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GOVERNMENT EXPENDITURE AND STUDENT ENROLLMENT IN PUBLIC SECONDARY SCHOOLS: EVIDENCE FROM NASARAWA STATE, 2009–2022

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Abstract
The study investigated the effect of budgetary allocations on enrollment of students in public senior secondary school in Nasarawa state from 2009 to 2022. The study used descriptive survey research design which uses both quantitative and qualitative methods. It also used primary and secondary data. The primary data were collected using questionnaire and Key Informant Interview (KII). The questionnaires were administered on 364 teachers of the sample schools in both urban and rural public senior secondary schools in the State. The key informant interview was conducted for the principals of the sample schools and other stakeholders in the Ministries of Education and Finance of the State. The data obtained from primary sources were analyzed using tables and simple percentage. Also, the formulated hypothesis was subjected to statistical test with the application of Simple Linear Regression Model. The secondary source comprised mainly data obtained from Nasarawa State Ministries of Education and Finance, Budget and Planning, Federal Ministry of Education, Abuja. Other relevant information was obtained from books, periodicals and journals. The study found out that there was low enrollment of students in public senior secondary schools in the state. Based on its findings, the study recommended that Nasarawa State government should increase its annual budgetary allocation to the education sector to at least 26% in line with UNESCO's recommendation in order to increase student's enrollment in public secondary schools.

Keywords: *Budget, Budgetary Allocation, Enrollment, Secondary Education.*

Introduction

Education is the foundation upon which developed societies are built. The future of any country lies in the quality of its education. Education remains the major tool for national socioeconomic development, individual socio-economic empowerment and poverty reduction. Education is a mechanism through which the society generates that knowledge and skill required for its survival and substance. It improves the quality of their lives and leads to broad social benefits to individuals and society (Abada, Okuma & Ugwu, 2018). Education is the foundation upon which developed societies are built. Nations thrive to invest in education as a tool for the development of skills which can be used to produce wealth, create and sustain a suitable society (Gabriel & Tolutope, 2018).

It is an undisputable fact that education plays a vital role for the development of the individual and the society in general. It is in this light that the National Policy on Education (2016) asserts that the education of an individual is to make him a functional member of his society. As a result of this, both the government and the society have come to realize that the overall development of any nation hinges on education.

Alajekwu and Obi (2011), agreeing with the above view, emphasised the need for government spending to enhance economic welfare through its spending in the provision of public good. Governments in their efforts to deliver essential services, such as education, usually draw up annual budgets to properly guide the attainment of these objectives to the citizens. Government budget is the nerve centre of the public economy. The annual budget is a document which contains the entire programme 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).

There can never be any meaningful development without a well-articulated and properly implemented budget. 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 its citizens to meet their social and economic needs (Okonjo-Iweala & OsafoKwaako, 2007). 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). Budgetary allocation plays an important role in the development process of any country (Usman & Ijaiya, 2010). A budget enables the authorities to decide about each individual item of revenue and expenditure in the overall context of its policies. Countries of the world and indeed other entities desiring development usually draw up budget on annual basis in order to properly guide their finance. 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 its 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. In order 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 budget to the education sector.

Government expenditure in 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 the budgetary allocations over the years showed that the successive governments in 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 that is committed to human and economic developments and economic growth will invest hugely in education, but this is not the case in Nigeria where education receives far less than the 26% benchmark by UNESCO.

A study by the World Bank in 2012 in which 20 countries in the world were selected for examination of their percentage allocation to education showed Nigeria at the bottom of the ranking.

Nasarawa State, the focal area of this study, since its inception on October 1st, 1996 has been allocating certain percentage of its annual budget to the education sector with the aim of developing it. The annual budget documents of the successive governments underscore the importance of education and its commitment to improving the sector. Available records from the Nasarawa State Ministry of Finance show that allocations to the education sector especially in this present democratic dispensation have been on increase annually. 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 budgetary allocations to the Ministry of Education were expected to improve students' enrolment into public secondary schools. It is against this backdrop that this study investigated the budgetary allocations to the public secondary schools in Nasarawa State from 2009 to 2022 with the aim of finding out how the various budgetary allocations have impacted the enrolment of students in public secondary schools in the State.

Research Questions

1. How have budgetary allocations impacted on students' enrollment in public senior secondary schools in the state from 2009 to 2022?
2. To what extent have budgetary allocations to the Ministry of Education lead to increase in students' enrollment in public senior secondary schools?
3. What factors affected students' enrollment in public senior secondary schools from 2009 to 2022?

Objectives of the study

1. To examine how budgetary allocations have impacted on students' enrollment in public senior secondary schools in Nasarawa State from 2009 to 2022.
2. To determine whether budgetary allocations to the Ministry of Education have led to increase in students' enrollment in public senior secondary schools in the state.
3. To find out the factors that affected students' enrollment in public senior secondary schools.

Hypothesis

Budgetary allocation has no significant effect on students' enrollment in public senior secondary schools in Nasarawa State from 2009 to 2022.

Methodology

The study adopted descriptive survey research design. Data were collected using Key Informant Interview and design of questionnaire. Secondary data were obtained from official documents of the Ministries of Education and Finance. The population of study was the entire public senior secondary schools in the State which was 275 at the period of this study. Out of that number 67 schools were in urban area while 208 were in the rural area. Yamane (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 area and 123 in the rural area. In the case of teachers, there were 4169 teachers, out of that number, 2595 teachers were in the rural area and 1574 were in the urban area. Yamane formula was also used to determine the sample size of teachers which was 364. Out of that number, 227 teachers were in rural area and 137 in the urban area.

The key Informant Interview (KII) was conducted for the principals of sample schools. The research instruments were subjected to validity and reliability test and the result was positive enough for making valid conclusions. The study utilized both qualitative and quantitative methods of analysis. Qualitative analysis was done by way of thematic analysis. The issues that came out of the interview were thematically analysed. Quantitative analysis was adopted for the analysis of the questionnaire. The responses from the questionnaire were sorted and presented in frequency distribution tables to show majority opinions. Simple Linear Regression Model was utilised for hypothesis testing.

Literature review and theoretical framework Budget

Scholars have offered definitions of budget in the literature. Adamolakun (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 budget as a financial or quantitative statement prepared and approved prior to a defined period in time of the policy to be pursued, during that period for the purpose of attaining given objectives. This definition recognised the fact that budget should be prepared in advance for it to achieve its objective, this is the planning feature of budget. It also captures another important aspect of budget which is that budget is prepared with the objective of attaining specific objectives. Meigs and Meigs (2004) define budget as ''a comprehensive financial plan, setting forth the expected route for achieving the financial and operational goals of an organisation''.

Generally speaking, budget is something more than an estimate of revenue and expenditure as portrayed in the above reviewed definitions. It has developed into an elaborate system of management which includes not only a plan of public revenue and expenditure but the whole material finances which are disclosed in ministerial statement placed before the legislature and the orderly administration of the financial affairs of government. Blattachanya (2000) puts it concisely that a budget is more than estimates of revenue and expenditures, but encompasses reports regarding how government managed its affairs in the previous year, the condition of the public treasury, programme 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 endeavour to 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 perception 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 problem in the economy.

This study therefore sees budget as an effective tool for planning, coordinating, monitoring, controlling resource movements, decision making, performance evaluation and communication. 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 its operational goals and 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 one 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 is capable of developing 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 of this 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 life, acceleration of economic growth, harnessing of human intellect and potentials, realization of political stability, appreciation of tolerance and the institution of peace and unity.

Secondary Education

The concept, 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 youths 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. Ogbonnaya (2003) defines secondary education as the form of education which children received 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 Federal Republic of Nigeria (2004) 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 said that secondary school is the bridge between the primary and tertiary levels. It is the spring board from where all the students of higher education take off and all primary school leavers must pass through it to become useful to themselves and 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 curriculums of the senior secondary schools are comprehensive and diversified in nature. At junior secondary level, students are taught both academic and pre-vocational studies.

Students' Enrollment

Students' enrollment is a multifaceted concept frequently examined within academic literature and policy discussions. However, despite its ubiquity, students' enrollment lacks a universally accepted conceptual definition. Hence, students' enrollment as a critical measure in the education sector, encompasses diverse definitions, interpretations, and applications across academic and practical contexts. Defined broadly as the act of officially registering in an educational programme, enrollment encompasses various dimensions, including the total number of students registered for a given academic year and their participation in regular academic activities (ISCED 2011; UCSB, 2020). Vayaliparampil (2012) highlights that its conceptualisations often vary by context, educational age, with some emphasising enrollment processes, such as signing up for schools, while others focus on attendance or institutional capacity to retain students, further underscoring the role of students' enrollment as a vital metric in evaluating educational initiatives aimed at increasing access to education.

Charles-Akalonu et al. (2024) further refine this by emphasising enrollment as the official registration of individuals within a specific programme, stage, or module. Castano and Cabanda (2007) identify students' enrollment as an essential output in evaluating the efficiency of educational institutions. They argue that enrolled students, as resource users, serve as a key metric for institutional performance. The foregoing discourse reflects the complexity of enrollment as a concept, ranging from its quantitative aspects, such as the number of students and graduates (Castano & Cabanda, 2007), to its qualitative dimensions, including stakeholder perceptions and external school contexts (Fancera & Saperstein, 2021). These distinctions underline the diverse interpretations of enrollment across educational levels and systems. While definitions vary, common themes include formal registration, attendance, and progression toward recognised educational qualifications.

Political System Theory

The political system theory developed by David Easton (1967) is another theory of budget that can be used to explain budgetary process. The political system theory views a government as a system with sub-systems of sub-parts which receives inputs from its environment in order to function optimally. Government is the system of interest for the budgeting theorists. At both the federal and state levels, 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 budget is an outcome of interaction between the system (government) and the environment (the people). Here the government should be able to get the demands or wants of the people and then prioritize them according to its financial capability and set machinery in motion towards achieving the prioritized items. Education is one of the most important needs of the society which every government, be it at the federal or state level must take very seriously as the development of the society hinges on it. No country can achieve development without budgeting adequately to its education sector.

The principles of political system theory can be applied to the budgeting system as it has relationship with educational development. According to Siswana (2007), budgeting as a system means a set of units with a

relationship among each other. It looks at the process of implementing a particular budget, the process, institutional structures, competing norms and values, actors and their relationships among each other, all play a role in producing output (Lee & Johnson, 1998 in
Siswana, 2007). The ''input-process-output'' principle of a political system is the stronghold of the relationship between budgetary allocations, implementation and educational development. There will be educational development where a reasonable sum of money is allocated and implemented in the education sector. It therefore follows that educational development is directly linked to budgetary process.

Review of Related Literature

Using panel data of African countries from 1990 to 2002, Anyanwu and Erhijakpor (2007) studied the relationship between government expenditure on education enrollments with illustration from Nigeria other SANE (South Africa, Algeria Nigeria, and Egypt) countries at the primary and secondary school levels. The results showed that government expenditure on education had a positive and significant direct impact on primary and secondary education enrollment rates. Among the SANE, Nigeria had the greatest positive influence on increasing both primary and secondary education enrollment rates. The paper also found that other policy interventions, such as consolidating and sustaining democracy accelerating national income, and international community fulfilling its aid promises to Africa can also be helpful in moving African countries. However, the study noted that higher expenditure alone is not sufficient to achieve or attain higher quantum and quality of human capital.

Carsamer and Ekyem (2015) investigated how the level of governments' educational expenditure affects school enrollment at primary and secondary level using a sample of 20 countries in Africa over a period of fifteen-year period, 1998-2012. The study highlighted the impact of government educational expenditure on school enrollments by examining the complex interaction of three key variables: per capita income, educational reforms and political stability. The findings of the study revealed that educational expenditure positively increases school enrollments at both primary and secondary school levels. The results also showed that while political instability decreases school enrollments, educational reforms do otherwise. Furthermore, the findings identified per capita income as a channel through universal basic education can be achieved. The study recommended that African governments should enhance budgetary allocation to education as well as increasing infrastructural facilities to promote school enrollment.

Ebi and Ubi (2017) used secondary times series data obtained from both local and international sources and 26% allocation to education projected from existing total expenditure outlay from 1990-2015 in line with UNESCO declaration. Ganger causality tests were conducted and ordinary least square regression estimation technique was used in estimating the impacts from both actual expenditure and that of projected 26% expenditure on access to all levels of education. The results showed that there is a strong and positive relationship between education expenditure and access at levels o education in Nigeria. Secondly, 26% expenditure on education as prescribed by UNESCO would have had 19 times impact on access to primary school enrollment, more than 2 times impact on secondary school enrollment and 9 times impact on access to tertiary education and on average 10 times access to all levels of education in Nigeria.

Accordingly, the study recommended that the government should adhere to the UNESCO declaration of 26% budget allocation to education.

Akpan and Ihendinihu (2023) examined the effect of government expenditure on total students' enrollments in Nigerian public schools. Poverty rate (POVR) was used as a control variable. The study adopted the ex-post facto research design with data on the variables sourced from the Central Bank of Nigeria (CBN) statistical Bulletin covering a period from 1981-2020. Based on the results of pre-estimation diagnostic tests carried out, ADRL technique was used in estimating the model parameters. The study's findings showed that the overall number of pupils enrolled in Nigeria's public school system is not significantly impacted by government capital or ongoing spending on the education sector. Thus, the study concluded that inadequate funding for the education sector negatively affects the number of students enrolled in public schools. The study therefore suggested that the Federal Government of Nigeria should increase capital and ongoing spending to the education sector to provide the necessary fund and infrastructure to improve the overall number of students enrolled in Nigerian public schools, while at the same time plugging all known channels for financial leakage in budgetary allocations.

Table 1 Students' Enrolment in Public Senior Secondary School by Year and Class 2009 – 2022

Academic	SS ONE			SS TWO			SS THREE			TOTAL		
Year	M	F	M + F	M	F	M + F	M	F	M + F	M	F	M + F
2009/2010	10840	6633	17473	14727	10426	25153	12298	1203	30321	37865	18262	56127
2010/2011	11505	8424	19929	8900	8663	17563	12615	7312	19927	33020	24399	57419
2011/2012	11712	8613	20325	9002	8251	17253	11713	7113	18826	32427	23977	56404
2012/2013	10913	7861	18774	10122	7984	18106	10215	7258	17473	31250	23103	54353
2013/2014	10840	6633	17473	14727	10,426	25153	12298	1203	30321	37865	18262	56127
2014/2015	11505	10276	21781	11508	7902	19410	10210	7258	17468	33223	25436	58659
2015/2016	11313	8234	19547	14665	11285	25950	15609	11137	26746	441587	30656	72243
2016/2017	12239	9740	21979	12640	11651	25291	14952	11588	26540	40831	32979	73810

2017/2018	11712	8613	20325	9002	8251	17253	11713	7113	18826	32427	23977	58404
2018/2019	11505	10276	21781	11508	7902	19410	10210	7258	17468	33223	25436	58659
2019/2020	12239	9740	21979	12640	11651	25291	14952	11588	26540	40831	32979	73810
2020/2021	12239	9740	21979	12640	11651	25291	14952	11588	26540	40831	32979	75810
2021/2022	11533	8294	19827	14695	11345	26040	15669	11197	26865	41947	30886	76733

Source: Ministry of Education, Lafia 2023

From the data on Table 1, the total number of male and female students enrolled into SS one, SS two and SS three in 2009/2010 academic session was 56,127. In 2010/2011 academic year, the student's enrolment rose up to 57,419, that is an increase of 1,292 students, that is about 2.3% increase. Unfortunately, the enrolment dropped in 2011/2012 and 2012/2013. In 2011/2012, the enrolment was 56404, a decrease of about 1,015 students that is about 1.8% decrease, still, in 2014/2015, the total enrolment was 58659 and in 2016/2017 to 73810. This means that in two academic years there was remarkable increase in student's enrolment. In 2017/2018, students' enrolment came down to 56404. 2018/2019, it went up to 58659. In 2019/2020, the students' enrolment also went up to 76733.It is observed that there was no steady rise in the enrolment of students for the years under study; there were some years that the enrolment rose and some that it declined. It was only in 2019/2020, 2020/2021 and 2011/2022 academic years that there was steady increase in students' enrolment.

Table 2: Increment in Budgetary Allocation Leading to Increase in Students' Enrolment in Public Secondary Schools

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very large extent	133	38.0	38.0	38.0
	Large extent	91	26.0	26.0	64.0
	Low extent	77	22.0	22.0	86.0
	Very low extent	49	14.0	14.0	100.0
	Total	350	100.0	100.0	

On whether an increase in budgetary allocation to the education sector can lead to increase in the enrolment of students into public secondary schools, table 2 indicates that the respondents expressed their opinions thus; Very large extent 133(38.0%) Large extent 91(26.0%) Low extent

77(22.0%) and Very low extent 49(14.0%). The implication of the respondents' opinions is that increment in budgetary allocation to the ministry of education would encourage more students to enroll in pubic secondary schools. In the same vein the principals of the sample schools interviewed opined that increase in budgetary allocation to the ministry of education will lead to the provision of basic facilities for learning and teaching which in turn will result to increase in students' enrollment in public secondary schools.

Table 3: Factors Affecting Students' Enrollment in Public Secondary School

Cumulativ
Frequen Percen Valid e Percent Responses cy t Percent

Valid	Lack of qualified teachers	24	6.9	6.9	6.9
	Lack of modern equipment	233	66.6	66.6	73.4
	Poor road to school	41	11.7	11.7	85.1
	Incessant strikes by teachers	52	14.9	14.9	100.0
	Total	350	100.0	100.0	

On the factors affecting students' enrollment in public secondary schools, table 3 shows that 24 respondents (6.9%) said lack of qualified teachers, 233(66.6%) said lack of modern equipment. In the same vein, 41(11.7%) respondents said bad road to school and 52(14.9%) respondents said incessant strike by teachers. Going by the responses, it could be concluded that lack of modern equipment and incessant strikes by public secondary school teachers are responsible for low enrolment of students into public secondary schools during the period of this study. The principals and other stakeholders interviewed stated that lack of modern equipment and incessant strikes by teachers were largely responsible for low enrollment of students in public secondary schools.

Test of Hypothesis

Budgetary allocation has no significant effect on students' enrollment in public senior secondary schools in Nasarawa State from 2009 to 2022.

Regression Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Budgetary allocation[b]	.	Enter

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a. Dependent Variable: Student enrollment
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421[a]	.177	.102	8001.00195

a. Predictors: (Constant), Budgetary allocation

ANOVA[a]

Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	151466985.488	1	151466985.488	2.366	.152[b]
	Residual	704176354.204	11	64016032.200		
	Total	855643339.692	12			

a. Dependent Variable: Student enrollment
b. Predictors: (Constant), Budgetary allocation

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	50038.154	8789.255		5.693	.000
	Budgetary allocation	567.327	368.824	.421	1.538	.152

a. Dependent Variable: Student enrollment

Budgetary allocation has no significant effect on students' enrolment in public secondary schools in Nasarawa State from 2009 to 2022. From the table, the regression model is given as Y = a +bx1 This implies Y = 50038.154 + 567.327x1 with a P value of 0.152 and F statistics of 2.366. Since the P value (0.152) is greater than 0.05, we accept the null hypothesis and conclude that Budgetary allocation has no significant impact on students 'enrollment into public secondary schools in Nasarawa State from 2009 to 2022**.**

Discussion of Findings

The discussion is based on the findings of this study which is on budgetary allocations and the enrollment of students in public secondary schools in Nasarawa state from 2009 to 2022. The research questions sought to find out how budgetary allocation has impacted on students' enrollment in public secondary senior schools in the State from 2009 to 2022. The study found out that budgetary allocation to the ministry of education for the period under study did not lead to a significant increase in the enrollment of students in public secondary schools in the State. This conclusion is supported by the findings of the study which indicated that the enrollment figures were fluctuating. This finding tallies with findings made by Erhijakpor (2007), Carsamer and Ekyem (2015), Ebi and Ubi (2017), and Akpan and Ihenddinuhu (2023) in their respective works. Also, the outcome of the hypothesis indicated that the budgetary allocations could not lead to increased enrollment of students in public secondary schools. The study found out that the low enrollment of students in the public secondary schools was due to lack of modern equipment for teaching and learning and incessant strikes by teachers.

Conclusion

The outcome of the study has clearly shown that budgetary allocation to the ministry of education during the period under study did not lead to increase in the enrollment of students in public senior secondary schools in the State. It can therefore be rightly concluded that Nasarawa State could not accord the education sector the desired attention that would lead to increased enrollment of students in public secondary schools in the State. The annual budgetary allocation to the education sector which did not reach the 26% benchmark recommended by UNESCO can hardly lead to increased enrollment of students in public secondary school in particular and the development of secondary education in general.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Nasarawa State government should increase its annual budgetary allocation to the education sector to at least 26% which is the minimum benchmark recommended by UNESCO.
2. The State government should through the ministry of education procure modern equipment for effective teaching and learning.
3. Government should always be proactive in handling all matters that are likely to bring about strikes.

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