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PRINCIPALS' PERCEPTION OF THE ROLES OF STAKEHOLDERS IN FUNDING SECONDARY EDUCATION IN ANAMBRA STATE, NIGERIA

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ABSTRACT

This study investigated principals' perception of the roles of stakeholders funding secondary school education in Anambra State. Two research questions guided the study. The study adopted the descriptive survey research design with a population that comprised of the study comprised all where there were 119 male principals and 149 female principals in 263 public senior secondary schools in Anambra State. Complete enumeration sampling technique was used to get the sample size where the entire principals were enumerated used for the study. The Taro Yamane's formula was used to determine the sample size of the teachers. The questionnaire used for data collection was titled: Principals' Perception of the Roles of Stakeholders Funding Secondary Education Questionnaire (PPRSFSSQ). Mean and standard deviation were used to analyse the data from the respondents. The study found that the stakeholders' roles in the funding of public secondary schools in Anambra State include: government funding, private sector engagement, community support. More so, the challenges militating against stakeholders funding secondary schools in Anambra State include: parents and guardians contributing through in fundraising activities, community members engaging in donations local fundraising efforts, non-profit organizations offering financial assistance to support educational programs. The challenges militating against stakeholders in funding secondary school education in Anambra State include: Inadequate economy constraints affecting financial contribute, lack of accurate statistical data hampers funding and economic hardship among parents affects their donations. 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 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.

Keywords: Funding, Secondary Education, Stakeholders, Education

Introduction

The goals of basic education are to provide the child with diverse basic knowledge and skills for personal and societal development, to foster critical thinking and problem-solving abilities, and to instill ethical values and civic responsibility. This foundational stage aims to equip children with the tools necessary for lifelong learning and adaptability in an ever-changing world. Republic of Republic, FRN (2014) noted that education aims to offer opportunities for children to develop practical skills that will enable them to function effectively within their capabilities in society. This highlights the crucial role and benefits of education for human society, which has led to the establishment of various educational levels to address diverse human needs and dispositions. One level of education that has significantly contributed to the importance of education in people's lives is secondary school.

Secondary education plays a pivotal role in the educational journey of its citizens in Nigeria as it serves as the crucial link connecting primary schooling and higher education. The impact of secondary education on economic growth is particularly pronounced in countries where the initial level of education is relatively low or where there have been substantial improvements in educational equality. Consequently, the expansion of secondary school education not only has a direct influence on economic development but also contributes to legitimizing society, mitigating socioeconomic conflicts, and promoting economic growth by enhancing citizens' motivation and their inclination to invest. In a study by Werner and colleagues in 2022, it was highlighted that secondary education is associated with considerable health and economic advantages. It is for these reasons that Nwafor, Uchendu, and Akani (2015) have emphasized the significant role of proper funding in achieving the objectives of secondary education in the country.

Funding according to Onuh and Eke (2024) is the sum of money set aside for the execution of projects in an organization, while funding denotes the process of making the fund available for the carrying out of stated plans, objectives and programmes. They further stated that funding of education can be seen as ensuring adequate provision of finances or money for the control and management of education in Nigeria. Funding as described by Nwangwa and Omotere (2013) entails the act of providing money for business activities, making

purchases or investing. While, (Nasiru, 2013) refers to funds as money, environment and the capital needed to keep an institution moving in terms of purchase of materials, payment of bills, repairs and maintenance. Funding is the task of providing the necessary funds (money) required by the business of entities like companies, firms, schools, individuals and others on the terms that are most favourable to achieve their economic objectives (Akrani, 2011). According to Oguche and Mohammed (2017), funding of education brings about access to education by all and sundry. Access to education is the ability of an individual to acquire education and all the benefits attached to it irrespective of tribe, religion or race (Oguche & Mohammed, 2017).

Mwangi (2013) added that the funding plays a vital role in enhancing secondary education, primarily by increasing accessibility through the establishment of new school facilities like classrooms, science laboratories, and projects to provide water and electricity to schools. The provisions of the aforementioned facilities have enabled many students, particularly those from underprivileged backgrounds who previously struggled to access secondary education, to successfully complete their secondary schooling. Nwafor, Uchendu, and Akani (2015) have also contended in their study that funding is universally recognized as the driving force that propels the educational sector toward achieving its objectives. The study of Nwafor et al., (2015) further emphasized the importance of seeking alternative sources of funding for secondary schools to avert the adverse consequences of inadequate funding, such as the deterioration of infrastructure, soaring education costs, and decreased staff commitment in Nigeria. In Anambra State, the need for funding has become crucial. Ikediugwu and Ukeji (2020) highlight the distressing and concerning state of dilapidated buildings and the lack of essential facilities in many public and private secondary schools. The deteriorating conditions of these schools raise significant doubts about the administrators' effectiveness in planning and securing funds. This situation negatively impacts not only the quality of teaching and learning but also the overall planning and administration of secondary schools in the State.

In Nigeria, most times, funds provided by the government are not usually sufficient for the management of schools and their programmes. Funds are needed for procurement of facilities, imprest, training of teachers, maintenance and repairs, among others. The government seems not to always provide sufficient funds for school administrators like the principals of secondary schools to manage the system. In Anambra State, Ikediugwu and Ukeji (2020) pointed out that many public secondary schools have been bedeviled with dilapidating structures, they also lack other necessary facilities and amenities. The dire state and poor conditions of many public and private secondary schools highlight the necessity of this study, raising concerns about the proficiency of school

administrators in securing funds. According to the United Nations Children's Fund, UNICEF, (2024) report, access to child education in Anambra is below 70 percent, making it the second lowest in the Southeast, emphasizing the urgent need for funding to accommodate out-of-school children. Nwakpa (2016) noted that, despite government responsibility for secondary education funding, state allocations are minimal, hindering the successful achievement of educational goals. Therefore, it is crucial for stakeholders to assist in funding secondary schools to ensure schools effectively managed and improve their schools.

Education stakeholders refer to individuals or groups that have an interest or investment in the education system and its outcomes. This includes a wide range of participants who are directly or indirectly involved in the education process. Education stakeholders that fund public secondary schools include government bodies that allocate state and federal budgets, local businesses and community members who participate in fundraising, non-profits and Non-Governmental Organizations (NGOs) providing grants, and educational foundations offering endowments. These combined efforts ensure adequate financial resources for quality education. These stakeholders work together to create a supportive and effective educational environment, each contributing their perspective and resources to ensure the success and improvement of the education system. These stakeholders work hand-in-hand with the principals of secondary schools.

From all the foregoing, it is essential for secondary school principals, including those in Anambra State, to collaborate effectively with education stakeholders. This necessity arises because both federal and state governments are struggling to adequately fund these schools. Onuh and Eke (2024) observed that principals often face difficulties in sourcing alternative funds due to various challenges, such as poor school-community relationships, lack of accountability and transparency in financial matters, inadequate statistical data, poor planning and budgeting, insufficient information about the school's needs to the public, school isolation from community stakeholders, and corruption, among others.

Given the above discussions, Ibrahim, Arshad, and Salleh (2017) have advocated for the establishment of a comprehensive systems-based framework for assessing educational quality to guide efforts to enhance Nigerian secondary schools. Such a framework should be aligned with the values of local stakeholders and should be supported by existing theory and literature. Mokuolu, Bolarinwa, Opadiran, Ameen, Dhorda, Cheah, ... and Dondorp (2023) have stressed the necessity of involving all stakeholders in the region in the process of financing education. This collaborative approach to funding education is seen as crucial for addressing the challenges and meeting the needs of the educational sector effectively. Mokuolu, et al., (2023) further

stated that stakeholder engagement is required for an effective definition of gaps and challenges within varying contexts. According to Onyeukwu (2022), poor statistical data as well as unstable governments policies in Nigeria educational system constitute major challenges to educational funding at all levels in Nigeria.

Regrettably, as seen above, in Nigeria numerous secondary schools grapple with a lack of sufficient funding, deteriorating infrastructure, a shortage of qualified and competent teachers, unfavorable attitudes among educators, student indiscipline that occasionally leads to exam misconduct, the admission of students with lower academic capabilities, subpar academic achievements, educational inefficiency, an unsuitable curriculum, and the complex issue of school disintegration (Matthew, 2013). Sadly, Anambra State is not exempted in some of these challenges and it is on this note this study seeks to examine the role of stakeholders in funding secondary school education in Anambra State.

Statement of the Problem

Secondary school education in Anambra State faces several significant challenges and the economic situations have affected government effectively funding of secondary school education. These challenges encompass various aspects of the education system and have far-reaching consequences for the nation's development. Firstly, inadequate infrastructure is a pressing concern. Many secondary schools in Nigeria lack basic facilities such as classrooms, laboratories, libraries, and even sanitary facilities. This deficiency severely hampers the quality of education and creates a challenging learning environment for students. Secondly, there is a shortage of qualified and well-trained teachers. Many secondary schools struggle to attract and retain competent educators due to low salaries and poor working conditions. This results in a shortage of skilled teachers, leading to a decline in the quality of instruction and academic performance.

Additionally, the curriculum and teaching methods need to be updated to meet the evolving demands of the modern world. The current curriculum often lags behind global educational standards, leaving students ill-prepared for the challenges of the 21st century. There is a need for a curriculum that incorporates practical skills, critical thinking, and digital literacy. Furthermore, the issue of inadequate funding affects the overall quality of secondary education. Insufficient funds for resources, teacher training, and technology integration hinder the ability of schools to provide a well-rounded education. This, in turn, perpetuates a cycle of underperformance. Another challenge is the high rate of student dropout due to socio-economic factors, including poverty and lack of access to quality education. Many families cannot afford the cost of education, leading to a high number of out-of-school children. It is on this note this study sought to determine principals' perception of the roles of stakeholders funding secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to determine principals' perception of the roles stakeholders in funding secondary education in Anambra State. Specifically, this paper sought to:

1. Examine the principals' perception of the roles of stakeholders in funding public secondary education in Anambra State.
2. Investigate the challenges militating against stakeholders in funding public secondary education in Anambra State.

Hypothesis

The study tested the following research hypothesis at 0.05 significant level.

H_0: There is no significant difference between the mean scores of male principals and female principals on stakeholders' roles in funding public secondary education in Anambra State.

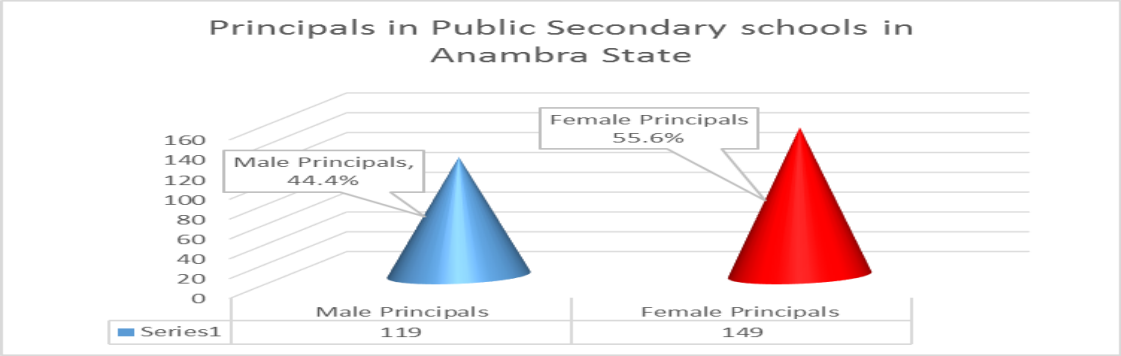
Methods

The study adopted descriptive survey design. The population of the study comprised all the 263 principals where there were 119 male principals and 149 female principals in public secondary schools in Anambra State. The study employed complete enumeration to get the sample size which means the entire principals were used for the study. The questionnaire used for data collection was titled: Principals' Perception of the Roles of Stakeholders Funding Secondary Schools Questionnaire (PPRSFSSQ). The questionnaire was divided into two sections: section A was for collection of demographic data on the respondents. While section B was based on the questionnaire items using the 4- Points Likert rating scale of (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point) respectively. The instrument was validated by two research experts. Cronbach Alpha was used to establish the instrument reliability. Responses from the administered questionnaire were collected, and item variances were computed. The resulting Alpha value, 'r' = 0.82 obtained was considered reliable for the study which also indicate acceptable internal consistency. Necessary revisions were made, and the instrument was re-tested, confirming its consistent and reliable measurement. The researcher and with the help of three research assistants were able to distribute 263(100%) copies of the questionnaire to the principals. At the end of the exercise, 113(42.16%) of male principals and 137(51.1%) of female principals were retrieved from the principals. The data generated was organized and analyzed using z-test statistics to test the hypotheses at 0.05 level of significance.

RESULTS

Demographic Data of the Respondents

Figure 1: Principals in Public Secondary Schools in Anambra State



The results in figure 1 showed that the male teachers in public secondary schools in Anambra State was 119(44.4%) while that of the female principals were 149(55.6%). This signifies that more female teachers participated in the exercise to give their opinions on teachers' perception of education stakeholders funding secondary school education.

Research Question One: What are the roles of stakeholders in funding secondary education in Anambra State?

Table 1: Summary of the mean and standard deviation ratings of principals' perception of the roles of stakeholders in funding public secondary education in Anambra State

S/N	Items Descriptions	Male Principals (113)		Female Principals (137)		Decisions
		X	SD	X	SD	
1	Government bodies allocating funds to schools	3.28	1.363	3.43	1.454	Agreed
2	Parents and guardians contributing through in fundraising activities	3.47	.608	3.47	.631	Agreed
3	Community members engaging in donations local fundraising efforts	3.47	.608	3.47	.603	Agreed
4	Non-profit organizations offering financial assistance to support educational programs	3.43	.667	3.48	.604	Agreed
5	NGOs providing funding to improve school infrastructure	3.85	.572	3.47	.603	Agreed
6	Educational foundations proving grant to support specific school projects	3.85	.572	3.47	.603	Agreed
7	Charitable foundations investing in educational programmes	3.17	.583	3.17	.583	Agreed
	Grand Score	**3.50**	**0.710**	**3.42**	**0.726**	Agreed

Source: Field Survey, 2024.

Data on Table 2 show that all items (1-7) had an average mean scores above the criterion mean of 2.50 and were adjudged on the various stakeholders' roles in the funding of public secondary schools in Anambra State, Nigeria. In summary, with an average mean of 3.50 which is above the criterion mean of 2.50, the respondents agreed that the principals' perception of the role of stakeholders funding public secondary schools in Anambra State include: Government bodies allocating funds to schools, parents and guardians contributing through in fundraising activities, community members engaging in donations local fundraising efforts, non-profit organizations offering financial assistance to support educational programs, NGOs providing funding to improve school infrastructure, educational foundations proving grant to support specific school projects and charitable foundations investing in educational programmes.

Research Question Two: What are the challenges militating against stakeholders' roles in funding public secondary education in Anambra State?

Table 2: Summary of the Mean and Standard Deviation ratings of the challenges militating against stakeholders' roles in funding public secondary education in Anambra State

S/N	Items Descriptions	Male Principals (113)		Female Principals (137)		Decisions
		$\bar{X}$	SD	$\bar{X}$	SD	
8	Inadequate government funding	3.17	.583	3.18	.618	Agreed
9	Economy constraints affecting financial contribute	3.17	.583	3.17	.567	Agreed
10	Lack of accurate statistical data hampers funding	3.15	.605	3.19	.580	Agreed
11	Economic hardship among parents affects their donations	3.18	.618	3.17	.567	Agreed
12	Frequent changes in educational policies	3.18	.618	3.17	.567	Agreed
13	Financial corruption of principals affecting funding schools	3.85	.572	3.47	.603	Agreed
14	Poor school and stakeholders' partnership	3.17	.583	3.17	.583	Agreed
	Grand Score	**3.26**	**0.595**	**3.21**	**0.584**	Agreed

Source: Field Survey, 2024.

Data on Table 2 show that all items (8-14) 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 Anambra State, Nigeria. In summary, with an average mean of 3.26 and 3.21 which is above the criterion mean of 2.50, the respondents agreed that the challenges militating against stakeholders in funding public secondary schools in Anambra State include: Inadequate government funding,

economy constraints affecting financial contribute, lack of accurate statistical data hampers funding, economic hardship among parents affects their donations, frequent changes in educational policies, financial corruption of principals affecting funding schools and poor school and stakeholders' partnership.

Test of Hypothesis

H_0: There is no significant difference between the mean scores of male principals and female principals on stakeholders' roles in funding public secondary education in Anambra State.

Table 3: z-test Analysis on the difference between the mean scores of male principals and female principals on stakeholders' roles in funding public secondary education in Anambra State

Group	N	Mean		DF	Zeal	Zcrit	Sig. (2-tailed)	Sig. (2-tailed)
Male Principals	258	3.48	0.095	2	0.563	1.960	0.007	0.005
Female Principals	288	3.24	0.045		304			

Source: Field Survey, 2024.

Table 3 showed that male 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 +1.960 at degree of freedom 304, is significant with P(0.563) greater than chosen alpha of 0.05. Thus, the null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of male principals and female principals on stakeholders' roles in funding public secondary education in Anambra State.

Conclusion

The study revealed the principals' perception of the roles of stakeholders in funding public secondary education in Anambra State include: Government bodies allocating funds to schools, parents and guardians contributing through in fundraising activities, community members engaging in donations local fundraising efforts, non-profit organizations offering financial assistance to support educational programs, NGOs providing funding to improve school infrastructure, educational foundations proving grant to support specific school projects and charitable foundations investing in educational programmes. More so, the challenges militating against stakeholders in funding secondary education in Anambra State include: Inadequate government funding, economy constraints affecting financial contribute, lack of accurate statistical data hampers funding, economic hardship among parents affects their donations, frequent changes in educational policies, financial corruption of principals affecting funding schools and poor school and stakeholders' partnership.

Recommendations

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

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.
2. 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.

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