

Assessment of Public Expenditure on the Provision of Basic Education Infrastructure in Bauchi State

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Abstract

About 20 million children in Nigeria are not attending school. In Bauchi State, just 129,459 youngsters received an education, compared to 587,697 in 2018. The study was designed to determine the effect of capital expenditure on the provision of infrastructural facilities for the provision of basic education in the selected local Government Areas of Bauchi State. The study made use of Wagner's Increasing State Activities theory, while a convergent mixed method was used on a sample size of four hundred and sixty (460). The multi-stage sampling techniques were used for the study, while methodological triangulation was used for data collection, and simple linear regression analysis was used to test the hypothesis. The study revealed that expenditure on basic education has drastically increased in the areas of construction and renovation of classrooms, provision of boreholes and toilets, furniture, and libraries, though some classrooms had no furniture, and some are in a deplorable condition that needs quick intervention. The study recommended that there is a need for a consistent and collective effort by the Government to provide educational infrastructural facilities, to ensure the provision of qualitative basic education. Also, the government needs to invest more in education for the growing population, especially during this economic hardship, where things are becoming harder and people cannot access private schools due to insufficient funds.

Keywords: Public expenditure, basic education, infrastructure, classrooms, intervention, funds.

Introduction

Worldwide annual expenditure on education is around USD 4.7 trillion, with 65% of this amount spent in high-income nations. Governments contribute to 79% of total global education funding. In low-income countries, a mere 0.5% is allocated to education (Global Education Monitoring Report, 2021). To achieve the target of universal secondary education completion by 2030, low and lower-middle-income countries need to raise their annual spending from US\$149 billion in 2012 to US\$340 billion by 2030, translating to 6.3% of their GDP. The Education 2030 Framework for Action has established two primary financial benchmarks for governments: they should either dedicate at least 4% to 6% of their GDP to education or ensure that education receives at least 15% to 20% of their public spending. Across the world, over 25% of countries allocate less than 4% of their GDP and below 15% of their total government budget to education. In Nigeria, total education expenditure reached 5.6% in 2020, whereas countries such as South Africa invested 19.5%, Ghana 18.6%, Kenya 19%, Tanzania 20.5%, and Rwanda 10.8% (World Bank, 2021).

There are about 20 million out-of-school children in Nigeria, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Alabi, 2022). Nigeria, India and Pakistan have the highest numbers of out-of-school primary-aged children worldwide, with more than 90% of these children living in the North. While out-of-school rates have declined globally, from 24% in 2010 to 27.2% in 2016–17, the rate has risen in Nigeria in recent years. The poorest people, who have the least access to education, are growing in number, which contributes to this. Out-of-school rates are highest among girls in the North (1 girl for every 3–4 boys enrolled in school). The likelihood of children attending school is lower for children of nomadic pastoralists across the nation, as well as for children in the Northeast whose families were uprooted by the Boko Haram insurgency, Banditry, herders/farmers clash, and community unrest. This is a pointer that more government intervention in terms of spending is required (World Bank, 2018).

To deliver free universal and mandatory basic education to all Nigerians aged 6 to 15, the Universal Basic Education (UBE) program was initiated in 1999. According to empirical data from UNESCO's 2015 review of Education for All (EFA), the enrolment rate increased by 130%, particularly at secondary education, between 2000 and 2013, but decreased by 4% at the primary level. This is one of the notable improvements in education since the program's inception (Claudia, 2017). The purpose of the state-level establishment of the Bauchi State Universal Basic Education Board was to guarantee the provision and delivery of basic education throughout the state. Local education authorities are located within local government areas. From 2007 to 2023, all of these boards and agencies were in operation. To provide us with a broad picture of the state's events and to determine the relationship between public spending and basic education in the chosen local government areas of Bauchi State, it is necessary to evaluate the spending of these agencies and government organisations. A 2020 Federal Government Allocation matching grant of N1,510,664,674.26 was awarded to SUBEB, which is awaiting State Government counterpart financing (SUBEB, 2021). The Bauchi State Government has consistently used its matching money from UBEC, Abuja, between 2007 and 2024. Among many other things, these funds are designated for providing educational materials, infrastructure, teacher professional development, and more. All of these initiatives were meant to give all citizens access to basic education.

In Bauchi, just 129,459 youngsters received an education, compared to 587,697 who should have, according to the 2018 Personnel Audit Report. This suggests that just 22% of children in Bauchi State have access to basic education. Additionally, in Bauchi State, just 208,840 (51 percent) of the 406,778 accessible classrooms were in acceptable condition (UBEC, 2019). In addition, only 836 of the 2,879 schools in Bauchi State had access to potable water (29.04%), 125 had electricity

(4.34%), and 917 had health facilities (31.85%). This is far below expectations. Out of 2,879 numbers of schools, only 1,283 had a toilet, with 45% in primary schools

Despite all the expenditure by the Bauchi State Government from the previous years, the out of school children grew to 1.5 million in 2020. That is why it becomes paramount to carry out a study to assess public expenditure on basic education in Bauchi State, to improve the current status of basic education and primary healthcare in Nigeria, and to get a clearer picture of the effects of public expenditure on basic education in the selected local governments of Shira, Katagum, Misau, Warji, Bauchi, and Bogoro in the State

To carry out the study effectively, the research asks these questions: What effect does capital expenditure have on the provision of infrastructural facilities for basic education in the selected Local Government Areas of Bauchi State? The study is designed to determine the effect of capital expenditure on the provision of infrastructural facilities for the provision of basic education in the selected local Government Areas of Bauchi State.

Literature Review and Theoretical Framework

2.1: Basic Education

Basic education, according to Nwosu (2021), is a wide range of educational activities that are conducted in different situations to fulfil fundamental learning needs. The term "basic" refers to something vital, required, or fundamental to a process or life. According to the Washington State Legislative (2011), basic education is a dynamic educational program designed to give students the chance to develop into capable and courteous global citizens, to support their families, communities, and economic well-being, to investigate and comprehend alternative viewpoints, and to lead fulfilling lives. Every child should receive a foundational education to develop the fundamental knowledge that will enable them to live a purposeful and fruitful life. Every child, regardless of their family or social status, should receive basic education since it teaches them how to write and serves as the cornerstone of any system of knowledge acquisition and instillation. Basic education is the type of education that equips children with the ability to read and write to enable them to develop their skills towards national development.

Ebi & Ubi (2017) used secondary time-series data from both domestic and foreign sources, and per the UNESCO statement, projected a 26% allocation to education from the current total expenditure outlay for the years 1990–2015. The findings suggested three conclusions: First, in Nigeria, access to education at all levels is strongly and favorably correlated with education spending. Second, UNESCO's recommended 26% education spending would have increased access to primary school enrollment by 19 times, secondary school enrollment by more than two times, tertiary education by nine times, and an average of ten times access to all educational levels in Nigeria. Third, in Nigeria, access to education and urbanization coexist. The government should follow the UNESCO declaration that education should receive 26% of the budget, the report suggested. The government should create infrastructure, including schools, hospitals, roads, markets, factories, and many other things, to further urbanize Nigeria's enclaves. This suggests that there will be a significant change in education in the state if it dedicates 26% of its budget to education.

According to the results of a study by Ayeni & Omobude (2018) titled "The Educational Expenditure and Economic Growth Nexus in Nigeria (1987-2016)," educational spending did not correspond with the output of the education sector. However, capital spending on education was negligible, whereas ongoing educational spending showed a strong correlation with the actual gross domestic product (economic growth). Overall, the study found that the kind of expenditure in Nigeria mostly determines the effect of educational spending on real GDP. This is based on the

finding that, over the study period, only recurring educational spending had both favorable and noteworthy long-term effects on economic growth. Their research revealed that unrelated issues, including policy mismatch, insufficient funding, a lower priority for capital expenditures, fund misappropriation, etc., altered educational spending during the study period.

Luz et al. (2021) assert that education is a vital public service for the advancement of the nation. Since basic education is the cornerstone of educational development, additional funding is needed to ensure access to high-quality education, nevertheless, this investment is lower than in other OECD nations. The budget for basic education as a percentage of GDP has been declining in recent years, falling from 2.3% to 1.9%. Mexicans performed poorly in comparison to the OECD average, as seen by their placement below the average in the most recent PISA test results. It is also based on the trend method to analyse variations in spending. This contributes to the fact that, due to the decreasing trend of the indicators, the competent authorities in Mexico design new policies that meet the needs of the new generations and lead to an increase in the performance of young Mexicans and an increase in the degree of educational quality in basic education.

2.2: Infrastructure

Aluede (2012) defines education infrastructure as all of the amenities that support learning, including the school building, library, water supply, electricity, restrooms, workshop, furniture, and playground, in addition to the teachers. These human and material resources are what make learning possible. Since education infrastructure is defined as a facilitator that makes learning possible and includes both people and material resources, it is clear from this definition that its meaning is broad. Education infrastructure was defined by Salisu & Rozita (2016) as a system of resources, including organizational structure, operational procedures, human resources, and physical components, needed to support educational outcomes. Infrastructure facilities in this study are classrooms, Staff rooms, toilets, furnishings, benches, electricity, and chairs.

Olayemi (2012) carried out a study on the reconstruction of infrastructure for quality assurance in Nigeria's public secondary schools. The focus was on the causes of infrastructural decay in public secondary schools in Ondo State, Nigeria, and the impact on the quality of education delivery. The research revealed that the availability and adequacy of infrastructure are important to the quality of education delivery. Inadequate funding, lack of periodic monitoring, and regular maintenance of infrastructure were responsible for the prevalent infrastructural decay in secondary schools. Results from the checklist showed that available infrastructures, though inadequate, lacked quality and were not regularly maintained.

Salisu & Rozita (2016) conducted a study on infrastructure condition in public secondary schools in Katsina: implications of rural development and education infrastructure. The result showed that most secondary schools under the study lacked basic infrastructure such as electricity, water points, libraries, and laboratories, and most of the existing infrastructure in the schools was in a deplorable condition. They concluded that, if proper attention is given to school infrastructures, there will be improvements in the Public Secondary School building Condition in Kankia, Jibia and Danja, Katsina State.

Matungwa (2019) assessed the effect of educational infrastructure on students' academic performance in secondary schools in Tanzania: A case of Bukoba Municipality, Kagera region. It was motivated by the fact that despite the necessity of infrastructure, its effect had not been given much attention. The findings revealed that the infrastructure available in schools was insufficient and was not in good condition. Public-owned schools are leading. The study revealed the great relationship between infrastructure and academic performance, self-worth, confidence, and sense of belongingness and that there was no proper rehabilitation due to a shortage of funds and a

monitoring and evaluation system. Infrastructure includes classroom buildings, libraries, furniture, toilets, and boreholes are examples of infrastructure that guarantee the people have access to basic education, and infrastructure spending is crucial to the nation's basic education program. Because they both support investment and growth and are vulnerable to market failure, Ifenkwu (2013) defined education infrastructure broadly to include both human capital and physical infrastructure. Government policies that serve as a framework for the advancement of education at the local and national levels are also included. Conversely, social capital (human resources) and physical capital (buildings) are both considered to be part of the broad definition of education infrastructure. Because social capital can involve public organizations like schools or government agencies, education infrastructure, social capital, physical capital, and school infrastructure may all overlap. (Ifenkwe, 2013).

All of this connected research demonstrates that the State's basic education system lacks adequate infrastructure. The foundation of any basic education is the infrastructure. A connection exists between infrastructure and public spending. No infrastructure, no spending. Basic education is made more vital by the infrastructure, which is one of its input components. All these related studies show that there is an infrastructural deficit in the provision of basic education in the State. The infrastructure is the bedrock of any basic education. There is a relationship between public expenditure and infrastructure. No expenditure no infrastructure. The infrastructure is part of the input component of basic education that makes it more strategic and essential.

2.3: Theoretical Framework

The study made use of Wagner's Increasing State Activities theory. Salawu (2004:63) claims that the theory was created by German economist Adolph Wagner (1835–1917), who in his seminal work, established a law of rising state activity. According to Ndan (2007: 81), Wagner's law classified public expenditure into three aspects: administrative and protective functions of government, cultural and welfare functions of the state, and direct provision of services by the government. According to him, there is a long-term tendency for the extent of government to grow as economic progress rises. Wagner's law asserts that the pressure of social progress is the reason for rising public spending. To put it succinctly, the theory says that the proportion of all significant government spending rises for expanding economies. Wagner made this generalization based on two factors (Pryor, 1965): a) Demand for government-provided services has an income elasticity higher than unity, b) As the economy grows, the public sector continuously encroaches on the private sector. Wagner's law divided public spending into three categories, according to Ndan (2007: 81): the government's direct service delivery; the state's cultural and welfare activities; and the administrative and protective functions of the government. As a deliberate government action, the Nigerian government implemented an educational reform policy that offers free, compulsory, and continuous nine-year education in two levels: six years of primary and three years of junior secondary education for all school-age children. This was done following the Wagner law of increasing state activity, and the Universal Basic Education program gained wider applicability with the establishment of the Universal Basic Education Commission (UBEC) by the federal government, with its domestication by the state as the State Universal Basic Education Board (SUBEB). Therefore, distributive public policy can be used to understand this intentional cause of action.

Wagner said the goal is to expand state activity and offer services to the public. Wagner's theory of increased state activities is predicated on a gradual and minimal departure from Adam Smith's theory of public expenditures. The Wagner model's superiority over other models was primarily due to its skepticism and respect for the past. One may argue that the 1976 Universal

Primary Education policy's flaws made it necessary to relaunch the policy in September 1999 under the new name Universal Basic Education Policy. This was part of the expansion of state operations and a continuation of the 1976 program with minor modifications.

Only via the implementation of Wagner's idea of increasing state activities, the welfare state concept, the state role, and the direct provision of services by the government to the people can all the aims, objectives, and components of Universal Basic Education be accomplished. To fulfill the government's mandate to provide free education, the SUBEB and the local government education authority provide classroom buildings, libraries, furniture, restrooms, and boreholes. These factors guarantee that people will have access to basic education. Infrastructure spending is crucial to the basic education program.

Research Methodology

A convergent mixed method was used for the study. The Convergent mixed method is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research problem (Creswell & David, 2018). Quantitative and qualitative data were collected and integrated in the interpretation of data and the overall findings. The population for this study consisted of SUBEB officials, teachers, school management, Local Government Education Secretaries, and the school Basic Management Committee (SBMC) of the selected Local Government. The total number of teachers in the selected Local Governments is 7,707 (SUBEB, 2021).

According to Krejcie & Morgan's (1970) table, the sample size is 382. According to Israel (2013), 20 % (78) would be added to take care of unreturned questionnaires. The total sample size for the study was four hundred and fifty-eight (460). Multi-stage sampling techniques were used for the study. A purposive sampling technique was used to select two Local Governments from each Senatorial District in the State (one rural and one urban), and ward centers from each of the selected Local Governments in the State. A random sampling technique was used to administer the questionnaires to the respondents. The researcher used the purposive method to select the respondents for the interview. Methodological triangulation was used, which involved the use of different procedures such as questionnaires, interviews and observation to collect data. Therefore, collecting varied types of information through different sources has enhanced the reliability of the data and the results of this study. The simple linear regression analysis was used to test the hypothesis.

Data Presentation and Analysis

The data were presented as follows:

Table 1 Budgetary Allocation to Education Sector in Bauchi State 2007-2023

Year	Total	education	Percentage
2023	N300.2 billion	N48 billion	16.1
2022	N197,475,607,143.85	29,931,349,786.3	15.1
2021	N213.9 billion	7,457,353,400.00	3
2020	N167 billion	18.37 billion	11
2019	196.72bn	20bn	10
2018	198,849,074,280	39.6billion	20%
2017	N145.45 billion	27,451,758,860,	18.87percen
2016	N135, 303, 100, 010	25.7billion	19.73%
2015	N127.8 billion	20.4billion	16
2014	N133.7	17billion	12.7
2013	137.3 b	17.8billion	13
2012	138.7 billion	N19.4 billion	14
2011	N118 billion	15billion	13
2010	87. 7 billion	9.2billion	10.5
2009	N78.1 billion.	N6.6 billion	8.5
2008	N96, 679,796,130 billion	14billion	15
2007		2.5 billion	

Source: Extracted from the Bauchi State Budget from 2007 to 2023

Table 1 shows that in 2023, the education sector topped the Bauchi State budget with an allocation of N48 billion in the N300.2 billion Appropriation. N48 billion allocated to the state's Ministry of Education translates to about 16.1 per cent of the budget, which is unprecedented in the state. The total budget of the State in 2022 was N197,475,607,143.85. The education sector in Bauchi state had 29,931,349,786.3, representing 15.1 per cent. The Bauchi State government appropriated the sum of N213.9 billion, only 3% which is 7,457,353,400 budget of N167 billion for 2020 was appropriated for the state, and the sum of 18.37 billion was allocated to education, representing 11%. In 2019, ₦196.72 billion was budgeted for the state, and only 10%, which is 20 billion, was allocated to education in the State.

Bauchi State budgeted the sum of 198,849,074,280 in 2018, 20% was allocated to education, with 39.6 billion. Out of the 145.45 billion budgeted in 2017, 27.4 billion was allocated to the health sector, with 18.87%. In 2016, out of ₦135,303,100,010, the educational sector got 25.7 billion, representing 19.73%. The state budgeted the sum of 20.4 billion to the education sector, representing 16% in 2015. All these failed below the UNESCO 26% benchmark for education. In 2014, out of a 133.7 billion budget, only 17 billion was allocated to the educational sector, representing only 12.7%. The sum of 1337.3 billion naira was approved in 2013, only 13% was allocated to education. In 2012, the education sector got a share of 14% of the budget from the total budget of 138.7 billion.

Out of a 118 billion budgeted in 2011, the allocation for education was 13%, which is 15 billion. 87.7 billion was budgeted for the state in 2010, where 9,2 billion was allocated to education of 10.5%. In 2009, 78 billion was budgeted for the state, the education sector got 6.6 billion to represent 8.5%. 2008 recorded the highest percentage in the educational sector with 15%, where 14 billion was allocated for the educational sector out of 96,679,796,130. This shows that for the past fifteen years, the state Government has not met the UNESCO benchmark of 26% budget to

education. Much is needed for the Bauchi state Government, especially in basic education, where much of the state budget goes to secondary and tertiary education.

Table 2: Analysis of Expenditure on Basic Education from 2008-2021 in Bauchi State

Year	Amount (₦)
2005-2008	
	2,501,170,808.00
2009-2010	
	1,153,903,587.26
2011-2012	
	1,725,464,019.92
2013-2014	
	1,983,094,594.60
2015-2016	
	1,918,783,783.78
2017	1,286,343,183.55
2018	1,473,832,839.20
2019	1,519,864,078.86
2020	1,430,148,270.28
2021	1,893,293,327.72
2022	- - -
TOTAL	16,885,898,493.17

Source: Extracted from SUBEB Bauchi & UBEC Office, 2024

Table 2 shows that before the introduction of counterpart funding, the government was spending less on the provision of basic education. The provision of primary education is one of the traditional functions of Local Government, while the State Governments and Federal Government spend money on secondary and tertiary education. The state of primary education was in a deplorable condition. With the establishment of SUBEB and the provision of the counterpart funding for basic education, the State Government spent over sixteen billion Naira (₦16,885,898,493.17). This money was purposely for the provision of basic educational infrastructural facilities, instructional materials and professional development. Recruitment and payment of salaries are the responsibilities of the Local and State Governments. Though the amount looks very big but the response from the school revealed that the funding for the provision of infrastructure is still inadequate.

Analysis on Adequacy of Infrastructural Facilities for Basic Education in Bauchi State

To ascertain the responses, adequacy of infrastructural facilities for basic education in Bauchi State was measured on a set of multi-item instruments, all scaled on a five-point Likert scale and presented in the table below:

Table 3: Adequacy of Infrastructural Facilities for Basic Education in the selected local Government Areas of Bauchi State

Adequacy of infrastructural facilities for basic education in Bauchi State	AD	AI	UD	AV	NA	Mean	Std.
1. Most schools have fewer than 6 classrooms built around 9m×12cm dimension	60 15.7%	157 41.0%	25 6.5%	59 15.4%	82 21.4%	2.86	1.426
2. furnished staff offices	65 17.0%	143 37.3%	22 5.7%	76 19.8%	77 20.1%	2.89	1.431
3. pipe-borne water/safe water	67 17.5%	149 38.9%	22 5.7%	58 15.1%	87 22.7%	2.87	1.462
4. first aid	66 17.2%	147 38.4%	24 6.3%	61 15.9%	85 22.2%	2.87	1.453
5. There is adequate furniture for the pupils	70 18.3%	120 31.3%	12 3.1%	104 27.2%	77 20.1%	2.99	1.458
6. Electricity	66 17.2%	80 20.9%	8 2.1%	159 41.5%	70 18.3%	3.23	1.414
7. Functional toilets	178 46.5%	84 21.9%	16 4.2%	50 13.1%	55 14.4%	2.27	1.502

Source: SPSS Output, 2024

From Table 3, item one sought to evaluate whether most schools have fewer than 6 classrooms built around 9m×12cm dimension. The table showed that 60 (15.7%) adequate, 157 (41.0%) inadequate, 25 (6.5%) were undecided, 59 (15.4%), available, and 82 (21.4%) not available. This showed a high tendency towards agreement as accounted for by the mean score of 2.86 and a standard deviation of 1.426. Similarly, the second item assessed whether they have furnished staff offices. The results revealed that 65 (17.0%), adequate; 143 (37.3%), inadequate; 22 (5.7%), undecided; 76 (19.8%), available, and 77 (20.1%), not available. This showed a moderate tendency towards agreement as accounted for by the mean score of 2.89 and a standard deviation of 1.431. The third item sought to assess pipe-borne water/safe water. The results revealed 67 (17.5%) adequate, 149 (38.9%) inadequate, 22 (5.7%) undecided, 58 (15.1%) available, and 87 (22.7%) not available. This showed a moderate tendency towards agreement as accounted for by the mean score of 2.87 and a standard deviation of 1.462.

The fourth item sought to assess whether first aid was available. The results revealed 66 (17.2%) adequate, 147 (38.4%) inadequate, 24 (6.3%) undecided, 61 (15.9%) available and 85 (22.2%) not available. The result indicates a tendency towards agreement as accounted for by the mean score of 2.87 and a standard deviation of 1.453. The fifth item sought to assess whether there is adequate furniture for the pupils. The results revealed 70 (18.3%) adequate, 120 (31.3%) inadequate; 12 (3.1%), undecided; 104 (27.2%) available, and 77 (20.1%) not available. The result indicates a tendency towards agreement as accounted for by the mean score of 2.99 and a standard deviation of 1.458. The sixth item sought to assess whether electricity was available. The results revealed 66 (17.2%) adequate, 80 (20.9%) inadequate, 8 (2.1%) undecided, 159 (41.5%) available, and 70 (18.3%) not available. The result indicates a tendency towards agreement as accounted for by the mean score of 3.23 and a standard deviation of 1.414. The last item sought to assess whether functional toilets exist. The results revealed 178 (46.5%) adequate, 84 (21.9%) inadequate, 16 (4.2%) undecided; 50 (13.1%) available and 55 (14.4%) not available. The result indicates a

moderate tendency towards agreement as accounted for by the mean score of 2.27 and a standard deviation of 1.502.

Table 4: Statistical Information from 2008-2020 of Basic Education Infrastructural Facilities in the State

Year	Construct ion of classroom s	Renova tion of classro om blocks	Boreho le	VIP toilet	ECCD E furnitu re	Primar y furnitu re	JSS furnit ure	Teach ers Furnit ure	Const. Of libraries
2008	189		187	51	880	70,000	36,000	4289	70
2009/ 2010	774			130		9000	3500	516	
2010				101					
2011	542								
2012									
2013									
2014	----	942	--	--	1,415	15,942	9,218	992	
2015	684	324	-	-	639	4304	2,248	121	
2016	150	522	30	59	355	5452	2654	320	
2017	366	552	-	-	247	6,850	2,750	384	
2018	234	417	37	8	222	4000	2600	263	
2019	423	849	40	15		16,350		563	
2020									
2021									
TOT AL	3,123	3,084	294	364	3,758	131,898	58,970	7,421	70

Source: Extracted from SUBEB Bauchi and UBEC, 2024

Table 4 indicates that from 2008 to 2023, over 3,123 classrooms were constructed in the State for the provision of basic education, and over 3,080 classrooms were renovated to make them conducive for learning. But the researcher observed that there were schools in deplorable conditions and in some places, no classrooms; students were sitting under trees, so during the rainy season, learning is seriously affected, and children are being asked to go to their houses because there is no shelter. This is in line with the reports of USAID (2023) that the total number of classrooms in the State is 14,499, while the other ones that are not usable are 13,067. That indicates that we have a total of 1,432 classrooms that are in deplorable condition.

That is why the number of out-of-school children keeps increasing, though Umar (2021) claims that the enrollment rate has been increasing over time. According to SUBEB (2008), the number of additional classrooms required to accommodate pupils is 40 pupils per class - 14,834, while the number of additional classrooms required to accommodate Pupils at 35 pupils per class - 17,924 and this required number of classrooms is supposed to be increased due to improvement in enrollment. 294 boreholes were dug, and a total of 364 toilets were constructed. Despite the

intervention from the SDGs office, the number of boreholes and toilets is grossly inadequate compared to the number of schools in the State. It means until now, some schools do not have functional toilets and boreholes for safe drinking water. This may likely affect the stay of the students in the schools. Over 3,758 furniture were provided for Early Child Education Development, over 131,898 for primary schools and 58,970 were provided for Junior Secondary Schools, this figure may look good but when compared the number of the students with the furniture, the furniture is inadequate no wonder, in some schools, students are seen sitting on ground and even under the trees. Only seventy libraries were constructed from 2008 to date, with over three thousand eight schools (3008) of both Primary and Junior Secondary Schools. This is insignificant and shows that the books procured and distributed to schools are not in safe hands or are inaccessible to the students. Generally, there is a significant effect of public expenditure on infrastructure facilities on basic education in the state.

The challenges faced in the provision of infrastructural facilities are maintenance and sustainability of the infrastructure. There are cases of substandard execution of projects for the building of classrooms. Some classrooms constructed did not last for a year; either the building collapsed or wind blew the roof off, and the schools were reduced to the status of having no classrooms. This was observed in Gobbiya Primary School in the Bogoro local government and Gwalameji Upper Basic School in Bauchi local Government.

Hypothesis Testing

HO1: Capital expenditure has no significant effect on the provision of infrastructural facilities for basic education in the selected local Government Areas of Bauchi State

Table 5: Model Summary for the Effect of Public Expenditure on Infrastructural Facilities for Basic Education in the selected local Government Areas

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723 ^a	.523	.522	.78323

a. Predictors: (Constant), Adequacy of infrastructural

R square .523 is approximated to $R^2 = .522$. This means the predictor has 52% variance with the dependent variable.

Table 5.29: ANOVA^a for the effect of Adequacy of Infrastructural Facilities for Basic Education in the Selected Local Government Areas

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	256.391	1	256.391	417.952	.000 ^b
	Residual	233.723	381	.613		
	Total	490.115	382			

a. Dependent Variable: Adequate instructional materials

F (417.952), P value = 0.000, which is < 0.05 , hence shows a strong significant relationship.

Table 6: Coefficients for the effect of Adequacy of Infrastructural Facilities for Basic Education in the Selected Local Government Areas

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.707	.104		6.826	.000
Adequacy of infrastructural	.684	.033	.723	20.444	.000

a. Dependent Variable: Adequate instructional materials

The Model Summary Table shows R value of 0.723; R square 0.523, which is approximated to $R^2 = 0.522$. Anova table (Test using Alpha 0.5) shows $F = 417.952$, $P = 0.000$, that is, < 0.05 , mean square of 256.391 and Coefficient Table (Predictor Test at Alpha 0.05); t value of 6.826 and 20.444 with std. error of 0.104 and 0.033.

The result of the model showed an R value of .723, which is the coefficient of determination, and is shown in Tables 5.28, 5.29 and 5.30. This simply depicts that about 52% of the capital expenditure has a significant effect on the provision of infrastructural facilities for basic education in Bauchi state. Therefore, based on observed findings, the null hypothesis earlier stated is hereby rejected and the alternative upheld. Thus, capital expenditure has a significant effect on the provision of infrastructural facilities for basic education in the selected local Government Areas of Bauchi State.

Discussion of Findings, Conclusion and Recommendation

The findings revealed that capital expenditure has a significant effect on the provision of infrastructural facilities for basic education in Bauchi State. The data shows that before the introduction of counterpart funding, the government was spending less on the provision of basic education. The provision of primary education is one of the traditional functions of Local Government, while the State and Federal governments spend money on secondary and tertiary education. The state of our primary education was in a deplorable condition. With the establishment of SUBEB and the provision of the counterpart funding for basic education, the State Government has spent over sixteen billion Naira (16,885,898,493.17). This money was purposely for the provision of basic educational infrastructural facilities, instructional materials, and professional development. Recruitment and payment of salaries are the responsibilities of Local Governments and State Governments. Though the amount looks very big, the responses from schools revealed that the funding for the provision of infrastructure is still inadequate.

Similarly, data indicates that from 2008 to 2023, over 3,123 classrooms were constructed in the State for the provision of basic education, and over 3,080 classrooms were renovated to make them conducive for learning. However, the enrollment rate has been increasing over time (Umar, 2021). According to SUBEB (2008), the number of additional classrooms required to accommodate Pupils at 40 pupils per class is 14,834, while the number of additional classrooms required to accommodate 35 pupils per class is 17,924, and this required number of classrooms is supposed to be increased due to improvement in enrollment. 294 boreholes were dug, and a total of 364 toilets were constructed. Despite the intervention from the SDGs office, the number of boreholes and toilets is grossly inadequate compared to the number of schools in the State. It means that until now, some schools did not have functional toilets and boreholes for safe drinking water. This may likely affect the stay of the students in the schools. Over 3,758 pieces of furniture were provided for Early Child Education Development, over 131,898 for primary schools, and 58,970 were provided for Junior Secondary Schools. This figure may look good, but when compared with the number of students with the furniture, the furniture is inadequate; little wonder some schools

have students sitting on the floor or under the trees. Only seventy libraries have been constructed from 2008 to date, with over three thousand eight schools (3008) of both primary and Junior Secondary Schools. This is insignificant and further shows that the books procured and distributed to schools are not in safe hands or accessible to the students. Generally, there is a significant effect of public expenditure on infrastructure facilities on basic education in the state.

The finding of the study corroborates that of Shakirat (2018), who carried out a study on government spending on infrastructure. Findings from the study indicate that government spending on transport and communication, education, and health infrastructure has a significant effect on economic growth; spending on agriculture and natural resources infrastructure recorded a significant inverse effect on economic growth in Nigeria. An element of fiscal illusion was observed in the government spending on agriculture and natural resources, indicating that the government is not contributing as much as the private sector in spending on agriculture and natural resources infrastructure in Nigeria.

Also, this study agrees with the work of Salisu & Rozita (2016) who studied the availability and condition of infrastructures in public secondary school buildings in Kankia, Jibia and Danja of Katsina state, Nigeria. The result showed that most secondary schools under the study lack basic infrastructure such as electricity, water points, libraries, and laboratories, and most of the existing infrastructure in the schools was in a deplorable condition. They concluded that, if proper attention is given to school infrastructures, there will be improvements in the condition of public secondary school buildings in Kankia, Jibia and Danja, Katsina State.

The findings revealed that capital expenditure has a significant effect on the provision of infrastructural facilities for basic education in Bauchi State. Before the introduction of counterpart funding, the government was spending less on the provision of basic education. The provision of primary education is one of the traditional functions of Local Government, while the State Governments and Federal Government spend money on secondary and tertiary education. The studies revealed that with the introduction of a basic education programme through the intervention from the federal Government, expenditure on basic education has drastically increased compared to the past in the areas of construction and renovation of classrooms, provision of boreholes and toilets, furniture, and libraries. The implication is that increased expenditure can ensure the provision of infrastructure for basic education in Bauchi State. However, findings from the study also revealed that there are classrooms that have no furniture, and some classrooms are in a deplorable condition that they need quick intervention.

Basic education is very essential to national transformation and is a key concept in the Sustainable Development Goals of Vision 2030. There is a statement that “the soul of the country is in the rural areas”. What can develop the rural areas is education, the finding of the study implies that an increase in public expenditure can result in to increase in the provision of basic education. The study concluded that there is a need for a consistent and collective effort by the Government to provide infrastructural facilities and ensure the provision of qualitative basic education. Also, the government needs to invest more in the provision of education to the growing population, especially during this economic hardship, where things are becoming harder and people cannot access private schools.

Despite the significant increase in public expenditure on basic education, there is a need for the government to increase funds specifically for capital expenditure in basic education to improve the provision and maintenance of infrastructural facilities. This includes constructing new classrooms, renovating classrooms, ensuring proper sanitation facilities, and maintaining existing structures. The classrooms are grossly inadequate compared to the massive student enrolment rate

in schools across the state. There is a need for collective effort from both private individuals and the government to invest in basic education and primary health care.

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