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## Stakeholder's Participation in the Funding of Public Secondary Schools in Rivers State.

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### ABSTRACT

The study was carried out to investigate the Stakeholder's Participation in the Funding of Public Secondary Schools in Rivers State. The population of the study comprises all the 7,693 respondents 268 of which are principals in all the two hundred and sixty eighty (268) public senior secondary schools in Rivers State. The sample size for the study was three hundred and eighty (380) respondents 182 of which are female and 198 of which are male drawn from the entire population using Taro Yamen's formula. The instrument for data collection for the study was a self-designed questionnaire which was titled: Stakeholders Participation in the Funding of Public Secondary Schools Questionnaire (SPFPSSQ). The data generated was organized, analyzed and presented on tables. Mean and Standard Deviation scores were used as the statistical tools to answer the research questions. Major finding revealed that old boys associations, civil society, government, Parents' Teachers' Associations (PTA), host communities, principals, teachers, and students, non-governmental organization, and religious bodies are strong stakeholders in the funding of public secondary schools in Rivers State. Also, the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State include; adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of school funds, regular training of managers on book keeping, accountability of school funds, maintenance culture of school facilities, reward/recognitions of participating stakeholders, and regular supervision and monitoring of school projects to ensure completion. The study recommended that School administrators should not rely only on what is coming from the government but should partner with other stakeholders as a way of alternative sourcing of funds to argue with what government is bringing. The principal as an administrator through the Ministry of Education should liaise with institutions, NGOs and schools host communities to ensure adequate provision of facilities. School managers should access the vast resources provided by the internet where funds are limited for capacity building trainings and programmes. More so, teachers who have been trained should be able to train their colleagues.

**KEYWORDS:** Stakeholders, Funding, Partnership, Secondary School.

### INTRODUCTION

Financial stability and sustainability of public secondary schools are crucial for their effective functioning and the provision of quality education. Adequate funding ensures that schools can provide adequate resources, maintain infrastructure, and support the overall learning experience of students. While government funding plays a significant role in financing public schools, there is a growing recognition of the importance of stakeholder participation in the funding process. Public secondary education is a fundamental right of every child, but it is often underfunded. This is especially true in developing countries, where governments often lack the resources to provide adequate funding for schools. As a result, many public secondary schools are struggling to provide quality education. Adequate funding enables schools to hire qualified teachers, maintain infrastructure, procure educational materials, and implement innovative teaching methodologies. Insufficient funding can hinder the quality of education, exacerbate disparities, and impede student success.

Secondary level of education in Nigeria to achieve these impressive and noble objectives, there is need for adequate financial arrangement from both federal and other tiers of government. In other words, secondary education requires huge investments either in terms of policies and implementation, infrastructure human capacity development and of course funds, including the application of these to get the desired goals. Schools help learners acquire skills in socialization, communication, and development of their academic ability. Equally, schools are venues that deliver a place for parents and other stakeholders to get involved in the teaching-learning processes and other educational reforms. However, the development of quality education is not a monopoly of the school alone. Funding of education should not be left for the government alone. Be it federal, state or local government. Hand-in-hand with the school is people who complement and supplement each other both morally, socially and financially in achieving the desired educational goals for the learners. Hence, school personnel and other school partners must be attentive to the learners' welfare and performance in school.

Finance as a resource has remained a controversial issue at all levels of education in Nigeria. According to Olabanji and Alaka (2010) resource allocation is one of the most challenging tasks that our educational system especially in secondary level of education faces whether they are in the early stage of reform or years into sustaining improvement. Since the economic downturn in the eighties (80s), the Nigerian education sector has suffered unprecedented setbacks in resource allocation especially in funding. Oweh (2013) affirms that education sector in Nigeria still face the problem of inadequate funding with regard to the benchmark advocated by UNESCO that all members countries ought to channel at least 26% of their annual budget to education alone.

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### **Statement of the Problem**

What the school system sows into the lives of the learners is what the learners will bring back to the society. It is better and more preferable to have learners in the school system learning under a controlled environment than having them taught outside where no one is sure of what curriculum content is. Most public secondary teachers are poorly paid. Even the monthly salary does not come as and when due and this has actually led many teachers of public secondary schools moonlight. Most public secondary schools lack modern facilities such as science laboratories, modern libraries, ICT etc. and this has led to most public school students not competing favorably with their private school students counterpart. Formidable funding structure therefore needs to be put in place to checkmate high rate of teacher turnover in public secondary schools in Rivers State. The impact of funding on staff development is a problem that should not be left unattended to. The provision of good education services to them, the provision of good teaching skill can only be done by well trained teachers. Staff development simply means getting teachers or human resources adequately trained to the level they can deliver to the satisfaction of the school and the students. Most public secondary schools don't consider training of the staff as part of their responsibility. Most teachers are left to train themselves before they are employed. This is not too good for the students' teachers of public secondary schools. They are to be encouraged through frequent training, which can impact positively on their performance and that of the students they teach and improve on the image of the school. This can however not be possible if there is no good funding.

However, the problem statement is the matter of financing the provision of educational facilities in public secondary schools. There is no adequate funding from public schools in the provision of educational facilities good enough to inculcate into students the required educational values. Facilities such as computers, scientific equipment, libraries, play equipment and classroom accessories are essentials that must be provided in the school. These facilities are hard to come by in public schools because of shortage of funds. Therefore, lack of adequate educational facilities in public schools constitutes a major problem that needs to be solved. Another problem is that of teachers' welfare in public secondary schools because it constitutes a major problem. Welfare of teachers involves the provision of what could make the stay of a teacher in school as moderately comfortable as possible. Provision of such as clinic for the teachers children, transportation, adequate security of teachers, and provision of accommodation for interested teachers, especially those from far distance. Availability of fund plays a vital role towards ensuring that all these are made available. There has been increasing evidence of financial constraints coupled with the little percentage of government budget and gross national product available to the education industry. The financial resource available to the government has failed to cope with the growth and demands in education in recent times. It appear as, secondary school management in Nigeria, Rivers State inclusive, in recent times seems to have witnessed a number of administrative challenges such as lack of commitment on the part of teachers due to poor and delayed salaries, poor teaching/ learning environment, unavailability of basic tools and equipment, lack of information accessing and processing facilities and all these challenges can be pinned to lack of funding in education. This trend has been continued and consistent hence posed a worry to the researcher.

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### **Purpose of the Study**

The aim of the study was to examine stakeholder's participation in the funding of public secondary schools in Rivers State. Specifically, the objectives of the study will seek to:

1. Determine the stakeholders required in the funding of public secondary schools in Rivers State.
2. Ascertain factors that encourage stakeholder's participation in the funding of public secondary schools in Rivers State.

### **Research Questions**

The following research questions were used to guide the study.

1. Who are the various stakeholders required in the funding of public secondary schools in Rivers State?
2. What are the factors that will encourage stakeholder's participation in the funding of public secondary schools in Rivers State?

### **Hypotheses**

The following research hypotheses were also used to guide the study.

1. There is no significant difference between the mean scores of principals and teachers on the state holders required in the funding of public secondary school in Rivers State.

2. There is no significant difference between the mean scores of principals and teachers on the factors that will encourage stakeholder's participation in the funding of public secondary schools in Rivers State.

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## Literature Review

### *Concept of Stakeholders in Education*

Great Schools Partnership (2014). In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, communities, media outlets and cultural institutions. In addition to organizations that represent specific groups, such as teachers unions, parent-teacher organization etc. In a word, stakeholders have a 'stake' in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.

The success or failures of learners in most cases are usually attributed to the learners themselves and the school management (Roman, 2014; Uleanya, Khumalo, Momah & Ndlovu, 2019). Lam (2019) holds the view that stakeholders in education are to give learners room for certain experiences having taught them in the best possible ways. This means that the academic success or failure of students can somewhat be attributed to strong participation among stakeholders in education. According to Najimi (2013), issues bothering about curriculum, education learning environment, socio-economic background of learners, amongst others are attributed to the reason for students' academic success or failure. If there is participation among different stakeholders in education, the student's socio-economic background will be addressed. This is because funds coming from these stakeholders will be used for every student in the school without considering their socio-economic background.

According to Du Plessis and Mestry (2019), rural schools face severe challenges that are unique to their environment which in turn affects their learning abilities and consequently, academic performances. For instance, lack of parental interest in children's education, insufficient funding from the state, lack of resources, recruitment of unqualified teachers, and multi-grade teaching are some of the identified barriers to effective education (Du Plessis & Mestry, 2019). Suffice to state that learning and improvement of student's academic performances especially, public examinations go beyond the sole efforts of educators, principals, parents amongst others. There is need for other numerous stakeholders. The theory of psychosocial development of Erickson (cited by Mcleod, 2013), if children are encouraged and reinforced for their initiative, they begin to feel industrious and confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teachers, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potentials. The involvement of parents becomes a crucial factor to the success of the students especially, in public examinations. The researcher strongly believes that a strong partnership between various stakeholders and school is one powerful factor for the success of public secondary students in public examinations. The researcher therefore, define stakeholders in education as those individuals, organizations, religious bodies, government agencies, banks, political leaders, etc. who can willingly come together to uphold the standard of education from falling with their material, financial and time resources for students' academic performance.

The researcher has developed a model which specifically depicts that if the various stakeholders can invest their material, financial, and time resources to the public secondary education, it will lead to higher student's academic achievement which will in turn leads to higher success in public examinations because the end result of every senior secondary school student is the success in public examinations like WAEC and NECO. Today education is the largest and fastest growing industry in the world. This is so, because education has attracted some significant amount of human, financial and material resources (man, material and money), pedagogue, Mcleod (2013) is quoted as saying: the goal of education is to continue to raise the culture, technical and scientific level of the people and train the greatest number of specialized cadres with high qualifications, in order to have uninterrupted expansion of production in all fields and construct the society.

Asiyai (2012) stated that world leaders at various levels have expressed the importance of education. Brezhnev to her citizens, the late Soviet Head of State in an address to teachers in 1968, expressed that the greatest achievement of their country was educating the people. Furthermore, Asiyai (2012) emphasized the importance of education as a national investment and the most valuable of all capital investments in human beings. The need for human resource development as a process of increasing the knowledge, skills and capacities of all people in a society is always stressed by economists. Human resources management therefore may be more realistic and reliable indicators of modernization and development than any other single measure. In Nigeria, right from the colonial era the importance of education for development of the human resources in order to effectively harness the country's wealth and potentials have been stressed. Even after independence, education has continued to occupy a priority status in our national developmental plans.

Adesulu (2016) the Nigerian educational system has expanded tremendously within the last three decades. This is manifested in the number and size of schools. Likewise financial resources allocation to education seems to be on the increase. The priority attention accorded education may be based on the view that government adopts the social demand approach in the provision of education to the citizenry. However financial resources available to government have failed to cope with the growth in education and the demand of the various competing ends. This could be linked to the economic depression of the early 1980's. The increasing evidence of financial constraints faced by government has resulted in the decline of funding education adequately. The present insufficient funds and the escalating cost of funding the education sector, has placed government in a dilemma. This has raised a lot of concern to stakeholders and Nigerian citizen especially on the funding of public secondary schools, the educational system in the public secondary schools has for some time now become a source of concern to Nigerians.

The concern is focused on the declining quality of education. The rate of the decline is alarming and embarrassing; various factors have been attributed to this rapid decline. Some social critics, educationists and stakeholders identify the major cause as inadequate funding of secondary education in Nigeria, while government on the other hand is claiming that it is funding secondary education adequately based on the resources available but interpret the problem to be as a result of poor management of the funds.

As asserted by Nwachukwu (2014), the inadequate funding has resulted in improper planning and implementation of educational policies and decisions in secondary schools. Also the dearth, decay and the sordid state of infrastructure is another evidence of inadequate funding. Similarly, state motivation, retention and development is also affected by poor funding as seen in poor remunerations. Teachers and principals are not sent on refresher courses, seminars, workshops, conferences and in-service training to update and increase their technical know-how. Furthermore the problems of inadequate teaching and learning materials in our secondary schools are another indicator of poor funding. The role of stakeholders (Government, Parents Teachers Association, Communities, NGO's, Religious Bodies, Multinationals, Old Boys' Association, Parents/Guardians) are needed in the sustainability of public secondary schools in Nigeria, as the school system has the function of interacting with the stakeholders in setting standards for maintenance works, providing how standards would be achieved and actually carryout maintenance work and resources employed. According to Usman (2015) the successful implementation of policies for educational development in schools rely on government to plan ahead and develop strategies to address issues of maintenance to each area will increase the likelihood of successful implementing the planned programs and reorienting the physical conditions of schools to achieve sustainability.

Stakeholders must be fully concerned with the physical environment and other facilities around the school premises with dilapidated buildings, leaking roof, abandoned projects, over-grown trees and lawns, dingy and dark buildings that were abandoned by government have demoralizing effects on people, especially the adolescent (Vaizey, 2016). Yusuf (2012) reported that the Parents Teachers Association (PTA) complements government's efforts in the provision and maintenance of infrastructure in the schools. Despite the laudable roles of PTA in secondary schools it appears that the problems of maintenance of the schools still thrive and it therefore presupposes that the roles of the PTA can be strengthened in order to enhance better community participation in the schools. Educational stakeholders are people or Organizations that have interest in education and also have serious concern about a society or nation's educational or school system. They include among others Government, Community, teachers, Parent/ Guardian, Students/ learner, civil societies, Religious bodies, School proprietor, Non- governmental individuals, International communities ( Jumare, 2015; NTL,2009; & Adeyanju, 2015; UBEC,2007).

#### ***Stakeholders and Administration of Public Secondary School Funds***

Stakeholders after making some financial contributions should also to some extent, ensure that the funds are distributed to areas where the overall learning objectives are achieved. Administration is the capacity of coordinating many, often conflicting social energies in a single organization so well that all shall operate as a unit. According to Enyi (2004), administration is often seen as a collection of processes dealing with the various ways in which human, financial and material resources are utilized to achieve set goals in an organization. School administration according to Amiebomo (2000) involves managing, administering the curriculum, teaching, pastoral care, discipline, assessment and resource allocation. We can then sum up the work of the school administrator as, planning, organizing, directing, supervising, communicating, and evaluating. Administration is a social process concerned with identifying, maintaining, motivating, controlling, and unifying formally and informally organized human, financial and material resources within an integrated system designed specifically to achieve predetermined objectives.

Administration has to do with getting things done with the accomplishment of defined objectives (Teddy, 2004). On a broader perspective, administration could be seen as an integral part of any organization. It is crucial for maintaining and expanding the relevance, effectiveness and productivity of complex institutions. Such as government department, prisons, school systems, universities among others (Austin, 2009). For example, the survival of all the organizations, like the school and other institutions is dependent largely on the quality of administrative services available. Administration therefore influences the results to be achieved, the direction to be pursued, and the priorities to be recognized within the organization. Administration, according to Enaohwo and Eferekeya (2009) can be defined as the process by which goals are achieved through collective and cooperative human effort in a suitable environment.

Aderonmu and Ehametalor (2001) defined educational administration as "essentially a service, activity or tool, through which the fundamental objectives of the education process may be more fully and efficiently realized". Educational administration is therefore concerned with the utilization of adequate resources and the harmonization of relationships and interactions in a suitable environment, in order to foster the attainment of the goals of teaching and learning. Educational administration involves prudent management of resources and high degree of accountability on the part of organizational members. Educational administration broadly means running of educational institutions, which involves guidance, leadership, and controlling of the efforts of individuals in the achievement of the goals of the institution (Ayanniyi, 2009). Educational administration also involves management of resources; human, financial material, and evaluation or appraising the result of educational efforts.

Administration can be viewed from two perspectives, as a practice and also a discipline. Administration as a field of study examples; business administration, public administration, personal administration, educational administration is a recent development compared to the field of practice that dates back to ancient times. This investigation is concerned with administration as a practice. Literature confirms that the concept of administration is the same in all organization, there could be differences only in its application. The researcher defines administration as a rational process of organizing, coordinating and controlling of all human, financial and material activities that go on in an organization, using available material and financial resources to ensure implementation of plan, policies and programmes, to achieve set targets of the organization.

Abraham (2013) simply stated that administration is basically a term used in describing what the person at the helm of affairs does to achieve the goals of an organization. Adams (2007) as cited in Peretomode (2014 p.6) posited that administration is “the capacity to coordinate many and often conflicting social energies in a single organization so adroitly that they shall operate as a unity”. To Sergiovanni et al (1980) as cited in Peretomode (2014) administration is “the process of working with, and through others to efficiently accomplish organizational goals”. Administration is considered by Nwankwo (1987) as cited in Peretomode (2014), as the careful and systematic arrangement and use of resources, situations and opportunities to achieve specific objectives of a given organization. Administration can also be seen as that part of management which programmes, plans, and targets are laid down and communicated, and the progress of activities regulated and checked against them Breach (1975) as cited in Peretomode (2014). From the above definitions, it can be said that administration is a top executive activity, which entails implementation of pre-determined plans, policies and programmes determined by the management, for the achievement of organizational goals and objectives. The chief executive carries out this duty through his subordinates by coordinating, directing, manipulating and supervising them. He also ensures that the available scarce material and lean financial resources are efficiently distributed and utilized.

This concept is common to every organization; the only difference lies in its application. For instance, the principal or the school head applies it in a way to attain the goals of education, which include production of qualitative manpower needed for social, economic, technological, etc. development of a nation. The company manager applies it to accomplish his company’s goal which may be a given target or profit maximization. The list is endless, so, administration cuts across all forms of organizations. Therefore, the practice of administration in a school setting or educational institution for the purpose of achieving the national goals of education and the specific objectives of the school can be referred to as educational administration.

Nwankwo (1987) as cited in Peretomode (2014), succinctly defined educational administration as the systematic arrangement of resources and programmes needed for education and judiciously use them in a systematic manner, adhering to defined guidelines and policies to achieve the goals of education. Administration is an integral part of any organization. It has been characterized as a service, activity or tool through which fundamental objectives of the educational process may be more fully and efficiently realized (Aderounmu, Ehiametalor (1985) as cited in Anyike, (2010). Okeke (1985) as cited in Anyike (2010) defined it thus, bringing men and materials together in such a way that effective and financial teaching and learning is achieved in school.

The following deductions can be drawn from the statement and definitions of the scholars:

1. There is a chief executive in the school known as the school head, principal or administrator who must work with other stakeholders in education to coordinate all the school activities including the school funds in order to achieve the aims and objectives of public secondary schools.
2. The administrator works with other stakeholders in the school, that is, the teaching and non-teaching personnel and also the students who make up the human resources needed in the education industry. These may be called his subordinates.
3. The administrator also works under his super-ordinates, the School Board and Ministry of Education. These are strong stakeholders in education.
4. The duty of the principal is to organize, coordinate and integrate the human and material resources available, using the subordinates to implement or carry out those policies, programmes and plans drawn by the super-ordinates.
5. Educational administration is summed up in all the activities outlined above, which are aimed at enhancing teaching and learning, therefore achieving the pre-set goals of education.

#### Funding of Public Secondary Education

Nelson (2012) secondary education is defined by the Federal Republic of Nigeria (1981), National Policy on Education as the form of education children receive after primary education and before the tertiary stage. The broad aims of secondary education according to this policy document include preparation for useful living with the society and preparation for higher education. It is made up of the junior and senior secondary school level. The preparation for a student higher education entails acquiring a good certificate after writing any of the public examination.

In all the states of the Federation, Secondary Education is the direct responsibility of the ministry of education. Some states have school boards governing secondary education in their states. In Abia State for instance, the board is called Secondary Education Management Board while in Anambra state, it is called the Anambra State Education Commission. In Rivers State it is called Rivers State Senior Secondary Schools Board. Most of the secondary schools in the states are owned by the government and as such, government is the major finance of states secondary schools. Students pay fees in state secondary schools. In fact, tuition fees are not entirely free in the states. All fees paid in the state are supported by appropriate edicts. Most states impose the following fees: tuition fees, boarding fees, development levies, registration fees, game fees, library fees, parents’ teachers Association (PTA) levies (Nelson, 2012). Public Secondary Schools also generated revenue internally through sales of farm produce, parents and guardians supply their children and wards with other essential materials such as text books, uniforms and transportation fares. State government is empowered by law to award bursaries and scholarships to students to pursue secondary education.

Nelson (2012:50) listed various sources from which state governments fund secondary education as controlled by legislation. They include all the following:

1. State government budgetary allocation to which Federal Government contributes through the revenue distribution formula.

2. Donations and legacies (from stakeholders).
3. Domestic borrowing.
4. Federal government special grants.

Public Finance has been described as the collection and disbursement of funds for public use (Osuntokun, 2013). It has also been regarded as the financial activities of public authorities in terms of taxing, spending, borrowing and lending and it involves the means of providing for the expenditure involved in the staffing, equipment and maintenance of educational institutions (Charles, 2012). Considering the sources of financing education, Vaizey (2016) raised the question, "how can education be finance?" Answering the question, he argued that the financing of public education can be derived from fees paid by parents, repayable loans to parents, local government taxes, general budgetary funds, gifts and remission of taxes. To achieve the overall aim and objectives of public secondary education, funding of public secondary education should not be left for government alone. There is need for strong participation of various stakeholders in education in the area of funding of public secondary education.

### ***Theoretical Framework***

#### **Theory of Adequacy, Economy, Efficiency and Utilization of Educational Resources**

This study will also be anchored on the theory of adequacy, economy, efficiency and utilization of educational resources propounded by Castaldi 1982 as cited in Dodo (2018). The theory states that adequacy of school facilities is measured on the extent it satisfies both the qualitative and quantitative requirement of a school programme. With this theory Castaldi asserts that the space provided must be enough to accommodate the planned educational programme. He also asserts that the basic condition for achieving educational objectives is adequacy utilization and materials and emphasizes that the reason for establishing learning institution is to achieve quality delivery of education if both physical and human resources are provided and properly maintained then the resources would fulfill the designed purpose. Therefore, in our educational system, it is good that the space provided should be up to the minimum size needed for programmes that have been designed for. The planned educational programme must be achieved at a minimum cost. The theory of economy states that economy is the achievement of maximum educational and utilization values per naira expended and not the acquisition of school facilities for a given enrollment at the lowest cost. However, the achievement of the educational programme at a minimum cost should not negatively affect the educational efficiency of the school and should not cause high-cost maintenance. Based on this, the school funds will be maximally maintained and utilized resulting in a longer life span of school facilities. This theory is related to this study because stakeholders in education will be happy to commit their resources to schools where funds are utilized efficiently and effectively. Schools where there is prudent management of resources.

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## **METHODOLOGY**

The study adopts descriptive survey design. The population of the study comprises all the 7,693 respondents 268 of which are principals in all the two hundred and sixty eight (268) public senior secondary schools in Rivers State. The sample size for the study was three hundred and eighty (380) respondents 182 of which are female and 198 of which are male drawn from the entire population using Taro Yamen's formula. The instrument for data collection for the study was a self-designed questionnaire which was titled: Stakeholders Participation in the Funding of Public Secondary Schools Questionnaire (SPFPSSQ). The data generated was organized, analyzed and presented on tables. Mean and Standard Deviation scores were used as the statistical tools to answer the research questions. The z-test statistics was used to test the five (5) null hypotheses at 0.05 levels of significance. For the purpose of data analysis, numerical values were assigned to each of the response scales. Based on this, a criterion mean of 2.50 was calculated to ascertain the mean response of the respondents. In summary, any item with a mean score of 2.50 and above was accepted, while any item with a mean below the criterion mean of 2.50 was rejected.

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## **RESULTS**

**Research Question One:** Who are the various stakeholders required in the funding of public secondary schools in Rivers State?

**Table 1: Mean  $\bar{x}$ , Standard Deviation and Rank Order Scores of Respondents on the various stakeholders required in the funding of public secondary schools.**

S/N	Items	Respondents (n=306) That is, Male 145, Female 161.			
		Mean $\bar{x}$	SD	Rank Order	Decision
1.	Old boys associations.	3.67	0.60	1 <sup>st</sup>	Agreed
2.	Civil societies.	3.36	0.49	7 <sup>th</sup>	Agreed
3.	Government.	3.60	0.55	2 <sup>nd</sup>	Agreed
4.	Parents Teachers Association (PTA).	3.26	0.63	8 <sup>th</sup>	Agreed
5.	Host communities.	3.50	0.65	4 <sup>th</sup>	Agreed
6.	Principals, Teachers and Students.	3.37	0.72	6 <sup>th</sup>	Agreed
7.	Non-governmental organization.	3.50	0.53	4 <sup>th</sup>	Agreed
8.	Religious bodies.	3.57	0.54	3 <sup>rd</sup>	Agreed
<b>Average Mean/Standard Deviation</b>		<b>3.47</b>	<b>0.29</b>		

Data on Table 1 show that all items (1-8) had an average mean scores above the criterion mean of 2.50 and were adjudged on the various stakeholders required in the funding of public secondary schools in Rivers State, Nigeria. In summary, with an average mean of 3.47 which is above the criterion mean of 2.50, the respondents agreed that the various stakeholders required in the funding of public secondary schools in Rivers State include: old boys associations, civil societies, government, parents' teachers' association, host communities, principals, teachers and students, non-governmental organization and religious bodies. On the ranking, item 1 ranked first, followed by item 3 as second, item 8 as third, item 5 and 7 as fourth, item 6 as sixth and item 2 as seventh. Respondents were of the opinion that old boys associations were the strong stakeholders that should participate in the funding of public secondary schools not only in Rivers State but every other state in Nigeria. Old boys associations have done very well in some schools in terms provisions of facilities like desks, books, renovations of old classrooms. Respondents also are in support that the government and religious bodies should participate more in the funding of public secondary schools.

**Research Question Two:** What are the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State?

**Table 2: Mean  $\bar{x}$ , Standard Deviation and Rank Order Scores of Respondents on the factors that will encourage stakeholders' participation in the funding of public secondary schools.**

S/N	Items	Respondents (n=306) That is, Male 145, Female 161			
		Mean $\bar{x}$	SD	Rank Order	Decision
1.	Adequate budgeting of school funds.	3.38	0.77	7 <sup>th</sup>	Agreed
2.	Regular auditing of school funds.	3.42	0.58	4 <sup>th</sup>	Agreed
3.	Proper utilization of school funds.	3.41	0.61	5 <sup>th</sup>	Agreed
4.	Effective and efficient allocation of funds.	3.37	0.60	8 <sup>th</sup>	Agreed
5.	Regular training of managers on book keeping.	3.50	0.59	1 <sup>st</sup>	Agreed
6.	Accountability of funds.	3.47	0.52	2 <sup>nd</sup>	Agreed
7.	Maintenance culture of school resources.	3.47	0.65	2 <sup>nd</sup>	Agreed
8.	Reward/recognition of participating stakeholders.	3.24	0.81	9 <sup>th</sup>	Agreed
9.	Regular supervision and monitoring of school projects to ensure completion.	3.38	0.60	6 <sup>th</sup>	Agreed
<b>Average Mean/Standard Deviation</b>		<b>3.42</b>	<b>0.09</b>		

Data on Table 2 show that all items (9-17) had an average mean score above the criterion mean of 2.50 and were adjudged on the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State, Nigeria. In summary, with an average mean of 3.42 which is above the criterion mean of 2.50, the respondents agreed that the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State include: adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of funds, regular training of managers on book keeping, accountability of funds, maintenance culture of school resources, reward/recognition of participating stakeholders and regular supervision and monitoring of school project to ensure completion. On the ranking, item 5 ranked first, followed by item 6 and 7 as second, item 4 as fourth, item 3 as fifth, item 9 as sixth, item 1 as seventh, 4 as eighth and item 8 as ninth. Respondents believed that regular training of managers on book keeping is a strong factor that will encourage stakeholders' participation in the funding of public secondary schools. They also argued that accountability of funds will attract more stakeholders' participation. Stakeholders would participate in a school where there is proper accountability of funds than schools were funds are not properly accounted for. Maintenance culture of school resources and regular auditing of school funds will encourage more stakeholders' participation. Various stakeholders will also participate in a school where there is proper utilization of school funds. When these funds are released, the school administrators should channel them to areas where the sole aim will be to increase the learning and teaching processes. Respondents also argued that regular supervision and monitoring of school projects to ensure completion will attract more stakeholder participation.

#### Test of Hypotheses

**H<sub>01</sub>:** There is no significant difference between mean rating of principals and teachers on stakeholders' required in the funding of public secondary schools in Rivers State.

**Table 3: z-test Analysis on the Difference between the Mean Scores of principals and teachers on stakeholders required in the funding of public secondary schools in Rivers State, Nigeria.**

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Individuals Required in the Funding of Public Secondary Schools.	<b>Principals</b>	18	3.56	0.37	2	0.008	±1.960	0.241	0.05	H01 Failed to Reject
	<b>Teachers</b>	288	3.47	0.28		304				
<b>TOTAL</b>		<b>306</b>		<b>306</b>						

Table 3 showed that principals have mean and standard deviation scores of 3.56 and 0.37 while teachers have mean and standard deviation scores of 3.47 and 0.28 respectively. The z-value  $\pm 1.960$  at degree of freedom 304 is significant with P (0.008) less than chosen alpha of 0.05. Therefore the null hypothesis was rejected. By implication, there is a significant difference between the mean ratings of principals and teachers on stakeholders' required in the funding of public secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant difference between mean rating of principals and teachers on the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State.

**Table 4: z-test Analysis on the Difference between the Mean Scores of principals and teachers on the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State, Nigeria**

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Factors to Encourage Stakeholders' Participation.	<b>Principals</b>	18	3.48	0.095	2	0.563	±1.960	0.008	0.05	H01 Accepted
	<b>Teachers</b>	288	3.42	0.094		304				
<b>TOTAL</b>		<b>306</b>			<b>306</b>					

Table 4 showed that principals have mean and standard deviation scores of 3.48 and 0.095 while teachers have mean and standard deviation scores of 3.42 and 0.094 respectively. The z-value of  $\pm 1.960$  at degree of freedom 304, is significant with P(0.563) greater than chosen alpha of 0.05. Therefore the null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of principals and teachers on the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State.

## Conclusion

The study revealed old boys' associations, civil society, government, Parents' Teachers' Associations (PTA), host communities, principals, teachers, and students, non-governmental organizations, and religious bodies are strong stakeholders in the funding of public secondary schools in Rivers State. Based on the findings revealed that the factors that will encourage stakeholders' participation in the funding of public secondary schools in Rivers State include; adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of school funds, regular training of managers on bookkeeping, accountability of school funds, maintenance culture of school facilities, reward/recognitions of participating stakeholders, and regular supervision and monitoring of school projects to ensure completion.

Also the findings revealed that, funding of public secondary school will motivate staff in the following ways: it will increase effectiveness and efficiency in staff productivity, reduction in staff moonlighting, increase staff welfare, it will lead to staff prompt payment of salary, it will lead to implementation of non-financial remuneration, it will lead to promotion of staff as at when due, and staff will use part of their salary to support the less privileged students.

## Recommendations

Based on the study findings and in the bid to enhance stakeholders' participation in the funding of public secondary schools, the following are hereby recommended:

1. School administrators should not rely only on what is coming from the government but should partner with other stakeholders as a way of alternative sourcing of funds to augment with what the government is bringing. The principal as an administrator through the Ministry of Education should liaise with institutions, NGOs and school host communities to ensure adequate provision of facilities. School managers



should access the vast resources provided by the internet where funds are limited for capacity-building trainings and programmes. More so, teachers who have been trained should be able to train their colleagues.

2. Secondary school administrators/managers should encourage and ensure prudence, proper appropriation, transparency and accountability of funds from teachers and other personnel in the school.
3. The government should ensure to recognize staff effort, promote and accord them all entitlements due them at the right time.

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