

# Secondary Education Funding Strategies for Educational Goals Achievement in Rivers State Nigeria

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**Abstract:** - This study is on Secondary Education Funding Strategies for Educational Goals Achievement. The significance of this study is that the study will equip school administrators with the strategies to fund secondary education. Two research questions and hypotheses guided the study. A research questionnaire tagged “School Funding Strategies Questionnaire (SFSQ). And a Cronbach Alpha was used to determine the reliability coefficient of 0.72 which was reliable. Among the 286 population of principals in public senior secondary schools from the 166 principals were randomly selected as sample through a stratified random sampling technique. 166 questionnaires were retrieved and analyzed using mean and standard deviation. The study identified 5 sources of funding and 5 challenges of funding secondary education. It concludes that the evaluations of funding strategies is necessary for effective and efficient school funding in order to achieve secondary educational goals achievement hence recommends that educational financiers, ranging from external to internal sources of fund particularly those fund raised in school which can be in form allied school business should be used with a view of harnessing them to curb challenges arising from school funding.

**Keywords:** education, funding, strategies, secondary, education, goals – achievement, aid, external, internal.

## I. INTRODUCTION

Education is the bed rock of any country with the drive to pursue development tenaciously. In fact this may be because education is the only tools with high reliability of delivering any country’s development plan to the later. Based on this peculiarity, education is known to be the most acceptable means of development and transformations (Meenyinikor, Nyeche, & Julia, 2014). Education has proven it viability especially when it is channeled in the right direction. Such direction could be the appropriate funding strategies which is very much however the basic financial challenges in the Nigerian school currently. This is because resources are scarce. This is the basic rationale for educational planning has informed by the conditions of resources scarcity subject to needs and hence desires to optimize resource allocation and use (Agabi, 1999). Due to this necessity of funding biased to education, it has been defined as the act of providing financial resources, usually the form of money, other value such as effort or time, to finance a need, program and project in education (Wikipedia, 2015). Funding is the

fuel the drives the educational programme, it enable the plan of education met the target with a reduce challenges. Acceptably, there has been need by various governments at all level the leverage the suffering of the poor masses by adopting a social demand approach in the offering of the first two level of education (Agabi, 1999).

### *Statement of problem*

Agreeably, several governments have been engaged in making different decisions in the pursuit of financing education. unarguably, the pressure by the society and youth who are of the secondary school age to get this educational services have posed a great tension on the available resources conceded to the finance of secondary education. Example of this is an offshoot by government at all level, especially by past administration of Rivers State government who took such problem as a political challenge. To cope with it, there were some expansion project which took shape in form building school and recruitment of teachers who manned this school with lots of fund sunk into the project. Such challenges came up it would be possible that there may have not been possible strategies of funding the educational system which had financial based of the state. Secondly, to avoid wastage of fund, it may be that there were no proven machinery set in place to maintain the already funded project giving way to high wastage of fund and other resources already used up to provide secondary educational services in the state. Even with all movement and positions taken by the stake holders in education, the cost of education seems to go higher (Mennynikor et al, 2014, Adeyemo, 2000). Finally, the funding of secondary school have been facing some challenging which have made the achievement of secondary educational goals quiet a challenging one, this is quite an obvious one as there have been literatures seeming to point at similar directions, but however, it seems that the identification of the main crux of the matter have been very left to the hand of chances because this challenges seems to be imported without due consideration to the rivers state factor. Therefore there is need to find out strategies of funding secondary education that will lead to the achievement of secondary educational goals achievement.

*Purpose of the Study*

The purpose of this study is to:

1. Find out the strategies for funding secondary education in Rivers State Nigeria.
2. To find out the challenges of funding secondary education in Rivers State Nigeria.

*Research questions*

The following research questions were formulated to guide the study:

1. What are teachers' perceptions on the strategies for funding secondary education in Rivers State Nigeria?
2. What are the challenges of funding secondary education in Rivers State Nigeria?

*Hypotheses*

Ho 1: There is significant difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria.

Ho 2: There is significant difference between the mean ratings of urban and rural principals on the challenges of funding secondary education in Rivers State Nigeria.

*Significance of the Study*

This study is of great importance in different directions, ranging from individuals and different calibers of people. Firstly, it will assist educational policy formulators and decision makers to recognize the strategies that are very necessary to achieve the objectives of secondary educational goals achievement. Secondly, the various stakeholders involved in funding educational activities including the different tiers of government, non-profit making and non-governmental organizations as well as well-meaning individuals and corporations would be guided with specific areas for direct their fund in the secondary level of education. Thirdly, educational administrators including principals, vice principals, heads of departments and other specialists would be in a position to identify areas where especial skills and techniques would be required to reduce or control fund wastage, so as to enhance the effective and efficient achievement of predetermined educational goals and objectives. Finally, the general knowledge of secondary education funding strategy will leave the stake holders with different options to pursue when directing their resources, money, effort, and time in funding secondary education.

## II. REVIEW OF LITERATURE

Funding is a term that is used every time in the affairs of management, this does not exclude the management of educational institutions. This is an indication that the funding is a basic necessity for the implementation of any educational policy. Fund are however used in the day to day running of the educational institution, this span over transportation cost, erection of new building and maintenance of existing one

(Afangideh; 2009, Maduagwu; 2006 in Afangideh; 2009, Nnabuo; 1997, Fagbemi; 1986, Edem; 2004, Madumere-Obike & Afangideh; 2003)

*Education funding strategies*

Education is an industry with its peculiarity. It requires a lot of input in form of funding to survive and exists with steady form of operations. However, this peculiarities stand as militating factors which does not allow the educational sector to get much funding as it is supposed to due to large capital outlay (Obasi & Asodike, 2007, Nwagwu, 1990). The federal government in the National Policy on Education (NPE: 1981) state that the success of any system of education is hinged on proper planning, efficient administration and above all adequate financing. Yet funds meant from education are often diverted to other sector by the government (Jaja, 2014, Obasi & Asodike, 2007). Financing education in recent times is not seen as a sole responsibility of the different level of government. Financing education is therefore the responsibility of all the stakeholders, such responsibility ranges from external aid, school fees, levies, school fund raising ceremonies, allied school business, sales of students arts and craft (Obasi & Asodike, 2007).

In recent times, the incidence and willingness for international bodies to give out grant and aid have recorded downward trend. Their assumptions and excuses ranges from the fact that most of the countries seeking this grants and aids are very capable to sponsor its education (Nwagwu, 2001, Mestry, 2005, Mngoma, 2009). In this notion, the floor of funding school has been made open and all embracing due to the increasing need of educational services by all and sundry. Even the communities have served in this in terms of provision of food, land, examination fees (Obasi & Asodike, 2007, Eicher, 1966). However some revenue comes in terms of: revenue allocation from the consolidated funds (otherwise known as Federation Account), A higher education tax (2 per cent) imposed by the government on all profit declared by companies operating Nigeria.

Annual budgeting allocations to education by federal and state governments from which higher education will receive its share; internal institutional revenue generated through business ventures, partial recovery of academic cost through fees etc., funds from alumni associations, private sector contribution. Voluntary Agency contributions and donations from philanthropic individuals (Nwagwu, 2001) in (Obasi & Asodike, 2007). They further suggested other strategies to include: School fees, Levies and School fund raising ceremony. They make it compulsory for students to use materials sold in the school (G.G. Kpee, personal communication, 3<sup>rd</sup> Dec. 2015). In fact, in some schools, students are not allowed to buy anything outside the school, including things as common as pen, pencil, eraser, crayon, sharpener, ruler, etc. another way is sales of students' art and craft materials, that is, when student are taught, they are encouraged to produce some cultural art materials, these

materials are used for their assessment and thereafter offered for sale to the public. Other approaches also include: School farm proceeds, school cultural dance troop and choir, Bob-a-job, alumni association and aids, school sport team, exhibitions, free will donations, inter-house sport sponsors, prizes won from inter-school competition, school stock and trading activities etc.

#### *Challenges for secondary education funding*

All stake holders in education had worked hard to see an improved funding of the educational sector in face of other government programmes competing for the same resource (Ukeje, 2002, Adesua, 1981, Agbobu, 1982; Adeyemi, 2011). This is because of the heavy responsibility placed on the educational system which is to transform the society through education and systematic curriculum engagement (Agabi; 1999, Aina, 2002, Adeniyi, 2008; Awoyemi, 2005; Akinkunle, 1986; Okojie, 2010). While the school is supposed to make out the best of input, planning education through a strategic budgetary has posed problems that are very common in planning education in most developing countries. Evidence and researches have shown that the challenges inhibiting secondary education funding can be summed as follow:

*Inaccurate Statistical Data:* one of the problems facing accurate planning and funding of education in Nigeria is lack of reliable statistical data. Wrong information and figures makes it difficult for the government to plan education effectively (World Bank, 2010; Urwick, 1993, Olawepo, 2001; Corbally, 1962; Omotade, 2004; & Taggart, 2003). If the planning is done ineffectively, the financing will also follow the same direction (Shina, 1995; Olayiwole, 2010). Ineffective ways of generating data will give budgetary planning a wrong direction. Data such as demographic data, total population of the school children by age and sex, number of teachers retired each year, number of pupils at the various levels of education; data on available infrastructure are needed.

*Political Instability:* There is frequent change of government, and this change comes with their own ideology including the pattern of funding the school (McGinn, 1996, Thorniley, 2003; Tilak, 1988; Hinchiliffe, 1989). Some times because of differences in ideology, successive government abandons school projects that have been done by previous government therefore amounting to wastage of resources. The previous government might be educationally friendly and may decide on this basis to devote more funds to the education (Akinkunle, 1987). On the virtue of change of government, a less friendly government might be ushered in. this might lead to reduced funding or discontinuity of already existing project.

*Lack of Stable Policies:* Since the nation got independence, there have been many policies that have been made, implemented and finally abandoned. Most times the policies comes as a result of change in government giving birth to a new policy which probably may not stand the taste of time

due to the fact that it might be dropped as the government which established the policy is off from power. While policy change is a very factor, the getting the people involved in the reflecting the change may likely to resist change.

*Dependency on Dual Source of Funding:* there have been over dependency on oil as the sole source of funding. This is true, because the countries currently cannot boast of other viable sector that is contributory to the national purse (E.I.U Business news letter, 1996). Since oil is the only sources of funding and driving the economy, it is not sure whether the price of oil is constant because there have lots of fall in the prices of oil. This fact has led to under -funding the educational system because there are other sectors which are of top priorities just like education.

*Population Explosion:* Nigeria currently is the most populous black nation in the world. This is due to high birth rate, high immigration rate (Easton & Nofsinger, 2000, Hallak, 1969, Umar, 2001).

*Competing Sectors:* there are several sectors that are competing for resources with education. Some of this sectors includes agriculture, mineral resources, health, manufacturing etc. the most crucial part of it is that this sector are as well relevant for the survival of the state and thus would leave education with such a limited fund (Ebong, 2013, Ogbodo, 2004, Agabi, 1999).

*Indiscipline and Corrupt Leaders:* People in position are not sanding up to their responsibilities, rather, there are involved in cutting corners through bribery and selfish activities (Anreder, 1987, Obasi& asodike)

*Embezzlement of Fund:* even when there are fund available to the educational sector, there have been issue of diversion of fund to private pocket or even shared among follow corrupt official and the education sector is neglected and left to suffer.

### III. METHODOLOGY

Applying the descriptive survey research design, this study's target population comprised all the public secondary schools principals in Rivers State. According to the Rivers State School Management Board, there are 286 principals in public government secondary schools in Rivers State. The stratified random sampling technique was used to select 166 principals using Taro Yamen. Among this number, 69 (41%) were from urban area while 98 (59%) were from rural area. The information obtained from related literature review, document analysis and visits were used to construct questionnaire tagged "School Funding Strategies Questionnaire (SFSQ)". Cronbach Alpha was used to determine the reliability coefficient of 0.72.

IV. DATA ANALYSIS

Table 1: Demographic data analyses

<b>Gender</b>	Male	94	56%
	Female	74	44%
<b>Location</b>	Urban	69	41%
	Rural	98	59%
<b>Experience</b>	15 <	0	00%
	15-20	5	3
	21-30	78	47
	30-35	83	50
<b>Highest Qualification</b>	NCE/OND	0	00%
	BA/B.Sc/B.Ed	52	31
	Masters	72	43
	PhD	42	25

From the above table, it shows that from the respondents of the principals from the sample of 166, there were more male than the female occupying the position of the principals among the respondents. This implies that the male had the total of 94 (56%) while the female principals consist of a total of 74 (44%). Secondly, there were more principals from the rural areas with a total of 98 (59%) and the principals from the urban area were 69 (41%) which was lesser than the numbers of principals and schools from the rural area. Based on the

table, that shows information for experience, it shows that there were no principals that have less than 15years experience. However, few principals had less working experience ranging from 15-20 years and this amounted to 3% of the sample that participated in the study. The highest experience fell within 30-35 which was observed from their responses to be 83 (50%) while the second highest range of years of experience of 21-30 which numbered 78 made up (47%). From this data, it shows that a greater numbers of the principals have higher number of working experience. Finally, on the table; it shows information on qualification, and it showed that no principal has NCE as their highest level of education, hence meaning that to be principal, one has to exceed the NCE qualification. More so, the data showed only 52 principals has Bachelors as their highest level of educational qualification which constitutes 31% of the sample which is above the lowest qualification of NCE. More principals in rivers state secondary consisting 72 (43%) of the sample. Hence a good number of principals are experienced and possess master degree while lesser numbers of principals consisting 42 (25%) possess a doctorate degree (PhD). This figure is less than those who possess Bachelors and Master because it is not a minimum qualification for the position of a principal.

Answers to Research Questions

Research Question 1: What are the strategies for funding secondary education in Rivers State Nigeria?

Table 2: mean scores and rank order of the strategies for funding secondary education in Rivers State Nigeria.

S/n	Item	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_2$	Sd <sub>2</sub>	Mean Set	Decision
1.	External aid	3.11	1.76	2.88	1.69	2.99	Accepted
2.	School fees	3.62	1.90	3.30	1.81	3.46	Accepted
3.	Levies	3.12	1.76	3.11	1.76	3.11	Accepted
4.	School fund raising ceremonies.	3.20	1.78	2.90	1.70	3.05	Accepted
5.	Allied school business	3.55	1.88	3.21	1.79	3.38	Accepted
	<b>Total</b>	<b>3.32</b>	<b>1.8</b>	<b>3.08</b>	<b>1.74</b>	<b>3.19</b>	

Criterion mean = 2.50

Scale

- 2. - 2.49 (Disagreed)
- 2.50 - 4.00 (Agreed)

Table 1: All the items in table 1 agreed, hence were above the mean criterion of 2.5. It was agreed that the strategies for funding secondary education in Rivers State Nigeria with allied school business ranking as the highest. Notably, this is

to show that the allied school business serves a very lucrative way of even employing more labour and hence investing to use this proceeds to fund the school.

Table 3: Mean score and rank order of challenges of funding secondary education in Rivers State Nigeria.

S/N	Item	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_2$	Sd <sub>2</sub>	Mean Set	Decision
6.	Inaccurate statistics	3.04	1.74	3.22	1.79	3.13	Accepted
7.	Political instability	3.41	1.84	2.90	1.70	3.02	Accepted
8.	Lack of stable policy	3.16	1.77	3.72	1.92	3.44	Accepted

9.	Dependency on dual source	3.23	1.79	3.21	1.79	3.22	Accepted
10.	Population explosion	2.87	1.69	2.68	1.63	2.77	Accepted
	<b>Total</b>	<b>3.14</b>	<b>1.76</b>	<b>3.14</b>	<b>1.76</b>	<b>3.11</b>	

Criterion mean = 2.50

**Research Question 2:** To find out the challenges of funding secondary education in Rivers State Nigeria.

Table 2, all the items in table 3 agree that the challenges of funding secondary education in Rivers State Nigeria. As such dependency of dual source for funding secondary education surfaced to be the most challenging of all. It ranked the highest with a mean score of 3.71.

Table 4: mean score, standard deviation and z-test of the difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria.

Variables	N	Df	Mean	Sd	Z-cal.	Z-crit.	Decision
Urban	69	164	3.19	1.74	0.8	1.96	Accept
Rural	98						

Based on the details on the table, the table shows the null hypotheses which stated that There is no significant difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria. The z-calculated is 0.8 which is greater than the z-critical of 1.96 at 0.05 significant level and with the degree of

#### Test of hypotheses

**Hypotheses one:** There is no significant difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria.

freedom standing at 164, hence the null hypotheses is accepted.

**Hypothesis two:** There is no significant difference between the mean ratings of urban and rural principals on the challenges of funding secondary education in Rivers State Nigeria.

Table 5: mean score, standard deviation and z-test of the difference between the mean ratings of urban and rural principals on the challenges of funding secondary education in Rivers State Nigeria.

Variables	N	Df	Mean	Sd	Z-cal.	Z-crit.	Decision
Urban	69	164	3.11	1.76	0.27	1.96	Accept
Rural	98						

Table shows the null hypotheses stating that there is no significant difference between the mean ratings of urban and rural principals on the challenges of funding secondary education in Rivers State Nigeria. The z-calculated of 0.27 is less than the z-critical of 1.96 and therefore the null hypothesis is accepted.

#### V. DISCUSSION OF FINDINGS

The study revealed that the source of funding secondary school education includes: external aid, school fees, levies, school fund raising ceremonies, and allied school business. Based on the findings, the external aid is accepted to be one of the major sources of education funding. The external aids are given to countries and some philanthropist who are willing fund education by supporting the country to fund their education, the study is also in accordance with the view of Mngoma (2001). Most times, the countries giving out the grant will monitor the grant implementation; this is in line with the view of Afangideh (2009). The study also revealed that the respondents accepted that school fees are one of the

strategies of funding education. Evidently, most school including the public school may charge tuitions from student to fund certain school activities, in fact Obasi & Asodike (2007) are of the opinion that experience has shown that it is a prevalent attitude of school administrators. More so, the study revealed that levies are one of the secondary education funding strategies. Levies are also taken in the school to also fund some special programmes from the students or parents. The study from the mean score table also revealed that to fund secondary education, the school organizes fund raising ceremonies and this is also in line with the suggestion of Obasi & Asodike (2007). Finally the study revealed that another ways of funding the school is done when the school establishes allied school business to generate fund for the school.

The study also shows that the challenges of funding secondary education includes inaccurate statistics, political instability, dependency on dual source, lack of stable policy, and population explosion. Based on the study, the respondents accepted that inaccurate statistics poses a challenge to

educational funding as also supported by Omotade (2004) and Olawepo (2001) that in mapping out an effective funding strategies, it must be done with accurate statistics. Also political instability is accepted to be another challenge to funding secondary education, McGinn (1996). This fact may be evident with the continuous incidence of political instability coupled with changes in government which is also in conformity with the opinion of Akindele (1987). The study also showed that one of the challenges facing funding is dependency on dual source of income. There also a strong backing on this point which is based on the researchers experience and the findings of EIU Business News Letter (1996). This is evident when public school that solely depends on the government for funding schools and no other options are sourced for. Lack of stable policy is one of the challenges accepted as public secondary school funding challenges by respondent to, and this may be due to changes in policy by successive government. Finally, it was accepted by respondents that population explosion is one of the challenges of funding secondary education. This is also evident on the high enrollment level in the school without a commensurate increase in expansion of facilities. This finding is true and also have strong backings by the opinion of Umar, (2001), Easton & Notsinger (2000).

The z-test also revealed that there is no there is significant difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria. And also, that there is no significant difference between the mean ratings of urban and rural principals on the challenges of funding secondary education in Rivers State Nigeria.

## VI. CONCLUSION

This paper justifies the need for proper funding of the educational sector. Today, there is no sector in the economy that can function without funding. The educational sector is not in exception as it functions completely with some level of funding allocated to it. Though, the study has identified some of the strategies that can be adopted to ensure secondary school funding. However, funding the educational system is faced with arrays of problems that pose challenges to funding secondary school. The study submits that the evaluations of funding strategies is necessary for effective and efficient school funding in order to achieve secondary educational goals achievement.

## VII. RECOMMENDATIONS

Based on the conclusion, the following recommendations are hereby made;

- Educational policy formulators and planners should recognize the identified funding strategies of this study and use them in formulating educational policies and educational programme planning.

- Educational financiers, ranging from external to internal sources of fund particularly those fund raised in school which can be in form allied school business should be used with a view of harnessing them to curb challenges arising from school funding.

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