

ALTERNATIVE SOURCES OF FINANCING SECONDARY EDUCATION IN ENUGU STATE

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Technology (ESUT) Enugu, Nigeria.*

Abstract: *The study investigated the alternative sources of financing secondary education in Enugu State. The researcher adopted a descriptive survey research design for the study. The study was guided by two research questions and two hypotheses. The hypotheses were tested at 0.05 level of significance. The study was conducted among the public secondary schools in Enugu State. The population for the study consisted of all the 314 principals and the 8598 teachers in the six Education Zones of Enugu State. However, the researcher purposively sampled two education zones namely; Enugu and Udi for the study. Enugu Education Zone has 31 secondary schools while Udi Education Zone has 54 secondary schools making the total of 85 secondary schools. Thus; the sample size for the study was 85 principals and 978 teachers. The population for principals is manageable while the researcher applied the rule of thumb in getting the sample size for teachers. Hence, 10% of the population for teachers was used to get 98 as the sample size. The instrument for data collection was a researchers' developed questionnaire titled "Alternative Sources of Financing Secondary Education Questionnaire (ASFSEQ)" which was faced-validated by three research experts from Faculty of Education, Enugu State University of Science and Technology (ESUT). The instrument consisted of 14 items assigned to the two research questions. To determine the reliability of the instrument, Cronbach Alpha was used in which 0.78 was determined for Cluster 1 and 0.79 for Cluster 2 with an overall reliability index of 0.79 which made the instrument reliable. Mean and standard deviation were used for analysing the data. It was found out that community involvement and PTA funds are alternative sources of financing secondary education in Enugu State. Based on the findings, the researcher recommended that, education commission should relax some of their policies to enable communities involve effectively in financing secondary education in the state as well as the school principals should be mandated to utilize the PTA's funds very well.*

Keywords: alternative sources, financing, secondary education, public secondary schools, principals, teachers, community involvement, PTA funds, policies, education commission, school principals.

Introduction

Education has become a very big enterprise all over the world and it has been recognized as the greatest investment that any economy can make for the quick development of its economic, political, sociological and human resources. Education is a process through which man realizes his potentialities and uses them for self-fulfillment in the services of himself and others (Ocho, 2005). Education at the secondary level is critical to the development of the nation being the bridge between primary and tertiary education. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level (Ige, 2013). The head of every secondary education is known as principal.

In Nigeria, secondary education aims at preparing an individual for useful living within the society and higher education. Specifically, it aims at: providing all primary school leavers with the opportunity for education of higher level irrespective of sex, social status, religious or ethnic background; offering diversified curriculum to cater for differences in talents, opportunities and future roles; providing trained manpower in applied science, technology and commerce at sub-professional grades; developing and promoting Nigerian languages, arts and culture in the context of the world's cultural heritage; inspiring students with a desire for self improvement and achievement of excellence; fostering national unity with an emphasis on the common ties that unite us in our diversity; raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals, and live as good citizens; and providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2013).

Consequently, the explosion on the population rate of school attending pupils at the primary school level manifested into the secondary school level. This increase affected government expenditures as more schools and teachers are required. With this also, there is pressure on the tiny government resources allocated to education thereby, affecting public school management that triggered private investment in education in terms of financing.

Financing formal education in Nigeria has become an issue of public concern as a result of the present economic down turn and worldwide inflation. According to Central Bank of Nigeria (2003), poor financing has been the bane of Nigerian education system to the extent that the budgetary allocation has been very low. Financing secondary education has remained a critical factor in the provision of functional education that can lead to a national transformation. Ayeni and Babalola (2009) argued that financing was central and germane to the success at all levels of education. Unfortunately, there has been wide outcry against poor financing of education in the country most especially at the secondary education level.

Furthermore, Ajetomob and Ayanwale (2004) observed that one of the approaches government adopts in financing education in Nigeria is the annual budgetary allocation to the sector that are distributed as subvention or grants to the different levels of education. The grants or subventions are made through respective education ministry of government by the coordinating agencies of education such as the National University Commission (NUC), National Commission for Colleges of Education (NABTEB), Secondary Education Management Board (SEMB) and Universal Basic Education Commission.

Obe (2009) maintained that without adequate financing, standards of education at any level shall be tantamount to a mirage that is, building castles in the air. Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff salaries and allowances, maintain the plants and keep the services going. It is when these things are put in place that a conducive teaching and learning environment could be created for the attainment of quality education.

The funds provided to secondary education by the government are used to pay teachers salaries and allowances, procures instructional materials and equipment and other physical facilities. Financing secondary education in Enugu State involves the provision of money and infrastructures to the schools. According to Oduleye (2012), it is clear that government can no longer single handedly finance educational institutions in the country. The researcher is of the opinion that there is over reliance on government to provide solutions to problems facing secondary education in Nigeria. The consequences are that the schools are grossly neglected because they are

not in position they ought to be. In fact, government is finding it difficult to effectively finance education because other sectors of the economy are competing with education for attention.

Adewunmu and Ehiamentor (2005) stated that inadequacy of financial resources will certainly have the effect of both the state and its local governments. The fact that the state government cannot adequately finance the secondary education implies that the school administrators must work for alternative sources of financing available to their schools. The alternative sources through which money can be realized to run secondary education according to Adewunmu and Ehiamentor (2005) include: Parents Teachers Association (PTA), Use of Direct Labour, Payment for Extra Lesson, Proceeds from school activities, Appeal fund raising, Community involvement, Donation, Old Student's Association and Non Governmental Organizations (NGO). Nwosu (2009) and Akinsanya (2016) gave the following as alternative sources: Tuition and fees, gifts, grants and endowment investment income, Auxiliaries i.e. enterprise, parents, Alumni consultancies and researcher activities, community involvement and international aids.

Community means a group of people from different families that have the same or similar objectives and tradition in their mode of operations. The school administrator cannot successfully run the school in isolation without the involvement of the community people. The community will help the school in carrying out its policies especially in the area of financing. Incidentally, the Federal Republic of Nigeria has recognized the importance of community involvement in school administration when it stated in the National Policy on Education that "close involvement of the communities at the local level in the administration and management of schools will be encouraged" (FRN, 2013). This is because the provision of education has become very expensive not to be left alone for the government. The school and community are two inseparable entities which are mutually dependent on one another. Another alternative source of financing secondary education is the effective use of Parents Teachers' Association (PTA) funds. PTA is one of the ways through which funds could be raised for secondary school administration.

Eze, (2008) defined P.T.A as a membership organization for parents of students/pupils and teachers of schools. The associations are groups made up of parents, teachers and sometimes others within the school community. PTA is a voluntary association of parents and teachers in a particular school established for its development. Every secondary school in Enugu State has Parents Teachers Association that helps the state government in one form or the other in managing the affairs of the school. Normally, every student termly pays the PTA levy which is managed by the school authority in conjunction with the PTA officials. In many cases, PTA money is used in providing PTA teachers and some school facilities and repairs. Apart from provision of both human and material resources, PTA motivates both students and teachers by giving awards and scholarships to exceptional students and teachers. This goes a long way to encourage hard work and commitment in the school.

The PTA came about because of the need for parents to get involved in what happens in the lives of their children in the school, share their ideas, help enrich the school community, and assist the schools in solving the numerous problems they now have, since the government could not take on all the responsibilities of the many schools in the country. It is on the above review that the researcher investigated the alternative sources of financing secondary education in Enugu State.

Statement of the Problem

Education, at whatever level is the engine for empowering the individual for sustainable development of the nation. This goal cannot be easily achieved in the absence of finance. Funding of formal education in Nigeria has been a topical issue due to the present bleak in economy arising from the global inflationary trend and

economic down turn. In spite of the efforts of the different governments of the federation to provide funds for education, educational institutions especially the secondary education still lack the necessary funds to implement various programmes. Education in Nigeria is faced with the problem of gross under funding, shortage of qualified manpower, in-adequate facilities and equipment and over bloated student's population.

In Enugu State, the secondary education system has been experiencing lots of challenges ranging from curriculum content implementation, job dissatisfaction among teachers, inadequate infrastructural facilities to poor students' academic performance in both internal and external examinations. Now the government claims that it is no longer buoyant as it used to be, it has tactfully shown its sole-provident position leaving education institutions as orphans, urging them to look for alternative sources of financing their programmes. Thus, the study examined the alternative sources of financing secondary education in Enugu State with particular reference to community involvement and PTA's funds.

Purpose of the Study

The general purpose of the study was to investigate the alternative sources of financing secondary education in Enugu State. The study specifically sought to determine:

1. the alternative sources of financing secondary education in Enugu State in terms of community involvement;
2. the alternative sources of financing secondary education in Enugu State in terms of Parent Teachers Association funds.

Research Questions

The following research questions guided the study:

1. What are the alternative sources of financing secondary education in Enugu State in terms of community involvement?
2. What are the alternative sources of financing secondary education in Enugu State in terms of Parent Teachers Association funds?

Hypotheses

The following hypotheses were formulated and guided the study:

HO₁: There is no significant difference in the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of community involvement.

HO₂: There is no significant difference in the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of Parent Teachers Association funds.

Method

The research design of this study was descriptive survey which aimed at investigating the alternative sources of financing secondary education in Enugu State. Descriptive survey according to Nworgu (2015) is a study in which a group of people or items is studied by collecting and analyzing data from few people or items considered to be a representative of the entire group. The study was conducted in the public secondary schools in Enugu State. The population for the study consisted of all the 314 principals and the 8598 teachers in the six Education Zones of Enugu State. However, the researcher purposively sampled two education zones namely; Enugu and Udi for the study. Enugu Education Zone has 31 secondary schools while Udi Education Zone has 54 secondary schools making the total of 85 secondary schools. Thus; the sample size for the study was 85 principals and 978 teachers. The population for principals is manageable while the researcher applied the rule of thumb in getting the sample size for teachers. Hence, 10% of the population for teachers was used to get 98 as

the sample size. This 10% is in agreement with Nworgu (2015) who posited that a researcher can make use of any percentage he/she deems fit in a known population.

The instrument for data collection was a researchers’ developed questionnaire titled “Alternative sources of financing secondary education Questionnaire” (ASFSEQ) which was faced-validated by three research experts from Faculty of Education, Enugu State University of Science and Technology (ESUT). The instrument consisted of 14 items assigned to the stated research questions. To determine the reliability of the instrument, Cronbach Alpha was used in which 0.78 was determined for Cluster 1 and 0.79 for Cluster 2 with an overall reliability index of 0.79 which made the instrument reliable. The response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for this study. Mean and standard deviation were used for analysing the data collected from the respondents. Hypothesis was tested by the used of t-test statistics.

Research Question 1: What are the alternative sources of financing secondary education in Enugu State in terms of community involvement?

Table 1: Mean response scores of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of community involvement

ITEMS		Principals 85			Teachers 98		
S/N	Alternative sources of financing secondary education in terms of community involvement include:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
1.	providing fund for building of school libraries.	2.59	0.91	A	2.59	0.92	A
2.	donating fund for the provision of school water tanks.	2.55	0.85	A	2.58	0.93	A
3.	providing fund for the building of hostels.	2.52	0.95	A	2.60	0.82	A
4.	donating fund for building of classroom blocks.	2.58	0.88	A	2.55	0.88	A
5.	providing fund for equipping the scientific laboratories.	2.59	0.99	A	2.66	0.90	A
6.	providing electricity (generator leister) for the school.	2.69	1.00	A	2.56	0.81	A
7.	providing latest textbooks to the school management.	2.63	0.97	A	2.69	1.00	A
Cluster Mean		2.59	0.94	A	2.60	0.89	A

Table 1 presents data on the community involvement as an alternative source of financing secondary education in Enugu State. From the data presented, it can be observed that all the items were highly rated by the respondents. Out of the seven items responded to, none has a mean score of less than 2.50 and the grand means were 2.59 for principals and 2.60 for teachers with standard deviations of 0.94 and 0.89 respectively. This indicates that the respondents are of the opinion that community involvement is an alternative source of financing secondary education in Enugu State.

Research Question 2: What are the alternative sources of financing secondary education in Enugu State in terms of Parent Teachers Association funds?

Table 2: Mean response scores of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of Parent Teachers Association funds

ITEMS		Principals 85			Teachers 98		
S/N	Alternative sources of financing secondary education in terms of PTA’s funds include:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
8.	PTA fund assists the school to raise money through donations.	2.52	0.95	A	2.57	0.97	A
9.	PTA fund helps in awarding scholarship to the intelligent students.	2.57	0.98	A	2.51	0.99	A
10.	PTA fund is used in running the school some times.	2.51	0.88	A	2.57	0.93	A
11.	Some projects in the schools are executed through PTA funds.	2.53	0.90	A	2.51	0.90	A
12.	PTA funds are used in the renovation of school buildings.	2.56	0.97	A	2.59	0.88	A
13.	PTA funds help in the provision of technological and medical equipment.	2.53	1.07	A	2.59	0.92	A
14.	PTA fund is used in construction of toilets and urinals in this school.	2.55	0.93	A	2.51	0.96	A
Cluster Mean		2.54	0.95	A	2.55	0.94	A

Table 2 presents data on PTA fund as an alternative source of financing secondary education in Enugu State. From the data presented, it can be observed that all the items were highly rated by the respondents. Out of the seven items responded to, none has a mean score of less than 2.50 and the grand means were 2.54 for principals and 2.55 for teachers with standard deviations of 0.95 and 0.94 respectively. This indicates that the respondents are of the opinion that PTA fund is an alternative source of financing secondary education in Enugu State.

HO₁: There is no significant difference in the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of community involvement.

Table 3: t-test on the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of community involvement

Variables	n	\bar{x}	SD	df	t-cal	t-crit	Decision
Principals	85	2.59	0.94				
				181	0.07	1.96	Not Significant
Teachers	98	2.60	0.89				

The hypothesis above shows that the calculated t-value of 0.07 is less than the t-table value of 1.96 which indicates that the null hypothesis is not significant. Thus, there is no significant difference between the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of community involvement.

HO₂: There is no significant difference in the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of Parent Teachers Association funds.

Table 4: t-test on the mean response scores of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of Parent Teachers Association funds

Variables	n	\bar{x}	SD	df	t-cal	t-crit	Decision
Principals	85	2.54	0.95				
				181	0.07	1.96	Not Significant
Teachers	98	2.55	0.94				

The hypothesis above shows that the calculated t-value of 0.07 is less than the t-table value of 1.96 which indicates that the null hypothesis is not significant. Thus, there is no significant difference between the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of PTA fund.

Summary of Major Findings

The following are the major findings of this study:-

1. Community involvement is an alternative source for financing secondary education in Enugu State.
2. Parent Teachers Association fund is an alternative source for financing secondary education in Enugu State.
3. There is no significant difference between the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of community involvement.

4. There is no significant difference between the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of PTA fund.

Discussion of Findings

The findings of the study have shown that community involvement is an alternative source of financing secondary education in Enugu State. This finding implies that community involvement as alternative source for financing secondary education will likely bring about qualitative education in the sense that funds raised by the communities will be used for execution of some projects like building of school libraries, provision of school water tanks, building of hostel among others. The findings agree with Duma (2013) who opined that the involvements by the communities are very important for the development of the school activities. With the expansion of schools and population explosion, it is increasingly becoming difficult for the government alone to fund secondary schools. Therefore, the wealthy ones in the communities should look critically into the problems that secondary schools in their localities are facing and promptly come to their rescue by raising funds among themselves. The hypothesis tested revealed that there is no significant difference between the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of community involvement.

The findings of this study have shown that PTA fund is an alternative source of financing secondary education in Enugu State. This finding implies that PTA funds as alternative source for financing secondary education will likely bring about quality education in the sense that funds raised through PTA body is used for execution of some projects like renovation of school buildings, construction of toilets, urinals among others. The execution of these projects goes a long way in creating a conducive teaching and learning environment which in turn will produce quality secondary education graduates who will contribute meaningfully to their personal development and that of the society in general. This finding corresponds with the view of Okwor (2016) who designed a study to investigate Parents Teachers' Association (PTA) financial and material support roles in the administration of secondary schools in the old Enugu State of Nigeria and found out that PTA fund-raising strategy assisted in the provision of resources required for classroom accommodation, science and introductory technology. The finding of this study also supports that of Babalola, Sikwibele & Suleiman (2010) as they maintained that PTA fees/levies is one of the sources of financing educational institutions. These support roles of PTA facilitate or enhance school-community relationship, assist in combating disciplinary problems for the schools and enhanced better academic performance. The hypothesis tested revealed that there is no significant difference between the mean response of principals and teachers on the alternative sources of financing secondary education in Enugu State in terms of PTA fund.

Conclusion

The need for alternative sources of financing secondary education in Enugu State cannot be overemphasized in the face of the present financial stringency. Having X-rayed the alternative sources of financing secondary schools in Enugu State, it is the belief of the researcher that these sources are far greater than what the students tuition fee could yield if students are asked to be paying tuition, and not only that, it places the school administrator in a better position to make use of the money realized from alternative sources. With the above sources available to school administrators, the researcher concludes that the sky is just the only limit of every public secondary school in Enugu State to successfully achieve the goals of secondary education.

Recommendations

The researcher recommended the following:

1. Education commission should relax some of their policies to enable communities involve effectively in financing secondary education in the state.
2. The school principals should be mandated to utilize the PTA's funds very well.

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