AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

INFLUENCE OF GOVERNMENT FUNDING ON PROVISION OD SECONDARY SCHOOL FACILITIES IN KWALI AREA COUNCIL OF FEDERAL CAPITAL TERRITORY ABUJA, NIGERIA

Uwah, Ngozi Chinemeremu[1]
uwahngozi@gmail.com
08052868846

Dr. Augustine S. Azi[1]
aziaustin@yahoo.com
08037005897

[1]Department of Social Science Education
University of Jos, Plateau State

ABSTRACT

This study investigated the influence of government funding on secondary school education in Kwali Area Council of the Federal Capital Territory Abuja, Nigeria. The study employed the descriptive survey research design. The population of the study is 168 teachers. The study sampled 85 teachers. The instrument used for data collection was questionnaire. The research questions were analyzed using Mean and standard deviation. The result revealed that government funding enhances the provision of classrooms, chemistry, biology and home economics laboratories. However, government funding was not adequate in improving library facilities and computer laboratories. The study among others recommended that the Federal Government, Federal Capital Territory Administration and Local Government Authorities should increase their funding on the provision of laboratories in secondary schools in Kwali Area Council through budgetary allocation and external aids in order to purchase and provide a computer laboratories that is up to standard, which will help the students to be aware, learn and have basic knowledge in the operation of Information Communication Technology (ICT) in the study area.

Keywords: Government Funding, Secondary Education, Classroom, Laboratories, Libraries

Introduction

Education plays a significant role in national development. The funding of secondary education has been a major issue of concern by most governments of the world (Holsinger & Cowell, 2000). Funding of secondary education has increasingly become a central problem of developing countries of the world, particularly among those that have made rapid progress in universalizing primary education and those in which demographic transition has shifted towards secondary education. According to Central Bank of Nigeria (2010) poor funding has been the bane of Nigeria education system, the extent that the budgetary allocation has been very low. This is particularly important in view of huge increase in the

number of intakes at all levels of education (Primary, Secondary and Tertiary).

Secondary school level is the bridge between the primary and tertiary levels of education in Nigeria (Kotirde & Yonus, 2014). The importance of secondary education made the federal government of Nigeria to state the broad aims of secondary education as preparation for useful living within the society and for higher education (FRN, 2004). The underlying principle here is that secondary schools should be able to provide quality education to all those who can benefit from it (Omoregise, 2006). Omoregise also stressed that, secondary schools are not living up to expectation in discharging this obligation.

In several secondary schools, as many as four classes are accommodated in one classroom and these are classes that are already overcrowded and are also in poor state of repairs. In addition, material resources like laboratories and equipment are grossly inadequate and the attendant problems in terms of quality of education usually tell on the products (Ajetomobi & Ayanwale, 2004). The general deplorable state of education in Nigeria has been of a great concern to all and sundry (Emenalo & Ibekwe, 2013). They further stressed that, secondary schools which provide the link between primary and tertiary levels of education seem to suffer a serious setback, as most of the schools have inadequate and dilapidated buildings, lack meaningful libraries, scientific facilities and equipment, computers, with inadequate and demoralized teachers. Most of the observed problems have been attributed to lack of funds in the schools (Enaigbe, 2009). To Munch and Asarka (2006), most facilities found in most schools are allowed to decay for lack of adequate financial aid. This is evident in most schools where dilapidated buildings and uncompleted buildings are allowed to collapse; laboratories were ill-equipped while textbooks and teaching aids were in short supply (Adali & Aja-Okorie, 2013).

Education in Nigeria today is bedeviled by some challenges that have great impact on the outcome of its products (Omagu, 2016). One of such challenge confronting education sector in Nigeria is inadequate funding which has effect on infrastructural development. Ogbonnaya (2012) noted that, funding is a critical issue in the Nigeria educational system. Various arms of government and their agencies cannot provide all the funds needed for education. Due to the increased public demand for education and training has stretched the government budget so much that the government has in response had to intensify partnerships in educational funding with parents and communities, individual investors, civil society and donors (Gongera & Okoth, 2013).

There is no doubt that education no matter the level is capital intensive (Emenalo & Ibekwe, 2013). Funds are needed to procure and provide teaching and learning equipment; materials, construct buildings and other school plant as well as human and other information and communication technology gadgets. This has made the Nigeria government to continue a clarion call, for private participation in providing education for the citizenry. This is clearly expressed in the National Policy on Education (FRN, 2008), that education is an expensive social service that requires adequate financial provision from all tiers of government for the implementation of educational programs. It further states that financing of education is a joint responsibility. Investing in education can be seen as a tool that can facilitate a

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

better quality of life for individuals and for society at large (Kamando, 2014).

Provision of good quality secondary education is a critical tool in generating opportunities and benefits of social and economic development (World Bank Report, 2005; Selina, 2012). Educating people means putting opportunities into their hands and it is recognized as one of the best anti-poverty strategies. It is also one of the best ways of ensuring a country's economic prosperity and competitiveness (John, Peter, Miriam & Ruth, 2013). Human and societal development is dependent on the level of educational attainment of the people.

The inadequate funding has resulted to poor state of infrastructural facilities like battered classroom floors, cracked walls, leaking roofs and windows with wire gauze in place of glasses. Infrastructure investment and its consumption services have significant implications for achieving sustainable developmental objectives in educational institutions (Isibor, 2013). Availability of infrastructures and facilities in the right quantity and quality is germane in education provision. A school with inadequate classroom and facilities such as chair, lockers, libraries and laboratories, workshop will be uncomfortable for students to learn. Unfortunately, there are inadequate infrastructures and facilities in many secondary schools in Nigeria (CBN, 2010).

Udeozor (2004) maintained that poor government funding can negatively impact on the school learning environment that can constitute various strands, which include sub-standard classrooms and making students' academic performance sub-optimal. Tsavga (2011) maintained that if schools are properly funded their learning environment will play a vital role in determining how students perform or respond to circumstances and situations around them. This implies that no society is void of environment influences. The learning environment determines to a large extent how some students behave and interacts; that is to say that the environment in which we find ourselves tend to mold our behavior so as to meet the demands of life whether negatively or positively. The enabling environment in a school setting impacts directly on the quality of practice, making environment a critically important component that practitioners need to plan for and review regularly. When students are actively engaged in their learning activities that means they have an enabling environment.

On the other hand, the explosion in student's enrolment within the Federal Capital Territory Abuja Nigeria is equally a going concern. This is because of the frequent clashes and insurgency from other parts of the country. Government funding needs to be intensified to increase the number of secondary schools in Kwali Area Council and Federal Capital Territory at large in order absorb the students. Based on the foregoing, the researcher deemed it fit to undertake a study to investigate the perceived impact of government funding on Secondary School education in Kwali Area Council of Federal Capital Territory, Abuja. The following questions were formulated to guide the research:

1. To what extent does government funding enhance provision of classroom in Secondary Schools in Kwali of Federal Capital Territory Abuja, Nigeria?
2. To what extent does government funding contribute to the provision of laboratory facilities in Secondary

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Schools in Kwali of Federal Capital Territory Abuja, Nigeria?

3. To what extent does government funding improve the availability of library facilities in Secondary Schools in Kwali of Federal Capital Territory Abuja, Nigeria?

Methodology

The research design for the study was descriptive survey design. The population of the study was made up of all government senior secondary school teachers in Kwali Area council of Federal Capital Territory, Abuja. The total population of the study was 168 teachers. The sample size used for the study was 85. For the purpose of this study simple random sampling technique was employed to select the sample of the study. The instrument used for data collection for this study was the questionnaires. The questionnaires were designed by the researcher to enable the researcher obtain information from the respondents. The questionnaires questions were generated by the researcher on the extent of which government funding enhances the provision of classroom, laboratory equipment and libraries. The instrument for data collections was validated by three experts from Faculty of Education, University of Jos Plateau State, Nigeria. The reliability of the instrument was determined using test-retest approach. This was done through administering the questionnaire twice to the same respondents in the same school after a week interval to ensure consistency. The coefficient reliability for the questionnaire has the coefficient of 0.835. In order to collect data from the field, a letter of consent was written to the sampled schools for the administration of the instruments. Descriptive statistics of Mean, and standard deviation were used to answer the research questions.

Results

Research Question One: To what extent does government funding enhance the provision of classrooms in Secondary Schools in Kwali Area Council of Federal Capital Territory, Abuja?

Table 1: Mean Rating and Standard Deviation of Students on the Extent to which Government Funding influences the Provision of Classrooms in Secondary Schools

S/No.	Item Statements	Mean	Std. Dev	Decision
1.	Government funding has contributed to the availability of adequate seats and desks for students in classrooms.	2.78	1.11	High Extent
2.	Classrooms in this school are furnished to modern standards as a result of government funding	3.18	0.92	High Extent
3.	Government support has ensured the provision of adequate chairs and tables for teachers in classrooms	2.57	1.09	High Extent
4.	Government funding has enhanced the availability of teaching aids and equipment in classrooms	2.78	0.92	High Extent
	Cumulative Mean	***2.83***		***High Extent***

Source: Field Work, 2018

Data in table 1 shows the mean and standard deviation on the extent government funding enhance the provision of classrooms in Secondary Schools in Kwali Area Council of Federal Capital Territory, Abuja. The findings revealed that government funding has enhanced the provision of classrooms in secondary

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

schools in Kwali Area Council of the Federal Capital Territory, Abuja to a high extent.

Research Question Two: To what extent does government funding contribute to the provision of laboratories facilities in secondary schools in Kwali Area Council of Federal Capital Territory, Abuja?

Table 2: *Mean Rating and Standard Deviation of Students on the Extent to which of Government Funding Contributes to the Provision of Laboratories Facilities in Secondary Schools*

S/No.	Item statements	Mean	Std. Deviation	Decision
5.	Government funding contributed to ensuring that Chemistry Laboratories are well equipped	2.61	0.99	High Extent
6.	Government funding contributed to ensuring that Biology Laboratories are well equipped	2.68	0.96	High Extent
7.	Government funding contributed to ensuring that students learn the art of cooking varieties of food from the Home Economics laboratories	2.92	1.05	High Extent
8.	All computer laboratory are well furnished to standard	2.17	0.83	Low Extent
	Cumulative Mean	***2.59***		***High Extent***

Source: Field Work, 2018

Data in Table 2 revealed the mean and standard deviation results on the extent government funding contribute to the provision of laboratories facilities in secondary schools in Kwali Area Council of Federal Capital Territory, Abuja. The findings showed that government funding has contributed to the provision of laboratories facilities in secondary schools in Kwali Area Council of Federal Capital Territory, Abuja to a high extent.

Research Question Three: To what extent does Government funding improve the availability of libraries in Secondary Schools in Kwali Area Council of Federal Capital Territory, Abuja?

Table 3: ***Mean Rating and Standard Deviation of Students on the Extent to which Government Funding Improve the Availability of Libraries in Secondary Schools***

S/No.	Item Statements	Mean	Std. Deviation	Decision
1.	Government funding has ensured that the necessary books are available in the library	2.43	1.06	Low Extent
2.	Government ensures regular maintenance of library facilities yearly	2.33	0.02	Low Extent
3.	Students can access textbooks on line in the library due to government funding support	1.92	1.08	Low Extent
4.	Government employ people to guide students when they go to the library to find books	2.10	1.03	Low Extent
	Cumulative Mean	***2.18***		**Low Extent**

Source: Field Work, 2018

Data in table 3 reveals the mean and the standard deviation results on extent Government funding improve the availability of libraries in Secondary

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Schools in Kwali Area Council of Federal Capital Territory, Abuja. The findings revealed that government funding enhances the provision of libraries facilities in secondary schools in Kwali Area Council of Federal Capital Territory, Abuja to a low extent.

Discussion of Findings

The study revealed that there are enough seats and tables (desk) for students in the classrooms with no one standing during classes, classrooms are well furnished to modern standard, teachers have adequate chairs and tables in their classrooms and classrooms are well equipped with teaching aids. This implies that government funding enhances the provision of classrooms in Secondary Schools in Kwali Area Council of the Federal Capital Territory, Abuja. This is in line with the view of Sisungo, Kaberia & Buhere (2014) who disclosed that government has been spending between 20 percent to 40 percent of its revenue on education with the aim to improving access and quality. Much of these resources have been devoted towards establishment and procurement of school inputs such as infrastructure(classrooms), teachers and textbooks.

The study also revealed that chemistry, biology and home economics laboratories are well furnished and are up to date. However, all computer laboratories are not furnished to standard. This is in support of the view of Sayi (1993) who argued that physical school facilities such as instructional materials, school compound, buildings with requisite facilities, laboratories facilities, teachers' houses, school libraries, health facilities, recreation facilities, school transport and others resources are most needed by the school system to attain their goals.

Furthermore, the study revealed that necessary books are not available in the library, students do not do their assignment easily because of the non-availability of materials in the library and that students do not have access to textbooks on-line in the library. However, the results also revealed further that in schools where libraries are available and functional, students are not always guided when they go to the library to find books. This is in conformity with the view of Sisungo, Kaberia and Buhere (2014) that a school with adequate finances will purchase laboratory equipment, textbooks, regularly maintain libraries facilities, hold academic excursions and make available other instructional resources which will affect performance. This is in support of the view of Sayi (1993) who argued that physical school facilities such as instructional materials, school compound, buildings with requisite facilities, teachers' houses, school libraries, health facilities, recreation facilities, school transport and others resources are most needed by the school system to attain their goals. While Oberg (2001) also observed that school libraries have to be adequately staffed and resourced for them to have the expected impact on student learning and performance.

Conclusion

The study concludes that government funding strongly enhances Secondary School Education in Kwali Area Council Area of Federal Capital Territory, Abuja. Government funding has a significant influence on Secondary School Education in Kwali Area Council Federal Capital Territory, Abuja. According to the findings government plays critical role in

the provision of classrooms, and teachers training, but that the government funding on the provision of laboratories, libraries and teachers' salaries is insignificant.

Recommendations

Having established from the findings of this study that government funding has significant influence on Secondary School Education in Kwali Area Council of Federal Capital Territory, Abuja; the following recommendations among others were:

1. The Federal Government, Federal Capital Territory Administration and Kwali Area Council should increase funding on the provision of laboratories in Secondary Schools through budgetary allocation and external aids in order to purchase and provide a computer laboratories that is up to standard, which will help the students to be aware, learn and have basic knowledge in the operation of ICT and this will enhance quality of Secondary School Education in the Council Area.
2. Government at all levels (Federal Government, Federal Capital Territory Administration and Local government) should ensure that functional libraries are provided and equipped with books in secondary schools in Kwali Area Council. This will make the teaching and learning process easy for students and teachers and hence enhances secondary school education in the area.
3. Secondary Education Board, Federal Capital Territory Administration and private individuals who are stakeholders in education should set up enlightenment programs to promote the funding and use of library to enhance reading culture among students in the study area and the nation at large.

REFERENCES

Adali O. A., & Aja-Okorie, U. (2013). Integrative funding and effective implementation of universal basic education programme: A need assessment in primary and junior secondary schools of Ebonyi State, Nigeria. *European Scientific Journal, 9*(31), 530 -543.

Ajetomobi, C.I. and Ayanwale, P. (2004). Public Funding; the case of community Mobilization and effective Management, in Ademola Badmus and Akin O. Osigale (ed) *Private and Community Participation in Education in Nigeria, Akoka:* Jas publishers.

Berry, M. A. (2002). *Healthy school environment and enhanced educational performance: The case of Charles young elementary school*. Washington D.C: Rex Publishers.

Central Bank of Nigeria (2010) *Statistical Bulletin.* Abuja, Nigeria Federal Government Press.

Emenalo, F. C., & Ibekwe, C. (2013). Appraisal of community involvement in secondary schools' development in Okigwe education Zone of Imo state. *Mediterranean Journal of Social Sciences, 4*(7), 13 – 20.

Enaigbe, A. P. (2009). Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counseling, 2*(2), 235-244.

Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC Press.

Federal Republic of Nigeria (2008). *National policy in education.* Abuja NERDC Press.

Gongera, E., & Okoth, O. N. (2013). Alternative sources of financing secondary school education in the rural countries of Kenya: A case Study of Kisii County. *Journal of Education and Practice, 4*(4).64-74

Hill, C. J. (2009). *The causes of the decline in performance of students in West Africa school certificate in biology for the past four years 1998 – 2001. B.Sc.(ed).* Unpublished Project, University of Lagos, Lagos.

Holsinger, D. B., & Cowell, R. N. (2000). *Positioning secondary school education in developing countries: expansion and curriculum*.Paris: Unesco International Institute for Educational Planning. Retrieved from http://www.resource.gov.uk/information/research/respubs2001.asp.

Isibor, O. (2013) Nigeria: Dearth of Infrastructure in Tertiary Institution. The Leadership Newspaper, March 10.

John, A. O., Peter, N. W., Mirian, N., & Ruth, N. (2013). Basic education in Kenya: Focus on strategies applied to cope with school-based challenges inhibiting effective implementation of curriculum. *International Journal of Education and Research, 1*(11), 1–20.

Kamando, N. A. (2014). *Government-community partnership in the provision of education in rural Tanzania.* Published P.hD Dissertation (UDSM), Tanzania.

Kotirde, I. Y., & Yunus J.B.M. (2014). The processes of supervisions in secondary school's educational system in Nigeria. *Procedia –Social and Behavioural Sciences, 204*(2015), 259 – 264.

Moja, R.U. (2000) *Cost of Education in Nigeria*, Jos: Malik Publishers.

Munch, A. S., & Asarka, N. A. (2006). Public Perception on Funding and Management of Primary Education in Nigeria. *Nigerian Universal Basic Education Journal, 1*(1), 132-135.

Oberg, D. (2001). Demonstrating that school libraries improve student achievement. *Access, 15*(1) 15–17.

Ogbonnaya, N. O. (2012). *Foundations of educational finance*. Nsukka: Hallman Publishers.

Oke, O. I., & Mainoma, H. M. (2014). *Educational administration in Nigeria*. Jos: Matkol Press.

Omagu, F.E. (2016) Infrastructural Development in Nigeria: A Panacea for Transforming Educational Sector for Sustainable National Development. *International Journal of Capacity Building in Education and Management* .3 (1): 13-19.

Omoregise, N. O. (2006). Repacking Nigeria's secondary school education system for a great and dynamic economy. *Multidisciplinary Journal of Empirical Research, 2*(1), 47.

Onyedineke, E. (2011) *Appraising the role of Non-government Organization*

towards Funding Post-primary Institution in Owerri Education Zone Unpublished M.Ed Thesis, University of Nigeria Nsukka.

Sayi, L. F. (1993). *School administration Vis-a-vis School physical facilities in government and private secondary schools in Mwanzamunipality* (Dissertation for Award of M.A (ED) Degree), University of Dares Salaam, Dares Salaam, Tanzania.

Sisungo, Z., Kaberia, L., & Buhere, P. (2014). An investigation on the relationship between the school level of funding and performance at K.C.S.E in Mumias District, Western Province of Kenya. *International Journal of Educational Administration and Policy Studies, 6*(2), 15 – 22.

Tsavga, J. (2011). *The effect of environment on the academic performance of students in Tarka Local Government Area of Benue State*. Unpublished PGDE Thesis, Benue State University, Markudi.

Udeozor, R. K. (2004). *Educational administration: Perspectives and practical implications*. Imo Rex Charles and Patrick Ltd.

World Bank (2005). Expanding opportunities and building competences for young people. *A new agenda for secondary education*. Washington DC: World Bank,