

# An Evaluation of Other Sources of Financing Secondary School Education Other Than Government Funding: A Case of Abakaliki Education Zone of Ebonyi State

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## ABSTRACT

This study evaluated other sources of financing secondary school education other than government funding, using Abakaliki education zone of Ebonyi state as a case study. It was motivated by the difficulties being encountered by heads of schools in financing the secondary schools in Abakaliki Education Zone of Ebonyi State. 3 research questions and a null hypothesis guided the study. The population of the study was 154 principals and vice principals. There was no sampling because the entire population was used as sample due to its manageable size. A structured questionnaire containing 36 items on the alternative sources of financing the secondary schools was used for data collection. Data collected were analyzed using mean ( $\bar{X}$ ) with standard deviation (SD) to answer the research questions and t-test statistics to test the hypotheses at 0.05 level of significance. The analysis of the data indicated that there are other sources of financing secondary school education in Abakaliki Education Zone of Ebonyi State which include; the use of community involvement, contributions from Alumni Association and, Non-governmental Organization (NGO). Based on the findings of the study it is recommended among others that school heads should see the communities as stakeholders in the running of the school and deem it necessary to approach for support in financing the schools. Principals and vice principals should endeavour to ensuring that the Alumni's of the school and NGOs are approached to assist in financing the schools.

## Introduction

Education is essential to a nation's growth. It's one of the man-made endeavors aimed at enabling him to live a useful and self-sufficient life in his immediate surroundings (Nwafukwa and Aja, 2010). According to the Federal Republic of Nigeria (2013), education is the best tool for advancing a country. The catalyst of knowledge, Owen (2000) asserted, is one of the tools that might have the greatest impact on our national growth. This indicates that education serves as a fulcrum for our country's socio-economic, political, and cultural growth.

## Statement of the Problem

This research is necessary to increase the school's available resources because of the lack of proper availability of school resources (both human and material). Secondary school funding in Ebonyi State's Abakaliki Education Zone has continued to decline, resulting in a rise in educational costs. There has been an increase in the demand for alternative education resources as a result of this increase in the expense of education in the region. For efficient teaching and learning to take place, schools in the zone have infrastructures that appear to be in a state of complete deterioration and in some cases, non-existent. There is little evidence that the government has given secondary schools any significant attention. Classrooms lack sufficient desks and chairs to accommodate pupils, and other structures are still under construction. Inadequate school libraries, labs, and workshops are in place. One regular occurrence is the presence of up to 100 pupils in a classroom or laboratory intended for 30 to 40. The current state of affairs makes it difficult to provide high-quality instruction and learning opportunities, which is detrimental to both. In light of the aforementioned, it is clear that the government is no longer able to meet the needs of schools.

There is a lack of planning, inadequate financing, lack of manpower, lack of competent and qualified people, and a rise in the number of school enrolments in Ebonyi State's educational sector because of this. Most of the secondary schools in Ebonyi State are in disrepair. As a matter of fact, "the state's education system is beset with difficulties. There are a number of factors that contribute to a bad educational infrastructure, including a lack of money and a lack of classrooms, instructional aids (projectors, computers, and laboratories), and insufficient quality teachers. As secondary schools in Ebonyi State's Abakaliki Education Zone have deteriorated, it has become clear that the State Government cannot meet the budgetary needs of these schools alone. For this study, what are the alternatives to finance secondary school education in the Abakaliki Education Zone of Ebonyi State?

### ***Concept of Education***

Education is the process by which the individual acquires the many physical and social capacities demanded of him by the group into which he is born and within which he must function. Education is a collective technique which a society employs to instruct its youth in the values and accomplishments of the civilization within which it exists (Adebola, 2006). Education is the process of transmitting societal lores, values and desirable attitudes from one generation to another. Education seeks to socialize individuals so as to equip them with the desired mode of behaviour that is in conformity with the way of life of the society in which they live. Education is the process of teaching, training and learning in schools and colleges for the development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live. According to Babalola (2004) education includes whatever we do for ourselves and whatever is done for us by others for the express purpose of bringing us nearer to the perfection of our nature. It comprehends even the indirect effects produced on character, and on the human faculties, by things of which the direct purposes are quite different; by law, by forms of government, by the industrial arts, by modes of social life, nay, even by physical facts not dependent on human will; by climate, soil and local position (Okpala, 2006). Education is the process of shaping individual's behaviour for adequate adjustment. Education is the process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well being of mankind and guarantee its survival against the unpredictable, at times hostile and destructive elements and forces of man and nature (Adeola, 2004). According to Nduka (2008), education is the sharing and transfer of knowledge, the development of new knowledge based on learning and understanding that is desirable. He went on to comment on some current perception of education by Nigerians. According to him Nigerians see education as follows; - The acquisition of a meal ticket or "gate pass". - A license to practice. - An unfulfilling academic exercise. - A tool for personal advancement. - An instrument of social change. - An instrument for national development, Education for most of us is looked upon as a value in itself and as an instrument for national development. This is why Olagbeye (2006) claimed that education if properly planned and wisely directed is the key to national development.

### ***Concept of Secondary Education***

Nigeria's Federal Republic defines secondary education as the education pupils get after elementary school and before they enter the university level. According to this policy paper, secondary education's broad goals include preparing students for a productive life in society and preparing them for higher education. It consists of the junior and senior high schools. People's ability to advance in economic, social, and moral terms is heavily dependent on their secondary education's vision and vigor. A well-structured secondary education can provide its students with the tools they need to be morally upright, intellectually honest, compassionate, brave, etc., and to live a good life. Therefore, it is important to evaluate the organization of secondary education in Nigeria, especially in relation to secondary schools. It is a group of secondary schools administered by the federal government that are called "federal government colleges." As a result of a pressing need to instill a sense of national unity, patriotism, and love in Nigerian adolescents, the notion of federal government colleges, also known as unity schools, was born. The goal was to instill a sense of national pride in the next generation. Students from all around Nigeria are given the chance to interact and grow together, allowing them to acquire a sense of belonging to the country as a whole and an

appreciation for the diversity that exists in our nation's diversity. There are already federal government colleges in every one of the thirty-six states, with day schooling being pushed as a cost-cutting measure. They have benefited the nation in certain ways, but they need to be refocused on their original mission (Craig, 2012). Back in the day, the West and Midwest were home to a unique kind of secondary modern school. As a supplement to basic education, they were significantly different from two-year modern classrooms in the Eastern Region and Lagos that had previously been phased out. Schools of secondary modernity in the Western Region were three-year long, available to students who had completed elementary school, self-continuing, and sought to provide practical instruction. They were designed for elementary school graduates who couldn't or couldn't afford to continue their studies in secondary school. Practical disciplines, such as agriculture, woodwork and metalwork, as well as household science and needle work were included to the elementary curriculum. In addition to securing entry level positions in government, its graduates went on to study in colleges of education, technical colleges, and trade schools. As time went on, some grammar schools began offering a four-year degree in commercial courses like typing and shorthand. There are no longer any secondary modern schools. Secondary modern schools have never existed in the Northern Region. A regional common entrance test was used at the time to choose candidates for teacher training institutions, technical institutes, and trade centers, while those interested in vocational education were required to complete standard seven at the primary level (Nduka, 2000).

## THEORETICAL FRAMEWORK

Theories are assumptions that have undergone some verification and are utilized to predict event or phenomena (Akumah, 2008). It is a set of propositions which can account for or explain phenomena or events. Theories are said to describe and explain issues and problems associated with what can be experienced in our environment and everyday life. It also describes and explains the nature of things as well as predicting future occurrences. Therefore, the following theories were related and were reviewed for the study: - Theory of Income Generation. - Systems Theory.

**Theory of Income Generation** The theory of income generation was developed by John Maynard Keynes, a British economist. This theory was published in 1936 under the General theory of employment, interest and money. Keynes looked at the circular flow of income. To him, the circular flow of income is the process by which payments flow from firms to households in the form of payment for the factors of production and from households back again to firms in the form of factor inputs – land, labour, capital and entrepreneurship for which institutions pay rent, wages, salaries, interest and profits respectively. On the other hand, firms supply goods and services on which households spend their consumption expenditure. This consumption expenditure goes to the firms as income. The circular flow of income which shows how income flows from firms presents very simplified illustration of how the economy works (Schultz, 2005). It also shows that the factor markets, households are the seller; firms are buyers while the commodities traded are the factors of production. The product market, households and firms swap places. Here, firms become the sellers and households become the buyers while the commodities traded are goods and services (Golding, 2004). Therefore, in the educational sector, there is a pronounced emphasis on the financial resources requirement for the operation that must be performed. Education is known throughout the world as a big enterprise that requires a lot of financing of public educational system and schooling is the nation's noblest investment, which is necessary for socio-economic and political progress of communities and society at large. This theory is relevant to this study in that whatever resources that are injected into the educational sector by the society will eventually come back to it through development, material and intellectual. It emphasizes the need for all and sundry in the society to contribute in the development of education as the products and dividends of education will in turn help develop the society.

## METHODOLOGY

This chapter presents the procedure used in carrying the research. The method was organized under the following sub-headings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**Research Design:** The research design appropriate for this study is a descriptive survey. Odofin (2001) opined that a survey design is a design in which a group of people or items or objects are studied by collective and analyzing data from only a few people, items, or objects, which are considered to be exact representative of the entire group. Therefore, this design is appropriate because the study involves collection of data from secondary school Principals / Vice Principals using questionnaire in order to ascertain the alternative sources of financing secondary schools in Abakaliki Education Zone of Ebonyi State.

**Area of the Study :** The area of the study is Abakaliki Education Zone in Ebonyi State comprising four Local Government Areas, (LGA) namely: Abakaliki, Ebonyi, Izzi and Ohaukwu LGAs. Abakaliki Education Zone shares geographical boundaries in Ebonyi LGA with Benue State by the East; by the West with Ikwo and Ezza South LGAs, by the North with Ohaukwu, Ishielu, and Ezza North Local Government Areas and by the South with Cross River State. The people of the Zone, Abakaliki are mainly farmers with good number of traders and civil servants. The area is dominated by Christians by religion. They are Igbo's by their cultural background. There are ICT centers and public library in the zone. to greater benefits for organizational performance and productivity. The studies on principal's tasks performance, makes one wonder if principals utilize alternative source of financing secondary school education principle and yet these problems exist. This makes the present study imperative. Ofojebe's appraisal of alternative sources of financing secondary education (ASFSE) buttress this research even though the present research goes further from the more generalized secondary schools in Anambra, to concentrate in Abakaliki education Zone. Little wonder why instead of only sampling selected 1,159 teachers done by Ofojeebe, the present study had to involve all the Principals and Vice Principals in Abakaliki Education Zone through the use of questionnaire and therefore, more authentic in its' wide coverage

**Population of the Study :** The population of the study comprised all the Principals and Vice Principals in public Secondary Schools in Abakaliki Education Zone of Ebonyi State. They are 77 Principals and 77 Vice Principals, totaling 154 Principals and Vice Principals (Akabaliki Zonal Secondary Education Board (AZSEB) (2015) and Secondary Education Board (SEB) Ugwu Achara, 2015).

## DISCUSSION OF FINDINGS

This chapter was focused on the discussions based on the findings of this study on the alternative sources of financing secondary school education. In consideration of the research questions and hypotheses, the research findings are hereby discussed under sub-headings;

### Community Involvement as an Alternative Source of Financing Secondary Education:

The result of the study revealed that principals and vice principals agreed that community helps to provide resource teachers in the areas of need. The study result indicated that principals and vice principals do not agree that community constructs classroom block and good roads. The study result showed that principals and vice principals accepted that community provides basic amenities like water, electricity and library to the school. The result of the study indicated that principals and vice principals showed that community reaches out to the philanthropic individuals to donate money for the school projects. The result of the study revealed that principals and vice principals agreed that community organizes parents to help/and support the school activities. The result of the study showed that the principals and vice principals agreed that community helps in providing sporting facilitates for the school. The finding of this study revealed that principals and vice principals accepted that community involvement serve as an alternative source of financing secondary education. In line with the above findings, Colletta and Partnris

(2010) illustrated various forms of community involvement in school financing and support to include: research and data collection, dialogue with policymakers, school management, curriculum design, development of learning materials and school construction. Communities and society must support parents and families in the upbringing, socializing, and educating of their children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society

### **Alumni Association as an Alternative Source of Financing Secondary Education:**

The result of the study indicated that principals and vice principals agreed that Alumni helps to provide experts to advice the schools on some government policies. The result of the study showed that principals and vice principals accepted that Alumni raise funds to give scholarship to students for excellence in their programme. The study result showed that principals and vice principals accepted that Alumni provides funds for physical development of the school. The result of the study indicated that principals and vice principals accepted that Alumni raise funds through voluntary for school project. The result of the study revealed that principals and vice principals accepted that Alumni helps to provide farm lands for the school. The result of the study indicated that principals and vice principals agreed that Alumni helps in sponsoring sports competition. The result of this study revealed that Alumni Association serve as an alternative source of financing secondary education.

### **SUMMARY OF FINDINGS**

The findings of the study are hereby summarized as follows:

1. Community involvement serves as alternative source of financing secondary schools in Abakaliki Education Zone of Ebonyi State.
2. Alumni Association serves as alternative source of financing secondary schools in Abakaliki Education Zone of Ebonyi State.
3. non-governmental organizations serve as alternative source of financing secondary schools in Abakaliki Education Zone of Ebonyi State.
4. The opinion of male and female principals and vice principals on the alternative sources of financing secondary schools was significantly different.

### **CONCLUSIONS**

Based on the findings of this study which examined alternative sources of financing Secondary Education in Abakaliki Education Zone of Ebonyi State, the following conclusions were made: Apart from government funding, the secondary schools in the zone raises funds to help in financing the schools through the following alternative sources: Parent Teacher Association, proceeds from school activities, fund raising activities, community involvement, alumni association and non-governmental organization. There was no consensus opinion between urban and rural, and male and female principals and vice principals on the alternative sources of financing secondary schools in the zone.

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