

# GENERATION AND MANAGEMENT OF SUPPLEMENTARY FUNDS FOR RE-ENGINEERING SECONDARY EDUCATION FOR SELF-PRODUCTIVITY IN NIGERIA

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## **Abstract**

*This paper examined the strategies principals could use to generate and manage supplementary funds (SF) in order to procure and maintain the necessary resources that would fast track re-engineering of secondary education for self-productivity in Nigeria. The study was carried out in the 252 public secondary schools in Anambra State using two research questions and two null hypotheses. Descriptive survey research design was adopted. A-26 item questionnaire on a four-point type scale was used to collect data. Research questions were analyzed using means and Standard Deviation. The null hypothesis was tested using t-test at 0.05 level of significance. Findings showed that registration and orientation of new students among others are possible strategies to generate supplementary funds while inability to keep accurate account of funds generated are among the problems militating against management of SF. Gender was not a significant factor in the principals' mean ratings of the strategies for generating and managing SF.*

Education has been perceived as a process of equipping the individual with appropriate knowledge, values, skills and competences for effective functioning in his or her society (Ocho, 2005). More importantly, education at the secondary school level (SSL) is expected to sustain and consolidate the solid foundation laid at the primary level of education. Secondary education consequently, is very crucial to the overall development of the individual in this 21<sup>st</sup> century. Hence, the National policy on Education (2004:18-19) stated that the broad goals of secondary education shall be to prepare the individual for:-

- a) Useful living within the society; and
- b) Higher education.

These goals specifically are intended among others to; inspire students with a desire for self- improvement and achievement and raise a generation of people who can think for themselves; respect the views and feelings of others; respect the dignity of labour; appreciate those values specified under the broad national goals and live as

good citizens; provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic developments etc.

Nigeria therefore, expects that on graduation, the secondary school graduate would manifest the above expected goals and consequently, be self-productive. This however, implies quality and relevant education, whereby the graduate student would have acquired the necessary knowledge, skills, attitudes, social and psychological equipment which guarantee the development of the potentials in the students to the fullest and thus, can make him function well and productively in the society.

Quality and relevant education according to Saint, Hartnest and Strassner (2003) invariably, requires a more flexible and responsive system of teaching-learning process that will contribute increasingly to national growth capacities, productivity gains and economic growth. Quality education also implies both quality and adequate number of educational resources. These educational resources include; human, material, time and more especially, the financial resources (fund/money). Financial resource (FR) enhances and makes possible the procurement of other resources necessary to facilitate effective implementation of educational programmes and in effect produce self-productive graduates.

Notably, self-productivity means the rate at which a person performs and produces result after training. That is the ability to possess the technical know-how and the elements of what it takes to acquire the rudiments of education. It also means the level of ones' achievement at work, hence conforming to the stated expectations or decisions or requirements of the organization or society; for the benefit of self and the society.

Today however, it appears that secondary level of education is not living up to expectation. Akanwa (2007) and Omoregie (2005) had lamented that the products of today's secondary level of education can neither defend their certificates nor usefully live in the society nor move into higher institutions without their parents' aids or forgery. In fact, Omoregie (2005) and Ajayi (2002) posited that secondary education is riddled with crisis of various dimensions and magnitudes; all of which combine to imply that the system is at cross roads.

However, the reason for this situation is not far-fetched. Mapel (2011) reiterated that secondary education in Nigeria is at the blink of collapse due to poor funding, which has led to inadequate infrastructure, dearth of qualified teachers, overcrowded classrooms and consequently, poor performance of students arising from poor teaching process (Ada, 2009). Inherently, while adequate funding and other resources inputs are desirable to re-engineer secondary education for enhanced performance of students, effective management (i.e. concomitant concern for their effective utilization) is very important.

Obviously, funding of education has never been easy in Nigeria. It is a lingering problem, which has resulted to inadequate implementation of educational programmes and consequently poor performance of students. Obviously the FRN (2004) is aware that education is an expensive social service that requires adequate provision from the tiers of government for successful implementation of educational programmes. Hence, she noted that financial provision of education should be a joint responsibility of the Federal, State and Local governments as well as the private sectors. In other words, government welcomes and encourages participation of local communities, individuals and other organizations in the funding of education.

It should be noted that whatever that is owned by everybody is a responsibility of nobody. Hence, the concern by Etuk (2006) on how to share the burden of giving financial support for educational purposes between governments, private individuals, the society at large, companies operating in the society and educational institutions themselves. As it is right now, education in Nigeria is faced with the problem of gross under-funding, shortage of qualified man-power, inadequate facilities and equipment and over-bloated student population (Enueme,2002; Ogbuagu,2004;Jimoh,2005; Okeke and Ezeasor,2010).

In addition, Ukeje (2002) had earlier lamented that the budget allocation to education is poor and erratic. The reason for this under funding according to Mbipom, Bassey & Archipong (2005) is simply as a result of the educational budget which has not been able to keep pace with the rising cost and students' number.

Obviously, money is the basis of all other resources and the backbone upon which the provision of other resources depend. Financial resources involve capital expenditure of projects; establishment of buildings, provision of structures and facilities; recurrent expenditure for day-to-day running of the school such as, payment of teachers' salaries, provision of teaching and learning materials, recurrent maintenance and retention of qualified teachers for effective teaching and learning process. In fact, adequate allocation of funds for education and the concomitant concern for its utilization is a key factor towards re-engineering and improving the standard of secondary education in Nigeria for self-productivity.

Secondary education is extremely relevant for preparing the individual for productive/useful living within the society. But, experience has shown that poor funding has continued to set back the process of effective implementation of education programmes in secondary schools. Thus, as a result of the sorry secondary education condition and the government's inability to fund secondary education alone, it becomes imperative that principals who are the chief executive heads of secondary schools should not fold their arms and watch secondary education go into moribund. In support of this, Eresimmadu (2009) warns that administrators should not fold their arms for money to come from the governments in these austere days.

In a bid to proffer solution to this problem of under funding of education, Chimezie (2001) earlier advised that educational administrators have to find realistic ways and means of grappling with the problems of under-funding in secondary schools. It is only by being resourceful; adaptive and imaginative that the school managers and administrators would overcome these problems.

By implication, the above inadequacies can be made adequate through the efforts of school administrators such as generating SF in the schools through appropriate ways in order to augment the governments' effort. Supplementary fund is the money internally provided by the principals in addition to the money allocated to schools by the government. If principals should earnestly plan and generate funds, then the necessary educational resources that would help to facilitate and sustain improvement in the students' knowledge and skills would be provided adequately and effectively controlled, hence a re-engineered secondary education condition. Consequently, thereby, the teaching-learning process would become more conducive and effective and of course, develop and inculcate an enhanced knowledge, skills and capacity base of the students that would facilitate self-productivity.

In other words, a re-engineered secondary education would undoubtedly, fast track improvement in the skills of graduates, which undeniably would increase their productivity at work and widen employment opportunities/possibilities. It is therefore, the trust of this paper to discuss the realistic strategies principals would adopt to generate supplementary fund (GSF) in order to re-engineer secondary education for self-productivity and as well investigate the problems that militate against effective management of the SF so generated.

### **Statement of the Problem**

Problems of inadequate provision of financial resources for secondary education have continued to attract attention at all levels and has consequently raised doubts from education stakeholders. This is especially, because Nigeria has realized the roles of education in enhancing self-productivity and today, emphasized acquisition of practical and applied skills in schools as secondary education graduates are expected to live usefully in the society after school. This type of education, however, requires the use of appropriate instructional materials, conducive environment, various tools, equipment, raw materials as well as qualified, motivated and committed teachers. All these are fed into education via effective and adequate funding.

Researchers like Ogbonnaya (2000), Ukeje (2002), Jimoh (2005) and Etuk (2006) have reiterated that achievement of educational goals of any nation depends largely on adequate financial support. Although it is the responsibility of governments to provide financial resources in secondary schools, this job appears to be too much for the government alone as evidenced by the paucity of this all-important education resource every time. Consequently, government has kept principals in a state of financial predicament at the face of high cost associated with education. The

principals have therefore, come to appreciate the complementary role of generating funds internally to help increase funds for educational services. (Onwuka & Ofojebe, 2006). The problem now is, while it has become imperative to generate SF, it is not known the strategies both male and female principals would adopt to generate the funds as well as whether there are problems militating against effective management of the SF so-generated.

### **Purpose of the Study**

The purpose of the study is to examine the realistic strategies principals could adopt to generate and manage supplementary funds in order to re-engineer secondary education for self-productivity. Specifically, the study investigated:

- i. The realistic strategies principals can adopt to generate SF in order to re-engineer secondary education in Anambra State.
- ii. The problems militating against effective management of SF generated.

### **Research Questions**

The following research questions guided the study:

- i. What realistic strategies can principals adopt in generating SF in order to re-engineer secondary education in Anambra State?
- ii. What problems militate against effective management of SF generated in secondary education in Anambra State?

### **Null Hypothesis**

The following null hypotheses guided the study:

- i. There is no significant difference between the mean ratings of male and female principals on the realistic strategies to adopt in generating SF in order to re-engineer secondary education in Anambra State.
- ii. There is no significant difference between the mean ratings of male and female principals on the problems that militate against effective management of SF generated in secondary education in Anambra State.

### **Methodology**

The descriptive survey research design was used for the study. This is because descriptive design describes and interprets what is, seeks to find out the conditions that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is also used when the entire population is being used (Akuezulo and Agu, 2003). Hence this design was considered appropriate because it elicited opinions of respondents on the realistic strategies to generate SF.

The 252 public secondary school principals in Anambra State (Anambra State, 2011), formed the population of the study. There was no sampling because the entire population was used.

### **Instrumentation**

A 26-item researcher-developed questionnaire; designated Realistic Strategies to Generate Supplementary Fund Questionnaire (RSGSFQ) was used to collect data. The use of questionnaire was informed by the fact that Ojo (2001) explained that survey is the best technique for obtaining data from a group through the use of Questionnaire. The Questionnaire was made up of two parts: Part one was the biographic data of the respondents such as sex of the respondents. Part two contained 26 items that were separated into two clusters. Cluster 1 consisted of twenty items that were concerned with supposed realistic strategies to generate financial resources. Cluster 2 contained six items that were the assumed challenges to effective management of SF generated. These items were structured on a four-point scale that ranges from Strongly Agree (SA)-4 points, Agree (A)-3 points, Disagree (D)-2 points and Strongly Disagree (SD) - 1 point.

Validity of the instrument was established. Two experts each from Educational Management and Policy and Measurement and Evaluation established the content and face validity of the instrument. The corrections made were used to draw the final draft of the questionnaire.

The reliability of the instrument was established using 20 principals from schools in Enugu State. Pearson Product Moment Correlation Coefficient was used and it yielded a value of 0.80. This value was considered adequate for the instrument to be used for data collection.

### **Data Administration, Collection and Analysis**

A total of 252 copies of the questionnaire were administered on the principals by the researcher and three trained research assistants. The 252 copies were completed and returned to the researcher, hence a 100% return of the questionnaire was observed. Data collected were analyzed. Means and Standard Deviation were used to answer the research questions. Items with means of 2.50 and above were regarded as positive responses while those below 2.50 were regarded as negative. The null hypotheses were tested using t-test statistics tool at 0.05 level of significance.

### **Results**

#### **Research Question One**

What realistic strategies can principals adopt in generating SF in order to re-engineer secondary education in Anambra State?

**Table 1: Mean Ratings and Standard Deviation of Male and Female Principals' Opinion on the Realistic Strategies Principals Can Adopt to Generate SF in Order to Re-Engineer Secondary Education in Anambra State.**

Nos	The Realistic Strategies	Male Principals			Female Principals		
		X	SD	Dec.	X	SD	Dec.
1	Registration of new students	3.38	0.78	A	3.08	1.55	A
2	Orientation of new students	3.42	0.68	A	3.27	1.16	A
3	PTA support in form of levy	3.13	0.86	A	3.85	1.45	A
4	Donations from individuals in the school community	2.78	1.03	A	3.82	0.15	A
5	Financial support from Alumni Association	2.78	1.03	A	2.80	0.5	A
6	Proceeds from hawkers within the school premises	2.46	1.07	N A	2.22	1.42	NA
7	Sale of farm produce	3.13	0.86	A	3.82	0.15	A
8	School Mentorship	2.43	1.94	A	2.87	0.42	A
9	Organization of inter-house sports/ founder's day	3.14	0.88	A	3.01	0.63	A
10	Sale of school magazine, calendars or year book etc	2.69	0.03	A	2.93	0.75	A
11	Exhibition and sales of Artworks on PTA day	3.13	0.86	A	3.21	0.84	A
12	Collection of gate fees during drama	3.35	1.65	A	3.21	0.84	A
13	Endowment funds by individuals and corporate bodies	3.22	0.89	A	2.67	0.36	A
14	Loan from banks	2.47	1.04	N A	2.01	0.63	NA
15	Hiring of school halls and premises for meetings, weddings etc	2.93	0.94	A	2.43	0.75	A
16	Imposition of levies after due consultations with interest groups and approval gotten	2.85	0.98	A	2.56	0.66	A
17	Sale of uniforms, books, bags etc bearing the school name/logo	3.12	0.89	A	3.22	0.44	A
18	Organizing fund raising activities on a project in the school	2.78	1.03	A	2.53	0.17	A
19	Operating catering services – snacks, meat pie etc	3.14	0.88	A	3.52	0.25	A
20	Appeal to foundations and humanitarian bodies like Rotary	3.06	0.76	A	2.85	0.77	A
	<b>Grand Mean</b>	2.97	0.87	A	2.99	0.73	A

From the above table, 18 items (1,2,3,4,5,7,8,9,10,11,12,13,15,16,17,18,19 and 20) have mean ratings above 2.50. They are therefore, significant or realistic in generating SF in secondary schools. The other two items (6 and 14) have mean ratings below 2.50. They are therefore, not realistic in generating SF in secondary schools.

**Research Question Two**

What problems militate against effective management of SF generated in secondary education in Anambra State?

**Table 1: Mean Ratings and Standard Deviation of Male and Female Principals' Opinion on The Problems Militating Against Effective Management of SF Generated.**

Nos	Items	Male Principals			Female Principals		
		X	SD	Dec	X	SD	Dec
1	Inability to keep accurate account of money realized	2.80	1.60	A	2.67	0.98	A
2	Not lodging all money collected into the bank	2.84	1.64	A	2.95	0.93	A
3	Poor supervision of projects, hence inaccurate account of Projects executed nor money used	2.64	1.55	A	3.09	1.01	A
4	Diversion of SF meant for maintenance of school facilities/equipment to other projects	3.03	1.57	A	3.38	0.78	A
5	Diversion of SF generated into private purse	3.01	1.63	A	3.38	0.78	A
6	Inefficiency in the utilization of available SF	3.85	1.61	A	3.88	1.00	A
	<b>Grand Mean</b>	3.03	0.76	A	3.22	0.74	A

Data on Table 2 shows that all the respondents mean ratings are above 2.50. This is an indication that they all agreed that all the variables are among the problems that militate against effective management of SF generated in secondary education in Anambra State.

**Null Hypothesis One**

There is no significant difference between the mean ratings of male and female principals on the realistic strategies to adopt in generating SF in order to re-engineer secondary education in Anambra State?

**Table 3: t-test Analysis on the Mean Responses of Male and Female Principals on the Realistic Strategies to Adopt in Generating SF**

Source of variation	N	X	SD	Df	t-calculated	t-critical	Level of Significance	Decision
Male Principals	136	2.97	0.87	250	0.343	1.96	0.05	Ho Accepted
Female Principals	125	2.99	0.73					

Data on Table 3 showed that t-calculated was 0.343 against the t-critical of 1.96 at 250 df and 0.05 level of significance. Here the t-calculated is less than the t-critical hence the null hypothesis of no significance difference was not rejected.



**Null Hypothesis Two**

There is no significant difference between the mean ratings of male and female principals on the problems that militate against effective management of SF generated in secondary education in Anambra State?

**Table 4: T-test Analysis on the Mean Responses of Male and Female Principals on the Problems that Militate Against Effective Management of SF Generated in Secondary Schools.**

Source of variation	N	X	SD	Df	t-calculated	t-critical	Level of significance	Decision
Male Principals	136	3.03	0.76	250	1.48	1.96	0.05	Ho Accepted
Female Principals	125	3.22	0.74					

Data on Table 4 showed that there was no significant difference between the mean ratings of male and female principals on the problems that militate against effective management of SF generated in secondary education. This was indicated by the calculated t-value of 1.48 which was found to be less than the table t-value of 1.96 at 0.05 level of significance with 250 degree of freedom. So, the null hypothesis was not rejected.

**Discussion of Findings**

In relation to question one, Table 1 showed that both the male and female principals considered 18 out of the 20 items listed as realistic /positive strategies to generate SF in order to re-engineer secondary education for self-productivity in Nigeria. The findings are in agreement with the findings and views of Eresimadu (2009), Aremo (2006), Onwuka & Ofojebe (2006), Jen (2002), Chiemezie (2001) and Ogbonnaya (2000) who also noted viable measures for raising internally generated funds by school administrators in order to augment government’s efforts.

The principals by the nature of their training, position and experience are expected to know that these strategies can be used to generate supplementary funds in schools. This is because government funding has always been inadequate; and these principals need money to enable them discharge their duties as school administrators. But, it seems that many principals are lukewarm on supplementing the funds government allocated for education, hence the lingering/ perennial inadequacy or under funding of secondary education being experienced in the nation generally. No wonder the acute neglect and poor provisions and maintenance of the physical facilities, infrastructures and equipment. More so, learning conditions have deteriorated in many schools. Specifically, classrooms, libraries and laboratories are nothing to write home about in most of the schools. This condition has resulted to decline in academic standards in the secondary sector of education. The principals should therefore, appreciate the complementary role of generating funds internally in

order to re-engineer secondary educational services that would consequently enhance self-productivity.

With regards to the null hypothesis one tested at 0.05 level of significance, there was no significant difference between the mean ratings of the male and female principals' responses on the realistic strategies for generating SF in order to re-engineer secondary sector of education based on the fact that the calculated t-value (0.343) was less than the table t-value of 1.96. Thus, the researcher had no option than to accept the null hypothesis and therefore, conclude that generation of SF is not gender dependent.

In respect of the second research question, Table 2 showed that principals are also aware that management of the SF so generated in secondary schools is plagued by various problems as indicated by their mean ratings. The result of the t-test analysis on Table 4 showed that these problems that militate against effective management of the SF generated in the schools are not gender dependent based on the fact that the t-calculated (1.48) was less than the table t-value of 1.96 tested at 0.05 level of significance. By implication, therefore, many of the principals recklessly commit these corrupt practices. It might be that they see such practices as a way to enrich themselves. Although one may attribute this negative attitude to their poor conditions of service. These seemingly ignorant and corrupt practices are immoral. They are morally wrong and are not supposed to be associated with teachers, who are supposed to be models to other members of the society. These practices can be avoided if the principals would understand that people donate these monies because of their interest in the children, societal growth and education.

Nevertheless, the principals should be made to understand clearly that with these corrupt practices, both the governments' allocation and the SF would never be adequate and secondary education would continue to suffer. expressing sadness over the rate of corruption in Nigeria, Dappa (2008) opined that Nigeria seems to be cursed; so rich, yet so poor, so mightily endowed, yet so lacking in resources managements. Obviously, the success of re-engineering secondary education primarily is hinged on generating SF as well as on prudent and judicious management of the money so generated. Undeniably, efficient management of the education funds and the SF would enable the principals to adequately provide in quantum, control and maintain the human resources, instructional materials, facilities and equipment required to re-engineer secondary schools for improved academic work that would consequently, make them to produce quality secondary education graduates; fortified with self-internal psychic satisfaction and hence increase their productivity at work with their saleable skills.

## **Conclusion**

Self-productivity is a product of education of the individual which hinges on inputs such as the teacher, teaching aids/materials, and equipment; school buildings and premises as well as administration/management. These inputs are provided and maintained with money, which is never available in secondary education. Governments, however, fund education. But, their efforts at funding secondary education are evidently not adequate, hence poor conditions and inadequate supply of the above inputs, which has necessitated poor academic performances and low-productivity at work on graduation of the students. Therefore the clarion call to re-engineer secondary education for self-productivity is timely and apt.

Thus, based on the findings of this paper, the principals, irrespective of sex, can generate SF (Table 3); especially in this austere condition. If they could avoid the listed corrupt practices and judiciously utilize both the SF and the funds allocated by the governments, secondary education would be re-engineered. This is because there would be qualified and adequate number of educational resources required for equipping the students with the relevant knowledge, skills, values, capabilities and attitudes for self-productivity. In other words, secondary education if re-engineered, would continuously build a generation of young graduates with quick minds, sensitive feelings, manipulative skills, competences and vibrant mental operations that are capable of highest enablement to them as people in the society.

## **Recommendations**

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

- (a) Principals of secondary education should exercise discretion to generate SF rather than fold their hands and wait for the approved government funds so as to re-engineer secondary education for self-productivity;
- (b) Financial generation and efficient management are critical in the face of this secondary education under-funding. So principals should shun corruption and be truly effective, prudent and judicious in the management and control of the school funds and other resources; and
- (c) Government should put in place a sustainable and improved funding arrangement as well as an effective and intensified monitoring mechanism to ensure effective management and zero-corruption to enhance re-engineering of secondary education for self-productivity in Nigeria.

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