

---

## ALTERNATIVE SOURCES OF FUNDING SECONDARY SCHOOLS IN ANKPA EDUCATIONAL ZONE OF KOGI STATE

Akoji Augustine  
Primary School Education System,  
Enugu State, Nigeria

---

**Abstract:** The study was carried out in Ankpa Education Zone of Kogi State, to investigate the alternative sources of funding secondary schools in the Zone. The study adopted a descriptive survey research design with a sample size of 320, comprising Principals and Chairmen of Parents Association of public secondary schools in the Zone. The questionnaire was the instrument used for data collection. Mean and standard deviation were used for analysis. The findings of the study revealed that principals and parent association chairmen agreed on the regular sources of funding, and further identified alternative sources of funding which include entrepreneurship, transportation, Information and Communication Technology (ICT), sports and hiring of entertainment facilities. The research among others recommended that principals should encourage school farms as well as engaging in other entrepreneurial activities to help the school generate funds on its own.

**Keywords:** Alternative funding sources, Secondary School, Internally Generated Revenue.

### INTRODUCTION

Secondary school education according to the National Policy on Education (2004) is the education children receive after primary education and before tertiary stage. This means that secondary school education is an intermediate level of Education. This level of education according to Long Man (2009) is the school for the children between the ages 11-18. Though, this can be disputed as there is no constitutional age limit for any level of education in Nigeria. So also there is no apparatus to determine ones age in the school.

Secondary school education in Nigeria is divided into Junior and Senior Sections with three years duration for each (Oboebulem and Onwura 2011). The junior secondary school section according to the National Policy on Education shall be free and compulsory. Secondary school education occupies a very strategic position in the educational development of a country. Its weakness will have adverse effect on the man power development of a country. The specific aim of secondary school education is to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development of the nation.

However, most secondary schools in Nigeria are faced with numerous problems, all tied to inadequate funding. Some of these problems include, inadequate staff, lack of office accommodation, inadequate class rooms, lack of science laboratory equipments, sport facilities, teachers' salaries and allowances are not paid leading to strike, no seminars and workshops for capacity building and lots of other problems. Funding is the process of making money, materials and personnel available for the attainment of the purpose to which a project is to achieve.

Fund, according to Ogbonnaya (2000), is money set aside for a particular project. Equally long man (2009) defines funding as money provided by an organization for a particular purpose. Funding of secondary school education in Nigeria is the statutory responsibility of the state government. This is done through a budget allocation to the Ministry of Education and the State Teaching Service Board. Funding of secondary school education according to Onousoanya (2005), is the social responsibility of all and sundry, the government, private sector, philanthropic organizations, individual, the communities as well as religious organizations. This means that even though it is the statutory responsibility of government, it cannot alone adequately fund education because of other social needs and obligations. The call for alternative sources of funding as expressed by Ogbonnaya (2000) and buttressed by Tella (2002)

therefore becomes apt. Alternative sources are the unconventional means of funding a project. These are money sourced from every available means to augment for the conventional means in funding the necessary project.

The deplorable condition of secondary school education calls for the school Principals and Parent Association Chairmen to embark on an alternative source of funding education especially in Ankpa Educational zone of Kogi State. According to Oyagbola (2006), the importance of funding to educational development of the country cannot be over emphasized. Sourcing for alternative means of funding requires creativeness, craftiness and being entrepreneurial. This can be done when avenue for internally generated revenue are exploited.

## **METHODOLOGY**

This study adopted a descriptive survey research design, and is carried out in Ankpa Education Zone of Kogi State which comprises of Ankpa, Omala and Olamaboro Local Government Areas of Kogi State. The population of the study, which also serves as the samples, comprises of the one hundred and sixty (160) each for school Principals and the Chairmen of parent association, totaling three hundred and twenty respondents. The choice of the school principals and the parent association chairmen as the respondents is because they are in best position to know the sources of funding, effects of inadequate funding and the needs for alternative sources of funds.

Questionnaire was the instrument for data collection. The Questionnaire was titled "Alternative Sources for ending Secondary Schools in Ankpa Education Zone of Kogi State ("ASFSSAEZ"). To determine the reliability of the instrument, a trial test was carried out on twenty principals and parent association chairmen from Benue State outside the area of study. The overall reliability coefficient obtained was 0.95. This was obtained using the Cronbach Alpha method. This was high enough to consider the instrument reliable for

the study. The researcher personally and through an assistant did the distribution and collection in the education zone. Means and standard deviation were used in analyzing the data. A criterion mean of 2.50 and above was regarded as positive and acceptable while any with a mean score below 2.50 was regarded as negative and thus rejected.

## RESULTS

### SOURCES OF FUNDS FOR SECONDARY SCHOOLS

Table 1: Mean Rating of Principals and Chairmen of Parents Association on the sources of Funds for Secondary School in Ankpa Education Zone of Kogi State.

S/N	Item Statement	Principals N = 160			Parents Association Chairman N = 160		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1.	Contribution from Alumni Association	2.80	0.66	Agree	2.90	0.68	Agree
2.	Endowment Fund	2.70	0.62	Agree	2.80	0.67	Agree
3.	The State Govt. is the major sources of funding	3.40	0.72	Agree	3.30	0.71	Agree
4.	Missionaries also Fund education (Mission School)	2.75	0.64	Agree	2.85	0.68	Agree
5.	Allocation from the Educ. Tax Funds	3.00	0.69	Agree	3.10	0.70	Agree
	Overall Mean	2.93			2.99		

Source: Author's field work, 2017

Table 1 indicates that all the items under sources of fund have their mean from 2.70 to 3.40 for principal and for Parent Association Chairmen are in agreement on the source of fund for secondary school in Ankpa Education Zone.

The overall mean of 2.93 and 2.99 respectively also support this agreement. Both groups of respondents agree that the sources of

funds for secondary schools in the zone include: contribution from Alumni Association, Endowment Funds, the State Government, Missionaries and allocation from Education tax funds.

### ALTERNATIVE SOURCES OF FUNDING SECONDARY SCHOOLS IN THE ZONE

Table 3: Mean rating of principal and Parent Association Chairmen on the Alternative Sources of Funding School in the Zone.

Item Statement		Principals N = 160		Parents Association Chairman N = 160			
S/N	Alternative Source of Funds	$\bar{x}$	SD		$\bar{x}$	SD	Decision
12.	Entrepreneurship (sale of furniture, sachet water, tailoring, mechanic workshops, hair dressing salon.	3.30	Agree	0.81	3.28	0.80	Agree
13.	Transport service, school taxes, okada motorcycle for line purchase	3.20	Agree	0.71	3.18	0.79	Agree
14.	I.C.T Centres in the school premises	2.90	Agree	0.69	3.00	0.69	Agree
15.	Sport Developments owing of sport clubs	2.75	Agree	0.64	2.85	0.70	Agree
16.	Entertainment facilities Band brigades, canopies, plastic chairs for hiring Dancers	3.46	Agree	0.84	3.40	0.83	Agree
	Overall mean	3.12			3.14		

Results from Table 3: showed that all the items 12-16 under alternative sources of funding have overall mean of 2.75-3.46 for

principals, 2.85–3.40 for Parent Association Chairmen. This shows that they both agree that alternative sources of funds for the schools which is Internally Generated Revenue (I.G.R) includes sales of furniture items, production of sachet water, tailoring services, mechanic workshops, hair dressing, others include Okada Services, Moto cycles for hiring and loan as well as ICT and entertainment services.

## DISCUSSION

On the sources of funding for secondary schools in Ankpá education zone, the findings indicated that the principals and the Parents Association Chairmen agreed that the government remains the major sources of fund for secondary schools in the state and the zone. This the government does through statutory allocations from the ministry of education as well as endowment. These findings agree with the views of Ogbonnaya (2000) and Omonsoanya (2005) that much of the funds for secondary schools come from the government and its agencies. The findings also agree with that of Eze (1990) and Enyi (2000) that funds for secondary schools are sourced through voluntary agencies through the supply of facilities and equipment to school. The findings also revealed that some missionary bodies play a significant role in the funding of secondary education.

The findings on the Alternative Sources of Funding Secondary Schools in Ankpá Education Zone revealed that the respondents are in agreement with the alternative ways to sources for funds. They agreed that through entrepreneurial activities such as carpentry sachet water production, owing tailoring, mechanic and hairdressing as well as barbing salon, ICT services can be a source of alternative funding for schools. They also agreed that developing sport clubs, owing of canopies, plastic chair, sinking of boreholes among others would serves immensely in generating funds for the school. The above findings conform to Adeghite 2002 and Ogbonnaya (2012) that schools can generate funds through engaging in activities like sale of farm products, renting halls for organizing seminars, and workshops

and also providing resource persons to the communities as well as through the area of school sports facilities for occasions.

The result from the finding on the ways in which communities participate in sourcing funds for secondary schools in the zone indicated that the respondents share a common view that communities can help in sourcing for funds through imposition of levies, sale of community land, water from community boreholes rivers and taxes on ceremonies. This is in support of the opinion of Ojedele 1998 and Ogundara (1999). Also Charles (2002) and Anazonue (2002) stated that parents and communities should participate in sourcing fund through organizing launching, levying themselves and through provision of some facilities and equipment to schools.

## **CONCLUSION**

Proper funding of any organization is the bedrock for its efficient operation. Secondary schools cannot be an exception it requires adequate funding for efficient service delivery so that its aims and objective can be achieved. It becomes clear that government alone cannot properly fund education because of other social responsibilities, thus school principals, communities' voluntary organizations and well to do citizens should help in funding secondary school education. School principal and communities should equally look beyond government subvention and go into internally generated revenue for the provision of needed facilities in the schools.

## **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are therefore made.

1. Communities should cooperate by providing schools with facilities as well as patronizing the school by using school hall for community occasion through payment of token charges.

2. Principals should encourage school farms to produce some commodities like maize, cassava and even eggs and meat for sale.
3. Individual, groups and non-governmental organization should contribute in funding the school through supply of facilities donations and launching to fund school projects.

## REFERENCES

- Adegbite, A. (2002). *Education Finances in Nigeria an introduction to Educational Planning*, S. Adesina (ed) Ile Ife, University of Ife Press, 115-125.
- Adesina, S. (1984). *Secondary School Education in Nigeria*. Ile Ife University Press.
- Ali, A. (1996). *Fundamental Research in Education*: Akwa Meks Publisher Nigeria.
- Ali, A. (2006). *Conducting Research in Education and Social Science*. TIAN Ventures 301/303 Agbani Road Enugu.
- Anazonwu, O. (2002). *Educational Management*: Enugu Fourth, Dimension Publish Company Limit.
- Charles, H. (2002). *MPS should work on better education funding*. Lagos Vanguard Education and Manpower. Thursday December 19:23.
- Enyi, D. (2000). Financing Universal Basic Education in Nigeria. Measuring Impact of Community Involvement. Ed. *Nigeria Journal of Professional Research in Pedagogy and Psychology* Vol. 2 No. 6 P. 51.
- Kamanu, O. (2007). *The Reasons of College of Education Foundation*. A paper Presented at the Fund Raising Dinner held in Lagos. A Non Government Organization Based in Lagos.



- Longman, H. (2009). *Pearson Education Limited*. Edinburgh Gate Harlow Eassay (M20 2) E England.
- Oboegulem, A.I. and Onura, U. (2011). *Gate A P Express Publishers Limited* 3 Obollo Road Nsukka Nigeria.
- Odulaje, C.O. (2002). *Memorandum on Return of Schools to private owners* Lagos: Government Printing Press.
- Ogbonnaya, N.I. (2005). *Foundation of Educational Finance*. Onitsha: Cape Publishers International Limited.
- Ogbonnaya, N.I. (2001). *Foundation of Educational Finance*. Huilman Publishers Nsukka, Enugu State.
- Ojedele, P.K. (1998). An Assessment of Principal Perception of Parental Inputs to Secondary Schools in Oyo State. *A journal of National Institute for Educational Planning and Administration in Nigeria*. Ibadan: Vol. 1, No 2.
- Onwusoanya, B.G. (2005). Private Sector Participation in Funding of Secondary Schools in Anambra State Nsukka: Haliman Publishers.
- Ogabgola, A. (2006). *MTN University Connect Project in Institutions*. A Paper Commissioning of UNILag Digital Library Donated by MTN University Connect Project held in the University of Lagos.
- Target, R. A. (2003). *Economics of Education*. London Rabe and Faben 22-23.
- Tella, E. (2002). *Education Finance: Issues and Perspective*. Cameroun Press Print Limited.
- UNESCO, (2002). *Federal Ministry of Education Abuja Nigeria*. Wikipedia, (2011/2012) free encyclopedia.

FGN/UNICEF (2002). *Situation and Policy Analysis of Basic Education in Nigeria*. National Report Lagos Federal Ministry of Education and Youth Development.

---

Reference to this paper should be made as follows: Akoji Augustine (2018) Alternative Sources of Funding Secondary Schools in Anka Educational Zone of Kogi State. *J. of Education and Policy Review*, Vol. 10, No. 1, Pp. 54-63

---