



**PRINCIPALS' ALTERNATIVE SOURCES OF FUNDING FOR QUALITY
MANAGEMENT OF SECONDARY SCHOOLS IN ANAMBRA STATE:
CHALLENGES AND STRATEGIES FOR IMPROVEMENT**

⁽¹⁾ Professor Onuh, Uchenna Becky

Tansian University, Anambra State, Nigeria
onuhuchenna@yahoo.com; MOBILE LINE: 08038676373

⁽²⁾ Eke, Edith Ndid

Dept. of Educational Management, Faculty of Education, Tansian University Umunya
EMAIL: perpephil@gmail.com

Abstract

This study investigated principals' alternative sources of funding for the management of secondary schools in Anambra State: challenges and strategies for improvement. Four research questions guided the study. The descriptive survey design was employed in the study. Population for the study constituted 259 public secondary school principals from the 6 education zones in Anambra State. Sample size for the study comprised 207 public secondary school principals drawn from the 6 education zones in Anambra State using the stratified random sampling technique. A researchers' structured questionnaire titled: "Principals' Alternative Sources of Funding for Quality Management of Secondary Schools Questionnaire (PASFQMSSQ)" which contained 46 items, was used for data collection. The research instrument was validated by three experts and their reliability established through a pilot-test. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. The results yielded internal consistency coefficients r -value of 0.84, showing that the questionnaire was reliable. Data collected were analyzed using mean and standard deviation scores for answering the research questions. Findings of the study revealed among others that principals internally-generated and externally generated alternative sources of funding which were also not sufficient for quality management of secondary schools in Anambra State. They concluded that the principals generated more alternative funding from the internal sources than the external sources for quality management of secondary schools in Anambra State. The study recommended among others that, principals' with support and encouragement from the Post Primary Schools' Service Commission (PPSSC) should explore and utilize other internally-generated sources of funding such as through consultancy services, organizing extra mural lessons, holiday lessons and adult education classes, establishing business centres, endowment investment income, research consultancies, among others, for quality management of secondary schools in Anambra State.

Key words: Principals, Alternative, Sources, Funding, Quality, Management, Challenges, Strategies, Improvement



Introduction

Education has been highly recognized as one of the essential instrument for sustainable development in the Nigerian society. It is an aggregate tool for human empowerment, capacity development as well as promotion of a progressive and united Nigeria (Federal Republic of Nigeria, FRN, 2014). The important role and benefits of education to the human society had led to the provision of various levels of education in the education system to cater for different human needs and dispositions. The Nigerian education system however, is structured into Early Childhood Care Education (ECCE), Basic/Primary education, Secondary education, and Tertiary education (FRN, 2014). These levels of education have been established to train citizens of the country for national development. Secondary education, which is the main focus of this study prepares students and youths for higher education. This level of education trains the youth to acquire entrepreneurial skills which prepare them for employment and the world of work. The relevance of secondary education to the society cannot be overemphasized. The underlying rationale for secondary education is to equip people with the knowledge, skills and capacity to enhance their quality of life, augment productivity and capacity to gain knowledge of new techniques for production, so as to be able to participate actively in the development process, in view of the importance of education to national development (Ozigi, 2017).

Therefore, the provision of quality secondary education is most critical and

paramount for the attainment of goals and objectives of education. Fafunwa (2009) observed that, without a solid foundation and adequate funding, the objectives of secondary school education cannot be achieved and these could lead to the collapse of the educational system at the secondary school level. Fafunwa went on to emphasize that secondary education is fundamental to academic training because it provides the basis and foundation for other training which the child receives. The level of educational attainment of any person is strongly influenced by quality and standard of knowledge acquired. The achievement of educational goals depends on adequate financial support. Again, for effective management and functionality of secondary education, adequate funding of the schools is acquired and government alone cannot be involved in the funding of education particularly in Nigeria. Ozigi (2017) argued that, no organization could carry out its functions effectively without adequate funding at its disposal. Funds are needed to pay staff, maintain the plant and keep the services going. Since a wide array of other sectors of the system competes for the scarce resources available to government, education have often been very poorly funded in Nigeria (Ahmed & Adepoju, 2013).

Funding of education can be seen as ensuring adequate provision of finances or money for the control and management of education in Nigeria. Funding as described by Nwangwa and Omotere (2013) entails the act of providing money for business activities, making purchases or investing. While, (Nasiru, 2013) refers to funds as money, environment and the capital needed to keep an institution moving in terms of



purchase of materials, payment of bills, repairs and maintenance. Funding is the task of providing the necessary funds (money) required by the business of entities like companies, firms, schools, individuals and others on the terms that are most favourable to achieve their economic objectives (Akroni, 2011). Funding is a term that explains how money is generated, invested and sustained in an establishment. This shows that no matter how lofty a planned educational programme might be, if the funds available are insufficient for its implementation, the plan would become immaterial and useless. Education funding refers to the act of providing money for education. It can be referred to as the act of providing money for a project (UNESCO, 2012). From all explanations, funding is a prerequisite for quality management of education system. According to Oguiche and Mohammed (2017), funding of education brings about access to education by all and sundry. Access to education is the ability of an individual to acquire education and all the benefits attached to it irrespective of tribe, religion or race (Akpa cited in Oguiche & Mohammed, 2017). In Nigeria, most of the people live in rural areas with low income per capita and this limits access to the quest for quality education. Funding education increases the supply education and its provision to the rural area. The ability of the poor to have a quality education is hinged on the amount of money needed for its provision. Funding secondary education reduces the incidence of indiscipline among staff and students in secondary schools. In the view of Onwuka cited in Oguiche and Mohammed (2017), if teachers are paid their salary on time and

students are provided the necessary instructional facilities and conducive learning environment, effective teaching and learning will take place. An adequate supply of money is important in secondary schools as it brings about sustainable growth in the management of the education sector. Agitations and the frequent strike will be on the decrease. Education funding helps to reduce the level of illiteracy in the country as observed by Scumen cited in Oguiche and Mohammed (2017). Most people in Nigeria are illiterate and live in rural areas. Funding education helps in reducing illiteracy and its attendant problems like deviance, extreme cases of robbery and unemployment (Oguiche & Mohammed, 2017). There are various sources of funding education and the most significant for the public schools is from government funding. Most times, funds provided by the government are not usually sufficient for the management of schools and their programmes. Funds are needed for procurement of facilities, imprest, training of teachers, maintenance and repairs, among others. The government seems not to always provide sufficient funds for school administrators like the principals of secondary schools to manage the system. Nwakpa (2016) observed that although secondary education is principally funded by the government, the state allocation to secondary education is always very slim, and this does not encourage successful achievement of secondary education goals. It now becomes very crucial that the principals explore more alternative sources of funding for quality management of their schools.



Alternative sources of funding have been conceptualized within the context of this present study to serve as a way whereby the school head or principal with permission and support from higher authorities in the ministry goes out of his or her way to solicit for funds using other means or strategies to acquire funds for the school. With the above statements, Oguche and Mohammed (2017) opined that secondary schools need alternative sources of funding for their effective management. According to Ogbonnaya (2015) this will incorporate adequate funding. Moreover, inadequate funding has put many secondary schools under stress, coupled with the fact that many schools are faced with such challenges as the death of equipment and facilities necessary for effective teaching and learning. Alternative sources of funding will enable secondary schools to procure the necessary facilities to promote teaching and learning in schools. Funding of secondary education will reduce illiteracy, poverty and generate employment, especially, where most people live in rural area with subsistence means of livelihood, little per capita income and ignorance. This situation has placed most Nigerians in a disadvantaged position in terms of money and the ability to pay school fees for their children. Alternative sources of the funding will make the provision of education available to these groups of people thereby reducing ignorance, illiteracy and improve employment.

Hence there is need to look inward and outward for alternative sources of funding to enable secondary schools to cope with the increase in population. Also, the cost of running schools also calls for

alternative sources of financing secondary schools. In the view of Okpanachi (2010), in Nigeria, there has been a steady increase in the prices of commodity and services over the years. Secondary schools are not left out, the increase in cost and services is universal, and it affects every sector of the economy. The cost of running secondary schools has doubled. There has also been strong agitation by school managers for an increase in the cost of services rendered in terms of increase in salary and wages in line with the experiences of the time. Alternative sources of funding are therefore required to close the gap. The issues concerning globalization and internationalization of businesses activities all over the world call for alternative sources of funding secondary schools (Oguche, 2011). Innovation in Education, online learning, the use of Information and Communication Technology (ICT), etc., has brought about the need for the provision of ICT facilities, electronic library, hardware, and software, to quicken teaching and learning. Government alone cannot provide the needed fund and materials because of the huge financial involvement. The rapid changes in technology has posed huge financial commitment on educators that additional sources of funding are required to cope with these challenges.

Hence, alternative sources of funding could be internally generated sources and externally generated sources. Amaechina, Obioha and Obioha (2020), Nwakpa (2016), Ogba, Igu, Igwe and Okorie (2019), Onyeukwu (2022) and Ugwu and Nnebedum (2018) gave the following as alternative sources of funding



public secondary schools; tuition and fees generated internally from the school, gifts, grants and endowment investment income from external sources, agricultural-based income generating activities from school farm produce, private business-based income generating activities set up by the school, parents through the PTA, Alumni associations financial contributions to the school, consultancy services organized by the school, community involvement in school activities and international aids from foreign institutions. The internally generated sources are simply those derived and generated within the school in form of tuition and registration fees, levies and dues, sales from uniforms, textbooks and stationeries, sales from grocery, produce from the school farm and art work, organizing extra-mural or holiday lessons and evening classes, establishing business centre within school premises, special co-operatives, staging of school plays and raffles, Parents Teachers Association (PTA), use of direct labour from school to save costs, Government grants and disbursements which fall under two categories of capital and recurrent grants, through school events, games and sports such as inter-house sports, and prize-house competitions (Oguche & Mohammed, 2017; Ubi & Oben, 2022).

The externally generated sources are fund generated from other sources outside the school. They include funds from multinational corporations and foreign organizations, direct investment from ventures like a shopping mall, catering services, and bakery on a continuous basis to generate income for the school. The gains from this venture can be used for the

development of the school. Others may include, community efforts, donation from individuals and charitable organizations, fundraising events, Alumni associations, Non-Governmental Organizations (NGOs), foreign aids, credits and loans, peer to peer lending, venture capitals, hedge funding, among others (Chen, 2022; Nwakpa, 2016). All these sources of funding support principals in quality management of their schools. Ogbonnaya cited in Onyeukwu (2022) stated that unless a certain minimum level of financial provision is reached, the effective operation of a school in terms of the quality of education offered is threatened. Ogbonnaya (2007) was of the opinion that financial resources are required for setting up of infrastructural facilities such as classrooms, administrative blocks, provision of school equipment, furniture, type writers, computer sets, photocopiers, duplicating machines and stationeries, among others, for effective school management and administration. Quality can be described as a characteristic, feature, property of a product or service that bears on its ability to satisfy, meet, fulfill implied customer, consumer, user needs, wants, requirements, expectations, and thereby provide customer, consumer and user satisfaction. This involves the characteristic of a product or service that bears on its ability to satisfy and exceed stated or implied customer needs, and thereby, provide customer satisfaction likewise, freedom from deficiencies (Calfa, 2010).

Management in education on the other hand refers to utilization, coordination, application, harmonization and control of human and materials resources for achievement of educational



goals and objectives. Given this definition, the function of management in the school includes planning, organizing, directing, budgeting, recording, documenting and reporting, controlling, staffing and evaluation (Akpakwu, 2012). Management is how businesses such as educational institutions organize and direct workflow, operations, and employees to meet company goals. The primary goal of management is to create an environment that lets employees work efficiently and productively. Quality management of secondary schools therefore, is a term used to describe the effectiveness and abilities of school managers to make decisions that lead to desired educational outcomes. A quality school manager is one who is effective and can plan, organize, and execute tasks in a way that achieves the goals of the organization. In order to be effective, management must be able to set clear objectives, develop achievable plans, and Motivate employees to achieve results (Hati, 2023). Quality management in schools can be observed in their operations which aims to attain a goal by coordinating and administering several responsibilities. These administrative tasks involve deciding what course of action the institutional leadership will take and managing the actions of its employees to ensure that its goals are met by making optimal use of the resources at its disposal (Hati, 2023). This requires adequate funding as well in order to achieve all educational goals.

From all the foregoing, it becomes necessary that secondary school principals including those in Anambra State deploy effective means of generating alternative

sources of funds for quality management of their schools. Most times, principals' inability to source alternative funds are responsible by certain challenges and factors which includes poor school-community relationship, lack of principals' accountability and transparency in financial matters, inadequate statistical data, poor planning and budgeting, inadequate information about the school's needs to the public/community or poor school publicity, school isolation from immediate community stakeholders, corruption, among others. According to Onyeukwu (2022), principals' inadequacies to source and generate alternative funds for their schools are been challenged by the following factors such as: inadequate of funding the education sector, misappropriation of funds meant for secondary school education, politicization of members of PPSMB – Post Primary School Management Board, undue influences of PPSMB officials, poor statistical data at secondary school level, unstable government policy/programmes in Nigeria and poor methods of disbursing funds. The report is in line with the opinions of Ogbonnaya cited in Onyeukwu (2022) that, poor statistical data as well as unstable governments policies in Nigeria educational system constitute major challenges to educational funding at all levels in Nigeria.

Given the above challenges, there are possible strategies for improvement of principals' alternative sources of funding for quality management of the school and they have been identified by Onyeukwu (2022) as including promoting effective school and community partnership,



leadership training on sourcing alternative funding, increasing internal sources of funding by exploring other means, promoting school popularity, principals' accountability and transparency in handling school funds, among others. Authentic engagement of stakeholders in acquiring alternative sources of funding rests on four key ideas which includes working with stakeholders to develop a common vision for school success, building trust by addressing bias and understanding the unique community context, sharing resources and data to help families and community organizations support school funding. Analaba and Jack (2023) in their study indicated that the factors that encouraged stakeholders' participation in the funding of public secondary schools in Rivers State included; adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of school funds, regular training of managers on book keeping, accountability of school funds, maintenance culture of school facilities, reward and recognitions of participating stakeholders through awards, and regular supervision and monitoring of school projects to ensure completion.

For effective and quality management of secondary schools especially those in Anambra State, there is need for principals to focus on the use of alternative sources of funding to run the day to day activities of their school. Principals as administrative head run the daily activities of the school. They are saddled with the responsibility of managing the school resources which includes both human and material resources. They are

also involved in educational resources management in the school, staff management, school-community management, instructional leadership, including budgeting and financial management (Akpakwu, 2012). However, source of alternative funds which is equally under principals' financial management is among the principals' important functions and responsibilities in schools to promote quality education. But the public secondary school principals' inability to source for alternative funds have been seen to affect quality school management drastically in the entire country and Anambra State inclusive.

The funding problems and challenges in the public secondary schools in Anambra State, has become visible in the large amount of dilapidated school infrastructure as a result of poor maintenance culture, high rate of indiscipline and corrupt practices in schools, teacher inefficiency as a result of lack of their involvement in constant capacity building and learning, students' poor performances due to inadequate mobilization of instructional materials, among others. All the above problems points to one direction of inadequate/insufficient funding in education, therefore calling of principals to provide other means of alternative funding for quality management of the schools. Several empirical studies such as those of Akeke, Ekpoh and Osim (2020), Amaechina, Obioha and Obioha (2020), Nwakpa (2016), Ogba, Igu, Igwe and Okorie (2019), Oguiche and Mohammed (2017), Omukoba, Enose and Ayodo (2011), Onyeukwu (2022), Ortsa and Apase



(2019), Tapela and Tshepiso (2019), Ubi and Oben (2022), Udoh (2011), among other researchers have showcased the importance of sourcing alternative funds for the schools. However, most of these studies reviewed, did not delve into looking at the challenges to principals' alternative sources of funding and the strategies for improvement; thereby, necessitating the present study. These empirical studies have their own mix, differences, findings and shortcomings which equally warranted the present study. Upon this background, the presents study sought to investigate and find out principals' alternative sources of funding for quality management of secondary schools in Anambra State looking at the challenges and strategies for improvement.

Statement of the Problem

Funding of secondary schools has long been one of the important matters of discourse in Nigeria. Funding of secondary education by the State governments including Anambra State seem quite difficult to resolve. Even the UNESCO recommendation of 26% of the annual budget to education is never implemented and unrealizable in Nigeria more or less in Anambra State. Insufficient funding of secondary schools in all-over the States of the federation and Anambra State inclusive, has kept many of these schools in a worrisome state, hence, affecting quality management and effective service delivery in the schools. Secondary education in Anambra State is grossly funded and this is manifested in poor quality management of the education system, inadequate provision of human and material resources in schools, dilapidation of school infrastructure without

constant maintenance, indiscipline and corrupt practices in schools, coupled with the incidences of examination malpractices, students' poor academic performances, teacher inefficiencies and low job commitment persistent in the secondary schools. It is now a known fact that public secondary education is practically for the children of the poor parents. The inability of public secondary schools to achieve the goals of secondary schools has encouraged the proliferation of private secondary schools in the State with its own attendant problems. To see that public secondary schools in Anambra State are not allowed to collapse completely, alternative sources of funding the system becomes an option and priority focus. Alternative sources of funding when appropriately utilized helps principals to meet up with the school demands, expectations and needs. Most times, it becomes very difficult for principals to source alternative funds because of a few challenges which needs to be absolutely addressed using several possible strategies. However, the worrisome state and inability of principals to acquire funds through other alternative sources apart from the State government subventions and a few other means for quality management in secondary schools in Anambra State; has created a gap that needs to be filled in this present study and equally raised concern of the researchers to proffer solutions to the problems. Thus, the problem in which this present sought to address is to examine principals' alternative sources of funding for quality management of secondary schools in Anambra State including the challenges and strategies for improvement.



Purpose of Study

The aim of this study is to investigate principals' alternative sources of funding for quality management of secondary schools in Anambra State: challenges and strategies for improvement. Specifically, the study sought to ascertain:

1. principals' internally-generated sources of funding for quality management of secondary schools in Anambra State;
2. principals' externally-generated sources of funding for quality management of secondary schools in Anambra State;
3. determine the challenges inhibiting principals' alternative sources of funding for quality management of secondary schools in Anambra State; and
4. find out the strategies for improving principals' alternative sources of funding for quality management of secondary schools in Anambra State.

Research Questions

The following two research questions guided the study:

1. What are the principals' internal-generated sources of funding for quality management of secondary schools in Anambra State?
2. What are the principals' external-generated sources of funding for quality management of secondary schools in Anambra State?
3. What are the challenges to principals' alternative sources of funding for quality management of secondary schools in Anambra State?
4. What are the possible strategies for improving principals' alternative sources

of funding for quality management of secondary schools in Anambra State?

Methodology

The descriptive survey design was employed in the study. Population for the study constituted 259 public secondary school principals from the 6 education zones in Anambra State. Sample size for the study comprised 207 public secondary school principals from the 6 education zones in Anambra State selected using the stratified random sampling technique. To draw this sample, 80% of the public secondary school principals were randomly drawn from the respective six education zones using stratified random sampling technique. This was to ensure that the principals in their respective education zone were represented in the study using this sampling technique. Nworgu (2015) opined that any study sample which ranged from 10% to 80% is representable and enough in situations where there is a large population in a study. A researchers' structured questionnaire, titled: "Principals' Alternative Sources of Funding for Quality Management of Secondary Schools Questionnaire (PASFQMSSQ)" which contained 46 items, was used for data collection. This research instrument was constructed based on the purpose of the study and research questions. The response items on the questionnaire was structured on a 4-point scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The research instrument was validated by three experts and their reliability established through a pilot-test. In essence, the research instrument was validated by three experts from the



Educational Foundations Department (Measurement & Evaluation experts) and Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Anambra States. For reliability of the instrument, this was established through a pilot-test sampling 15 public secondary school principals from Enugu State, whose area location was not part of the study. At the end, information/data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. The results yielded coefficients r -value of 0.86, 0.83, 0.77 and 0.89 for each of the four clusters respectively, which yielded an overall reliability coefficient r -value of 0.84, indicating that the questionnaire was reliable. Data were retrieved from the respondents (that is, principals) through

direct and personal contact, with the help of three research assistants who were residents of Anambra State and also familiar with terrain of the various education zones sampled. A total of 207 copies of the questionnaire were distributed to 207 public secondary school principals and all of them were retrieved at a 100% rate of return. Data collected were analyzed using mean and standard deviation scores for answering the research questions. The decision rule for taking decisions on the items on the questionnaire was rated at 2.50. Any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as Agree. Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed disagree.

Results

Research Question One: What are the principals' internal-generated sources of funding for quality management of secondary schools in Anambra State?

Table 1: Mean Score Ratings and SD of Principals on the their Internal-Generated Sources of Funding for Quality Management of Secondary Schools in Anambra State

N = 207 Principals

S/ N	Please indicate your internal-generated sources of funding for quality management of your school. Funds through:	SA	A	D	SD	Me an	SD	Decision
1.	Fees such as tuition fees, exam fee, registration	65	108	15	19	3.0 6	0.87	Agree
2.	PTA levies including relevant contributions	76	97	20	14	3.1 4	0.85	Agree
3.	Sales from school uniforms, books, stationeries	79	83	33	12	3.1 1	0.87	Agree
4.	Sales from school farm produce	91	101	8	7	3.3 3	0.71	Agree
5.	Sales from creative art work during school exhibitions likewise, other events	84	99	14	10	3.2 4	0.78	



								Agree
6.	Rentals from school buildings, halls and space for community events				3.0			
		71	93	27	16	6	0.88	Agree
7.	Consultancy services in the school				2.4			Disagree
		47	38	81	41	4	1.05	
8.	Organizing extra mural lessons including holiday lessons in school				2.2			
		29	53	70	55	7	1.00	Disagree
9.	Organizing adult education classes in school				2.2			Disagree
		33	46	59	69	1	1.07	
10.	Business centres within the school environment				2.1			Disagree
		24	52	66	65	7	1.00	
11.	Use of direct labour to save cost in school projects				2.9			Agree
		67	80	33	27	0	1.00	
12.	Organizing school events through games and sports such as inter-house sports including prize-house competitions				2.9			
		58	92	36	21	0	0.92	Agree
13.	Endowment investment income				2.1			Disagree
		35	32	74	66	7	1.06	
14.	Research consultancies generated from advanced research labs				2.2			Disagree
		29	45	79	54	4	0.99	
15.	Students' levies such as workshop levy, library levy, laboratory levy, club levy				2.1			
		33	41	56	77	4	1.09	Disagree
16.	Collection of results such as testimonial				2.5			Agree
		51	61	53	42	8	1.07	
Grand Mean Score & SD						2.6		Agree
						9	1.05	

Analysis of data from Table 1 indicated that items 1 to 6, 11, 12 and 16 were rated above 2.50 of the acceptable mean score by the principals, to show their agreement with these statements. All other items from 7 to 10 and 13 to 15 were rated below 2.50 of the acceptable mean score by the principals to show their disagreement with these statements. The grand mean and SD are 2.69 and 1.05, indicating closeness in the respondents' responses. The result indicated that the principals reacted positively to majority of the statements which reported all the principals' internal-generated sources of funding for quality management of secondary schools in Anambra State. Additionally, the result further revealed that the principals generated more alternative funding from the internal sources for quality management of secondary schools in Anambra State.



Research Question Two: What are the principals' external-generated sources of funding for quality management of secondary schools in Anambra State?

Table 2: Mean Score Ratings and SD of Principals on the their External-Generated Sources of Funding for Quality Management of Secondary Schools in Anambra State

N = 207 Principals

S/N	Please indicate your external-generated sources of funding for quality management of your school. Funds through:	SA	A	D	SD	Mean	SD	Decision
17.	Multi-national corporations, foreign organizations, including NGOs	38	42	70	57	2.29	1.06	Disagree
18.	Outside investments from ventures like a shopping mall, catering services, bakery, recreation centre, restaurants, etc	33	49	64	61	2.26	1.05	Disagree
19.	Efforts from community members	45	58	56	48	2.48	1.07	Disagree
20.	Donations most times from private individuals sponsorship	50	79	53	33	2.71	1.00	Agree
21.	Bank loans and credits	37	44	71	55	2.30	1.05	Disagree
22.	Fund raising events/activities outside the school in form of raffle draw, projects, etc	35	33	39	100	2.01	1.15	Disagree
23.	Peer to peer lending	19	43	54	91	1.95	1.01	Disagree
24.	Alumni association/old students' associations	55	10	27	20	2.94	0.88	Agree
25.	Venture capitals including property investments and hedge funding	36	59	63	49	2.40	1.03	Disagree
26.	Donations from religious bodies including charitable organizations	22	31	98	56	2.09	0.91	Disagree
Grand Mean Score & SD						2.34	1.06	Disagree



Analysis of data from Table 2 indicated that only items 20 and 24 were rated above 2.50 of the acceptable mean score by the principals, to show their agreement with these statements. All other items from 17 to 19, 21 to 23, 25 and 26 were rated below 2.50 of the acceptable mean score by the principals to show their disagreement with these statements. The grand mean and SD are 2.34 and 1.06, indicating closeness in the respondents' responses. The result indicated that the principals reacted negatively to majority of the statements which highlighted all the principals' external-generated sources of funding for quality management of secondary schools in Anambra State. The result further revealed that the principals did not generate much alternative funding from the external sources for quality management of secondary schools in Anambra State. Their external-generated alternative sources of funding were limited and just a few when compared to the internal-generated sources.

Research Question Three: What are the challenges to principals' alternative sources of funding for quality management of secondary schools in Anambra State?

Table 3: Mean Score Ratings and SD of Principals on the Challenges to their Alternative Sources of Funding for Quality Management of Secondary Schools in Anambra State

N = 207 Principals

S/ N	Please indicate the challenges to your generating alternative sources of funding for quality management of your school	SA	A	D	SD	Mean	SD	Decision
27.	Poor principal's accountable of funds generated for the school stakeholders	50	125	19	13	3.02	0.76	Agree
28.	Lack of principal's transparency when utilizing school funds	61	111	15	20	3.03	0.87	Agree
29.	School isolation/poor communication with important external stakeholders	70	107	18	12	3.14	0.80	Agree
30.	Principal's personal factors such as negative attitude, low interest, inadequate skills or competence, reliance on the government for everything, low awareness including laziness towards generating funds for school from other alternative sources	67	121	10	9	3.19	0.71	Agree
31.	Misappropriation including embezzlement of funds meant for the school which can discourage stakeholders to refrain from funding the school	81	98	11	17	3.17	0.86	Agree
32.	Lack of government encouragements to motivate stakeholders to support school funding	49	101	38	19	2.87	0.88	Agree
33.	Recent economic hardship including recession in the country as a result government policies predominantly having negative effect on funding the school	10	0	81	13	3.29	0.84	Agree
34.	Principal's inadequate planning,	62	75	30	40	2.77	1.08	



	consultations with other school officials like the vice principals, bursar including other administrative staff to determine alternative sources of funding for the school							Agree
35.	Undue interferences coupled with influence from officials of the State ministry/commission discouraging alternative sources of funding for quality management of the school	76	79	29	23	3.00	0.98	Agree
36.	Problems associated with statistical data to provide necessary update, information about current state of the school which has negative influence on alternative sources of funding of the school	69	102	15	21	3.06	0.90	Agree
Grand Mean Score & SD =						3.05	0.89	Agree

Analysis of data from Table 3 indicated that none of the items were rated above 2.50 of the acceptable mean score by the principals, to show their agreement with these statements. All other items from 27 to 36 were rated below 2.50 of the acceptable mean score by the principals to show their disagreement with these statements. The grand mean and SD are 3.05 and 0.89, indicating closeness in the respondents' responses. The result indicated that the principals reacted positively to all the statements which revealed the challenges to principals' alternative sources of funding for quality management of secondary schools in Anambra State.

Research Question 4: What are the possible strategies for improving principals' alternative sources of funding for quality management of secondary schools in Anambra State?

Table 4: Mean Score Ratings and SD of Principals on the Possible Strategies for Improving their Alternative Sources of Funding for Quality Management of Secondary Schools in Anambra State

N = 207 Principals

S/N	Please indicate the possible strategies for improving your generating alternative sources of funding for quality management of your school	SA	A	D	SD	Mean	SD	Decision
37.	Building a strong school-community partnership with serious community stakeholders which will impact positively on funding for quality management of the school	74	79	34	20	74	79	Agree
38.	Strengthening the activities of School-Based Management Committee (SBMC) to focus also on improving alternative sources of	66	84	22	35	66	84	Agree



	funding for quality management of the school							
39.	Improving leadership skills including awareness towards sourcing alternate funds for quality management of the school through constant capacity building training programmes such as orientations, workshops, coaching, guided practice, mentorship, seminars, conferences, etc	59	101	17	30	59	101	Agree
40.	Increasing sources of funding by exploring other means which are not being utilized by leadership for quality management of the school	75	100	16	16	75	100	Agree
41.	Principal being constantly accountable for, likewise, transparent on funds management to encourage other external stakeholders participation in providing alternative funding for quality management of the school	63	88	29	27	63	88	Agree
42.	Recognizing/encouraging participating stakeholders in school funding through awards so as to motivate them to do more to improve the quality of management of the school	69	86	13	39	69	86	Agree
43.	Encouraging principals' efficiency in managing funds through regular supervision/monitoring of stakeholders' projects to completion in school	82	89	16	20	82	89	Agree
44.	Actively involving and consulting other administrative personnel in planning alternative sources of funding for the school	98	60	21	28	98	60	Agree
45.	Occasionally organizing in fund raising events/programmes that will encourage external alternative sources of funding for quality management of the school	101	69	18	19	101	69	Agree
46.	Providing adequate statistical data including adequate update on information about the state of school to stakeholders in order to encourage alternative sources of funding in the school	54	119	23	11	54	119	Agree
Grand Mean Score & SD		=		3.02		0.97		Agree



Analysis of data from Table 4 indicated that none of the items were rated above 2.50 of the acceptable mean score by the principals, to show their agreement with these statements. All other items from 37 to 46 were rated below 2.50 of the acceptable mean score by the principals to show their disagreement with these statements. The grand mean and SD are 3.02 and 0.97, indicating closeness in the respondents' responses. The result indicated that the principals reacted positively to all the statements which discovered the possible strategies for improving principals' alternative sources of funding for quality management of secondary schools in Anambra State.

Discussions

Findings of this study revealed both areas of the principals internally-generated and externally-generated sources of funds which were also not sufficient for quality management of secondary schools in Anambra State. The finding further discovered that the principals generated more alternative funding from the internal sources than the external sources for quality management of secondary schools in Anambra State. However, the challenges to principals' alternative sources of funding were also discovered through the findings. The strategies for improving principals' alternative sources of funding for quality management of secondary schools in Anambra State were as well, revealed in the findings. However, the findings of this present study indicated principals' internally-generated sources of funding for quality management of secondary schools in Anambra State as including: fees such as tuition fees, exam fee, registration, etc, PTA levies including relevant

contributions, sales from school uniforms, books, stationeries, sales from school farm produce, sales from creative art work during school exhibitions likewise, other events, rentals from school buildings, halls and space for community events, use of direct labour to save cost in school projects, organizing school events through games and sports such as inter-house sports including prize-house competitions, and collection of results such as testimonial, etc. This finding corroborates with Onyeukwu (2022) study which found out that the only alternative sources of financing secondary school education in Abakaliki Education Zone of Ebonyi State included; the use of Parents Teachers Association (PTA), proceeds from school activities, and fund-raising activities.

Amaechina, Obioha and Obioha (2020) confirmed in their study that agricultural produce including sport levies for procuring and distributing schools and sports equipment in schools; were used for funding activities in the schools. Supporting the above findings, previous study of Nwakpa (2016) confirmed that the alternative sources of funds for schools were mostly the PTA and proceeds from the school farm. The present study finding also concurs with the finding of Ogba, Igu, Igwe and Okorie (2019) study which revealed that secondary schools in Ebonyi State were already using the alternative sources of finance because of their understanding that government subvention is not enough to help schools cope with increasing responsibilities financial needs. The following sources were found to be the alternative financial sources: sell of farm produce, hiring out the halls, use of bookshop, organizing inter-house sports,



sales from grocery, sales from the home economic unit and sale of sources of financing secondary education for sustainable customized packaged water. The present study finding also deviated and does not fully concur with the finding of Ubi and Oben (2022) study which revealed that schools to a low extent utilize school farm proceeds as alternative source of funding public secondary schools. Agricultural-based income generating activities are alternative source of funding strategies that are mainly geared towards sourcing monies through involvement in cultivation of land and rearing of animals.

Agricultural-based income generating activities include: farming maize and wheat growing, horticultural based produce or vegetables, piggery and poultry (Omukoba, Enose & Ayodo 2011). These types of Agricultural-based income generating activities which public secondary school principals can venture into as alternative sources of funding involve poultry keeping such as chicken, animal keeping such as dairy cows, sheep and goat keeping. It also includes crop farming such as maize, paddy, and beans as well as horticulture farming such as cultivation of vegetables and fruits. Thus, secondary school principals can generate additional source of funding their schools through; poultry farming, cassava farming, tomato farming, catfish farming, maize/corn farming, amongst others (Ubi & Oben, 2022). In all, these farming activities in the school can be sometimes performed by students and supervised by teachers as part of student's continuous assessment, and this could help the school principals to reduce the cost of production, thereby

earning more funds in the process. Thus, when the commodities are harvested, it could help to generate revenue for the school. The farm products raised can be either plant or animal production for income making venture. The finding of this previous study further revealed that schools to a low extent utilize Parent Teacher Associations (PTAs) as alternative source of funding public secondary schools in Cross River State (Ubi & Oben, 2022); whereby the present study equally deviated from this finding. Ortsa and Apase (2019) found out that the Parent Teacher Association has major roles to play as an alternative in the course of funding secondary schools as relates to the obtainment of set aims of the educational enterprise.

In other words, Udoh (2011) study confirmed that the PTA could be of assistance to the government in providing infrastructural facilities to schools for effective teaching and learning. Infrastructural facilities like buildings, science laboratories, toilet facilities, and water could be provided by PTA to schools. Therefore, the intervention of parent teacher association in the school system would ensure the enhancement of the provision of infrastructural facilities, such as laboratories, which have the following roles to play in effective teaching and learning in secondary schools, these roles include; supply of concrete basis for conceptual thinking and reduce the meaninglessness of constructs, concepts, and units; make learning more permanent; arouse and maintain a high degree of learner's interest; offer a reality of learning experiences which would stimulates self-



instructional activities on the part of learners; develop continuity of thought; provide competent experiences and materials for research after the teaching and learning process that could yield quality educational standard in the society (Tapela & Tshepiso, 2019). More so, the principals did not utilize other internally-generated sources of funding through: consultancy services in the school, organizing extra mural lessons including holiday lessons in the schools, organizing adult education classes in the schools, establishing business centres within their schools' environment, endowment investment income, research consultancies generated from advanced research labs, and collection of students' levies such as workshop levy, library levy, laboratory levy and club levy. This means that the principals still had so much areas in which they had not explore to generate more internal alternative sources of funds for their schools. This present study finding however, agrees with Onyeukwu (2022) study which found out that schools need to explore other alternative sources for funding education. Hence, if the principals in secondary schools in Anambra State should focus on utilizing and mobilizing other internal-generated sources of funding in their schools, this will lead to quality management in the schools for positive outcomes and realization of educational goals and objectives.

The finding of this present study indicated that the principals did not generate much alternative funding from the external sources for quality management of secondary schools in Anambra State. Their external-generated alternative sources of funding were limited and just a few when

compared to the internal-generated sources. The principals only generated external sources of funding through: donations most times from private individuals' sponsorship, and alumni association/old students' associations. The finding agrees with Ogba, Igu, Igwe and Okorie (2019) study which found out that Alumni home coming was among the alternative sources of finances for the schools. Nwakpa (2016) equally confirmed that the alternative sources of funds for schools were mostly from donations, endowments, community involvement, fund raising activities, and old students' associations. The present study finding also agrees with Amaechina, Obioha and Obioha (2020) study in the aspect of the old boys' and girls' association, provide funds for the construction of administrative blocks, libraries and recreation park in the schools. However, the present study finding discovered that the principals did not utilize other external-sources of funding for quality management of secondary schools in Anambra State. This included that the principals did not generate funds through external-sources through such external means as: multi-national corporations, foreign organizations, including NGOs, outside investments from ventures like a shopping mall, catering services, bakery, recreation centre, restaurants, etc, efforts from community members, bank loans and credits, fund raising events/activities outside the school in form of raffle draw, projects, etc, peer to peer lending, venture capitals including property investments and hedge funding, and donations from religious bodies including charitable organizations. The finding of this present



study neither corroborate nor agree with the finding of Amaechina, Obioha and Obioha (2020) study which indicated that principals agree that the community funded schools in their place by erecting structures, likewise, the development partners helped in funding secondary schools, and the age-grades and market women helped in funding secondary schools. The finding of this present study corroborates and agrees with the findings of Akeke, Ekpoh and Osim (2020) study which indicated that most school principals did not have enough funds to run their schools, and did not really have alternative sources of financing their schools. The principals depended solely on government alone for their financing but did not embark on entrepreneurial activities such as fishery, poultry and other vocational activities to generate money to finance their schools.

It was further discovered through the finding of this study the challenges to principals' alternative sources of funding for quality management of secondary schools in Anambra State. This challenges included: poor principal's accountable of funds generated for the school stakeholders, lack of principal's transparency when utilizing school funds, school isolation/poor communication with important external stakeholders, principal's personal factors such as negative attitude, low interest, inadequate skills or competence, reliance on the government for everything, low awareness including laziness towards generating funds for school from other alternative sources, misappropriation including embezzlement of funds meant for the school which can discourage stakeholders to refrain from funding the school, lack of government encouragements

to motivate stakeholders to support school funding, recent economic hardship including recession in the country as a result government policies predominantly having negative effect on funding the school, principal's inadequate planning, consultations with other school officials like the vice principals, bursar including other administrative staff to determine alternative sources of funding for the school, undue interferences coupled with influence from officials of the state ministry/commission discouraging alternative sources of funding for quality management of the school, and problems associated with statistical data to provide necessary update, information about current state of the school which has negative influence on alternative sources of funding of the school. This finding agrees and in consonance with finding of Onyeukwu (2022) study which discovered that principals' inadequacies to source and generate alternative funds for their schools was been challenged by the following factors such as; inadequate of funding the education sector, misappropriation of funds meant for secondary school education, politicization of members of PPSMB – Post Primary School Management Board, undue influences of PPSMB officials, poor statistical data at secondary school level, unstable government policy/programmes in Nigeria and poor methods of disbursing funds. The report is in line with the opinions of Ogbonnaya cited in Onyeukwu (2022) study that, poor statistical data as well as unstable governments policies in Nigeria educational system constitute major challenges to educational funding at all levels in Nigeria. However, if all these



challenges can be effectively curbed and eradicated from the secondary schools in Anambra State, this will enable principals to adequately or sufficiently mobilize and utilize both the internal-generated and external-generated alternative sources of funding for quality management in their schools.

Finally, the finding indicated the possible strategies for improving principals' alternative sources of funding for quality management of secondary schools in Anambra State. This finding further included: building a strong school-community partnership with serious community stakeholders which will impact positively on funding for quality management of the schools, strengthening the activities of School-Based Management Committee (SBMC) to focus also on improving alternative sources of funding for quality management of the schools, improving leadership skills including awareness towards sourcing alternate funds for quality management of the schools through constant capacity building training programmes such as orientations, workshops, coaching, guided practice, mentorship, seminars, conferences, etc, increasing sources of funding by exploring other means which are not being utilized by leadership for quality management of the schools, principals being constantly accountable for, likewise, transparent on funds management to encourage other external stakeholders participation in providing alternative funding for quality management of their schools, recognizing/encouraging participating stakeholders in schools' funding through awards so as to motivate them to do more

to improve the quality of management of the schools, encouraging principals' efficiency in managing funds through regular supervision/monitoring of stakeholders' projects to completion in schools, actively involving and consulting other administrative personnel in planning alternative sources of funding for the schools, occasionally organizing in fund raising events/programmes that will encourage external alternative sources of funding for quality management of the schools, and providing adequate statistical data including adequate update on information about the state of schools to stakeholders in order to encourage alternative sources of funding in the schools. This finding agrees and corresponds with Onyeukwu (2022) study which found out that factors including promoting effective school and community partnership, leadership training on sourcing alternative funding, increasing internal sources of funding by exploring other means, promoting school popularity, principals' accountability and transparency in handling school funds, among others, were the strategies to improve principals' alternative sources of funding for quality management of secondary schools. Authentic engagement of stakeholders in acquiring alternative sources of funding rests on four key ideas which includes working with stakeholders to develop a common vision for school success, building trust by addressing bias and understanding the unique community context, sharing resources and data to help families and community organizations support school funding. The present study finding agrees and is equally in line with Analaba and Jack



(2023) who in finding of their study indicated such factors as strategies that encouraged stakeholders' participation in the funding of public secondary schools in Rivers State included; adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of school funds, regular training of managers on book keeping, accountability of school funds, maintenance culture of school facilities, reward and recognitions of participating stakeholders through awards, and regular supervision and monitoring of school projects to ensure completion. Whereby these possible strategies are effectively applied and well-implemented, this will positively lead to improving principals' internally-generated and externally-generated alternative sources of funding for quality management of their schools.

Conclusion

Secondary schools including those in Anambra State cannot be sustainable likewise efficiently funded and financed by the State Government funding alone. They need adequate financial support from various alternative sources. Principals are therefore, expected to source alternative funding through internally-generated and externally-generated sources of funding for quality management of their schools. However, the present study discovered areas of the principals internal-generated and external generated sources of funds which were also not sufficient for quality management of secondary schools in Anambra State. The study therefore and concluded that the principals generated more alternative funding from the internal sources than the external sources for quality

management of secondary schools in Anambra State. Also, there are several challenges to principals' alternative sources of funding in which strategies for improving principals' alternative sources of funding for quality management of secondary schools in Anambra State were also discovered in the study. Hence, for quality management to triumph in the secondary schools in Anambra State, there is need for principals to also channel their efforts towards discovering other internal-generated and external-generated sources of funding for quality management of secondary schools in their area. Upon this benchmark, the following recommendations were made.

Recommendations

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

1. Principals' with support and encouragement from the Post Primary Schools' Service Commission (PPSSC) should explore and utilize other internal-generated sources of funding such as through consultancy services, organizing extra mural lessons, holiday lessons and adult education classes, establishing business centres, endowment investment income, research consultancies, among others, for quality management of secondary schools in Anambra State.
2. The State Government in conjunction with PPSSC should encourage external stakeholders such as the communities, private individuals, foreign organization and agencies, multi-national corporations, religious bodies, charitable organizations, NGOs and others, through their policies to support funding of



secondary schools in Anambra State for quality management.

3. The State Government in collaborations with PPSSC and principals should work seriously on curbing, if possible, eradicating all the challenges inhibiting principals' mobilization and utilization of both internally-generated and externally-generated alternative sources of funding, for quality management of secondary schools in Anambra State.
4. All efforts and resources should be pulled together and combined by the State Government, PPSSC and principals towards implementing all the possible strategies that will improve principals' alternative sources of funding for quality management of secondary schools in Anambra State.

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