



**AN EVALUATION OF PRINCIPALS' PERCEPTION OF THE ALTERNATIVE
SOURCES OF FINANCING SECONDARY SCHOOL EDUCATION SYSTEM:
IMPLICATION FOR EFFECTIVE SCHOOL MANAGEMENT IN CALABAR
METROPOLIS, CROSS RIVER STATE, NIGERIA**

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Abstract

Globally and specifically in Nigeria, the issue of educational financing has always been the concern of every stakeholder at all levels of education. Consequently, this study was conducted to evaluate principals' perception of the alternative sources of financing public secondary education in Calabar Metropolis of Cross River State, Nigeria. A descriptive survey research design was adopted for the study. Two research questions were formulated to guide this study. The population of the study comprised all the principals and vice principals, making a total of seventy-two principals in the study area. It was a census study since all the principals in the study area were used as respondents. A questionnaire was used as the instrument for this study. All the data collected were analyzed using frequency counts and percentages. From the result of the analysis, Parents Teachers Association (PTA), tuition fees and alumni association are common alternative sources of financing secondary education in the study area. However, Non-Governmental Organizations (NGOs), donation from philanthropists among others, were not perceived as the commons alternative sources of financing secondary school education in the study area. It was also discovered that, principals perceived opportunity for action, cooperation of members of the community like philanthropists and supports of the Non-Governmental Organizations (NGOs) as what are needed to improve the alternative sources of financing secondary education. Arising from the result, it was recommended that, community members, old students association, PTA, NGOs should put more effort and should not relent in ensuring that there is improvement in their voluntary responsibility of financing education.

Keywords: Education, Financing, Alternative Sources, Management, Secondary School.

Introduction

Finance remains the lifeblood and crucial resource in all educational institutions (Ekpoh & Asuquo, 2021). Corroborating this, Abdullahi and Abdulkareem (2017) opined that finance plays a vital role in educational development due to the fact that its availability as well as efficient and effective management will determine the quality of educational programs for sustainable national

development. This means that, there will be no significant improvement, effectiveness, efficiency and achievement of expected national education goals where adequate finance is not obtainable. Educational financing has to do with money that is made available for individual, a department, school or Ministry particularly for the purpose of funding recurrent and capital projects in education as well as the way in which the



money is managed in educational sector (Manga, 2015). It is the process of generating funds, settling debts, providing, raising and allocating the necessary funds to improve, sustain, maintain, re-organize, expand and restructure educational programmes or part(s) of it. Financing also entails utilization of available funds at the disposal of educational stakeholders for the purpose of achieving the pre-determined goals of educational programmes in an effective and efficient manner (Ekpoh & Asuquo, 2021). It also involves all the activities directed towards the process of sourcing, allocating and managing public school funds in providing educational service for the attainment of educational objectives (Abdullahi & Abdulkareem, 2017). In this context, educational financing is viewed as the process of generating, allocating, utilizing accounting for available financial resources. The essence is to ensure that sustainable development, good quality education for all the beneficiaries of educational services at all levels.

Education need to be effectively and efficiently financed because it a global common good that has both direct and indirect benefit for all and sundries globally. The National Policy of Education (FRN, 2008) stated that "Financing education is a joint responsibility of Federal, State, Local Governments and the private sector." There is no doubt that, educational financing aims at strengthening the quality of education system through effective and lifelong teaching and learning. Following the significant role that education plays in nation building (Ekpoh & Asuquo, 2021), the United Nation Educational, Scientific and Cultural Organization (UNESCO) specified that, each member country has to allocate at least twenty-six percent (26%) of her annual budget to education sector (Giami & Nwokamma, 2016). However, financing of education in Nigeria is generally challenging. This is obvious looking at the annual budgetary allocation to educational sector over the years. For instance, from 2009 to 2018, the budgetary allocation to educational sector in Nigeria has been as follows: 7.25% in 2009, 4.83% in 2010, 6.16% in 2011, 8.20% in 2012, 8.55% in 2013, 9.94% in 2014, 7.74% in 2015, 6.10% in

2016, 7.38% in 2017 and 7.03% in 2018 (Ekpoh & Asuquo, 2020). In 2019 to 2021 the allocation was as follows; 7.02% in 2019, 6.7% in 2020 and 5.6% in 2021 (Ekpoh & Asuquo, 2021). Again, Ajobaju (2022) noted that Nigeria's budgetary allocation to education sector was 5.39%.

From the foregoing, it becomes evidence that financing education by the Nigeria's government(s) is not adequate. For the fact that the Federal government of Nigeria does not allocate adequate fund to educational sector in Nigeria, it therefore implies that school administrators or principals must look for alternative sources of financing to augment government inadequate budgetary allocation to educational sector. The reason is to ensure that every school programme at the secondary school level is effectively and efficiently funded to achieve the objectives of the school (Raji et al, 2016). Besides the school principals devising means of financing education, the National Policy of Education (FRN, 2008) stated that, the Nigeria's government encourages the participation of local communities, individuals and organizations in the financing of education in Nigeria.

Scholars have identified donation, local fund raising, school farming, rentals, endowment, community involvement, Non-Governmental Organizations (NGOs) among other as alternative sources of financing education (Raji et al, 2016). Other sources include; Parents Teachers Association (PTA), school charges, school programmes and religious organizations as sources of financing education (Ekpoh & Asuquo, 2021). The author stress that is a financial incentive service which in addition to government's lean allocation requires alternative and adequate financial provision for successful implementation of educational programmes. A question arises as to whether the alternative sources of financing education are actually in vogue or not. It is on this premise that the current study tends to investigate principals' perception of the alternative sources of financing secondary education system with implication for effective school management.

Empirically, scholars have conducted studies with respect to educational funding.



For instance, Abdullahi and Abdulkareem (2017) in a study on strategies for financing universal basic education for sustainable national development in Nigeria, discovered no significant difference between the mean scores of head masters and principals on commercial based income as well, as agricultural based income as strategies for sustainable national development in North-Central Zone, Nigeria. The study recommended that both the head masters and principals should continue to put efforts to maintain commercial-based income from in terms of agricultural-based income for sustainable national development in the Nigerian educational system. Although, the study by Abdullahi and Abdulkareem focused on strategies for financing universal basic education for sustainable national development in Nigeria, the study could not address financing implication for effective school management. Hence, the current study was necessitated to fill this gap.

In another study, Uwaleke et al (2021) examined the financial management practices of principals and implementation of education laws of secondary schools in Nasarawa State. The result of the study indicated that the use of education law has a significant impact on principals' procurement of fund in secondary schools in Nasarawa State. It was also found that, the use of education law had influence on principals' utilization of funds for national cohesion. Another finding was that, education law had significant impact on principals' financial record keeping practices in secondary schools in Nasarawa State. By implication, fund procurement and utilization as well as financial record keeping by the school principal seem to depend on educational law which gives the limit to alternative sources of funding secondary school by the principals. No doubt, the study by Uwaleke et al is quite related to the current study as it addressed financial management practices by principals in the secondary school system. However, it the study did not address funding implication for effective school management, hence, the need for the current study to fill the identified gap.

Conceptual Framework

This paper is anchored on the human capital theory to explain the important of financing education. Historically in 1960's, social scientists were interested in focusing on studies that are related to economic value of investment in education (Egwu, 2016). The assumption of human capital theory is that, investment in education increases workers' productivity by way of facilitating increased skills and knowledge of the workers (teachers) in the midst of available technology. The knowledge, skills and ability acquired from investment in education are the important economic resources for societal growth and development.

Funding education to facilitate manpower requirement approach is based on the awareness that adequate and skilled manpower in educational system is crucial for technological, socio-cultural, scientific, political, entrepreneurial and general economic growth and development (Ekpoh & Asuquo, 2023). Human capital theory advocates for private support from parents, students and other stakeholders in educational system because education demands both public and private investment (Bolatito et al, 2016). Bolatito et al further opined that investment in education is inevitable to sustain secondary education and increase economic growth rate. The implication of human capital theory to this work is that devising alternative sources of funding secondary school education is prerequisite for effective school management as it may facilitate capital development for economic growth and development.

Statement of the Problem

To achieve educational objectives at all levels, finance seems to be the prerequisite resource because it is finance that every educational programme depends on. It is common knowledge that acquisition and utilization of human and material resources for management effectiveness depend to a large extent on the finance. The problems of financing education in Nigeria include; poor funding by the government with evidence in poor in the lean annual budgetary allocation to education sector. The problems also manifest in mismanagement of available fund, poor accountability and embezzlement of available fund among other problems which may result



in ineffective management of educational institutions for goals attainment.

Although alternative sources of financing secondary education for management effectiveness abound, it has been observed in the area of study that, inadequate financing of education has resulted in incident of inadequate facilities for effective teaching and learning, poor staff development programmes, poor institutional corporate image, students career underdevelopment, poor motivation of teachers resulting in their attrition tendency and above all, poor teaching and learning. The current study was therefore designed to evaluate principals' perception with respect to alternative sources of financing secondary school education with implication for management effectiveness in Calabar Metropolis in Cross River State, Nigeria.

Purpose of the Study

The main purpose of this study was to evaluate principals' perception of the alternative sources of financing secondary school education with implication for effective school management. Specifically, this study evaluated:

1. the perception of principals on the common alternative sources of financing secondary education; and
2. the perception of principals on the requirement for financing secondary

education through the identified alternative sources.

Research Questions

1. What is the perception of principals on the common alternative sources of financing secondary education?
2. What is the perception of principals on principals of the requirement for financing secondary education through the identified alternative sources?

Methodology

This study adopted a descriptive survey research design. The researchers considered this design appropriate to be adopted in this study because it involves the collection of data that will provide a description of individuals, groups and situation. A descriptive survey research design is also suited to be adopted in this study because it is concerned with conditions, practices, and processes that are going on (Asim, Idaka and Eni, 2017). By implication, the issue of alternative ways of financing secondary education is a practice or process that is going on in the school. The population of this study comprised all the principals of public secondary schools in Calabar Metropolis of Cross River State, Nigeria. Since the population of the study was manageable, the researcher adopted census approach in the study.

Distribution of the study participants in Calabar Metropolis

S/N	Local Government Areas in Calabar in Calabar Metropolis	Number of principals
1.	Calabar Municipality	48
2.	Calabar South	24
	Total	72

A self-questionnaire was used as instrument for data collection. The instrument was entitled "Evaluation of Principals' Perception of the Alternative Sources of Financing Secondary Education System Questionnaire (EPPASFSSSQ)." In addition to the introductory part, the instrument had two sections (A and B) with the number of their respective items. Section A measured the perception of principals of the common alternative sources of financing secondary education while, Section B measured the perception of principals of the requirement for financing secondary education.

The instrument was validated by 2 experts from Measurement and Evaluation to ensure that the items on the instrument were structured to measure the variables they were intended to measure. The instrument had response items such as Common (C), Not Common (NC) and Not Common At All (NCA) for section A. Section B was designed with such items as Strongly Agree (A), Agree (A), Disagree (D) and Strongly Disagree (SD). All SA and A responses were considered as A. On the other hand, all the D and SD responses were put together and treated as D. Copies of the instrument were administered directly to the respondents by the researchers. The researchers were able to retrieve



all the copies of the questionnaire indicating 100% rate of return devoid of attrition. Frequency counts and percentages were used for data analysis.

Results

Research Question One: What are the perceptions of principals of the common alternative sources of financing secondary education?

Perception of principals of the common alternative of financing sources secondary education

S/N	Items	C	NC	NCA
1.	Education Tax Fund	8(11.1%)	62(86.1%)	2(2.8%)
2.	Alumni Association	68(94.4%)	4(5.6%)	-
3.	Tuition fees	72(100%)	-	-
4.	Parents Teachers Association (PTA)	72 (100%)	-	-
5.	Non-Government Organizations (NGOs)	-	68(94.4%)	4(5.6%)
6.	Donation from philanthropists	15(20.8%)	57(72.2%)	-
7.	Sales of agricultural produce from school farm	5(7%)	60(83.3%)	7(9.7%)
8.	Community efforts	20(27.8 %)	40(55.6%)	12(16.6%)

The result of the analysis of the research question 1 indicates that tuition fees, PTA and alumni associations are the common alternative sources of financing secondary education. However, Education Tax Fund, Non-Government Organizations (NGOs), Donation from philanthropists, Sales of agricultural produce from school farm and Community efforts were perceived by the school principals as not common alternative sources of financing secondary education in Calabar Metropolis of Cross River State

Research question Two: What are the perceptions of principals of what are needed to improve alternative sources for financing secondary education?

Perception of principals of what are needed to improve alternative sources for financing secondary education.

S/N	Items	A Response	D Response
1.	Opportunity for action	70 (97.2%)	2(2.8)
2.	Cooperation of members of the community	72(100%)	-
3.	Cooperation of school alumni association	72(100%)	-
4.	Supports of the Non-Governmental Organizations (NGOs)	68(94.4%)	4(5.6%)

From the analysis in Table 2, all the principals showed their agreement that, opportunity for action 70 (97.2%), cooperation of members of the community 72(100%), cooperation of school alumni associations 72(100%) and the support of NGOs 68(94.4%) were the needful to improve alternative sources for financing secondary education.

Discussion of Findings

Findings arising from research question 1 indicates that tuition fees 72(100%), Parents Teachers Association 72 (100%) and Alumni Association 68(94.4%) as perceived by the secondary school principals were the most common alternative sources of financing secondary education in the midst of inadequate funding of education by the

Nigeria's governments. This means that tuition fee charges, PTA's levies as well the activities of Alumni Association are regular alternatives financing secondary education system in the study area. These findings are in line with Nansubuga (2015) who study emphasized the importance of parents participation in Universal Secondary school Education in a study. . The result of Nansubuga's study indicated a relationship existed between parents' participation in universal secondary



school education and students' academic performance. This implies that the financial contribution of parents and provision of the necessary facilities may result in effective teaching and learning in school. The result of this finding is also in tandem with the finding of a study by Kiryowa (2022) that schools rely more on government for school funding. The result of the current study also supports the fact that PTAs whose membership is drawn from communities are more involved in school management (Ukaigwe & Igbozurike, 2018). The finding also corresponds with the result of a study by Banka & Bua (2015) that the activities of old students Associations are of paramount important in management of secondary schools.

Although other alternative sources like, Education Tax Fund, Alumni Association, Non-Government Organizations (NGOs), Donation from philanthropists, Sales of agric produce from school farm and Community efforts were perceived by the school principals as alternative sources of financing, they were however, not being rated as common and regular alternative sources of financing secondary education in Calabar Metropolis of Cross River State. This implies that apart from tuition fees, PTA's levies and supports of the alumni association other alternative sources as perceived by the principals are not being explored. The reason may be that secondary school principals may not have given the opportunity to explore funding from the identified areas of alternative funding. Again, the situation may be attributed to unfavorable and lack of enabling environment to effectively source for the alternatives for school financing.

The result arising from research question 2 indicates that, opportunity for action, cooperation of members of the community, cooperation of school alumni association and improved effort of the Non-Governmental Organizations (NGOs) are the needful for alternative sources of financing secondary education. The result implies that, approval by the government is important for the principals to explore alternative sources for school financing. Besides, the cooperation of community members is a prerequisite factor in

the business of educational financing (Samra, 2016, World Health Organization, 2020). The perception of school principals of the Non-Governmental Organizations (NGOs) as alternative source of financing secondary education is in line with (Yusof et al, 2022; Onyeukwu; 2022) who noted that the activities of NGOs are required as alternative sources of funding secondary education.

Implication for Effective School Management

Education as a social service at all levels requires adequate financing to facilitate successful implementation of its programmes. However, evidence abound in literature that over the years, the Nigeria's government annual budgetary allocation to educational sector has been discouraging (Ekpoh & Asuquo , 2020; Ajobaju, 2022). In this connection, the participation of community members, individuals and organizations as alternative sources of financing education are encouraged. These alternative sources of financing education become prerequisite for effective management of education. Adequate financing strengthen the skills and encourages school managers to promote effective school management.

Conclusion

The perception of principals on the alternative sources of financing secondary education indicated that tuition fee charges, PTA levies and activities of alumni are the most common alternative sources of financing education. While other sources like NGOs, donation from philanthropists, sales of agric produce from school farm and community efforts are not common in the system. Meaning that, much is needed to be done both by the government and the school managers to ensure that the alternative sources of educational are explored effectively to facilitate management effectiveness in the secondary school system.

Recommendations

Based on the findings, the following recommendations were made:



1. Parents should ensure that their wards tuition fees are paid regularly and promptly.
2. Community members, Alumni Associations and PTA should put more effort and should not relent in ensuring that there is improvement in their voluntary responsibility of financing education.
3. The Cross River State Government through the State Ministry of Education should give adequate approval and opportunity to secondary school principals to explore alternative sources of financing secondary education.

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