



OWNERSHIP AND FUNDING MECHANISMS OF PRIVATE SECONDARY EDUCATION IN EBONYI STATE

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Abstract

This seminar paper focused on ownership and funding mechanisms of private secondary education in Ebonyi State. Two corresponding research questions and null hypotheses were formulated to guide the study. Comprehensive related literature was reviewed not only to serve as a guide to the research but also to give insight into what has already been done by other researchers in the related areas of the study. A descriptive research design was adopted for the study. The population of the study consisted of two hundred and twenty- one principals in private secondary schools in Ebonyi State. The entire population was used in the study and as such there was no sampling. The instrument was validated by three experts, one expert from Science Education Department and two experts from Educational Foundations Department, Ebonyi State University, Abakaliki. The reliability of the instrument was determined using Cronbach Alpha technique which yielded a reliability coefficient of 0.78. Mean (\bar{x}) and standard deviation (SD) were used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings from the data analysis revealed that ownership pattern in establishing Private Secondary Schools is based on corporate ownership, partnership, individual ownership, religious organization, community organization and non- governmental organization in Ebonyi State. secondly that; internal fundings for suitability of private secondary schools in Ebonyi State are through endowment funds, parental contribution, profit from school enterprises, tuition fees and agricultural produces and that external funding mechanism are employment by private secondary schools are through: Government Grants and Subsidies, Aorporate sponsorship, Non-Governmental Organization, Philanthropic individual or foundations, Donation from old boys and girls and International aids and development initiative. Based on the findings the study recommended that Government should organize capacity-building workshops geared toward effective policy on the establishment of private secondary schools.

Keywords: Ownership, Funding, Mechanisms, Private Secondary Education.

Introduction

The administration of educational system in Nigeria is by law vested in the hands of the Federal, State and Local Government. The Federal and State Governments carry out administrative duties towards education through the respective Ministries of Education. **Barrera-Osorio (2019) stated that** administrative and professional services, primary education is carried out jurisdiction through Local Governments Education Authority. The contributions of the three tiers of governments are equally complemented by the efforts of the private entrepreneurs and professional associations such as the Parents Teachers Association (PTA), Nigerian Union of Teachers (NUT) and corporate agencies, among others. In addition, there have been commendable efforts of philanthropists and

community members who are committed to reviving education service delivery in Nigeria through school ownership (**Andrabi, Das and Khwaja 2018**).

Ownership patterns of private secondary schools in Ebonyi State can vary depending on several factors, including the region, religious affiliations, and the motivation behind establishing the school. Let's discuss and identify some common ownership patterns: Individual ownership is one of the most prevalent patterns in private secondary schools in Nigeria (**Barrera-Osorio, 2019**). These schools are operated and owned by individuals who establish the institution and assume full responsibility for its management and administration. Individual owners may include education enthusiasts, retired educators, professionals, or entrepreneurs with an interest in the education sector.



Many private secondary schools in Nigeria are owned and operated by religious organizations, such as churches, mosques, or religious societies. These institutions often aim to integrate religious teachings with academic instruction, providing a faith-based education. Religious organizations see education as a means to foster religious values and shape moral character among students.

In recent years, there has been a rise in corporate-owned private secondary schools in Ebonyi State. These schools are established and managed by private corporations or educational companies. The motivation behind corporate ownership can vary, including profit-making ventures, the desire to contribute to education, or leveraging the synergy between education and other business activities (Nnaji, 2013).

Partnership-owned private secondary schools are collaborations between two or more individuals or organizations. These partnerships can be between educators, ex-colleagues, educational professionals, community leaders, or investors. The partners pool their resources, expertise, and capital to collectively establish and run the school. Some private secondary schools in Nigeria are owned and operated by nongovernmental organizations (NGOs). These NGOs are established and funded by individuals or groups who have a specific educational mission or vision. NGOs often target specific educational initiatives or emphasize community development and empowerment through education. Some private secondary schools are owned and operated by the local community (Obinna, 2017). These schools are often established to address the educational needs of a specific locality or community. They may be initiated by community leaders, social organizations, or grassroots movements, and they serve as educational institutions that cater to the community's unique requirements. It is important to note that ownership patterns can overlap, and schools may have multiple stakeholders or different ownership structures within an institution. Additionally, the ownership patterns may influence the school's mission, academic approach, admission policies, and resource availability (Barrera- Osorio, 2020). The problems of funding has remained a great problem in development of secondary schools. Ogbonnaya (2012) fund is defined as the total amount of money that is saved or made available for specific purposes. There are two sources of fund; the short term and long term sources. The short term sources of funds

are funds needed for a short period of time. It must be raised within the shortest possible time in order to be useful to the school or educational institutions. Funds are of different forms such as physical cash, credit facilities, allowances or discount received, differed expenses, and undistributed profits amongst others. When there is delay in raising fund, it will no longer be beneficial to the educational administrators. Understanding the ownership patterns of private secondary schools in Nigeria provides insights into the diverse motivations and values that shape the educational landscape. This knowledge is crucial for policymakers, educators, and researchers in developing effective strategies that promote quality education and access for all students.

In private secondary schools in Ebonyi State both internal and external funding mechanisms are crucial for sustaining operations and providing quality education. The various funding mechanisms are based on internal and external funding mechanisms. Internal sources of funding are basically funds generated within the school environment. Tuition fees are one of the primary sources of internal funding in private secondary schools. Parents or guardians of students enrolled in these schools pay fees to cover various expenses, including teacher salaries, infrastructure maintenance, and instructional resources. Private schools often rely on additional financial contributions from parents (Barrera-Osorio, 2020). These contributions might be in the form of donations, fundraising activities, or voluntary contributions for specific projects or initiatives. Parental contributions play an essential role in supplementing the school's income and meeting various financial needs (Andrabi, Das and Khwaja 2018). To Andrabi, Das and Khwaja (2018) private secondary schools generate income from school enterprises, such as bookstores, cafeterias, uniform sales, and extracurricular activities. These profit-generating ventures not only support the school financially but also provide learning opportunities for students. Some private schools establish endowment funds through donations from alumni, philanthropic individuals, or organizations. These funds are invested, and the generated income supports activities such as scholarships, faculty development, and facility improvements.

Another funding mechanism is external sources of funds. Private secondary schools in Nigeria may receive financial assistance from the government in the form of grants or subsidies. These



funds aim to promote accessibility and affordability of quality education, particularly for economically disadvantaged students. However, the availability and extent of government support may vary across regions. Private schools often seek partnerships and sponsorships from corporate entities. These sponsorships can provide financial contributions, infrastructure support, or educational resources. In return, corporate sponsors may benefit from branding opportunities or community engagement initiatives (Barrera-Osorio, 2020). Certain NGOs are dedicated to supporting education and may offer financial aid or resources to private secondary schools. NGOs often focus on specific educational initiatives or target underprivileged areas, aiming to bridge the education gap and ensure equitable access to quality education. Private secondary schools may receive grants or donations from individuals or foundations with an interest in education. These philanthropic contributions can significantly impact a school's financial resources, enabling the implementation of innovative programs and infrastructure improvements. Schools actively engage in soliciting donations from alumni, parents, community members, and well-wishers. Fundraising events, such as galas, auctions, or donation drives, provide avenues for individuals to contribute financially. These donations can support scholarships, infrastructure development, and academic programs. Some private secondary schools may benefit from international aid and development programs implemented by governments or organizations. These initiatives aim to enhance access to quality education, often providing financial aid, resources, or capacity-building programs. It is important to note that the availability and utilization of funding mechanisms may vary across private secondary schools in Nigeria, as they are influenced by factors such as school size, location, reputation, and community support. Schools often rely on a combination of internal and external funding sources to meet their financial needs and sustain their operations, while also creating a conducive learning environment for students. Principals in these schools have more autonomy to manage than public school principals do, although the extent of school autonomy varies across countries. Privately managed schools may have the authority to hire and compensate teachers and staff, and thus can select better-prepared teachers and introduce incentives for performance (Onyedima, 2015).

Private schools often rely heavily on tuition fees and fundraising efforts to sustain their operations. However, these sources of funding may not always be sufficient to cover expenses, especially for schools serving lower-income communities. Limited financial resources can lead to inadequate infrastructure, insufficient resources and materials, and a lack of quality educational programs. Private education tends to be more expensive than public education. This poses a challenge for families, particularly those from disadvantaged backgrounds, who may not be able to afford the tuition fees. As a result, access to quality education becomes restricted, leading to inequitable opportunities for students and perpetuating educational disparities.

Private schools heavily rely on student enrollment for their revenue. Fluctuations in student numbers, such as during economic downturns or due to changing demographics, can significantly impact a school's finances (Oko, Oswald & Obiora 2023). A decline in enrollment can lead to financial instability and may force the school to make budget cuts, impacting the quality of education. Private schools often receive less public funding compared to public schools. Government resources and support tend to be allocated primarily to the public education system. This lack of financial support can create disparities between public and private schools, with private schools facing additional financial challenges in meeting educational standards and providing necessary resources for students. Private schools may face higher staffing costs compared to public schools. This can be attributed to factors such as competitive salaries and benefits to attract qualified teachers, professional development programs, and additional staff requirements for extracurricular activities. Balancing the need to provide competitive compensation while still maintaining affordability for families can pose a financial challenge for private schools (Oko, Oswald & Obiora 2023).

Private schools are often competing for funding from various sources, including grants, donations, and sponsorships. With limited funding opportunities available, schools must actively seek and secure financial support through rigorous application processes and fundraising efforts. This competition can be challenging, particularly for smaller or less well-established private schools. Private schools may face escalating costs due to inflation, rising utility expenses, technology upgrades, and curriculum enhancements. Keeping up with these costs while maintaining reasonable tuition



fees can create financial pressure for private schools. Some individuals may believe that private schools are already well-funded due to tuition fees. This can lead to a misconception that private schools do not require additional financial support. However, many private schools still face financial challenges despite student tuition fees, making it essential to raise awareness about the need for funding assistance. This research project tends to examine the funding mechanisms of privately owned secondary schools in Ebonyi State,

Statement of the problem

Over the years, public schools in Nigeria have not been given concern, this is ascribed to the population increase or the inability of government to provide more schools and facilities to meet its population needs or due to high level of corruption in the country. This neglect in the educational system, has left Nigeria with poor quality public education, weak management of education, inadequate implementation of policies, and poor tracking and monitoring of education budgets. The failure of public schools to provide basic opportunities for learning, low teaching standards and inadequate training for teachers has provide a window for private entrepreneurship at all levels of education. While tertiary education is largely owned by government, private ownership is almost taking over the primary education. Ownerships have seen themselves as a partner in the provision of quality education to the teeming population of Ebonyi State, which cannot be undertaken alone by the state. Thus, private individuals and groups establish their own schools, albeit on competitive basis and manage them within the framework of the National Policy on Education Private schools charge their own fees, formulate their own admission policy, recruit their own teachers and of course have their own career guidelines. Thus, the satisfaction derived by the rich and poor in terms of quality education in the state constitute a problem between the public and private schools on quality control albeit, on ensuring quality inputs and quality output. The issue of excellence and quality assurance in education should be of primary concern to any Society, governments and parents alike. Private schools and education are almost entirely exclusive; those who pursue education in these institutions must pay for the services they enjoy. Considering the fact that public schools do not enjoy a lot of public confidence at the moment, owing to decaying infrastructure and years of neglect, it seems parents

are favouring privately run schools as viable alternative to the crumbling public school structure. At the same time, there are some major challenges associated with a move to private schools. Some private schools need to be so profit oriented that they will be tempted to cut corners and deprive students of extracurricular activities, services and enrichment. In view of the above, the study is aimed at investigating the funding mechanisms of privately owned secondary schools in Ebonyi State.

Purpose of the study

The general purpose of this study was to assess ownership and funding mechanisms of private secondary education in Ebonyi State. Specifically, the study sought to;

1. Identify the ownership patterns in the establishment of private secondary schools in Ebonyi State
2. Assess the various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State
3. Ascertain the external funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State

Research Questions

The following research questions guided the study

1. what are the ownership patterns for establishment of private secondary schools in Ebonyi State?
2. what are the various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State?
3. what are the external funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. Funding has no significant influence on human resources management in secondary schools in Ebonyi State
2. Funding has no significant influence on provision of instructional materials in privately owned secondary schools in Ebonyi State secondary schools.



3. Funding has no significant influence on provision of facilities in privately owned secondary schools in Ebonyi State.

Methodology:

The study adopted a descriptive survey design. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically select segments of the population in order to determine the attributes of the population. The area of the study was Ebonyi State. The population of this study consisted of all the 221 private secondary school principals. The sample of this study was 221 male and female principals in public secondary schools in Ebonyi State. There was no sampling technique since the whole population was studied. This is because the population was manageable. The instrument for data collection was the researcher's developed questionnaire titled Ownership and Funding Mechanisms of Private Secondary Education Questionnaire (OFMPSSQ). The questionnaire has two sections: Section A and Section B. Section A collected the personal data of the respondents. Section B contains 16 item statements structured on financial resources management skills required by principals in secondary schools in Ebonyi State. This section has two (2) clusters: A, and B. Each cluster relates to items on the research question. Cluster A elicited information on identification of ownership pattern in private secondary schools with six (6) item statements, Cluster B elicited information on internal funding mechanism with six (6) item statements and Cluster C elicited information on external funding mechanism. The response mode was a 4-point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The instrument was face validated by experts: two experts from the Department of Educational Foundations (Educational Administration and Planning) unit and one expert from the Department of Science

Education (Measurement and Evaluation) unit, all from the Faculty of Education, Ebonyi State University, Abakaliki. These experts were requested to review the items in terms of their clarity, the appropriateness of the language and expressions to ensure unambiguity and the relevance of the items to the problem under investigation. The experts made necessary corrections and the corrections were effected by the researcher at the final draft of the questionnaire. The validated instrument was trial tested with twenty four. Private School principals in Cross River State which was not part of the study area but has similar characteristics to ensure its reliability. To ascertain the internal consistency of the instrument, Cronbach's Alpha statistics was used for its analysis. Reliability coefficients for the clusters gave an average reliability score of 0.79. The result indicated that the instrument was reliable and therefore considered appropriate for use. This is because according to Abonyi (2011), an instrument is reliable when the reliability index is above 0.50 but when it is below 0.50, it is unreliable. The instruments were administered and retrieved by the researcher with the help of three (3) research assistants. These research assistants were briefed on the modalities for administration and retrieval of the instrument. Research questions were answered on an individual item basis using mean and standard deviation. A mean (\bar{x}) of 2.50 was the cut-off point for decision making. The mean, 2.50, was derived by the addition of nominal values of the rating scale and dividing by the sum by the number of scale options. Thus $\frac{4+3+2+1}{4} = 10/4 = 2.50$. In testing the hypotheses, t-test was used to test the entire null hypotheses by finding the mean ratings of male and female principals at 0.05 level of significance. Then the t-calculated was compared with t-critical, where the t-calculated was less than the t-critical, the hypothesis was not significant and where the t-calculated is greater than the t-critical, the hypothesis was significant.

Results

This chapter presents the results of analyses of the data collected based on the three research questions and the two null hypotheses formulated to guide the study.

Research Question One what are the ownership patterns for establishment of private secondary schools in Ebonyi State? Data collected from items 1, 2, 3, 4, 5 and 6 in section B of the research instrument were used to answer this research question and the result is presented in Table 1 below.

Table 1: Mean Ratings and Standard Deviation of Responses of Principals on ownership patterns for establishment of private secondary schools in Ebonyi State.

S/ N	Item Statements on ownership pattern for establishment of private schools	X	S D	Decisio n
1.	Establishment of private secondary schools can easily based on corporate ownership	3.71	0.52	Agree
2.	Individual ownership	3.64	0.57	Agree
3.	Partnership of a given individual	3.47	0.61	Agree
4.	Non governmental organization	3.61	0.60	Agree
5.	Community ownership	3.64	0.53	Agree
6.	Religious organization	3.72	0.46	Agree
	Average Mean	3.38	0.64	Agree

The result presented in Table 1 showed the mean ratings of the principals on the ownership patterns for establishment of private secondary schools in Ebonyi State. Items 1, 2, 3, 4, 5 and 6 with mean scores of 3.71, 3.64, 3.47, 3.61, 3.64, 3.72 and standard deviation of 0.52, 0.57, 0.61, 0.60, 0.53 and 0.46, respectively agreed on reputable ownership patterns for establishment of private secondary schools in Ebonyi State. This is because from the table all the items obtained an average mean value of 3.38 that is above 2.50 which is the cut-off point. This implies that the establishment of ownership pattern of private secondary schools in Ebonyi state are based on Corporate ownership, partnership, individual ownership, religious organization, community organization, non governmental organization. This is because the mean value is 2.31 which is less than 2.50 which is the cut- off point.

Research Question Two

What are the various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State?

The data providing answers to the above research question are presented in table 2 below.

Table 2: Mean Ratings and Standard Deviation of Responses of the various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State.

S/N	Various internal funding mechanisms employed by principals for sustainability of private secondary schools are:	X	SD	Decision
7.	Sources of funds through funds endowment funds	3.88	0.37	Agree
8.	Parental contribution through communal levy	3.78	0.46	Agree
9.	Sources of through agricultural produces	3.57	0.52	Agree
10.	Sources of funds through Tuition fees	3.43	0.58	Agree
11.	Fund sources through school enterprises	3.49	0.55	Agree
12.	Preparing budgets based on available resources.	3.57	0.56	Agree
13.	Hiring of school facilities for generation of finance	3.59	0.57	Agree
	Average Mean (x)	3.61	0.59	Agree

The result presented in Table 2 showed the mean ratings of principals on various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State. Items 7 -13 with mean scores of 3.88, 3.78, 3.57, 3.43, 3.49, 3.57, 3.59 and standard deviation of 0.37,0.46,0.52, 0.58, 0.55, 0.56, and 0.57, respectively showed that the privates school principals sources their internal fundings for suitability of private schools through endowment funds, parental contribution, profit from school enterprises, tuition fees and agricultural produces. This is because from the table all the items obtained an overall mean value of 3.61 that is above 2.50 which is the cut–off point, this indicates that private secondary schools sources their through their internal generated revenue.



Research Question Three what are the external funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State?

Data collected from items 14, 15, 16, 17, and 16 in section B of the research instrument were used to answer this research question and the result is presented in Table 3 below.

Table 3: Mean Ratings and Standard Deviation of Responses of Principals on the external funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State.

S/N	Various external funding mechanisms employed by principals for sustainability of private secondary schools are:	X	S D	Decisio n
14	Sources of funds through Government Grants and Subsidies	3.8	0.34	Agree
15	Through Corporate sponsorship	3.1	0.46	Agree
16	Non-Governmental Organization	3.8	0.76	Agree
17	Philanthropic individual or foundations	3.5	0.70	Agree
18	Donation from old boys and girls	3.5	0.61	Agree
19	International aids and development initiative	3.7	0.56	Agree
.	Average Mean	3.55	0.57	Agree

The result in Table 3 showed the mean ratings of principals on Various external funding mechanisms employed by principals for sustainability of private secondary schools. Items 14-19 with mean values of 3.78, 3.81, 3.48, 3.55, 3.35 3.37 and standard deviation of 0.34, 0.46, 0.76, 0.70, 0.61 and 0.56 respectively indicated that private schools sources funds through external generated revenues. This is because from the table, all the items obtained an average mean score of 3.55 that is above 2.50 which is the cut-off point.

Hypotheses

- 1: There is no significant difference in the mean ratings of male and female principals on various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State

Table 3: t-test of difference in the mean responses of male and female principals on various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State.

Items	Category of Respondents	N	Mean	SD	Df	t-cal	Alpha	t-crt	Decision
1.	Male Principals	129	3.86	0.42	205	1.16	0.05	1.96	Not Sig.
	Female Principals	78	3.92	0.26					
2.	Male Principals	129	3.76	0.50	205	0.79	0.05	1.96	Not Sig.
	Female Principals	78	3.82	0.38					
3.	Male Principals	129	3.55	0.54	205	0.59	0.05	1.96	Not Sig.
	Female Principals	78	3.60	0.49					
4.	Male Principals	129	3.41	0.55	205	0.90	0.05	196	Not Sig.
	Female Principals	78	3.48	0.63					
5.	Male Principals	129	3.50	0.51	205	0.36	0.05	1.96	Not Sig.
	Female Principals	78	3.47	0.61					
6.	Male Principals	129	3.60	0.56	205	0.96	0.05	1.96	Not Sig.



	Female Principals	78	3.52	0.57					
7.	Male Principals	129	3.56	0.59	205	1.07	0.05	1.96	Not Sig.
	Female Principals	78	3.65	0.53					
	Average					0.76		1.96	Not Sig.

The result of the t-test analysis presented in Table 3 indicated that there was no significant difference in the mean ratings of male and female principals on various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State. This is because from the table, each of the items obtained a t-calculated value that was less than the t-critical value of 1.96. The average t-calculated value of 0.76 was also less than the average t-critical value of 1.96. Based on this, the researcher hereby failed to reject the null hypothesis that there is no significant difference in the mean ratings of male and female principals on various internal funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State.

2: There is no significant difference in the mean ratings of male and female principals on the external funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State.

Table 3: t-test of difference in the mean responses of male and female principals on external funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State

Items	Category of Respondents	N	Mean	SD	Df	t-cal	Alpha	t-cv	Decision
11	Male Principals	129	3.7287	0.60	205	1.84	0.05	1.96	Not Sig.
	Female Principals	78	3.8718	0.40					
12	Male Principals	129	3.7907	0.49	205	1.01	0.05	1.96	Not Sig.
	Female Principals	78	3.8590	0.41					
13	Male Principals	129	3.4806	0.72	205	0.17	0.05	1.96	Not Sig.
	Female Principals	78	3.5000	0.81					
14	Male Principals	129	3.5271	0.69	205	0.75	0.05	1.96	Not Sig.
	Female Principals	78	3.6026	0.70					
15	Male Principals	129	3.3798	0.61	205	0.67	0.05	1.96	Not Sig.
	Female Principals	78	3.3205	0.61					
16	Male Principals	129	3.4031	0.56	205	0.86	0.05	1.96	Not Sig.
	Female Principals	78	3.3333	0.55					
	Average					0.88		1.96	Not Sig.

The result of t-test analysis presented in Table 4 indicated that there is no significant difference in the mean ratings of male and female principals on external funding mechanisms employed by principals for sustainability of private secondary schools in Ebonyi State. This is because from the table above, each of the items obtained a t-calculated value that was less than the t-critical value of 1.96. the average t- calculated value of 0.88 was also



less than the average t-critical value of 1.96. Based on this, the researcher hereby failed to reject the null hypothesis that there no significant difference in the mean ratings of male and female principals on external funding mechanisms employed by principals for sustainability of private secondary school in Ebonyi State.

Discussion

Based on the data analyzed in Table one with an average mean of 3.61, it was discovered that ownership pattern in establishing Private Secondary Schools is based on Corporate ownership, partnership, individual ownership, religious organization, community organization and non-governmental organization in Ebonyi State. This finding also supports the statements of (Anyanwu, 2010) who noted that understanding the ownership patterns of private secondary schools in Nigeria provides insights into the diverse motivations and values that shape the educational landscape. This knowledge is crucial for policymakers, educators, and researchers in developing effective strategies that promote quality education and access for all students.

As regards the second research question, the respondents, internal fundings for suitability of private secondary schools in Ebonyi State are through endowment funds, parental contribution, profit from school enterprises, tuition fees and agricultural produces. While the hypothesis is of significant effect. This finding supports Aruma (2018) who in his study revealed that some private secondary schools generate income from school enterprises, such as bookstores, cafeterias, uniform sales, and extracurricular activities. These profit-generating ventures not only support the school financially but also provide learning opportunities for students. Some private schools establish endowment funds through donations from alumni, philanthropic individuals, or organizations. These funds are invested, and the generated income supports activities such as scholarships, faculty development, and facility improvements.

Research question three also revealed the mechanism of fundings private secondary schools. External funding mechanism are employment by private secondary schools are through: Government Grants and Subsidies, Corporate sponsorship, Non-Governmental Organization, Philanthropic individual or foundations, Donation from old boys and girls and International aids and development initiative while the research hypothesis is of significant effect.

This finding supports Aruma (2018) who asserted that Private schools often seek partnerships

and sponsorships from corporate entities. Sponsorships can provide financial contributions, infrastructure support, or educational resources. In return, corporate sponsors may benefit from branding opportunities or community engagement initiatives. Certain NGOs are dedicated to supporting education and may offer financial aid or resources to private secondary schools. NGOs often focus on specific educational initiatives or target underprivileged areas, aiming to bridge the education gap and ensure equitable access to quality education.

Conclusion

In conclusion, ownership pattern in establishing Private Secondary Schools are based on Corporate ownership, partnership, individual ownership, religious organization, community organization and non- governmental organization in Ebonyi State. secondly that; internal fundings for suitability of private secondary schools in Ebonyi State are through endowment funds, parental contribution, profit from school enterprises, tuition fees and agricultural produces and that external funding mechanism are employment by private secondary schools are through: Government Grants and Subsidies, Corporate sponsorship, Non-Governmental Organization, Philanthropic individual or foundations, Donation from old boys and girls and International aids and development initiative. Based on the findings recommendations and conclusion were made

Recommendations

Based on the findings of this study, the researcher recommended that:

1. Government should organize capacity-building workshops geared toward effective policy on the establishment of private secondary schools
2. School management board should organize and trained principals on financial skills for effective utilization of internal funds for suitability of private secondary school and also explore strategies such as seeking partnerships with businesses or organizations, engaging in fundraising campaigns.



3. Private school should advocate for more equitable funding policies with the collaboration between government, and philanthropic organizations in order to boost external funds sources.

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