

Appraisal of Principals' Alternative Sources and Utilization of Funds for Secondary School Administration in Afikpo Education Zone, Ebonyi State, Nigeria

AJa-Okorie, U.

Department of Educational Foundations, Faculty of Education, Ebonyi State University, Abakaliki

Email:uzajaokorie@yahoo.com

ABSTRACT

This study was carried out to appraise school principals' alternative sources and utilization of funds for the administration of Secondary Schools in Afikpo Education of Ebonyi State. Two research questions were formulated to guide the study with corresponding two null hypotheses. Descriptive survey research design was utilized to guide the study. Population of the study comprised of 819 secondary school teachers in Afikpo Education Zone of Ebonyi State. The sample consists of 208 teachers while proportionate random sampling technique was adopted for the study. The instrument for data collection was structured questionnaire while statistical mean and standard deviation were used for data analysis. Based on the data analysis, it was revealed that: school principals made provision for funds through appeal fund raising card, old students association, individual donation and PTA. Secondly school principals utilized school finance through budgetary preparation, organizing the business staff, and administering capital outlay and debt service. Based on the findings, this seminar paper recommended that government in the area of developing the school system should provide adequate financial support in the management of institutions and school principals should always attain financial training course for effective utilization of school funds.

Keywords: Education, Finance, Funds, Secondary Education, utilization, funds provision

INTRODUCTION

Education remains the main catalyst for development in any society, whether in the developed or developing world. In addition, efficient management of schools' resources is crucial [1,2]. The school needs to be a pleasant, safe and comfortable haven that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricular activities [3,4,5]. Despite the importance of quality education, financing of education has been at crossroads as a result of effect of stiff competition from other sectors of the economy. According to [6,7] various governments are forced to sacrifice funding of other sectors in order to finance education. This is necessitated in view of the fact that governments are challenged to meet the target of education for all. Key sectors like health, defense, and agriculture among others have therefore not been spared the budget cuts despite the fact that they are very crucial to any

economy. Owing to the educational potential benefits, countries and households are likely to invest heavily in education at its different levels. [8,9] notes that, in the Nigeria, efforts in some part of the country to produce financial equalization have proceeded to the point that an unusual number of middle- class families have opted to desert the public schools for the private schools. This in turn has led to a demand that the state deal directly with parents, giving them "vouchers" for educational services that could be redeemed in either public or private institutions. So far, none of the various voucher proposals has found sufficient favor with the voters to be passed into law. In a report released by education for all [10], it was revealed that financial requirements of education have affected universal access to basic education. Due to poverty, many households are not able to meet the direct and indirect costs of schooling. As a results, many

school age children have limited or no access to schooling. Alternatively, those who access schooling are forced to drop out before completing the primary education cycle. With the status of poverty and slow economic growth rate, the major challenge facing governments of Africa is how to control and general funds in educational sectors [11].

[12] discusses the sources of revenue for schools in Nigeria. It identifies grants from state, schools fees; grants from Philanthropic organizations or individuals and other schools based sources. These sources of revenue include proceeds from sale of school magazines or from learner's activities such as drama performance. Like many African countries, Nigeria recognized that education was key to her future economic development after independence. Methods of financing education have always included parents, local communities, central government and private individuals or groups. The central government shouldered a heavier load than the other agents, an enthusiasm which later gave way to a call for cost sharing in education [13]. Problems of funding have been largely blamed for the poor status of school

Statement of the Problem

Principals are saddled with the responsibility of accounting for secondary schools' funds. However, there have been reports of lack of prudence in managing funds, embezzlement of funds and inadequate financial accounting in secondary schools in Ebonyi State. Issues of inadequate finance remain and aspect

physical and human facilities and poor academic achievement of students [14]. The financial assistance given to schools by the government is inadequate to enable them achieve their goals. Schools are established in almost every town in the State but many of the schools are in a deplorable state because of issues in managing the available school funds. It has long been recognized that the achievement of educational goals depends on adequate financial management. The issue of financial management is a very crucial one and demands serious attention by secondary school principals. According to [15], the role of the school principal as a financial manager includes organizing the business staff, preparing the school budget, administering capital outlay and debt services, administering school purchases, accounting for school monies and property, providing for a system of internal accounting. Above all, principals need to display accountability in schools financial management [16]. They need to provide a meaningful account on how the financial resources of schools are utilized.

of finance utilization in secondary schools remain a great problem to most principals and these in turned to hinder the development of educational system in the country. To this end, this study sought to analyzes school principals' role in sourcing fund and utilization in Afikpo Education Zone of Ebonyi State.

Purpose of the Study

The major purpose of the study was to investigate analyze school principals role in financial provision and utilization in Afikpo Education Zone of Ebonyi State. Specifically the study sought to:

1. Ascertain the sources of finance use by school principals in

- providing funds for the secondary school in Afikpo Education Zone of Ebonyi State
2. Find out how finances are utilized by secondary school principals in Afikpo Education Zone of Ebonyi State.

Research Questions

The study sought to answer the following questions

1. What are the sources of finance use by school principals in providing funds for the schools

- in Afikpo Education Zone of Ebonyi State?
2. How do school principals utilize finance in secondary schools in Afikpo Education Zone of Ebonyi State?

Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 alpha level:

HO₁: There is no significant differences in the mean rating of male and female teachers on the sources of finance use by school principals in providing funds for the schools in

Afikpo Education Zone of Ebonyi State

HO₂: There is no significant differences in the mean rating of male and female teachers on the aspect of finance utilization by secondary school principals in Afikpo Education Zone of Ebonyi State

REVIEW RELATED LITERATURE

Sources of Finance in Secondary Schools

Secondary schools principals make provision of funds to schools through: Parents Teachers Association (PTA). Every secondary school in Ebonyi state has Parents Teachers Association that helps the state government in one form or the other in managing the affairs of the school [17]. 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.

Use of Direct Labour. The Chief executive can make use of direct labour in carrying out school projects in order to reduce expenses instead of using contractors. This is a good source of financing education.

Payment for Extra Lesson. School principals could organize extra lessons for students after the official school hours. The proceeds could be used to do some works in the school by the school authority after compensating the teachers for their extra efforts.

Proceeds from school activities. School activities represent another good source of financing public secondary schools. They include such activities as sales of students hand crafts, sales of books and stationery, staging of school plays and raffles, sales of farm products from the school farm, funds raising activity can be organized by the school authority where parents could be invited to raise money for school projects.

Appeal fund raising. The school authority could appeal in writing to

wealthy persons in the community where the school is located for financial assistance in order to develop their school. This practice if well articulated could yield good results in Ebonyi State.

Community involvement. The school administrator cannot successfully run the school in isolation without the involvement of members of the community. The community will help the school in carrying out its policies especially in the area of discipline and settlement of disputes involving both the students, staff and community. The community could be used to supply both free and cheap labour to the school if cordial relationship exists between the school and the community.

Donation. A good school principal who has a good relationship with the community will be able to attract both financial and material donations from the people of the community where his school is located including scholarships, to his students. The principal should know when and how to organize fund raising in his school so as to get people's donations to his school.

Old Student's Association. Effective use of the Old Students' Association by the school authority is always very helpful and healthy to the school. This association normally provides both cash and materials for the growth and development of their alma-mater. Every good school principal utilizes this source to finance his school.

Non Governmental Organizations (NGO). [18], states that nongovernmental organization is an association registered under the societies registration act, public trust act and the companies act with general body, executive, paid staff and volunteers. Since the financing of education is a joint responsibility and involves the private sector, a good school administrator must avail himself

the opportunity of involving any of the NGOs in the state in funding his school in any form. [19], stated that education could be funded by means of endowments. While [20] believed that the payment of landed property tax should be one of the reliable sources of

funding secondary education. Furthermore, [20] opined that education could be financed through the following sources: Educational levy, Donations, Rentals, Old Students financial assistance, Registration fees.

Finance Utilization by School Principals

Diversification of funding is proving to be very instrumental in providing partial funding solutions to the schools budget deficits. Various sources of funding are currently being pursued in the public school sector together with the regulatory government funding. [8], note that expenditure for educational investment comes from public funds through grants, scholarships or loans. However, they also observe that this financing of secondary education is limited and has been largely directed towards recurrent expenditure, which goes to financing teachers' salaries and allowances at the expense of development expenditure in areas such as expanding more classrooms and increasing the number of teaching and

learning resources such as computers. In the period between 2007 up to 2010 the education sector made significant achievements under the economic stimulus initiative, 6 billion was disbursed to 200 secondary schools for construction / rehabilitation works aimed at transforming the schools into centres of excellence. A further 420 schools were rehabilitated and expanded. Overall 18,020 teachers were recruited and a programme to supply computers to 20,229 public primary schools and 4,000 public secondary schools was initiated. A total of 1021 secondary schools received computers against a target of 1050 secondary schools.

METHODOLOGY

This study employed a descriptive survey design. A descriptive survey, according to [9] is the type of study, which aims at collecting data on and describing in a systematic manner, the characteristics, features or facts about a given population. This design is considered appropriate since, it will only seek the opinion of principals on the influence of human resource management on teachers' instructional performance in secondary schools using questionnaire as the instrument for data collection. The area for this study was Afikpo Education Zone of Ebonyi State, Nigeria. The population for the study comprised of all the 819 secondary school teachers in Afikpo Zone of Ebonyi State. The sample for the study consists of 208 teachers from public schools in Afikpo Education

Zone. The instrument for data collection was structured questionnaire. Research questions 1-2 were answered on individual item basis using mean and standard deviation. A mean (x) of 2.50 was used as the cut off point for decision making. The 2.50 was derive by the addition of nominal values and dividing the sum by the number of scale options. Thus $4+3+2+1 = 10/4 = 2.50$. The decision rule was that any mean value from 2.50 and above were used to interpret the item as agreed, while any mean value less than 2.50 were used to interpret the item as disagreed. In testing the hypotheses, t-test was used. Then the t-cal. was compared with t-tables, were the t.cal is less than the t-tables, the hypothesis was accepted and where the t-cal is greater than the t-table, the hypothesis was rejected.

RESULTS

Research Question One

What are other alternative sources of financing schools by principals in

Afikpo Education Zone in Ebonyi State?

Table 1:

s/no.	ITEM	N	Mean	SD	Decision
1	Principals source funds through Old students Association	208	2.51	0.91	Accept
2	Sourcing of fund through Appeal fund raising cards	208	2.54	0.83	Accept
3	Principals source fund through individual voluntary donation	208	2.55	0.85	Accept
4	Provide finance through extra lessons payment	208	2.60	0.83	Accept
5	Principals source fund through Parents Teachers Association	208	2.75	0.81	Accept
6	Principals source fund through the use of direct labour	208	2.71	0.76	Accept
Grand Mean			2.61	0.81	Accept

The results of data analysis presented on table 1 revealed that the respondents accepted that Principals sources fund through Old students Association, sources fund through Appeal fund raising cards, principals sources fund through individual voluntary donation, Provide finance through extra lessons payment, Principals sources fund through Parents Teachers Association and principals sources fund through the use of direct labour with the mean scores of 2.51, 2.54, 2.55, 2.62, 2.75 and 2.71. The grand mean score of all items in table 1 is 2.61 with standard deviation score 0.81. The grand mean of 2.61 is greater than mean score 2.50 set as mean score for decision making, thus, school principals made provision for funds through appeal fund raising card, old students association, individual donation and PTA.

Research Question Two: How do school principals utilize finance in secondary schools in Afikpo Education of Ebonyi State?

s/no.	Statement	NO	Mean	SD	Decision
7	Organizing the business staff	208	2.95	0.81	Accept
8	Preparing the school budget	208	2.86	0.80	Accept
9	Administering capital outlay	208	2.81	0.86	Accept
10	Accounting for school monies and property	208	2.75	0.82	Accept
11	Providing for a system of internal accounting	208	2.83	0.77	Accept
12	Administering capital debt service	208	2.85	0.79	Accept
Grand Mean			2.84	0.81	Accept

The results of data analysis presented on table 2 revealed that the respondents accepted that organizing the business staff, preparing the school budget, administering capital outlay, accounting for school monies and property, providing for a system of internal accounting and administering capital

debt service with the mean scores of 2.95, 2.86, 2.81, 2.83, 2.85 and 2.92, respectively. The grand mean score of all items in table 2 is 2.84 with standard deviation score 0.81. The grand mean of 2.84 is greater than mean score 2.50 set as mean score for decision making, thus, this school principals utilized

school finance through budgetary preparation, organizing the business

staff, and administering capital outlay and debt service.

Research Hypotheses

H₀₁: There is no significant difference in the mean rating of male and female teachers on the sources of funds by school principals in Afikpo Education Zone of Ebonyi State. Data collected

from item 1-6 in the research instrument were used to test this hypothesis 1. Summary of results of data analysis are presented on table 1:

Table 3: t-test Analysis on the sources of finance use by school principals in providing funds for the schools

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Female	123	2.65	0.81	206	0.66	1.63	0.05	Accepted Ho ₁
Male	85	2.66	0.80					

From the results of data analysis presented on table 3, it could be observed that male teachers recorded the high mean score of 2.66 than the mean score 2.65 for female teachers, the difference in these mean scores is statistically not significant at α 0.05. This is because the calculated t-value (0.66) is less than the critical value (1.63). Therefore, the null hypothesis (Ho₁) is accepted which implies that there is no significant differences in the mean rating of male and female teachers on the sources of finance use by school

principals in providing funds for the schools in Afikpo Education Zone of Ebonyi State.

H₀₂: There is no significant differences in the mean rating of male and female teachers on fund utilization by secondary school principals in Afikpo Education Zone of Ebonyi State. Data collected from item 1-20 in the research instrument were used to test this hypothesis 2. Summary of results of data analysis are presented on table 4:

Table 4: t-test Analysis on the influence of medical care provision for teachers on their job performance

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Female	123	3.074	0.930	206	0.66	1.72	0.05	Accepted Ho ₁
Male	85	2.996	0.933					

From the results of data analysis presented on table 4, it could be observed that female teachers recorded the high mean score of 2.89 than the mean score 2.84 for male teachers, the difference in these mean scores is statistically not significant at α 0.05. This is because the calculated t-value

(0.66) is less than the critical value (1.72). Therefore, the null hypothesis (Ho₂) is accepted which implies that there is no significant differences in the mean rating of male and female teachers on the aspect of finance utilization by secondary school principals in Ikom Education Zone of Cross River State.

DISCUSSION

The results of data analysis presented on table 1 revealed that the respondents accepted that Principals sources fund through Old students Association, sources fund through Appeal fund raising cards, principals sources fund through individual voluntary donation, Provide finance through extra lessons payment, Principals sources fund through Parents Teachers Association and principals sources fund through the use of direct labour . The grand mean of 2.65 is greater than mean score 2.50 set as mean score for decision making,

thus, school principals made provision for funds through appeal fund raising card, old students association, individual donation and PTA. In support of the finding, [7] notes that in order for the sources of income to meet educational costs careful and objective spending is necessary. This is because management of school activities, evolve around the collection and disbursement of money. In line with [8], the level of financial management determines whether school objectives can be met. Therefore, there is need to enhance

proper use of school funds that have been allocated to meet the various activities of the school program. The results of data analysis presented on table 2 revealed that the respondents accepted that organizing the business staff, preparing the school budget, administering capital outlay, accounting for school monies and property, providing for a system of internal accounting and administering capital debt service. The grand mean of 2.87 is greater than mean score 2.50 set as mean score for decision making, thus, this school principals utilized school finance through budgetary preparation,

CONCLUSION

Presently, financial management in secondary school has become necessary in school administration following the growing interest and awareness of the general public in education, and government expenditure on education. As it stands, most principals cannot effectively utilize school funds in their financial management obligations in a manner satisfactory enough to enhance secondary school growth granted that several problems limit principals'

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organizing the business staff, and administering capital outlay and debt service. Based on the findings, [9], note that expenditure for educational investment comes from public funds through grants, scholarships or loans. However, they also observe that this financing of secondary education is limited and has been largely directed towards recurrent expenditure, which goes to financing teachers' salaries and allowances at the expense of development expenditure in areas such as expanding more classrooms and increasing the number of teaching and learning resources such as computers.

financial accountability, the principal should not forget that his image and that of the school is at stake if he tries to be funny with available school finances. He should realize that public perception of this effectiveness, to a large extent, depends on financial uses. Imperatively, he or she is expected to adopt the mechanism of financial utilization and provision in the management of schools.

RECOMMENDATIONS

1. Principals should employ multi-stream approach in sourcing for alternative funding to complement government's efforts in the area of the study.
2. School principals should always attend financial training course for effective utilization of school funds.

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