

A COMPARATIVE STUDY OF FUNDRAISING STRATEGIES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

Education remains the most potent agent for human and national development. Public and private secondary schools are cost-intensive ventures, requiring fundraising activities. This study compared the fundraising strategies in public and private secondary schools in Enugu State. One research question with a corresponding hypothesis was formulated. Questionnaire was administered to principals and tutors. Mean, standard deviation, analysis of variance (ANOVA) and T-test were used for analysis. Results showed that the private secondary schools benefitted from PTA levy and 10 other fundraising strategies more than the public secondary schools. More aggressive application of these fundraising strategies is recommended.

Introduction

Education is today generally recognized as an essential precondition for democracy and sustainable development. Therefore, all people deserve opportunities regardless of their social standing, gender, faith, ethnicity or individual disabilities (Mgbodile, 1986).

Education is seen in Nigeria and other nations as the corner stone for development and the key to participatory democracy, which

is closely related to peace and development. It is not just about knowledge, it is also about learning to do, learning to be and above all learning to live together (Adesina, 1981).

The provision and administration of education in any society determines the quality and quantity of its educational system. In order to achieve education for all by 2015, as required by the Millennium Development Goals (Eneh, 2008), quite a large sum of money and political will on the part of the government will be required. Fund is required to secure good teachers and standard facilities and equipment to provide the needed academic environment (Aderounmu and Ehimetalor, 1985).

Many scholars and experts in educational administration have discussed at length the need for and importance of education finance. Ogbonnaya (1999), opines that finance involves not only raising funds but also entails the allocation and prudent management of the fund. Ukeje (1986), submitted that the provision of funds and facilities (or their absence) is the heart of the problems in schools. According to Ikpeama (1997), government annual budget for education is often meagre, making it difficult for administrators to plan and operate effectively. This adds to the problem of mismanagement of funds (Enyi, 1999).

Aderounmu and Ehimetalor (1985), observed that the Nigerian educational system derives its funds chiefly from government coffers; other sources include external aids from friendly countries, international organizations, parents-teacher-association (PTA), Petroleum Trust Fund (PTF), and Alumni Associations. Ezeocha (1990), enumerated sources of funds to educational institutions as school fees, government grants, educational levies, rates and donations from individuals and charitable organizations, and funds raised from launching certain programmes of the school.

Ayeni (1992), and Udezue (1990), suggested additional sources of funds for education, which include consultancy services, fund-raising activities, endowments and sale of school agricultural products. Eicher and Chevailleir (1991), and Ogbodo (1991), enumerated other sources of funds for education in Nigeria: donations from philanthropic organizations, raffles, handicrafts, school play, cultural activities and

sporting events. The enormous cost of education calls for co-operative funding involving the governments, parents, public-spirited individuals, philanthropists, PTF, non-governmental organizations, community-based organizations, faith-based organizations, and others.

This study was carried out to compare the fundraising activities of public and private secondary schools in Enugu State. It sought to determine to what extent the public and private secondary schools compare with and differ from each other in fundraising strategies.

The study was guided by a corresponding hypothesis, H_{01} : The principals in public and private secondary schools do not differ in their mean ratings on fundraising strategies ($P < 0.05$).

Methodology

The study, which adopted a descriptive design, was conducted among the public and private secondary schools in the six education zones of the seventeen Local Government Areas of Enugu State.

The study population was 289 principals and 824 tutors of public and private secondary schools in Enugu State.

The instrument used for the study was 'secondary school fundraising strategies questionnaire' (SSFSQ), an 11-item instrument designed by the researcher to elicit information. Each item was structured on a four-point scale of 'very great extent' (VGE), 'great extent' (GE), 'low extent' (LE), and 'very low extent' (VLE). To determine the reliability of SSFSQ, internal consistency reliability test was conducted using crutchback alpha computing method.

Data were analysed using mean score and standard deviation on the research questions and t-test analysis for the hypothesis to determine the significance of the difference of the mean ratings of the groups under study. Analysis of variance (ANOVA) was used in testing the hypothesis to determine the difference in variance of the two groups in the variable under study.

Results and Discussion

Table 10.1 shows the mean rating (X) and standard deviation (SD) of principals and tutors on fundraising in public and private secondary schools in Enugu State.

Table 10.1: Mean rating (X) and standard deviation (SD) of principals and teachers on fundraising in public and private secondary schools in Enugu State.

Cluster	Item No.	Fundraising Strategies	School Type					
			Public Sec. Sch. (N=946)			Private Sec. Sch. (N=152)		
			X	SD	Decision	X	SD	Decision
	1.	Levy (PTA)	1.91	0.87	LE	2.29	1.06	GE
	2.	Donation	2.79	1.64	GE	2.93	0.81	GE
	3.	Launch	2.81	0.97	GE	3.00	0.85	GE
	4.	Sales (School magazine, handicrafts, agricultural products)	3.19	1.76	VGE	3.19	0.74	VGE
	5.	Proceeds from drama and cultural shows	3.18	0.74	VGE	3.03	0.94	VGE
	6.	Appeal fund	2.87	0.99	GE	3.06	1.00	VGE
	7.	Endowment fund	2.68	1.19	GE	2.99	2.70	GE
	8.	Shops/Kiosks	3.15	0.91	VGE	3.39	0.74	VGE
	9.	Grants	2.78	0.91	GE	2.78	0.89	GE
	10.	Foreign aids	2.94	0.96	GE	3.28	0.76	VGE
	11.	Proceeds from sale of materials to new entrants	2.90	0.99	GE	2.60	1.06	GE

Of the 11 fundraising strategies, 5 (Nos. 2, 3, 7, 9 and 11) were rated “to a great extent” (GE) by both public and private secondary schools respondents. Fund is sourced through donation, launch, endowment, grant, and sale of materials to new entrants in both public and private secondary schools. Rated “to very great extent” (VGE) for both public and private secondary schools respondents were items 4, 5 and 8 for sales of school magazine/handicrafts/agricultural products, proceeds from drama and cultural shows, and shops/kiosks respectively. PTA levy rated ‘to low extent’ for public secondary schools, but “to a great extent” for private secondary schools. Finally,

items 6 and 10 were rated “to a great extent” for public secondary schools, but “to a very great extent” for private secondary schools.

Table 10.2 shows the T-test results on analysis of the difference in the mean score of principals and tutors with regard to fundraising.

Table 10.2: The T-test results

Cluster	Items	Sources of Fund	Mean score		T-Value	Remarks
			Public SS (N=946)	Private SS (N=152)		
	1.	Levy (PTA)	1.91		-4.23	Significant
	2.	Donation	2.79	2.93	-1.06	Not significant
	3.	Launch	2.81	3.00	-2.26	Significant
	4.	Sale of school magazine, handicraft, agricultural produce	3.19	3.19	-0.04	Not significant
	5.	Proceeds from drama, cultural shows	3.18	3.03	1.95	Not significant
	6.	Appeal fund	2.87	3.06	-2.17	Significant
	7.	Endowment fund	2.68	2.99	-2.41	Significant
	8.	Shops/kiosks	3.15	3.39	-3.07	Significant
	9.	Grants	2.78	2.78	0.02	Significant
	10.	Foreign aids	2.94	2.28	-4.24	Significant
	11.	Sale of materials to new entrants	2.90	2.60	3.49	Significant
		OVERALL	2.84	2.95	-2.52	Significant

The calculated t-value was greater for 8 fundraising strategies, all in favour of private secondary schools. These were PTA levy (-4.23), donation (-1.06), launch (-2.26), sale of school magazine/handicraft/produce (-2.17), endowment (2.4), shops/kiosks (3.07) and foreign aids (-4.24). The overall calculated t-value is -2.52

with 1096 degrees of freedom at $P < 0.05$ level of significance. Since the t-value is greater than the table value (1.96), the null hypothesis is rejected. In other words, there is significant difference between the mean ratings due to school type. Therefore, private secondary schools benefit more than public secondary schools in fundraising.

For the research question, results show that public secondary schools rated fundraising “to a great extent”, while the private secondary schools rated it “to a very great extent.”

In analyzing the hypothesis, one notes in Table 10.2 a statistically significant difference in the overall mean ratings (-2.52) in the fundraising strategies for private secondary schools greater than that of public secondary schools.

Conclusion and Recommendations

With availability of funds, public and private secondary schools will be more effectively operated. To achieve their goals, fundraising activities are imperative for the generation of additional fund. The fundraising strategies adopted by public and private secondary schools in Enugu State are PTA levy, donation, launch, sale of school magazine/handicraft/produce, organizing drama/cultural shows, appeal fund, endowment fund, shop/kiosk, grant, foreign aid, and sale of materials to new entrants. These strategies have been exploited to a greater extent by private secondary schools than the public secondary schools. More aggressive application of these fundraising strategies is recommended.

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