

# The Impact of Budgetary Allocations on Teacher Recruitment in Public Secondary Schools: A Study of Nasarawa State (2009-2022).

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DOI: <https://doi.org/10.70118/AMR-0901-2025-21>

## Abstract

*Budgetary allocations play an important role in the educational development process of any country. This study investigated the impact of budgetary allocations on the teacher recruitment in public secondary schools in Nasarawa state, from 2009 to 2022. Descriptive survey research design was used for the study. Data were obtained from primary and secondary sources. The primary data was collected using questionnaire and Key Informant Interviews (KIIs). The questionnaire was administered on 364 teachers in both urban and rural public secondary schools in the state. The primary data was analyzed with simple descriptive statistics such as tables and charts. The key informant interviews were conducted for principals of selected schools and other stakeholders in the Ministries of Education and Finance of the state. The secondary sources comprised mainly data obtained from the Nasarawa State Ministries of Education and Finance, Budget and Planning. Simple Linear Regression Model was employed to test the formulated hypothesis. The findings of the study revealed that budgetary allocation had a statistically significant and positive impact on the recruitment of teachers in public secondary schools in the state for the period under review. However, the Nasarawa State Government had not recruited an adequate number of teachers that would drive the development of public secondary schools in the state. The study, therefore, recommended among others that the state government should recruit more qualified teachers, especially those with bachelor's degrees in science education to achieve the needed development of public secondary education in the state.*

**Key words:** Budget, Budgetary Allocation, Education, Secondary education, Recruitment of teachers.

## Introduction

Education is the foundation upon which developed and developing societies are built. Education is a vital component in the development of any society, as it

plays a critical role in shaping the future of individuals and societies. Education remains the major tool for individual socio-economic empowerment, poverty reduction and national socio-economic development. Therefore, nations strive to invest in education as a tool for the development of the knowledge and skills base which can be used to produce and reproduce wealth, create and sustain a viable and virile society (Gabriel & Tolutope, 2018). In essence, education is a mechanism through which the society generates the knowledge, skills, competencies, attitudes, beliefs, and values required for its survival and sustenance. It improves the quality of their life and leads to broad social benefits to individuals and society (Abada, Okuma & Ugwu, 2018). Therefore, it is an undisputable fact that education plays a vital role in the development of the individual and society in general. Education is the bedrock for the growth of any, and the cornerstone for social and economic development.

The National Policy on Education [NPE] (2016) asserts that the education of an individual is to make him a functional member of his society. As a result, both the government and society have come to realize that the overall development of any nation hinges on education. Buttressing this point, Alajekwu and Obi (2011) emphasise the necessity for government spending to enhance economic welfare and provision of public goods. In their efforts to deliver essential services such as education, governments usually draw up annual budgets to properly guide the attainment of stated development objectives to the citizens. Budgetary allocation plays an important role in the development process of any country (Usman & Ijaiya, 2010). Government budget is the nerve centre of the public economy. To provide goods and services and generally carry on the business of governance, government needs to plan its financial activities and come up with detailed spending plans (King, 2003). The annual budget is a document which contains the entire programmes of the government in a given fiscal year. It shows expectations and intentions of the government in a particular fiscal year. Most importantly, it contains the expected revenue and expenditure of government within a given financial year (Olomola, 2009).

No meaningful development can be possible without a well-articulated and properly implemented budget. To meet their social and economic needs, the budget is the federal and the state governments' instrument for delivering essential public goods and services, such as education, healthcare, infrastructure and national defence to citizens (Okonjo-Iweala & Osafo-Kwaako, 2007). A budget enables the authorities to decide about each individual item of revenue and expenditure in the overall context of its policies. Governments across the world and indeed other entities desiring development usually draw up budgets on annual basis to effectively manage their financial resources. The budget can be a veritable tool for directing and developing a nation's economy if properly implemented.

Education is one of the important sectors where governments in both developed and developing economies direct their resources with the belief that results from education expenditure will go a long way in transforming human, social, economic, cultural and other aspects of the people's lives. To achieve the much-desired development in the education sector, the United Nations Educational Scientific and Cultural Organisation (UNESCO) recommends that the developing countries should allocate at least 26% of their total annual budgets to the education sector.

Government expenditure on education in Nigeria is categorized under the social and community services sector. The responsibilities for administering the education sector in Nigeria are shared among the Federal, State and Local governments. Thus, in the country's constitution, education is on the concurrent list, but the Federal Government is empowered to regulate all the sectors, engage in policy formation and ensure quality control. The federal government of Nigeria has been allocating certain percentages of its annual budget to the education sector with the aim of developing the sector. A cursory look at budgetary allocations to the education sector over the years, shows that the successive governments Nigeria have not been able to give the desired attention to education sector as evidenced by low budgetary allocations to the sector. This has contributed to the country's low Gross Domestic Product (G.D.P) (Ayeni & Omobude, 2018). A government's commitment to human capital development and economic growth and development is signposted by its investments in education, but this is not the case in Nigeria where education receives far less than the 26% benchmark recommended by the UNESCO. A study by the World Bank in 2012 involving 20 countries, showed that Nigeria was at the bottom of the ranking in terms of their percentage allocations to the education sector.

Since its inception on October 1, 1996, Nasarawa state government has consistently allocated significant portions of its annual budget to the education sector, with the aim engendering development in this critical the sector. For example, the state allocated 12.6%% of its annual budget to the education sector in 2009, in 2010, the allocation went up to 15.31%, and so forth (Nasarawa State Ministry of Finance and Budget Planning Lafia). The annual budget documents of the successive governments in the state underscore the importance of education and their commitment to improving the sector. Available records from the Nasarawa State Ministry of Finance show that allocations to the education sector especially under present democratic dispensation have been on the increase annually. The budgetary allocations to the Ministry of Education are expected to have an impact on the recruitment of adequate number of teachers that would drive the development of secondary education in the state. It is against this background that the study examined the impact of budgetary allocations on teacher recruitment in public secondary schools in Nasarawa state, Nigeria, from 2009 to 2022.

## **Research Questions**

The following research questions guided this study:

1. What is the numerical strength of teachers in public senior secondary schools in the state from 2009 to 2022?
2. Is the number of teachers adequate to effectively deliver teaching to students in public senior secondary schools in the state?
3. How many teachers were recruited to teach in senior public secondary schools between 2009 and 2022 by the state government?
4. What is the satisfaction level of teachers and principals with the teacher/student ratio in public senior secondary schools in the state?

## **Objectives of the Study:**

The main objective of this study was to investigate the impact of budgetary allocations on teacher recruitment, with specific reference to public senior secondary schools in Nasarawa state, from 2009 to 2022. The specific objectives were:

1. To ascertain the numerical strength of teachers in the public senior secondary schools from 2009 to 2022.
2. To find out whether the number of teachers is adequate to effectively deliver teaching to students in the public secondary schools in the state.
3. To ascertain the number of teachers recruited to teach in the public secondary schools between 2009 and 2022.
4. To ascertain the satisfaction level of teachers and principals with the teacher/student ratio in public senior secondary schools in the state.

## **Hypothesis**

Budgetary allocations have no significant impact on teacher recruitment in public secondary schools in Nasarawa state, from 2009 to 2022.

## **Literature Review and Theoretical framework**

### **Conceptual Review**

#### **Budget**

Scholars have offered various definitions of budget in the literature. Adamolekun (1983) defines budget as a financial plan embodying an estimate of proposed expenditure for a given period and the proposed means of financing them. In the same vein, Omopariola (1986) views a budget as a financial or quantitative statement prepared and approved prior to a defined period of the policy to be pursued for the purpose of attaining stated objectives. This definition recognises the fact that a budget should be prepared in advance which is the planning feature of a budget. It also captures another important aspect of the budget which is that budget is prepared with the objective of attaining specific objectives. Meigs and Meigs (2004) define a budget as a comprehensive financial plan, setting forth the expected route for achieving the financial and operational goals of an organisation.

Generally, a budget is a document which entails more than an estimate of revenue and expenditure as portrayed in the above reviewed definitions. It is an elaborate management system which includes not only a plan of public revenue and expenditure, but the whole material finances which are disclosed in ministerial statements placed before the legislature and the orderly administration of the financial affairs of government. Agreeing with the above view, Blattachanya (2000) puts it concisely that a budget is more than estimates of revenue and expenditures but encompasses reports regarding how government manages its affairs in the previous year, the condition of the public treasury and programmes of how work should be financed.

Abdullahi (2008) sees a government budget as a political administrative instrument by which the executive and the legislative bodies allocate resources among the various organs of government either at state or federal levels. He further adds that a budget is basically a tool for selecting a particular mix of private and public goods and services. He sees budget as being a product of the executive and legislative organs of government. To Ohanele (2010), a budget is the most important economic instrument for government as it reflects a government's social and economic policy priorities more than any other document. He observes that a budget translates policies, campaign promises, political commitment and goals into decision where funds should be spent and how funds should be collected. It is deducible from the above perceptions that a well- functioning budget is vital to the formulation and execution of government policies. In the same manner, a weak budget exacerbates socio-economic problems in the economy.

This study, therefore, sees a budget as an effective tool for planning, coordinating, monitoring, controlling resource movements, decision making, performance evaluation and communication to accomplish stated objectives of a governmental entity. It is the basis of financial planning that helps to monitor, control and guide the economy towards planned development through efficient and effective resource utilization. Proper budgeting will aid governments to achieve their operational goals. Educational development still remains a common goal of any government to its citizens, especially in developing countries that are in dire need of human capital development.

## **Education**

According to Armstrong (2012), education is the practice of expediting learning, or knowledge, skills, values, beliefs and habit acquisition. In his opinion, education can be accomplished through various means such as teaching, training, storytelling, discussion and research. The process of education requires the presence of certain key ingredients; the educator, the learner, what is to be learnt and the learning material. Education is usually formal, informal or non-formal in nature. It consists of activities that affect the way an individual thinks, feels and acts. Formal education has been divided into various levels of education such as primary education, secondary education and tertiary education.

Okafor (2006) views education as a conscious and purposeful effort directed toward the transmission of accumulated abilities, knowledge and attitudes from one generation to another with the ultimate intention of producing men and women who will be relevant and useful to themselves and the society. This definition is apt in the sense that it captures the primary objective of education which centres on making individuals to be useful to themselves and the society. The author believes that education can develop the potentials in individuals that will enable them to contribute meaningfully to their personal development and that of the society.

The importance of education for the development of the individual and the society cannot be overemphasized. The National Policy on Education (NPE, 2016) asserts that the education of an individual is to make him a functional member of his society. As a result, both the government and the society have come to realize that the overall development of any nation hinges on education. The goals of education in Nigeria as contained in the (NPE, 2009) are as follows:

1. development of the individual into a morally sound, patriotic and effective citizen;

2. total integration of the individual into the immediate community, the Nigerian society and the world as a global village;
3. provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system;
4. the acquisition of basic tools and skills for effective living in the society; and
5. development and appreciation of one's cultural heritage, and a positive attitude towards social obligation.

Deducing from the above perceptions, education can be seen as the process of rearing and nurturing an individual to grow and acquire basic skills, knowledge, attitude and values that will effectively initiate him into his culture and thereby contribute meaningfully to the development of his society. Education is a continuous process and as a result, an individual continues to acquire education till death. Education plays vital roles in the improvement of the quality of people's lives, acceleration of economic growth, harnessing of human intellect and potentials, realization of political stability, appreciation of tolerance and the institutionalization of peace and unity.

## **Secondary Education**

The concept of secondary education has no generally accepted definition. As a result, there are many definitions of the concept in the literature. Secondary education is a crucial tier in the hierarchy of education. It is the midway between primary and tertiary schools. As an intermediary step between primary and tertiary education, secondary education serves as a preparatory phase for youth before they enter the workplace, helping to equip a largely adolescent population with the skills, aptitudes, and social values for a productive and healthy adult life. Secondary education plays a key role in providing learners with opportunities to acquire skills that enable them to pursue higher education and to improve their skills leading to higher labour market productivity (Ngware et al., 2006).

Achuonye (2007) opines that secondary education as the name implies, comes second; that is the second level of the three-tier system of education in Nigeria. He defines secondary education as the education children receive after primary education and before the tertiary stage. On his part, Ogbonnaya (2003) defines secondary education as the form of education which children receive automatically after they have received primary school education. It constitutes

post primary education and sometimes serves as a link between primary and university education.

The National Policy on Education, section 5, No. 20 contains the widely accepted definition of secondary education in Nigeria. According to the policy, secondary education is the education children receive after primary education and before the tertiary stage. The broad goals of secondary education according to the document shall be to prepare the individual for useful living within the society and higher education. From the above definitions, it can be deduced that secondary school is the bridge between the primary and tertiary levels. It is the springboard from where all the students of higher education take off and all primary school leavers must pass through to become useful to themselves and the society. Secondary education in Nigeria is a six-year programme, comprising the junior secondary and senior secondary, each level is of three years duration. The curricula of the senior secondary schools are comprehensive and diversified in nature.

## **Recruitment**

Recruitment is a critical organisational process that aims to identify and attract individuals possessing the skills and capabilities necessary to support an organisation's strategic objectives. According to Alamro et al. (2018), recruitment encompasses a series of actions undertaken by an organisation to bring in individuals who can contribute effectively to achieving its goals. This process is also described by John (2019) as the search for and acquisition of potential job candidates, ensuring that the organisation has an adequate number of suitable individuals to select from to meet its staffing needs. In a more detailed context, recruitment is the process by which organizations seek to identify prospective employees who match the qualifications and needs of the organisation. Nguyen (2025) further elaborates that recruitment involves various activities aimed at finding candidates with the necessary motivation, skills, and knowledge to fill positions. The process ensures that the workforce is equipped to address the gaps identified during human resource planning.

Moreover, recruitment is about creating awareness of available job openings and inviting qualified applicants to apply. Isah et al. (2021) emphasize that recruitment also involves selecting candidates who not only meet the qualifications but can also be hired in a timely and cost-effective manner, thereby optimizing the organization's resources. Similarly, Edih et al. (2017) highlight the importance of attracting sufficient numbers of qualified applicants in a timely manner, ensuring that the organization is well-positioned to make the best hiring decisions.

Thus, recruitment is not just a process of filling vacancies, but a strategic activity that ensures the right fit between job requirements and employee

capabilities, contributing significantly to organisational performance and growth. Budgetary allocation for teachers' recruitment plays a significant role in ensuring that schools and educational institutions have the required financial resources to hire qualified teachers. This typically involves advertising vacancies, reviewing applications, conducting interviews, and assessing candidates' qualifications and teaching skills. In the context of this study, recruitment refers to the process by which schools or educational institutions select and hire teachers.

### **Budgeting in Education**

The concepts of "budgeting" and "education" are intricately linked. This is because, without adequate budgetary allocation of financial resources, educational development is difficult to achieve. Similarly, without quality education a nation's human capital development will not be possible. Budgeting as a financial management technique can be seen from different perspectives but still be targeted toward the same goal. Based on global conversations on investment in education at the United Nations, member states of UNESCO agreed in 2015 that 4 to 6% of GDP or 15 to 20% of public expenditure should be allocated to the education sector (UNESCO, 2022) as a need to achieve the Sustainable Development Goal (SDG) 4 which is quality education. To achieve quality learning standards and the global agenda for universal, inclusive, and equitable basic education for all school-age children by 2030, an increase in quality and access to education are critical. Hence, significant budgetary allocations is essential to bring this dream to the limelight. Budgeting has been a useful part of the administrative strategy of organisations such as educational institutions right from time (Lasisi, 2021). It has the fundamental importance of controlling the financial activities of school administrators, to prevent reckless spending of budgeted funds supplied to various educational services. There is a need for the adequacy of funds to effectively implement programmes and courses designed for educational institutions. That is why there is an international best practice that UNESCO has prescribed for countries to meet the demands of the education sector. To this end, Akinsolu (2018) asserts that the managers of educational institutions need to be prudent when spending and must judiciously account for every fund used. This is so because as the operators of earmarked budgets, they are compelled to follow the appropriate estimate in spending funds. The managers/managements of educational institutions play the technical function of authorising expenditures. Therefore, budgeting can be said to be an instrument for planning and controlling educational activities because it fosters the coordination of educational activities and promotes efficiency in operating the sector. Thus, budgeting in education represents an educational plan showing the forecasts or estimates of the financial flows (i.e. revenue and expenditure) of an educational institution, organization or establishment which is required to guide the decisions and actions towards the accomplishment of

predetermined and result-oriented educational plans, programmes or projects within a fiscal year.

### **Challenges of Budgeting in Education**

Several challenges have been identified as central to budgeting in education. For instance, Ugwu, Chime and Agu (2020) note that educational institutions often operate with tight budgets and limited funding, making it difficult to meet financial obligations and implement desired programmes. The authors further argue that equal funding and resource allocation are critical considerations in the budgeting process. However, a lack of resources leads to a situation in which schools in rural areas cannot provide quality education, which mainly aggravates the social division. They further note that over time, the education expenditure is increasing constantly identifying some of the driving forces to include technology integration, physical infrastructure construction and maintenance, salaries, and professional development. Government funding provides stability yet puts educational institutions at risk of changes in state budgets that potentially eliminate funds' allocation from year to year. Ohaka and Umanah (2021) observe that budgets' unexpected cuts caused by changes in enrollments, programme adjustments, contractions during economic downturns or policy changes can complicate the budget problem. It can be difficult to predict and budget for unexpected events. The scholars summarise the challenges of budgeting in education to include:

1. Economic Factors: General changes in economic policies pose problems to effective budgeting in education viz Persistent inflation, difficulty in estimating revenue and expenditure.
2. Political instability: Frequent changes in government with each government initiating its own educational programmes.
3. Lack of adequate and realistic data for proper budgeting
4. Interdepartmental Conflicts
5. Population explosion necessitating increase and expansion in the number of facilities, equipment, personnel and so on.
6. Mismanagement, diversion and embezzlement

## **Theoretical framework**

### **Political System Theory**

The study is anchored on political system theory developed by David Easton (1967). The political system theory views a government as a system with sub-systems of sub-parts which receives inputs from its environment to function optimally. Government is the system of interest for the budgeting theorists. At all levels of government, the system incorporates sub-systems or sub-parts such as MDAs, the parliament (National Assembly or state Houses of Assembly), the Budget office etc. The system interacts with its environment which consists of private business citizens, interest groups, political parties, civil society organizations and so forth. This environment is generally the citizens for which the system depends upon for survival. For the system to survive, it must take the responses of the environment.

Deducing from the political system theory is the fact that the budget is an outcome of interaction between the system (government) and the environment (the people). Here the government aggregates the demands or wants of the people and then prioritizes them according to its financial capability and sets machinery in motion towards achieving the prioritized items. In this sense, education is one of the most important needs of society which every government must take very seriously as the development of any society hinges on it. This is because as earlier noted, no country can achieve development without budgeting adequately for its education sector.

The principles of political system theory can be applied to exploring the dynamic relationship between the budgeting system and educational development. According to Siswana (2007), budgeting as a system means a set of units with a relationship between each other. It looks at the processes of implementing a particular budget, institutional structures, competing norms and values, actors and their relationships among each other, which collectively play a role in producing outputs (Lee & Johnson, 1998 in Siswana, 2007). The “input-process-output” principle of a political system is the stronghold of the relationship between budgetary allocations and educational development. There can be no educational development if significant sums of money are not allocated to the education sector. It therefore follows that educational development is directly linked to budgetary process.

### **Review of Related Literature**

Adeyemi’s (2001) work “Financing education in Nigeria: An analytical review”, examined the financing of education since the advent of formal education in the country. The study’s findings indicated that the funding of education has not been up to 7% in any given year despite UNESCO’s

prescribed minimum standard of 26% of national budget to the education sector. The author recommended a diversified source of financing education such as raising bank loans for capital development, introduction of property tax, donations endowment, and donations from parents'/teachers' associations, as well as external loans from the World Bank and the likes to finance education.

Abiola (2006) examined the financing of formal education by the federal government of Nigeria from 1970 to 2004. The study employed descriptive analysis using annual data obtained from the CBN, National Universities Commission (NUC) and Universal Basic Education Commission (UBEC). The study found that formal education had been poorly funded. Data collected from the study showed that the decline in funding of formal education started in 1986 when the federal government adopted the Structural Adjustment Programme (SAP). The study argued that the federal government could have invested more in formal education given the prevailing revenue profile and concluded that entrepreneurial formal education could be the way out to prevent the sector from collapse.

Utilizing ex-post facto research design, Ige (2019) critically assessed financial allocations to the education sector in Nigeria, from the colonial period to 2015. The author discovered that the trends of financial allocations to the sector over the years has been fluctuating and has fallen short of UNESCO's recommended 26% of member countries' total annual budget to the education sector. He also found out that, issues such as political interference in the allocation to education, poor accountability of funds allocated, as well as delay in the release of funds allocated to education were some of the factors hindering the development of education in Nigeria. He concluded that the lean budgetary allocation for education in Nigeria was responsible for gross inadequate infrastructural facilities in public schools, salaries and allowances of teachers being owed which often resulted to strikes/industrial actions that are detrimental to the academic activities and provision of quality education in Nigeria. He recommended among others; encouragement of participation of NGOs and the private sector in education financing, mobilization of external resources through appropriate bilateral agreements, and effective monitoring of funds allocated to education.

Tope and Olarewaju (2017) examined fiscal policy implementation and educational development in Nigeria, using historical research design. They established that past and present governments in Nigeria have been underfunding education contrary to UNESCO's prescription that 26% of annual budget of member states should be allocated to the education sector. The authors discovered that insufficient funding of the education sector has resulted in problems such as irregular payment of salaries, poor infrastructure, indiscipline, and examination malpractice. They recommended that the government should adequately fund education by increasing budgetary allocation to the sector.

In a related study, Kaldick (2018) assessed the various patterns of funding senior secondary education in Rivers State, Nigeria from 2007 to 2018. Using a historical research design method, the author discovered that none of the budgetary provisions in respect of the years under review had met UNESCOs' prescription of 26% budgetary allocation to the education sector. The study also found out that the major source of funding education, especially senior secondary education in the state, was government budgetary allocation. Furthermore, the findings of the study revealed that there was no marked difference between budgetary provisions and actual releases, to the extent that the education sector received only ₦18.25 billion out of ₦64 billion earmarked for the sector during the period under study. Based on the findings, the author recommended that the government should set up a viable framework that would provide standards in the provision of infrastructure and funding.

In a similar study, Rowell and Money (2018) critically examined the past and present situation of financing education in Nigeria. The authors adopted ex-post-facto research design to carefully examine the federal government expenditures on education as share of total federal expenditure from 1997 to 2002 in percentage, federal government expenditure shares by level of education from 1996 to 2002 in percentage, disbursement allocation to education sectors between 1995 and 2004 (in million) and decrease in percentage terms. They discovered poor funding of the education sector and therefore concluded that education in Nigeria has experienced loss of facilities, deterioration of equipment and plants and uncompleted projects because of the financial crisis facing the system. Based on the findings of the study, the authors recommended among others that all stakeholders including parents and guardians, the private sector and non-governmental agencies and the public should be involved in the financing of education in Nigeria.

## **Methodology**

The study adopted descriptive survey research design. Data was collected using questionnaire and Key Informant Interviews (KIIs). Secondary data was obtained from official documents of the Ministries of Education and Finance. The population of study comprised 275 public senior secondary schools in the state. 67 schools were in the urban areas, while 208 were in the rural areas. Yamane's (1967) formula was utilized to determine the sample size of the schools and teachers. The number of sample schools obtained was 163. Out of that number, 40 schools were in the urban areas and 123 in the rural areas. In the case of teachers, out of 4169 teachers, out of 2595 teachers were in the rural areas and 1574 were in the urban areas. Yamane's formula was also used to determine the sample size of 364 teachers. 227 teachers were in rural areas and 137 in the urban areas.

The key Informant Interviews (KII) were conducted for the principals of the sampled schools. The research instruments were subjected to validity and reliability tests and the results were positive enough for making valid conclusions. The study utilized both quantitative and qualitative methods of analysis. Quantitative analysis was adopted for the analysis of the questionnaire. The responses from the questionnaire were sorted and presented in tables and charts. Simple Linear Regression Model was utilized for hypothesis testing. Qualitative analysis was done by way of thematic analysis. The issues that came out of the interview were thematically analyzed.

## Results

**Figure 1**

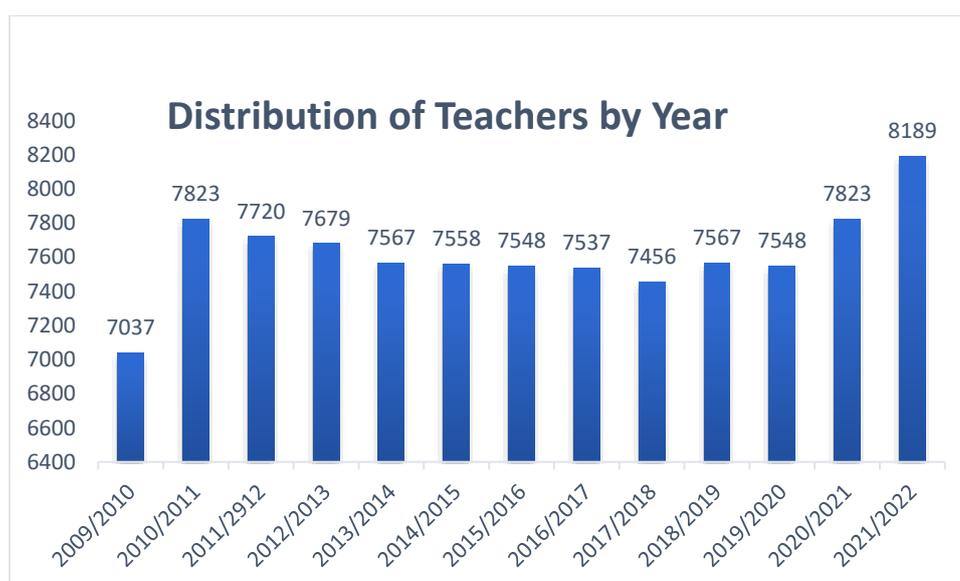


Figure 1 represents the distribution of teachers in public secondary schools in the state over the academic years from 2009/2010 to 2021/2022. From the data, the following trends are observed. The number of teachers increased significantly from 7037 in 2009/2010 to 7823 in 2010/2011. A slight decline occurred in subsequent years, with relatively stable staffing from 2012/2013 to 2019/2020, fluctuating around the 7500–7600 range. Notable increases were observed again in 2020/2021 (7823 teachers) and 2021/2022 (8189 teachers), indicating a renewed growth in recruitment or deployment during these years. The data reveals a general trend of decline in the number of secondary school teachers between 2012 and 2019, with only a slight increase noticeable in the 2020/2021 academic year. However, on a general note, the data revealed that while the number of teachers was decreasing on a yearly basis, the state

government did not replace the teachers who had exited the service. This implies that the state government did not recruit adequate number of teachers that could propel the development of secondary education in the state during the period of this study.

**Figure 2**

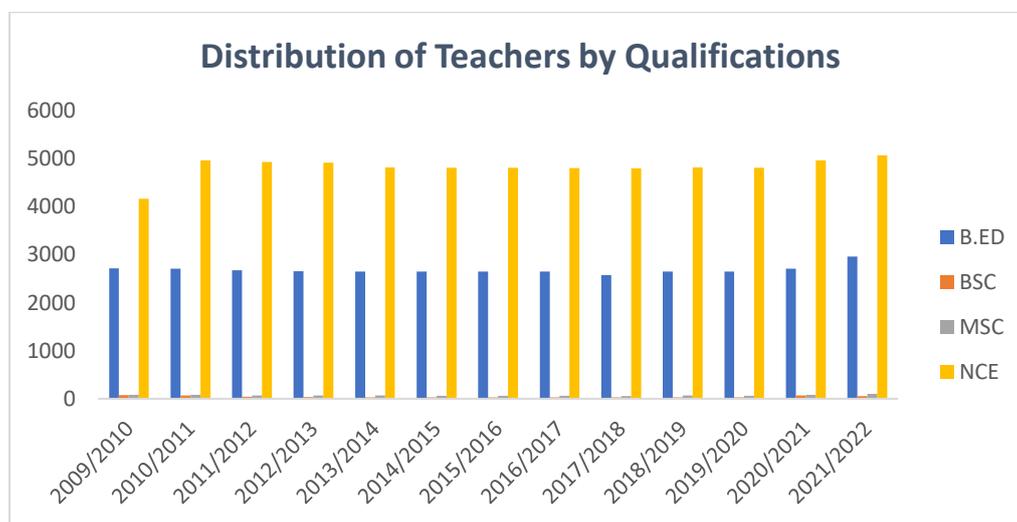


Figure 2 presents the distribution of public secondary school teachers in the state based on their qualifications from the academic year 2009/2010 to 2021/2022. The data highlights the prevalence of different qualifications: NCE, B.Ed, B.Sc, and M.Sc. The composition of the teaching staff indicated that the NCE was the dominant qualification throughout all years, reflecting a strong reliance on mid-level teacher training. This was followed by B.ED, B.SC and M.SC, respectively. The low presence of BSC and MSC holders suggests a need to attract more academically specialized educators, especially in science and technical subjects.

**Figure 3**

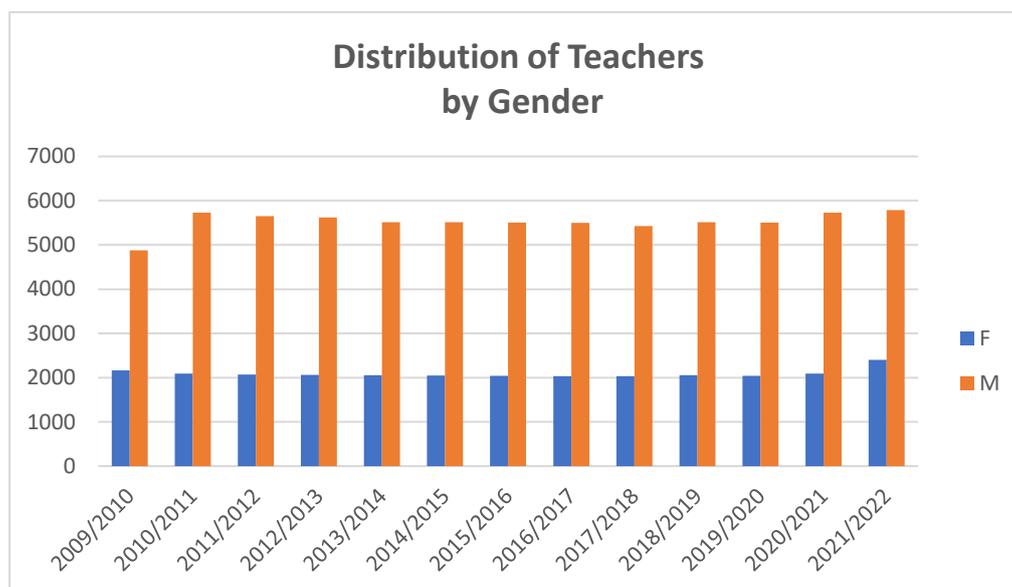


Figure 3 reveals the number of male and female teachers across multiple academic years. Male teachers consistently outnumber female teachers by a significant margin in all academic years. Despite the dominance of male teachers, female representation had shown gradual growth, peaking at 2,403 in 2021/2022. The gender gap remains wide, with males making up over 70% of the teaching workforce in most years. The gender imbalance suggests a need for targeted recruitment and retention strategies for female teachers, particularly in rural and STEM-focused institutions

**Table 1**

**Adequacy of number of teachers in the public senior secondary schools.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very large extent	60	17.1	17.1	17.1
	Large extent	67	19.1	19.1	36.2
	Low extent	89	25.4	25.4	61.6
	very low extent	134	38.4	38.4	100.0
	Total	350	100.0	100.0	

**Source: Field survey, 2022**

On whether the number of teachers was adequate to effectively deliver teaching to students, table 1 shows that 60(17.1%) of the respondents said very large extent and 67(19,1%) said large extent. In the same vein, 89(25.4%) respondents said low extent and 134(38.4%) said very low extent. Also, the result of the

interview held with principals of the sampled schools showed that the principals believed the number of teachers in the schools was inadequate to propel development at the secondary education level. Similarly, available records in the Ministry of Education, Lafia, revealed that the state government did not recruit new teachers from 2009 to 2020. It was in 2021 that the State government recruited about 1000 new teachers to boost the number of teachers in the State public secondary schools. This implies that there is a need to recruit more teachers for effective delivery of educational services in public secondary schools in the state.

**Table 2**

**Satisfaction Level with the Teacher/Student Ratio in School**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Highly satisfied	36	10.3	10.3	10.3
	Satisfied	100	28.6	28.6	38.9
	Dissatisfied	187	53.4	53.4	92.3
	High dissatisfied	27	7.7	7.7	100.0
	Total	350	100.0	100.0	

**Source:** Field survey, 2022

On the satisfaction regarding teacher/student ratio in the public senior secondary schools in the state, table 2 shows that the teachers rated thus: highly satisfied 36(10.3%), satisfied 27(7.7%) dissatisfied 187(53.4%) and highly dissatisfied 100(28.6%). The responses obtained from the interviews with principals of the schools corroborated the above ratings. The principals of Dunama secondary school Lafia, Government Secondary School Awe, Government Secondary School Keana categorically stated that in some classes, the students were well above 40 in a class. In an ideal situation, a class is not expected to be above 40 students. Therefore, it can be concluded that the teacher/student ratio was above the normal ratio during the period understudy.

### **Test of Hypothesis**

Budgetary allocations have no significant impact on teacher recruitment in public secondary schools in Nasarawa state, from 2009 to 2022.

## Regression

### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Budgetary allocation <sup>b</sup>	.	Enter

a. Dependent Variable: Recruitment of teachers

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.785 <sup>a</sup>	.616	.581	168.55806

a. Predictors: (Constant), Budgetary allocation

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	500629.048	1	500629.048	7.620	.071 <sup>b</sup>
	Residual	312530.029	11	28411.821		
	Total	813159.077	12			

a. Dependent Variable: Recruitment of teachers

b. Predictors: (Constant), Budgetary allocation

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6867.306	185.164		37.088	.000
	Budget allocation	32.616	7.770	.785	4.198	.001

a. Dependent Variable: recruitment of teachers

From the table above, the regression model is given as  $Y = a + bx_1$

This implies that  $Y = 6867.306 + 32.616x_1$  with a P-value of 0.071 and F statistics of 7.620. Since the P-value from the ANOVA (0.071) is greater than 0.05, we fail to reject the null hypothesis. This implies that the overall regression model is not statistically significant at the 5% level.

**Note:** The ANOVA table shows that the overall regression model has an F-statistic of 7.620 with a p-value of 0.071. Since this p-value is greater than 0.05, the overall model is not statistically significant at the 5% level. This suggests that, taken as a whole, the model does not strongly predict teacher recruitment. However, the coefficients table shows that the variable budgetary allocation has a coefficient of 32.616 with a p-value of 0.001, which is highly significant. This means that budgetary allocation individually has a significant positive effect on teacher recruitment. This discrepancy implies that while the overall model may be influenced by sample size or variability in the data, budgetary allocation as a single predictor has a meaningful and statistically significant impact on the dependent variable.

**Conclusion**

The aim of the study was to investigate the impact of budgetary allocations on teacher recruitment in public senior secondary schools in Nasarawa state. Based on the findings of the study, it can be concluded that budgetary allocations play a statistically significant role in teacher recruitment in public senior secondary schools of Nasarawa State. This is because the individual predictor-budgetary allocation was found to have a significant positive effect (0.001) on teacher recruitment. This suggests that increases in budgetary allocations are associated with improvements in the hiring of teachers. However, the lack of significance in the overall model may reflect other unmeasured factors or limitations in data that affect the general prediction strength. Furthermore, the findings indicate that during the study, there was a shortage of teachers in public secondary schools, with minimal government action taken to replace those who left the service between 2009 and 2020. The state government recruited only 1,000 new teachers in 2021 after a decade of stagnation. Based on the findings of this study,

it can be concluded that the Nasarawa State Government did not make adequate budgetary allocations that would lead to the development of secondary education in the state with respect to the recruitment of teachers during the period of study.

## **Recommendations**

The following recommendations are made based on the findings of the study:

1. The Nasarawa State Government should scale up its budgetary allocation to the education sector to at least 26%, which is the minimum benchmark recommended by UNESCO for developing countries desiring educational development.
2. The Nasarawa State Government should employ more qualified teachers, especially those with bachelor's degrees in science education.
3. Policymakers should consider increasing investment in teacher recruitment and training to sustain educational quality.
4. There is a need to encourage the upskilling of NCE holders through conversion or bridge programs to B.ED. Relatedly, BSC and MSC graduates (especially in science and tech) should be incentivized to enter the teaching profession via grants, bonuses, or fast-track programs.
5. The state government, through the Ministry of Education, should regularly organize workshops and seminars for teachers to enable them to acquire modern teaching skills and methods.
6. The state government should ensure that teachers are regularly sent on in-service- training for self-development.
7. The state government should provide social amenities in the rural areas so that teachers posted to such areas would not reject such postings.

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