline in the percentage allocation to education and fall far below the 26 percent UNESCO recommendation. The consequence of this is that school enrolment outweighed existing facilities. Funds allocated hardly satisfactorily cover the recurrent expenditure, leaving little or nothing for capital expenditure. Education is an expensive venture that requires much financial, material and human resources (Chinelo, 20011; Mbijiwe, 2011).

In Bayelsa State the situation is not different, Governor Henry Seriake Dickson at the inception of office in February, 2012 declared a state of emergency in the education sector of the state, this presupposes that proactive steps will be taken to revitalize and improve the quality of education in the state. The expectation of many was that financing of schools will drastically improve, but a careful look at the trends in budgetary allocations to the education sector in Bayelsa state from 2014 – 2018 shows that in 2014 the total budget was 299.173bn, 26.879 bn was allocated to the education sector which form 8.98 percent of the total budget, given 17.02 percent UNESCO shortfall. In 2015 the total budget was 320.621bn, 20.960bn was allocated to education which form 6.54 percent of the total budget, with 19.46 percent UNESCO shortfall. In 2016 the total budget was 150.645bn and the sum of 4bn was allocated to education, given 2.66 percent of the total budget and has a UNESCO shortfall of 23.34 percent. In 2017 the total state budget was 221.281bn, 13.500bn was allocated to education which is **6.1%** of the total budget with **20.9%** as UNESCO shortfall. In 2018 the total state budget was 295bn and the sum of 22bn was allocated to the education sector which constitutes 7.46% of the total budget with 18.54% as UNESCO shortfall. All falls below the 26% UNESCO minimum standard (Bayelsa state budgets 2014-2017). Many strike actions and teachers protest are common occurrence in Nigerian as well as in Bayelsa State, perhaps this is so because of the level of funding education has received over these years (Ayemi, 2010).

There are a great many important things that teachers do for both their students and the community at large. Efficacy in the classroom has recently been seen as the most important factor in bringing about reform in the field of education. Ayaogu (2010) asserts that educators now not only participate in, but also define and interpret, the curriculum. Students interact with teachers on a more personal level. A teacher's character and actions moderate all other factors that affect student achievement in the classroom. In addition to instructing kids, parents, and community members, teachers often act as in-loco parents and community relations officers for their schools. Inspiring students to be curious and take charge of their own learning is one way that teachers may improve the quality of education (Agabi, 2014; Keller, 2012). The instructor has a huge task ahead of them since students require concrete examples, demonstrations, and explanations of abstract concepts in order to grasp them (Zimoghen and Suwars, 2016). "Teacher performance" refers to how well a teacher carries out their duties as an educator. The term "job performance" is used to describe how well teachers carry out their duties. The authors went on to say that a teacher's effectiveness in the classroom could be evaluated by looking at how well they planned and delivered lessons, how much time they spent teaching, how much effort they put into their work outside of the

classroom, how well they led their teams, how motivated their students were, how high their morale was, and how well their students did on both internal and external assessments.

The teacher is a public servant that provides significant supports to the development of community in all aspects of societal life. As a result the society requires a lot from the services of teachers', this underscore the popular statement that to whom much is anticipated much should be provided (Agabi, 2014; Nel, 2012; Baraka, 2012). But the reverse is the case in Nigeria. Teachers in Nigeria work under bad and unfavourable conditions. They work under dilapidated and non- conducive offices that lack virtual all the facilities needed in the office, suffer from inadequate instructional materials which are vital tools in promoting high level of teachers' performance. Teachers have skewed remuneration structure which does not favour them in comparison to other public sector workers. The problem of "moonlighting" that is doing extra job or business outside a person normal work is more with teachers because of the poor salaries they earn. All of these tend to make the teacher to have a dull performance at work (Ajayi, 2014).

The Nigeria educational system nowadays is characterized with incidences of incessant strike actions, demonstrations and protest by teachers that have hampered the development of the nation. In spite of the devastating effects of these crises to the nation, no adequate and proactive measures have been taken to prevent or reduce the occurrence of these incidences. It is therefore pertinent for all stake holders in the education sector to make pragmatic efforts to address all these issues that have be-devilled the development of our educational system (Abiodun, 2014). Against this backdrop, the researcher intends to investigate how public secondary school teachers in Bayelsa state are affected by the state's policies on educational funding and their own professional performance on the job.

### **Statement of the Problem**

Education funding is a shared duty of the federal, state, and municipal levels of government as well as the commercial sector, as stated explicitly in the National Policy on Education. It's disappointing that, according to FRN (2013), no level of government has ever allocated enough money to the education sector to meet this bare minimum. Probably, this is one of the reasons that our educational system has been characterized with incessant strike actions and endless protests which have adversely affected our educational system in many ways. More so the researchers have observed that public discussions about teachers have been negative. Teachers have been heavily criticized by politicians, the press and the general public as being responsible for all the problems of the education sector. For instance teachers always get the blame when secondary school students fail to perform well in WAEC, NECO and UTME examinations (Bello, Kolajo & Uduh, 2010; Afolabi, 2017). The question is, if teachers are criticize not performing their job effectively then there must be some underlying factors.

Despite all these incidences and accusations there have been inadequate empirical studies on the financing public schools as they relates to teacher job performance to properly address these complaints, researchers only concentrate their investigations on whether the level of funding by the government is adequate to foster quality education or whether government level of financing

have meet the 26% UNESCO minimum standard recommendation. This has always generated concern in the mind of the researcher, hence the need for this researcher work. Therefore, the research problem is to determine whether there is any substantial connection between financing public schools and teacher job performance in public secondary schools in Bayelsa State.

### **Purpose of the Study**

This study is aimed at examining the relationship between financing public secondary schools and teacher job performance in public secondary schools in Bayelsa State. The specific objectives of this study are to:

1. Determine the influence of budgetary allocations to education on teachers' job performance in public secondary schools in Bayelsa State.
2. Examine the extent of school revenue generating activities influence on teachers' job performance in public secondary schools in Bayelsa State

### **Research Questions**

The following research questions guided this study

1. What is the influence of budgetary allocations to education on teachers' job performance in public secondary schools in Bayelsa State?
2. What is the extent of school revenue generating activities influence on teachers' job performance in public secondary schools in Bayelsa State?

### **Hypotheses**

The following hypotheses were formulated to be tested.

1. There is no significant influence of budgetary allocations to education on teachers' job performance in public secondary schools in Bayelsa state.
2. There is no significant extent of school revenue generating activities influence on teachers' job performance in public secondary schools in Bayelsa state.

### **Methodology**

This investigation made use of the correlational research strategy. Public secondary school administrators and teachers in Bayelsa State (n=4217) make up the study's population. There are a total of 4026 educators and 191 school administrators in the population. Principals and instructors from public secondary schools in Bayelsa State made up 500 of the study's sample, or 12% of the overall population. The research used a questionnaire called the Financing Public Secondary Schools and Teacher Job Performance Questionnaire (FPSSTJPQ) to gather information from participants. Two specialists in assessment and measurement, in addition to the supervisor, checked the instrument's face and content validity. In order to establish the instrument's dependability, the researcher used the test-retest procedure. In four public secondary schools in the Abua/Odual local government area of Rivers State, twenty questionnaires were distributed twice to sixteen teachers and four principals. PPMC was used for statistical analysis of the first and second test scores. A dependability coefficient of 0.75 was shown by the investigation. This proves that the study's instrument was accurate. With the use of SPSS, we conducted model summaries,

simple regression analyses, and multiple regression analyses to evaluate our hypotheses and answer our research questions, accordingly.

## Results

### Research question 1:

What is the influence of budgetary allocations to education on teachers' job performance in public secondary schools in Bayelsa State?

**Table 1: Model summary of simple regression analysis of the influence of budgetary allocations to education on teachers' job performance**

S/N	Variables	N	R	R <sup>2</sup>
1	Budgetary allocation to education*Teacher job performance	480	.427	.182

The data presented in Table 1 shows a correlation coefficient  $r$  value of .427 with a correlation coefficient square ( $r^2$ ) value of .182. This indicates that 18.2% of the total variance of teachers' job performance in public secondary schools can be attributed to the influence of budgetary allocation to education. Consequent upon the relationship of the two variables, the simple regression analysis was carried out in order to ascertain if the relationship is significant or not (See Table 3).

### Research Question 2:

How do activities that generate funds for the school affect the effectiveness of teachers working in public secondary schools in Bayelsa State?

**Table 2: Model summary of simple regression analysis of the extent of school revenue generating activities influence on teachers' job performance**

S/N	Variables	N	R	R <sup>2</sup>
1	School revenue generating activities*teacher job performance	480	.300	.090

Table 2 shows that there is a connection between the two variables, with an  $r$ -value of .300 and a  $r^2$  of .09. This indicates that 9.0% of the total variance of teachers' job performance in public secondary schools can be attributed to the extent of school revenue generating activities influence of budgetary allocation to education. Consequent upon the relationship of the two variables, the simple regression analysis was carried out in order to authenticate if the relationship is significant or not (See Table 4).

### Hypothesis 1:

In Bayelsa State's public secondary schools, there is no correlation between education funding and teacher effectiveness.



**Table 3: F-statistics of simple regression analysis of the relationship between budgetary allocations to education and teacher job performance**

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	301.199	1	301.199	106.459	.000	*
Residual	1352.393	478	2.829			
Total	1653.592	479				

\* = Significant at 0.05 alpha Level; df = 1, 478; N = 480.

Given that the computed p-value of .000 is lower than the criteria p-value of .05 alpha level with 1 and 478 degrees of freedom and an F-ratio value of 106.459, the data in Table 3 shows that the simple regression analysis is significant at  $p < .05$  alpha level. Therefore, we can reject the null hypothesis that public secondary school teachers in Bayelsa State are unaffected by changes in education funding. The alternative hypothesis, which posits that public secondary school teachers' work performance in Bayelsa State is significantly affected by education budget allocations, is supported.

#### **Hypothesis 2:**

There is no significant extent of school revenue generating activities influence on teachers' job performance in public secondary schools in Bayelsa state.

**Table 4: F-statistics of simple regression analysis of the relationship between school revenue generating activities and teachers' job performance**

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	149.102	1	149.102	47.372	.000	*
Residual	1504.489	478	3.147			
Total	1653.592	479				

\* = Significant at 0.05 alpha Level; df = 1, 478; N = 480.

The results of the simple regression analysis are statistically significant at the  $p < .05$  alpha level, as shown in Table 4. This is due to the fact that the computed p-value of .000 is lower than the threshold p-value of .05 alpha level with 1 and 478 degrees of freedom, as well as an F-ratio value of 47.373. Therefore, we reject the null hypothesis that public secondary school teachers in Bayelsa State are not significantly impacted by school revenue-generating activities on the job. In public secondary schools in Bayelsa State, the alternative hypothesis, which argues that school money generating activities have a substantial impact on teachers' work performance, is supported.

#### **Discussion of Findings**

##### **Influence of budgetary allocations to education on teachers' job performance**

An r-value of .427, indicating a positive low connection, was found in the research, as indicated in table 1. So, even if the government were to boost spending on education, it wouldn't improve the performance of secondary school teachers much. Secondary schools get both one-time and

ongoing funding from the government. The first one goes towards building the school's physical infrastructure, which includes things like classrooms, offices, hotels, and housing for faculty and staff. The second one goes towards paying teachers' wages and benefits. The supplies and upkeep of school buildings and equipment that instructors need to do their jobs well. This is in agreement with what Osarouwi (2013) found: that teachers are more likely to be productive when they have access to basic necessities like writing boards, seats, tables, and lockers, and that skilled teachers can accomplish more in a well-designed and furnished classroom with a variety of technological and visual aids for instruction than when these resources are lacking. The report also found that from 2020 to 2018, the state of Bayelsa did not allocate nearly enough money to education, falling far short of the 26% minimum level set by UNESCO and endorsed by the National Policy on Education. The government has had a substantial effect in allocating resources to education in Bayelsa state, although the allocations fall far short of the 26% minimum requirement provided by UNESCO. This is in line with the results of Emmanuel (2014). In public secondary schools of Bayelsa State, the null hypothesis that states no significant relationship between government allocations to education and teachers' job performance was rejected in favour of the alternative hypothesis that states there is a significant relationship between the two. This was due to the fact that there was a statistically significant relationship between the two, with  $r(427) = .427$  and  $P < .05$ . This suggests that public secondary school teachers in Bayelsa state are highly responsive to budgetary constraints on education. It is reasonable to assume that the government's failure to provide funding at least equal to the minimal level required by the Nation Policy on Education is a contributing factor to the complaints levelled against the performance of public secondary school teachers in Bayelsa state. This lines up with what Zimoghen and Suwari (2016) and Oseni (2012) found.

### **The extent of school revenue generating activities influence on teachers' job performance**

A value of .300 for the association ( $r$ ) is shown in the study results in table 2. Findings indicate a weak but positive correlation between school revenue generating activities and teachers' job performance in Bayelsa state's public secondary schools. This suggests that principals and teachers alike can do a better job of unlocking and utilising the school's revenue generating resources to boost teachers' efficiency and effectiveness in the classroom. This is in line with what Ofoegbu and Alonge (2016) found; they noted that schools can raise money from inside, and that administrators can use that money for things like staff benefits, school facility and equipment maintenance, stationery purchases, and other necessities.

$P < 0.05$  was the significance threshold at which the tested hypothesis was found to be true. This suggests that the effectiveness of instructors in Bayelsa state's public secondary schools is strongly correlated with the activities that bring in money for the school. Here, it's worth noting that education spending has been on the rise while revenue has been low and declining. So, it's clear that secondary school administrators and teachers need to look at new cash streams; this is one way to lessen the burden on the state government to fund secondary schools. This is in line with what Nwakudu (2016) says: that secondary school principals collect money through various means, such as selling school uniforms and books, proceeds from school farms, arts and crafts,



school cultural troops, P.T.A. levies, Bob-a-Job and the registration of students for external examinations. Furthermore, this view is supported by the work of Uko, Umosen, and Caleb (2015), who concluded that administrators may improve both the job performance of teachers and the academic performance of children via creative and judicious use of school funds. This means that when school funds are used well, it will undoubtedly boost teacher efficiency, which in turn will boost student achievement.

### **Conclusion**

The research found that teachers' work effectiveness in Bayelsa State's public secondary schools is significantly correlated with the level of funding for such institutions. It is therefore pertinent to conclude that, for teachers to perform well in secondary schools as expected by members of the society, government and school administrators should explore ways of providing more funds to improve the financing of schools. In fact, the collaborative approach by all stakeholders should be adopted in the financing of education because if schools are adequately financed, the performance of teachers will definitely improve.

### **Recommendations**

The following suggestions are made:

1. Government should fully implement the policy statement on financing education in the National Policy on Education by increasing budgetary allocations to education at both state and federal levels to at least the 26% standard.
2. Government should regularly provide research and teacher development grants to public secondary schools. With this, the Post Primary Schools Board (PPSB) and the Ministries of Education will be able to provide in-service training to current school administrators and educators on a regular basis, enhancing their capacity to carry out effective pedagogical practices. This will enhance their performance.
3. The Ministry of Education need to make it a priority to provide entrepreneurial education, particularly entrepreneurial awareness education, to all serving principals and instructors. This will arouse their consciousness and curiosity to explore the available human and material resources in the school to generate revenue that will complement the efforts of the government in the provision of finance. This will help reduce the level at which school administrators depend on government for funds to cater for other miscellaneous expenses that may arise from time to time.

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