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## **Strategies for Funds Generation in Public Secondary Schools in Cross River State**

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### **ABSTRACT**

This study investigated the extent of strategies for fund generation in public secondary schools in Cross River State. The main purpose of this study focused on the extent of strategies for funds generation through Non-Governmental Organizations and fundraising programmes in public secondary schools in Cross River State. Two research questions and two null hypotheses guided the study. This study applied a descriptive survey research design. The population of the study comprised 286 principals in 286 public secondary schools in Ogoja, Ikom and Calabar 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 time of this research work; the male principals were 213 while the female principals were 73 which made up 286 research respondents. The instrument used for data collection was structured questionnaire developed by the researcher titled "Extent of Strategies for Funds Generation in Public Secondary Schools Questionnaire (ESFGPSSQ)". The reliability of the instrument was determined using Cronbach Alpha test and reliability co-efficient of 0.77 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 of strategies for funds generation through non-governmental organizations and there was low extent of strategies for funds generation through fundraising programmes in Public secondary schools in Cross River State. Based on the findings of this study, recommendations were made that: public secondary schools should reinforce efforts to effectively strategize for funds generation through non-governmental organizations (NGOs) and should enhance strategies for generation through fundraising programme in public secondary schools in Cross River State.

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**Keywords:** Non-Governmental, Organization, Generation, Public Secondary schools.

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### **Introduction**

Education plays an indispensable role in the functioning and development of every society. It is an essential tool for the development of any country. It is an integral part of human life, because it possesses the power to change the world, and it is the most effective way to break out of the cycle of poverty. The Federal Republic of Nigeria (FRN, 2013) stated that education is an expensive social service and requires adequate funding provision from all tiers of government for successful implementation of the education programmes. It further stated that funding of education is a joint responsibility of the Federal, State, Local governments and the private sector. Thus, some relevant sectoral bodies such as the Education Tax Fund, Industrial Training Fund as well as National Science and Technology Funds are also established to respond to the funding needs of education.

Indeed, the dwindling funding experienced by educational system in Nigeria, has caused educational institutions, especially secondary schools to evolve some adaptive mechanisms such as curtailment of laboratory or practical classes for alternative to practical, curtailment in the attendance of academic conferences and workshops for teachers, limitation of field trips, virtual embargo on study fellowship among others (Omofonmwan and Odia 2012). However, this has brought about the production of unqualified human capital resource who cannot work towards the sustainability of national development goals, because of lack of practical ability, technical skills and substantial knowledge. It thereby follows that the task of developing human resources cannot be achieved without adequate funding, since the education budgetary provision of the Federal Government is inadequate and of course not made available as desired, therefore, there is need for schools to make alternative permutations on how to fund secondary education for effective development of the students' through adequate provision of instructional materials, the basic facilities or infrastructural development for effective

instruction and achievement of set aims and objectives of the school and the entire society. Thus, Adewunmu (2015) stated that inadequacy of educational funding resources will certainly have the effect on both the state and local governments negatively. The fact that the state government cannot adequately fund secondary education implies that the public secondary schools must work assiduously towards strategies for generation of funds through alternative sources of funding of their schools. The strategies for generation of funds through alternative sources that can be utilized in funding public secondary schools according to Adewunmu (2015) include: Payment for Extra Lesson, Appeal fund raising, Community involvement, Parent Teacher Association (PTA), Non Governmental Organizations (NGOs), Old Student's Association Use of Direct Labour, Proceeds from school programmes and Donation. Similarly, Ugwu and Nnebedum (2018) gave the following as alternative sources of funding public secondary schools; agricultural-based income generating activities, Alumni consultancies, international aids, tuition gifts, fees, grants and endowment investment income, private business-based income generating activities, parents and community involvement.

Consequently, Non-Governmental Organizations (NGOs) are very crucial in supporting education as they work with international organizations, government bodies as well as their fellow NGOs to support the achievement of educational goals. Non-Governmental Organizations are private organizations either Community Based Organizations (CBOs), National or International that contributes to the sustainability and effectiveness of the society (Nicole, 2021). However, some of the notable NGOs are Oxford Community for Famine Relief (OXFAM), Cooperative for Assistance and Relief Everywhere (CARE), Action Aid, and World Vision, research institutes, churches, professional organizations or lobby groups, Action Aid International Foundation Nigeria (AAIFN), Market Women Association (MWA), Great Women Multipurpose Cooperative Society (GWMPCS), UK-Nigeria Education Trust (UNET), School Based Management Committees (SBMC), Philanthropic Foundations, etc.

Alumni Associations could be one of the major forces that can enhance teaching and learning activities in public secondary schools through support for increased human and material resources. Alumni are former students or pupils who graduated from a school (Obi, 2019). They are the branch ambassadors of the institutions they graduated from. A school's Alumni Association forms a reflection of its past and a link to its future. Sometimes the current students may not know the importance of certain school traditions or reasons behind them in the locality. Alumni associations in recent times have become a powerful asset for school development, especially when schools engage them (Campbell, 2012). Therefore, old student associations and other voluntary agencies could participate in the funding and sustainability of the educational system as relates to the production of quantity and quality products of public secondary schools.

Moreso, support in education could be in the form of utilizing both human and material resources to achieve predetermined goals (Olowoselu, Onuselogu and Bello, 2014). Therefore, it is important to assess the extent of participation of Alumni associations in funding secondary education in order to attain the overall goals of education in any locality. Alumni associations can participate in many ways in the funding of secondary schools and the funding contributions from alumni associations can be employed in the provision of infrastructure such as classroom buildings, libraries and furniture for the school (Egboka, Ezeogbor and Enueme, 2013). Notably, assistance of Alumni groups to their alma mater can be in the form of mentorship, scholarship to students, career guidance, tutorials, coaching in sports, speakers or resource persons on career and award giving ceremonies. They can participate in the management of the schools through policy formulation and planning, conflict resolution, monitoring teaching and learning activities in the school to ensure that acceptable standard is maintained (Uchendu, Anijaobi-Idem and Nkama (2013). Thus, alumni associations' roles in the funding of public secondary schools can be through donations, awarding scholarship to students, employing temporary or part-time teachers, decision making, placement of new graduates from schools and having networking platforms. According to Kolawole (2012) the extent of funding public secondary schools is ineffective. Therefore, it constitutes a cause of concern for the enhancement of the strategies for fundraising programmes for generation of funds in public secondary schools to improve its standards, which is the utmost concern of this study. Hence, available report by Ugwu and Nnebedum (2018) revealed that majority of school principals of urban and rural secondary schools are not well knowledgeable

about the strategies for generation of funds through alternative sources of funding, thereby, they hardly generate funds through the multiple alternative sources of generating funds in their management of programmes in public secondary schools, therefore, there is need to examine the extent of strategies for funds generation in public secondary schools in Cross River State.

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### **Statement of the Problem**

The observable cases of inadequate funding of education by the government and the outcry of public secondary schools about insufficient funds are issues of great concern of this study. This unfair situation generated doubts as to whether public secondary schools are adequately strategizing for funds generation through alternative sources of funding their schools for the achievement of desired quality education in the society. The 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 as concerned generation of funds 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. Furthermore, while it is appreciated that male and female school principals may have some relationships with the strategies for generation of funds through alternative sources of funding in schools, the extent of strategies for generation of 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 strategies for generating of funds towards effective and efficient management of school programmes/projects are undetermined.

The current emphasis of the government on improving the educational standards that are desirable by the society, it therefore, becomes pertinent that researchers in the field of educational administration and planning should explore the extent of strategies for funds generation through alternative sources of funding public secondary schools so that whichever extent of strategies for funds generation in Public secondary schools come to bear would be taken into consideration the extent required of them, because neglecting the productivity strategies for the attainment of quality education would endanger the growth and development of the future generations, with widespread repercussion for poverty and social disadvantage. Nevertheless, in Nigeria and Cross River State in particular, the extent of strategies for funds generation required of public secondary schools for the attainment of quality education seems to be based mostly on theoretical speculations without adequate practical backing as it is revealed on the incessant outcry of public secondary schools as regards to inadequate funds in public secondary schools.

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### **Purpose of the Study**

The general purpose of this study was to investigate the extent of strategies for funds generation in public secondary schools in Cross River State, Nigeria. Specifically, the study was designed to:

1. Find out the extent of strategies for funds generation through Non-Governmental Organizations as means of funding public secondary schools in Cross River State.
2. Ascertain the extent of strategies for funds generation through fund-raising programmes as means of funding public secondary schools in Cross River State.

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### **Research Questions**

The following research questions guided the study:

1. What is the extent of strategies for funds generation through non-governmental organizations as means of funding public secondary schools in

Cross River State?

2. What is the extent of strategies for funds generation through fundraising programmes as means of funding public secondary schools in Cross River State?

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## Hypotheses

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

- H0<sub>1</sub>: There is no significant difference between the mean ratings of male and female principals on the extent of strategies for funds generation through Non-Governmental Organizations as means of funding public secondary schools in Cross River State.
- H0<sub>2</sub>: There is no significant difference between the mean ratings of male and female principals on the extent of strategies for funds generation through fundraising programmes as means of funding public secondary schools in Cross River State.

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## Reviewed of Related Literature

### *Non-Governmental Organizations as means of Funding Public Secondary Schools*

The education sector is a crucial key constituent for the development of any nation and it is internationally recognised that private sector participation in education usually accelerates the development and achievements of educational goals. Hence, Federal, State, and Local Governments as well as schools in Nigeria could immensely benefit from engaging in partnership with Non-Governmental Organizations (NGOs) to improve the quality of education (Musa-Umar, 2016). Governments and schools can engage NGOs through seeking their support, involving them in educational issues, or working with them in partnership with the aim of improving the educational standards in the country.

Non-Governmental Organizations (NGOs) are private organizations either community-based Organizations (CBO-s), national or international that contributes to the sustainability and effectiveness of the society (Ngeh, 2013). They are organizations that operate across national boundaries that have a membership composed of private individuals, and are not controlled by the government. Broadly speaking, non-governmental organizations include: charitable organizations such as hospitals, museums, and orchestras, voluntary health agencies such as the American Cancer Society and American Heart Association, Foundations or Grant-Making Institutions such as the Robert Wood Johnson Foundation and the Carnegie Endowment for International Peace, Social Welfare Organization such as the National Association for the Advancement of Coloured People and the National Centre for Tobacco Free Kids, and professional trade organizations such as Chambers of Commerce and Business Leagues, amongst others. More so, Ogaboh, Akanudoedehe and Ocheni (2014) noted that diverse types of bodies are now being described as Non-Governmental Organizations (NGOs). There is no generally accepted definition of Non-Governmental Organization (NGO) and the term carries different connotations in different circumstances. However, there are some fundamental features that make an organization or an agency to be termed or called NGO. Clearly speaking, NGO must be independent from the direct control of any government. In addition, there are three other generally acceptable characteristics that exclude particular types of bodies from consideration. An NGO will not be constituted as a political party, it will be non-profit making and it will not be a criminal group, or a violent group (Nicole 20021). These characteristics could be apply in general usage, because they match the conditions for recognition by the United Nations (UN).

However, in developing countries a student typically has to give up income that their family depends on to attend a learning institution. In addition, they also have to pay for tuition, materials and commute to school. This could be too much for many students and families to bear. NGOs can help alleviate this burden by offering funding assistance to schools, especially in impoverished societies (Mwambia, 2013). Thus, Hanchett (2010)

stated that NGOs can play certain roles to eliminate these fees or underwriting their costs through efforts like scholarships, bicycles to get to class, or creative micro-enterprise development projects that, for instance, might produce school uniforms at a low cost while providing income to parents.

More so, Nwadiani (2013) posited that Non-governmental organizations have contributed through many ways in funding education in Nigeria and that they have erected and equipped schools and requested the government to take them over. This view was supported by Ogbonnaya (2014) when he asserted that philanthropic individuals and charitable organizations do donate money for the importation of science equipment, provision of relevant instructional materials and construction of classroom blocks in schools. He went further to note that several agencies like the John F. Kennedy Foundation, Ford Foundation, etc all in United States of America have generously contributed to the educational development of Nigeria. Therefore, following the challenges of inadequate funding of the secondary schools in Nigeria, support from such donor agencies (NGOs) will invariably promote quality and expected standards of education in Nigeria, because no educational institution can achieve its aims and objectives desirably without having funding support from diverse areas.

### ***Fundraising Programmes as means of Funding Public Secondary Schools***

School principals are representatives of their employers. They are the administrative heads in the secondary schools and the chief custodians of all curricular and extra-curricular activities in the school organizations. The principals' position is at the top of the school administrative ladder in the secondary school which allow and enables the principals to influence others to do things in a particular way or to contribute voluntarily to the achievement of group tasks in every given situation (Kwaghbo, 2012). The fact still remains that the school principal, whether those in the public or private secondary schools, generally sees to enhance teaching and learning activities which is the primary objective of every school. He or she is also charged with the various responsibilities in the school including financial responsibilities such as generating and managing of funds. Thus, Amos and Koda (2018) opined that one of the principals' responsibilities in the public and private secondary schools is funding management which includes fund acquisition. The demands of the Federal Republic of Nigeria (FRN, 2013) on leadership fund generation necessitates that both the public and private school principals use effective strategies as mechanism for fund generation to ensure quality assurance, pertaining the achievement of the school goals and objectives.

Here, Amos and Koda (2018) noted that most times the funds allocated or provided to public and private school administrators by their employers to run their daily tasks are not usually sufficient to achieve educational goals. School administrators should have leverages to generate funds outside their employers' funding allocation. Amakom and Obi (2011) also stated that it has become very clear that the traditional resources of government grants to public schools and funds provided by the proprietors/proprietresses of most private schools are no longer adequate as needed. School managers do not have the necessary funds for the efficient and effective running of the school systems. Funds required to assure and consolidate quality from school activities which include sustaining and maintaining the school facilities, implementing the school curriculum effectively, building teachers' morale for improved performance and supporting their development, among others are not always sufficient, this makes the proficient school managers (principals) explore other reliable and legitimate means of fund generation for their schools development.

Supporting the above statement, Akumah (2008) stated that school needs sufficient fund in order to function well as expected by the society and ensure quality assurance. That is to say, funds are needed to buy equipment for offices, buy textbooks, equip laboratories, put up new buildings, libraries, workshops and pay staff salaries among others, in order to maintain quality services that are expected to carry out the desired goals for efficient and effective management of educational institutions. In a nutshell, public secondary schools could provide educational services that will generate funds for school improvement by organizing extra-mural lessons, part-time programmes, extension studies, evening classes and adult education classes as means of funds raising programmes as pertains to the accomplishment of school goals as desired by the entire society.

## Methodology

This study applied a descriptive survey research design. The justification for choosing this design was in line with the definition of Nworgu (2008), who stated that a descriptive survey is 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 for the study. 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 for data collection was structured questionnaire. 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 20 public secondary school principals in Akwa Ibom State, which is outside the area of the study. The reliability index yielded 0.77. 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. These statistical tools were appropriate since two different groups (male and female principals) were compared on each of the dependent variables on the extent of strategies for funds generation as means of funding in the public secondary schools in the study area. The decision rule was based on the response below:

Very High Extent	-	3.5 – 4.0
High Extent	-	2.5 – 3.49
Low Extent	-	1.5 – 2.49
Very Low Extent	-	0 – 1.4

All the hypotheses were tested using t-test at 0.05 level of significance. A null hypothesis was accepted if the t-value (t-cal value) is less than or equal to the critical or t-table value, whereas the null hypothesis was rejected when the calculated t-value is greater than the critical t-table value.

## Results

### Research Question 1

What is the extent of strategies for funds generation through Non-Governmental Organizations as means 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 Strategies for funds generation from Non-Governmental Organizations as means of funding public secondary schools in Cross River State

S/N	ITEMS	VHE	HE	LE	VLE	X	S.D	Decision
1	Funds generated from Christian Association of Nigeria (CAN) as a Non-Governmental Organization are used to provide teaching facilities in the school.	29	43	68	132	1.8860	1.02993	Low Extent
2	Funds generated from Action Aid International Foundation Nigeria (AAIFN) as a Non-Governmental Organization are used to sponsor management of instructional programmes in school.	26	48	68	130	1.8897	1.01409	Low Extent
3	Funds generated from Market Women Association (MWA) as a Non-Governmental Organization are used to provide learning facilities in the school.	19	50	67	136	1.8235	0.96723	Low Extent

4	Funds generated from Cooperation for Assistance and Relief Everywhere (CARE) as a Non-Governmental Organization are used to provide welfare programmes in the school.	111	36	109	16	2.8897	1.01772	High Extent
5	Funds generated from Great Women Multipurpose Cooperative Society (GWMCS) as a Non-Governmental Organization are used to provide games/creational facilities in the school.	26	48	68	130	1.8897	1.01409	Low Extent
6	Funds generated from School Based Management Committee (SBMC) as a Non-Governmental Organization are used to sponsor skill development workshop.	19	50	67	136	1.8235	0.96723	Low Extent
7	Funds generated from Old Students' Association (OSA) as a Non-Governmental Organization are used to pay fees of students awarded scholarship in the school.	112	35	109	16	2.8897	1.01772	High Extent
8	Funds generated from Community Development Associations (CDAs) as a Non-Governmental Organizations are used to equip administrative blocks in schools.	18	39	129	86	1.9596	0.85164	Low Extent
9	Non-Governmental Organization like Oxford Community for Famine Relief (OXFAM) donates money for the importation of science equipment to schools.	29	43	68	132	1.8860	1.02993	Low Extent
10	Non-Governmental Organizations like UK-Nigeria Education Trust (UNET) donates money for in-service training of teachers to strengthen their instructional service delivery.	34	40	120	78	2.1103	0.96180	Low Extent
<b>Grand Mean</b>						<b>2.11</b>	<b>0.99</b>	<b>Low Extent</b>

The Table 1 above showed the Mean and Standard Deviation Results on the extent of strategies for funds generation from Non-Governmental Organizations as alternative source of funding public secondary schools in Cross River State. The results revealed that schools generate funds from non-governmental organizations as means of funding public secondary schools in Cross River State to a low extent as it was within the range of 1.5 – 2.49 since the grand mean for all the 10 items was 2.11 and a grand standard deviation of 0.99. And this implies that majority of the respondents' shared similar views. Among the 10 items, it was observed that only items 4 and 7 were utilized to a high extent. From item 4, funds generated from Cooperation for Assistance and Relief Everywhere (CARE) as a Non-Governmental Organization are used to provide welfare programmes in the schools to high extent with a mean score of 2.89 and standard deviation of 1.02. From item 7, funds generated from Old Students' Association (OSA) as a Non-Governmental Organization are used to pay fees of students awarded scholarship in the school to a high extent with a mean score of 2.89 and a standard deviation of 1.02. This means that schools to a low extent generate funds through Non-Governmental Organizations as means of funding public secondary schools in Cross River State.

## Research Question 2

What is the extent of strategies for funds generation through fundraising programmes as means of funding public secondary schools in Cross River State?

Data for this research question were collected with items 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 strategies for funds generation through fund raising programmes as means of funding public secondary schools in Cross River State

S/N	ITEMS	VHE	HE	LE	VLE	$\bar{X}$	S.D	Decision
11	Schools generate funds by organizing extra-moral lessons in the school.	111	36	109	16	2.8897	1.01772	High Extent
12	Schools generate funds by organizing adult education classes for community members in the school.	26	48	68	130	1.8897	1.01409	Low Extent
13	Schools raise funds through sale of raffle tickets during social events in the school.	19	50	67	136	1.8235	0.96723	Low Extent
14	Schools raise funds by hosting fundraising events through football tournaments in the school.	111	36	109	16	2.8897	1.01772	High Extent

15	Schools raise funds by organizing dramas during fundraising events in the school.	18	39	129	86	1.9596	0.85164	Low Extent
16	Schools organize school picnic during school fund raising events and generate funds for the school.	29	43	68	132	1.8860	1.02993	Low Extent
17	Schools organize dance competition among students during fundraising events and generate funds for the school.	26	48	68	130	1.8897	1.01409	Low Extent
18	Schools organize fundraising appeal during school inter-house sports.	19	51	68	134	1.8346	0.96728	Low Extent
19	Schools raise funds by organizing school talent show.	122	36	97	17	2.9669	1.02856	High Extent
20	Schools raise funds from members of the community by organizing school quiz competition.	18	38	130	86	1.9559	0.84929	Low Extent
<b>Grand Mean</b>						<b>2.20</b>	<b>0.98</b>	<b>Low Extent</b>

The Table 2 above showed the Mean and Standard Deviation Results on the extent of strategies schools generate funds through Fundraising Programmes as means of Funding Public Secondary Schools in Cross River State. The results revealed that schools utilize fundraising programmes as means of funding public secondary schools in Cross River State to a low extent as it was within the range of 1.5 – 2.49 since the grand mean for all the items was 2.20 and a grand standard deviation of 0.98 and this implies that majority of the respondents shared similar views. Among the 10 items, it was observed that only items 11, 14 and 19 were utilized to a high extent. From item 11, Schools generate funds by organizing extra-moral lessons in the school to high extent with a mean score of 2.89 and standard deviation of 1.02. From item 14, Schools raise funds by hosting fundraising events through football tournaments in the school to a high extent with a mean score of 2.89 and a standard deviation of 1.01 and from item 19 Schools raise funds by organizing school talent show with a mean score of 2.97 and standard deviation of 1.03 This means that schools utilize Non-Governmental Organizations to a low extent as means of funding public secondary schools in Cross River State.

#### Test of Hypothesis One

H<sub>0</sub>: There is no significant difference between the mean ratings of male and female principals on the extent of strategies for funds generation through Non-Governmental Organizations as means of funding public secondary schools in Cross River State.

The mean ratings of male and female principals on the extent of strategies for funds generation through Non-Governmental Organizations as means 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.

Table3: t-test Statistics of the significant difference between the mean ratings of male and female principals on the extent of strategies for funds generation through Non-Governmental Organizations as means of funding public secondary schools in Cross River State.

Items	Gender	N	$\bar{X}$	SD	t-cal	Alpha	t-cv	Decision
1	Male	199	1.9246	0.89857	0.14	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
2	Male	199	1.9296	0.87333	0.12	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
3	Male	199	1.9749	0.89577	0.57	0.05	1.96	Upheld
	Female	73	1.4110	1.03864				



4	Male	199	3.2965	0.85726	3.32	0.05	1.96	Not Upheld
	Female	73	1.7808	0.41655				
5	Male	199	1.9296	0.87333	0.15	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
6	Male	199	1.9749	0.89577	0.57	0.05	1.96	Upheld
	Female	73	1.4110	1.03864				
7	Male	199	3.2965	0.85726	2.43	0.05	1.96	Not Upheld
	Female	73	1.7808	0.41655				
8	Male	199	1.9447	0.79262	0.06	0.05	1.96	Upheld
	Female	73	2.0000	1.00000				
9	Male	199	1.9246	0.89857	0.06	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
10	Male	199	2.0503	0.84536	0.22	0.05	1.96	Upheld
	Female	73	2.2740	1.21633				
<b>Average t-cal</b>					<b>0.764</b>		<b>1.96</b>	<b>Upheld</b>

Summary of data analysis presented on table 3 revealed that there is no significant difference between the mean ratings of male and female principals on the extent of strategies for funds generation through Non-Governmental Organizations as means 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 items 4 and 7 where the t-cal stood at 3.32 and 2.43 respectively against the t-critical value of 1.96 hence, not upholding the hypotheses. The average t-calculated value was 0.764 which is below the t-critical value of 1.96. Thereby, the null hypothesis in this regard was upheld.

#### Test of Hypothesis Two

H<sub>0</sub><sub>2</sub>: There is no significant difference between the mean ratings of male and female principals on the extent of strategies for funds generation through fundraising activities as means of funding public secondary schools in Cross River State.

The mean ratings of male and female principals on the extent of strategies for funds generation through fundraising activities as means 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 strategies for funds generation through fundraising activities as means of funding public secondary schools in Cross River State

Items	Gender	N	$\bar{X}$	SD	t-cal	Alpha	t-cv	Decision
11	Male	199	3.2965	0.85726	3.71	0.05	1.96	Not upheld
	Female	73	1.7808	0.41655				
12	Male	199	1.9296	0.87333	0.15	0.05	1.96	Upheld
	Female	73	1.7808	1.32546				
13	Male	199	1.9749	0.89577	0.57	0.05	1.96	Upheld
	Female	73	1.4110	1.03864				
14	Male	199	3.2965	0.85726	1.52	0.05	1.96	Upheld
	Female	73	1.7808	0.41655				
15	Male	199	1.9447	0.79262	0.06	0.05	1.96	Upheld
	Female	73	2.0000	1.00000				
16	Male	199	1.9246	0.89857	0.14	0.05	1.96	Upheld
	Female	73	1.7808	0.41655				

17	Female	73	1.7808	1.32546	0.15	0.05	1.96	Upheld
	Male	199	1.9296	0.87333				
18	Female	73	1.7808	1.32546	0.68	0.05	1.96	Upheld
	Male	199	1.9899	0.89324				
19	Female	73	1.4110	1.03864	2.69	0.05	1.96	Not upheld
	Male	199	3.4020	0.82217				
20	Female	73	1.7808	0.41655	0.06	0.05	1.96	Upheld
	Male	199	1.9397	0.78906				
<b>Average t-cal</b>					<b>0.973</b>		<b>1.96</b>	<b>Upheld</b>

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 strategies for funds generation through fundraising activities as means 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 11 and 19 where the t-cal stood at 3.71 and 2.69 respectively against the t-critical value of 1.96 hence, not upholding the hypotheses. The average t-calculated value was 0.973 which is below the t-critical value of 1.96. Thereby, the null hypothesis in this regard was upheld.

## Discussion of Findings

### Non-Governmental Organizations as means of funding public secondary schools in Cross River State.

The results showed that schools generate funds through non-governmental organizations as means of funding public secondary schools in Cross River State to a low extent. However, NGOs provide a large part of educational services and help reinforce government efforts in achieving desired or sustainable education (Omofonmwan and Odia, 2012). These services include payment of school fees for the needy children, building of class rooms, building the capacities of both parents/guardian and teachers, school infrastructure development, advocacy for increased budgetary allocation, provision of basic necessities (toiletries, blankets, bed sheets, plates, cups, cutlery, clothes, shoes (including sports shoes), school supplies (for example calculators, uniforms, pens, mathematical sets, stationery, pencils, mattresses and school bags) among other forms of support (Mwambia, 2013). Government cannot go on with their ability and desire to innovate, since the government's capacity and structure does not allow the flexibility required to experiment with these new educational approaches. Non-Governmental Organizations could provide support in all areas and segments of education, some of the areas include funding, building educational facilities, lobbying to influence policy and strategy, public advocacy, piloting innovative curricula, improving community participation, creating positive working relationships and delivery of co-curricular peer education and edutainment programmes (Lewis, 2010)

### Fundraising Programmes as Means of Funding Public Secondary Schools in Cross River State

The results revealed that schools generate funds through fundraising programmes as means of funding public secondary schools in Cross River State to a low extent. School needs sufficient fund in order to function well as expected by the society and ensure quality assurance, that is, funds are needed to buy equipment for offices, buy textbooks, pay volunteer staff stipends, equip laboratories, libraries and workshops, put up new buildings, among others, in order to maintain quality services that are expected to carry out the desired goals for efficient and effective running of educational institutions. Odigwe (2020) it is the secondary school principals' duty to source and administer sizeable funding resources which should also come from other sources, such as social events. Social events strategy as one of the fund acquisition strategies according to Ezoecha (2011) involves asking money from individuals, governmental and non-governmental institutions by organizing various events, concerts and programmes. Children and their families can look forward to a new place to play, develop and have fun. A fundraising event allows members of the community to support something they believe

in, while interacting with and enjoying fundraising festivities (Little Tikes, 2021). Therefore, the school principal can raise a substantial amount of funds to make the school playground dream become a reality and hosting a quiz competition is a nice and polite strategy for raising funds in public secondary schools to avoid inadequacy of funds as no organization can obtain its desired goals without sufficient funds.

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## 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 sources through which money can be realized to run secondary schools include; Non Governmental Organizations (NGOs), Community involvement, Donation, Old Student's Association and Appeal fund raising. Principals of secondary schools have not effectively engaged in business-oriented ventures in order to raise funds in supporting the schools. They have not been able to undertake contracts on carpentry and metal works for members of the community where the schools are domiciled. Secondary schools can also run stores, which would serve the neighbourhood and others. Business-oriented ventures such as water vending to members of the community, operating computer business centres and canteen within the school, making detergents and soaps for sale, making snacks for sale within and outside the schools, amongst others have been underutilized.

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## Recommendations

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

1. Public secondary schools should reinforce strategies to effectively generate funds through non-governmental organizations (NGOs) as means of funding public secondary schools in Cross River State.
2. Secondary schools should enhance efforts to utilize fundraising programmes as means of funding public secondary schools in Cross River State.

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