

# IMPACT OF SUBSIDY REMOVAL ON SCHOOL ADMINISTRATION, TEACHER'S JOB PERFORMANCE AND STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY KOGI-EAST SENATORIAL DISTRICT, NIGERIA

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**Abstract:** *This study investigates the impact of subsidy removal on school administration, teachers' job performance, and students' academic performance in secondary schools within Kogi-East Senatorial District of Nigeria. The objectives were twofold: to assess how the removal of subsidies has affected school administration practices and to evaluate its impact on students' academic performance. Guided by research questions regarding the effects of subsidy removal, the study formulated null hypotheses to be tested at a significance level of 0.05. Employing a survey design, data were collected from a sample of 300 respondents, including teachers and principals, through a researcher-developed questionnaire. Statistical analysis included descriptive statistics and Chi-square tests to evaluate the hypotheses. Results indicate that subsidy removal significantly impairs school administration by reducing financial resources for essential areas such as teaching materials, infrastructure, and staff salaries. Additionally, the findings reveal that this financial strain adversely affects students' academic performance, evidenced by increased dropout rates and lower exam results. The study underscores the necessity for policymakers to reassess existing subsidy structures and promote public-private partnerships to enhance financial support for educational institutions in the Kogi-East Senatorial District, ensuring a conducive learning environment and improved academic outcomes for students.*

**Keyword:** *Subsidy Removal, Teacher Job Performance, School Administration, Student Academic Performance.*

## Background to the Study

In the 1970s, Nigeria introduced subsidies into its economy, specifically targeting petroleum products. Fuel subsidies involve the government absorbing a portion of the cost that consumers would otherwise pay for petroleum, effectively reducing fuel prices and alleviating the financial burden on consumers (Onyeizugbe and Onwuka 2012). The Organisation for Economic Cooperation and Development (OECD) broadly defines subsidies as government actions designed to reduce the cost of specific goods for consumers or ensure higher-than-market returns for producers. These policies can encompass direct price interventions, such as grants, tax exemptions, and price controls, as well as indirect mechanisms like regulatory adjustments, preferential funding for specific fuels, or investments in research and development (Adebiyi 2011).

Over time, subsidies have come to serve diverse economic and social objectives across different contexts, with motivations varying between developed and developing economies. In developed nations, subsidy policies are often driven by environmental concerns, the need to maintain competitive positions in global markets, and compliance with international trade standards. In contrast, developing countries frequently justify subsidies based on objectives centered around welfare, poverty reduction, and political cycles, where subsidy programs can be strategically leveraged to garner public support. In recent years, policy shifts have increasingly considered governance reforms, encouraged by institutions such as the World Bank and the International Monetary Fund, signalling an evolving landscape in subsidy policy design and implementation (Centre for Public Policy Alternatives 2012; Ogunode and Ukozor 2023).

One area profoundly affected by subsidy removal is education, where the impacts ripple out to school staff, students, and overall school administration. Teachers, for example, face increased living costs without corresponding salary adjustments. This economic pressure often reduces morale and motivation, as managing everyday expenses becomes challenging. Some teachers may even seek better-paying opportunities elsewhere, which disrupts the staffing and stability of schools. Administrators in places like Makurdi face the added burden of managing staffing issues amid strained budgets, which makes it increasingly difficult to maintain continuity and quality in education delivery (Ogunode and Ukozor 2023). The resulting strain on secondary school administration affects transportation budgets, resource allocation, and staff retention. Without alternative financial support or policy relief, these issues deepen educational disparities and limit students' academic growth and opportunities (Centre for Public Policy Alternatives 2012).

Furthermore, the removal of fuel subsidies has had notable consequences for students' academic performance in secondary schools in the Kogi-East Senatorial District. One primary impact is the increased cost of transportation, creating a significant barrier to regular school attendance. For many families, particularly those with limited incomes, the heightened fuel costs translate to more expensive commutes. This financial strain can lead to irregular school attendance or even cause some students to drop out, both of which disrupt their learning continuity and negatively affect their academic performance (Onyeizugbe & Onwuka, 2012; Adewole *et al.*, 2023).

Additionally, the effect of subsidy removal on school operations and resources further impacts academic outcomes. With fuel costs elevated, schools in Makurdi often face higher expenses for generator fuel due to frequent power outages. Schools that previously allocated funds for educational resources, technology, and facility improvements now need to divert these funds to cover basic operational costs. This shift reduces access to quality learning materials and resources, which in turn affects the quality of education students receive. Consequently, students may struggle academically, as they have fewer resources to support their learning (Adebiyi, 2011; Edeh & Umezina, 2022). The challenges also extend to teachers, who face increased living costs without proportionate wage increases. This financial strain can reduce teacher engagement and, ultimately, the quality of instruction. Additionally, the financial pressures may lead to higher turnover rates, creating staff shortages and disruptions in teaching. The lack of instructional continuity further disrupts students' learning progress, affecting their ability to achieve consistently high academic performance (Ogunode & Ukozor, 2023). Therefore, the removal of subsidies has introduced multiple obstacles that undermine students' academic success in the Kogi-

East Senatorial District. From transportation challenges and limited school resources to financial pressures on teachers, the consequences of subsidy removal permeate the educational ecosystem. Without additional support measures, these factors are likely to continue hindering students' academic growth, contributing to an educational disparity that affects their future opportunities (Centre for Public Policy Alternatives, 2012). Against this background the study investigated the impact of subsidy removal on school administration, teacher's job performance and students' academic performance in secondary Kogi-East Senatorial District in Nigeria.

### **Statement of the Problem**

The removal of fuel subsidies in Nigeria has imposed significant economic challenges on the educational sector, particularly in secondary schools within the Kogi-East Senatorial District. This policy shift has led to increased operational costs for schools, disrupting administrative functions and straining already limited budgets. Schools now struggle to allocate resources effectively, impacting essential services and limiting funds available for educational materials and infrastructure. Furthermore, teachers face rising living costs without corresponding salary adjustments, leading to diminished job satisfaction, lower morale, and in some cases, increased turnover. These pressures adversely affect teachers' job performance, with potential declines in teaching quality and continuity. Ultimately, students bear the brunt of these challenges through disruptions in their learning environments, increased absenteeism due to higher transportation costs, and decreased access to learning resources, all of which negatively impact their academic performance. Therefore, this study seeks to explore the multifaceted impacts of subsidy removal on school administration, teachers' job performance, and students' academic outcomes in secondary schools in Kogi-East Senatorial District.

### **Objective of the Study**

The purpose of this paper was to assess the impact of subsidy removal on school administration, teacher's job performance and students' academic performance in secondary Kogi-East Senatorial District in Nigeria; This study sought to:

- i. Assess impact of subsidy removal on school administration in secondary school in Kogi-East Senatorial District In Nigeria;
- ii. evaluate the impact of subsidy removal on students' academic performance in secondary Kogi-East Senatorial District in Nigeria

### **Research Questions**

The following research questions were raised to guide the study:

- i. How has the removal of subsidies affected school administration practices in secondary schools in Kogi-East Senatorial District?
- ii. What is the impact of subsidy removal on students' academic performance in secondary schools in Kogi-East Senatorial District?

### **Statement of Hypotheses**

The following null hypotheses were formulated and will tested at 0.05 level of significance:

- i. The removal of subsidies has no significant impact in school administration practices, in Kogi-East Senatorial District.
- ii. The removal of subsidies has no significant impact on students' academic performance in secondary Kogi-East Senatorial District in Nigeria

## Methodology

The research employed a survey design to study a sample representative of the entire population, allowing for broad generalization. Emaikwu (2021) describes survey design as the collection of data through questionnaires to interpret existing conditions, qualities, or perceptions within a target population. The study population included 2,089 teaching staff across 142 secondary schools in the Kogi-East Senatorial District (Teaching Service Commission, 2023). A multi-stage cluster sampling technique was selected due to the extensive scope of Kogi-East, which makes studying the entire area impractical. Multi-stage sampling divides the population into clusters, from which a subset is chosen, allowing sampling within selected clusters. In the first stage, eight of the nine districts were randomly selected: Idah, Dekina, Ankpa, Omala, Ibaji, Olamaboro, Igalamela/Odolu, and Bassa. In the second stage, 220 teachers were randomly selected from these clusters as follows: Idah (40 teachers), Dekina (40 teachers), Ankpa (30 teachers), Omala (10 teachers), Ibaji (20 teachers), Olamaboro (30 teachers), Igalamela/Odolu (20 teachers), and Bassa (30 teachers). This random sampling ensured an objective, representative selection. In the final stage, 80 of the 85 principals were purposefully selected, bringing the total sample to 300 respondents.

The primary data collection tool was a researcher-developed questionnaire, the "Subsidy Impact on School Administration and Academic Performance Questionnaire" (SISAPQ). This instrument, organized into two clusters (A and B), captured responses on key study variables using a 4-point Likert scale: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. To ensure content validity, the questionnaire was reviewed by experts in educational administration, agricultural education, and measurement and evaluation from the University of Agriculture, Makurdi, and Benue State University. The experts provided feedback on clarity, accuracy, and relevance of the items.

To assess the instrument's reliability, a pilot test was conducted in Benue State, chosen for its demographic similarity to Kogi-East. A randomly selected secondary school participated, with questionnaires administered to 20 teachers. Data from this trial were analyzed using Cronbach's Alpha, yielding reliability coefficients of 0.93 for Cluster A, 0.92 for Cluster B, and an overall reliability of 0.97, indicating high reliability for the study instrument.

The researcher and trained research assistants administered the questionnaire in each secondary school, following a briefing on study objectives. Data were analyzed using descriptive statistics, with mean and standard deviation applied to research questions. A mean score of 3.5–4.0 was interpreted as Strongly Agree, 2.50–3.49 as Agree, 1.05–2.49 as Disagree, and 1.00–1.49 as Strongly Disagree. Hypotheses were tested using Chi-square ( $\chi^2$ ) independence tests at a 0.05 alpha level, with a p-value < 0.05 considered significant and  $\geq 0.05$  deemed non-significant. The Chi-square test was chosen for its suitability in analyzing variation and independence between two variables.

## RESULTS

### 4.1. Descriptive Analysis

#### Research Question 1

The research questions were analysed using mean and standard deviation

**Research Question One:** i. How has the removal of subsidies affected school administration practices in secondary schools in Kogi-East Senatorial District?

**Table 1: Mean and Standard Deviation of Respondents on how removal of subsidies affected school administration practices in secondary schools in Kogi-East Senatorial District?**

Item No	Items Description	SA	A	D	SD	$\bar{X}$	Std	Decision
1	Reduction in school funding due to subsidy removal has impacted	101	108	70	19	2.98	0.91	Accepted
2	Subsidy removal has led to increased tuition or fees for students	86	127	52	33	2.89	0.95	Accepted
3	Administrative efficiency has been affected by subsidy removal	96	115	66	21	2.96	0.91	Accepted
4	Teacher salaries and benefits have been negatively impacted	119	114	39	26	2.25	0.75	Not Accepted
5	School maintenance and infrastructure improvements have decreased	202	62	23	11	3.37	1.01	Accepted
<b>Cluster Mean/Standard Deviation</b>						<b>3.09</b>	<b>0.91</b>	<b>Accepted</b>

.With a cluster mean of **3.09** and a standard deviation of **0.91**, respondents generally agree that subsidy removal has negatively impacted school funding, tuition costs, administrative efficiency, and infrastructure maintenance in secondary schools within Kogi-East.

**Research Question Two:** What is the impact of subsidy removal on students' academic performance in secondary schools in Kogi-East Senatorial District?

**Table 2: Mean and Standard Deviation of Respondents impact of subsidy removal on students' academic performance in secondary schools**

Item No	Item Description	SA	A	D	SD	$\bar{X}$	Std	Decision
6	Removal of subsidies has led to increased dropout rates among students	169	100	19	10	3.44	0.76	Accepted
7	Lack of financial support has negatively impacted students' exam performance	146	91	43	18	3.42	0.91	Accepted
8	Subsidy removal has resulted in reduced access to learning resources	124	118	34	22	3.15	0.90	Accepted
9	Increased tuition fees due to subsidy removal affects students' performance	128	94	61	15	3.12	0.91	Accepted
10	Overall academic achievement has declined due to reduced financial support	115	112	45	26	3.06	0.95	Accepted
	<b>Cluster Mean/ Standard Deviation</b>					<b>3.21</b>	<b>0.89</b>	<b>Accepted</b>

**Source: Field Work 2024**

With a cluster mean of 3.21 and a standard deviation of 0.89, respondents agree that the removal of subsidies has negatively impacted students' academic performance, notably increasing dropout rates, reducing access to resources, and affecting overall achievement. This moderate consistency indicates broad recognition of the financial strain placed on students, impacting exam performance and school retention.

Chi-square was used in testing the hypotheses at 0.05 alpha level of significance

**Hypothesis One:** The removal of subsidies has no significant impact in school administration practices, in Kogi-East Senatorial District.

**Table 3: Chi-Square Test of respondents of the The removal of subsidies has no significant impact in school administration practices, in Kogi-East Senatorial District.**

Responses	Observed N	Expected N	Residual	Df	Level of Sign	Chi-Square Cal	P. Valve	Decision
Strongly Agree	101	74.5	26.5	3	0.05	66.11	0.00	Significant
Agree	108	74.5	33.5					
Disagree	70	74.5	-4.5					
Strongly Disagree	19	74.5	-55.5					

The Chi-Square test in Table 3 assesses the impact of subsidy removal on school administration practices in Kogi-East Senatorial District, with respondents' opinions categorized as Strongly Agree, Agree, Disagree, and Strongly Disagree. Observed and expected frequencies for each category reveal residuals (differences between observed and expected responses) that highlight the variance in perceptions. With a degrees of freedom (Df) of 3, a significance level of 0.05, a Chi-Square value of 66.11, and a p-value of 0.00, the results are statistically significant. This outcome suggests that respondents' opinions differ meaningfully from what would be expected if there were no impact, indicating that the removal of subsidies significantly affects school administration practices in the district.

**Hypothesis Two:** The removal of subsidies has no significant impact on students' academic performance in secondary Kogi-East Senatorial District in Nigeria

**Table 4: Chi-Square Test of respondents on the impact of removal of subsidies on students' academic performance in secondary Kogi-East Senatorial**

Responses	Observed N	Expected N	Residual	Df	Level of Sign	Chi-Square Cal	P. Valve	Decision
Strongly Agree	160	74.5	176.5	3	0.05	225.79	0.00	Significant
Agree	100	74.5	58.5					
Disagree	19	74.5	-217.5					
Strongly Disagree	10	74.5	-17.5					

Table 4 presents a Chi-Square test assessing the perceived impact of subsidy removal on students' academic performance in secondary schools within the Kogi-East Senatorial District. The responses are divided into four categories: Strongly Agree (160 responses), Agree (100), Disagree (19), and Strongly Disagree (10), with each category expected to have 74.5 respondents. Residuals show substantial deviations, especially in Strongly Agree (+176.5) and Disagree (-217.5), indicating a notable imbalance in responses. With a degrees of freedom (Df) of 3, a significance level of 0.05, a Chi-Square value of 225.79, and a p-value of 0.00, the test results are significant. This implies that respondents' views on the impact of subsidy removal on academic performance differ significantly from what would be expected by chance, suggesting a meaningful perceived impact on students' academic outcomes due to the removal of subsidies.

### **Discussion of Findings**

The initial finding of this study reveals that the removal of subsidies has a profound impact on school administration practices in the Kogi-East Senatorial District. This finding resonates with the research conducted by Akperan (2020), who similarly underscored the detrimental effects that subsidy removal can have on the operational effectiveness of educational institutions. Akperan's analysis highlights how financial constraints impede administrative capabilities, leading to a reduction in resource allocation for critical areas such as teaching materials, infrastructure upkeep, and staff salaries. These findings suggest that without the financial support provided by subsidies, school administrations face significant challenges in executing effective policies and maintaining an optimal learning environment. The consequences of these constraints can compromise the overall quality of education, as schools may be unable to invest in necessary improvements or support initiatives aimed at enhancing student engagement and learning outcomes.

In contrast, the study's second finding indicates that the removal of subsidies significantly affects students' academic performance in secondary schools within the Kogi-East Senatorial District of Nigeria. This outcome aligns with previous studies by Ademola (2019) and Muhammad (2021), which similarly documented the adverse consequences of diminished financial support on student learning outcomes. Ademola's research revealed a direct correlation between the availability of funding and academic achievement, demonstrating that students in schools with inadequate resources often perform poorly on standardized assessments. Furthermore, Muhammad's findings highlighted that the absence of subsidies contributes to increased dropout rates and diminished motivation among students, thereby exacerbating the challenges faced by educational institutions in the region.

Together, these findings emphasize the crucial role that financial support plays in fostering a conducive learning environment. The evident link between subsidy removal, administrative challenges, and declining student performance suggests a pressing need for policymakers to reevaluate existing subsidy structures. By doing so, they can help ensure that schools have the necessary resources to operate effectively and that students have access to the quality education they deserve. Ultimately, this study highlights the urgent need for a comprehensive policy response that prioritizes financial support for schools in the Kogi-East Senatorial District, thereby safeguarding both administrative efficacy and student success.

### **Conclusion**



This study highlights the significant impact of subsidy removal on educational administration and student performance in the Kogi-East Senatorial District. It reveals that the withdrawal of financial support hinders school administration practices by reducing resources for essential areas like teaching materials and staff salaries, ultimately compromising educational quality. Additionally, the study demonstrates a correlation between diminished financial support and lower student academic performance, evidenced by poorer outcomes on standardized assessments and increased dropout rates. In light of these findings, it is crucial for policymakers to reevaluate existing subsidy structures and explore innovative funding strategies to ensure schools receive the necessary resources to foster an effective learning environment and promote student success. Continuous monitoring of these impacts will facilitate timely policy adjustments to support educators and learners in achieving academic excellence.

### Recommendations

Based on the study's findings, the following recommendations are put forward:

**Reevaluate Subsidy Structures:** It is essential for policymakers to conduct a thorough review and reform of the current subsidy frameworks to ensure that schools in the Kogi-East Senatorial District receive sufficient financial support. This review should prioritize funding for under-resourced schools, concentrating on crucial areas such as teaching materials, infrastructure, and staff salaries. By implementing more effective allocation mechanisms, schools will be better positioned to maintain operational efficiency and enhance the overall quality of education.

**Promote Public-Private Partnerships:** There is a need to cultivate partnerships between government institutions and private sector entities to augment school funding. Collaborations with businesses and community organizations can provide additional resources, mentorship, and investment in educational programs. Such partnerships can significantly improve the availability of essential educational resources, thereby enhancing administrative practices and fostering student success in the region.

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