



PERCEIVED INFLUENCE OF COMMUNITY AND PRIVATE SECTOR FUNDING ON THE DELIVERY OF ETHICAL AND VALUES EDUCATION IN SECONDARY SCHOOLS IN ANAMBRA STATE



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Abstract

The study investigated perceived influence of community and private sector funding on the delivery of ethical and values education in public secondary schools in Anambra State. Two research questions guided the study. The study adopted the descriptive survey research design. The population of the study comprised 267 public secondary school principals in Anambra State. The entire population of the study was used for the study because it was manageable. The instrument for data collection was a structured questionnaire developed by the researcher and validated by three lecturers in educational management and policy. The instrument was subject to a pilot test and the reliability of the instrument was 0.86 and 0.87 with an overall reliability co-efficient of 0.87. Mean, standard deviations and t-test were used to analyse data for the study. The finding of the study revealed that community funding influences the delivery of ethical and values education in public secondary schools in Anambra State to a high extent. Findings further revealed that private sector funding influences the delivery of ethical and values education in public secondary schools in Anambra State to a high extent. Furthermore, male and female principals did not differ in their opinions on the extent community and private sector funding on the delivery of ethical and values education in public secondary schools in Anambra State. It was recommended among others that the Anambra State Ministry of Education should strengthen collaboration with community-based organisations and town unions to mobilise support for ethics-based educational programmes in secondary schools.

Keywords: Community Funding, Private Sector Funding, Ethical and Values Education, Secondary Schools, Influence

Introduction

The cultural heritage of Nigeria, especially in the post-independence decades of the 1960s and 70s, was firmly rooted in communal living, respect for elders, honesty and moral uprightness. During the 1960s and 1970s, Nigerian society was fundamentally underpinned by communal values, integrity, respect for elders and collective responsibility. Younger generations were nurtured within schools and communities to uphold honesty, self-discipline and moral fortitude, which in turn reinforced national unity and development (Nweke, 2019). However, around the turn of the millennium, these values began to deteriorate. Today, this erosion has escalated to a level that significantly imperils national development. A pervasive obsession with rapid wealth acquisition has emerged, manifesting in widespread cybercrime, internet fraud and other social vices (The Guardian, 2024). Alarming, even secondary school students, sometimes with parental connivance, are drawn into “Yahoo Yahoo” schemes. In some instances, parents reportedly encourage their children’s involvement in such illicit activities (Nwogu&Odo, 2023). This disquieting trend has prompted renewed calls from scholars and policymakers for robust ethical and values education at the secondary school level, notably in Anambra State (Ogakuwu&Isife, 2024; Ikedimma et al., 2024).

Ethics refers to the system of moral principles that guide behaviour (Okafor, 2016). Values are understood as the enduring beliefs shared within a culture about what is good or desirable (Eze, 2017).

Ethical and values education is conceived as the formalised process of transmitting moral standards, civic responsibility and socially accepted conduct to learners. Ethical and values education is pivotal in nurturing morally responsible individuals. Ethics is defined as the principles guiding right and wrong conduct (Nnaji, 2019). On the other hand, values are enduring beliefs about what is important, shaping behaviour and societal norms (Obi & Ezeokoli, 2021). Ethical and values education, as conceptualised by scholars, involves deliberate efforts to instill moral principles and societal values in students to promote ethical reasoning and civic responsibility. Usman and Mohammed (2022) defined ethical and values education as a process fostering moral development through critical reflection, while Uche and Uche (2017) stated the role of ethical and values education in building character. Similarly, Ibe and Amadi (2021) highlighted the contributions of ethical and values education to ethical awareness. In this study, ethical and values education refers to structured interventions in Anambra State public secondary schools aimed at embedding cultural values of integrity, honesty and communal responsibility to counter moral erosion. Despite its importance, ethical and values education in Anambra State lacks adequate support, contributing to rising ethical issues among students, such as dishonesty and cybercrime (Okafor, 2016). Scholars like Eze (2024) and Onaolapo (2024) proposed adopting funding strategies to enhance the delivery of ethical and values education to address these challenges effectively.

Funding in education refers to the provision and distribution of financial and material resources essential for implementing programmes and achieving institutional goals within the education sector. According to Onuh and Eke (2024), it involves the mobilisation of funds to support planned educational activities, thereby ensuring the efficient governance of the Nigerian education system. As cited in Amaefule et al. (2024), Nwangwa and Omotere described funding as the provision of financial support necessary for operations, acquisitions, or investments. Within the context of education, Amaefule et al. (2024) further explained that funding encompasses both monetary and non-monetary resources required to sustain school functions such as material procurement, staff remuneration and infrastructure maintenance. In the same vein, Oguche and Mohammed (2017) emphasised that sufficient funding plays a critical role in promoting equitable access to education, allowing individuals from various socio-economic backgrounds to benefit. Achieving sustainable funding for ethics and values education in Nigeria, therefore, demands a multidimensional strategy that incorporates public sector commitment, private sector involvement and robust accountability mechanisms. Funding strategies refer to structured approaches through which financial and material resources are mobilised to support educational objectives. In the context of this study, funding strategies are defined as non-governmental mechanisms from communities and private sector that are focused on sustaining ethical and values education in public secondary schools. This study focused on two major funding: community funding and private sector funding.

Community funding involves contributions from local stakeholders, such as parents, community organisations and traditional institutions, to support educational initiatives. Adeyemi (2020) defined community funding as donations and levies that enhance school programmes. Udeh and Onah (2022) stated that community-driven fundraising, such as alumni contributions, sustains educational interventions. Adebajo (2019) highlights the role of community development associations in resource mobilisation, while Okonkwo (2018) argues that local philanthropy fosters community ownership of educational projects. Okonkwo and Anyaoha (2017) emphasised grassroots fundraising as a sustainable model for resource-scarce settings. Community funding can support ethical and values education by funding curriculum development, teacher training and workshops that promote cultural values and ethical awareness, aligning with Nigeria's tradition of collective responsibility (Nwafor, 2023). Such funding may take the form of sponsoring moral instruction materials, facilitating mentorship schemes, or organising values-based extracurricular events and is typically grounded in communal ownership and civic engagement. Just like community funding, private sector funding is another funding strategy. Private sector funding refers to the financial contributions, donations, or investments made by non-governmental entities like individuals, businesses, foundations, and corporate bodies to support the operations and development of educational institutions. According to Ikedimma et al. (2024), private

sector funding entails the deliberate provision of financial and material resources by non-state actors to enhance the quality and reach of education. In the view of Obioma (2023), private sector funding encompasses all forms of capital inflows from private individuals and organisations, aimed at complementing public expenditure and improving educational delivery. Similarly, Oduwaiy et al. (2020) defined private sector funding as a crucial avenue through which education can be sustained, particularly in resource-constrained environments, through the involvement of philanthropic individuals, educational entrepreneurs, and commercial entities. Ikedimma et al. (2024) reported that private sector funding plays a strategic role in enhancing ethical and values education in public secondary schools by providing additional resources for teacher development, value-laden curriculum delivery, extracurricular programmes, and character-building initiatives. Nweke (2019) noted that when effectively harnessed, such funding can serve as a catalyst for instilling integrity, discipline, and national consciousness among students. This approach becomes particularly valuable in contexts where government allocations fall short of the growing demands within the education sector. Principals, as the chief executives of public secondary schools, have a vital role in mobilising and securing private sector funds for the promotion of ethics and values education (Obioma, 2023). As school administrators, they are responsible for building partnerships, initiating proposals, and ensuring that available resources are judiciously utilised to foster a morally upright learning environment. Their ability to engage stakeholders and present the school as a credible recipient of private funding can significantly influence the availability of resources for value-based education programmes.

Furthermore, the gender of principals could potentially influence their perception and approach to sourcing funds from the community and private sector. Gender-based leadership orientations, communication styles and stakeholder engagement strategies may affect how male and female principals mobilise resources (Ereh et al., 2025). As such, exploring gender differences in principals' perception of private sector and community funding becomes imperative for developing strategies that promotes funding opportunities for ethical and values education. It is against this background that the researcher investigated the perceived influence of community and private sector funding on the delivery of ethical and values education in public secondary schools in Anambra State.

Statement of the Problem

In recent years, Anambra State has witnessed a disturbing decline in the moral fabric of society, with increasing reports of dishonesty, truancy, cult-related activities, examination malpractice, substance abuse, and disrespect for authority among secondary school students. These behaviors, once considered alien to the school environment, are now becoming normalised, signaling a broader erosion of ethical values that threatens societal cohesion and the realisation of national educational goals. Despite the integration of civic, moral, and religious studies into the secondary school curriculum, the expected outcomes in character formation and value internalisation remain largely unmet. Many students continue to exhibit attitudes and behaviours that reflect a detachment from societal norms and ethical standards. The school, which should serve as a key platform for value transmission, appears increasingly limited in its capacity to deliver structured ethical and values education effectively. This limitation is compounded by poor funding, inadequate instructional materials, undertrained teachers, and weak implementation of value-oriented co-curricular activities.

In light of dwindling government funding for education, the need for complementary support from communities and the private sector has become more urgent. Community-based contributions, old boys' associations, non-governmental organisations, and corporate social responsibility (CSR) initiatives are often identified as potential avenues for supporting school-based ethical education programmes. However, in many public secondary schools across Anambra State, such funding opportunities remain untapped, poorly coordinated, or misdirected. Where they exist, their influence on ethical and values education delivery is seldom evaluated or understood. This growing moral decadence among students, coupled with the underutilisation of alternative funding sources, raises urgent questions about the role of community and private sector stakeholders in reversing the trend. Hence, this study

sought to examine the perceived influence of community and private sector funding on the delivery of ethical and values education in secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine the perceived influence of community and private sector funding on the delivery of ethical and values education in secondary schools in Anambra State. Specifically, the study:

1. determined the perceived influence of community funding on the delivery of ethical and values education in secondary schools in Anambra State.
2. ascertained perceived influence of private sector funding on the delivery of ethical and values education in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do community funding influence the delivery of ethical and values education in secondary schools in Anambra State?
2. To what extent do private sector funding influence the delivery of ethical and values education in secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean responses of male and female principals on the extent community funding influences the delivery of ethical and values education in secondary schools in Anambra State.
2. There is no significant difference in the mean responses of male and female principals on the extent private sector funding influences the delivery of ethical and values education in secondary schools in Anambra State

Research Method

This study adopted a descriptive survey research design. The population of the study consisted of all 267 public secondary school principals in Anambra State. According to data from the Anambra State Ministry of Education, these 267 principals oversee the existing public secondary schools in the state. Due to the manageable size of the population, the entire population was used for the study, thus eliminating the need for sampling. Data were collected using a researcher-developed questionnaire titled Perceived Influence of Community and Private Sector Funding on Ethical and Values Education Questionnaire (PICPSFEVEQ). The instrument was structured into three sections in line with the research objectives. Section A contained 10 items bio-data of respondents; gender. Section B contained 10 items influence of community funding for the delivery of ethical and values education in secondary schools. Section C included 10 items influence of private sector funding for the delivery of ethical and values education in secondary schools. The instrument adopted a four-point rating scale with the response options: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). To ensure the instrument's validity, face validity was established through a thorough review by three experts in the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka. Their suggestions were incorporated into the final version of the questionnaire. For reliability, a pilot test was carried out using 20 public secondary school principals in Enugu State, who were not part of the main study population. The reliability coefficients obtained using Cronbach's alpha 0.87 and 0.86 for clusters 1 and 2 respectively, with an overall reliability coefficient of 0.87. These results confirmed the internal consistency and dependability of the instrument.

The data collection process commenced after obtaining ethical approval from the Anambra State Ministry of Education and formal permission from the participating schools. Trained research assistants administered the questionnaires during official school hours to minimise interference with

academic activities. Instructions for completing the instrument were clearly communicated to the participants, and all completed questionnaires were retrieved immediately upon completion to ensure a high return rate. Of the 267 questionnaires distributed, 239 were correctly filled and returned, yielding a usable response rate of approximately 89.5%. Data collected were coded and analysed using both descriptive and inferential statistical techniques with the aid of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including mean and standard deviation, were used to answer the research questions. A mean score of 2.50 and above was interpreted as high extent, while any mean below 2.50 was regarded as low extent. To test the null hypotheses, independent samples t-tests were conducted at a 0.05 level of significance to determine whether statistically significant differences existed between the responses of male and female principals.

Results

Research Question One

To what extent do community funding influence the delivery of ethical and values education in secondary schools in Anambra State?

Table 1: Respondents Mean Responses on the Extent Community Funding Influence the Delivery of Ethical and Values Education in Secondary Schools in Anambra State (N=239)

S/N	Item Statements	$\bar{X}$	SD	Remark
1	Community members provide funds for moral instruction materials.	3.05	0.91	High Extent
2	Donations from community members support value-based school events.	3.15	0.88	High Extent
3	Local town unions provide funding for moral clubs and societies in schools.	2.93	0.94	High Extent
4	Community leaders sponsor awards for students with good character.	3.18	0.90	High Extent
5	Communities contribute to training teachers on ethical and values education.	3.05	0.93	High Extent
6	Religious groups in the community fund school moral education programmes.	3.15	0.87	High Extent
7	Community associations provide funds for guidance and counseling services.	3.00	0.95	High Extent
8	Community donations help schools organise moral seminars and conferences.	3.20	0.86	High Extent
9	Community elders occasionally engage students in value talks and role modeling.	3.22	0.89	High Extent
10	Alumni support from the community contributes to moral education projects.	3.06	0.92	High Extent
Cluster Mean		3.10	0.91	High Extent

Data in Table 1 showed that the respondents opined that items 1-10 to a high extent influence the delivery of ethical and values education in secondary schools in Anambra State with mean ratings ranging between 2.93 and 3.22. The standard deviations score of 0.86 and 0.95 indicates that the respondents opinions were close. The cluster mean of 3.10 indicates that community funding influences the delivery of ethical and values education in secondary schools in Anambra State to a high extent.

Research Question Two

To what extent do private sector funding influence the delivery of ethical and values education in secondary schools in Anambra State?

Table 2: Respondents Mean Responses on the Extent Private Sector Funding Influence the Delivery of Ethical and Values Education in Secondary Schools in Anambra State (N=239)

S/N	Item Statements	$\bar{X}$	SD	Remark
11	Private companies provide financial support for ethics-based school programmes.	2.85	0.98	High Extent
12	Corporate donations help fund character education initiatives in schools.	3.02	0.91	High Extent
13	Private foundations sponsor values education campaigns in public schools.	2.88	0.96	High Extent
14	Banks and businesses fund student moral leadership workshops.	3.10	0.89	High Extent
15	Private organisations support awards for moral conduct among students.	3.05	0.93	High Extent
16	Ethical clubs are supported by private sector through grants and materials.	2.90	0.92	High Extent
17	Corporate Social Responsibility (CSR) projects target ethical reorientation.	3.08	0.88	High Extent
18	NGOs and private initiatives support training of teachers on ethics education.	2.95	0.94	High Extent
19	Media campaigns sponsored by private sector promote school ethics.	3.00	0.90	High Extent
20	Private donors fund seminars on core societal values for students.	3.06	0.89	High Extent
Cluster Mean		2.99	0.92	High Extent

Data in Table 2 showed that the respondents opined that items 1-10 to a high extent influence the delivery of ethical and values education in secondary schools in Anambra State with mean ratings ranging between 2.85 and 3.10. The standard deviations score of 0.88 and 0.93 indicates that the respondents' opinions were close. The cluster mean of 299 indicates that private sector funding influences the delivery of ethical and values education in secondary schools in Anambra State to a high extent.

Hypothesis One: There is no significant difference in the mean responses of male and female principals on the extent community funding influences the delivery of ethical and values education in secondary schools in Anambra State.

Table 3: Summary of t-test Analysis on the Mean Responses of Male and Female Principals on the Extent Community Funding Influences the Delivery of Ethical and Values Education in Secondary Schools in Anambra State

Gender	N	Mean	SD	df	t-cal	p-value	Decision
Male Principals	98	3.07	0.88	237	0.48	0.631	Not Significant
Female Principals	141	3.12	0.93				

Data in Table 3 shows that female principals (N = 141) reported a slightly higher mean score (M = 3.12, SD = 0.93) than male principals (N = 98, M = 3.07, SD = 0.88) on the extent to which community funding influences the delivery of ethical and values education in secondary schools. However, the calculated t-value of 0.48 with a corresponding p-value of 0.631 exceeds the 0.05 level of significance. Since the p-value (0.631) is greater than 0.05, the null hypothesis is retained. This indicates that there is no statistically significant difference between the responses of male and female principals on the influence of community funding in the delivery of ethical and values education in secondary schools in Anambra State.

Hypothesis Two: There is no significant difference in the mean responses of male and female principals on the extent private sector funding influences the delivery of ethical and values education in secondary schools in Anambra State.

Table 4: Summary of t-test Analysis on the Mean Responses of Male and Female Principals on the Extent Private Sector Funding Influences the Delivery of Ethical and Values Education in Secondary Schools in Anambra State

Gender	N	Mean	SD	df	t-cal	p-value	Decision
Male Principals	98	2.96	0.90	237	0.49	0.624	Not Significant
Female Principals	141	3.02	0.94				

Data in Table 4 reveals that female principals (N = 141) had a slightly higher mean score (M = 3.02, SD = 0.94) compared to male principals (N = 98, M = 2.96, SD = 0.90) on the extent to which private sector funding influences the delivery of ethical and values education in secondary schools. However, the computed t-value of 0.49 with a corresponding p-value of 0.624 is greater than the 0.05 level of significance. Since the p-value (0.624) is greater than 0.05, the null hypothesis is retained. This implies that there is no statistically significant difference in the perceptions of male and female principals regarding the influence of private sector funding on ethical and values education in Anambra State secondary schools.

Discussion

The finding of the study revealed that that community funding influences the delivery of ethical and values education in secondary schools in Anambra State to a high extent. This suggests that when communities are actively involved in supporting schools, they contribute meaningfully to the moral and civic development of students. Community contributions may include the funding of instructional materials, sponsorship of value-based programmes, and the organisation of extracurricular activities centered on ethics and civic responsibility. Such initiatives often emerge from the communal belief in shared responsibility for youth upbringing and social cohesion. This is in agreement with Adebajo (2019) who reported the important role of community development associations in resource mobilisation for education, asserting that local involvement not only supplements government efforts but also strengthens community-school relationships. Similarly, Okonkwo (2018) argues that indigenous philanthropy promotes a sense of ownership and sustainability in educational development. This aligns with the position of Okonkwo and Anyaoha (2017), who emphasised grassroots fundraising as a viable model in resource-constrained settings. These findings resonate with the Nigerian context, where community engagement often reflects traditional norms of collective responsibility and mutual support. According to Nwafor (2023), such funding efforts can support ethical education through the provision of culturally relevant materials, teacher training programmes focused on moral instruction, and school-wide events that reinforce societal values.

Furthermore, the findings revealed that there was no statistically significant difference between the responses of male and female principals regarding the influence of community funding on the delivery of ethical and values education in secondary schools in Anambra State. This implies a consensus among school administrators on the value of community support in enhancing ethical instruction, irrespective of gender. Both male and female principals may be exposed to similar institutional realities, including funding gaps and the rising need for value-oriented educational programmes. This shared administrative experience likely informs their uniform perception. Ajogbeje (2023) noted that principals, regardless of gender, frequently encounter challenges related to student moral conduct and may therefore converge in their understanding of the role of community support in mitigating these challenges.

The findings of the study revealed that private sector funding influences the delivery of ethical and values education in secondary schools in Anambra State to a high extent. This implies that support from corporate organisations and private individuals contribute significantly to promoting moral and

civic education among students. Such support may include donations of educational resources, sponsorship of civic education programmes, or partnerships for school-wide ethical campaigns. Private sector engagement in education is often driven by corporate social responsibility (CSR) commitments, which seek to promote sustainable development and community welfare. This is in agreement with Ikedimma et al, (2024) who revealed that private sector in Nigeria have increasingly invested in value-oriented educational initiatives, especially in urban centers, to foster responsible citizenship and reduce youth delinquency. In a related study, Obioma (2023) found that private sector collaboration with schools contributed to the funding of character education programmes, including debates, public lectures, and ethics clubs. These findings align with the present study, suggesting that the private sector plays a vital role in complementing government efforts to instill societal values in students. Moreover, the active involvement of private individuals and corporate organisations can serve as a platform for mentoring and exposing students to ethical practices in real-life professional settings, thereby strengthening the integration of values into the educational process. In addition, the result revealed that there was no statistically significant difference in the mean responses of male and female principals on the extent private sector funding influences the delivery of ethical and values education in secondary schools in Anambra State. This indicates a shared understanding across gender lines on the relevance of private sector contributions to value-based education. Both male and female principals are likely to have witnessed the positive effects of private sector interventions in their respective schools, hence the alignment in their responses.

Conclusion

The study concludes that community and private sector funding influence the delivery of ethical and values education in secondary schools in Anambra State to a high extent. The findings revealed that both community and private sector funding contribute meaningfully to promoting ethics and values among students. Furthermore, the study showed no significant difference in the perceptions of male and female principals regarding the extent of influence of community and private sector funding on the delivery of ethical and values education in secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The Anambra State Ministry of Education should strengthen collaboration with community-based organisations and town unions to mobilise support for ethics-based educational programmes in secondary schools. These partnerships can help schools organise seminars, mentorship programmes, and value reorientation campaigns.
2. Secondary school principals should proactively engage the private sector through corporate social responsibility initiatives, requesting support for ethical instruction, value-based competitions, and civic clubs that promote integrity, discipline, and patriotism among students.
3. The Post Primary Schools Service Commission (PPSSC) should institutionalise stakeholder engagement frameworks that provide guidelines for schools to access and account for funds from community and private sources dedicated to values education.
4. Capacity-building workshops should be organised for principals and school administrators to enhance their skills in sourcing, managing, and monitoring community and private sector contributions toward moral education.

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