**Alternative Sources of Funding Secondary Education in Enugu Education Zone****AMAECHINA, Uche Obumneme (Ph.D)**Department of Educational Management and Policy Federal College Of Education (Technical),  
UmunzeE-mail: [dramaechina@yahoo.com](mailto:dramaechina@yahoo.com) 08035537958**OBIOHA, Jane Onyinyechi**

Peaceland College Of Education, Enugu

E-mail: [onyiepisteme@gmail.com](mailto:onyiepisteme@gmail.com)**OBIOHA, Kingsley Chukwu**

University Of Nigeria Teaching Hospital, Ituku/ Ozalla Enugu

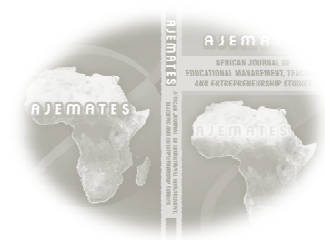
**Abstract**

The study focused on alternative sources of funding secondary education in Enugu education zone. Two research questions and two hypotheses were stated to guide the study. The population for the study comprised all the 291 Principals (184 Urban 107 Rural) in public secondary school in Enugu education zone. A stratified random sampling technique was used in the selection of 61 urban principals and 55 rural principals (116 principals) in secondary schools in Enugu education zone that was used for the study. The instruments consist of 18 items used to elicit information relevant to the problem investigated. The data for the study was gathered with a questionnaire titled "Sources of Financing Secondary Education Questionnaire" (SFSEQ)". The instrument was validated and their reliability co-efficient established at 0.74. A criterion mean of 2.50 was also established to analyze the questionnaire. The z-test statistics was used to test the hypotheses at 0.05 level of significance. It was observed that that the community fund schools in their place by erecting structures and development partners help in funding secondary schools. It was recommended among others that governments should provide the PPSMB with the necessary logistics in carrying out their roles in funding of secondary schools.

**Key Words:** Alternative, sources, funding, secondary, education.**Introduction**

Education is the process of socialization by which men and women learn to adapt and conquer their environment. It is the system through which man becomes a moral agent capable of living in society peacefully and harmoniously among others. It is the process of developing the cognitive, affective and psychomotor domains of people in order to

equip them with the knowledge and skills necessary to survive and make progress in the society (Amaechina, 2011). Education in every society is obviously known to be an indispensable tool for nations' economic growth and development. It has been empirically proven and universally acknowledged that unless the citizens of a given country are well educated and appropriately trained, the achievements of



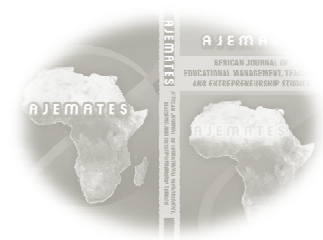
rapid economic and social development cannot be guaranteed (Ahmed, 2018). Secondary education is critical to the development of the nation being the bridge between primary and tertiary education. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level (Ige, 2013).

The development of education in any given society is either hampered or boosted by a variety of factors, some of the factors responsible for the retarded pace of educational development in Nigeria include; poor funding, brain drain among teachers, poor infrastructures, unstable curriculum and subject, unstable staff, politicization of education, just to mention a few (Ahmed & Adepoju 2013). The importance of adequate financing of education cannot be overstressed. The problem of education financing in Nigeria has to do with lack of commitment on the part of the government to provide quality education to her citizens, this is evident in the last 10 years where the total number of students' enrolment tripled while public resource allocated to the education sector continued to decline from 11.5 percent in 2002 to 8.7 percent of the total government expenditure in 2017 (Ahmed, 2018). However, Ozigi (2017) argued that, no organization could carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep the services going. Since a wide array of other sectors of the system competes for the scarce resources available to government, education have often been very

poorly funded in Nigeria (Ahmed & Adepoju, 2013).

The rationale behind investment in education and human capital development is based on the arguments that the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations and that the new generation should be taught how the existing knowledge can be used to develop new products (Longe, 2009). Consequently, the underlying rationale for education is to equip people with the knowledge, skills, and capacity to enhance their quality of life, augment productivity and capacity to gain knowledge of new techniques for production, so as to be able to participate actively in the development process, in view of the importance of education to national development (Ozigi, 2017)).

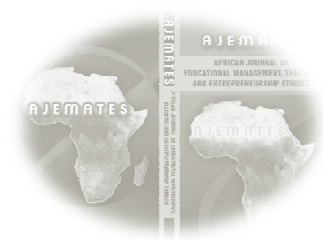
Government educational institutions are funded from the budgetary allocations for the educational sector for a particular fiscal year; that is, recurrent and capital expenditures are all taken care of from the budget allocated for that year and the percentage allocated to Education in Nigeria. Funding of secondary education depends on who owns and manages the schools. For instance, secondary schools are funded by missionaries; private secondary schools are funded by the proprietors or proprietresses while the public secondary schools are funded by the government, private co-corporate individuals and the local community (Oseni, 2012). Constitutional responsibility of funding secondary education in the 1979 constitution rested with the state governments with an



understanding that the local governments would also participate in the funding of primary education in the country. With this, the federal government withdrew completely from giving financial assistance to states for primary education and this resulted in the collapse of primary education in the country. This gradual collapse gingered the federal government to come out with the National Primary Education Commission (NPEC) Decree 31 of 1988. The federal government by this decree established the National Primary Education Fund, called “National Fund” which was usually deducted directly from the local government’s share of the federation account to fund primary education in the country (Iwuanyanwu & Anene, 2011).

However, Fafunwa (2009) observed that, without a solid foundation and adequate funding, the objectives of secondary school education cannot be achieved and these could lead to the collapse of the educational system at the secondary school level. He went on to emphasize that secondary education is fundamental to academic training because it provides the basis and foundation for other training which the child receives. The level of educational attainment of any person is strongly influenced by quality and standard of knowledge he acquires. The achievement of educational goals depends on adequate financial support. This federal government of Nigeria is aware of this fact. This is why it provides funds to federal institution throughout the country. Ogbonnaya (2005) identified the following as the sources of funds available to educational institutions;

1. School fees constitute one of the major sources of funds for the Nigerian educational system. School fees include tuition fees, dormitory, or hostel fees, equipment fees, caution depositions, and insurance fees. These fees are paid into the account units or bursary department of various educational institutions.
2. Government grants constitute another principle source of funding secondary schools. He stated that government grants fall under two categories of capital and recurrent grants. Capital and recurrent grants represent a bulk payment to the authorities of an educational institution of old ones, the purchase of hardware, school equipment and payment of staff salaries and allowances.
3. Parents Teachers Association (PTA). Every secondary school in Enugu state has Parents Teachers Association that helps the state government in one form or the other in managing the affairs of the school. Normally, every student pays the PTA levy every term which is managed by the school authority in conjunction with the PTA officials. In many cases, PTA money is used in providing PTA teachers and some school facilities and repairs. Apart from provision of both human and material resources, PTA motivates both students and teachers by giving awards and scholarships to exceptional students and teachers. This goes a long way to encourage



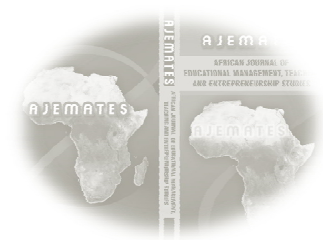
- hard work and commitment in the school.
3. Proceeds from sales of school uniforms, sales of students hand crafts, sales of text books and stationary, the staging of school plays and raffles, sales of farm products from school farms. He stated that some educational institutions organize the sale of handwork and the staging of plays on a regular basis. During the staging of plays, the parents and guardians of pupils are invited who some specified amount to the school for watching such plays.
  4. Community efforts: He noted that communities do provide funds for education. They do this indirectly in the sense that they set up schools for government to administer. They also provide necessary materials for effective running of the school. Their efforts are always appreciated by the heads of school in such locality and the government.
  5. Donation from individuals and charitable organizations: He asserts that philanthropies individuals and charitable organizations do donate money for the importation of science equipment, provision of relevant instructional materials and the construction of classroom blocks in schools. At times, the donations are in thousands of Naira.

It is important to note that some of the donations are made by individuals and organizations from the information they gather on the progress of the school. It is

also on record that products of some institutions make donations based on their first-hand information concerning the situation of things in the institution. Alumni associations constitute one of the charitable organizations that make donations to schools. This view was supported by Odoh (2008) when he opined that, the Alumni of most secondary schools usually organize activities to raise funds for their alma mater. This has happened in many cases, especially during prize-house competitions. Donations are made by invited guests, politicians, top government official, companies operating in the locality, and well spirited individual. The funds realized are used to equip school libraries, renovate dilapidated classroom blocks and other projects the school want to undertake (Ahmed & Adepoju, 2013).

### **The Problem**

Education is the engine for empowering the individual for sustainable development of the nation and this goal cannot be easily achieved in the absence of finance. It has always been the belief of the public that the funding of education is the sole responsibility of the three tiers of government. Those who believe that the funding of education will be too cumbersome for government alone, agitated that there must be a paradigm shift to imbibe new core values that would align with other global realities of the rapid technological changes. The call for government institutions and the private sector to inject adequate funds into the educational sector is expedient to help achieve the set goals of our educational system. However,



inadequate funding has been the bane of our educational growth and development at all levels of education. These have become evident in our schools as a result of the challenges faced by most of our schools which include: dilapidated structures, inadequate facilities and equipment for teaching and learning as well as the welfare of staff in terms of remuneration and working environment. It is against this backdrop that the researcher intends to find out the alternative sources of financing secondary school in Enugu education zone.

**Research Questions**

1. What are the alternative sources of financing secondary education in Enugu education zone?
2. What are the challenges in accessing alternative source of financing secondary education in Enugu education zone?

**Research Hypothesis**

1. There is no significant difference between the urban and rural principals on the alternative sources of financing secondary education in Enugu state.
2. There is no significant difference between the urban and rural principals on the challenges in accessing alternative source of

financing secondary education in Enugu state.

**Method**

The study adopted a descriptive survey design. The population for the study comprised all the 291 Principals (184 Urban 107 Rural) in public secondary school in Enugu education zone. The sample size for the study is 116 which are made up 61 urban principals and 55 rural principals in the public secondary schools which is about 40% of the total population. A stratified random sampling technique was used in the selection of 61 urban principals and 55 rural principals in secondary schools in Enugu education zone that was used for the study. The instruments consist of 18 items used to elicit information relevant to the problem investigated. The data for the study was gathered with a questionnaire titled "Sources of Financing Secondary Education Questionnaire" (SFSEQ)". The instrument was validated and their reliability co-efficient established at 0.74. A criterion mean of 2.50 was also established to analyze the questionnaire, thus, responses with mean of 2.50 and above were accepted while those below 2.50 were not accepted. The z-test statistics was used to test the hypotheses at 0.05 level of significance.



**Results**

**Table 1:** Perception of principals on the alternative sources of funding secondary schools

		Urban Principals		Rural Principal		mean
		N=61		N=55		
S/N	items	x	SD	x	SD	xixi
<b>Remark</b>						
1.	The community fund schools in Agreed their place by erecting structures.	2.84	0.72	3.76	0.65	3.30
2.	Development partners help in Agreed funding secondary schools.	3.08	0.88	2.52	0.77	2.80
3.	Public private partnership help Disagree in funding secondary schools	1.90	0.74	2.76	0.72	2.33
4.	Social clubs and market women Agreed help in funding of secondary schools	2.09	0.98	2.90	0.68	2.50
5.	Multi - National corporations Disagree invest in secondary education.	2.10	0.83	2.55	0.86	2.33
6.	Age -grade provide funds for Agreed the construction of classroom.	2.85	0.87	3.84	0.75	3.35
7.	Old boys/ girls association Agreed provide fund for the construction of administrative blocks, libraries and recreation park.	3.56	0.90	3.34	0.88	3.45
8.	Fund are providing for over Disagree head coast in your schools	1.43	0.86	1.52	0.84	1.48
9.	Sport levy are use for procuring Disagree and distributing school and sports equipments.	2.57	0.74	1.66	0.68	2.12
10.	Agricultural produce is used for Disagree funding activities in your school.	2.86	0.96	2.00	0.76	2.43
<b>Cluster Mean</b>		<b>2.53</b>	<b>0.85</b>	<b>2.69</b>	<b>0.76</b>	<b>2.61</b>
		<b>Agreed</b>				



The mean scores on table 1 ranges from 3.45 to 1.48. The mean scores from item 1 to 10 are higher than the criterion mean score of 2.50 except for items 3, 5, 8, 9 and 10 which are below the criterion mean. Therefore, item 1 to

10 are the alternative sources of funding secondary schools except for item 3, 5, 8, 9 and 10 which are not the alternative sources of funding secondary schools in Enugu education zone.

**Table 2: Challenges in Accessing Source of Funding Secondary Schools**

		Urban Principals		Rural Principal		mean		
		N=61		N=55				
S/N	items	x	SD	x	SD	Remark		
11.	Inadequate funding of the education sector	2.91	0.73	3.18	0.85	3.05	Agreed	
12.	Misappropriation of funds meant for secondary schools	2.58	0.82	2.53	0.74	2.56	Agreed	
13.	Politicization of the membership of secondary school management board	2.86	0.67	2.80	0.76	2.83	Agreed	
14.	Undue influence of PPSMB officials	2.91	0.71	2.90	0.67	2.91	Agreed	
15.	Poor statistical data in secondary schools.	3.56	0.88	2.61	0.77	3.09	Agreed	
16.	Sole dependence on government in funding education	3.08	0.89	3.88	0.84	3.48	Agreed	
17.	Unstable education policy/ programmes in Nigeria does not allow for access of funds	2.95	0.91	3.34	0.72	3.15	Agreed	
18.	Poor methods of disbursing fund	3.07	0.73	2.94	0.81	3.01	Agreed	

Cluster Mean		2.99	0.79	3.02	0.77	3.01
Agreed						

The mean scores on table 2 ranges from 3.48 to 2.56. The mean scores from item 11 to 18 are higher than the criterion mean score of 2.50. Therefore, item 11 to 18 are

the challenges in accessing source of funding secondary schools in Enugu education zone.

**Table 3: Mean(x), standard deviation (SD) and z-test analysis of urban and rural principals on the alternative sources of funding secondary education**

	N	X	SD	z-Cal	z-Cri	DF	Level of Sig	Decision
Male Principal	61	2.56	0.64					
				0.82	1.96	114	0.05	Accepted
Female Principal	55	2.70	0.84					



The result of the analysis on table 3 using z- test shows that there is no significant difference between the urban and rural principals on the alternative sources of funding secondary education in Enugu State. This was so because the calculated z-test of 0.82 was less than the critical value of 1.96 at 0.05 level of significance and degree of freedom 114.

**Table 4:** Mean(x), standard deviation (SD) and z-test analysis of urban and rural principals on the challenges in accessing alternative source of funding secondary education.

	N	X	SD	z-Cal	z-Cri	DF	Level of Sig	Decision
Male Principal	61	2.99	0.28	0.37	1.96	114	0.05	Accepted
Female Principal	55	3.04	0.47					

The result of the analysis on table 4 using z- test shows that there is no significant difference between the urban and rural principals on the challenges in accessing alternative source of funding secondary

education in Enugu education zone. This was so because the calculated z-test of 0.37 is less than the critical value of 1.96 at 0.05 level of significance and degree of freedom 114.

### Discussion of Findings

The findings on this research question indicate that principals agree that there are other alternative sources of funding secondary education in Enugu state. The respondents agreed that the community fund schools in their place by erecting structures, development partners help in funding secondary schools, age-grades and market women help in funding secondary schools, old boys/girls association provide funds for the construction of administrative blocks, libraries and recreation park, sport levies are used for procuring and distributing schools and sports equipments and agricultural produce is used for funding activities in schools. These findings agree with the view of Ogbonnaya (2005) that, communities do provide funds and necessary materials for

effective running of the school. He asserts that philanthropies individual and charitable organizations do donate money for the importation of science equipments, provision of relevant instructional materials and the construction of classroom blocks in schools. The results are in line with opinion of Odoh (2008) that, Alumni of most secondary schools usually organized activities to raise fund for their "Alma maters". Ige (2013) noted that, communities have contributed through many ways in funding education in Nigeria and that they have erected and equipped schools and requested the government to take them over. Odoh (2008) also noted that firms and financial institution are required by law to contribute two percent of their net profit for funding education sector and some of the



money also go to the secondary school system.

The findings of this research showed that the principals agreed on the challenges facing alternative source of funding secondary education in Enugu education zone. Such identified challenges include inadequate of funding the education sector, misappropriation of funds meant for secondary school education, politicization of members of PPSMB, undue influences of PPSMB officials, poor statistical data at secondary school level, unstable government policy/ programmes in Nigeria and poor methods of disbursing funds. The findings is in line with the opinions of Ogonnaya (2005) that, poor statistical data as well as unstable governments policies in Nigeria educational system constitute major challenges to educational planning at all levels in Nigeria. The findings are also supportive of that of Ozigi (2017) that, inadequate facilities and instructional materials are constraints to running of education at the secondary level. There is no significant different between the urban and rural principals on the alternative source of funding secondary education in Enugu state. There is no significant different between the urban and rural principal on the challenges in accessing alternative source of funding secondary education in Enugu education zone.

### **Conclusion**

The development of education in any given society is either hampered or boosted by a variety of factors, some of the factors responsible for the retarded pace of educational development in Nigeria include; poor funding, brain drain among teachers,

poor infrastructures, unstable curriculum and subject, unstable staff and politicization of education. However, for any organization to function effectively, they have to be well funded to ensure efficiency in goal-achievements. Thus, for principals to carry out assigned functions, the government has to provide them with the necessary logistics to be able to discharge their duties and responsibilities effectively. This implies that all stake holders should join hands and cooperate in providing the needed funds as well as other facilities towards better service delivery in secondary schools in Enugu education zone.

### **Recommendations**

1. The governments should provide the PPSMB with the necessary logistics in carrying out their roles in funding of secondary schools.
2. Accurate and reliable data should be provided to ensure proper planning of secondary level of education in the country.
3. Government should come up with a policy to ensure that only educational trained professionals are appointed as members of Post Primary School Management Board (PPSMB).
4. Non-governmental Organization (NGOs) and other private groups should join hands in providing funds for the running of secondary schools in the country.

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