



Utilization of Alternative Sources of Funding Public Secondary Schools in Cross River State

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ABSTRACT

This study examined the utilization of alternative sources of funding public secondary schools in Cross River State. The general purpose of this study focused on the extent of utilization of school farm proceeds, Parent Teacher Associations as alternative sources of funding public secondary schools in Cross River State. Two research questions and two null hypotheses guided the study. This study employed a descriptive survey research design. The population of the study comprised 286 principals in 286 public secondary schools in Calabar, Ikom and Ogoja Education Zones of Cross River State. There was no sampling in this study based on the size of the population that was not too large and during the period of this research; the male principals were 213 while the female principals were 73 which made it 286 research respondents. The instrument used for data collection was structured questionnaire developed by the researcher titled "Extent of Utilization of Alternative Sources of Funding Public Secondary Schools Questionnaire (EUASFPSSQ)". The reliability of the instrument was determined using Cronbach Alpha test and reliability co-efficient of 0.695 was obtained. Mean and standard deviation were used to answer the research questions, while t-test statistics of independent variable was used to test the hypotheses at 0.05 alpha level. Result of data analysis revealed that there was low extent in utilization of farm Proceeds and also there was low extent in utilization of Parent Teacher Associations (PTAs). Based on the findings of this study, recommendations were made that: government should organize regular seminars for the public secondary schools on how to effectively utilize the alternative sources of funding from school farm proceeds and public secondary schools should endeavour to utilize Parent Teacher Associations as alternative source of funding to avoid inadequacy of funds in public secondary schools.

Keywords: Utilization, Fundings, Alternative sources, Public Secondary schools, Farm Proceeds and Parent Teachers Associations.

Introduction

Education is the legal right of every citizen of a nation. It is an essential instrument that develops skills for daily living and enhancement of growth and development of every society. It is the processes of edification, receiving or giving systematic instruction, especially at institution. According to Amadi (2021), Education is a pertinent instrument that facilitates economic, political, social and technological advancement of a nation. Hence, for education to play its crucial role on the transformation of the society there is need for adequate funding of public secondary schools for the attainment of educational goals and objectives. It is believed that paucity of funds or inadequate funding of educational programmes can jeopardise the societal developmental aspirations of educational achievements for decades (Okwori and Ede, 2012). Therefore, the importance of alternative sources of funding public secondary schools cannot be overlooked.

Again, the invaluable roles and contributions of funding education in the development of an individual and society are unavoidable. In other words, many nations including Nigeria take education as an essential instrument for promotion of national development as well as effecting desirable social change (Federal Republic of Nigeria, 2013). This perhaps might be responsible for the growing concern of all stakeholders in education, pertaining funding of education which refers to governmental and organizational processes by which revenues are generated through taxations, fees, tuitions and philanthropy, distributed, and expended for the operational and capital support of public schools in the society.

The Federal Republic of Nigeria (FRN, 2014) in her National Policy on Education defined secondary education as the form of education children receive after primary school education and before the tertiary stage. To this end, education at secondary school levels requires adequate funding for the achievement of its desired goals, because money is a lubricator that makes things move. However, public secondary school refers to a type of secondary school established and managed by the government through the ministry of education at state and federal levels. In other words, public secondary schools are secondary schools that are maintained at public expense for the education of the children of a community or district which as well constitutes a part of a system of free public education.

In addition, Jita (2011) postulated that instructional managers (principals) usually go beyond the traditional functions of school administrations and spend majority of time focusing on developing knowledge and improving the alternative sources of funding towards the attainment of the desirable quality education. This shows that, instructional management programme is conceptualized as a mechanism of framing school aims and objectives as well as communicating the school aims and objectives with the aid of funds and giving directions and procedurals for effective teaching service delivery.

Funding is a term that explains how money is generated, invested and sustained in an establishment. Funding is the task of providing the necessary funds (money) required by the business of entities like companies, firms, schools, individuals and others on the terms that are most favourable to achieve their economic objectives (Akroni, 2011). Nwangwa and Omotere (2013) described funding as the act of providing money for business activities, making purchases or investing. While, (Nasiru, 2013) refers to funds as money, environment and the capital needed to keep an institution moving in terms of purchase of materials, payment of bills, repairs and maintenance. This shows that no matter how lofty a planned educational programme might be, if the funds available are insufficient for its implementation, the plan would become immaterial and useless.

The alternative sources that can be utilize in funding public secondary schools according to Adewunmu (2015) include: Parent Teacher Association (PTA), Use of Direct Labour, Payment for Extra Lesson, Proceeds from school farm, Appeal fund raising, Community involvement, Donation, Old Student's Association and Non Governmental Organizations (NGOs). Similarly, Ugwu and Nnebedum (2018) gave the following as alternative sources of funding public secondary schools; tuition and fees, gifts, grants and endowment investment income, agricultural-based income generating activities, private business-based income generating activities, parents, Alumni consultancies, community involvement and international aids.

Public secondary schools can involve in business-oriented ventures in order to raise funds in supporting the school. Bray (2014) noted that many schools can raise funds through their own productive activities. Thus, this means that public secondary schools can undertake contracts on carpentry and metal work to members of the community where the school is domiciled. Secondary schools can also run stores, which serve the neighbourhood and others. While, Nyangaresi, Onderi and Mwebi (2016) gave an instance in their study that, in urban areas schools can supplement their incomes by collecting empty bottles for return to drinks manufacturers.

Public secondary schools could generate income through engaging in Agricultural activities, these may include poultry keeping such as chicken, animal keeping such as dairy cows, sheep and goat keeping. It may also include crop farming such as maize, paddy, yam or potatoes and beans as well as horticulture farming such as cultivation of vegetables and fruits Nyeh and Kpee (2019). In the same vein, Amos and Koda (2018) stated that public secondary schools can engage in crop and vegetable farming projects as their activities to generate income. Therefore, it would be pertinent for public secondary schools to utilize agricultural projects as one of their means of generating funds because no organization can function effectively and efficiently without sufficient funds for its operations irrespective of the organizational proficiency.

Furthermore, secondary school can engage the Parent Teacher Association (PTA) to assist in funding the running of the schools activities. According to, Eze, (2014) Parent Teacher Association (PTA) is a membership organization for parents of students/pupils and teachers of a school. Thus, Parent Teacher Association (PTA) is a voluntary and welfare organization that brings together the major stakeholders in education, which are the parents, guardians and teachers of pupils in a particular school. They help in fund raising, maintenance of discipline, seeing to the welfare of the school, and creating a bound between the school, the home, and the community, between the parents and the teachers and building parent involvement at school and other activities relating to the attainment of desired goals of the school.

It has been noted by scholars that one of the major roles of secondary school principals is to source for fund, allocate the fund judiciously as well as manage the fund effectively to achieve the set educational goals. The sources of school fund as outlined by Akpan (2011) may include government allocation, foreign aid, community effort, mission support, PTA levy, school fee charges, individual philanthropist donations, Non-Governmental Organisations (NGOs) support and so on. Udoh-Uwah, Ubok-Obong and Etim (2018) noted that in recent times, the population explosion in public secondary schools in Cross River State is becoming a challenge as there are insufficient classrooms and teaching materials to accommodate the students' enrolment. This revealed that there is inadequacy of funds and the number of teachers available seems to be insufficient to teach these students even with the Federal Teachers intervention Scheme and N-Power Teachers scheme which is a societal matter that is yearning for solution.

However, Homes (2012) affirmed that inadequate utilization of alternative sources of funding public secondary schools could be blamed on the poor knowledge of male and female school principals in their managerial practices. In the same vein, Ereh (2014) asserted that adequate utilization of alternative sources of funding public secondary schools for effective management of school programmes and maintenance of school facilities is hinging on these variables relating to gender and location, which is not clearly determined. Therefore, there is need to examine the extent of utilization of alternative sources of funding public secondary schools in Cross River State.

Statement of the Problem

The perceived deterioration of educational standards in public secondary schools may be traceable through the inability of schools to adequately tap or utilize the alternative sources of funding their schools, since the government alone cannot effectively shoulder the responsibility of funding education with a view to improve the growing cases of lack of funds for the achievement of desirable high quality education. Again, the funding of secondary education through alternative sources that will provide adequate school facilities, create strong incentives or motivations to make the work of teaching, learning or instruction the central focus of educational management practices is in doubt. In the same vein, while it is appreciated that male and female school principals may have some relationships with the utilization of alternative sources of funding in schools, the extent of alternative funding practices by public secondary schools hinge on these variables are undetermined. However, based on the incessant outcry pertaining under-funding of public secondary schools by the government and the extent of utilizing the strategies towards alternative sources of funding for effective management of school programmes/projects are unascertained.

Furthermore, with the current emphasis of the government on revamping the educational standards in the society, it therefore, becomes necessary that researchers in the field of educational administration and planning should explore the extent of utilization of alternative sources of funding public secondary schools so that whichever extent of utilization of alternative sources of funding in schools come to bear would be taken into consideration the

extent required of them, because ignoring the productivity dimensions for the attainment of quality education would endanger the prosperity of future generations, with widespread repercussion for poverty and social exclusion.

In Nigeria and Cross River State in particular, the alternative sources of funding required of public secondary schools for quality education seems to be based mostly on theoretical speculations without adequate empirical backing as it is shown on the outcry of public secondary schools about insufficient funds in schools. Indeed, there is need to examine the extent of utilization of alternative sources of funding public secondary schools for effective management and achievement of high quality educational standard in Cross River State, Nigeria. Hence, the problem of this study when put to question form is “what is the extent of utilization of alternative sources of funding public secondary schools”?

Purpose of the Study

The general purpose of this study was to examine the extent of utilization of the alternative sources of funding public secondary schools in Cross River State, Nigeria. Specifically, the study was designed to:

1. Ascertain the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State.
2. Determine the extent of utilization of Parent Teacher Association as alternative source of funding public secondary schools in Cross River State.

Research Questions

The following research questions guided the study:

1. What is the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State?
2. What is the extent of utilization of parent teacher associations as alternative source of funding public secondary schools in Cross River State?

Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of male and female principals on the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State.

H₀₂: There is no significant difference between the mean ratings of male and female principals on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State.

Reviewed of Related Literature

Sales of School Farm Proceeds as Alternative Source of Funding Public Secondary Schools

Agricultural-based income generating activities are alternative source of funding strategies that are mainly geared towards sourcing monies through involvement in cultivation of land and rearing of animals. Agricultural-based income generating activities include: farming maize and wheat growing, horticultural based produce or vegetables, piggery and poultry (Omukoba, Enose and Ayodo 2011). These types of Agricultural-based income generating activities which secondary school principals can venture into as alternative sources of funding involve poultry keeping such as chicken, animal keeping such as dairy cows, sheep and goat keeping. It also include crop farming such as maize, paddy, and beans as well as horticulture farming such as cultivation of vegetables and fruits. Thus, secondary school principals can generate additional source of funding their schools through; poultry farming, cassava farming, tomato farming, catfish farming, maize/corn farming, amongst others.

Poultry farms are farms that raise chickens, ducks, turkeys, and other birds for meat or egg production. Poultry farming today is a huge and lucrative business that is polarized into several operations including hatcheries, pullet farms for meat production, or farms for egg production, etc. (Hamra, 2010). There is a very good market for poultry products, eggs have many health benefits and are always in demand from both individuals and companies on daily basis. Hence, companies such as bakeries, restaurants, hotels and so on use eggs for making scotch eggs, cakes, etc., while individuals love using eggs to eat bread, yam and to bake as well (Agricdemy, 2021). Chicken's popularity in the diets of most individuals has been due to its lower price, strong consumer perception on safety and health advantages compared to other sources of meat protein (Takyi-Mensah, 2012). These factors accentuate the importance of local poultry meat production by secondary school principals who have enough land for such, which could enable them attain financial self-sufficiency and the possibility of stabilizing the funding status of their schools in the face of dwindling or insufficient funds coming from government. School principals who are into poultry production can generate income from poultry droppings, which can be bagged as organic manure and sold to vegetable farmers as well. There's a very good market all-year-round, for everything that a poultry farm produces, and poultry farming in Nigeria is a business with a very strong cash flow, especially for secondary school principals who have poultry farm awareness.

Cassava is a multipurpose food crop with a wide range of uses. Apart from using its roots as food and leaves for soup or animal feed, it can be processed into various goods including: Granulated fried Cassava (Garri), Cassava Dough (Fufu), White Garri, Abacha, Cassava flour, starches for sizing paper and textiles, sweeteners, prepared foods, biodegradable products, amongst others (Odebode, 2010). Cassava is one of the best money making agricultural

business ideas that is viable, which secondary school principals can take advantage of, the products are derived from a number of forms of cassava, ranging from fresh leaves and roots to modified cassava starch. The degree of processing and the technical requirements tend to increase from the fresh form to the modified starch form. The aforementioned products represent potential market development opportunities for cassava. Which means, these markets, especially those for glue and anhydrous alcohol, represent new opportunities for the use of cassava, and as such they are income making potentials where secondary school principals are cassava business oriented. In this respect, schools that have large arable land could go into cassava cultivation and take advantages of generating income from sales of cassava products, which could be used as an alternative source of funding secondary schools.

Parent Teacher Associations as Alternative Source of Funding Public Secondary Schools

No organization can function effectively without funding assistance. Schools require money for its continuous functions. On that note, Nyeh and Ohia (2019) opined that one of the key resources required for every institution or organization for effective performance is funds. In essence, fund is an important factor which contributes to the success of educational management. Since education must be paid for and as educational provision develops likewise the cost increases. The important aspect of school funding is that it increases the number of teachers employed. Instructional materials and general school infrastructure available to the school brings about faster development to the schools because no school organization can operate as desired without adequate instructional apparatuses. The huge expenditure incurred by schools call for the need to source for alternative means of funding in order to achieve various managerial educational objectives. Ortsa and Apase (2019) noted that the Parent Teacher Association has major roles to play as an alternative in the course of funding secondary schools as relates to the obtainment of set aims of the educational enterprise.

Nevertheless, Parent Teacher Association (PTA) is a voluntary and welfare organization that brings together major stakeholders in education sector which are parents/guardians and teachers of pupils in a particular school. This association was first started in the United States of America by group of mothers (parents) who were concerned about the welfare of their children (Tapela and Tshepiso, 2019). However, the purpose of PTA is to bring the home and the school close to each other, to study the problem of the children and if possible find solutions that are mutually beneficial as expected.

Methodology

This study employed a descriptive survey research design. The rationale for choosing this design was in line with the definition of Nworgu (2008), who sees a descriptive survey as a type of study in which data is collected from a sample of a given population for describing the pattern or trend of distribution of the element in a population. The area for this study was public secondary schools in Cross River State. Cross River State is one of the 36 States in the Federal Republic of Nigeria and one of the South-South States of Nigeria. The population of the study was made up of the principals in 286 Public Secondary Schools in the three Education Zones of Cross River State, which include: Calabar, Ikom and Ogoja Education Zones. There was no sampling, since the number of the respondents (286 public secondary school Principals) was not too large. Therefore, the entire population of two hundred and eighty-six (286) was used for the study. The researcher adopted structured questionnaire for data collection. The instrument was tagged: "Extent of Utilization of Alternative Sources of Funding Public Secondary Schools Questionnaire (EUASFPSSQ)." The instrument for this study was validated by three experts in education; two from the Department of Educational Foundations (Educational Administration and Planning) and one from Measurement and Evaluation (Science Education) all in Faculty of Education, Ebonyi State University, Abakaliki. The reliability of the instrument (internal consistency) was established using Cronbach Alpha test; this was done using 30 public secondary school principals in Akwa Ibom State, which is outside the area of the study. The reliability index yielded 0.69. Mean and standard deviation were used to answer the research questions, while t-test statistics of independent variable was used to test the hypotheses at 0.05 alpha level.

RESULTS

Research Question 1

What is the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State?

Data for this research question were collected with items 1-10 of the instrument. The data were analyzed descriptively and summarized in table 1.

Table 1: Mean and Standard Deviation Results on the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State

S/N	ITEMS	VHE	HE	LE	VLE	X	S.D	Decision
1	Schools generate funds from operating fishpond in the school.	21	59	123	69	2.1176	0.87658	Low Extent
2	Schools raise funds by engaging in poultry production in the school.	23	50	64	135	1.8566	1.00075	Low Extent
3	Schools raise funds by cultivating cassava farms.	32	57	65	118	2.0110	1.05734	Low Extent
4	Schools raise funds by cultivating fruits from school farm.	22	48	82	120	1.8971	0.96644	Low Extent
5	Schools raise funds in engaging in farming through sales of beans.	33	44	117	78	2.1176	0.96093	Low Extent

6	Schools raise funds through cultivation of root crops in the school farms.	14	53	128	77	2.0147	0.82833	Low Extent
7	Schools engage in dairy farming to raise funds through the sale of dairy products.	30	46	120	76	2.1103	0.93850	Low Extent
8	Cultivating rice farms is a means through which Schools raise funds for the school.	126	28	11	107	2.6360	1.39711	High Extent
9	Schools cultivate maize to raise funds for the school.	20	43	123	86	1.9890	0.87812	Low Extent
10	Schools generate funds through rearing of animals in the school farm.	26	48	68	130	1.8897	1.01409	Low Extent
Grand Mean						2.06	0.99	Low Extent

The Table 1 above showed the mean and standard deviation results on the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State. The results revealed that schools utilize school farm proceeds to a low extent as alternative source of funding public secondary schools as it was within the range of 1.5 – 2.49. And the closeness of the standard deviation to the mean value implies that majority of the respondents shared similar views. Among the 10 items, it was observed that only item 8 was utilized to a high extent. That is to say, some of the schools engage in cultivation of rice farms as one of the means to raise funds for the schools.

Research Question 2

What is the extent of utilization of parent teacher association as alternative source of funding public secondary schools in Cross River State?

Data for this research question were collected with 11-20 of the instrument. The data were analyzed descriptively and summarized in table 2.

Table 2: Mean and Standard Deviation Results on the extent of utilization of Parent Teacher Association as alternative source of funding public secondary schools in Cross River State

S/N	ITEMS	VHE	HE	LE	VLE	X	S.D	Decision
11	Schools generate funds from PTA to provide teaching facilities in the school.	19	50	67	136	1.8235	0.96723	Low Extent
12	Funds generated from PTA by schools are used to provide learning facilities in the school.	111	36	109	16	2.8897	1.01772	High Extent
13	Funds generated from PTA by Schools are used to provide recreational facilities.	18	39	129	86	1.9596	0.85164	Low Extent
14	Schools source for funds from PTA to build additional classroom blocks in the school.	29	43	68	132	1.8860	1.02993	Low Extent
15	Funds generated from PTA by schools are used to repair damaged teaching facilities.	34	40	120	78	2.1103	0.96180	Low Extent
16	Principals solicit for funds from PTA to renovate dilapidated buildings in the school.	12	91	102	48	2.3033	0.81125	Low Extent
17	Funds raised schools from PTA are used to procure desks for students in the school.	26	48	68	130	1.8897	1.01409	Low Extent
18	Schools raised funds from PTA to procure chairs for students in the school.	19	50	67	136	1.8235	0.96723	Low Extent
19	Funds raised by schools from PTA are used to procure tables for teachers in the school.	111	36	109	16	2.8897	1.01772	High Extent
20	Schools raised funds through PTA for erecting of collapse school perimeter fence.	18	39	129	86	1.9596	0.85164	Low Extent
Grand Mean						2.15	0.95	Low Extent

The Table 4.2 above showed the Mean and Standard Deviation Results on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State. The results revealed that schools utilize Parent Teacher Association (PTA) as Alternative Source of Funding Public Secondary Schools in Cross River State to a low extent falling within the range of 1.5 – 2.49 since the grand mean for all the 10 items was 2.15 and a grand standard deviation of 0.95. And this implies that majority of the respondents' shared similar views. Among the 10 items, it was observed that only items 12 and 19 were utilized to a high extent. From item 12, funds generated from PTA by schools are used to provide learning facilities in the school to high extent with a mean score of 2.89 and standard deviation of 0.97. From item 19, funds raised by schools from PTA are used to procure tables for teachers in the school to a high extent with a mean score of 2.89 and a standard deviation of 1.01. This means that schools to a low extent utilize Parent Teacher Associations (PTA) as Alternative Source of Funding Public Secondary Schools in Cross River State.

Test of Hypothesis one

H₀: There is no significant difference between the mean ratings of male and female principals on the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State.

The mean ratings of male and female principals on the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State were separated across the opinion of male and female principals and subjected to test of significant difference using t-test statistical tool. Summary of results were shown on table 3.

Table 3 t-test Statistics of the mean ratings of male and female principals on the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State

Items	Gender	N	\bar{x}	SD	t-cal	Alpha	t-cv	Decision
1	Male	199	2.1106	0.79635	0.09	0.05	1.96	Upheld
	Female	73	2.1096	1.10002				
2	Male	199	1.9749	0.91252	0.44	0.05	1.96	Upheld
	Female	73	1.5342	1.15569				
3	Male	199	2.0503	0.90871	0.15	0.05	1.96	Upheld
	Female	73	1.9041	1.38609				
4	Male	199	1.9698	0.81594	0.27	0.05	1.96	Upheld
	Female	73	1.6986	1.27677				
5	Male	199	2.0704	0.85580	0.18	0.05	1.96	Upheld
	Female	73	2.2466	1.19931				
6	Male	199	2.0302	0.77139	0.06	0.05	1.96	Upheld
	Female	73	1.9726	0.97143				
7	Male	199	2.0503	0.80872	0.22	0.05	1.96	Upheld
	Female	73	2.2740	1.21633				
8	Male	199	3.1106	1.29406	3.77	0.05	1.96	Not upheld
	Female	73	1.3425	0.65020				
9	Male	199	1.9548	0.79326	0.13	0.05	1.96	Upheld
	Female	73	2.0822	1.07695				
10	Male	199	1.9296	0.87333	0.15	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
Average t-cal					0.546		1.96	Upheld

Summary of test of hypothesis presented on table 3 revealed that there is no significant difference between the mean ratings of male and female principals on the extent of utilization of school farm proceeds as alternative source of funding public secondary schools in Cross River State. In all the items (1-10) the null hypotheses were upheld since the t-cal values were less than the table value of 1.96, except in item 8 where the t-cal stood at 3.77 against the t-critical value of 1.96 hence, not upholding the hypotheses. The average t-calculated value was 0.546 which is below the t-critical value of 1.96. Thereby, the null hypothesis in this regard was upheld.

Test of Hypothesis two

H₀: There is no significant difference between the mean ratings of male and female principals on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State.

The mean ratings of male and female principals on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State were separated across the opinion of male and female principals and subjected to test of significant difference using t-test statistical tool. Summary of results were shown on table 4.

Table 4: t-test Statistics of the mean ratings of male and female principals on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State

Items	Gender	N	\bar{x}	SD	t-cal	Alpha	t-cv	Decision
11	Male	199	1.9749	0.89577	0.56	0.05	1.96	Upheld
	Female	73	1.4110	1.03864				
12	Male	199	3.2965	0.85726	4.52	0.05	1.96	Not upheld
	Female	73	1.7808	0.41655				
13	Male	199	1.9447	0.79262	0.06	0.05	1.96	Upheld
	Female	73	2.0000	1.00000				
14	Male	199	1.9246	0.89857	0.14	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
15	Male	199	2.0503	0.84536	0.22	0.05	1.96	Upheld
	Female	73	2.2740	1.21633				

16	Male	199	2.6055	0.68316	2.13	0.05	1.96	Not upheld
	Female	73	1.4795	0.50303				
17	Male	199	1.9296	0.87333	0.15	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
18	Male	199	1.9749	0.89577	0.57	0.05	1.96	Upheld
	Female	73	1.4110	1.03864				
19	Male	199	3.2965	0.85726	1.52	0.05	1.96	Upheld
	Female	73	1.7808	0.41655				
20	Male	199	1.9447	0.79262	0.06	0.05	1.96	Upheld
	Female	73	2.0000	1.00000				
Average t-cal					1.09		1.96	Upheld

Summary of data analysis presented on table 4 revealed that there is no significant difference between the mean ratings of male and female principals on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State. In all the items (11-20) the null hypotheses were upheld since the t-cal values were less than the table value of 1.96, except in items 12 and 16 where the t-cal stood at 4.52 and 2.13 respectively against the t-critical value of 1.96 hence, not upholding the hypotheses. The average t-calculated value was 1.09 which is below the t-critical value of 1.96. Thereby the null hypothesis in this regard was upheld.

Discussion of findings

Extent of Utilization of School Farm Proceeds as Alternative Source of Funding Public Secondary Schools in Cross River State.

The results revealed that schools to a low extent utilize school farm proceeds as alternative source of funding public secondary schools. Agricultural-based income generating activities are alternative source of funding strategies that are mainly geared towards sourcing monies through involvement in cultivation of land and rearing of animals. Agricultural-based income generating activities include: farming maize and wheat growing, horticultural based produce or vegetables, piggery and poultry (Omukoba, Enose and Ayodo 2011). These types of Agricultural-based income generating activities which public secondary school principals can venture into as alternative sources of funding involve poultry keeping such as chicken, animal keeping such as dairy cows, sheep and goat keeping. It also includes crop farming such as maize, paddy, and beans as well as horticulture farming such as cultivation of vegetables and fruits. Thus, secondary school principals can generate additional source of funding their schools through; poultry farming, cassava farming, tomato farming, catfish farming, maize/corn farming, amongst others.

Maize farming in Nigeria can be done successfully in any part of the country. It is not limited to a particular region but mainly planted in the Northern region for commercial purposes, while in the South as subsistence farming (Eno, 2018). In essence, based on the awareness and the profits margin accrued to commercializing maize, many people from the North and South as well, are now successful maize farmers. This is an indication to school managers to venture into maize farming and generate additional income for their schools, because for a school to actualized it's set goals and objectives there must be availability of sufficient funds for the implementation of the instructional programme as stated by the stakeholders/government. In this sense, this is a viable farming activity that secondary school principals should embark on in order to source for funds in the management of secondary schools. This is so because the short time it takes to realize income on maize farming could make it easy for secondary school principals to have alternative source of funding for the actualization of set goals, especially when there is little funds coming from government coffers or sources. In all, these farming activities in the school can be sometimes performed by students and supervised by teachers as part of student's continuous assessment, and this could help the school principals to reduce the cost of production, thereby earning more funds in the process. Thus, when the commodities are harvested, it could help to generate revenue for the school. The farm products raised can be either plant or animal production for income making venture.

Extent of utilization of Parent Teacher Association as alternative source of funding public secondary schools in Cross River State

The results revealed that schools to a low extent utilize Parent Teacher Associations (PTAs) as Alternative Source of Funding Public Secondary Schools in Cross River State. Similarly, the ratings of male and female principals on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State were separated across the opinion of male and female principals and subjected to test of significant difference using t-test statistical tool. Summary of data analysis presented on table 4 revealed that there is no significant difference between the mean ratings of male and female principals on the extent of utilization of Parent Teacher Associations as alternative source of funding public secondary schools in Cross River State. This is shown on items 11 to 20. This is because in these items, the t-calculated values were below the t-critical value of 1.96, thereby upholding the null hypothesis in this regard.

More so, Ortsa and Apase (2019) noted that the Parent Teacher Association has major roles to play as an alternative in the course of funding secondary schools as relates to the obtainment of set aims of the educational enterprise. In other words, Udoh (2011) posited that PTA could be of assistance to the government in providing infrastructural facilities to schools for effective teaching and learning. Infrastructural facilities like buildings, science laboratories, toilet facilities, and water could be provided by PTA to schools. Therefore, the intervention of parent teacher association in the school system would ensure the enhancement of the provision of infrastructural facilities, such as laboratories, which have the following roles to play in effective teaching and learning in secondary schools, these roles include; supply of concrete basis for conceptual thinking and reduce the meaninglessness of constructs, concepts, and units; make learning more permanent; arouse and maintain a high degree of learner's interest; offer a reality of learning experiences which would stimulates self-instructional activities on the part of learners; develop continuity of thought; provide competent experiences and

materials for research after the teaching and learning process that could yield quality educational standard in the society (Tapela and Tshepiso, 2019). The purpose of PTA is to bring the home and the school close to each other, to study the problem of the children and if possible find solutions that are mutually beneficial (Ohuche and Ali, 2009). The association meets frequently to discuss relevant matters on education, moral and spiritual welfare of students in school. One of the major roles played by parents in the funding of education is the payment of school fees of their children or wards. These fees include Tuition fees, dormitory or hostel fees, equipment fees, library fees, studio and laboratory fees, caution fees, insurance fees and development fees. These fees are paid into the accounts units or bursary departments of various educational institutions. Another significant role played by parents in the funding of education is that the wealthy ones who are patriotic and philanthropic award scholarships to students who are brilliant in their communities. The Parent Teacher Association also levies itself to procure furniture (desks, tables and chairs) chalk, office equipment and instructional materials for schools (Kwaghbo, 2013). They also assist financially in the renovation and rehabilitation of school buildings and equipment (Gubesa, 2013). According to Daniel and Hassan (2011), PTA provides funding assistance to schools, pay teachers' salaries, fund the construction and rehabilitation of projects. However, Parent Teachers Association (PTA) funding is concerned with processing, expanding, and maintaining funding assistance in the achievement of educational goals.

Conclusion

The study based on the findings concluded that principals of public secondary schools in Nigeria especially in Cross-River State have not effectively utilized the alternative sources of funding public secondary schools. The alternative sources through which money can be realized to run secondary schools include; farm proceeds, Parent Teacher Association (PTA), Proceeds from school activities, Appeal fund raising, Community involvement. Principals of secondary schools have not effectively engaged in business-oriented ventures in order to raise funds in supporting the schools. It therefore means that the inadequate funds in public ssecondary schools could jeopardize the achievement of goals and objectives of the secondary education in the society.

Recommendations

Based on the findings of the study, the following recommendations were therefore made:

1. Government should organize regular seminars for the public secondary schools on how to effectively utilize school farm proceeds as alternative source of funding public secondary schools in Cross River State. These include poultry keeping such as chicken, animal keeping such as dairy cows, sheep and goat keeping. It may also include crop farming such as maize, paddy, yam or potatoes and beans as well as horticulture farming such as cultivation of vegetables and fruits.
2. Public secondary schools should endeavour to utilize Parent Teacher Associations (PTAs) as alternative source of funding public secondary schools in Cross River State. Parent Teacher Associations are formidable force in assisting the government in making available funding assistance for the provision of teaching aids and substantive learning materials to schools for effective delivery of teaching services and learning as relates to the achievement of National Policy on Education.

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