



Impact of Government Expenditure on Public Primary Schools Teachers' Welfare in Jos-South Local Government Area of Plateau State, Nigeria

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Abstract

This study examined the impact of Government expenditure on public primary school teachers' welfare in Jos-South Local Government Area of Plateau State, Nigeria. One research question was answered to achieve the objective of the study. Descriptive survey design was employed for the study. The population of the study consisted of 36 supervisors and 139 teachers in public primary schools in the study area. The sample size was made up of 27 supervisors and 91 teachers. Multi-stage sampling technique was employed for selecting the sample. The instruments for data collection were self-structured questionnaires titled Government Expenditure and Primary Education Development Questionnaire for Teachers (GEPEDQT) and Government Expenditure and Primary Education Development Questionnaire for Supervisors (GEPEDQS). The reliability of the instrument was established using Cronbach alpha method which yielded 0.89 and 0.87 respectively, it was found to be reliable. The study employed the use of mean and standard deviation in analysing the data. Findings from the research question indicated that government expenditure for teachers' welfare in public primary schools in the study area was inadequate. Based on this finding, it was recommended among others that government should increase the expenditure of the educational sector in line with the recommendations of United Nations Educational, Scientific and Cultural Organization (UNESCO) which is 26 percent for developing countries.

Key words: Government Expenditure, Public Primary Schools, Teachers, Welfare.

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Introduction

Education is considered a pillar upon which other sectors of the economy are anchored upon. Improving the educational standard of people is not only a goal for a better quality of life but to impact positively on the economic development of a country. Thus, the provision of education is a key policy to promote a broad-based economic growth and socio-political will of a nation. Education ensures human capital development and leads to greater output for the society as well as enhanced earnings for the individual worker. Therefore, it has been considered as one of the most significant investment in human capital.

It has been argued that education can affect growth by increasing the efficiency of the workforce, by reducing inequality, promoting health, reducing fertility levels, creating better conditions for good

governance, and by increasing the knowledge and the innovative capacity of an economy (Hanushek & Woessmann, 2008). However, education is a process and the system has been arranged according to the developmental level of the learners. Nigeria's educational system starts with pre-primary, primary, secondary and tertiary education in that order. Primary education is that kind of education which is given to children from age 5 to 11. In Nigeria, the classes have been extended to include junior secondary school 1-3 with the establishment of Universal Basic Education (UBE) policy which is currently Basic 1 to 9. Universal Basic Education thus entails 9 years of uninterrupted schooling for children aged between 6-15 years with primary education constituting lower basic, while JSS 1-3 constituting upper basic. Also, the content of the curriculum of this level of education has



Azi, A. S. and Shikdima, V. A.

also been transformed and enlarged to accommodate a wide body of knowledge in the light of the ever changing global trends in science, technology and arts. It is also meant to lay a solid foundation for the senior secondary school where they are prepared for useful living in the society.

The goals of primary education according to section 4 of the National Policy on Education (FGN, 2013) include: inculcating permanent literacy, numeracy and ability to communicate effectively; laying a sound basis for scientific and reflective thinking; giving citizenship education as a basis for effective participation and contribution to the life of the society; molding the character and developing sound attitude and morals in the child; developing in the child the ability to adapt to his changing environment; giving the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity; and then providing the child with basic tools for further educational advancement, including preparation for trade and craft of the locality. Achieving all these goals depend on the expenditure incurred by the relevant authority such as government as the case in the context of this study.

Government expenditure on education consists of recurrent and capital public spending on educational institutions. In many developing countries like Nigeria, the role of government as a provider of funds to the education sector at primary, secondary and tertiary levels is a great concern. In the quest for educational development, Nigeria's governments at federal, state, and local levels have increasingly augmented their allocations for education so as to achieve the desired educational goals in the country. United Nations Educational Scientific and Cultural Organization, (UNESCO, 2019) recommended a minimum of 26 percent budgetary benchmark to enable nations adequately cater for rising education demands. Unfortunately, most developing countries especially emerging economies like Nigeria have been devoting considerably lower amount of resources to their educational sectors (Utomi, 2020). Government spending on education in

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Nigeria has been dwindling rather than maintaining an upward trend.

This low expenditure affects both the federal and state governments negatively since funding of public primary education is mostly done by them. For instance, Utomi (2020) reported that in 2017, the federal government allocated N550 billion to the education sector, the breakdown shows that N398 billion was for recurrent expenditure, N56 billion for capital expenditure while N95 billion was for the Universal Basic Education Commission (UBEC). In 2018, only 7.04 percent of the 8.6 trillion Federal Government budget was allocated to education, with N435.1 billion for recurrent expenditure, N61.73 billion for capital expenditure and N109.06 billion for the Universal Basic Education Commission. The allocation is lower than the 7.4 percent the government allocated to the education sector in the 2017 budget.

In 2019, N620 billion representing 7.02 percent of the budget was allocated to the education sector. Although the N620 billion allocated to the sector in 2019 was higher in naira terms than the N550 billion allocated in 2017, there is a decrease in percentage terms lower than the UNESCO recommended range of 26 percent for developing countries. The budgetary allocation for education in 2020 was 6.7 percent of the N671.07 billion budget by the Federal Government of Nigeria. The sum includes the statutory transfer allocated to the Universal Basic Education Commission (UBEC), which was N111.79 billion. When compared with 2019, there is, however, a 44.37 per cent increase in capital expenditure. Yet, a short fall in the UNESCO's benchmark. Further analysis reveals that the following were allocated in the previous years: 6 per cent in 2017, 7.1 per cent in 2018 and 5.9 per cent in 2019 (Utomi, 2020). Such allocations to the education sector are lower than the UNESCO recommended range of 26 percent for developing countries.

Given the importance of government spending and financing of the educational sector in Nigeria, the question about whether government expenditure on education affects the growth and development of public primary education remains unanswered. Development of primary education



Azi, A. S. and Shikdima, V. A.

encompasses financing to ensure quantitative and qualitative transformation of the key sectors of public primary education. One of such sectors is teachers' welfare. It is believed that government expenditure on public primary education may have positive or negative impact on teachers' welfare. Teachers' welfare is seen in terms of regular promotion, payment of salaries and allowances, minimum wage as well as gratuity and pension of retirees. The importance of primary school teachers' regular promotion, payment of salaries and allowances, minimum wage as well as gratuity and pension of retirees in the overall cost of public primary education is central to the performance of public primary school teachers. It would be expected therefore that expenditure may be increased as teachers' salaries are increased because the wage bill will also increase. The extent of this increase will be dependent on how dispersed the teacher pay scale is, depending on the qualification or years of service, government income, and economic reality of the nation. Contrastingly, despite the budgetary allocation, public primary school teachers' welfare in terms of regular promotion, payment of salaries and allowances, minimum wage as well as gratuity and pension of retirees have been worrisome in Plateau State.

The importance of the welfare of teachers at the primary school level cannot be overemphasized. However, there seems to be no study undertaken to empirically investigate the impact of government expenditure on public primary school's teachers' welfare in the study area, hence the need for this study which assessed the impact of government expenditure on public primary school teachers' welfare in Jos-South Local Government Area of Plateau State.

Objective of the Study

The objective of this study was to examine the impact of government expenditure on teachers' welfare in public primary schools in Jos-South Local Government Area of Plateau state.

Research Question

The following research question guided the study:

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1. What is the impact of government expenditure on public primary school teachers' welfare in Jos-South local Government Area of Plateau state?

Theoretical Framework

This study was hinged on Rostow- Musgrave Theory of Public Expenditure Growth (1969). This theory is the combination of facts and principles by Rostow and Musgrave (1969). Rostow presented a political theory of the stages of growth and the role of public finance in the process, whereas Musgrave provided a macroeconomic viewpoint of public expenditure policy for industrialization and development. According to this theory, in the early stages of economic growth and development, investment made by public sector as amount of total investment is found to be high. This theory is based on an economic development model. Musgrave and Rostow argued that to achieve economic growth, government spending is a major determinant and driver. They proposed that the state grows like an organism and makes decisions for the social wellbeing of the citizen. Provision of basic social amenities and infrastructure such as water, road, energy, security, and sanitation are to be provided by the public sector. As economic growth begins, public spending increases towards human capital development such as health and education required to sustain economic growth.

The implication of Musgrave and Rotow's theory to the present study is that government expenditure on primary schools' staff welfare in Nigeria is the sole responsibility of government. In as much as government is required to provide the basic social amenities and infrastructure required for the development and growth of primary schools, much more is needed for the improvement of teachers' welfare. This is because well motivated teachers will enhance their productivity and hence an improvement in the performance of primary school pupils.

Literature Review

Primary school teachers' welfare is central in the education sector because teachers are the key implementers of educational policies and curriculum. Primary school teachers' welfare means salaries and allowances, services and



Azi, A. S. and Shikdima, V. A.

prompt response to their needs in order to enhance their psychological and social well-being. Unfortunately, most teachers at the public primary level lack the passion for the profession due to lack of motivation, and yet they are the first to be blamed for poor pupils' achievement.

The poor funding of the education sector in Nigeria is not limited to inadequate infrastructure alone but also on the poor incentive structure of teachers in the school system. Public teachers are the least paid in the entire public service in Nigeria which is an indication of the nonchalant attitude of government with regards to the educational sector generally and in the primary sector in particular (Oriakhi & Ameh, 2014).

Akpan and Ita (2012) conducted a study on teacher's professional development and quality of Universal Basic Education in Lagos State, Nigeria. Three hypotheses guided the study. Correlation design was used for the study and simple random sampling technique was used to select 500 teachers from the primary and junior secondary schools for the study. Pearson product moment correlation statistics was used for data analysis. The findings of the study revealed that teachers' participation in induction programmes, Information and Communication Technology (ICT) training and seminars/workshops significantly affected the quality of Universal Basic Education in Lagos State. The study used correlation design to determine existing relationship between teachers' professional development and quality of Universal Basic Education. Furthermore, the study adopted the simple random sampling. The present study adopted descriptive survey design and multi-stage sampling technique respectively.

Similarly, Ameh and Oriakhi (2014) carried out a study on government expenditure and the development of the education sector in Nigeria. The study adopted the time series linear forecasting model, covering the period between 1980 to 2011. The study used secondary data to carry out its analysis. The Johansen Co-integration test was employed to examine the Long run relationship between the respective variables. The use of co-integration revealed that there is a long-run relationship between the variables and that

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they are statistically significant. The reviewed study used secondary data and a meta-analysis approach, while the present study used primary data and descriptive survey.

In a study by Elumah, Shobayo and Adeleke (2017) on the effect of expenditure on education, human capital development and economic growth in Nigeria, between 1970-2015, the study employed an ex-post facto research design using time series data. The data used for the study were obtained from secondary data. The Johansen Co-integration test and Error Correction Mechanism estimated model found that there is no significant effect of expenditure on education and human capital development on economic growth in Nigeria. The reviewed study adopted secondary data and was on the education sector generally while the present study used primary data and was delimited to primary education only.

Igbogi (2018) conducted a study on teachers' welfare and commitment as determinants of productivity in Bayelsa State, Nigeria. The objective of the study was to examine whether teachers' welfare and commitment enhances productivity in secondary schools in Bayelsa State. Four research questions and one hypothesis were formulated to guide the study. A descriptive survey research design was employed. 10 public secondary schools were randomly selected in the study area. The sample of the study had 350 respondents, comprising of 200 students, 140 teachers and 10 principals. Pearson Product Moment correlation analysis was used to test the hypothesis at 0.05 level of significance. The result of the study showed that teachers' welfare package enhances productivity. The study also revealed that effective organization/management, staff training, good financial benefits and regular promotion influences productivity. There was also a negative but significant relationship between teachers' commitment and students' academic performance in SSCE examinations. The reviewed study also used primary data and survey design but it was conducted in secondary schools while the present study was conducted in primary schools.

On the whole, most of the literature reviewed revealed that many studies have been



Azi, A. S. and Shikdima, V. A.

conducted on the impact of government expenditure on the education sector. Furthermore, most of the studies adopted secondary data and meta-analysis approach. In addition, the Impact of government expenditure on education was examined generally and none was on primary schools. This necessitates the need for this study which examined the impact of government expenditure on primary schools' teachers' welfare in Jos South Local Government Area of Plateau State Nigeria.

Methodology

This study employed the descriptive survey design. The choice of this design is justifiable on the fact that government has expended on primary education, hence a variable that cannot be manipulated and the researcher examined the influence of such expenditure on the welfare of primary school teachers.

The population of this study consisted of 36 supervisors and 139 teachers in public primary schools in the study area (Jos South Local Education Authority, 2020 Data). The sample for the study comprised of 118 respondents (27 supervisors & 91 teachers) drawn from the population in the study area. This sample size was drawn from the sample determination table of Yamane (2007) who asserted that in a population of between 170 and 179 subjects, the required sample size of 118 is justifiable and adequate.

Proportionate stratified sampling technique was used for choosing the representative sample of the population. Proportionate stratified sampling is a means of obtaining a sample from unequal segment of population. It involves dividing the sampling unit into groups or categories and then selecting a sample randomly from each group (Defranzo, 2015). Proportionate stratified sampling technique was used because the population of

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the study was made up of strata of supervisors and teachers. Thus, the population of the study was stratified by the researchers into: strata A which consisted of supervisors and strata B; the composite of teachers.

The instruments used for data collection for this study were a self-developed questionnaire titled "Government Expenditure and Primary Education Development Questionnaire for Teachers (GEPEDQT)" and Government Expenditure and Primary Education Development Questionnaire for Supervisors (GEPEDQS). Both instruments (GEPEDQT & GEPEDQS) were generated based on the objective of the study. From the review of the relevant literature, textbooks, personal observations and experiences, the researchers developed the items that measure government expenditure and teacher's welfare. The instruments were validated by two experts from economics department, and one from research, test and measurement unit of University of Jos. To determine the reliability of the instrument, the Cronbach Alpha reliability method was adopted. The result for internal reliability indexes of GEPEDQT and GEPEDQS yielded 0.89 and 0.87 coefficients respectively. This was adjudged reliable coefficients for administration. Mean score and standard deviation was used to answer the research question. A Statistical Package for Social Sciences (SPSS) version 25 was used in analyzing the data obtained.

Results

Research Question: What is the impact of government expenditure on public primary school teachers' welfare in Jos-South local Government Area of Plateau state? The result obtained from teachers is presented in Table 1.

Table 1: Teachers Responses about the Impact of Government Expenditure on Public Primary School Teachers' Welfare N=91

S/N	Statement	\bar{X}	SD	Remark
1	Teachers' welfare in primary schools is adequately catered for by the government	2.02	1.59	Rejected
2	Teachers' promotion comes as at when due	2.60	1.41	Rejected
3	Salaries/allowances of teachers are always provided without delay	2.32	1.24	Rejected
4	Primary school teachers are benefiting from the minimum wage	2.75	1.58	Rejected



5	Government pay gratuity and pension of retirees without any delay to teachers	3.37	1.19	Rejected
Average Means and standard deviation		2.61	1.40	Low

NB: N = 91. Decision: $\bar{X} < 3.0 =$ Rejected/low, $\bar{X} \geq 3.0 =$ Accepted/high, as measured on 5-point Likert scale.

Results in Table 1 revealed that all the items had mean scores less than the mean benchmark of 3.0 except item five with mean scores greater than the cut off mean ($\bar{X} > 3.0$). Average mean score (M = 2.61, SD = 1.40) less than 3.0 showed that government expenditure had low impact on teachers' welfare. This implies that primary school

teachers' welfare is not adequately catered for, promotion is not coming as at when due, salaries and allowances are delayed, and teachers are not benefiting from the minimum wage. Teachers accepted that government pay gratuity and pension of retirees without any delay. Table 2 shows the responses of supervisors.

Table 2: Supervisors' Responses on the Impact of Government Expenditure on Public Primary School Teachers' Welfare N=27

S/N	Statement	\bar{X}	SD	Remark
1	Teachers' welfare in primary schools is adequately catered for by the government	2.56	1.63	Rejected
2	Teachers' promotion comes as at when due	2.11	1.05	Rejected
3	Salaries/allowances of teachers are always provided without delay	2.22	1.19	Rejected
4	Primary school teachers are benefiting from the minimum wage	2.04	1.25	Accepted
5	Government pay gratuity and pension of retirees without any delay to teachers	2.19	1.08	Rejected
Average Means and standard deviation		2.22	1.24	Low

NB: N = 27. Decision: $\bar{X} < 3.0 =$ Rejected/low, $\bar{X} \geq 3.0 =$ Accepted/high, as measured on 5-point Likert scale.

Results in Table 2 indicated that supervisors disagreed on all the items ($\bar{X} < 3.0$). Average mean score (M = 2.22, SD = 1.24) which is less than 3.0, this suggests that government expenditure had low influence on teachers' welfare. This implies that government expenditure does not adequately address primary school teachers' welfare, regular promotion, salaries and allowances, and the minimum wage as well as gratuity and pension of retirees.

accepted that government pay gratuity and pension of retirees without any delay. Based on the results of the study in respect of supervisors' responses, the findings revealed that government expenditure had low influence on teachers' welfare. This implies that government expenditure does not adequately address primary school teachers' welfare, regular promotion, salaries and allowances, and the minimum wage as well as gratuity and pension of retirees.

Findings of the Study

Based on the results of the study in respect of teachers' responses, the findings revealed that government expenditure had low impact on teachers' welfare. This implies that primary school teachers' welfare is not adequately catered for, promotion is not coming as at when due, salaries and allowances are delayed, and teachers are not benefiting from the minimum wage. Teachers

Discussion of Findings

Based on the findings of the study, both teachers and supervisors held similar opinions by rejecting that primary school teachers' welfare is adequately catered for, promotion is coming as at when due, salaries and allowances are not delayed, and staff are benefiting from the minimum wage. Only teachers agreed that government pay gratuity and pension of retirees without any delay. By



Azi, A. S. and Shikdima, V. A.

implication, inadequate welfare experienced by teachers in public primary schools as a result of underfunding by government, has a negative impact on their productivity and performance generally. This finding corroborates with the finding of Oriakhi and Ameh (2014) which revealed that most teachers in Nigeria suffer from poor take home pay, poor management and poor intra-sectorial allocation due to underfunding, which has a negative effect on their welfare. This implies that public primary school teachers are not well motivated by government.

Conclusion

This study examined the impact of government expenditure on public primary school teachers' welfare in Jos -South Local Government Area of Plateau State. The findings of the study revealed that public primary school teachers' welfare is not adequately catered for by government. The implication of this finding is that public primary school teachers are not well motivated by government to put in their best, and this has a negative effect on the academic performance of public primary school pupils.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should increase the budget allocation to the education sector in general and the primary education sector in particular. This can be achieved by increasing the allocation to at least meet the 26 percent benchmark as recommended by UNESCO. In addition, Parents, well spirited individuals and corporate organizations on their part can support government by giving out some incentives to teachers in order to motivate them and enhance their productivity.

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