PERCENTAGE CHANGE IN CAPITAL BUDGET ALLOCATION POLICY AND PRIMARY SCHOOL PHYSICAL PLANNING IN KWARA STATE OF NIGERIA 1993 – 2000.

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Abstract

This research work was carried out to examine whether or not there existed during the period under review, some linear statistical relationships between the percentage change in capital budget allocation to primary schools, population of pupils, number of schools and classrooms. Using simple regression analysis technique and testing at 95% confidence limit, it was established that the percentage change in capital budget allocation had significant linear relationships with the percentage change in population of pupils and number of classrooms with R-square of 84.15% and 70.12% respectively. The research revealed an R-square of 47.79% with P-value of 0.0575 which means that there is no significant relationship between budget allocation and number of schools It also further established that a significant linear relationship existed between percentage change in population of pupils versus number of schools and classrooms at R^2 of 75. 204% and 54.52% respectively. It was concluded that the short fall in infrastructure provision should be made up by the private sector in the State.

Introduction

(1) Primary Education.

Primary education is the foundation for the overall educational structure as the success or failure of other educational structure depends on it. Primary education is defined as the stage of education in which all children are taught what they need to know in order to be wholly human in the world in which they are growing up including the basic skills of reading and writing. (Brumbeck *et al*, 1969).

The National policy on Education 1989 classified formal Education into three categories namely; Primary Education, Secondary Education and Tertiary Education. Primary education as referred to in the National Education policy is restricted to children aged between 6 and 11 plus.

However, with the introduction of Universal Primary Education [UPE] in 1976, primary education became Universal, free and compulsory, and with a duration of six years. In its early years from 1976 – 1978, Kwara State according to Ayorinde [1997] had enrolment figure of public primary school pupils of about 766,415. This figure was relatively high compare to past years. In his examination of pupils' enrolment in public schools. Fadayomi (1983) reiterated the fact that before and after the adoption of universal primary education, educational policies especially of the primary level were reflections of the substantial increase in the number of pupil enrolment. He also observed that the earlier part of 1970 witnessed gradual increase in pupil's enrolment but there was a sudden change or increase of about 39% in pupil's enrolment in the 1976/77 academic year over and above the figures for the previous year. He concluded by saying that more corresponding expenditure will be needed to cope with increasing demand of manpower, school administration, and physical infrastructures.

(2) Physical Infrastructure development.

The development of classroom infrastructure should be done with certain considerations in mind, such as space, height/window ratio, quiet locations, ease of access etc. For instance, the construction of school building should be cited in large areas so as to accommodate playing grounds, future expansion, and school farms for demonstration. (Philip Jnr *et. al* 1980).

Physical development is a major factor in educational planning and development. Therefore, to

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enhance effective and quality educational development, infrastructures and classroom construction must be done with the view to meet population demand, basic facilities and conducive environment. (Adeboyeje 1987). In his contribution, Fafunwa (1991) stressed the need for classroom construction to be conducive and to possess basic facilities that encourage learning. He also emphasized the need for large and spacious classrooms that are well lit, bright, clean, pleasant and well furnished with educational decorations, pictures and other learning aids. Asiedu (1992) asserted that classroom is an important and complex place in the school. It is a place of social intimacy where pupils live, interact and share together for the purpose of learning. Therefore the development of classroom should meet these social factors and planners of schools should bear in mind quality of materials, competent personnel and site analysis in their planning. Wrong positioning of school building could lead to interference of sunrays in the classroom and eventual collapse of building during stormy weather.

A survey of public primary school in kwara State revealed that there is little effort by all stake holders to meet the standard for classroom development. As observed, some rural schools are built with mud blocks and half plastered, while some are totally unplastered In some cases, make-shift tents are put in place as classrooms thereby exposing the teachers and pupils to harsh weather conditions. Due to the uninhabitable condition of most of the schools in the state, resources are directed more to rehabilitation than the construction of new classrooms. Therefore it was observed that the task facing the state primary education board in the effort to create an enabling environment for efficient and effective primary education in the state is very enormous. [Yusuf, 1997]. Although, the efforts in construction of more classrooms by the State Primary Education Boards [SPEB], National Primary Education Commission [NPEC], Petroleum Trust Fund [PTF], and Education Trust Fund [ETF], have created some positive impact in recent years to assist the state. More effort is still needed to be done in order to meet up with the set standards.

(3) Capital Budget Allocation.

Budget is classified under two major features, which include the statement of recurrent and capital expenditures. The recurrent takes care of government finances while capital budget provides the government capital development proposal. Further more recurrent budget also referred to as operating recurrent budget or revenue budget provides the basis upon which government may incur obligation and pay for them, such as payment of personal services as well as increase in the salaries and fringe benefits of public servants. On the other hand, capital budget is concerned with creation of long term asset, for instance, construction of new roads, schools, dams etc. (Mc Master, 1991).

However, Government budget deals with allocation of scarce resources among the various agencies to cater for the people and that since these resources are sometimes not sufficient to serve the intended purpose, therefore it becomes the most tactical parameter for both decision-making as well as allocation of resources. It may be maintained here that a relatively new development is the attempt to use the budgetary process as a tool for achieving the allocation of national resources, which is efficient in the economic sense. Government budgets, invariably affect the distribution of income that is the purchasing power of different sections of the populace. Aiyedun (1996).

The budget is the main measure by which the essential resources of men and materials are allocated for the accomplishment of almost all government goals. Perhaps, it is no exaggeration to say that budgeting is synonymous with management since both are concerned with systematic, intelligent planning and control of resources. In comparism to the civil administration, the military administration may be given commendation in the way budget preparation and allocation use to be handled. They displayed a serious consciousness of the importance of the annual budget exercise far more than was the case under the previous civilian regime. Budgetary exercises under the civilian regime were often better than a farce. More often than not, a civilian government which could not balance its capital budget resorted to the practice of inserting some huge imaginary provision as revenues expected from external sources even though the government knew that no such aid was forth coming on the hand, the military governors asked blunt and searching questions and as a result, all agencies concerned provided realistic

data. Unfornately, the preparation of budget had always been handled by non – professional (Mogbo 2001).

(4) Primary Education Funding

The Federal Government through the primary education fund, administered by National Primary Education Commission (NPEC), is charged with the responsibility of capital funding of primary education based on the following appropriate sharing formula of education fund; 50% based on equality of state; 30% based on enrolment figures from each state and 20% to educationally disadvantaged state, Ubu (1993).

The State Primary Education Board (SPEB) was set up by the government as the third – tier structure charged with the responsibility of managing primary education in each state of the Federation. Amongst others, its functions include seeing to the construction of capital projects with funds obtained from NPEC and state government. Opinions from scholars revealed that funding to primary education has been grossly inadequate. This being that, budgetary resources channelled to education is further constrained because of rapid development of other public social undertakings such as health, social welfare, and public works e.t.c. Also most of the expenditures meant for education ended up in recurrent expenditures. As observed, the basic and fundamental problem of education is funding. (Grant 1990, Abiodun 1998). In Kwara State for instance, the percentage increase in the capital expenditure is not a true reflection of the percentage increase in the number of school building, especially within the period under review. This makes the infrastructure inadequate when the growing population of the pupils is considered.

For this reason the rate of development of the Nigerian educational sector especially the public primary educational system has been reduced as a result of inadequate infrastructure. Therefore, the study was carried out to examine the percentage changes in budget capital allocation to primary education, population of pupils, number of schools and classrooms available from 1993 to 200, in order to establish basis for suggesting empirical planning guide lines to the government of Kwara State for effective planning of public primary schools. with the following objectives: (1) Determine the relationship existing between percentage changes in pupils enrolment and capital expenditure. (2) Determine the relationship existing between percentage changes in pupils' enrolment and number of classrooms. (3) Determine the relationship existing between percentage change in pupil enrolment and number of schools. (4) Determine the relationship existing between percentage changes in number of classrooms and capital Expenditure. (5) Determine the relationship existing between number of schools and capital Expenditure.

Methodology

This study is limited to public primary schools in Kwara State. The research work has both synthetic and empirical aspect. The synthetic aspect involved review of relevant literature in order to provide a sound background to the study. The empirical work involved the assembly of published data of numbers of schools, population of pupils, numbers of classrooms and capital budget expenditure by the Kwara State Primary Education Board and Planning Commission from (1993 – 2000). The data obtained were weighted and further reduced to percentage changes with 1993 as base year. With the use of simple Regression Analysis, the studies were made of percentage changes in capital budget allocation to primary schools, population of pupils, number of schools and classrooms.

Data Analysis, Results and Discussion

Table 1 shows the data on numbers of schools and classrooms, population of pupils and capital allocation for the period 1993 – 2000, as obtained from Kwara State planning commission. It is assumed that the amount allocated is the same as the amounted expended. Table 2. Gives the figures for pupil's population and capital expenditure. While table 3, indicates weighted data of percentage increase of all variables with 1993 as base year. The data in Table 3 were analysed using simple

regression technique. The following were regressed against each other: percentage increases in population of pupils and capital expenditure; numbers of the classrooms and capital expenditure; population of pupils and number of classrooms; population of pupils and member of schools, and finally number of schools and capital expenditure. The summary of results of linear regression analysis is presented in table 4. Experiments carried out showed that there were strong significant linear relationship between: percentage increase in population of pupils and capital expenditure (R^2 = 84.15%); number of classrooms and capital expenditure (R^2 = 70.12%); population and number of classroom (R^2 = 75.24%) as well as population of pupil and number of schools (R^2 54.52%). The results suggested that as population of pupils or enrolment significantly increased, there were significant increase in capital expenditure, number of classrooms and schools, with the result for number of schools giving a significance level 0.0364.

The implication of this result is that, as the percentage change in pupils enrolment increase, there should be corresponding percentage increases in the capital allocation, new classrooms and school buildings in the primary schools. This may mean more financial strain to the Kwara State government.

Further experiment revealed that, there is no strong significant relationship between percentage change in number of schools and capital expenditure (R^2 = 47.79%) with p – value of 0.0525, which is 5.7% higher than the 5% confidence limit. This is an indication that most part of the percentage change in capital expenditure is expended on classroom expansion and rehabilitation rather than new schools. Moreover, percentage change in capital allocation was not giving due consideration in the planning of new construction of primary schools in the State.

Conclusion and Recommendation

The fundamental problem of primary schools education planning, borders on funding amongst other factors. Future trend of percentage change or increase in pupils' enrolment with no corresponding change in infrastructures could exert enormous financial and planning pressures on the Kwara State Government. As seen from one of the results obtained in the studies the R^2 of the regression showed for population of pupils which is 54.52% was explained by the percentage change in the number of schools, which means there is a short fall of 45.48%, which could be explained by other factors not considered in this study. Similarly, there is a slight fall of 29.88% in the provision of capital fund for new classroom. Encouraging private participation in primary school development could provide for this deficiency in infrastructures. The private initiative techniques like the Build – Own Operate – Transfer or Refurbish – Operate – Transfer to the government will be appropriate.

The study revealed no significant relationship between percentage change in schools and capital expenditure, which indicated that fund allocated is expended on classroom expansion and refurbishment rather than constructing new schools. Therefore, it is suggested that more budgets allocation be given to development of new schools in the state and that planners should give adequate consideration to the change in percentage of capital allocation.

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Table 1: Numbers of Schools, Population of Pupils and Numbers of Classrooms in Kwara State. (1993 - 2000).

Year	No of Schools	Population of pupils	No of Classrooms
1993	952	251100	4315
1994	952	254657	4315
1995	1028	258657	4339
1996	1034	253633	4363
1997	1037	276001	4363
1998	1043	303415	4370
1999	1074	305415	4393
2000	1077	356806	4409

Source: Kwara State Planning Commission.

Table 2: Pupils' Population and Capital Expenditure.

Year	Population of pupils	Capital expenditure	Capital Expenditure in N million	Expenditure Per Pupil
1993	251100	5,900,000.00	5.90	23
1994	254657	10,800,000.00	10.80	42
1995	258657	9,810,700.00	9.81	38
1996	253633	15,519,059.00	15.52	59
1997	276001	8,436,881.00	8.44	31
1998	303415	22,003,183.90	22.00	73
1999	305415	60,000,000.00	60.00	196
2000	356806	90,000,000.00	90.00	252

Source: Kwara State Primary Education Board (project Unit)

Table 3: Percentage Increase of All Variables with 1993 as Base Year

Year	No of Schools	Population of pupils	No of Classrooms	Capital Expenditure	Expenditure Per Pupils
1993	0.00	0.00	0.00	0.00	0.00
1994	0.00	1.42	0.00	83.05	82.60
1995	7.98	3.01	0.56	66.27	65.22
1996	8.61	1.01	1.11	163.05	156.52
1997	8.93	9.92	1.11	43.05	34.78
1998	9.56	20.83	1.27	272.88	217.39
1999	12.82	21.71	1.81	916.95	752.17
2000	13.13	42.10	2.18	1425.42	995.65

Source: Author's Analysis of Data.

Table 4: Summary of Results of Linear Regression Analysis.

Regression Equation	R –Square	Standard Error	F – Tab	F - Cal	P - value	Remarks
Population of pupils = 2.766311 + 0.026213 CExpendi	84.15%	6.374	5.99	31.85	0.0013	Significant
Number of Classrooms = 0.533069 +0.01271 CExpendi	70.12%	0.465	5.99	14.081	0.0095	Significant
Population of pupils =- 3.909155 + 16.327518 Nclass	75.204%	7.973	5.99	18.19	0.0053	Significant
Population of pupils = - 3.961256 + 2.157792 Nschool	54.52%	10.80	5.99	7.19	0.0364	Significant
Nschool=5.118413+0.006760 CExpendi	47.796%	3.959	5.99	5.49	0.0575	Not Significant

Source: Author's Analysis of Data; Nschool = Numbers of Schools ; Cexpendi = Capital Expenditure ; Nclass = Number of Class.

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