



## **EXTENT OF HOST COMMUNITY INVOLVEMENT IN FUND MOBILIZATION FOR EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN DELTA STATE**

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### **Abstract**

This study examined the extent of host community involvement in fund mobilization for effective administration of secondary schools in Delta State. Four research questions were raised to guide the study and a descriptive survey research design was adopted in the study. Population of this study comprised 13,760 staff involving 474 principals and 13,286 teachers from 474 public secondary schools within the 25 LGAs in Delta State. Sample size for the study constituted a total of 558 respondents which consisted of 133 principals and 425 teachers from 133 public secondary schools within 13 LGAs in Delta State selected at 50% and 5% respectively using the multistage sampling procedure involving the proportionate and purposive sampling techniques. A 35-item questionnaire personally constructed by the researchers, titled: "Host Community Involvement in Fund Mobilization for Effective Administration Questionnaire (HCIFMEAQ)" was used for data collection. Both validity and reliability of the research instrument was established in the study. Data collated were analyzed using mean statistics rated at 2.50 and standard deviation statistics for answering the research questions. Findings of the study revealed among others that, host community involvement in fund mobilization for effective administration of secondary schools in Delta State was to a low extent. That is, host community involvement in fund mobilization in areas of effective instructional leadership administration, school plant (facilities) administration, teacher administration and student administration in secondary schools in Delta State were all to a low extent. From the findings of this study, recommendations were proffered and among them included that, the Delta State Government together with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes that will strengthen ties between schools and their immediate host communities for their active involvement and contributions in fund mobilization for effective instructional leadership administration in secondary schools.

**Key words:** Host, Community, Involvement, Funding, Mobilization, Effective, Administration, Secondary schools

### **Introduction**

Education funding and financing have been seen in several studies and literature to make significant impact in the general school

administration. Funding, according to Nwafor, Uchendu and Akani (2015), is considered all over the world as the life wire that propels the educational sector towards achieving her



objectives. The level of success recorded by the educational sector has been closely linked with the availability of sufficient funding and fund mobilization. Funding has been described as a system of apportioning available capital belonging to an organization for meeting a need. Funding refers to a form of financial support that is given for the achievement of a project (Nwafor, Uchendu & Akani, 2015). Okenwa (2013) defined funding as the act of providing resources, usually in form of money (financially), or other values such as effort, time, (sweat equity), for a project, a person, a business or any other private or public institutions. According to the Online Business Dictionary cited in Nwafor, Uchendu and Akani (2015), funding is the provision of financial resources in order to meet a need, project or programme. Money needed to run a project or programme in the school may be raised from within or outside the school. When funds are mobilized for the school, they are usually disbursed based on the needs of the school. The process of making the acquired funds available to the units that require them either in the short or long run is referred to as fund mobilization. Fund mobilization, also entails when a business, institution or formal organization like the school organization secures new or additional resources (finances) to meet their needs. This process can also include strategies that maximize the efficiency of existing resources. In some cases, organizations may take count of what's currently available and develop a plan to use those resources as efficiently as possible. If necessary, the institution can acquire new or enhanced resources to supplement any existing options. Especially in times of great business or institutional need or demand, it can be important to understand what an organization or institution has and needs to successfully cover expenses and maintain standard quality (Indeed Editorial Team, 2023).

Fund mobilization is actually a process of raising different types of support for

the school organization. As said above, it can include both cash and in-kind support through supports for building projects, grants, scholarships, etc. Additionally, fund mobilization is an activity of an enterprise or institution to raise more capital for its business, organization or institution. By increasing the institution's capital from other sources, such institution or enterprise would have been doing the fund mobilization itself. However, the importance of fund mobilization includes that it aids effective school administration in the sense that it allows and assist schools to continue service for customers/clients, maintains sustainability, leads to product and service improvement, and helps a school expand. It equally enables schools to acquire certain resources needed in the school environment (Indeed Editorial Team, 2023).

Among these resources needed for the effective administration of the educational sector, funding and its adequate mobilization has been identified as an indispensable instrument. This is because the mobilization of sufficient funding serves as the life-wire for the management and administration of most sectors of the economy including the educational sector. It is based on this fact that UNESCO recommended that 26% of the annual budget of any nation should be set aside for the administration and management of the educational sector (Odia & Omofonmwan in Nwafor, Uchendu & Akani, 2015). When funds are sufficiently mobilized in schools, this enable the school administrator to have general control of the school, its property and connected wings (like hostels, stores, farms, canteen, etc.) in his charge, to maintain discipline among staff and students, to organize, guide, stimulate and supervise the instructions, to prescribe approved text books, to take a regular part in the teaching work especially in classes and subjects in which his personal instructional leadership guidance is desirable as prescribed from time to time, to



arrange games, physical education and other co-curricular activities of the student to see that all registers are regularly and accurately maintained, and generally to promote the physical, intellectual and moral welfare of both students and teachers under his charge.

From all the foregoing, showcases that funding including fund mobilization is a prerequisite for effective school administration. School administration as perceived in this study, is the process of planning, organizing, managing and supervising the activities of an educational institution through the use of human resources and educational materials to achieve the teaching function. It involves the management of all school operations, from creating a safe learning environment to managing the school budget. According to Mwelwa and Sohawon (2022), administration can be viewed as the universal process of organizing people and resources effectively in order to direct activities towards achieving predetermined goals and objectives. Kakanda (2013) puts it that, administration, is about the implementation of policies which are put in place by those in management. Wang (2010) defined administration as involving the various activities which help the subordinates to work towards realizing the organizational goals. One underlying factor which underpins the above definitions is that, administration, is concerned with the functions and responsibilities essential to the achievement of established goals through associated efforts. It is a formalized system which is premised on established authority meant to plan, control and make decisions about various activities of an organization. Administration is also about directing, guiding, coordinating and inspiring the associated efforts of individual members so that the purposes for which the organization has been established may be accomplished in the most effective and efficient manner possible (Mwelwa & Sohawon, 2022).

Administration occurs virtually in every formal institution which includes the school where teaching and learning activities including other administrative (official) activities take place. Thus, application of the principles and practices of administration into the school system to achieve educational goals and objectives can be termed as school administration. For Breis (2019), school administration entails the ability to coordinate and control school affairs in order to achieve educational goals and objectives. School administration, provides the physical and material conditions for education, such as building, equipment and the like. These are part of the education setting or the teaching-learning situation. Administration further directs and orders execution of activities and functions in school. Effective school administration provides the educational setting or the teaching-learning situation. It creates favourable conditions for the educational processes and their maintenance at an effective level (Breis, 2019). The purpose of effective administration in school as further indicated by Breis is to organize and operate the educational institution, so that instruction may take place. Its functions include: planning school programmes and activities, directing school work, formulating and executing educational policies, overseeing teachers and support staff, coordinating administrative and supervisory activities, providing the necessary instructional leadership, disciplining students, implementing curriculum standards, creating class schedules, setting rules and security procedures, monitoring student achievement data, handling the school budget, communicating with parents as needed.

However, the functions of effective school administration according to Breis (2019), will include: planning, organizing, directing, coordinating, supervising, evaluating, providing leadership, recording and reporting, and promoting close-community relationship. Planning involves



the activity of devising and selecting courses of action directed toward the achievement of educational goal and objectives. It has to do with deciding in advance what is to be done or course of action for the future. Organizing in administration is the activity of arranging and structuring relationships in such a way that unified efforts are made in achieving the goals and objectives of education. It defines roles, responsibilities and arranges and coordinates the resources needed to successfully carry out plans or to unify efforts in order to get things done in the school. Directing involves leading people in a manner that achieves the goals of the organization. This equally involves proper allocation of resources and providing an effective support system. It includes a myriad of tasks carried out daily by a school administrator. Coordination can be achieved through effective communication and good leadership (Breis, 2019). This function may be described as the activity of bringing people, materials, ideas, and techniques, and purposes of productive relationships. It is the function of administration to coordinate all activities of the school to make them contribute to the realization of the school's aims and objectives, including supervision of school activities.

Supervising determines whether or not the conditions existing will make the attainment of educational aims possible. This function may be defined as studying and improving teaching-learning situations. The fundamental function of supervision is to provide conditions essential to good teaching and learning and to improve them. Evaluating simply determining how well educational purposes have been achieved. It includes school survey and teacher rating. School programmes and conditions are constantly evaluated through school survey and leadership (Breis, 2019).

In providing leadership, an administrator of any school should be a professional leader of the teaching staff,

working scientifically, conscientiously, and democratically. An efficient administrator, thus, exercises the necessary authority and definite responsibility in order to ensure educational leadership. Recording and reporting involves keeping superiors and important school stakeholders informed about the progress and problems and problems of work. Recording and reporting are administrative functions to ensure results with a maximum delegation of authority. School records should be kept for comparison and evaluation purposes. Annual reports and school publicity helps the public to understand what the schools can do and are doing. In prompting close-community relationship, the school must work closely with the host or immediate community to effectively achieve its goals and objectives. The key to such close relationship is the cooperative working together of school and community on common problems and projects (Breis, 2019).

Therefore, for effective school administration that will make positive impacts in secondary schools in Delta State, there is the need for funding through adequate fund mobilization. Sequel to this, public secondary schools used in this study refer to all the secondary schools that are owned, financed and managed by the Delta State government. Besides, secondary schools have been established in the Nigerian education system to prepare the youths and students for higher education. According to the Federal Republic of Nigeria (FRN, 2014), secondary schools offer education which prepares students for employment generation and wealth creation. Secondary education inculcates such entrepreneurial skills which assists students in the world of work. Hence, the key responsibilities, goals and objectives of secondary education have been revealed under section 3 of the National Policy on Education (NPE) by the Federal Republic of Nigeria (FRN, 2014, p.17); and must be supported and achieved through adequate funding and fund





mobilization. Notwithstanding, funding of education generally in Nigeria and Delta State in particular have always generated a lot of controversies. These controversies are anchored on the premise that education is poorly funded, likewise, funds are not adequately mobilized through sufficient alternative sources, which has become one of the major problem and obstacle facing effective school administration (Nwafor, Uchendu & Akani, 2015).

For effective school administration together with an improved school-based performance, Nwangwu cited in Okenwa (2013) noted that funds are continuously needed for building new classrooms, rehabilitating existing facilities to prevent further depreciation, providing basic furniture as well as instructional materials, aids and packages, providing libraries for schools, improving teacher salaries and paying these salaries regularly in order to motivate staff and training and retraining teachers to enable them acquire new skills necessary for utilizing instructional materials and packages, among many others. Odo cited in Okenwa (2013) was of the view that government alone appears unable to meet the financial demands of schools which make the involvement of community in school funding imperative and very crucial, especially, in the face of increasing cost of education and aggravated by apparently uncontrollable inflationary trend.

Describing the financial problems facing Nigeria educational enterprise, Okenwa pointed that education in Nigeria is in serious financial crisis which threaten its collapse. In the same vein, Okeke in Okenwa (2013) advocated that all problems facing our educational system boil down to a crucial factor - inadequate funding and fund mobilization from other alternative sources like the private sector and schools' host communities. Severally, the private sector, communities and industrialists could help by contributing either in 'cash or kind' (that is,

through mobilization of materials resources, erection of school buildings, classrooms, provision of equipment likewise other basic amenities and supporting school projects, etc). The funding of projects can be carried out through donation of money, equipment in laboratories and workshops, erection of building or any other forms of useful materials in the secondary schools (Okenwa, 2013). In all, the host community involvement in effective school administration is one important source for school fund mobilization.

The community can be seen as a group of people with similar identity and ideas, living together in a geographical location or environment, and pulls their efforts together to achieve common goal. In the same vein, Njoka cited in Okenwa (2013) described a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. Some of the agencies within the communities through which effective and efficient school-community relationship/partnership are maintained, include: Parents Teacher Association (PTA), School Based Management Committee (SBMC), social clubs, old student's Association, Board of Governors and Women Association. For the above explanations, the host community is known as the immediate environment or community where a school is actually located. Ezugoh (2012), Ezugoh and Adesina (2020), and Nwangwu in Okenwa (2013) observed that a school does not exist in isolation. It exists in social setting, in other words, it is an integral part of the community in which it is situated. This therefore means that, the host community, as well as, the general public in one way or the other owns and supports the school. As a result of this support, these people deserve to be informed on regular basis on the progress and activities of the school.

Both the schools and their host community can administratively work together



to have tremendous influence on the character and behaviour of the youths. The school is on one hand, is an agent of socialization after the home, and thus, the school exists for the community and the community exists and acts as clients to the school. This is because without the community, there would not be the school. Both schools and their immediate host communities need to understand and appreciate the need for their mutual co-existence. There is, therefore, absolute need to create opportunity and forum where views on school policies programmes, activities are discussed with important stakeholders and members of the host community; hence, through effective school administration this can be made actually possible.

Through effective relationship and communication, stakeholders of the host community can be involved in fund mobilization for effective school administration. They can be involved in teachers' payment, training and capacity building, provision of school infrastructure, classrooms and buildings, procurement of instructional materials and other teaching aids, maintenance of school facilities, supervision of instructional activities, among others. The need for community involvement in school administration has been made obvious by the Federal Republic of Nigeria (FRN, 2014) likewise, in previous literature by Igbo cited in Nwangwu (2007), where she stated that; many stakeholders in education are now interested in the affairs of the school. They want to know how the naira they have paid for their children or wards is spent.

Apart from this, they want to be involved in school activities; they want to know what the school is doing, why it is doing it and where it is doing it. This explains why school administrators must not only establish school-community relations but also reinforce it from time to time. Thus, there are a lot of problems and issues in the school, that the host community could help the school

administrators to resolve for effective school administration; and sufficient fund mobilization is one of them. The Federal Republic of Nigeria (FRN, 2014) in the NPE indicated that, as part of the constitutional provisions and legislative support for the three tiers of government (Federal, State and Local), all other stakeholders are to participate in the delivery of education at all levels. As such the communities, Civil Society Organizations (CSOs), Non-Governmental Organizations (NGOs), International Development Partners (IDPs) and private individuals are very active in the education sector to support effective school administration. Thus, the government welcomes active participation and involvement of voluntary agencies, communities and private individuals in the management of secondary education provided that the set standards are met. Likewise, close participation and involvement of the host communities in the administration and management their schools have been mapped out as one of the cardinal principles for administrative machinery for the national education system (p.22 & 62). Furthermore, the financing of education is a joint responsibility of the Federal, State/FCT and Local Governments and the private sector. In this connection, government welcomes and encourages the participation of local communities, individuals and organizations (p.70).

The above statements showcase government approval in fund mobilization for effective school administration. However, all the aforementioned can only be made possible, when the school administrator create opportunities where the host community is actively involved in school administration in areas of: instructional leadership practices, curriculum and instruction administration, educational facilities and school plant administration, students and teacher administration. In the present study, host community involvement in effective school



administration has been investigated from school administrator's functions or roles such as in the areas of: instructional leadership administration, school plant and infrastructure administration, teacher administration and student administration. Instructional leadership administration as observed by Le Fevre (2021) involves leadership practice that supports effective teaching and learning and provides guidance and direction for instructional improvement.

Areas of effective school administration which informs administrator's or principal's instructional leadership includes: a strong focus on learning, developing teaching and learning objectives, holding high expectations of students, focusing on implementing technology, creating and supporting student learning goals, preparation and setting of budgets, monitoring learner progress through constant supervision, protecting instructional time, coordinating curriculum, interaction with parents, providing instructional support, and supporting teacher learning. The critical functions of instructional leadership are the supervision and evaluation of the instructional programme and the work that principals and teachers engage in to ensure lessons are tied to school goals. Instructional leadership administration when compared to successful leadership involve setting a direction, developing people, and designing the organization, which provides significant contributions to student learning. Instructional leadership therefore, reveal that principals have influence on teaching quality and student learning with the help of school plant and infrastructure administration (Leithwood, 2010; Raelin, 2016).

The school plant and infrastructure administration ensures that school buildings and grounds, equipment, materials, technical and other service systems, facilitate and support the provision of education by a school. The responsibility for managing the school plant rests with the school principal. It

includes components such as the planning, management, monitoring and maintenance of school facilities like the school building, classrooms, equipment, teaching aids, furniture, space, sport facilities, vehicles, among others, for attainment of education goals and objectives (Blue Print Newspaper, 2019). Teacher administration involves overall administrative function of staffing such components as monitoring of teachers, building their capacity through constant training, retraining and learning, supervising teachers' classroom activities and motivating teachers through adequate remunerations, salary/pay, good welfare packages, incentives, promotion, among others. According to the Indeed Editorial Team (2023b), monitoring, evaluating and supervising the teacher's performance to determine they meet the student's criteria and use the right method to impart education.

Through staff supervision, educational administrators ensure classroom organization, attendance and discipline among students. Student administration finally, focuses on planning, coordinating and monitoring students' curricular and extra-curricular activities in schools for their attainment of academic successes. It also involves students' candidacy and enrolment based on their documentation. Often, educational administration helps in planning the assessment that measures the success and growth of students. It helps them understand and improve the assessment score and determines what students are learning. They also monitor the student's classroom and ensure students learn in a healthy environment through the establishment of effective guidance and counselling services (Indeed Editorial Team, 2023b).

Several empirical and past studies have been conducted in areas of either funding, community participation or school administration. Some of these studies have also been involved in two areas such as



funding and school administration or funding and community participation. They all have their focus which is quite different from the present study. Most of these past studies which includes those of Ataine and Nkedishu (2017), Ezema, Okenyi and Ugwuanyi (2021), Ezugoh (2012), Okenwa (2013), Nwafor, Uchendu and Akani (2015), among others, have their own mix, findings and differences, which have necessitated the present study. Adeyemi (2011) discovered in a study that government funding of education in Nigeria was too poor. However, Adeyemi linked the underfunding of education in Nigeria to the rapid expansion of education in the country and that other sources of funding such as external funding on education was also inadequate. Empirical studies have revealed the status of funding and fund mobilization of education in Nigeria. In a study that investigated the level and sources of funding education in Nigeria, Nwachukwu (2016) discovered that all levels of Nigerian governments underfund education and that the worst struck is the primary level of education that regular contributions by parents, large companies and monetary support from international bodies is too merger to compliment the huge lack. Furthermore, Ejeh, Okenjeom, Chizi-Woko and Agbo, (2016) indicated that community participation is inevitable and that communities participate in funding secondary education in Nigeria, nevertheless, was important, although, it extent was uncertain. Eje et al was silence on the extent of community participation in fund mobilization for effective administration of primary education. In a similar study, Kwashabawa and Oduwaiye (2016) indicated that there was a high level of community participation in financing infrastructural development in Basic Schools in North-West, Nigeria. But quickly pointed out that labour and material supply were the areas of community contribution in financing of infrastructural projects.

Further empirical evidence by Loeurt (2019) indicated that community participation in primary education was more in provision of resource materials than funding, that is, provision of money. In a related study, Amoo (2019) revealed that in addition to federal, state and local governments' funding of basic education in Nigeria, community members and non-governmental organizations assist the government in funding basic education. According to Amoo, there are no available data to quantify the extent of community participation in funding basic education in Nigeria. Furthermore, Chinenye, Nnorom and Igwe (2020) pointed out in a study that there was a well-orchestrated strategy for community involvement in funding secondary schools in Nigeria while no attention is being directed to basic education in terms of community assistance through funding. Unfortunately, there seems to be little or no studies on the extent of community involvement in fund mobilization in Delta State, Nigeria. These past studies have broadly shared their similarities and differences with the present study in the aspects of their contents, location and methodology; and this have warranted the present study.

Given the importance of host communities involvement in fund mobilization, yet many school administrators (principals) including those in Delta State, show so much reluctance, indifference and apathy in active involvement of their immediate communities in general school administration. This have negative consequences on the schools which can be evident through poor school development in areas of dilapidated buildings, shortage of instructional resources and classrooms in schools, inadequate support for teacher capacity building and scholarship, teachers and students' indiscipline, corruption in schools, inadequate support for students' academic progress and learning, among others. Researchers' personal experiences and





observations have shown that these ugly situations which are commonly found within secondary schools in Delta State have been necessitated by poor mobilization of funds especially from their immediate host communities. All this points to the fact that the Delta State government can no longer bear the burden of funding secondary schools alone as the host communities are expected to be actively involved in effective administration of secondary schools through adequate fund mobilization. But what still remains uncertain is the extent of these host communities' involvement in fund mobilization for effective administration of secondary schools. This has equally informed the present study; likewise motivated the researchers to investigate and examine the extent of host community involvement in fund mobilization for effective administration of secondary schools in Delta State; looking at some of the key important areas of school administration.

### **Statement of the Problem**

The school can never be in isolation of itself. The school needs financial support and other encouragements from its host community not only to survive but become more functional and effective in administration. Host communities however, are important stakeholders of their schools especially when it comes to adequate fund mobilization for sustainability. This is so because, the community is made up of various groups and members of the civil society which includes private individuals, PTA, businessmen and women, philanthropist, religious groups, NGOs, among others, who can actively team up to contribute towards the development of the schools within their locality. But common observations in many secondary schools in Delta State have shown that many schools (both urban and rural schools) are underdeveloped and lack sufficient facilities that will promote effective teaching and learning. Many of these secondary schools are challenged by

inadequate school infrastructure and instructional materials, shortage of teachers coupled with teacher inefficiency and low competence, poor staff development, among others, which have negative consequences on effective school administration. These ugly situations found within the secondary schools had raised a question about the extent of host community involvement in sufficient funding and fund mobilization (whether in cash or kind) for effective administration.

If the host communities were to have been actively and fully involved in fund mobilization, things would have been different in the schools. This would showcase in effective administration of the schools. Thus, the poor development and ugly state of many secondary schools in Delta State preventing quality education to triumph in schools together with effective school administration has created a gap which needs to be filled by this present study. Moreover, the extent of host community involvement in school fund mobilization for effective school administration is equally still uncertain. All these form the problem of the study, which focuses on the extent of host community involvement in fund mobilization for effective administration of secondary schools in Delta State.

### **Purpose of Study**

The aim of this study was to examine the extent of host community involvement in fund mobilization for effective administration of secondary schools in Delta State. Specific objectives of the study include:

1. Ascertain the extent of host community involvement in fund mobilization for effective instructional leadership administration in secondary schools in Delta State;
2. Find out the extent of host community involvement in fund mobilization for effective school plant (facilities) administration in secondary schools in Delta State;



3. Determine the extent of host community involvement in fund mobilization for effective teacher administration in secondary schools in Delta State; and
4. Ascertain the extent of host community involvement in fund mobilization for effective student administration in secondary schools in Delta State.

### **Research Questions**

The following research questions were raised to guide the study.

1. What is the extent host community involvement in fund mobilization for effective instructional leadership administration in secondary schools in Delta State?
2. What is the extent of host community involvement in fund mobilization for effective school plant (facilities) administration in secondary schools in Delta State?
3. What is the extent of host community involvement in fund mobilization for effective teacher administration in secondary schools in Delta State?
4. What is the extent of host community involvement in fund mobilization for effective student administration in secondary schools in Delta State?

### **Methodology**

The descriptive survey research design was employed in the study. This research design entailed using a research instrument (questionnaire) to collect data from a sample of principals and teachers within their large population in public secondary schools in Delta State. Information retrieved from the sample of principals and teachers were thereafter analyzed using a statistical tool in order to generate data and draw generalization given based on the findings. Population of this study comprised 13,760 participants involving 474 principals and 13,286 teachers from 474 public secondary schools within the 25 LGAs in Delta State. Sample size for the study constituted a total of 558 respondents which

consisted of 133 principals and 425 teachers from 133 public secondary schools within 13 LGAs in Delta State selected at 50% and 5% respectively using the multistage sampling procedure involving the proportionate random sampling and purposive sampling techniques. To draw the sample using the multi-stage sampling procedure, first, the proportionate random sampling was used to select 50% of 13 LGAs out of the 25 LGAs in Delta State. Second, the next step was to draw the principals, teachers and public secondary schools out of the 13 LGAs selected. Both the principals and secondary schools were drawn at 50% of their population. Then, third, 425 teachers were drawn from their population of 8495 within the 13 LGAs as sample using purposive sampling technique, representing 5% of the population. All the sample selected at 50% for the principals and 5% for teachers' population were appropriate to conduct the study as indicated by Nworgu (2015).

A 35-item questionnaire personally constructed by the researchers, titled: "Host Community Involvement in Fund Mobilization for Effective Administration Questionnaire (HCIFMEAQ)" was used for data collection. The questionnaire was structured on 4-point scale of Very High Extent (VHE) - 4 points, High Extent (HE) - 3 points, Low Extent (LE) - 2 points and Very Low Extent (VLE) -1 point in order to answer the research questions. The research instrument was validated by three experts from Faculty of Education, Delta State University, Abraka. The experts determined the face validity of the questionnaire by making some necessary corrections on a few items on the instrument based on double-barrel items, sentence construction, language clarity; and which were incorporated before the final print out and distribution of the questionnaire. A pilot-test was carried out in order to establish reliability of the questionnaire. This involved sampling 7 principals and 21 teachers from 7 public secondary schools in Edo State which were not



part of the study. After the pilot-test, scores obtained were collated and computed using Cronbach Alpha statistics which gave internal consistency reliability values of 0.73, 0.81, 0.77 and 0.85 for each of the four clusters respectively and were equally added up and divided to yield an overall r-value of 0.79, indicating that the questionnaire was reliable and trustworthy for collecting data.

Method of data analysis was through a personal contact and on-the-spot method with the respondents using the help of three (3) research assistants who were familiar with the public secondary schools and their area location in Delta State. These research assistants were given instructions on how to

collect the necessary information from the principals and teachers using the questionnaire. Distribution of the questionnaire to the respondents took a period of 7 working days. A total of 558 copies of the questionnaire were distributed to the principals and teachers and all of them were retrieved back at a 100% rate of return. Data collated were analyzed using mean statistics rated at 2.50 and standard deviation statistics for answering the research questions. The decision rule for taking decisions on the items on the questionnaire was, any item rated at 2.50 and above, was regarded as high extent. Any mean score that rated below 2.49 and below was regarded low extent.

## Results

**Research Question One:** What is the extent host community involvement in fund mobilization for effective instructional leadership administration in secondary schools in Delta State?

**Table 1: Mean and Standard Deviation Scores of Respondents on Extent of Host Community Involvement in Fund Mobilization for Effective Instructional Leadership Administration in Secondary Schools**

S/N	Please determine the extent of host community involvement in fund mobilization for effective instructional leadership administration in your school in the areas of:	Principals (133)			Teachers (425)		
		Mean	SD	Decision	Mean	SD	Decision
1.	providing adequate financial resources in order to employ good techniques for effective instructional supervision in school	1.88	0.78	Low Extent	2.14	0.94	Low Extent
2.	promoting conducive learning environment through initiation of effective health care including hygiene practices and programmes in school	1.83	0.51	Low Extent	2.02	0.51	Low Extent
3.	providing security in school using effective safety measures	1.95	0.52	Low Extent	2.11	0.52	Low Extent
4.	instilling discipline in school by creating effective rules and measures	2.18	0.42	Low Extent	2.18	0.42	Low Extent
5.	preparing including setting of the school budget at the beginning of every financial year	2.20	0.39	Low Extent	2.04	0.39	Low Extent
6.	coordinating the curriculum for instructional support in school	2.03	0.52	Low Extent	2.32	0.52	Low Extent
7.	involving in planning curricular activities for attainment of educational goals in school	1.98	0.47	Low Extent	2.37	0.47	Low Extent
8.	providing sufficient capital to support implementation of educational policy such as the school feeding programme	2.18	0.60	Low Extent	2.24	0.60	Low Extent
9.	enabling administrator provide records for appropriate documentation in school through adequate financial resources	2.00	0.78	Low Extent	2.00	0.78	Low Extent
<b>Grand Mean Score &amp; SD</b>		<b>2.03</b>	<b>0.89</b>	<b>Low Extent</b>	<b>2.18</b>	<b>0.89</b>	<b>Low Extent</b>

Result analysis from Table 1 indicated that all the items from 1 to 9 of respondents' responses (that is, principals and teachers) were all rated below 2.50 of the acceptable mean score to show that the extent of host community involvement in fund mobilization for effective instructional leadership



administration in the secondary schools was low. None of the items were rated above 2.50 of the acceptable mean score by the principals and teachers to show a high extent in their responses. Their grand mean and SD were 2.03 and 0.89 for the principals; 2.18 and 0.89 for the teachers, respectively, indicating closeness in both respondents' responses. However, the analysis indicated that the extent of host community involvement in fund mobilization for effective instructional leadership administration in secondary schools in Delta State was to a low extent.

**Research Question Two:** What is the extent of host community involvement in fund mobilization for effective school plant (facilities) administration in secondary schools in Delta State?

**Table 2: Mean and Standard Deviation Scores of Respondents on Extent of Host Community Involvement in Fund Mobilization for Effective School Plant (Facilities) Administration in Secondary Schools**

S/N	Please determine the extent of host community involvement in fund mobilization for effective school plant/facilities administration in your school in the areas of:	Principals (133)			Teachers (425)		
		Mean	SD	Decision	Mean	SD	Decision
10.	providing capital to support school project such as construction of extra classrooms to improve teaching-learning in school	1.83	0.89	Low Extent	2.28	1.07	Low Extent
11.	providing funds for the rehabilitation of physical plant infrastructure like laboratories, workshops, creative arts studio, in school	2.26	0.97	Low Extent	2.12	0.89	Low Extent
12.	providing sufficient capital for constant maintenance of school plant like administrative building, hostels	2.28	0.97	Low Extent	2.32	1.16	Low Extent
13.	providing essential amenities in school such as electricity, sanitary facilities, pipe borne water	1.94	1.00	Low Extent	2.17	0.96	Low Extent
14.	mobilizing adequate instructional aids such as technological tools like computers, etc to support instructional activities in school	2.02	1.09	Low Extent	2.15	0.98	Low Extent
15.	purchasing adequate printed materials like books, newspapers, other stationaries to improve teaching-learning in school	2.10	0.89	Low Extent	2.02	1.04	Low Extent
16.	procuring adequate equipment with tools to improve practicals in the laboratories and workshops in school	2.12	1.02	Low Extent	2.07	1.04	Low Extent
17.	providing sports facilities for attainment of educational goals/objectives in school	2.17	0.97	Low Extent	2.31	1.00	Low Extent
18.	providing vehicles to support administrative activities including academic trips in school	1.97	0.97	Low Extent	2.35	0.96	Low Extent
Grand Mean Score & SD		2.08	0.99	Low Extent	2.20	1.02	Low Extent

Result analysis from Table 2 indicated that all the items from 10 to 18 of both the principals and teachers' responses were all rated below 2.50 of the acceptable mean score to show that the extent of host community involvement in fund mobilization for effective school plant (facilities) administration in the secondary schools was low. None of the items were rated above 2.50 of the acceptable mean score by the principals and teachers to support a high extent in their responses. Their grand mean and SD were 2.08 and 0.99 for the principals; 2.20 and 1.02 for the teachers, respectively, indicating closeness in both respondents' responses. However, the analysis indicated that the extent of host community involvement in fund mobilization for effective school plant (facilities) administration in secondary schools in Delta State was to a low extent.

**Research Question Three:** What is the extent of host community involvement in fund mobilization for effective teacher administration in secondary schools in Delta State?





**Table 3: Mean and Standard Deviation Scores of Respondents on Extent of Host Community Involvement in Fund Mobilization for Effective Teacher Administration in Secondary Schools**

S/N	Please determine the extent of host community involvement in fund mobilization for effective teacher administration in your school in the areas of:	Principals (133)			Teachers (425)		
		Mean	SD	Dec.	Mean	SD	Decision
19.	providing sufficient funds to support teacher capacity training/development programmes like conferences, workshops, short term courses, etc in school	1.86	0.93	Low Extent	2.12	0.95	Low Extent
20.	mobilizing capital for teacher incentives in order to improve their work in school	1.83	0.51	Low Extent	2.01	0.89	Low Extent
21.	providing funds for adequate welfare packages for teacher empowerment in school	1.87	0.52	Low Extent	1.98	0.89	Low Extent
22.	providing extra finances to support teachers' salary/pay in school	2.09	0.42	Low Extent	2.12	0.91	Low Extent
23.	providing financial resources for teacher accommodations to improve their commitment to the teaching task	2.29	0.39	Low Extent	2.20	1.00	Low Extent
24.	awarding scholarships to well deserving teachers in order to support their continuous education and learning for positive impacts in the classroom	2.08	0.52	Low Extent	2.01	0.85	Low Extent
25.	providing funds for monitoring teaching activities in the classroom	2.26	0.47	Low Extent	2.16	0.89	Low Extent
26.	providing adequate finances to implement/employ good practices or programmes that will control teachers indiscipline including corrupt practices in school	2.18	0.60	Low Extent	2.26	0.87	Low Extent
<b>Grand Mean Score &amp; SD</b>		<b>2.06</b>	<b>0.89</b>	<b>Low Extent</b>	<b>2.11</b>	<b>0.91</b>	<b>Low Extent</b>

Result analysis from Table 3 indicated that all the items from 19 to 26 of both the principals and teachers' responses were all rated below 2.50 of the acceptable mean score to show that the extent of host community involvement in fund mobilization for effective teacher administration in the secondary schools was low. None of the items were rated above 2.50 of the acceptable mean score by the principals and teachers to show a high extent in their responses. Their grand mean and SD were 2.03 and 0.89 for the principals; 2.18 and 0.89 for the teachers, respectively, indicating closeness in both respondents' responses. However, the analysis indicated that the extent of host community involvement in fund mobilization for effective teacher administration in secondary schools in Delta State was to a low extent.

**Research Question Four:** What is the extent of host community involvement in fund mobilization for effective student administration in secondary schools in Delta State?

**Table 4: Mean and Standard Deviation Scores of Respondents on Extent of Host Community Involvement in Fund Mobilization for Effective Student Administration in Secondary Schools**

S/N	Please determine the extent of host community involvement in fund mobilization for effective student administration in your school in the areas of:	Principals (133)			Teachers (425)		
		Mean	SD	Decision	Mean	SD	Decision
27.	providing funds for planning, coordinating coupled with monitoring students' assessments and evaluation in school	2.07	0.91	Low Extent	2.45	1.06	Low Extent
28.	mobilizing adequate income to support students' extracurricular activities in school	1.82	1.02	Low Extent	2.35	1.07	Low Extent
29.	providing money to encourage excursion and field trips for first-hand information and knowledge which improves students' learning	1.94	0.96	Low Extent	2.42	1.13	Low Extent
30.	mobilizing funds in order to mount effective guidance counselling	1.96	0.96		2.20	1.07	



	programmes that support students' academics in schools			Low Extent		Low Extent	
31.	supporting school with adequate technological resources which will promote e-counselling for higher learning achievements	2.17	0.92	Low Extent	2.06	1.01	Low Extent
32.	assisting to provide resources in order to control students' enrolment or population in school	2.19	0.90	Low Extent	2.20	1.09	Low Extent
33.	providing scholarships to encourage students' candidacy in school	2.17	1.00	Low Extent	2.12	0.96	Low Extent
34.	supporting school with adequate resources that will enable authority (leadership) control students' indiscipline in school	2.10	1.20	Low Extent	2.03	0.96	Low Extent
35.	providing financial resources to support students' welfare including other affairs that will make positive impacts in school	2.36	0.96	Low Extent	2.27	1.09	Low Extent
<b>Grand Mean Score &amp; SD</b> =		<b>2.09</b>	<b>1.00</b>	<b>Low Extent</b>	<b>2.23</b>	<b>1.06</b>	<b>Low Extent</b>

Result analysis from Table 4 indicated that all the items from 19 to 26 of both the principals and teachers' responses were all rated below 2.50 of the acceptable mean score to show that the extent of host community involvement in fund mobilization for effective student administration in the secondary schools was low. None of the items were rated above 2.50 of the acceptable mean score by the principals and teachers to show a high extent in their responses. Their grand mean and SD were 2.09 and 1.00 for the principals; 2.23 and 1.06 for the teachers, respectively, indicating closeness in both respondents' responses. However, the analysis indicated that the extent of host community involvement in fund mobilization for effective student administration in secondary schools in Delta State was to a low extent.

### Discussion of Findings

The findings of this present study generally indicated that the extent of host community involvement in fund mobilization for effective administration of secondary schools in Delta State was to a low extent. Meaning that is the extent of host community involvement in fund mobilization in areas of effective instructional leadership administration, school plant (facilities) administration, teacher administration and student administration in secondary schools in Delta State were all to a low extent. It was however, found out that the extent of host community involvement in fund mobilization for effective instructional leadership administration was to a low extent. This means that the host community involvement in fund mobilization for effective instructional leadership practices or administration was to a low extent in areas of: providing adequate financial resources in order to employ good techniques for effective instructional

supervision in schools, promoting conducive learning environment through initiation of effective health care including hygiene practices and programmes in schools, providing security in schools using effective safety measures, instilling discipline in schools by creating effective rules and measures, preparing including setting of the schools' budget at the beginning of every financial year, coordinating the curriculum for instructional support in schools, involving in planning curricular activities for attainment of educational goals in schools, providing sufficient capital to support implementation of educational policy such as the school feeding programme, and enabling administrator provide records for appropriate documentation in schools through adequate financial resources. Due to the fact that the extent of host community involvement in mobilizing funds in the schools, this affected the implementation of effective instructional leadership administration. The school



principals could not provide effective instructional leadership practices in the secondary schools in Delta State. This finding agrees and corroborates with Okenwa (2013) study which found out that extent of community involvement in the provision of fund for administration of public secondary schools in Enugu State was to a low extent. This is in agreement with what Odo study discovered as reported in Okenwa (2013) study that government alone appears unable to meet up with the financial demands of schools which make the involvement of the community in school funding imperative. In the same vein, Okeke study found out as indicated in Okenwa (2013) study that all problems facing our educational system boils down to a crucial factor inadequate funding and fund mobilization which was majorly responsible by the communities' poor participation in funding education, therefore, suggesting that the private sector, communities and industrialists could help by contributing in cash and kind instead organizing lavish end of year party that creates ripples years in the society. The finding of this present study is also out of place with the directives given by the Federal Republic of Nigeria (FRN, 2014) in the NPE who directed that schools should effectively work with their immediate communities in aspects of schools' general administration and management for quality instructional and service delivery.

It was also found out that the extent of host community involvement in fund mobilization for effective school plant (facilities) administration in secondary schools in Delta State was to a low extent. This finding further indicated that the host community involvement in fund mobilization for effective school plant (facilities) administration was to a low extent in areas of: providing capital to support schools' project such as construction of extra classrooms to improve teaching-learning in schools, providing funds for the rehabilitation of physical plant infrastructure

like laboratories, workshops, creative arts studio in schools, providing sufficient capital for constant maintenance of school plant like administrative building, hostels, providing essential amenities in schools such as electricity, sanitary facilities, pipe borne water, etc, mobilizing adequate instructional aids such as technological tools like computers, etc to support instructional activities in schools, purchasing adequate printed materials like books, newspapers, other stationaries to improve teaching-learning in schools, procuring adequate equipment with tools to improve practicals in the laboratories and workshops in schools, providing sports facilities for attainment of educational goals/objectives in schools, and providing vehicles to support administrative activities including academic trips in schools. Because of the fact that the extent of host community involvement in mobilizing funds in the school, this affect the implementation of effective school plant (facilities) administration. The school principals could not provide sufficient school plant (facilities) in the secondary schools in Delta State; and this led to the shortage of various facilities in the secondary schools which could have been responsible for students' poor academic achievements and performances. This finding does not corresponds and deviates with Ataine and Nkedishu (2017) study which found out that the community only provided lands for building of primary schools, helped in funding the primary schools, helped in provision of more classrooms in the primary schools, the community made use of the school surrounding during election, classrooms were used by the community during holiday, school play grounds were used by the community for local games and school parks were used by community during festive seasons. However, the finding of this present study also deviates from the directives given by the Federal Republic of Nigeria (FRN, 2014) in the NPE who directed that schools should collaborate



and work with their immediate communities for their development in aspects of school plant facilities provisions in the schools.

The finding of this study further revealed that the extent of host community involvement in fund mobilization for effective teacher administration in secondary schools in Delta State was to a low extent. This further included that the host community involvement in fund mobilization for effective teacher administration was to a low extent in areas of: providing sufficient funds to support teacher capacity training/development programmes like conferences, workshops, short term courses, etc in schools, mobilizing capital for teacher incentives in order to improve their work in schools, providing funds for adequate welfare packages for teacher empowerment in schools, providing extra finances to support teachers' salary/pay in schools, providing financial resources for teacher accommodations to improve their commitment to the teaching task, awarding scholarships to well deserving teachers in order to support their continuous education and learning for positive impacts in their classrooms, providing funds for monitoring teaching activities in the classrooms, and providing adequate finances to implement/employ good practices or programmes that will control teachers indiscipline including corrupt practices in schools. Also, due to the fact that the extent of host community involvement in mobilizing funds in the secondary schools, this affected effective teacher administration in secondary schools in Delta State; therefore, having negative influence on their job performances and commitment in schools. This finding corroborates with Ezema, Okenyi and Ugwuanyi (2021) study which found out that the communities to a low extend participated in funding primary education which is likewise, the same with the present study. This implies that the amount of funding that goes to primary schools from the host communities is so meager that it is not able to upgrade

primary education to give the Nigerian child a sustainable and quality primary education.

Finally, it was discovered through the finding that the extent of host community involvement in fund mobilization for effective student administration in secondary schools in Delta State was to a low extent. This finding further indicated that the host community involvement in fund mobilization for effective student administration was to a low extent in areas of: providing funds for planning, coordinating coupled with monitoring students' assessments and evaluation in schools, mobilizing adequate income to support students' extracurricular activities in schools, providing money to encourage excursion and field trips for first-hand information and knowledge which improves students' learning, mobilizing funds in order to mount effective guidance counselling programmes that supported students' academics in schools, supporting schools with adequate technological resources which will promote e-counselling for higher learning achievements, assisting to provide resources in order to control students' enrolment or population in schools, providing scholarships to encourage students' candidacy in schools, supporting schools with adequate resources that will enable authority (leadership) control students' indiscipline in schools, and providing financial resources to support students' welfare including other affairs that will make positive impacts in schools. This finding corroborates with Ezema, Okenyi and Ugwuanyi (2021) study which found out that the communities to a low extend participated in funding primary education which is likewise, the same with the present study. This particular present study finding does not follow and concur with the directives of the Federal Republic of Nigeria (FRN, 2014) in the NPE who directed that schools should effectively work with their immediate communities in aspects of schools' general administration and management in which





students' administration is equally part of it. Because the host community does not highly or extensively mobilize adequate funding for the school, this affected students' administration in the secondary schools. This could also have been responsible for the persistent occurrences of students' indiscipline perpetuating in the secondary schools in Delta State. However, the findings of this study shows that the issues which borders on the extent of host communities involvement in sufficient fund mobilization for effective administration in secondary schools in Delta State needs to be given priority attention by stakeholders for absolute redressing.

### **Conclusion**

Schools' immediate host communities are important stakeholders in mobilizing adequate funds for their schools. The host communities are made up of important individuals, institutions and groups who can adequately support and contribute towards funding of secondary schools for their effective administration in Delta State and beyond. However, the study submits and concludes that extent of host community involvement in fund mobilization for effective administration of secondary schools in Delta State was to a low extent. That is, the extent of host community involvement in fund mobilization in areas of effective instructional leadership administration, school plant (facilities) administration, teacher administration and student administration in secondary schools in Delta State were all to a low extent. This situation would have responsible for the poor conditions and state of many secondary schools in Delta State as a result of their effective management and administration. Therefore, effectiveness in school administration of schools can also be made possible when the host communities actively get involved and participate in fund mobilization of the secondary schools in Delta State. Hence, the recommendation provided below.

### **Recommendations**

From the findings of this study, the following recommendations were proffered:

1. Delta State Government together with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes that will strengthen ties between schools and their immediate host communities for their active involvement and contributions in fund mobilization for effective instructional leadership administration in secondary schools in Delta State.
2. The Post Primary Education Board (PPEB) should constantly monitor and supervise principals' administrative activities which will encourage them to promote healthy relationships and strengthen their collaborations with the immediate host communities for their active involvement in fund mobilization for effective school plant (facilities) administration in secondary schools in Delta State.
3. Principals should also ensure that teachers to cooperate and maintain healthy relationships and communication with the host communities in order to promote their active involvement in fund mobilization for effective teacher administration and development in secondary schools in Delta State.
4. The PTA likewise other important stakeholders in the host communities should be actively involved in students' academics, affairs and activities to improve effective fund mobilization for students' administration in secondary schools in Delta State.

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