OPINIONS OF STAKEHOLDERS ON IMPACT OF FUNDING ON THE MANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN NIGERIA

OLOMOLA, SAMSON OLUBUNMI
EDUCATIONAL ADMINISTRATION AND PLANNING
DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM
AHMADU BELLO UNIVERSITY, ZARIA

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2014

DECLARATION

I hereby declare that this thesis is produced by me. Its topic has not been presented on any previous application for higher degree, and that all sources are duly acknowledged.

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OLOMOLA, SAMSON OLUBUNMI DATE

APPROVAL SHEET

This thesis titled "**OPINIONS OF STAKEHOLDERS ON THE IMPACT OF FUNDING ON THE MANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN NIGERIA" BY Olomola, Samson Olubunmi** meets the regulations governing the award of the degree of Doctor of Philosophy, Ph.D in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literacy presentation.

---------- ----------
Dr. Bashir Maina Date
Chairman, Supervisory committee

---------- ----------
Dr. M.O. Dare Date
Member, Supervisory committee

---------- ----------
Dr. I Makoju Date
Member, Supervisory Committee

---------- ----------
Dr. Bashir Maina Date
Head, Department of Educational Foundation
and Curriculum

---------- ----------
Prof. A.A. Joshua Date
Dean, Post Graduate School

DEDICATION

This work is dedicated to God Almighty who saw me through this stage of my academic pursuit with my life intact. I give you all glory, honour and adoration. Thank you Sir.

ACKNOWLEDGEMENT

I want to acknowledge and express my profound gratitude to my able, dynamic and God fearing Supervisor and Head of Foundation and Curriculum Department, Dr. Bashir Maina for his scholarly guidance, untiring advice and professional leadership to me throughout the duration of this study. Your mentorship has greatly inspired me a lot.

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ABSTRACT

The necessity of the study is premised on the face of dwindled financier support to private secondary schools which necessitated the arbitrary increase in school fees by proprietors and consequence outcry by patrons. The study believes that there is the need for mutual understanding among the stakeholders about what it takes to operate a private secondary school in Nigeria. The study therefore set out to achieve some objectives, some of which are: the impact of school fees charged on students' enrolment; impact of funding on the general condition of teachers; impact of funding on teachers turnover, and how to efficiently fund private secondary schools in Nigeria, among others. To carry out this study about 957 questionnaires was administered to elicit responds from stakeholders who comprises of private secondary school proprietors, principals, teachers, parents, and ministry of education officials. The data collected was analyzed using descriptive statistics involving frequency count, percentages, mean and standard deviation. The hypotheses were tested using the Analysis of Varians (ANOVA) procedure because of the multiple levels of the independent variables (stakeholders). The result of the study shows that fees charged have significant impact on students' enrolment in private secondary schools Nigeria and that in most cases the lower the fees charged, the higher the enrolment in private schools. It also shows that availability of fund has impact on teacher turnover. This suffice to say that enough fund is required to keep teachers on their jobs and also make them work as at when required. The study also revealed among others that stakeholder differs on the method of financier supports that should be given to private secondary schools in Nigeria. On the basis of these findings, the study recommends among others that respective governments should enact a policy framework that would enable the funding of private schools in Nigeria, and that any policy for funding for private schools should of necessity be accompanied with process of accountability for such fund. The implementation of such policy should be placed in the hands of experts in the field of educational planning and administration with specialty in private education provision.

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ABBREVIATIONS:

UNESCO	**United Nation Educational and Scientific Organization**
UNDP	**United Nation Development Programme**
UNICEF	**United Nation Information and Children Educational Fund**
NUC	**National Universities Commission**
NBTE	**National Board for Technical Education**
NCCE	**National Commission for Colleges of Education**
PTA	**Parents and Teachers Association**
FGC	**Federal Government College**
UPE	**Universal Primary Education**
FCT	**Federal Capital Territory**

OPERATIONAL DEFINITION OF TERMS

1. Funding: This is the continuous setting aside of and allocation of money for school purposes

2. Teacher Turnover: This is the rate at which teachers live a particular teaching job for another

3. Condition of service: This is the term under which a teacher agrees to work. They include the salaries, and other benefits the teacher stands to enjoy as a staff of the school

4. Financial Contribution of parents: This is the contribution by parents in terms of money to the management of the school aside the school fees they pay

5. Communication: This is the relationship that exists between the school and other stakeholders and through which this is enhanced

6. Staff Development: This is the programme put in place by the school to enhance the professional growth of the teacher on the job

7. Welfare of Students This is the amenities put in place by the school to enhance the comfort of the students in terms of learning

8. Students Enrolment: This is the rate at which private schools admits students into their schools.

9. Educational Facilities: These are the items provided by the school to promote teaching and learning such as buildings, teaching aids etc

10. Security: This is the measure put in place to ensure that the school is properly secured

11. Stakeholders: This comprises of the proprietors, principals, teachers and parents of private secondary school

12. Receipt: This refers to all funds for educational support Regardless of their source

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The history of modern education in Nigeria could be traced to the efforts of private organizations, especially the Christian Missionary Socieities. Ayodele (2004) confirmed emphatically that 'one of the incontrovertible facts in the history of Nigerian education is that the first schools, whether primary, secondary or teacher training, were set up as private institutions.' In fact it took the then colonial government several decades after the first private schools had emerged before delving into the enterprise of education. Although Fafunwa (1974) affirms that 'the missionaries without exception used the school as a means of conversion". There is no doubt that the schools established during these periods served as a springboard for the emergence of nationalized government schools in Nigeria.

The issue of government neglect of educational sector is not a new phenomenon, for as Fafunwa (1974:92) postulates:

> "Up to 1882, the colonial government in Nigeria paid little or no attention to the educational needs of the people and the field was left entirely to the missions. This period can therefore be justifiably termed the era of exclusive Christian missionary education in Southern Nigeria"

During this period, the Church Missionary Society (CMS), The Western Methodist Missionary Society, The Roman Catholic Mission, The United Presbyterian

Church of Scotland, The Qua Iboe Mission, The Primitive Methodist Missionary Society and the Based Missions, firmly established themselves with each having a school for teaching their devotees. In addition to the teaching of their religious doctrines, Fafunwa (1974) confirms that 'subjects like carpentry, bricklaying, ginnery and agriculture were taught' especially, at missionary schools located in places like Abeokuta, Onitsha, Lokoja and Calabar in 1876. The Roman Catholic Mission established the famous TUPO, that is Industrial School for delinquents near Badagry. By the end of 1912, there were already ninety-one mission schools as against government's fifty-nine schools in Southern Nigeria. Below is a tabular presentation of schools owned by each of the missions and the government:

Table 1.1 NUMBER OF SCHOOLS OWNED BY EACH OF THE MISSIONS AND THE GOVERNMENT BY 1912

AGENCY	NUMBER OF SCHOOLS
A. Private Organizations	
Church Missionary Society	27
United Church of Scotland	19
Methodist	6
Roman Catholic Mission	36
Qua Iboa Mission	1
United Nation African Church	2
B. Government Schools	59

Source: Fafunwa, A.B. (1974) History of Education in Nigeria, pg. 97

The demand for post-primary education by Southern Nigerians according to Fafunwa (1974) found expression in the founding of the C.M.S. Grammar School, Lagos in 1859 by a Nigerian clergyman trained in Sierra Leone and England, the

Revd T.B. Macaulay. The school, it was said 'was influenced more by the wealthy Lagosians who were mostly ex-slaves from Sierra-Leone, than by the C.M.S mission under which Macaulay served. Therefore, in addition to corporate organization's participation in school establishment in the early history of modern education in Nigeria, private individual also played significant role in schools establishment particularly in the southern part of Nigeria.

In the Northern part of Nigerian also, private involvement in education could be said to be characterized by Islamic activities. According to Fafunwa, (1974) 'the first thing a Muslim community did was to build a mosque and used the premises or courtyard as a Quaranic School. However, what could be said to be the first modern private school in the north was established in Lokoja, the present capital of Kogi state in 1865 by one Dr. Baikie of the C.M.S. where instructions were given in Hausa and Nupe languages. In 1898, the C.M.S. succeeded in penetrating the core north and established the first private school known as "Home Schools" in Zaria. Although all the private schools were later taken over by the government inline with her indiginisation policy. Private individuals were later granted the right of participation in schools establishment. Today, each state in Nigeria has over two hundred (200) private secondary schools operating along side with those of government. The lists of private secondary schools in selected states for this study are included as appendix 'C'.

On the issue of funding, though the work for education begun in 1840 in Lagos colony, the idea of grant-in-aids to voluntary agencies did not begin until

1877 and the grant only totaled to #200 (two hundred pound) to each of the three missionary bodies, the Anglican Church Missionary Society, The Wesley Methodist and the Roman Catholic Missions (Fafunwa, 1974). In the year 1882, the assistance was increased to #600 per annum. In the same year, the Educational Ordinance of 1882 introduced new approaches that schools established by government became responsibility of government to maintain and financed. A central board of Education that was to recommend the reception of grant-in-aid by schools was also set up. The conditions of buildings and teachers' certificates were to be satisfied by the board. Another Ordinance in 1926 introduced new guidelines for grants-in-aids which classified schools into four status as each class will mirror the level of efficiency and tone of schools which would in turn influence the amounts of grants-in-aid to be given.

The availability of funds determines the success of planning and management of education in Nigeria to enable implementation of policies. The financing of education has been a controversial issue since the inception of modern education. Nigeria had only met between 8% and 11% allocation to education within the last years. Even the money allocated is concentrated to public or government owned schools at the detriment of private schools, which was not the case when education started in Nigeria.

The concept of Funding and Management are two interwoven terminologies that can hardly be broken. This is because wherever fund is mentioned, the need for proper management cannot be overruled, either because it

is hardly in sufficient supply or it needs to be properly and accountably managed. This is why Fayol's (1961) statement on management where he said that "to manage is to forecast and plan, organize, command, coordinate and control" has not only keep making an impact on every human endeavor, but it also served as a springboard for several other management scientists who have adapted it for more elaboration and clarity due to development. In more recent times, Gordon, Mondy, Sharplan, (1990:17) similarly defined management as the process of getting things done through the efforts of other people and that the management process consists of four functions: planning, organizing, influencing and controlling. According to these writers, a function is a type of work activity, which can be identified and distinguished from other works, and each management function involves decision making. The management process, in the context of the foregoing definitions of management, connotes the sequence or series of mutually inter-related tasks or work activities (i.e. functions), which are usually undertaken in order to achieve organizational goals. In essence therefore, the management process involves the systematic and sequential execution of the mutually inter-related work activities of planning, organizing, influencing, controlling, and decision-making. Each of these work activities or functions is discussed in turn and in the context of their inter-relationship.

Planning is the process of determining in advance what should be done, the means for doing it and how it should be done. In planning for his organization, a manager will first survey the present conditions prevailing in the organization after

which he sets goals for what need to be done, before working out the means and ways of realizing the stated goals.

The meaning of organization or organizing as a process was briefly distinguished from organizations as a social entity. As explained, organizing is the process of arranging the people and resources available in an organization in the best possible way that will enable the organization achieve its objectives. Once the manager has identified what need to be done and has also set out the objectives, he must next work out the resources and types of work activities that will be required to achieve the set objectives and people or units in the organization to handle activities. Organizing therefore requires that the manager should not only have the ability to do these things, but he needs to be trained in management

The management function of influencing according to Olagboye (2004:10) is sometimes referred to as leading, actuating or directing, but the term influencing is more embracing. Influencing is the process of bringing about a change in the behavior or attitude of another person or group of persons through motivation, good leadership and effective communication. Motivation refers to factors which cause, direct, and sustain people's behavior.

Controlling is the process of setting standards of performance in organizations, measuring and comparing actual performance with the set standards, and taking necessary action to correct performance that does not meet the established standards. There are thus four basic elements of control namely:

setting standards of performance; measuring performance; comparing actual performance against set standards; and taking corrective action where necessary. In essence, the manager must monitor action plans and activities assigned to different units and people (e.g if in the school setting, pupils, teachers, non-teachers, etc) in the organization and take corrective action where performance is below the standards that have been set.

Decision-making is the process of generating and evaluating alternative ideas or solutions to problems and making choices among them. It is the process by which a particular course of action out of many, is chosen as the best way to deal with a specific problem. People at every level of an organization such as a school are constantly required to take decisions and solve problems arising out of their own particular work in the organization. The manager or administrator such as the school head, on the other hand, is expected to make decision affecting either the whole organization or part of it under his management

Management has become a parlance that most people make use of today because of the austere conditions they find themselves. When you meet people on the street and ask how they are, the answer is we are managing". In other words, condition has made everyone to become a manager overnight. This situation is not peculiar to individual alone beause even corporate organizations (both private and public) have to daily manage the scarce resources available to them to achieve their purpose. Virtually, every aspect of an organization requires adequate funding, the lack of which brings constraints to the practice of

management principles. One of the seven principles of administration identified by Olagboye (2004:57) is the 'prudential principle of administration'. He said to be prudent is to be sensible and careful, especially by trying to avoid taking unnecessary risks. Applied in this sense to the use of educational resources, prudential principle focuses on the need for educational administrators to be highly judicious in their utilization of the scarce resources available to education for goal attainment. In other words, prudential principle of administration demands that educational administrator should have, or develop the ability to anticipate, determine, arrange, use and control the material and human resources at his disposal carefully, efficiently and effectively towards the achievement of educational objectives. Olagboye (2004) explained the principle of 'sound economy' under prudential principle. Here, he stated that 'the principle of sound economy' demands that since resources (human, materials, money, time. School plant, etc) available to every organization (schools, colleges, etc) are always limited, the educational administrator must use them carefully and without any wastage whatsoever. Impliedly, private school managers and school administrators at large must learn to judiciously utilize resources available to them because they are in most cases in short supply. In support of this assertion, Fadipe (2005) who recommended 'strategic management' as a panacea for the challenge of inadequate funding in our educational system in Nigeria, opined that:

> "in the midst of inadequacy of resources therefore, the concept of strategic management of human, materials and financial resources should be properly understood and utilized to achieve the objectives of education. Also, optimal utilization of resources, effective allocation to various units of the institution without putting others at disadvantage, and avoidance of wastage in the system must be encouraged."

The issue of management and adequate funding in the educational sector cannot be overemphasized. In spite of the fact that stakeholders in the field of education know this quite well, education has remained under funded. The result of this under funding has brought so many constraints into educational management, the implication of which is the half-baked graduates on the streets of Nigeria. Not only this, because youths are not properly trained due to lack of facilities, they become unemployable and cannot become employers of labour themselves. If this could be said concerning those who had opportunity to get enrolled into our higher institutions, what about millions of Nigerians who could not get admitted as a result of lack of adequate infrastructural facilities in our schools to accommodate school age children ?

The 6-3-3-4 system of Nigeria's education which was introduced in 1977 portrays a lofty ideas which could have transformed Nigerian educational system into a model for countries in Africa to emulate. This could not be so because even the President, along with others termed it a failure (Jonathan, 2010). Although a lot of scholars have hinged its failure to poor implementation, the real issue is that of inadequate funding, corruption and lack of political will on the part of political leaders. Every part of the 6-3-3-4 system requires funding for it to be

properly implemented. The first 3 year stage in particular require more funding because it provides a broad based education upon which a student will finally decide which way to go to further his/her education. This dream has never been fully achieved because, every junior secondary school student looks forward to entering the senior secondary school class and not any technical college anywhere. The main reason has been that at the JSS 1 – 3, there is no adequate supply of educational facilities to most of our secondary schools because the financers have not provided enough fund for it or could not do so. Result-oriented Educational management under this condition cannot be fully realized. This research was set out to assess the impact of funding on the management of private secondary schools in Nigeria because the system has come to bridge the gap in our educational sector by strengthening the weaknesses existing in the area of poor planning, controlling, decision making, organizing, influencing and resource allocation.

1.2 **Statement of the problem**

Private school has been known for a long time to be a pacesetter in the provision of sound and qualitative education. This fact has not only been established by various research findings but also from attestation by well meaning Nigerians. The beginning of modern education in Nigeria according to Fafunwa, (1974) is traceable only to private schools through the missionaries. These were the periods when education was solely financed by its operators, and high moral

standard, educational achievement, good educational environment and availability of virtually all educational materials needed were the tradition in education. In the 1970s however, the government of Nigeria took over the management of education with the aim of providing education for its citizens. The government did this for sometimes until it discovered that financing education should not be the responsibility of government alone. Therefore, government invited the private individuals and corporate organizations to partner with it in the provision of education. In other words, private individuals or corporate organizations are to collaborate with government to finance and run education. This is by no mean a big task.

It is widely believed that the private school through sound management has been able to create room for more students to go to school, provide quality education, eradicate cultism, discourge teachers strike through the maintainance of labour agreement thereby bringing stability to the system. The question is, how has private schools system been able to do this? How does it get its fund to carry-out all of these assignments? The Federal Government in its National Policy on Education asserted that relevant sectoral bodies such as Education Tax Fund ,Industrial Training Funds and National Science and Technology Fund have been established to ease the financial challenges of education in Nigeria. The policy however, remained silent on whether private schools could also access these funds to manage their operation. As a matter of fact, Onah (2011) reported the Nigeria's Minister of State for Education in the New Nigeria Newspaper of

Monday 26th August, 2011, as saying "No Intervention Fund for Private Schools". In the light of this obvious situation, the private school has no other means of funding except fees charged to parents.

It is not an overstatement that Nigerian's population is on the increase and mortality rate is progressively reducing. These have great implication on the system because more people need to get enrolled into the school. The fact is that if we must meet the Addis Ababa recommendation of 45,000 of secondary school enrollment annually, then more schools should not only have to be opened, but the existing ones need to be appropriately funded so as to meet the demand for education., and private schools have a lot of role to play along this line. This is a task that must be done if we don't want to turn our society to the type that breeds vagabonds and nuisance who will be ever ready to vex their anger back on the society. Like Aina (1981:14) said on the influence of school size on educational planning in Nigeria, "it is better to have children in school learning under a controlled system than having them taught outside where no one is sure of what the curriculum content is''. It is imperative to state first and foremost here that, the existence of private secondary schools in particular, and other private institutions in general in Nigeria are as a result of Social demand approach. To be precise, the population of school going age children in Nigeria has outgrown the proportion the government alone can accommodate in its schools. This is in addition to the problems of quality and graduate unemployment, which the establishment of private schools has come to ameliorate. However, if a school is

established and there is no patronage because of complaint of high school fees, the purpose of its establishment cannot be achieved. Students' enrollment is a critical factor for the successful management process in Private secondary schools. When more students enrolled in school, it will lead to stability in school fees, curb incessant school fees increase, boost the morale of management, particularly the proprietors and lead to improvement in the provision of infrastructure and good school climate. All of these are almost not found in most of our private schools today because of poor funding. This is a problem that needs to be seriously and urgently tackled.

Another problem worthy of note in this study is that of general conditions of service of staff of private secondary schools in Nigeria. It is evidently clear today that the conditions of service of most private secondary school teachers cannot be compared with those of government schools in Nigeria. While government provides housing, bonuses, insurance coverage, pension and gratuity to its staff, very few or non at all does that in private secondary schools due to poor funding as money realized from school fees can barely pay staff salary and meet some other vital needs of the school. The implication of this is high rate of teacher turnover. Teachers want to leave as soon as they get government job. This is very dangerous to the progress of private initiative in our educational system. Formidable funding structure therefore, needs to be put in place to checkmate high rate of teacher turnover in private secondary schools in Nigeria.

The contributions of parents, individuals and NGOs and government to the funding of private secondary schools and is another problem worth stating. Private schools generally, and private secondary schools in particular, has since inception not failed in their duty to contribute in the development of education through sound management, creation of room for more students to go to schools, provide quality education, eradicate cultism, disallow the menace of teachers strike and bringing stability to the system. All these are in addition to mopping able-bodied men and women out of the labor market through the provision of employment opportunities. The question however, is how have private schools been able to do this. How do they get their fund to carry out all of these assignments? The federal government statement concerning private schools funding has clearly established its unpreparedness to create a counterpart funding for private schools in Nigeria (Daily Trust, 23rd August, 2011, pg 5). Furthermore, there is not known incidence of NGOs coming to the aids of private secondary schools in Nigeria. To compound the issue of financing private secondary schools, another dangerous and pathetic development in the recent time is the introduction of outrageous levy by government upon private school proprietors who are supposed to be a partner in the provision of education service in Nigeria. This is a problem to the funding and management of these types of school, which needs to be considered. Most parents don't want to make additional contribution aside the fees they pay. Most of them will not even pay the fees as at when due while some owing fees will enroll their children to other schools. Only schools

patronized by the rich can see less of a problem like this, and unfortunately, such schools are very few. The aim of this study is to see how problem of this nature could be checkmated.

Moreover, communication in the school system is very important as failure to establish a formidable communication network in the school could spell doom to the management of the school. There is the need for constant flow of information between the school and the parents, teachers, officials of ministry of education and even the community. Some aspect, if not all, of these stakeholders who needed to be communicated to, are not receiving informantion as regularly as required from the school due to lack of fund to purchase equipment needed to facilitate this. The effect of this is that students are not made aware on time of why some facilities are not in place for their welfare, teachers are in dark as to why they are not promoted or sent on course, communities are not aware of what their roles should be to assist the growth of the private school in their domain. A situation of this lack of good communication can bring about distrust and acrimony between the school and other stakeholders. Funding is therefore required to checkmate these challenges brought about by lack of communication in private secondary schools.

Furthermore, the impact of funding on staff development is a problem that should not be left unattended to. One of the major reasons why people patronize private secondary school is because of their ability to deliver 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 private secondary schools don't consider training of staff as part of their responsibility. Staff are left to train themselves before they are employed. This is not too good for the students and teachers of private schools. They are to be encouraged through regular training, which can impart positively on thier performance and that of the students they teach and improve the image of the school. This can however not be possible if there is no good funding.

Equally important for the problem statement is that of funding for the provision of educational facilities in Private secondary schools. One of the things that distinguish private schools from public schools is the provision of educational facilities good enough to inculcate into students the required educational values. Facilities such as computers, scientific equipment, playground and play equipment and classroom accessories, are essentials that must be provided in the school. These facilities are hard to come by in private schools because of shortage of funds. Therefore, lack of adequate educational facilities in private secondary schools constitutes a major problem that needs to be solved.

Another problem is that of students' welfare in private secondary school because it constitutes a major problem. Welfare of students involves the provision of what could make the stay of students in school as moderately comfortable as possible. Provision such as first-aid box, clinic for the sick, transportation, security, provision of boarding house for interested students, especially those from

far distance, and organization of extra-curricular and sporting activities are not only necessary but are activities that distinguish private secondary schools from public. Availability of fund plays a vital role towards ensuring that all these are made available. The problem is how could private secondary school acquire enough fund to provide all of these. This and many more are what the research tried to find out.

Summarily, this research observed that several research work and well meaning individuals have spoken on poor funding of our public educational institutions with little or no emphasis on funding in private schools. This is a problem to the operators of private schools in Nigeria. Also, lack of enough fund to start and run schools, parents' lukewarm attitude towards payment of school fees, the complaints of most of them, which unfortunately are in the majority, about exorbitant fees charged by private schools and frequent increase in school fees by proprietors are problems that worth investigating since the system has come to stay. This is what is summarized under the topic, 'Opinions of stakeholders on the impact of funding on the management of private secondary schools in Nigeria' to suggest better alternative means of funding to this important partners for secondary Education.

1.3 **Objectives of the study**:

The objectives of this study are:

1. to examine the opinions of stakeholders on the impact of school fees on enrolment of students in Private Secondary Schools;
2. to determine the opinions of stakeholders on the impact of funding on general conditions of service of staff of Private Secondary Schools;
3. to examine the opinions of stakeholderson on the impact of financial contributions of parent, individuals, NGOs and Government on the management of Private Secondary Schools;
4. to examine the opinions of stakeholders on the impact of delayed payment of school fees by parents on planning of educational programmes and extra-curricular activities and its implementation in Private Secondary Schools;
5. to examine the opnions of stakeholders on the impact of funding on the teachers' turnover in the Private Secondary Schools;
6. to determine the opnions of stakeholders on the impact of funding on communication in and out of school in Private Secondary Schools;
7. to investigate the opinions of stakeholders on the impact of funding on staff development in Private Secondary Schools;
8. to investigate the opinions of stakeholders on the impact of funding on provision of educational facilities in Private Secondary Schools;

9. to determine the opnions of stakeholders on the impact of funding on the welfare of students in Private Secondary Schools;
10. to examine the opnions of stakeholders on the impact of funding on the operation of boarding system in Private Secondary Schools; and
11. to examine the opinions of stakeholders on the impact of funding on the provision of security services in Private Secondary Schools.

1.4 Research Questions

The following are the research questions this study aimed at providing answers to:

1. What are the opinions of stakeholders on the impact of school fees on the enrolment of students in Private Secondary Schools?
2. What are the opinions of stakeholders on the impact of funding on the general condition of services of staff of Private Secondary Schools?
3. What are the opinions of stakeholders on the impact of parents, individuals, NGO and Government financial contributions on the management of Private Secondary Schools?
4. What are the opinions of stakeholders on the impact of delay in school fees payment by parents on the planning of educational programmes and extra-curricula activities and its implementation in Private Secondary Schools?

5. What are the opinions of stakeholders on the impact of funding on teachers' turnover in Private Secondary Schools?
6. What are the opinions of stakeholders on the impact of funding on communication in Private Secondary Schools in Nigeria?
7. What are the opinions of stakeholders on the impact of funding on staff development in Private Secondary Schools in Nigeria?
8. What are the opinions of stakeholders on impact of funding on the provision of educational facilities in Private Secondary Schools in Nigeria?
9. What are the opinions of stakeholders on the impact of funding on the welfare of students of Private Secondary Schools in Nigeria?
10. What are the opinions of stakeholders on impact of funding on the decision to operate Private Boarding Schools in Nigeria?
11. What are the opinions of stakeholders on impact of funding on provision of security services in Private Secondary School in Nigeria?

1.5 HYPOTHESES

The following hypotheses were formulated and tested for this study:

1. There is no significant difference in the opinions of stakeholders on the impact of funding on students' enrolment in Private Secondary Schools
2. There is no significant difference in the opinions of the stakeholders on the impact of funding on the general conditions of services of staff in Private Secondary Schools.

3. There is no significant difference in the opinions of stakeholders on the impact of financial contribution of parents, individuals, NGO and Government in the management of Private Secondary Schools
4. There is no significant difference in the response of stakeholders on the impact of delay in fees payment on planning of educational programmes and implementation in Private Secondary Schools
5. There is no significant difference in the opinions of stakeholders on the impact of funding on teachers' turnover in Private Secondary Schools in Nigeria.
6. There is no significant difference in the opinion of stakeholders on the impact of funding on communication in Private Secondary Schools in Nigeria.
7. There is no significant difference in the opinions of stakeholders on the impact of funding on staff development programmes in Private Secondary Schools in Nigeria.
8. There is no significant difference in the response of stakeholders on the impact of funding on the provision of educational facilities in Private Secondary Schools in Nigeria
9. There is no significant difference in the opinions of stakeholders on the impact of funding on the welfare of students in Private Secondary Schools in Nigeria

10. There is no significant difference in the opinions of stakeholders on the impact of funding on the establishment of Private Boarding Schools in Nigeria
11. There is no significant difference in the opinions of stakeholders on the impact of funding and provision of security services in Private Secondary Schools in Nigeria.

1.6 Basic Assumptions

The following are the basic assumptions for this study:

1. That funding has a lot of influence on the management of private secondary schools in Nigeria.
2. That funding, especially from parents, determines the enrolment rate of students into private secondary schools in Nigeria
3. That funding has impact on the general conditions of service provided by the school management.
4. That funding to a large extend determines the attrition rate of the teachers in the school.
5. That parents, NGO and government financial contributions goes a long way to ease the management challenges of private secondaryschools in Nigeria.
6. That funding has impact on communication in Private secondary schools in Nigeria.

7. That funding has impact on the provision of educational facilities in Private secondary schools in Nigeria.
8. That funding has impact on establishment of staff development programmes in Private secondary schools in Nigeria.
9. That funding has a huge impact on students' welfare programme in Private secondary schools in Nigeria.
10. That funding has impact on the operation of private boarding schools in Nigeria.
11. That funding has impact on the type of security services provided by private secondary schools in Nigeria.

1.7 Significance of the study

This study is very significant to the body of knowledge because, a search into the field of educational planning and administration reveals that not much work has been done in the area of funding in private schools generally. This study will contribute greatly into the ever growing and rich repertoire of educational administration and planning collection of literatures as a body of knowledge in Ahmadu Bello University, Zaria in particular and the nation in general.

Secondly, the study is significant to all stakeholders in the operation of private school system in Nigeria, which include those who intend to establish one, those who patronize and those who are concerned with its administration

and planning. This is because many people believe that opening of private school is a business venture and therefore, whoever is going into it should be able to finance it. Little did they know that if schools are to be handled for profit making purpose, very few people will be able to afford them, thereby making the purpose of giving education to the people defeated. The study will therefore, enable people to know how private schools in general and private secondary school in particular are been planned, available resources managed, and funds are generated to meet the needs. It will enable interested practitioner and those already in it to know that, though a little profit may be made from running a school like every other business venture, it is all the same not intended for profit making but to bridge the gap in the provision of qualitative education in Nigeria.

Also, the study is significant to the government at federal, state and local levels because it will enable them to know how they can make the partnership they sought with the private individuals and corporate organization work in the area of administration of education in Nigeria. If the government wants to share the responsibility of sponsoring of education with the people, it has to empower people economically. If parents are gainfully employed, and they earn living wages, the responsibility of paying the school fees for their children education will not be a problem . The government also needs to know that you don't invite a person to partner with you on a particular issue and yet begin to impose stringent conditions on him. Such person can easily withdraw

his interest or seek other means of survival in the relationship. This is applicable to school proprietors considering the several levies imposed on the in Nigeria. The government should know that the burden of these levies is eventually transferred to the parents.

Moreover, the study is significant to the proprietors because it will provide suggestions for them on other available means of sourcing for fund to run their schools.

Finally, the study is highly significant to the parents as it will enable them to appreciate the need to pay the school fees to enablethe school operate profitable and efficiently.

1.8 Scope of the study

The study is limited to funding of education at Private Secondary Schools in the thirty-six states of Nigeria, including the Federal Capital Territory, Abuja, with particular emphasis on impact of funding on management process. Therefore the study will focus only on the stakeholders of private secondary schools. Also the study will focus only on the private secondary schools owned by private individual and not those owned by corporate organization, missionaries or Non-governmental organizations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This research work is titled "Opinions of Stakeholders on the Impact of Funding on the Management of Private Secondary Schools in Nigeria"', reviewed relevant literatures under the following areas:

1. Conceptual framework;
2. Education;
3. Funding;
4. Private school;
5. Management;
6. Enrolment;
7. Financial contributions of Parents/Government/NGO ;
8. Goals of secondary education in Nigeria;
9. Private involvement in education;
10. Finance in private school;
11. Budgeting and welfare; and
12. Empirical studies.

The review was made in line with previous works to establish theoretical and conceptual base of the study.

2.1 Conceptual framework:

Some terms have been identified and used in this study whose meaning or notions require explanations, especially as they are used in this study. This becomes necessary because they form the framework for this study. Some of them are: Education, Funding, private schools, and management.

2.1.1 Education

One of the challenges of the 21st century is the provision of qualitative and functional education for the scientific and technological advancement of the nation. Also, the importance of education in the development of human personality cannot be over emphasized, because without education, no nation can achieve any meaningful development. Different scholars have looked at education as a concept in different perspective, some of these views are examined in this section.

Moore (1962) defined education as the sum total of a person's experience. To him, an educated person is one whose physical, moral, social and intellectual abilities have developed. An individual with education should therefore, be sensitive to matters of moral and aesthetic concerns; he should appreciate nature and forces of mathematical and scientific reasoning. He should be able to view the world along historical, economical and geographical perspectives. He should have regard for the importance of truth, accuracy and elegance.

Mayor (1995) on his part sees education as a means to develop or improve the intellectual and moral faculties of the child by means of precepts, exercise, and examples. He sees the word educate as etymologically belonging to the family of conduct, conduces, induces and seduce, to engender docility i.e to subject to obedience. Education is the basis for freedom. With education, student can experience or be exposed to personal sovereignty, which is the ability to decide for oneself. With views of the above scholars, it is certain that education is not only imperative in the life of an individual but a must because it is a key to human development. We need education to grow properly, reason accordingly, be useful to ourselves and the society we find ourselves, and also to contribute meaningfully to the world around us. Somebody without education is living in total darkness and therefore, cannot participate in what his mates are doing in the society. People should give everything to get educated; they should help their sibling to get educated because education is the biggest and most imperishable investment that everybody and anybody can invest in.

2.1.2 Funding

The word funding is a verb word derived from the word fund which the dictionary defines as "a sum of money for s special purpose" It is a financial resources, a stock, or supply for a special purpose". The emphasis here is on provision of money. By implication funding is simply the 'continuous setting aside and allocation of money for a special purpose'. In the field of education,

money needs to be set aside and allocated for proper management of its affairs. The government of Nigeria recognized education as an expensive social service which requires adequate financial provision. In Nigeria, education is a joint responsibility of federal, state and local governments. However, participation of local communities, individuals and other organizations in the financing of education are welcomed.

Egwu (2009) commenting on the challenges of funding, resource mobilization and utilization said "the steady decline in funding relative to explosion in students' population in secondary and technical/vocational schools has resulted in limited access and equity, inability to attain set standard, disproportionate students-teacher ratio, among others" These in turn have led to steady decline in the quality of curriculum delivery and over-stretching of available facilities and infrastructure'. He further identified inadequate budgetary allocation, bureaucratic bottlenecks in accessing the budgeted funds, poor management of accessed funds, lack of coordination of budget implementation among the tiers of government, non-implementation of public-private partnership (PPP) guidelines on funding, resources mobilization and utilization and inadequate funding of schools, as some of the challenges posed by funds and fund utilization in the post-basic education sector, that is the secondary school. The Federal Government stated in its National Policy on Education (1977) that Education Tax Fund, Industrial Training Fund, and National Science and Technology Fund are agencies created to see to the funding of education in Nigeria, along with the

contribution of international agencies like UNESCO. The private schools on the other hand have the school fess, other levies like Parents and Teachers Association levy, sports levy etc as the only sources of finance for its operations (Olomola, S.O, 2002).

Aremu (2006) identified the following as the current sources of funds for education in Nigeria:

- Subvention from Federal, State, and Local Government,
- Financial support from Corporation and communities
- Private input to education funding, and
- International aid for education in Nigeria.

The revenue sharing formular for government are as follows; Federal Government – 55%, state government 25%, and Local government, 15%.

On support from communities and corporate organizations, communities in Nigeria have contributed immensely to the financing of education through self-help projects. In many places communities built and equipped schools and invited government to take over the management. In many Instances communities contributed funds to assist the recruitment expenses of schools, renovation, supply of equipment, or the expansion of infrastructural facilities. Igwe (1988), attributed the growth of secondary education in Imo state between 1976 and 1984 to community efforts.

On private inputs to educational funding, Aremu (2006) opined that large oil corporations such as Shell Development Company and Chevron have

contributed to education in their operational communities either in cash or by building schools and supply equipment. Wealthy philanthropic individuals in many communities have also provided financial and material assistance for educational development. It was noted by Okebukola (2006) that:

> 'There is a call for strengthening of University-industry partnerships so that with funds provided by individual, higher education institutions can carry out research and development functions for industries, with mutual benefits for both parties. Increased private sector participation would alleviate the problems of under-funding in all sectors of education'

On international aid for education in Nigeria, much financial support for education in Nigeria has come from International bodies such as the World Bank, United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Information and Children Education Fund (UNICEF), United Nation Development Programme (UNDP) and United Nations Food and Population Agency (UNFPA). Financial assistance also comes through bilateral agreements between Nigeria and other countries such as the United Kingdom, USA and Canada among others. The World Bank in 1999 provided a grant of 200 million US Dollars for the purchase of equipment and books for Universities and another 20 million Dollars for primary schools.

But the role of external aids in boosting funds for education has come under close scrutiny in recent times. It was noted by Ebhohimen (1992) for instances opined that foreign aid to an institution can create high standards that cannot be

duplicated in other institutions not funded by it, nor maintained by the recipient institutions with national funds when external funding stops. He further stated that there are allegations that a good percentage of foreign funds meant for educational projects and programmes are not always spent as intended. Nevertheless, federal, state and local governments' benefit considerably from international funds for education.

An examination of the overall allocation of financial resources to all sectors and in particular education at the various levels according to emerging priorities showed little discernible pattern beyond ad-hoc responses to needs. For example, Ndagi (1982) compared the federal allocation to education, health, agriculture and defense during the military era of 1966-1978 fund that education came second to defense in the budgeting allocation within the time frame. This appeared the same in 2012 budget under a civilian regime.

2.1.3 Private School

The concept of private school will be better understood by looking at the two words that made it. The word private according to the dictionary means, "belonging to a person, or group. It is not public but confidential, free from intrusion. It is not provided or owned by the state" (John, et al, 1992). A school on the other hand, is defined as " an educational institution. It could be seen as a group of people sharing the same idea or following the same principles". When we put these two definitions together, private school could then be seen as "an

educational institution belonging to a person or a group of people". This means such school is not public but confidentially owned and managed by a person or group of persons.. It also means such school is free from external intrusion. In Nigeria, the government through its National Policy on Education (NPE. 1981) allows the individual to own schools free from government intrusion except in areas of supervision and inspection. Several Nigerians have responded to the government call into the area of education provision. This invariably led to ownership of many schools by individual, communities, and corporatein Nigeria today. There private ownership schools at the primary, secondary and tertiary levels. It is the existence of these private schools that brought about the need for this research.

2.1.4 Management:

Olagboye (2004) stressed that "although management connotes getting things done through other people's effort and that any person involved in such activity is manager, there is yet to be a universally acceptable definition of management as an activity since Henri Fayol's assertion in 1961". Olagboye (2004) quoted Fayol who defined management to mean "to forecast and plan, to organize, command, coordinate and to control'. Over the years, Fayol's assertion has been adapted in different ways by many writers. Cole (1986:6) for example states that:

> "management is a process which enables organizations to achieve objectives by planning, organizing and controlling their resources, including gaining the commitments of their employees (motivation)"

A more complex but apt definition of management as an activity according to Olagboye (2004) was given by Stoner and Wankel (1986:4) who posited that:

> "Management is the process of planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve organizational goals"

Management is a social process entailing responsibility for the effective and economical planning and regulation of the operation of an enterprise, in fulfillment of a given purpose or task, which involves:

a. Judgments and decision in determining plans and in using data to control performance and progress against plan. and

b. the guidance, integration, motivation and supervision of the personnel comprising the enterprise, and carrying out of operation (Hall, 1974).

Hall (1974) further identifies forecasting, planning, controlling and motivating as functions of management. Henri Fayol (1961) along with others, formulated a universal list of good management principles as a guide to management actions. These principles are referred to as classical principles of management. These are:

1. Division of labour
2. Purity of authority and responsibility
3. Discipline
4. Unity of command
5. Unity of direction

6. Subordination of individual interest to the common goal
7. Remuneration
8. Centralization
9. Scalan chain (steps chain, top to bottom)
10. Order
11. Equity
12. Stability of personnel
13. Initiative
14. Esprit de corp.

Peretomode (1995:7) quoted Keeling and Kallans (1981) who summarized Leffingwells principles of effective work which say plan the work, schedule the work, execute the work, measure the work, and reward the worker. If the worker accomplishes his work effectively, he or she should be rewarded with the following:

1. good working conditions;
2. health care provisions;
3. happiness;
4. opportunity for self-development; and
5. money.

To provide good working conditions in the school environment, good health services for both teachers and students, opportunity for self-development for workers, monetary reward coupled with timely payment of salaries as at when due, in the system require adequate funding. Money should be made available to fulfill these important tasks to make way for smooth management. In private secondary school, the source of the money is as crucial as the fund itself.

2.2. Critical Areas of Management/ Concern in Private Secondary Schools:

It is a fact that every organization has its own critical area of concern when it comes to management, private secondary schools are no exception. These areas are worth mentioning for the purpose of understanding what this study is all about. Some of these areas are examined below:

2.2.1 Enrolment:

The word enrolment is a noun word derived from the word enrolls which Hawkins (1995) defines as 'to admit as or become a member'. The National Policy on Education (1984) clearly stated that pupils shall be enrolled into our various institutions to acquire knowledge and basic skills commensurate to their ages. Children of school age have therefore, been admitted into primary, secondary and tertiary institutions. Since the inception of Private schools, however, a new development has been observed. This is because the criteria for admission into this type of institution slightly differ from that of public or government schools. One of the differences is that in addition to age and academic qualification for entrance, one must possess the ability to pay the fees because this is the pivot upon which private schools stand. However, and most interestingly, Abubakar (2010:9) opined that 'the introduction of any kind of fees may hamper the government aim of education for all of its citizen as recommended by UNESCO". Private secondary schools which depend solely on fees paid by students for them to develop are not like to survive. A nation that has grown through the years with the idea of free education may likely find it difficult

to pay at all not to talk of heavily to acquire education. This is the dilemma private schools faces in the present day Nigeria. Up till now, politicians uses the slogan of free education to the people to campaign and canvass for vote. The question is if this is truly practicable in our present generation, who will like to pay for what he can get freely. But surprisely, as empirical study revealed, private institutions have become a class thing which only people of class patronize, including the politicians who promise free education to Nigerians

2.2.2 Financial Contributions of Parent/NGO/Government

The issue of government contribution to education particularly the private schools has not just started because as Fafunwa (1974) highlighted, it has been given grant-in-aids to mission schools since the early 1800s. Why it becomes difficult in the present day Nigeria is a cause for investigations. In 1944, the government through its ten-year educational development plan provided for increased subventions to the missions and other voluntary educational bodies from colonial government. It also increased financial aid to the native administrations to assist them expand education in their area (Adesina 1981). In 1952, when the regional independence was granted, the regional governments introduced new educational policies and mode of financing education. Universal Primary Education (UPE) was introduced in 1955 by the Western Regional Government and in 1957, Eastern Regional Government followed suit. This was as a result of the huge revenues it received going by the system of revenue allocation formular which was principles of derivation. But due to statistical problems, human

resource, financing and material requirement the scheme died prematurely (Akangbonso, 1971).

In 1960, after independence, Nigeria started to plan and experience her own budget and National development plan. Needs were arranged according to priorities and the resource allocation to cater for these priorities were put in place. It was in the 1962 – 1968 First National Development Plan period that education was considered one of the topmost priorities so as to produce high level of manpower going by the recommendation of Ashby report of 1960. Also, in the second National Development Plan of 1970-1974, education attracted a significant position. In that plan, 10.3% and 13.5% were the total allocation received in the first and second National plan respectively, while 15% was allocated to education in the third development plan (Fafunwa, 1974).

The issue of funding through the means of parents, government and NGOs is critical to education in general and this study in particular because presently while it is understandable that government and NGOs do make financial contributions to public schools, very little is heard concerning their contributions to private secondary schools (Olomola, S.O. 2002). Mackenzie (1992:59) confirms the contributions of Rockefeller Funds and South African Education Trust Fund to the tune of $30b American US Dollars in the 1990s. Government allocations to education in the last ten years and the various agencies like Education Trust Funds portray indications of government commitment to

education development in Nigeria. Below is a breakdown of government allocation to education in the last ten years:

Table 2.1 FEDERAL GOVERNMENT TOTAL EXPENDITURE ON EDUCATION IN THE LAST TEN YEARS (IN BILLIONS)

Year	Total Budget (in trillion)	Recurrent expenditure	Capital Expenditure	
2002	1,018.2	100,240.2	9,210	109,450.2
2003	1,226.0	64,755.6	14,680.2	79,435.8
2004	1,062.7	76,527.7	9,053.1	85,580.8
2005	1,919.7	82.8	31.9	114.7
2006	2.038.0	119.0	32.7	155.7
2007	2,430.7	1250.8	46.8	197.6
2008	3,240.8	164.0	48.8	212.8
2009	3,456.9	1.37.1	43.4	180.5
2010	4.07 trillion	249.086,254,059	53,667,933,553	249,086,754,059
2011	4.485 trillion	7,248,537,091	3,132,588,162	7,248,537,091

SOURCE: Federal Ministry of Finance and Central Bank of Nigeria: Annual Report and Statement of Account, www.budgetoffice.gov.ng

A look at table 2.1 showS that about 109,4 billion was allocated to education in the year 2002 which dropped to 79.4 billion in 2003. A little increase of 85.5 billion was recorded in 2004 and a high increase to 114.7 billion in 2005

was recorded. In 2006, it increased to 155.7 billion naira and in 2007 it got to 197.6 billion. In 2008, capital and recurrent expenditure rose to 212,8 billion but dropped to 180.5 billion in 2009, and later picked up in the year 2010 and 2011. On a general note, it could be said that the government has not done badly in its allocation to education bearing in mind of the needs of other sectors of the economy. The fact that has not be settled is, how much of these allocations are coming to the private schools. When government is talking about provision for the funding of education in Nigeria, it is yet to be clarified if private schools are part of such provisions.

Egwu (2002:35) opined that 'commitment to education can only be judged by its resource allocation'. In most cases, there is often significant discrepancy between political pronouncements about the importance of education to human capital development and actual allocation of funds to the sector. For instance, between 1997 to 2002 when the UBE programme was supposedly receiving government's attention, the recurrent expenditure on education as a share of the total expenditure declined from 12.3% to 9.1% and the share of capital expenditure has remained unchanged (World Bank Report, 2004).

Ighodalo (2005:40), commenting in a write-up titled 'toward better education: issue before FG and States in 200; said Nigeria spends a merely 2.9% of its Gross National Product on Education. He reported the UNICEF report on the state of education in Nigeria where the agency said only 55% of eligible children currently attend primary schools and that less than half of secondary

school age children attends school. Earlier on, Musa (2004:21) the then minister of state for education had reported that about seven million Nigerian children of school age are not enrolled to schools, and that 62% of these are girls. The reason for this could either be insufficient capacity to accommodate them or lack of fund or both.

Ubah (2002:55) opined that financing education is more of a process than an action because according to Daku (1992:5) not only does the planner need money but he must be sure what the money will be used for and roughly how much of it is likely to be adequate. Ezeocha (1985) opined that finance is a factor, which contributes to the success of educational policy. According to him education must be paid for and as educational provision develops so does the cost increase, while the lack of financial resources adversely affects the achievement of aims of education.

Akinkugbe (1994:8) observed that from primary to tertiary, professional to technical, federal to local government, laboratory to classroom and indeed farm, chalk to chalk, the entire system is crying out every day for adequate planning and funding support'. It has to be noted that in Nigeria, the government has been the major financier of education right from independence till the present time. Although in the views of Obaji and Onah, in Adewole et al (1998:6) the government is trying as much as possible in educational funding, but the extent of expenditure is not only grossly inadequate but also unevenly distributed compared

with total annual income. Just like in every other business, finance is the backbone of school administration and management. Without it, the purpose of education and the establishment of the school would not be achieved. Even schools that do not charge fees require regular source of finance for its myriad of commitments. To this end, Edem (1990) opined that 'using education for rapid development in a short space of time is good idea only if enough resources are available'. These school needs to confirm its receipts, recurrent and capital expenditure, gross or total expenditure, resources and money cost, factor costs, unit cost per pupil, and budget. It is, therefore, imperative for private schools to charge different types of fees to be able to finance their operations. The private schools derive their income directly form the parents because the government does not give subvention for services rendered by the private schools. This implies that private schools have to charge for all services rendered to the children because as Oriuku (2004) puts it, "teachers employed in these schools, including the managers must be well remunerated for their services". He identified fees chargeable in privates schools as follows:

a. **Registration Fees**:

   These fees are paid when a child is being newly admitted to the school. Registration fees are usually paid once throughout the life of the child in the school. Depending on sundry provision available in the school, the following items make up registration processes for new entrant:

- Registration form,
- Cost of files,
- I.D card fees, and
- Caution fees.

b. **Tuition Fees**

These are the main service charge paid to the school and form the bulk of income needed for running the school including payment of staff salaries. They are the one popularly referred to as school fees, for they are seemingly the most legal of all fees paid in the school. As expected, tuition fees are higher than all other fees paid in the school and vary from one school to the other. They are paid termly in Nursery, primary and post-primary schools.

c. **Uniform Fees**:

There are wide range of uniforms provided in schools according to those already available and the kind of school. These include:

- Conventional school uniform;
- School cardigans;
- School caps;
- Games uniform; and
- School Badges

Some schools only provide conventional school uniform just once. The parents would then be required to make personal arrangement for replacements when worn out, or if extra ones are needed. They will only call at the school to purchase the school badges. Also some schools find the provision of even the conventional

and other uniform cumbersome and only give sample colors and designs of their school uniforms to the parents to provide on their own. They only sell the badges to be used.

Whatever is the arrangement at individual schools, the important thing is to be punctual in providing the uniforms if the school is to do so. Remember, you are giving the parents the first impression of your prudence, and will therefore, not do well if provision of paid-for uniforms takes the management an unnecessary length of time. The school should have an arrangement with a tailor who can get uniforms ready under 24 hours of booking. At best however, the school can sew different sizes of the school uniforms to be sold to the parents on the sport.

d. **Games Fees**:

Games fees are used to maintain sporting activities in the school. They are usually paid once every year.

e. **Examination fees**:

School uses examination fees to provide the following services:

- Print question papers;
- Print result sheets or cards; and
- Pay examination allowances to teachers.

f. **Parents and Teachers Association Fees (PTA)**

Parent/Teachers Association Fees are dues paid by parents on each of their children in the school for maintenance of the association. The fees should be collected and paid into the account of the association and it is paid termly. Most of

the time, however, schools appropriate these payments to their use, but this is wrong and can only be allowed where a school is operating a toothless PTA.

g. **Transportation Fees**:

Edem (1990) asserts that not many African government transport pupils to and from schools, partly because of boarding and partly because of high cost. Some countries or even schools may afford to provide secondary schools at least with a vehicle or two for field trips and excursions. In recent time however, observations have shown that schools operating transport system do charge for this service. The bus would not do other public transport services to avoid disappointing the pupils every time for over use and late arrival and, can therefore not maintain itself. The amount charged on this service is always grossly inadequate to maintain the vehicle. The most it can do is to fuel the vehicle. Bus service makes the children come late to the school and no serious manager can condone such lax in the day's activities. The school is also subjected to extra staff salaries, that of the driver and his assistant. All these make continued use of Bus services in school a mirage, as scarce resources has to be used to finance its continued operation. It is therefore advised that the new manager should not start school bus services from the onset. That way the school would be sure of the number of children that have genuinely registered, and not because of the convenience of a school bus.

h. **Other Fees**:

Other possible fees on provisions available in a school are:

- Book fees (whenever required)
- Excursion fee (whenever required)
- End of Year party fees (Annually)
- Maintenance fees (Annually)
- Club/society fees (Annually)
- Labour fees (Annually)

2.2.3. **Method of collecting fees**

Oriuku (2004) suggested ways by which school could collect its school fees for easy operation. According to him, "the school should operate a Bursary Department whose responsibility would be to collect school fees. Also approved payment to staff, contractors and suppliers are made through this department, headed by the school's secretary.

The management may take off with cash collection of fees within the school, but should gradually train the parents to learn how to pay through the banks, and then submit tellers to the secretary for issuance of receipts and for record purposes.

2.2.3 Teacher Turnover

Turnover as defined by Hawkins (1995) is the rate at which a particular object moves around at a point. Teacher turnover is, therefore, the movement of a teacher from one place to another. It has to do with the rate of replacement of teachers. One important point we should note is that a good teacher needs no replacement but a good teacher may find another place of work for himself if the condition of service in his present place of work is not conducive. This may bring

about the need for replacing a good teacher. One factor that could reduce the rate of teacher turnover in a school is good condition of service, which can be brought about by availability of fund.

Aremu (1987:7) opined that 'the rate at which teachers leave one school to another will not augur well for education' this is because of the psychological effect it has on the student and emotional damage as it is going to have on the teacher himself. According to him, frequent change of teachers disturbs the rate at which students learn, because students learn better with the teachers they known, a relationship process that takes time to cultivate. Teachers themselves loss confidence in the system and therefore give less to the system when they constantly have it at the back of their mind that they will soon live for a better job.

The private school is at the receiving end of this issue of high rate of teacher turnover. As it is now, very few private schools can afford to pay as high as that of Federal, state or local Government. This puts every private school at a loosing end anytime a vacancy exists in any of the federal, state or local government schools. Private secondary school needs to be properly funded to get out of the problem of high rate of teacher turnover, as every private school teachers looks forward to the day he/she will be employed by government (Adebowale, A.A.; Idowu, A. 1998; Ejiogu, Am. 1985).

2.2.4. School Security:

The issue of security is what nobody can handle with levity because any carelessness from any body, group of people, government or nation can lead to

damage and destruction of monumental proportions. Therefore security issues needs to be handled with all the seriousness sit deserves. Hawkins (1995) defines security as safety or precaution against espionage, theft, or other danger. All of these are incidents capable of taking place in the school environment.

School security is as vital to its existence as it is in any society. This is because so many variables like people and valuable properties are involved. Haruna (2011) reported in the Daily Trust that University of Maiduguri was closed down because of the fear of Boko Haram insurgents, which may lead to loss of lives and properties. Cases have been reported of school theft and crisis. These call for tight security measure to be put in place by school authority. School security measures include the simple purchase of padlocks and keys to each of the classrooms and gates, the employment of security guards which should be at least three in numbers depending on the size of the school. The three security men are to be rotating their duties for the day and night. Security alarm instruments, and other accessories like torchlight; uniforms, raincoats, security boots and office are to be provided for them. The impact of fund for the provision of these items cannot be under estimated for failure to get them in place may put the school at a very high risk.

2.2.5 Boarding School:

Many secondary schools and some primary schools have boarding facilities. In Nigeria, early colonial administrators encouraged the building of government boarding schools so that the boarders might be detached from the

undesirable influence of the 'native towns' and their good character developed under the continuous control and influence of a British schoolmaster (Edem, D.A. 1990:69).

According to Edem (1990), there are three types of boarding schools practised in Africa – the hostel, the cottage, and the integrated. In the Hostel system boarding accommodation is provided at the school to the pupils who come from a considerable distance and the boarders enjoy the services of a full-time boarding staff. The cottage system makes no provision for the appointment of a full-time boarding staff. Instead the school finds accommodation outside the school for the pupils, who are responsible for their own feeding, laundry and other services. In the integrated system boarding activities are correlated with other school activities. Boarding facilities are made available on the compound and the pupils are under the supervision and care of the principal and his staff who control their inside and outside activities, and assist them to organize their feeding, laundry and other services.

Effective operation of a boarding system requires that the boarders are divided into manageable groups of varying academic abilities, athletic skills, ages and class levels, and assigned to 'houses' supervised by housemasters who are appointed to look after each house. The housemaster, with the co-operation of a pupil-leader or prefect, maintains order, enforces cleanliness and sanitation, encourages members to participate in school competitions and house activities, and holds house meetings.

Although boarding schools are sometimes considered psychologically unsound and unnatural environments for educational purposes, in Africa they provide meeting points where children from diverse cultural and ethnic backgrounds learn to live and work together, thereby helping to enhance national consciousness and solidarity. The organization of feeding, laundry, and recreational activities as well as the distribution of the pupils to different houses should be carried out with this objective in mind.

Inspite of the usefulness of boarding, with its emphasis on using education to foster ethnic understanding as is the case in Nigeria, the tradition of bringing pupils from all over the country to one place for education is gradually being overtaken by events. When the education system was very small the number of schools was very limited, and most of them had to be boarding schools, as many of the pupils came from far away. With the expansions of free and tax-supported educational services for all, boarding may be forced to succumb to economic pressure, especially among the low and the middle class categories.

Moreover, boarding does not encourage certain changes and innovations in educational technology. For instance, the application of the teacher-pupil-parent conferences in which the three parties meet from tome to time to discuss the pupils progress and so on, and the Parent-Teacher Association can only be possible where parents live near the school. Also there is a great difference in the maintenance cost of day and boarding schools. Clearly, a day school is cheaper than a boarding one in terms of both capital and recurrent expenditure. Again, the

policies governing the promotion and retention of pupils can have a serious impact on accommodation costs. Retention can increase the demand for accommodation while acceleration can reduce it. Yet, acceleration is usually feared because it is thought to lower educational standards. The demand for accommodation can be aggravated if democratizations of educational opportunity and retention are simultaneously practiced.

The day-school system inevitably calls for the determination of the distance that pupils should walk or ride to school daily. This is often expressed in limits of distance or travel time. Usually a walking distance of two to three miles is the maximum for it makes the idea of a community school practicable. This means choosing the school location not according to intuition or political horse-trading and influence, but to demographic factors. This approach calls for the creation of catchments areas or school centers at various points within the state based on the population of children of school age. The catchment areas are usually shown maps draw to show the density of the pupil population, thus making it possible to site schools within a reasonable walking distance from the pupils homes

2.2.6 Staff Welfare and Development/Condition of services:

One important area of management in the school environment is that of staff welfare, wages determination, condition of services and staff development, all of which have great effect on staff turnover. A state ministry of education in Nigeria made conditions for establishing a secondary school in that state to

contain the general conditions of service for teachers before approval is given as follows:

a. Terms of employment and termination;

b. Salary structure;

c. Housing and transport allowance;

d. Leave and leave transport allowance;

e. Gratuity/Terminal benefits;

f. Staff development programmes; and

g. Medical benefits.

The fact that sufficient funding will be required to get these in place cannot be ruled out. This is a great challenge for private institutions

Robert (1976:124), while commenting on why people work stated that it is worthwhile taking a closer look at theories of motivation and one approach which is widely known by managers is clearly set out by Abraham H. Maslow. He claims that human motives for work develop in sequence according to five levels of needs as stated below:

1. Physiological needs – Hunger, thirst;
2. Safety needs – protection against danger;
3. Social needs – to belong, associate with, be accepted, by others;
4. Esteem needs – achievement, self-confidence, status, respect, recognition by others; and

5. Self Actualization – realizing one's potential for continued self-development.

This theory assumes that needs follows in sequence and when one need is satisfied it decreases in strength, and the higher need then dominates behaviors. Along this line, remuneration policy and methods cannot be considered in isolation from the country's economic policies. "wages may account for 80% of total costs in some industries', school business inclusive (Robert 1976). The objects of a policy of remuneration according to Robert (1976) are:

1. to attract and retain sufficient staff of the required caliber to meet the firms objectives
2. to provide incentives for better staff work
3. to have a policy which is logical and consistent, easily understandable and flexible

One of the things a school manager needs to consider in order to develop a sound wage and salary system according to John (1957) is to formulate effective wage and salary policies to fit the school's operating conditions.

Closely related to the issue of wages is staff development whose main objective is to improve current performance and provide a suitably trained staff to meet present and future needs of the school. Robert (1976) believes that 'a person's knowledge and skills have to be improved and his attitude and behaviors modified by training and development'.

Staff Development

Staff development could be seen as any direct action taken by an institution to change the behavior of any of its personnel. Any training action, according to Warren (1979:20) is a system for staff development. The primary concern for staff development is to achieve behavior and skills, which will help the institution meets its desired goals and objectives.

Development according to Osisioma (1996:15), is a continuous and complex process of fostering the capabilities and performance of a person preparing for or already in professional work role. He insists that the conditions, which will facilitate such development are:

- Ability to embrace changes;
- Capacity to engage in developmental activities and of seeking commitment to the programme;
- Enabling environment or contexts within which learning and development activities can take place; and
- Deliberate organization of facilities and other resources to facilitate the desired changes.

Development of this kind will definitely lead to progressive changes in knowledge, skill, attitudes and values all of which are traits commonly found in the private school teachers. I must, however, emphasize here that funding is required to get the teacher into this state of mind and maintain it

because as Daniyan (1998:23) put it, 'without continuous up-dating of knowledge, skills and attitude (development), professional obsolescence emerges.

2.2.7 Educational Facilities:

Another important area that requires good management in private secondary schools is the educational facilities used to carryout the activities of teaching and learning, which is summarily referred to as instructional/leaning materials. Olagboye (2004) identified some of them thus:

i. Audio-visual Aids: This includes radio sets, audio cassettes/tapes recorder and audiotapes, record players and records, television sets, video sets and tapes, slides, etc.

ii. Graphics: This includes charts, posters, pictures/photographic, cartoons, graphs, maps etc.

iii. Printed: They include textbooks, supplementary readers, reference books, fiction books, Newspapers, journals, magazines, etc

iv. Display Materials: Chalkboards, flannel board, magnetic boards, etc

Physical Resources/Fixed Assets:

1. Land: Site/land housing all the buildings/structures of any educational enterprise or organization including school farmland and sports and games field.

2. Buildings: This include classroom block, library building, office blocks, laboratories, workshops, hostel/dormitory, dinning hall, staff residential quarters, assembly halls, lecture theaters, etc
3. Furniture and fittings: Classroom furniture, office furniture, hostel/dormitory furniture, etc
4. Equipment: These includes laboratories and workshop equipment, agricultural science tools and implements, office equipment (e.g. typewriters, computers, photocopier, etc)
5. Machinery: These are workshop machine and tools, etc
6. Vehicles
7. Electrical infrastructure: These are overhead electrical conductor, lines, materials, generating sets, air condition and fans, etc.
8. Water supply infrastructures.

All of these need to be provided for if the school would operate at its maximun capacity for the convenience of both staff and students irrespective of whether the school is private or public (Oyedega, B.C 2002; Adesina 1981). In most private secondary schools, however, the availability of these items is a must to attract good patronage by parents (Olutola, A.D. 1988:10).

2.2.8 Planning of Activities/Extra Curricular Activities:

Blaug (1970) defined educational planning as an intelligent investigation of the educational needs of a society as well as making available the limited educational resources for the attainment of such educational needs of the society.

This implies that optimal allocation of educational resources will not be achieved if there is lack of adequate knowledge of the profitability of the various educational investments. Since planning takes care of the future, Morgan (1973) opined that 'educational planning is necessary to create the necessary sufficient manpower and material resources that will reinforce and strengthen the already existing major societal policies that are necessary for the attainment of educational objectives.

In another dimension, Dare (2009) sees planning as a 'managerial function designed to prepare the organization for the future and to ensure that decisions regarding the use of people and resources to achieve the objectives of the organization are properly taken care'. It is obvious therefore that individuals or organizational activity without plan is certainly planning for frustration and failure. In essence, planning determines the direction of an organization and the approaches to adopt for the manager to get best result. School programmes need to be planned by people who must be made available in the right quality, quantity and time. Programmes such as subject allocations, preparation for examinations, timely release of examination results, inter-house and school sporting activities, excursions to interesting and educative places, speech and prize-giving day programmes, and call for meetings are indispensable in a versatile educational environment. These require timely allocation of financial resources, failure of which may stifle the progress of an educational institution.

2.2.9 Communication in Private Secondary School:

Another vital management function in an educational institution is the communication process. Dare (2009) opined that "communication involves the transmission of information, direction, ideas, feelings, attitudes and understanding from one direction, person or group of persons, institutions to another". It is the means of interacting among the personnel in an organization, including the school system. Similarly, Bellows (1972) defines communication as intercourse by words, letters, symbols or messages, and the way organizational members share meaning and understanding with one another". The types of communication identified by Dare (2009) are oral, written, use of symbols, and electronic devices. The common method of communication is by use of mouth (oral), which may cost little or no money to employ. However, by the time we begin to use written, symbols or electronic device to communicate, then the need for financial budgeting becomes necessary. In the private schools, regular information dissemination is highly imperative to bring about understanding and eradicate any form of crisis that may occur as a result of breakdown in communication between the school and the parents, community, and the government, who are all stakeholders in the management of private school. Stationary for written communication in and outside the school needs to be provided, electronic means of communication between school and parents needs to be made available for effective and timely dissemination of information. In the area of security, communication plays a vital role as it enables the personnel to get the management

informed on time of impending danger to the teachers, students and the school at large. Availability of fund is imperative in the provision of the required form of communication.

2.3 THE GOALS OF SECONDARY EDUCATION IN NIGERIA

Secondary education is the education children received after primary education and before the tertiary stage. The broad goals of secondary education in Nigeria as specified by the national policy on education (1974) are to prepare the individual for useful living within the society; and higher education. In specific term, secondary education shall among other things provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. To achieve the stated goals, according to the policy,

secondary education shall be of six years duration, given in two stages of a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

2.3.1 Historical background of secondary education

Secondary education came into what is now Nigeria in the mid 19th century (1859 precisely), largely through the effort of the Christian missions. The government for a very long time did not complement the efforts of the Christian mission until 1909 when the colonial government established its first institution, the King's College, Lagos. However, the colonial government contributed to and influenced the development of secondary education, by promulgating a number of ordinances and by-laws regulating the management of secondary schools.

Throughout the colonial period that ended in 1960, secondary education was available to only a few as the figures for the numbers of secondary schools in the years before independence would show: 161 in 1955; 275 in 1956; 297 in 1957; 303 in 1958; 305 in 1959; and 211 in 1960. Immediately after independence, the various regional governments addressed this issue by establishing more schools. Thus, some two decades after independence, the figures of secondary schools in the country rose to 1,928 in 1978; 2,249 in 1979; 2,778 in 1980; 5,191 in 1981; 5,401 in 1982; and 5,740 in 1983. (Federal Ministry of Education, 2005).

The development of secondary education after independence was influenced by some factors. First, the expansion in primary education led to a greater demand for secondary education. Secondly, the acceptance of Ashby recommendations for increased number of secondary schools by various governments. Thirdly, acceptance and implementation of Addis Ababa plan in which Nigeria and other African countries agreed to an annual intake of 45,000 secondary school pupils and 10,000 sixth form pupils. Fourthly, the criticisms of secondary school curricular in the Eastern and the Western Regions by Dike and Banjo commissions respectively and their recommendations for improvement. Fifthly, the various general criticisms levied against the secondary education as being bookish which led to changes in the curriculum.

2.3.2 Management and Ownership

The first secondary schools were private institutions owned by the missionaries. The establishment of King's College in 1909 marked the beginning of the dichotomy between public and private institutions. As conceived and administered, King's College, and similar ones owned by the Federal Government that followed constituted models for the private schools. The public schools had the best facilities, such as libraries, science laboratories, and sports equipment. They were better staffed, qualitative as well as quantitatively. In most cases only university graduates were recruited while private schools often settled for Grade II and I teachers, holders of Advanced level certificates, and often school certificate leavers with good results. Because of the rather elitist posture of government

schools however, candidates faced a stiff competition to secure an admission, which only a few ever secured. The regional governments soon followed the federal government by establishing a few government schools usually in the regional and provincial capitals. The schools, like those of the federal government were models to other.

Apart from the original mission secondary schools, another set of private schools soon emerged. These are those set-ups by the communities, local churches or mosques and later those set up by private individuals. With the two systems of secondary schools running side by side, the public-private participation in education had been entrenched in the system with the public schools clearly having better and more facilities. That was the situation until after independence when the various state governments took over the private secondary schools in the 1970s.

2.3.3 Government Take Over of Schools

The period between 1882 and 1950 had witnessed the government's award of grant-in-aid to schools, with increasing interest in secondary education in the 1950s. Government had to come into education because most independent African countries have come to realize that their independence is not complete without a total decolonization of their economic and social institutions, and that the achievement of the latter depend on their ability to produce the manpower which since independence has been in short supply (Edem, D.N. 1990) According to Okedeji and Okedeji (1973:24) out of less than 3000 medical doctors employed in

Nigeria in 1971 for instance, about 50% were expatriates. As a result of this and many more factors various state governments started to take over the secondary schools, on the basis that educational policies of the various missionary bodies were too foreign- oriented, divisive and grossly inadequate for a developing Nigeria. However, there are other reasons. The East Central state started the take-over and control of secondary education through the Public Education Edict of 1970, the Mid-west states followed by the Public education Edict of 1972. Other states followed suit. This is also in line with the injection contained in the National Policy on Education (para 22, sub. Par 1) page 11 of the 1977 version, that the government will take over all secondary schools as soon as possible and that states which have not yet taken over will be encouraged to do so. This idea received attention among the states. However, the exercise did not raise standards mainly because of inadequate facilities. This has accounted for the establishment of may private schools in the last two decades in many states. Thus the public-private dichotomy has become very sharp. Within each state, the government still maintains some control through edicts to check possible excesses by the private school owners because standards and mode of operations varies considerably across the schools.

The federal government secondary schools, including the newly established ones in the states, usually tagged unity schools are still the models. They tend to be well funded, provided with facilities for learning, and well staffed. So, when studies are conducted to focuses on standards and performance in the various

categories of schools, researchers usually do not classify such federal government colleges (FGS) with public schools. They are treated as in a class of their own. On the other hand are the various types of private schools, many of them founded by individuals or corporate organizations, e.g. the oil companies. Within the whole gamut of these private schools, standards vary considerably.

Prior to the declaration of the Universal Primary Education (UPE), access to secondary schools was highly restricted and competitive. Pupils who passed prescribed entrance and consequent interview and examinations were placed in the relatively few available secondary schools. Following the declaration of the UPE however, and the upsurge in enrolment in the primary schools several state governments commenced on the expansion of access to secondary schools preparatory to receiving products of the UPE. In most cases as became evident, such arrangements were still not enough to absorb the teaming population of primary school completers. However, in 1979, and following the institution of the first civilian government (after an intervening period of military rule between 1966-1979), several state governments in redeeming pledges made during electioneering campaigns, commended the establishment of a large number of secondary schools particularly in the south-west and a few other states in the north. Subsequently, entrance into secondary schools became less stringent while almost every child that completed primary schooling was offered a place in a secondary school. The upsurge in enrolment at this level, except for the construction in some cases of new classrooms blocks and employment of new

teachers, was not however, followed by adequate and proper planning. This oversight is by and large one of the major contributory factors to the still enduring deterioration in quality and efficiency of secondary education delivery and by implication led to the cry for and entrance of private schools in Nigeria.

2.4 PRIVATE INVOLVEMENT IN EDUCATION

Education is an important exercise for every individual. Human being needs to be educated if he or she must be productive and useful to him or herself, and the community he belongs. The government of Nigeria realizes the need for education as a tool for manpower development if she must achieve her mission for national development. In other words, it realizes that the level of growth it will ever achieve is highly dependent on its level of manpower development. This is the reason why successive government has committed substantial amount of money to education. However, in spite of these huge annual budgetary allocations, education seems not to have gotten enough. This is not surprising because it takes a lot to develop an individual not to talk of a whole nation. Also government has other sector of the economy to look at which may not enable it to allocate, as it wanted to education. This is why Government in its National policy on Education (1973) invite private and corporate individual to finance education in Nigeria.

The history of modern education in Nigeria could be traced to the efforts of private organization, especially the church missionaries. Also, Individuals like The

Very Revd. T.B. Macauley established CMS Grammar School in Lagos in 1859 due to high demand for post-primary education by southern Nigeria (Fafunwa, 1974) Other schools followed between 1859-1913. These school were runned perfectly well wit standard maintained. Ayodele (2004) identified the following as the yardstick used in categorizing the private secondary schools in Nigeria:

i. **Classroom structure**:

How many are available? Are they adequate for the number of learners in the school? What is the condition of these structures? Are they well maintained? Furnished with comfortable chairs and desks for learners, possibly with shelves for learners to keep their materials not in used? Does the classroom size provides sufficient space for free movement of learners and teachers? Are there enough space in between furniture items?

ii. Staffing:

Are there enough teachers for all subjects? Are teachers overworked on account of their inadequacy Are teachers well qualified in their respective field?

iii. Laboratories:

Are these provided for each science subject, e.g. biology, chemistry, physics, home economics, music, etc. Is each laboratory well stocked with necessary materials so as to be adequate for all learners? Are used materials constantly replenished?

iv. **Playground:**

Is there playground for the various games and sports in the school? Or do the learners have to make do with borrowed facilities in neighboring schools? Are the games facilities adequate for the number of learners?

v. **Library:**

Does the school have a library? Are the library facilities/books adequate for all subject and for all learners?

vi. **Pupil textbooks and Note books**:

Do all learners have the necessary textbooks for each subject? Do they have the required notebooks for each subject?

vii. **Curriculum and Teachers Guide**:

How adequate are the syllabus, scheme of work, diaries of ork and teachers guide in each subject

viii. **School farm/Garden**;

Does the school have a garden/farm/poultry? How accessible is this to all learners

ix. **Funds:**

How well funded is the school? What is the source of funding?

Using the indicators above, scores could be awarded to schools ranging from 0 (for non existent) to 5 (very adequate). When a school has earned very high scores from the various variables, and when the overall score is high, e.g. above 70% the

school can be categorized as very good but when the score is as less as 40% and below, such school is categorized as poor. In between schools can be categorized as average.

Fafunwa (1974:92) postulated that:

> "Up to 1882, the colonial government in Nigeria paid little or no attention To the educational need of the people and the field was left entirely to the Mission"

This made the issue of education provision to be entirely in the hands of private individuals and corporate organizations. However, on the 26th May, 1970, government took over all schools. The edict establishing the state and the Divisional Schools Boards gave a chairman and seven others, approval by the administrators, power to over see the affairs of the educational system at all levels (Olomola, O. 2002). But as soon as the government took over the schools, a committee of eminent Nigerian was inaugurated to fashion out a policy for Nigeria educational system and so by 1973, a National Policy on Education was introduced which emphasized the need for Private involvement in education. This again brought private individuals and corporate organization back into the running of private schools as we have it today.

2.5 WHO SHOULD FUND EDUCATION?

Funds for the financing of education in Nigeria come from various sources which Olagboye (2004) classified into three broad categories. These are:

- Public sources which include Federal, state and Local government

- Private/users of education sources: These are proprietors of private educational institutions, parents, PTA's, communities, corporations and companies, endowenment funds, philanthropists.
- International Aid sources: These are world Bank, UNESCO, UNICEF, UNDP. Etc.

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The emphasis of this study is on private institutions. The private educational sector in Nigeria had always been dynamic, extensive and vigorous right from colonial times. The sector recently received a boost with the emergence of private tertiary institutions in the last decade of twentieth century to complement the effort of proprietors of private Nursery/primary and secondary schools that had been on the scene from early colonial times. In specific terms, private individuals, groups and religious bodies have started to invest heavily on education by establishing colleges of education, polytechnics, and universities with the express approval of the Federal Government through the NUC, NBTE, and NCCE. Thus, the activities of enterprising proprietors of private educational institutions have collectively become a veritable source of funding for education to compliment government efforts.

Olagboye (2004) confirms that "parents and PTA provide fund for financing education through the payment of fees, levies and developmental fees in either cash or kind or both to private as well as public institutions even in states claiming to be operating a policy of free education" This assertion emphasized the

fact of parent contributions through the payment of fees and levies, an exercise most parents are dodging these days. The proprietors could raised money through personal effort to start an educational institution but would certainly require contribution from beneficiaries through fees and levy payment to manage it.

The controversy over whether the provision of elementary and secondary education should be by private or public schools is different from the question of public or private financing of education. A system of public financing of education by subsidies to private schools or by transfer payments to families for tuition payments by private schools embodies government financing and private production. Government contracts with private firms to provide school services could also involve private production and public finance. The economic issues involved in the choice between public or private operation of schools are, according to Miner (1963) 'efficiency, equity and conformity with consumer preferences" With regard to efficiency, the question is whether public or private provision of given levels of educational services is less costly. To this Miner (1963) postulates:

> "Publicly operated school systems, attended by the great majority of pupils in an area, are made likely to attain a scale of operation which provides all opportunity for ideal specialization in instruction and administration. Thus, they are in a position to provide given levels of education at lowest cost. Against the benefits of achieving optimum size, there is the argument that private operation of schools would introduce the profit motive and thereby provide an incentive for an efficiently run school system.'

It is important to note that major benefits in favour of private school operation like in providing a greater number of alternative educational products among others stands to its credit. To this extent, Miner further postulated that:

> Consumer can choose the type of school he most desire in view of his income and attitudes about education. A relatively large number of private schools will be operating in an area providing different kinds of education at different prices, and each will be competing for the parent's money some of which will be provided by government grants to parent to be used for educational purposes

It is worthy of note that private schools in an area providing different kinds of education at different prices, as opined by Miner (1963) may be counter-productive, especially in an educationally organized environment where educational goals and objectives at every level have been specified. Furthermore, modules and syllabuses have been provided which any practicing educational institution must adhere to. All the same private schools in an area providing same education, using diverse but meaningful methods to achieve the same goals at different prices would be preferred especially in Nigeria.

An entrepreneur producing for profit will try to provide a school, which has the greatest appeal to parents. But most parents are not experts in education, and unlike the consumption of many privately produced goods, the consequences of an education cannot be appraised after a brief exposure, especially since it is a child, not the parent, who is getting the education. A private system permits parents to decide how much above the amount provided by government is to be spent for a youngster's education. But difference in income, occupation, educational

attainments of parents, and other economic, social and cultural factors, will determine the amount spent.

Public education on the other hand does not provide the freedom of choice of a variegated set of private schools. However, to the extent that a parent is free to choose his place of residence, he may be able to choose among several schools system offering various educational programmes and tax structure. Miner (1963) opined that:

> "For most families, other factors determining selection of residence, many more compelling than the character of educational services available, greatly limit this freedom. Instead of a range of choices, public education provide to all who desire it free common education based, roughly on educational concepts developed by a profession devoted to elementary and secondary education. Educational Administrators and the politically determined budget within which they operate, establish the kind of education provided".

For those attending public schools, the character of the education received is not supposed to depend directly on parental income, preferences, or other similar circumstances. It is a fact that consumer sovereignty is by-passed except as it influence political behaviour and local organization such as parent/teacher association. But income inequality, imperfect knowledge of parents, inappropriate parental attitudes in determining the future of their children, all call for interfering with consumer sovereignty in education.

2.5.1Cost-Benefit Analysis and Rate of Return

An important concept that needs to be discussed in deciding who fund education is the cost-benefit and rate of returns. Analyzing the cost of whatever

activity one intends to embark upon is the most logical thing to do because there is always various alternatives. The alternative foregone in preference for a choice is always considered as the cost. Education is generally recognized as a form of investments in human being due to its potential to yield both economic and non-economic benefits, therefore contributing to the wealth of any nation by increasing the productive capacity of the people. People have other competing needs even at the face of little resources to meet these needs. In every case, one has to decide whether to go for education at the expense of other need, or vice-versa. Whatever decision one takes at last will depend on the benefits derivable from such option. Certainly, one is prone to opt for that with maximum benefit. This process is known as cost-benefit analysis which is also referred to as the rate of returns. Ovwigho (1991), defines the cost-benefit analysis as "an analytical approach to making choices out of available alternatives. It is a systematic comparison of the magnitude oif costs and benefits of the investment on education in order to determine the profitability. The benefit hoped for by any parent will determine the value a parent will attach to education, which invariably determines the amount to be committed on their children's education. This explain why some parents will not mind sending their children to the very expensive private secondary school where it is believed that quality teachings are offered, while some parents will prefer to go for the public schools where little or no fees are charged.

It is important to note that the way a parent perceives the rate-of-returns of educational investment could influence his commitment to it. Various authors

have agreed that returns on education could be viewed in two perspectives. This is the private returns and social or external returns. The private returns or benefits are those enjoyed by the recipient which can be seen in the light of finance, non-monetary, and increase in standard of living. Griffits (1962) summarizes it in this way:

> 'This is the way many parents look on education especially in rural areas. They willingly pay school fees for one or more of their sons because they expect this investment will be paid back in the future. Their sons will get good jobs and send money home to help the family'

A parent who sees education in this form is likely to be prepared, even in the face of insufficiency, to go extra mile to spend on children education.

The social or external benefits are those that the society derives from the education received by individuals and citizens. Such benefits include residence related advantages; being alive to social and civic responsibility, thereby fostering unity and progress; bringing up well educated children thereby reducing instances of juvenile delinquency, increased productivity in all facets of economic endeavor, among others. Ovwigho (1991) postulates thus:

> 'It is also important to note that employers directly benefits from the increase in productivity of their employees resulting from the education that they receive. Infact, it is noteworthy that the effectiveness or efficiency of an educated worker could enhance the coordination of work in various organizations and this might have a positive spill over effect on the activities of other workers'

It is, however, important to note that good as cost-benefit analysis is, as an approach to measuring educational cost, it does not provide appropriate way of

appraising the importance of social, political and cultural consequences of education. Also when workers' educational qualification improves, their real income is expected to rise in future. Since the rate of returns approach is based on age-earning profiles from cross sectional data, it is likely to underestimate future earnings of individuals, and when the average earning data are applied in this approach, there is the danger of overestimation of educational contribution to national output. In support of this fact, Ovwigho (1991) emphasized that:

> 'Earning differentials do not necessarily reflect the relative productivity of workers partly because of the imperfections in the labour market. This implies that differences in earning cannot be relied upon as a measure of the direct economic benefit of education'

On the other hand, although many individuals and organizations including labour unions and Academic staff union of Universities (ASUU) believed that fallen standard in education has strong connection with poor funding when juxtapose with the need of the sector, other school of thoughts believed that funding alone is not responsible to this. According to Thompson, et al (2010) 'in monetary terms, the allocation to that sector has always been increasing without a corresponding increase in quality'. They further reported that:

> 'in the last five years, investment in the sector has increased by over 56 percent. For instance, the total federal allocation in 2006 was N166.6 billion; in 2008 it grows to N220.9 billion; and in 2010 it rose to N259 billion'.

That means if funding is the real problem, there ought to have been a commensurate improvement in view of the investments in the education sector. It

is not obvious that the present output quality justifies the investment by governments and parent. This tends to make the study suggest a look towards other directions for possible causes of mass failure in our secondary schools, which is a strong factor for non-achievement of purpose of secondary education by our secondary school students. Along this line, Thompson, et al (2010) postulate that 'though there had been a clamour for increased funding, little is done to address the quality of those who train the students'. At primary and secondary level, those who ended up teaching are there because there is no other alternative job. Also at the tertiary institution, the ability to effectively impact knowledge and lecture is lacking in some lecturers. When this is noticed, such lecturer resorts to high-handedness.

Moreover, the qualities of publications used by students are largely of poor quality when compared with the ones in other parts of the world. The standard practice in academic the world over is for lecturers to have research issues they are working upon. They are required to turn out the outcome of the research in a timely manner, but this is not the case. It is not surprising to discover that the content of most journals referred to as departmental journals are largely substandard.

In addition, a lecturer required to teach a particular course all through the semester uses just one or two weeks to round up the course. It is anybody's guess what would be the quality of students that are produced through this process. Though some of the problems might be from the students themselves, Thompson,

et al (2010) believed that 'substantial parts of the problem might not be caused by students per se, because a large number of students when they go elsewhere around the world for education do perform well'.

Also, there is a considerable decline of academic influence in public discourses and ideas generation. By the nature of their work, academics are at vantage position to influence and mould public opinions. This seems not to be the case again when measured through media commentaries and publications. Though this might not be because of lack of ability, but it is an indication that the cause of the declining in standard and attainment of achievement is systemic. A very noticeable occurrence now is that many parents are voting with their feet in public schools. Even poor parents are moving their kids out of public schools because they do not see active teaching taking place there. It is not enough to get enrolled in a school but the achievement of the purpose of enrollment, which is equally imperative.

2.5.2 Equating Benefit and Costs of Education

Equating benefits of qualitative education with its cost will be best understood by considering the reasons Erumaka (1978) gave when she urged the Federal Government to return schools to Missions. She asserted that:

> 'in the light of the general falling standard of education in the country arising from poor motivation of teachers, poor infrastructures facilities among others, schools should be handed over to their original owners'

It is a truism that a strict application of the principles of economic efficiency would set the level of educational spending at a point where the benefits of additional spending were just equal to the burdens of the necessary taxation. The equating of benefits and costs (taxes) would be achieved for each individual and businesses, which used educational services. In this view the benefits of education according to Miner (1963) 'are reflected in the willingness of households and business firms to pay for various levels of elementary and secondary education provided in a community'. Burdens are measured by the value to household of the increased consumptions and saving they could have obtained from the funds taxed away for educational expenditures. Household demands for education are based on the value of educational services to the pupils or his family. This demands, according to miner (1963) reflects desire to parents for education so that their children's lifetime earnings will be higher. Or simply because they believe education will heighten the children's enjoyment of life.

Household demand for education also encompasses the value of education to persons in related to pupils who find satisfaction in the education of others because of the cultural, political and interpersonal characteristics of an educated society. Derived demand for education by producers, similar to their demand for productive inputs is an additional component of the total demand for education. Increased outlay for education in a community provides a more productive workforce and so long as the value of the increased output die to greater educational skills of the workers exceed the cost of additional services, the

producers stand to gain from increased outlay. Miner (1963) confirms that 'a summation of producers derived demand comprises the total demand for educational spending' Theoretically, where total demand is equal to the unit cost of goods or services, an economically efficient level of output is achieved.

There is one aspect of education that makes it appears that the cost of education is greater than the teachers' services, books, buildings and other resources used up in the production of education. For example, Theodore, et al (1960) who engaged themselves in the estimation of the costs of education in the United States argued that, 'total costs also must include earnings foregone because students were attending schools rather than working' They argued that for pupils in secondary grades and those in institutions of higher education, this opportunities cost has been estimated as approximately equal to actual monetary outlays. Although this may not be true in all cases because according to Miner (1963) United States has a compulsory education laws and requirements regarding minimum age for work which reduce greatly the importance of earning foregone as a cost factor in elementary and secondary education. He, however, agrees that 'especially for the last few years of secondary schools, some of the hours spent at school would otherwise have been spent at work, and consequently, there are earnings and products foregone' The implication for the equation of benefits and costs is that where there are earnings foregone the cost of education is greater than the burden of the taxation to provide the necessary funds.

Educating young people is a major responsibility of adult society. At birth, children depend on parents for many if not all of their necessities: food, shelter, protection, affection and others. This dependence continues for many years until children have adequate experience and education to function independently in the society. Except applying the principles of social demand approach, education is not free, especially in most capitalist countries where competition is highly recognized to be the key to perfection in every human endeavor. Walter (1978) opined that:

> "It requires an expenditure of considerable time and resources which could be used to produce other things valued by society. The costs of formal schooling (which is only part of the total educational experience of children) amounts to billions, making Schooling one of the most important economic and social activities."

While everyone recognizes the importance of education there is debate whether its provision is public or private responsibility. Walter (1978) proffers why and who finance education. These reasons are private and public benefits of education. On the private benefit of education most literature emphasised an educated individual as a return of educational investment. A high school education is now necessary to ensure good prospects in the job market and even more necessary is a degree in a chosen discipline. Currently, according to Walter (1978) "advanced training in Business or medicine promises the likelihood of higher than average future earnings" Many studies have compared the expected lifetime earnings of individual who have completed different amount of schooling.

Those with four or more years of college on the average, according to Blaug (1968) “are likely to earn more than those with only a high school degree”. They in turn according to Beaker (1964) “can expect to earn more than those with only an elementary school experience”. Edem (1990) while emphasizing the administrative principles a school administrators must have said that ‘he should have a clean knowledge of the objectives of his organization. He stated some of these objectives as:

1. Education should be provided as a means of enriching an individual and developing his full personality and
2. It should prepare him to undertake specific work which is essential to his own environment.

It is important to note that most studies on economic returns of education concentrate on monetary returns and thus often ignore educational values difficult to measure in currency. Most people change jobs several times during their years. A well-educated person can adapt more easily to new job situations and opportunities, thus providing a hedge against future employment. Also another value of a high school education is the opportunity to go to college or to be selected for an on-the-job training in business or government organization. Although women who pursue education and then choose to raise families often cannot point to an economic return to their education, it is likely however, to improve their families cultural and social opportunities and enhance thier children’s

educational prospects. The economic value of education for those who do not enter labour force, in other words, is not necessarily lost. Educated parents tend to motivate their children to obtain an education and to excel in school. Education of one generation is passed on to the next, and thus plays an important part in the perpetuation of an educated citizenry. By and large, education, if looked at, at this private point of view, will suggest complete involvement of private individual in the total funding of educational system, after all they benefit most.

On the other hand, public, as opposed to the student and his or her family benefits from that student's education in at least two ways. First, one person's education may change the economic situations of others. For example, a trained engineer may improve the productivity of his or her co-workers. Secondly, education may improve the social environment of a community, making it a better place for everyone to live. The external economic benefits of education are closely related to the increasing interdependence of modern industrial society. Most work processes today, whether in industry or in government require the coordination, cooperation and interaction of many people. Consequently, the training and skills of each worker rub-off on other workers. Just as the presence of good student in a classroom appears to enhance the performance of their classmates, so advanced training of a worker or supervisor is reflected in the productivity of his or her colleagues. A better-educated person may set an example for

others to emulate. Education may make a person more aware of recent technology, or more flexible and adaptable in applying new technology or ideas to world situations. A manager's education improves the performance of subordinates as both owners and other employees' benefit directly from the manager's education.

Another important external economic benefit of education is that by providing education for its entire citizen, a community reduces the cost of dealing with crime and delinquency. Furthermore, education reduces the likelihood of unemployment thereby lowering welfare costs, and consequently, increasing total taxable income. Perhaps the most common external benefit attributed to education is its contribution to economic growth. According to Bowman, in Walter (1978):

> "Investment in education should be considered on the same basis as physical investment in the country's economy. If for example, investment in education leads to a greater economic productivity than investments in roads, then educational investment should be increased until the marginal productivity of investment in education is equal to that of investment n roads; Furthermore, if private educational investment is inadequate to produce the desired total level of educational investment then government should intervene to close the gap between private and public investment"

Two important issues could be established when education is looked at from the public returns perspective and especially, if we take into account Bowman's (1978) views. The first is that education should be financed completely by the government so as to narrow the gap between private and government investment

in education. Nigeria's Government policy on education has, however, made this infeasible. This is because the Federal Government of Nigeria, through its policy on Education (1985) admits that "education is an expensive social service and required adequate financial provision from all tiers of government for a successful implementation of the educational programmes" It went further to declare that:

> "Government's ultimate objectives is to make education free at all levels. The financing of education is a joint responsibility of the Federal, State, and Local Governments. In this connection, government welcomes and encourages the participation of local communities, individuals and other organizations"

The above declaration highlights the inability of the government to solely financé education, and lack of sincerity in its statement concerning its desire to give free education. This is because, if private individual will come into the field of education, it is certainly not going to be free. Commenting further on the inability of the government to fund education, a Professor of Religious Studies at Obafemi Awolowo University lamented that "the current leaders of the South-East are dumping the erstwhile progress and achievement made in Igboland to provide the people with sound education"

2.6 BUDGETING IN PRIVATE SECONDARY SCHOOLS:

Edem (1990) defined budget as the statement which describes how various educational programme outlined for the year or another stated period of time are to be financed. According to him, it usually contains details of carefully prepared estimates of the anticipated receipts expenditure, and balance for the period for

which it is calculated. Furthermore, Olokoyo (1995:82) sees budgeting as a comprehensive and co-coordinated plan, expressed in monetary terms, directing and controlling the resources and trading activities of an enterprise for some specified period in the future.

Musaazi (1982) defined budget as 'a total amount in extent of revenue and expenditure which are usually based on the income accruing to the organization, institution or government'. It is a financial plan through which educational objectives are implemented and translated into reality in the school system. Also Lunemburg (2000) also sees budget as a financials document or a collection of documents which contains information of revenues and expenditures and purposes of government and organizations'. Essentially, the budget has two main objectives: planning and control. Good budgeting demands a comprehensive, integrated and coordinated plan, not a set of vague, uncommunicated hopes. The plan is not a start-jacket, but can provide the guidelines for improved performance. It is imperative to emphasize here, the importance of preparing a budget before any expense is embarked upon. The school management should plan a budget far before the money comes, and stick to it. There should be annual, termly and weekly budget, and all of them should conform to each other and meticulously followed.

For instance, if the school has budgeted that N60,000 should be used for development of facilities in a year, the money should be shared in such a way that each of the 3 term get its own budget. It then comes down to N20,000 per term. If

by the last week of the term, there happen to be repairs of a school wall to be made but it was observed that the budget for the term is already exhausted, the job should be postponed to the next term.

The importance of this financial prudence is that the management can hardly be confronted with financial embarrassment of a big magnitude – the sort that could threaten the life of the school. Below is a specimen of an annual budget of a typical secondary school in Zaria Local Government, Kaduna state of Nigeria:

ANNUAL ANTICIPATED INCOME

1.	tuition fees (300 pupils at N2,000 each)	-	N1,800,000
2.	Registration fees on 90 pupils	-	N497,700
3.	Examination fees at N100 each	-	N108,000
4.	Lesson fees N300/term	-	N492,000
5.	Dispensary fees at N50/term	-	N195,000
6.	Games fees at N20 on 390 pupils	-	N7,800
7.	Maintenance fees at N50/390 pupils	-	N19,500
8.	Speech/prize Giving Day fees at N50/390	-	N19,500
9.	Excursion fees at N30/390 pupils	-	N11,700
10.	Summer lesson fees at N300/390 pupils	-	N117,000
	Total Income	-	N3,268,200:00
	Less 10% for unforeseen events	-	326,820.00
	Anticipated Income	-	N2,941,380:00

ANNUAL ANTICIPATED EXPENDITURE

1.	Staff Salary and Allowance (13 staff at N10,000 per month x 12 months	-	N1,560,000
2.	School premises rent age fees (per annum)	-	N200,000
3.	Examination Expenses (printing of result t N20,000; Exam, at N14,000 Allowance of 13 staff at N1000 each =13,/term = N30,000)	-	N74,000
4.	Teachers books at N10,000/term	-	N30,000
5.	Medicare for first aid box at N3000/term	-	N9,000
6.	Stationeries at N2000/perm	-	N6,000
7.	Vocational Teacher (part-time_ salaries at N2,000/ minutes on 4 teacchers x 12 months	-	N96,000
8.	Books for library	-	N10,000
9.	School Maintenance Expenses	-	N50,000
10.	Games Expenses	-	N5,000
11.	Speech/Prize giving day	-	N10,000
12.	Excursions (Transport and etc)	-	N,5000
13.	I.D card Expenses	-	N4,000
14.	Uniform Expenses	-	N36,000
15.	School Badges	-	N1,500
16.	School Building (permanent site)	-	N100,000
17.	Imp rest to Head Teacher	-	N30,000
18.	Advertisement Expenses	-	N30,000
19.	Miscellaneous Expenses	-	N10,000
	Total Anticipated Expenditure	-	N2,266,500:00

BALANCES		
1.	Total Anticipated Income	
	Less	
2.	Total Anticipated Expenditure	-
	N2,266,500:00	
	Balance	-
	N674,880:00	

Source: Oriudu, J.C. (1999): School Administration and Management.

One important fact that most be put into consideration in budgeting is that need for adequacy and equity. Jiboyewa (2002) opined that adequacy and equity are essential in school budgeting'. IThey have to do with linking spending level directly to a specified level of performance and relative income.

2.7 **METHOD OF FINANCING EDUCATION**:

According to Gavenir (1984:19) education is both a consumer and a producer commodity with regard to nation's economy. Nevertheless, regardless of any means education is financed; it has to be ensured that the educational outcomes should justify the huge financial investment, though public schools do not operate for profit making as in the same way that other business enterprises do operate. Both individuals and government have been financing education, however, to discuss the financing of education, it is better to study the educational establishments – the institutions and the individuals who undergo the training.

This means that the section is divided into two sections: methods used in financing the educational institution and the private financing of education:

2.7.1 Financing Educational Institutions

There are various ways of financing educational institutions. These are through the payment of tuition fees by students, government subventions (grants), donations and or endowment funds, loans and revenue from projects

i. **Tuition fees:**

Though in September 1977, tuition fee was abolished in the Nigerian institutions, especially colleges of technology, polytechnics and universities, tuition fees have been methods whereby education is financed as it generates funds for the government out of which certain percentage was given to each institution to be used as running cost. By the time students attend school or any of the tertiary institutions, they may be asked to pay tuition fee for the teaching and other services they are going to receive. There are other charges of fees usually levied on students. For instance, they may pay fees for examination, laboratory use, development, hostel accommodation, uniform and so on as earlier discussed in this chapter. All these are some of the possible ways of raising funds from students. In Nigeria, these forms of raising funds have been very important in funding private educational institutions

ii. **Government Subvention (Grants)**

Government finances public educational institutions. This is another method of financing education, which is very important in most countries.

Education is considered as a social service; as such governments allocate a proportional amount of the annual budgets to the provision and financing of education. A lump sum subvention grants is the type whereby government decides to cater for some items of expenditure incurred by the institutions. Some of these expenditures are the payment of academic and non-academic staff salaries and allowances and purchase of other educational goods and services. The population of an institution determines the grants to be sent to such institution. This situation may arise of one level of government, e.g. federal government decides to be fully responsible for education financing but the provision is to be undertaken by another level of government e.g. state or local government. Since the introduction of the universal primary education programme in 1976, Nigeria has been operating this method of funding institutions. Grants have formed a very important proportion of the finance that is available for use by educational institutions in Nigeria. Though the proportion has been fluctuating for some times now, yet it has been on the increase.

iii **Donations and Endowment funds**:

Governments, communities, kind-hearted individuals and non-governmental organizations make these donations. In Nigeria, the idea of donations to educational institutions has been quite small. Nevertheless, reasonable donations considered as aid were received from international bodies like the United Nations Educational Scientific and Cultural Organization (UNESCO), Canadian International Development Association (CIDA), the Ford Foundations, World

Bank, UNICEF, and few individuals. Unfortunately, as the Nigerian oil was booming in the seventies, the contributions of these agencies declined, because of the impression that such aids were no longer necessary for an oil rich country like Nigeria

Endowment funds from old boys association and Alumni Associations are recently introduced to assist educational institutions to execute their development plans. Nigerian universities have been making several attempts in launching endowment funds but unfortunately, little is being realized.

iv. **Loans**:

Like any other organization that can borrow funds to execute certain programmes, educational institutions can as well do that only that most of the programmes are not profit making nor revenue yielding ones, as such the lending agencies are not always willing to provide loans to them. Usually loans are granted when there is a guarantee from the government or some reputable organizations in case of default that the loans will be repaid by them. This is the major reason why most of the educational establishments have not been enjoying this method of financing. Such loans were taken by few Nigerian universities to pay salaries of their workers with the hope of repaying when they receive their grants. This however constitutes a small proportion of financing method.

v. **Revenue Yielding Projects**:

This is where educational institutions embark upon executing revenue-yielding projects. Such projects are bookshops, consultancy services, hotel and

catering services, farms, etc. In recent times, most of the institutions have been undergoing these projects with the hope of diversifying their sources of educational funds. Even though it is a very good effort, up to the present time, this method is still very insignificant. The role it could play in funding educational institutions can however not be undermined.

2.7.2 **Financing the Individual's Education:**

From 1960s to early 80s, government has been fully involved in the provision and supply of educational facilities in our institutions of learning. Government in those days went to the extent of providing even pen and ink at primary levels. At secondary school levels, journey money, toilet paper and pocket money were also given to students, not to talk of accommodation facilities, exercise and textbooks, various types of school uniform, etc. At tertiary levels, tea, fruits and soft drinks were also supplied at their various eating grounds with token fees apart from other enjoying facilities. All these were done in order to make learning effective. Nowadays however, the story is little different. Education involves direct participation of both the government and the parents or whoever is involved in the search for education. While government is making efforts to provide various type of schools, the person involved is concerned with the provision of adequate facilities for himself that will make learning comfortable and effective. In this respect he/she has to fund his education. Some of the possible methods for an individual to fund his education are as follows: Parental

or relatives contributions, loans, scholarships or through the provision of 'free' education by the government.

Parents also consider the provision of education to their children as part of their responsibilities. In a situation where parents are extremely poor, relatives are contacted for assistance. In Nigeria, there is a practice whereby parents do send their children to relatively richer relations for training. Where such is not possible, they train the first child to a certain level, when he gets job, he also trains the younger ones. Where this is not possible, he resorts to taking loans. Occasional borrowing by individuals to fund their education from either relatives or local moneylenders do exists, though sometimes with high interest. Therefore such loans are only taken as the last option.

The Nigerian Students Loans Board (NSLB) is the best lending option as it grants loans of varying amount to deserving students to study within and outside Nigeria. The beneficiaries are expected to pay after the completion of their programmes and must have started working. Unfortunately, it has been a very difficult task to be traced. Due to this the board has learnt to be very cautious in granting loans. Federal government supplies money to the board as a revolving loans scheme, unfortunately the policy finds it difficult to recover the loans.

Individuals do receive scholarships and bursaries as another method of financing their education, based on merit or indigency or attempts to encourage educationally backward areas of the state or country. Such are awarded to deserving citizens. In scholarship award, it initially involves small number,

presently it tries to go beyond that, while bursaries are normally fixed amount regardless of the type of programme of study. However, the award of bursaries is no longer common these days due to economic recession.

2.8 SMALL BUSINESS FINANCE

The issue of finance is a very serious one for any young entrepreneur, more so for a beginner. Fund to start a business is as difficult to get as fund to run it. A one-man business under which school proprietorship falls has to solely source for fund to start as well as to run itself. As stressed by Olokoyo (1995) 'one of the most common problems that keep on resurfacing in our day-to-day lives is getting adequate money to do one thing or the other'. This problem is so serious in Nigeria because of the general low level of income. Our savings culture is almost nil due to the inability of the take-home package to cater for the basic needs to the barest minimum level. As individuals are hotly faced with this problem of funding, so also are business organizations.

School establishment needs finance for a large number of reasons and purposes, but these, according to Olokoyo (1999) can be generally classified under two headings viz: to acquire fixed capital or assets and to provide for working capital. This classification is not only peculiar to a business that is about to take-off, but also a going concern, to enable it generate future cash flow, as well as expand/diversify, if need be, as it grows stronger.

Fixed capital in the school set-up includes the furniture, buildings, recreational facilities while the working capital include the cash needed for the day-to-day running of the school, for stationary purchases and staff salaries. Enough money in the purse of the school can enable it embark upon projects that can yield extra fund for the school for its use. The school may even consider extending the school to a higher level.

Intention to establish a school usually starts with the following questions: How much do I need? How much do I have? And how much is likely to be my own contribution to the proposed investment? When these questions have been properly answered, then you can establish the financial gap analysis (i.e your financial need). This often can be ascertained through the preparation for what Olokoyo (1999) called "proforma cash flow statement'. The questions one needs to ask himself again are: How will I take care of the gap; and do I seek more equity elsewhere either by having a partnership business or a private limited company (by including relatives, friends or wealthy individuals). It is however imperative to know what equity capital is. Olokoyo (1998) opined that 'equity capital is the most permanent type of business finance. Once finance is provided for a business in this form, it becomes a permanent part of this business'.

This type of finance is provided only by those who want to participate as owners in the running of the business. It differs from other types of finance, because it is not repayable by the business. When an individual feels he cannot individually finance the take-off of the school establishment or its running, he

could bring an interested wealthy individual who will also partake in the running of the school. He will by implication contribute in both monetary and expertise term to the school. This is known as equity capital. However, when the equity capital as a source of financing, is fully explored and proved abortive or inadequate to bridge the financing gap, then you can start thinking of how to obtain external funds generally known as loan or debt capital.

2.8.1 Debt Financing

According to Buskirk, et al (1990) (Debt financing simply means borrowing money from external source with the agreement to pay back sometimes with interest, to finance a business. It can take a variety of forms but may be classified into two. These are debt financing without cost which can be realized through the cooperation of the suppliers, manufacturers or customers by granting you "trade bill' or paying you even before services are rendered. In this case, you use school money to finance the school without having to borrow with or without interest to run the school. This is however applicable to a going-concern business, and not the one that is just planning to take-off.

The other type is debt financing with costs, which implies that the beneficiary is expected to pay the cost of attracting that sum of money after an agreed period of time. In other words, raising fund here cost additional money known as interest. A school proprietor who wishes to explore this form of debt financing should be prepared to pay extra cost on money borrowed. Though this

form of finance is expensive, it is, however, good for a beginner who does not have enough money to start his school business. Other funds in this category of debt financing with cost as identified by Olokoyo (1999) include Bank Overdraft, Factoring, Personal Loans, Hire purchase, Leasing, Mortgage finance, depreciation, Insurance policy, and the likes. These means of financing can be categorized into short and long-term sources.

2.8.2Short-Term Sources

A short-term source denotes those sources of finance, which a school proprietor could explore especially to run the school. As the name implies, it is only for a short period of time and thus, the amount involved are only enough to run a business and not to start off such business. (Welsh, J.A.; While, J.S. 1976). Examples of such source are:

a. Bank draft

This refers to a bank-granted permission or facility to a firm or any of its customers to overdraw its or his account unto an agreed limit. It is a relatively cheap method of finance since interest is paid only on the effectively used part of the facility. For example, if a school has an overdraft facility of N10,000 and wants to withdraw money to the tune of N7,000, interest will only be paid on the N7000 instead of the total amount of N10,000. Overdraft is a privilege and not a right, hence the

facility can be ‘called in’ by the bank given a very short notice. Despite this, it still remains the commonest and popular type of short-term loans a proprietor could explore to run the school.

b. **Hire Purchase**:

A hire purchase arrangement is one under which a trader or a finance house transfers possession and right to use a plant, motor vehicle or any hired good/assets to a hirer after the recipient of such cash deposit and the hirer’s signed agreement to repay the balance of the cost of the hired goods in pre-arranged installments. The trader or financial house retains the legal right/ownership of goods until the last of the agreed installments is paid. Thus, it implies that such an asset cannot be used as collateral or support for borrowing from other sources.

In spite of the conditions attached to this source of finance, tt remains a good way of acquiring properties for the school. The act of buying now and paying instalmentally is not really new in business circle as only very few enterprises can acquire all they need cash down. Among properties that can be bought on hire purchase into the school are tables and chairs for the teachers, office cabinets and school van for transport purposes.

c. Leasing:

Anderson (1977) defines a leasing as a contract between the leassor – the financier, and the leasee (the hirer) for hire of a specific asset selected from a manufacturer or vendor of such asset by the leasee. The leasor retains ownership of the asset. The leasee has possession and uses of the asset on payment of specified rental over a period. Unlike in the case of hire purchase no deposits are required and this is an important advantage for a firm or a school that needs funds for current operations. Example of properties that could be acquired by school on leases are land, on which temporary or make-shift batcher could be made, building and school van.

2.8.3 Long-Term Finance

Welsh, et al (1976) define long-term finance as a financial facility available to enterprise for a long period. This is another source of finance, which a school or its proprietor could explore to finance school operation. It is a long-term source of finance because fund derived through this source could be repaid after a long period of time of one to five or more years duration as the case may be. In long-term finance, amount involved is usually large enough to start or to run a business, including school establishment. Prominent among these types of finance are:

a. Mortgage Finance

This refers to funds provided on the security of fixed assets (Anderson, 1977). In other words, the funds are given to borrowers in

exchange for the transfer of the ownership (but not possession) to their fixed assets. Mortgage finance is similar to a secured term loan. One of the major differences that exist between the two is in the period of the loan, which is usually longer (5- 15 or more years) in the case of mortgage finance. This source enables a business organization to derive additional benefits from its fixed assets. Apart from using equipment/plant/factory premises for production of goods or services, as it is the case of school, these assets can be mortgaged to a lender of funds who would provide required cash for the purchase of additional production or trading facilities by the firm.

Mortgaging, as source of finance, is a viable means of financing school establishment. The existence of mortgage able assets for a school proprietor is a plus for him or her to acquire loan from a lender for a long period while still using the asset to continue running his or her business. In other words, a school proprietor could mortgage any of its landed or fixed assets or properties, if he has any, to acquire more funds to start or run the school.

b. **Equity Capital**:

Redmond (1979) confirms this as another source of long-term finance for business ventures. It is the most permanent type of business finance. Once finance is provided for a business, it becomes a permanent part of the business. This type of finance is thus, provided only by those who

want to participate as owners in the running of business. Two people could team-up together to start or to run a school if the capital outlay is too heavy for one person to bear. However, inspite of the advantages accrue from this sort of partnership induced by the need for funds to run the school, decision making on day-to-day running of the school has to be jointly taken (Olokoyo, 1995).

c. Depreciation

This is not a spent expenditure, but a way by which a business firm values the part of an asset assumed to have been used for a period (usually after a year) and this sum is set aside each year for which it is considered for effective use (Stern, 1991). Methods of depreciation to use, however, do vary from organization to organization or from assets to assets. The essence of depreciation is to save money for future replacement of the concerned asset when it is out of use. Hence, one saves today in the name of particular asset to provide for future needs of the same asset. This source of financing works well for a school that has taken-off rather than the one that is yet to start operation. It is always good to save for a raining day in the school. A particular percentage of the school proceeds could be set aside for this, no matter how small it may be on a termly basis. Other properties that the school may place on depreciation account are school bus, buildings and

furniture. Money saved on these items could be used in future either for refurbishing or replacement.

d. **Insurance Policy**

Insurance policy, according to Hornby (1984) is "an undertaking by a company, society or the state, to provide safeguard against loss, provision against sickness, death etc, in return for regular payments" In other words, to insure means to make a contract that promises to pay, secure payment of, a sum of money in case of accident, damage, loss, injury or death of the insured. Insurance business in Nigeria, as contained in the Insurance Act of 1976 is divided into two main classes namely Life Insurance and Non Life Insurance. One may have a life policy for several years, which can be surrendered, for cash to the insured when the need arises (Anderson, 1977; Olokoyo, 1995). A school proprietor who has kept this policy could explore this source for finance of his business. This should, however, be a last resort, as the policy was not originally meant for that.

2.8.4 Other Sources of Finance

a. **Retained Profit**

Tactzch (1992) sees this as an internal source of financing a business. Retained earnings are the undisputed part of the profits generated by a business after a given period. For a private school wishing to grow but faced with restricted access to external finance, retained profits are the main source of finance. With this source, no real price is paid to acquire the funds, and it can be used to meet, speedily, the urgent financial needs of the school with little or no formalities

observed. This source is, however, possible only for an on-going school and not a new one that is about to take-off (Olokoyo, 1995).

b. Commercial Financial/Money Lenders

Money lenders are firms or individuals with surplus who engage in professional money-lending. Quite a lot of them are not registered, and therefore, operate in complete secrecy and hence do not operate within the laws regulating such business. One terrible thing about this source of fund is that the interest rates charged can be extremely high. Also their method of loan recovery can be very harsh and painful to the borrower if he is unfortunate to default in repayment of the loan principal and/or interest. Nonetheless, this source can be faster than getting a loan from commercial banks since the lenders often rely more on the personal knowledge of clients, and require softer formalities. A school proprietor could also explore this source for financial assistance if confident of repayment (Olokoyo, 1995; Redmond, 1979).

c. **Esusu:**

According to Olokoyo (1995), Esusu, Ajo, Susu, Isusu, Aturugba, Adachi, etc are the different names given in Nigeria to the arrangement under which people contribute money at periodic intervals and distribute among themselves in agreed succession. The number of people jointly contributing in equal or in unequal sums differs from group to group. Usually, the people involved are at least acquaintances or workmates. Generally, Esusu is basically a method of saving, but because it has always been useful in the finance of business by

individuals in Nigeria, it is worth mentioning here. Many Nigerians have either started their business or embark on expansion relying on collections from this source of fund. Most often, the individuals who constitute this arrangement operate under the name credit/thrift/cooperative union. This avenue can also be explored by a proprietor either as participant or client or as both, to finance the school's daily operation.

2.9 EMPIRICAL STUDIES:

The Federal Government of Nigeria in collaboration with UNICEF published a finding in a report tagged "National Report" in 1993 where Yoloye (1993) opined "the hope for achievement of education for all in Nigeria by the year 2000AD may come from increased contribution in the non-governmental sectors". This statement is borne out of the fact that government cannot on its own adequately finance education, a reality government itself had admitted in its policy and several other public occasions. The cost of giving every single Nigeria education, according to Adesina (1984:93) is becoming increasingly high. As a result most schools are faced with the problems of manpower, lack of necessary equipment, demoralized staff, etc as attested to by Yahaya (1989). Though this statement was made in 1989, the situation has not changed substantially in the 21st century.

Adeyanju (1979) carried out a research on Factors that influenced parental demand for fee-paying schools in Zaria and came out with the finding that there

was general belief among parents that the organization and learning climate as well as the academic standard of private fee-paying schools were better than those of government, coupled with the high academic achievement of these schools.

Odutola (1981) also gave reasons why private individual should come into ownership of schools in Nigeria in a study he conducted on "Public Perception of Private/Public schools in Kwara State. Response to one of the questions asked , he assured that, the private school offers better quality education than public schools. Perhaps a more relevant and revealing in that study is the finding by Lawal (1983) in his study on Organization and Administration of selected UPE and some private fee-paying primary schools in Zaria Local Government area of Kaduna state. The study revealed that the private fee-paying schools do not have as much financial problems for payment of teachers' salaries and allowances and for equipping the school, as is the case with UPE schools; among other findings. This very finding brings into focus the question of where the private schools get their fund.

Private school is owned and funded by an individual or group of individuals depending on its status. The only source of finance for this type of venture is through the school fees charged. Oriudu (2004) said "it should be born in mind from the on set that the school cannot operate successfully without money. There should therefore, not be any compromise on prompt payments of fees". School's budgeting and financing are always made meaningless because of irregular payment and outright failure to pay. It is on record that most private schools operate from hand to mouth and always in deficit with backlog of unpaid fees. In

most cases, this affects prompt payment of staff salaries. The situation could be worse for schools that cannot keep appointment with their landlords as at when due. This situation is very bad for private school operation and it is brought about by parents who would not pay fees as at when due because of one reason or the other.

Parents have options for the education of their ward. They can either go for public school where little or nothing is paid for education or go for private school of their choice where fees are charged and can also put in some words on how the education of their ward is progressing. It is on record that even the private schools have categories in term of fees payment. There are the very expensive, averagely expensive and the not too expensive ones. It is believed that parents are aware of these facts before settling for their choice. Once the choice is made, the excuse of lack of money to pay fees becomes untenable. Infact, most proprietors see this action as deliberate wickedness. This is not supposed to be, as both parties ought to be partners in progress. If a parent could pay for food, hospital bills without depending on government to do so, he should be able to pay for education, because an educated person can be a catalyst for the provision of all these.

Emphasizing on the importance of private institution in Nigeria, Prof. Okojie, the NUC Secretary predicted that "the future of Nigeria's educational greatness rests in private universities". This view was also shared by the Governors of Niger state, Dr. Muazu Babangida Aliyu and that of Ogun State, Otunba Gbenga Daniel who both believed that " private universities stood at a

better position if equipped with modern facilities". Governor Gbenga Daniel specifically added, "private universities remained the ultimate answer to our problems in education".

In spite of private schools' ability to ensure standard in educational output, provide more access to educational facilities, and ensure a more stable educational programmes, event in the recent times have shown that a lot of inadequacies are been revealed. This has earned them incessant harassment and sometimes outright closure. Ugbor (1998) for instance reported that "Borno closed down 87 private schools. He quoted the permanent secretary in the State Ministry of Education as saying 'apart from operating illegally, some of the private schools were sub-standard'. Other complaints he gave for this outburst include 'the use of wrong methods of teaching and offering tertiary institution courses without accreditation from the National Universities Commission or the National Board for Technical Education' He concluded by saying that 'out of the 146 private schools in the state more than half were not known to the state government'.

Similarly, Tambai (1998) when giving reasons for the fall in education standard in Kaduna State opined that 'proliferation of private schools in Kaduna is the bane of fallen standard of education in the State'. She therefore suggested that 'stringent measures be put in place to force mushroom schools to brace-up to the challenges of qualitative education' The desires for qualitative education is the justification of private existence. If there is however no difference between the quality of instructions and facility provision between private and that of public

schools, private school proprietors could well be described as opportunists who are only interested in the financial gains that accrue from the school rather than the services involved. Perhaps, it is along this line that Ali (1998) reasoned when he said 'the government would withdraw certificates of private schools that fail to meet educational aspiration of the government'.

The government and its agencies hardly spear private schools that do not meet its required standard even though most of their own schools cannot boast of half of what these private schools have. The New Nigeria Newspaper reported the Federal Capital Territory Minister as warning that "henceforth owners of any substandard private schools in the federal capital territory would be arrested and prosecuted accordingly' and just below this statement is another caption " FCTA to establish Education Trust Fund". This is the situation of education in this country. The government has several ways of generating fund to run its schools and yet things are not properly placed while the private schools has just the school fees and few other sources to run its school and yet what the government does is to dangle the stick always. Adenipekun (2005:14) said 'common to all these sub-standard private schools is the hiring of unqualified and barely educated teachers'. While the minimum teacher qualification as prescribed by the National Policy on Education is the National Certificate of Education, many school certificate holders teach in Nursery and primary schools. Although there are thousands of NCE holders roaming the streets in their neighborhood, school owners prefer to hire unqualified teachers whom they pay pittance'

Another most recent development between school owners and government is the case of government levy on private schools in Nigeria. Most private schools in Nigeria are groaning under the levy. The case is so pathetic that one is compelled to question the rationale behind it. In some states, private schools are made to pay annual dues, tenement rate, signboard fees and others to the Local Government and at the same time pay renewal dues to the state ministry of education. Recently, Ayodeji (2011) reported of 'why school proprietors dragged the government to court in Ondo state" in a National daily. He said "the union had filed a suit against the state government before an Akure High Court over the introduction of up to 23 other charges under different headings. The state government had increased the renewal fees for private schools owners from N20, 000 to N120,000 annually". If this and similar cases of taxation should stand, a simple business mathematics would show that the consumer will eventually bear the brunt of such levies.

However, if the fact must be told, quite a lot of Nigerians who prefer private schools could not do so because of high school fees charged. This, to a large extend threatens accessibility to sound and qualitative education. In an investigation conducted by Olugbile, et al (2009) they discovered that "in spite of the epileptic academic calendars of Nigerian public schools, and belief that their graduates lack adequate skills, Nigerians still prefer government owned schools. What will make an individual prefer low quality to a higher one if not poverty?

The simple fact to this is that these Nigerians cannot afford the fees charged by the Private schools. In another study, Solomon, et al (2010) reported that:

> "The FCT administration has started shutting down some of these schools, even as some parents plead that the fees should also be looked into so that some schools do not just take things into their hands by deciding to increase school fees outrageously"

In an interview conducted with a parent, Chief Eze Amunike, a top businessman, who has four of his children in one of the top private secondary schools in Abuja, said:

> "most of the well-equipped private schools that parade qualified teaching staff charge fees that are far above what is affordable by the ordinary Nigerian, but for people who can afford it, I think some are worth it"

This man further gave high marks to the facilities and quality of teaching at the boarding school his children attendSS, adding that not more than four students shared a room with toilet and bathroom. Students eat as much as they want as they are usually allowed to serve themselves at meal times"

Commenting on the need for moderation in the fees charged by private schools, the National University Commission Secretary, affirmed "quality education could not be expected to be cheap but appealed to private universities in the country to make their fees reasonable". This is the key word, 'reasonability' coupled with affordability. This needs to be considered if accessibility which gives room to enrollment is to improve.

Finally, it is interesting to report an investigation made by Akeem (2004:4) where he discovered a new dimension to the issue of private school patronage in the area of Lagos, Nigeria. Table 2.2 gives a vivid picture of how locations can affect the fees paid by individual in private schools in Nigeria. He gave the following breakdown of fees paid in two different types of suburb in Lagos to justify his conclusions:

Table 2.2 Average school fees paid per term

AREA	NURSERY/PRIMARY SCHOOL	SECONDARY SCHOOL
Iyana Ipaja, Agege, Ikotun, Ketu, etc area of Lagos	Between N10,000 and N26,000	Between N15,000 and N40,000
Ikeja, Magodo, Victoria Island, Ikoyi, etc area of lagos	Between N30,000 and N300,000	Between N80,000 and N400,000

A look at table 2.2 shows that for Nursery and primary schoos, those living at Iyana Ipaja, Agege, Ikotun, ketu, et area of Lagos, which is a relatively low income suburb, pays between N10,000 and N26,000 Naira termly, while private schools located around Ikeja, Victoria Island and Ikoyi which are areas occupied by high income earners pay between N30,000 and N300,000 Naira per term for their children. For private secondary schools, however, those who live around the low income area of Iyana Ipaja, ketu, etc pay between N15,000 to N40,0000 Naira termly while those who live in Victoria Island, Ikoyi, which are high income earner environments pay between N80,000 and N400,000 Naira per term. He

concluded from this investigation that the type opf school your child attends says a lot about your class.

2.10: SUMMARY:

The issue of funding and management, particularly in educational institutions in general and at secondary school level in particular is one that cannot be pushed aside because as Edem (1995) opined, the noble objectives of education may become unattainable if not properly funded. This is why this chapter of this research work has attempted to give more meanings to the study by looking ineptly some concepts, which carry the day in the topic. More light has been thrown into what is meant by management, private secondary school, funding and other related concepts.

Moreover, critical areas in the management of private secondary schools were looked into. These include the impact of funding on the enrolment of students in private secondary schools, teachers' welfare, development and general conditions of services, educational facilities, planning of educational programmes and extra-curricular activities, effective communication in the school system, as well as provision of security in the school.. The roles and contribution of parents, Non-Governmental Organizations and Government were among issues that were discussed in the review.

The review further highlighted the historic background of secondary education in Nigeria vis-à-vis its goals and objectives to national development.

The involvement of private individuals since the days of the colonial government up till the period of indiginisation policy and subsequent invitation of private individual to the running of education were also discussed in this chapter to give a background to the study.

This review of related literature also gave an hypothetical format of how a school budget and budgeting should look like for the benefit of practising and would-be school proprietors. This is in addition to given information on other sources of fund to small and big business enterprise of which secondary school establishment is one.

Finally, the literature review looked briefly at some empirical studies based on observations and experiments done by other researchers which not only establish the relevance of private school in today's educational system but also that enrollment in private school could be more when the fees charged are moderate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1Introduction

The purpose of this chapter is to discuss the methods and procedure through which the research on 'Impact of funding on the management of private schools In Nigeria" was conducted. The chapter is organized under the following sub-headings: Research Design, population, sample and sampling procedures, instrument for data collection, validation, administration of research instrument and methods of Data analysis.

3.2Research Design:

The focus of this research is on the impact of funding on the management of private secondary schools in Nigeria. Since the study is targeted at private secondary schools in Nigeria, the **survey method** was used in conducting the research work. This method was most appropriate because the object of study is a group with common characteristics that have respondents scattered in different parts of the population. Moreover, Aina and Ajiferuka (2002:16) believe that results from this method are obtained in a fairly short period with relatively low cost in gathering the needed data.

3.3 Population

The population of the private secondary schools in each selected states as revealed by the States Ministry of Education and their websites by the time of this

investigation are given as follows: Akwa Ibom, 125; Anambra, 127; Adamawa, 133; Bornu, 195; Kwara, 195; Enugu, 280; Delta, 205; FCT, 175; kaduna, 270; Kano, 125; Kogi, 198; Ogun, 128; and Oyo, 200. This gave a total population of 2,561 private secondary schools used for this study The table for population are contained in table 3.4.

3.4 Sample and Sampling Technique:

The sample for this study is 235 private secondary schools, which are randomly selected from each geo-political zones of the country. Two states were selected from each geo-political zones using 30% recommendation of Roscoe in Maicibi (2000) which gave the study a total of 13 states including the Federal Capital Territory. The total number of private secondary schools from these states were determined and 10 percent of the population of private secondary schools was selected in line with recommendation made by EJIFUGHA(1998) which states that if the population of a study is as large as 2000 and covers a large clusters of location, 10% of such population could be used. Therefore, since the population of this study is 2,561 private secondary schools, the reseacher decided to use 235 as sample. From each state, five respondents were selected. They include the proprietors, principals, teachers, parents, and one official of the ministry of education. Therefore, four respondents from each school multiplied by the total number of sampled schools, which equals to 944 respondents from all the

schools. This is added to 13 officials of the ministry of education.This gives a grand total of 957 respondents. Table 3.1 – 3.4 give the details.

Table 3.1:Nigeria's geo-politcal zonal distribution

S/no.	Geo-political zones	No. of states	States in each zone
1.	South-South	6	Cross-River, Rivers, Edo, Bayelsa, Delta, and Akwa-Ibom.
2.	South-West	6	Oyo, Ogun, Osun, Ondo, Ekiti, and Lagos.
3.	South-East	5	Imo, Anambra, Ebonyi, Enugu, Abia.
4	North East	6	Adamawa, Bauch, Borno, Gombe, Taraba, and Yobe.
5.	North West	7	Jigawa, Kaduna, Katsina, Kano, Kebbi, Sokoto, Zamfara.
6.	North Central	6	Benue, Plataeu, Nasarawa, Niger, Kogi, and Kwara.
7.	Federal Capital Territory (FCT)		Abuja

Table 3.2 Geo-polical zones/FCT, states and sampled states

S/NO	GEO-POLITICAL ZONES	STATES	SAMPLED STATES
1.	South-South	Cross-River, Rivers, Edo, Bayelsa, Delta, Akwa Ibom	Akwa-Ibom, Delta
2.	South-West	Oyo, Ogun, Osun, Ondo, Ekiti, Lagos	Oyo, Ogun
3.	South East	Imo, Anambra, Ebonyi, Enugu, Abia	Abia, Anambra
4.	North East	Adamawa, Bauchi, Borno, Gombe, Taraba Yobe	Adamawa, Borno
5.	North West	Jigawa, Kaduna, Katsina, Kano, Kebbi, Sokoto, Zamfara	Kaduna, Kano
6.	North Central	Benue, Plataeu, Nasarawa, Niger, Kogi, Kwara	Kwara, Kogi
7.	FCT	Federal Capital Territory	Abuja

Source: Researcher

Table 3.3 Sampled states with number of private secondary schools and samples

ZONES	SAMPLED STATES	APPROX. NO. OF RECOG. PRIVATE SEC. SCHOOLS	SAMPLES
South-South	Akwa Ibom Delta	125 220	13 22
South West	Oyo Ogun	210 128	21 13
South East	Anambra Abia	127 280	13 28
North West	Kaduna Kano	290 125	29 13
North East	Borno Adamawa	120 133	12 13
Noth Centra	Kwara Kogi	195 198	20 20
Federal Capital Teritory	Abuja	175	18
	TOTAL	2561	235

Table 3.4: Selected states/approximate number of Private Secondary Schools/sample from each state(10%), number of instrument per state and ministry official

SAMPLED STATES	APPROX. POPU OF PRIVATE SEC. SCHL.	10% SAMPLES FROM EACH STATE	TOTAL INSTRUMENT PRODUCED PER STATES X 4 RESPONDENTS	TOTAL MINISTRY OFFICIALS
Akwa Ibom	125	13	52	1
Delta	220	22	89	1
Oyo	210	21	85	1
Ogun	128	13	52	1
Anambra	127	13	52	1
Abia	280	28	112	1
Kaduna	290	29	118	1
Kano	125	13	52	1
Benue	120	12	48	1
Adamawa	133	13	52	1
Kwara	195	20	80	1
Kogi	198	20	90	1
Abuja	175	18	72	1
13	2561	235	944	13

3.5 Instrumentation:

Questionnaire was the instrument used for collecting data for this study. This is a technique commonly used to collect data from a large and dispersed group of respondents. Afolabi (1993) opined that questionnaire reveals what a person knows, likes, or dislikes (value and preference), thinks (attitude and beliefs) and the experiences and personal data about a person (biography). Besides, questionnaire is adjudged to be the simplest and in many ways, the best procedure of measuring views and opinions. Also, it is the only instrument

capable of eliciting information from respondents with utmost confidentiality and secrecy, which most item require before giving out information. The instrument was made up of 1 section which contains questions aimed at addressing the issues raised for the research questions. Also, Likert scale was used to gather responses from the respondents. This is to know the degree of agreement or otherwise of the respondents in each of the item. The structure of the Liket scale and points allocated to them are:

Strongly Agree (SA)	-	5 points
Agree (A)	-	4 points
Undecided (UD)	-	3 points
Disagree (D)	-	2 points
Strongly Disagree (SD)	-	1 point

3.6 Validity of instrument

The instrument for this study was given to specialists in Educational Administration and planning and statistics to vet in order to determine its content and construct validity, inline with Kerlinger (1979) assertions.

3.7 The pilot study

The pilot study was conducted to ascertain the reliability of the instrument. This was done using five private secondary school proprietors, five principals and two parents of each school. At the end, the researcher collected the

questionnaire and made amendment to them where necessary. The reliability coefficient of the instrument was statistically calculated and the result of 0.865 was obtained, which indicates that the instrument is reliable and valid

3.8 Reliability of Instrument:

Reliability test on the instrument becomes necessary because according to Afolabi (1993) and Olayiwola (2007), it ascertains the degree of consistency of an instrument to measure what it intends to measure. With the validation of the instrument of this study by experts in the field of Educational Administration and Planning and the result of the Pilot study which was put at 0.865, the reliability of this instrument is reliable.

3.9 Administration of questionnaire

A total of 957 copies of questionnaire were used for the study. They targeted the proprietors, principals, teachers, parents and officials of the ministry of education in the sampled states. The researcher employed of research assistants in the data gathering process. Thus, all the sampled schools were reached and copies of questionnaire were personally administered. Due to the tight schedules of most proprietors, the researcher spent several weeks in most of the states to collect copies of the questionnaire.

3.10 Method of Data Analysis

Research questions used for this study were answered using descriptive statistics involving frequency counts, percentages, means and standard deviation, while hypotheses were tested using the analysis of variance procedure because of the multiple levels of the independent variable. Moreover, the data met the requirement for parametric procedure since the measurement was done on interval scale. All the hypotheses were tested at the 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The procedures and instrument that were used in the collection of the data for this study have been discussed in Chapter 3. In this Chapter, the researcher presents the statistical analyses and interpretations of the results of the data collected from the questionnaire administered to the stakeholders the opinions of stakeholders on the impact of funding on the management of private secondary schools in Nigeria. In the first part of the chapter, the demographic characteristics of the respective schools where the stakeholders were selected are analyzed in frequencies and percentages. Subsequent sections are analyzed in means and standard deviations along the study's objectives and research questions. The hypotheses of the study were tested in a separate section with a general discussion of the findings from the analysis of the data.

4.1 .1 Opinions of Respondents on the Impact of Funding on the Management of Private Secondary schools in Nigeria

Introduction

In this section the responses of all respondents in respect of Impact of funding on the management of private secondary schools in Nigeria were collected. The areas involved are: Impact of funding on students enrolment, impact of funding on teachers' condition of services, impact of funding

contributions by NGOs, parents, and government on the management of private secondary schools ,and impact of funding on students' welfare in private secondary schools among others.

The first objective of this study determine the impact of school fees charged on enrolment of students in private secondary schools in Nigeria. The research question formulated to guide this investigation is ask, what impact does the school fees charged have on the enrolment of students in private secondary schools? To provide answer to this question and address the objective, items in the questionnaire on which the stakeholders expressed their opinions were scored using means, frequencies and percentages on the five point scale. Table 4.1.1 presents scores of the stakeholders on the suggested items used for the determination of the impact of funding on the students' enrolment. The aggregate mean score for each of the group of stakeholders was used on a comparative basis to determine their opinion on the variable (impact of funding on student' enrolment).

Introduction:

Table 4.1.1 highlighted the opinions of stakeholders on impact of funding on students' enrolment into Private Secondary Schools in Nigeria. This is because of the importance of enrolment to the survival of Private Secondary Schools in Nigeria.

Table 4.1.1: Opinions of stakeholders on impact of funding on students' enrolment into private secondary schools

Items Statement	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. Funding is responsible for students' intake in private secondary school	Proprietors	31	14.6	179	84	1	0.5	1	0.5	1	0.5	4.09
	Principals	149	59.8	96	38.6	1	0.4	1	0.4	2	0.8	4.60
	Parents	199	94.8	5	2.4	2	1	1	0.5	3	1.4	4.92
	Teachers	70	28.1	135	54.2	1	0.4	41	16.5	2	0.8	3.94
	Officials	9	69.2	1	7.7	1	7.7	1	7.7	1	7.7	5.00
2. The school fees charged have effect on students' enrolment in private school	Proprietors	10	4.7	197	92.5	1	0.5	4	1.9	1	0.5	3.98
	Principals	142	57	98	39.4	1	0.4	6	2.4	2	0.8	4.53
	Parents	121	57.6	69	32.9	7	3.3	11	5.2	2	1	4.43
	Teachers	49	19.7	190	76.3	7	2.8	2	0.8	1	0.4	4.16
	Officials	9	69.2	1	7.7	1	7.7	1	7.7	1	7.7	5.00
3. The lower the school fees, the higher the students' enrolment	Proprietors	10	4.7	197	92.5	1	0.5	4	1.9	1	0.5	3.98
	Principals	62	24.9	150	60.2	1	0.4	33	13.3	3	1.2	3.96
	Parents	172	81.9	29	13.8	6	2.9	1	0.5	2	1	4.78
	Teachers	128	51.4	109	43.8	9	3.6	2	0.8	1	0.4	4.48
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
4. It is possible to reduce the school fees charged presently to give room for more intakes	Proprietors	10	4.7	13	6.1	20	9.4	169	79.3	1	0.5	2.28
	Principals	4	1.6	85	34.1	93	37.3	64	25.7	3	1.2	3.10
	Parents	76	36.2	32	15.2	98	46.7	2	1	2	1	3.86
	Teachers	2	0.8	92	36.9	114	45.8	39	15.7	2	0.8	3.21
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
5. The fees charged presently are enough to meet the needs of the school	Proprietors	1	0.5	46	21.6	1	0.5	164	77	1	0.5	2.50
	Principals	5	2	2	0.8	4	1.6	193	77.5	45	18.1	1.89
	Parents	69	32.9	7	3.3	89	42.4	37	17.6	8	3.8	3.43
	Teachers	3	1.2	60	24.1	81	32.5	104	41.8	1	0.4	2.84
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00

6. When parents pay to enroll their wards in private school, they are funding the school	Proprietors	43	20.2	167	78.4	1	0.5	1	0.5	1	0.5	4.21
	Principals	138	55.4	84	33.7	6	2.4	4	1.6	17	6.8	4.26
	Parents	30	14.3	160	76.2	16	7.6	1	0.5	3	1.4	4.02
	Teachers	43	17.3	120	48.2	81	32.5	2	0.8	3	1.2	3.81
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
7. Fund provides conducive environment which attracts students' enrollment	Proprietors	8	3.8	199	93.4	4	1.9	1	0.5	1	0.5	3.98
	Principals	175	70.3	69	27.7	1	0.4	2	0.8	2	0.8	4.69
	Parents	43	20.5	162	77.1	2	1	1	0.5	2	1	4.18
	Teachers	101	40.6	126	50.6	2	0.8	13	5.2	7	2.8	4.24
	Officials	9	69.2	1	7.7	1	7.7	1	7.7	1	7.7	5.00
8. Fund provides necessary scientific and computer laboratory which attracts students' enrollment	Proprietors	8	3.8	202	94.8	1	0.5	1	0.5	1	0.5	4.00
	Principals	175	70.3	70	28.1	1	0.4	2	0.8	1	0.4	4.71
	Parents	95	45.2	108	51.4	3	1.4	2	1	2	1	4.42
	Teachers	146	58.6	16	6.4	69	27.7	17	6.8	1	0.4	4.19
	Officials	9	69.2	1	7.7	1	7.7	1	7.7	1	7.7	5.00
9. Fees charged by the school are too high and this scares parent from enrolling their wards	Proprietors	1	0.5	11	5.2	28	13.1	172	80.8	1	0.5	2.19
	Principals	8	3.2	99	39.8	4	1.6	137	55	1	0.4	2.90
	Parents	57	27.1	130	61.9	6	2.9	14	6.7	3	1.4	4.08
	Teachers	124	49.8	23	9.2	5	2	54	21.7	43	17.3	3.53
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
	Proprietors											4.09
	Principals											4.60
	Parents											4.92
	Teachers											3.94
	Officials											5.00

Stakeholders' responses on Item one shows a consensus of opinions where 97.6% of proprietors, 98.4% of principals, 97.2% of parents, 82.3% of teachers and 76.9% of officials of ministry of education agreed that funding is responsible for students' intake in Private Secondary Schools in Nigeria. This is also applicable to item two where 97.7% is for proprietors, 96.4% for principals, 90.5% for parents, 96% for teachers and 76.9% for ministry officials agreed on the item.

On item three, all the respondents' agreed with the fact that the lower the fees charged the higher the enrollment rate. This is attested to by the rate of responses of 97.2% for proprietors, 85.1% for principals, 95.7% for parents, 95.2% for teachers and 76.9% for ministry officials in agreement with the item. This also indicates a consensus among the respondents.

Item 4 shows agreement among the proprietors, principals, teachers and ministry officials that it is not possible to reduce the fees currently charged by the private secondary schools from their responses of 79.8%, 65.2%, 65.9%, 50.7%% and 60.4% respectively. Only the parents, 51.4% agreed that it could be reduced.

On item five, which postulates that the fees charged presently are enough to meet the needs of the school, 77.5% of proprietors, 95.6% of principals, disagreed with this statement, while the parents represented by 42.4% and the ministry officials 69.2%, are undecided with the statement.

Item six suggested that when parents pay fees to enroll their wards in private schools, they are funding the school. A consensus agreement was observed based on their responses of 98.6% for proprietors, 89.1% for principals, 80.5% for parents, 65.5% for teachers and 76.9% for ministry officials.

Item seven postulates that fund provides conducive environment which attracts students' enrollment. To this, 97.2% of proprietors, 98% of principals, 97.6% of parents, 91.2% of teachers and 76.9% of ministry officials agreed with this postulation.

On item eight, which states that fund provides necessary scientific and computer laboratory which attracts students enrolment into private secondary schools, a consensus was also observed with 98.6% of proprietors, 98.4% of principals, 96.6% of parents, 65% of teachers and 76.9% of ministry officials all agreeing with statement.

Item nine postulates that fees charged are two high which scare parents away from enrolling their wards into private secondary schools. Only the parents represented by 89% and the teachers, 81.3% agreed with this postulation. The proprietors, 81.3%, principals, 50.9% did not agreed with the statement while 69.2% ministry officials are undecided.

The construct clearly demonstrated the positivity of funding on students' enrolment into the private secondary schools. As revealed in the table, all stakeholders (proprietors, principals, teachers, parents and the education officials) agreed that funding has significant impact on students' enrolment into the secondary schools. The teachers and the education officials have the highest scores. Though the school proprietors had the least score but their opinion could be approximated to the midpoint of 3.5 on the five point scale which clearly indicated that all the respondents agreed that funding has significant impact on students' enrolment into the private secondary schools in the country. Though funding is imperative to improve facilities for more students' intakes but an inverse relationship between high school fees and students'enrolment was observed among the stakeholders in the table. The lower the school fee, according

to the stakeholders, the higher the number of students' enrolment into the schools. Therefore funding could be said to have significant impact on students' enrolment into private schools in Nigeria.

4.1.2 Opinions of stakeholders on Impact of Funding on Staff conditions of service in private Secondary schools in Nigeria

Introduction

The determination of the impact of funding on the staff's general conditions of services in the private secondary schools is the second objective of this study. The accompanied research question is Research question 2, which ask what impact does funding have on the general conditios of service of staff of private secondary schools? In providing answer to this question, items were given where the stakeholders expressed their opinions. The expressed opinions are scored in means and frequencies with the corresponding percentages in Table 4.1.2 for the respective groups. The mean scores were used for the analysis.

Table 4.1.2: Opinions of Stakeholders on Impact of Funding on staff condition of service in private secondary schools

Items Statement	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. The conditions of service of teachers in my school could be better than what they are now if more funds are made available	Proprietors	51	23.9	152	71.4	9	4.2			1	0.5	4.25
	Principals	152	61	93	37.3	1	0.4	1	0.4	2	0.8	4.60
	Parents	175	83.3	26	12.4	2	1	3	1.4	4	1.9	4.77
	Teachers	211	84.7	34	13.7	1	0.4	1	0.4	2	0.8	4.85
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
2. Funds have impact on general conditions of service of staff in my school	Proprietors	59	27.7	149	70	4	1.9			1	0.5	4.30
	Principals	144	57.8	102	41	1	0.4	1	0.4	1	0.4	4.58
	Parents	177	84.3	20	9.5	8	3.8	2	1	3	1.4	4.77
	Teachers	41	16.5	189	75.9	7	2.8	10	4	2	0.8	4.05
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
3. Govt financial assistance will improve the conditions of service of staff in private schools in Nigeria	Proprietors	59	27.7	149	70	1	0.5			4	1.9	4.29
	Principals	137	55	106	42.6	2	0.8	1	0.4	3	1.2	4.53
	Parents	146	69.5	51	24.3	7	3.3	3	1.4	3	1.4	4.61
	Teachers	178	71.5	53	21.3	14	5.6	2	0.8	2	0.8	4.65
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
4. My school provides leave grant for staff going on leave because it has enough fund	Proprietors	1	0.5	1	0.5	120	56.3			91	42.7	2.55
	Principals	2	0.8	63	25.3	9	3.6	47	18.9	128	51.4	2.03
	Parents	24	11.4	80	38.1	96	45.7	4	1.9	6	2.9	3.51
	Teachers	9	3.6	78	31.3	83	33.3	37	14.9	42	16.9	2.88
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
5. My school provides transport grant for its staff because it has enough fund	Proprietors	1	0.5	1	0.5	43	20.2			168	78.9	2.25
	Principals	2	0.8	58	23.3	5	2	135	54.2	49	19.7	2.30
	Parents	5	2.4	71	33.8	116	55.2	11	5.2	7	3.3	3.23
	Teachers	1	0.4	8	3.2	98	39.4	100	40.2	42	16.9	2.27
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
6. My school provides yearly bonus for its staff because it has enough fund	Proprietors	1	0.5	20	9.4	43	20.2			149	70	2.41
	Principals	2	0.8	8	3.2	56	22.5	119	47.8	64	25.7	1.97
	Parents	3	1.4	72	34.3	116	55.2	10	4.8	9	4.3	3.20
	Teachers	1	0.4	109	43.8	19	7.6	77	30.9	43	17.3	2.78
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
7. My school is responsible for the medical bill of its sick staff because it has enough fund	Proprietors	1	0.5	43	20.2	1	0.5			168	78.9	2.49
	Principals	1	0.4	119	47.8	56	22.5	20	8	53	21.3	3.00
	Parents	2	1	71	33.8	118	56.2	11	5.2	8	3.8	3.20
	Teachers	1	0.4	4	1.6	101	40.6	89	35.7	54	21.7	2.21
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
8. My school provides	Proprietors	1	0.5	1	0.5	1	0.5	202	94.8	8	3.8	1.97

insurance coverage for its staff because it has enough fund	Principals	9	3.6	2	0.8	58	23.3	126	50.6	54	21.7	2.10
	Parents	72	34.3	2	1	116	55.2	11	5.2	9	4.3	3.19
	Teachers	10	4	3	1.2	31	12.4	151	60.6	54	21.7	2.00
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
9. My school pays staff salaries for 12 months of the year because the fees charged can cover expenses	Proprietors	21	9.9	50	23.5	19	8.9			123	57.7	3.07
	Principals	95	38.2	130	52.2	5	2	16	6.4	3	1.2	4.37
	Parents	76	36.2	1	0.5	117	55.7	8	3.8	8	3.8	3.22
	Teachers	22	8.8	72	28.9	73	29.3	78	31.3	4	1.6	3.33
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
10. My school pays staff salary only once in the month when the school is in session because that is what the school can afford	Proprietors	2	0.9	1	0.5	19	8.9	183	85.9	8	3.8	2.05
	Principals	10	4	2	0.8	4	1.6	96	38.6	137	55	1.54
	Parents	92	43.8	3	1.4	102	48.6	5	2.4	8	3.8	3.34
	Teachers	2	0.8	69	27.7	1	0.4	117	47	60	24.1	2.59
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
11. My school provides lunch for its staff during school hour because it has enough fund to do that	Proprietors	9	4.2	1	0.5	2	0.9			201	94.4	2.07
	Principals	4	1.6	1	0.4	6	2.4	102	41	136	54.6	1.49
	Parents	72	34.3	4	1.9	113	53.8	13	6.2	8	3.8	3.22
	Teachers	2	0.8	1	0.4	1	0.4	184	73.9	61	24.5	1.76
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
12. My school provides residential quarters for its staff because it can afford it	Proprietors	1	0.5	1	0.5	1	0.5	183	85.9	27	12.7	1.89
	Principals	4	1.6	7	2.8	20	8	79	31.7	139	55.8	1.61
	Parents	71	33.8	3	1.4	102	48.6	16	7.6	18	8.6	3.08
	Teachers	4	1.6	1	0.4	1	0.4	139	55.8	104	41.8	1.59
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
	Proprietors											2.80
	Principals											2.84
	Parents											3.61
	Teachers											2.91
	Officials											3.25

Of teachers in private school could be better than what they are now if more funds are made available. To this statement, 95.3 proprietors, 83.7% principals, 95.7% parents, 98.4% teachers, and 76.9% of ministry officials agreed to this statement which indicates a consensus among them.

Item two states that funds have impact on general conditions of service of staff in my school. In response to the item, 97.7% proprietors, 98.8% principals, 93.8% parents, 92.4% teachers and 76.9% of ministry officials agreed to this.

On item three which postulates that government financial assistance will improve the conditions of service of staff in private secondary schoos in Nigeria, 97.7% proprietors, 97.6% principals, 93.8% parents, 92.8% teachers and 76.9% ministry officials agreed with this statement.

On whether private schoos provide leave grants for staff going on leave, 56.3 proprietors, 70.3% principals, 75.9% of teachers disagreed with this statement, while 69.2% of the ministry officials and parents were undecided about it. It could be concluded that the issue of payment of leave grant in private schools is not a common phenomenon. This also applies to item number five where 82.2% of the teachers disagreed with the statement that their school provide transport grant for staff.

On item 6, which states that private schools provide yearly bonus for staff, allof teachers, principals and proprietors, represented by 48.2%, 73,5%, 70.0% resperctively did not agree with statement. Majority officials of the ministry of education, represented by 69.2% and of parents did not decide. In response to item 7, almost similar opinions were revealed by respondents.

On item 8, which states that private schools provide insurance coverage for staff, 98.6% proprietors 72.3% principals and 82.3% teachers disagreed with this statement, while parents and ministry officials did not decide. Same applied to

item 9 where 57.7% proprietors disagreed with statement, 90.4% principals agreed with it. However, 55.7% parents, 69.2% ministry officials and teachers did not decide.

Item 10 ask if private schools pay staff salary only once in the month when they are in session, proprietors, represented by 89.7%, 93.6% principals and 71.1% teachers disagreed with the statement while parents and ministry officials did not decide.

On item 11, which states that private schools provide lunch for staff during school hours, 94.4% of proprietors, 95.6% principals, and 98.4% teachers disagreed, while parents and ministry officials were undecided. The same applied to item 12, which says private schools provide residential quarters for staff. In response to that 98.6% proprietors, 87.5% principals and 97.6% teachers disagreed with this, while 69.2% ministry officials and parents did not decide.

From the opinions of respondents, funding of private secondary schools in Nigeria did not really have much impact on the staff conditions of service. This is because the opinion of the schools' proprietors, the principals, parents and the education officials as evident in table 4.1.2. But the teachers had a divergent opinion in the sense that they were the only group among the stakeholders who felt that funding could have positive impact on the staff 's general conditions of service in the schools. Part of this development borders on the items like the provision of leave grant for staff going on leave, transport grant, yearly bonus for staff, responsibility for medical bills, provision of life insurance coverage,

residential quarters which in most cases private schools do not provide. These are the major areas where divergent opinions were observed between the stakeholders as obtained in their responses and mean scores in the table. Therefore, improved funding could not be said to improve or impact significantly on the general conditions of staff of private secondary schools in Nigeria.

4.1.3: Opinions of Stakeholders on Impact of Contributions of Parents, NGOs and Government on the management of private Secondary schools in Nigeria

Introduction

The third objective of the study aims to establish the impact of private secondary school funding by parents, individuals, NGO's and Government on the management of the schools. This objective was investigated where question on the impact of parents, individuals, NGOs and government financial contributions on the management of private secondary schools was asked. Responses of stakeholders on the impact of such contributions, on the management of private schools are scored in frequencies and percentages with the respective means on each of the items in Table 4.2.3.

Table 4.1.3: Opinion of stakeholders on Impact of funding contribution by parents, NGO and government on the management of private secondary schools

Item Statement	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. NGOs do make financial contribution to my school	Proprietors	1	0.5	1	0.5	1	0.5	194	91.1	16	7.5	1.93
	Principals	2	0.8	35	14.1	6	2.4	70	28.1	136	54.6	1.77
	Parents	2	1	14	6.7	168	80	14	6.7	12	5.7	2.86
	Teachers	1	0.4	48	19.3	1	0.4	79	31.7	120	48.2	1.9
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3
2. State government participates in the day to day management of private secondary schools in Nigeria	Proprietors	43	20.2	1	0.5	9	4.2	144	67.6	16	7.5	2.7
	Principals	1	0.4	107	43	6	2.4	41	16.5	94	37.8	2.49
	Parents	2	1	22	10.5	148	70.5	32	15.2	6	2.9	2.9
	Teachers	1	0.4	56	22.5	10	4	97	39	85	34.1	2.14
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4
3. State goverment provides money to manage private schoos	Proprietors	1	0.5	4	1.9	1	0.5	165	77.5	42	19.7	1.85
	Principals	3	1.2	6	2.4	50	20.1	94	37.8	96	38.6	1.87
	Parents	2	1	19	9	149	71	29	13.8	11	5.2	2.82
	Teachers	7	2.8	14	5.6	7	2.8	70	28.1	151	60.6	1.58
	Officials	1	7.7	1	7.7	1	7.7	9	69.2	1	7.7	2
4. Stakeholders provide other assistance such as instructional materials to private secondary schools	Proprietors	20	9.4	9	4.2	1	0.5	165	77.5	18	8.5	2.23
	Principals	34	13.7	63	25.3	20	8	53	21.3	79	31.7	2.61
	Parents	2	1	149	71	38	18.1	11	5.2	10	4.8	3.55
	Teachers	8	3.2	41	16.5	69	27.7	90	36.1	41	16.5	2.53
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4
5. There are other levies such as games fees, excursion fees, exams, fees paid by parents in private schools	Proprietors	80	37.6	131	61.5	1	0.5			1	0.5	4.4
	Principals	90	36.1	154	61.8	1	0.4	2	0.8	2	0.8	4.35
	Parents	5	2.4	193	91.9	3	1.4	1	0.5	8	3.8	3.88
	Teachers	89	35.7	154	61.8	2	0.8	2	0.8	2	0.8	4.33
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4
6. Parents donations to private schools are necessary to keep the m moving in terms of staff's and students welfare	Proprietors	19	8.9	70	32.9	1	0.5			123	57.7	2.95
	Principals	134	53.8	100	40.2	1	0.4	6	2.4	8	3.2	4.42
	Parents	5	2.4	190	90.5	2	1	10	4.8	3	1.4	3.88
	Teachers	89	35.7	156	62.7	1	0.4	1	0.4	2	0.8	4.34
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4
7. NGOs financial donations will alleviate problems of private secondary schools in terms of teaching and learning process	Proprietors	43	20.2	168	78.9	1	0.5			1	0.5	4.25
	Principals	132	53	76	30.5	1	0.4	39	15.7	1	0.4	4.21
	Parents	5	2.4	191	91	2	1	9	4.3	3	1.4	3.89
	Teachers	87	34.9	158	63.5	1	0.4	1	0.4	2	0.8	4.33
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4

8. State government financial assistance will help stabilize the fixing of school fees in private secondary schools	Proprietors	51	23.9	38	17.8	4	1.9			120	56.3	3.17
	Principals	144	57.8	97	39	1	0.4	6	2.4	1	0.4	4.54
	Parents	5	2.4	199	94.8	2	1	1	0.5	3	1.4	3.98
	Teachers	113	45.4	127	51	1	0.4	6	2.4	2	0.8	4.4
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4
9. Financial contribution of parents and NGOs will improve the management system in private secondary school	Proprietors	54	25.4	157	73.7	1	0.5			1	0.5	4.29
	Principals	137	55	102	41	1	0.4	8	3.2	1	0.4	4.5
	Parents	11	5.2	194	92.4	2	1	1	0.5	2	1	4.02
	Teachers	184	73.9	46	18.5	7	2.8	10	4	2	0.8	4.63
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4
10. NGOs parents and government should provide infrastructural assistance alone to private secondary school	Proprietors	43	20.2	10	4.7	104	48.8			56	26.3	3.3
	Principals	6	2.4	104	41.8	82	32.9	54	21.7	3	1.2	4.17
	Parents	9	4.3	179	85.2	17	8.1	2	1	3	1.4	3.24
	Teachers	191	76.7	15	6	34	13.7	7	2.8	2	0.8	2.69
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	3.91
												3.11
												3.40
												3.57
												3.48
												3.70

Item one in table 4.1.3 states that NGOs do make financial contribution to my school. In response to the statement, 98.6% of proprietors, 82.7% of principals, and 79.9% of teachers disagreed while 80% of parents and 69.2% of ministry officials did decide.

Item two states that government participates in day to day management of private secondary schools in Nigeria. In response to this, 74.9% of proprietors, 54.3% of principals, and 73.1% of teachers disagreed while 70.5% of parents were undecided and 76.9% ministry officials responded in the affirmative.

On item three which ask if state government provides fund to private schools, 97.2% of proprietors, 76.4% of principals, 88.7% of teachers and 76.9%

of ministry officials disagreed with his assertion while 71% of parents were undecided.

Item four states that stakeholders provide other assistance such as instructional materials to private schools. In response to the statement, 86% of proprietors, 53% of principals and 52% of teachers disagreed, while 92% of parents and 76.9% of ministry officials agreed with the statement.

On item 5, which tried to find out the existence of other levies charged by private secondary schools, 99.1% of proprietors, 97.9% of principals, 94.3% of parents and 76.9% of ministry officials agreed with statement.

Item six ask if parents' donations to private secondary schools which are necessary to keep them moving. A percentage of 94 principals, 92.9 parents, 98.4 teachers and 76.9 ministry officials agreed with the statement while 57.7% of proprietors disagreed with this assertion.

Item seven states on whether NGOs financial donation will alleviate problems of private secondary schools in terms of teaching and learning process. A total of 99.1% proprietors, 83.5% principals, 93.4% parents, 98.4% teachers and 76.9% ministry officials agreed with the statement.

On item eight which states that state government financial assistance will help stabilize the fixing of school fees by private secondary schools. A total of 56.3% the proprietors disagreed with the statement, while 96.8% of principals, 96% of parents, 96.4% of teachers and 76.9% of ministry officials agreed with the assertion.

Item 9 state that financial contribution of parents and NGOs will improve the management system in Private secondary schools. In response to the statement, 99.1% proprietors, 96% principals, 97.6% parents, 92.4% teachers and 76.9% ministry officials agreed. This shows a consensors opinions.

Item ten ask if NGOs, parents and government should provide infrastructural assistance alone to private secondary schools. In response to this, 48.8% of the proprietors did not decide, while 44.2% of principals, 89.5% of parents, 82.7% of teachers and 86.9% of ministry officials agreed with the statement.

Though the stakeholders seemed to agree on most of the items in table 4.1.3, but on the aggregate, there was no general consensus among them. There was a different in opinions as indicated by the aggregate mean scores of the individual groups in the table between proprietors and principals on one hand and on the other teachers, parents and the education officials on the other hand. The parents, teachers and education officials agreed that financial contributions by parents, individuals, NGOs and Government could have some significant impact on the management of private schools. But the proprietors and principals did not really share this opinion as indicated by their respective mean scores of 3.11 and 3.40, respectively in the table. Among the areas of differences as shown in the table are those concerning instructional materials to private secondary schools aside fees and the provision of infrastructural assistance which the proprietors and the principals did not seem to agree with the rest of the stakeholders.

4.1.4: Opinions of stakeholders on the Impact of delayed school fees payment on the planning of educational programmes and extracurricular activities in private secondary schools in Nigeria

Introduction:

Objective four of the study focuses on the delay in payment of school fees and its attendant impact on the planning of educational programmes and extra-curricula activities in private secondary schools. The objective was investigated and a question on the impact of delay in school fees payment by parents on the planning of educational programmes and extra-curricula activities in private secondary schools was asked. To answer the question, responses of all respondents on item related to the questions were collected and analysed using frequencies and percentages. Details are provided in table 4.1.4

Table 4.1.4: Opinion of stakeholders on impact of delayed school fees on the planning of educational programmes and extra-curricula activities in private secondary schools in Nigeria

Item Statements	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. Delay in fee payment affects management and planning of academic programmes in private schools in Nigeria	Proprietors	174	81.7	28	13.1	10	4.7	194	91.1	16	7.5	4.81
	Principals	138	55.4	106	42.6	1	0.4	70	28.1	136	54.6	4.53
	Parents	95	45.2	108	51.4	3	1.4	14	6.7	12	5.7	4.41
	Teachers	151	60.6	89	35.7	3	1.2	79	31.7	120	48.2	4.57
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
2. My school organizes excursion for its students yearly because it has enough fund	Proprietors	11	5.2	61	28.6	9	4.2	144	67.6	16	7.5	2.87
	Principals	3	1.2	8	3.2	149	59.8	41	16.5	94	37.8	2.67
	Parents	12	5.7	95	45.2	44	21	32	15.2	6	2.9	3.21
	Teachers	50	20.1	75	30.1	107	43	97	39	85	34.1	3.63
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
3. Lack of payment of school fees affect general management system in private school	Proprietors	174	81.7	28	13.1	1	0.5	165	77.5	42	19.7	4.77
	Principals	136	54.6	101	40.6	8	3.2	94	37.8	96	38.6	4.49
	Parents	82	39	108	51.4	10	4.8	29	13.8	11	5.2	4.20
	Teachers	143	57.4	83	33.3	7	2.8	70	28.1	151	60.6	4.44
	Officials	1	7.7	9	69.2	1	7.7	9	69.2	1	7.7	4.00
4. My school organizes inter-house sports for its student yearly because it has enough fund for it	Proprietors	14	6.6	9	4.2	42	19.7	165	77.5	18	8.5	2.36
	Principals	7	2.8	47	18.9	133	53.4	53	21.3	79	31.7	2.98
	Parents	23	11	126	60	42	20	11	5.2	10	4.8	3.66
	Teachers	40	16.1	39	15.7	80	32.1	90	36.1	41	16.5	3.12
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
5. Delay in payment of fees could disrupt students concentration in private secondary schools in Nigeria	Proprietors	179	84	23	10.8	1	0.5			1	0.5	4.79
	Principals	144	57.8	99	39.8	2	0.8	2	0.8	2	0.8	4.55
	Parents	93	44.3	112	53.3	2	1	1	0.5	8	3.8	4.43
	Teachers	52	20.9	110	44.2	70	28.1	2	0.8	2	0.8	3.75
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
6. Lack of payment of school fees could lead to reduction in provision of vital education programme in private schools in Nigeria	Proprietors	178	83.6	32	15	1	0.5			123	57.7	4.65
	Principals	145	58.2	99	39.8	1	0.4	6	2.4	8	3.2	4.55
	Parents	87	41.4	118	56.2	1	0.5	10	4.8	3	1.4	4.39
	Teachers	225	90.4	9	3.6	2	0.8	1	0.4	2	0.8	4.82
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
7. Lack of payment of school fees could lead to retrenchment of workers in private schools in Nigeria	Proprietors	51	23.9	160	75.1	1	0.5			1	0.5	4.28
	Principals	140	56.2	99	39.8	1	0.4	39	15.7	1	0.4	4.47
	Parents	87	41.4	119	56.7	1	0.5	9	4.3	3	1.4	4.40
	Teachers	203	81.5	38	15.3	5	2	1	0.4	2	0.8	4.79
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00

8. Lack of fund affect the planning for extra-curricular activities in private schools in Nigeria	Proprietors	59	27.7	152	71.4	1	0.5			120	56.3	4.25
	Principals	133	53.4	111	44.6	1	0.4	6	2.4	1	0.4	4.51
	Parents	99	47.1	107	51	1	0.5	1	0.5	3	1.4	4.45
	Teachers	192	77.1	48	19.3	5	2	6	2.4	2	0.8	4.74
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
9. Delay in payment of fees could lower the morale of management of private secondary schools in Nigeria	Proprietors	69	32.4	139	65.3	1	0.5			1	0.5	4.33
	Principassl	133	53.4	111	44.6	1	0.4	8	3.2	1	0.4	4.51
	Parents	86	41	120	57.1	1	0.5	1	0.5	2	1	4.39
	Teachers	183	73.5	57	22.9	1	0.4	10	4	2	0.8	4.69
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
10. Lack of payment of school fees could lead to closure of private secondary schools in Nigeria	Proprietors	52	24.4	159	74.6	1	0.5			56	26.3	4.28
	Principals	144	57.8	100	40.2	1	0.4	54	21.7	3	1.2	4.55
	Parents	83	39.5	120	57.1	4	1.9	2	1	3	1.4	4.37
	Teachers	174	69.9	56	22.5	5	2	7	2.8	2	0.8	4.59
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
11. Parents pay for the organization of extra-curricular activities in private secondary school in Nigeria	Proprietors	4	1.9	47	22.1	42	19.7	194	91.1	16	7.5	2.74
	Principals	8	3.2	143	57.4	94	37.8	70	28.1	136	54.6	3.61
	Parents	56	26.7	127	60.5	24	11.4	14	6.7	12	5.7	4.15
	Teachers	80	32.1	39	15.7	103	41.4	79	31.7	120	48.2	3.66

Item one states that delay in fee payment affects negatively the management and planning of extra-curricular activities and other programmes in private secondary schools. To this, 94.8% of proprietors, 97.9% of principals, 96.6% of parents, 96.3% of teachers and 76.9% of ministry officials agreed to the statement. This indicates consensus among the stakeholders.

On item 2, however, the assertion that my school organizes excursion for its students yearly because it has enough fund has 62% of proprietors disagreeing

with this, while 59.8% of principal, 69.7% of ministry officials are undecided. 50.9% of parents and 90.2% of teachers agreed with the statement.

Item 3 says lack of payment of school fees affect negatively the management of private secondary schools. In response to the statement, 94.8% of proprietors, 95.2% of principals, 90.4% of parents, 90.7% of teachers and 76.9% of ministry officials agreed to this statement, which indicates a general consensus.

Item 4 states that my school organizes inter-house sports for its students yearly because it has enough fund. Proprietors constiting 69.5% disagreed with this, while 53.4% of principals remain undecided. Only parents represented by 71% and ministry officials, 76.9% agreed with this statement.

Item 5 states that delay in payment of fees could disrupt students concentration in private secondary schools. 94.8% of proprietors, 97.6% of principals, 97.6% of parents, 65.1% of teachers and 76.9% of ministry officials agreed with this statement.

On item number 6, which states that lack of payment of school fees could lead to reduction in provision of vital education programmes in private secondary schools, 98.6% of the proprietors, 98% of principals, 97.6% of parents, 94% of teachers and 76.9% of the ministry officials agreed to the statement, which indicates the negative effects on provision of vital education programmes in private secondary schools in Nigeria.

Item 7 states that lack of payment of school fees could lead to retrenchment of staff in private secondary schools. A total of 99% of the proprietors, 96%

principals, 98.1% parents, 96.8% teachers and 76.9% ministry officials agreed with statement. This has negative effect on teachers in private secondary schools in Nigeria.

Item 8 states that lack of fund affects negatively the planning for extra-curricular activities in private secondary schools. A total of 99.1% of proprietors, 98% of principals, 98.1% of parents, 96.4% of teachers and 76.9% of ministry officials agreed to this.

Also on item 9, which states that delay in payment of fees could lower the morale of management of private secondary schools, 97.7% of proprietors, 98% principals, 98.1% parents, 96.4% teachers and 76.9% ministry officials all agreed to this statement.

Moreover, item 10 states that lack of payment of school fees could lead to closure of private secondary schools in Nigeria. A total of 99% of the proprietors, 98% of principal, 96.6% of parents, 92.4% of teachers and 76.9% of the ministry officials agreed to this.

On item 11, which states that parents pay for the organization of extra-curricular activities in private secondary schools. 56.3% of the proprietors disagree with this statement, while 69.2% of ministry officials were undecided. However, 60.6% of principals, 87.2% of parents and 47.8% of teachers are in agreement with this statement.

The construct clearly shows that delay in payment of school fees could be a major impediment to the planning of educational programmes and extra-curricular activities and their implementation in private secondary schools. This is demonstrated in the table by a consensus agreement of the stakeholders. Most areas where adverse effects are mostly notable included general management system, payment of salaries to staff, other undertakings like sports activities, excursions and such other extra-curricular activities. From the construct, delay in payment of school fees is not a welcome development and acceded to by all the stakeholders as indicated by their aggregate mean scores for the variable in the table. Delay in school fee payment has adverse effect on the planning of educational programmes and extra-curricular activities and their implementation in private secondary schools in Nigeria.

4.1.5 Opinions of stakeholders on impact of funding on teachers turnover in private secondary schools in Nigeria

The turnover of teachers in the schools is another area where the impact of funding was investigated. This was the focus of the fifth objective of the study which was investigated with Research question five, which tried to find out whether funding has any influence on the teacher turnover in private secondary schools. To provide the solution to this question and address the objective, a number of items raised in the questionnaire on which the respondents expressed their opinions were scored in frequencies and percentages along with the means. Table 4.1.5 presents the opinions of the stake holders on the suggested items.

Table 4.1.5: Frequencies and percentages with mean scores of Opinions of stakeholders on impact of funding on the turnover of teachers in private secondary schools in Nigeria

Item Statements	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. Availability of funds has impact on teacher retention in private secondary school	Proprietors	51	23.9	136	63.8	25	11.7	194	91.1	16	7.5	4.18
	Principals	85	34.1	156	62.7	6	2.4	70	28.1	136	54.6	4.33
	Parents	178	84.8	26	12.4	3	1.4	14	6.7	12	5.7	4.84
	Teachers	130	52.2	102	41	4	1.6	79	31.7	120	48.2	4.39
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
2. Funds' availability facilitates teachers' promotion in private secondary schools and which serves as a motivation for them to remain in their job	Proprietors	149	70	62	29.1	1	0.5	144	67.6	16	7.5	4.74
	Principals	166	66.7	79	31.7	2	0.8	41	16.5	94	37.8	4.67
	Parents	123	58.6	82	39	2	1	32	15.2	6	2.9	4.57
	Teachers	114	45.8	106	42.6	14	5.6	97	39	85	34.1	4.27
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
3. Fund availability enables teachers salary to be paid on time which motivates them to remain on the job	Proprietors	158	74.2	53	24.9	1	0.5	165	77.5	42	19.7	4.78
	Principals	171	68.7	74	29.7	2	0.8	94	37.8	96	38.6	4.69
	Parents	182	86.7	23	11	2	1	29	13.8	11	5.2	4.85
	Teachers	159	63.9	70	28.1	7	2.8	70	28.1	151	60.6	4.50
	Officials	1	7.7	9	69.2	1	7.7	9	69.2	1	7.7	4.00
4. Teachers in private secondary schools move to other schools and organization where salaries and allowances are paid on time as soon as they find one	Proprietors	159	74.6	52	24.4	1	0.5	165	77.5	18	8.5	4.78
	Principals	138	55.4	108	43.4	1	0.4	53	21.3	79	31.7	4.56
	Parents	113	53.8	87	41.4	4	1.9	11	5.2	10	4.8	4.48
	Teachers	125	50.2	100	40.2	7	2.8	90	36.1	41	16.5	4.32
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
5. My school often employs teachers because of high rate of turnover	Proprietors	52	24.4	1	0.5	9	4.2			1	0.5	2.89
	Principals	3	1.2	173	69.5	10	4	2	0.8	2	0.8	3.48
	Parents	77	36.7	90	42.9	35	16.7	1	0.5	8	3.8	4.11
	Teachers	109	43.8	124	49.8	10	4	2	0.8	2	0.8	4.36
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
6. Low funding in private secondary school does not make teachers to leave the system because they see it as noble profession	Proprietors	1	0.5	14	6.6	1	0.5			123	57.7	2.11
	Principals	1	0.4	7	2.8	2	0.8	6	2.4	8	3.2	1.87
	Parents	3	1.4	8	3.8	15	7.1	10	4.8	3	1.4	2.08
	Teachers	30	12	75	30.1	58	23.3	1	0.4	2	0.8	3.03
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
7. Proprietor may not be catering for retention because of poor salary	Proprietors	43	20.2	20	9.4	18	8.5			1	0.5	2.97
	Principals	49	19.7	65	26.1	93	37.3	39	15.7	1	0.4	3.48
	Parents	16	7.6	73	34.8	112	53.3	9	4.3	3	1.4	3.45

package	Teachers	52	20.9	23	9.2	70	28.1	1	0.4	2	0.8	3.06
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
8. Teachers are not likely to stay in classes due to poor conditions of service	Proprietors	7	3.3	65	30.5	18	8.5			120	56.3	2.83
	Principals	50	20.1	151	60.6	1	0.4	6	2.4	1	0.4	3.82
	Parents	76	36.2	120	57.1	6	2.9	1	0.5	3	1.4	4.27
	Teachers	46	18.5	17	6.8	52	20.9	6	2.4	2	0.8	2.89
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
9. Poor funding affects programme planning on teachers' welfare and this affect stheir morale, hence the desire to look for job elsewhere.	Proprietors	43	20.2	168	78.9	1	0.5			1	0.5	4.25
	Principals	50	20.1	191	76.7	6	2.4	8	3.2	1	0.4	4.18
	Parents	78	37.1	124	59	2	1	1	0.5	2	1	4.32
	Teachers	102	41	54	21.7	9	3.6	10	4	2	0.8	3.69
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
10. Teachers move from one school to the other in seach of better conditions of service	Proprietors	55	25.8	156	73.2	1	0.5			56	26.3	4.30
	Principals	61	24.5	178	71.5	2	0.8	54	21.7	3	1.2	4.18
	Parents	81	38.6	124	59	2	1	2	1	3	1.4	4.36
	Teachers	197	79.1	38	15.3	6	2.4	7	2.8	2	0.8	4.72

The opinions of stakeholders on item in table 4.1.5 reveal that 87.7% of proprietors, 96.8% of principals, 97.7% of parents, 93.2% of teachers and 76.9% of ministry officials all agreed that availability of funds has impact on teachers retention in private secondary schools. Responses of stakeholders on item 2 also revealed concensus of opinions because 99.1% of proprietors, 98.4% of principals, 97.6% of parents, 88.4% of teachers and 76.9% of ministry officials agreed with statement which states that funds availability facilitates teachers promotion in private secondary schools.

Stakeholders opinions on item number 3 show that 99.1% of proprietors, 98.4% of principals, 97.7% of parents, 92% of teachers and 76.9% of ministry officials agreed that fund availability enables teachers salary to be paid on time which motivates them to remain on the job. A concensus of opinions was also recoded when 99.8% of proprietors, 98.8% of principals, 95.2% of parents, 90.4% of teachers and 76.9% of ministry officials all agreed with the statement in item number 4 which states that teachers in private secondary schools move to schools and other organization where salaries and allowances are paid on time.

Item 5 states that my school often employs teachers because of high rate of turnover. A total of 70.9% of the proprietors disagreed with this statement while 70.7% of principals, 79.6% of parents, and 93.6% of teachers agreed with it, with 69.2% of ministry officials who remain undecided.

Items 6 states that low funding in private secondary school does not make teachers leave the system because they see it as a noble profession. A total of 97.5% of proprietors, 96% of principals, and 87.6% of parents, disagreed with this statement, while the teachers and ministry officials are undecided about it.

Item 7 states that proprietors may not be catering for retention of teachers due to poor salary package. A total of 62% proprietors, 69.2% of teachers disagreed with this while 69.2% of ministry officials and 53% of parents are undecided on the statement.

Item 8 states that teachers are not likely to stay in class due to poor conditions of service. A total of 57.7% of the proprietors and 53.8% teachers

disagreed, while 80.7% principals, 93.3% of parents and 76.9% of ministry officials agreed with the statement.

The opinions of stakeholders on item 9 show that 99.1% of proprietors, 96.8% principals, 96.1% parents, 62.7% teachers and 76.9% ministry officials agreed that poor funding affects programme planning on teachers welfare which affects their morale. Responses on asitem 10 reveal a consenus of opinions when 97% proprietors, 96% principals, 97.6% parents, 94.4% teachers and 76.9% ministry officials agreed with the statement, which states that teachers move from one school to the other in search of better conditions of service.

Like in the case of the importance of prompt school fees' payment, the stakeholders had positive and concensus of opinions on their perception on the impact of funding on teachers' turnover in the private secondary schools. Though all the stakeholders agreed that funding is an inseparable aspect of teachers' turnover, the opinion of the teachers was higher in this concordance. Funding is generally seen as a significant variable of retaining teachers as well as motivating them through the provision and availability of promotional opportunities. Through prompt payment of salaries that is engendered by adequate funding, teachers could be more attracted to the job and their propensity to move to schools and other organization where salaries and allowances are paid on time as soon as they find one would thus be significantly reduced. On all these, the stakeholders did not have any divergence in their opinions. This means that increase in funding of the private secondary schools would likely lead to decrease in the teachers' turnover.

4.1.6 Opinions of stakeholders on Impact of funding on Communications in Private Secondary schools In Nigeria

The study sought to examine the Impact of funding on general communication in the management of the private secondary schools as its sixth objective, which asked question on the impact of funding on communication in private secondary schools in Nigeria. Towards this end, questions were asked in the various aspects of the schools' management in which the use of communication was considered vital. Table 4.2.6 presents the frequencies and percentages with mean scores of the stake holders on the items.

Table 4.1.6: Frequencies and percentages with mean scores by stakeholders on impact of funding on communication in private secondary schools

Item Statements	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. Commutation between management and staff is regular because there is enough fund for it	Proprietors	10	4.7	61	28.6	12	5.6	128	60.1	2	0.9	2.79
	Principals	1	0.4	95	38.2	108	43.4	44	17.7	1	0.4	3.22
	Parents	7	3.3	52	24.8	125	59.5	23	11	3	1.4	3.16
	Teachers	28	11.2	7	2.8	33	13.3	128	51.4	53	21.3	2.29
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
2. Communication between the school and parents is regular because there is enough fund	Proprietors	1	0.5	61	28.6	12	5.6	137	64.3	2	0.9	2.67
	Principals	1	0.4	99	39.8	96	38.6	20	8	33	13.3	3.07
	Parents	9	4.3	90	42.9	88	41.9	21	10	2	1	3.40
	Teachers	14	5.6	22	8.8	102	41	58	23.3	53	21.3	2.52
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
3. Funding affects the type of communication system that could have been adopted in my school	Proprietors	9	4.2	183	85.9	1	0.5	18	8.5	2	0.9	3.86
	Principals	29	11.6	212	85.1	6	2.4	1	0.4	1	0.4	4.09
	Parents	22	10.5	180	85.7	2	1	3	1.4	3	1.4	4.04
	Teachers	79	31.7	121	48.6	5	2	1	0.4	43	17.3	3.78
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
4. Funds are needed to enhance communication between the school	Proprietors	18	8.5	191	89.7	1	0.5	1	0.5	2	0.9	4.04
	Principals	40	16.1	201	80.7	6	2.4	1	0.4	1	0.4	4.14
	Parents	83	39.5	120	57.1	2	1	2	1	3	1.4	4.34
	Teachers	191	76.7	48	19.3	5	2	3	1.2	2	0.8	4.73

and other stakeholders in private secondary schools	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
5. Special fund should be budgeted for communication in private secondary schools to enhance communication	Proprietors	18	8.5	61	28.6	123	57.7	9	4.2	2	0.9	3.41
	Principals	39	15.7	201	80.7	1	0.4	7	2.8	1	0.4	4.10
	Parents	22	10.5	179	85.2	4	1.9	3	1.4	2	1	4.05
	Teachers	189	75.9	37	14.9	7	2.8	14	5.6	2	0.8	4.62
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
6. My school uses letter only to communicate to private due to lack of funding	Proprietors	10	4.7	25	11.7	9	4.2	167	78.4	2	0.9	2.33
	Principals	39	15.7	102	41	2	0.8	105	42.2	1	0.4	3.29
	Parents	5	2.4	69	32.9	63	30	70	33.3	3	1.4	3.01
	Teachers	12	4.8	124	49.8	24	9.6	79	31.7	10	4	3.19
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
7. My school uses GSM only to communicate to parents due to lack of funding	Proprietors	1	0.5	25	11.7	18	8.5	167	78.4	2	0.9	2.26
	Principals	7	2.8	108	43.4	21	8.4	111	44.6	2	0.8	3.02
	Parents	10	4.8	138	65.7	7	3.3	52	24.8	3	1.4	3.48
	Teachers	81	32.5	70	28.1	8	3.2	80	32.1	10	4	3.53
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
8. My school cannot provide official GSM to all its staff because it has not fund to do so	Proprietors	1	0.5	85	39.9	18	8.5	107	50.2	2	0.9	2.90
	Principals	49	19.7	96	38.6	84	33.7	14	5.6	6	2.4	3.69
	Parents	10	4.8	62	29.5	124	59	11	5.2	3	1.4	3.30
	Teachers	41	16.5	60	24.1	133	53.4	13	5.2	2	0.8	3.51
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
9. My school communicates to parents through their wards because of lack of funds to use better means of communication	Proprietors	1	0.5	25	11.7	18	8.5	167	78.4	2	0.9	2.26
	Principals	49	19.7	39	15.7	84	33.7	71	28.5	6	2.4	3.22
	Parents	13	6.2	178	84.8	7	3.3	10	4.8	2	1	3.91
	Teachers	42	16.9	141	56.6	7	2.8	57	22.9	2	0.8	3.66

On item number 1, which states that communication between management and staff in private secondary is regular because there is enough fund for it, 67.1% of proprietors, 61.5% of principals, and 77.7% of teachers disagreed with this statement while 59.5% parents and 69.2% ministry officials are undecided.

On whether communication between the school and the parents is regular because there is enough fund for it, 65.2% proprietors and 44% teachers disagreed with this statement. However, 76.9% of ministry officials agreed with statement.

Item 3 states that funding affects the type of communication systems that could have been adopted in my school. A total of 90.1% proprietors, 96.7% principals, 96.7% parents, 80.3% teachers and 76.9% ministry officials agreed with the statement.

Item 4 state that funds are needed to enhance communication between the school and other stakeholders in private secondary schools. A total of 98% of proprietors, 96.8% principals, 96.6% parents, 96.6% teachers and 76.9% ministry officials agreed to this assertion.

Item 5 states that special funds should be budgeted for communication in private secondary schools. The proprietors, represented by 57.7% are undecided , while 96.4% principals, 95.7% parents, 90.8% teachers and 76.9% ministry officials agreed with the statement.

Item 6, states that, my school uses letter only to communicate to parents due to lack of fund to purchase other means of communication. A total of 99.3%

proprietors disagree with this while 54.6% teachers, 76.9% ministry officials agreed with the statement.

Item 7 states that my school uses GSM to communicate to parents due to lack of fund. A total of 79.3% proprietors disagreed with this while 70.5% parents, 60.6% teachers and 76.9% ministry officials agreed with the the statement.

Item 8 states that my school cannot provide GSM to all its staff due to lack of fund. A total 51.1% of the proprietors disagreed with this, while 59.3% principals agreed with the statement. However, 59.1% of parents, 69.2% ministry officials and 53.4% teachers remain undecided.

On item 9, 79.3% proprietors disagreed with the statement that private school communicates to parents through their wards only because of lack of funds, while 91% parents, 73.5% teachers and 76.9% ministry officials agreed with the statement.

The opinion of the school proprietors differ from other stakeholder on the impact of funding on the communication in the private secondary schools as indicated by their aggregate mean scores in the table. Areas of major differences between the proprietors and the other stakeholders (teachers, principals, parents and education officials) are in the need to have special fund or budget for enhanced communication and the provision of official GMS sets to all staff. The school proprietors did not agree that more funding should be devoted to communication. This position was contrary to the consensus of the other four

stakeholders. Thus the proprietors did not agree that communication in the private secondary schools could be enhanced by improved funding. Among the stakeholders, this position is strongly contested. Looking at the overall response of the stakeholders, it could be said that increased funding could have a proportionate increase in communication in the private secondary schools in Nigeria.

4.1.7 Opinions of Stakeholders on Impact of funding on Staff development in Private secondary schools in Nigeria

The impact of funding on staff development in private secondary schools was investigated as the seventh objective of the study with the associated research question which tried to fund out the the impact of funding on staff development in private secondary schools in Nigeria. The stakeholders' opinions on the items used for the investigation were scored in frequencies and percentages along with means in Table 4.1.7.

Table 4.1.7: Opinions sof stakeholders on impact of funding on staff development in private secondary schools in Nigeria

Items Statement	Category of Respondent	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%			
1. Due to availability of fund, staff in my school are allowed to go for in-service training	Proprietors	43	20.2	9	4.2	10	4.7			151	70.9	2.84
	Principals	5	2	60	24.1	89	35.7	47	18.9	48	19.3	2.70
	Parents	42	20	14	6.7	139	66.2	12	5.7	3	1.4	3.37
	Teachers	11	4.4	145	58.2	5	2	73	29.3	15	6	3.26
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
2. My school participates in the capacity building exercise for teachers in form of workshop, seminar etc in spite of its limited resources	Proprietors	51	23.9	29	13.6	1	0.5			132	62	3.08
	Principals	57	22.9	179	71.9	5	2	7	2.8	1	0.4	4.16
	Parents	41	19.5	12	5.7	142	67.6	12	5.7	3	1.4	3.35
	Teachers	41	16.5	190	76.3	4	1.6	13	5.2	1	0.4	4.06
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
3. The management of my school does not sponsor in service training because those sponsored don't come back after completion	Proprietors	1	0.5	140	65.7	10	4.7			62	29.1	3.31
	Principals	49	19.7	47	18.9	94	37.8	57	22.9	2	0.8	3.34
	Parents	6	2.9	14	6.7	185	88.1	2	1	3	1.4	3.08
	Teachers	10	4	106	42.6	88	35.3	4	1.6	41	16.5	3.16
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
4. Most staff in private school go for further studies at their own expense	Proprietors	10	4.7	150	70.4	10	4.7			43	20.2	3.51
	Principals	54	21.7	188	75.5	4	1.6	2	0.8	1	0.4	4.19
	Parents	66	31.4	84	40	57	27.1	2	1	1	0.5	4.01
	Teachers	64	25.7	177	71.1	5	2	2	0.8	1	0.4	4.23
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
5. Schools with high fees have tendency of organizing staff development programme for their staff	Proprietors	20	9.4	191	89.7	1	0.5			1	0.5	4.08
	Principals	130	52.2	115	46.2	2	0.8	1	0.4	1	0.4	4.52
	Parents	7	3.3	192	91.4	5	2.4	2	1	4	1.9	3.95
	Teachers	125	50.2	112	45	4	1.6	6	2.4	2	0.8	4.44
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
6. My school liaises with professional organization to organize workshop/seminar for the staff periodically	Proprietors	19	8.9	70	32.9	123	57.7			1	0.5	3.51
	Principals	49	19.7	195	78.3	3	1.2	1	0.4	1	0.4	4.18
	Parents	5	2.4	64	30.5	122	58.1	16	7.6	3	1.4	3.24
	Teachers	3	1.2	159	63.9	72	28.9	14	5.6	1	0.4	3.61
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
7. Private school	Proprietors	1	0.5	38	17.8	1	0.5			173	81.2	2.31

employs only staff who have been trained due to lack of fund to re-train them	Principals	52	20.9	40	16.1	85	34.1	71	28.5	1	0.4	3.29
	Parents	64	30.5	58	27.6	75	35.7	10	4.8	3	1.4	3.80
	Teachers	42	16.9	184	73.9	7	2.8	7	2.8	9	3.6	4.00
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
8. Communities and NGOs do sponsor staff of my school for further studies because of their awareness of the poor funding situation of the school	Proprietors	1	0.5	10	4.7	43	20.2	151	70.9	8	3.8	2.29
	Principals	2	0.8	6	2.4	91	36.5	144	57.8	6	2.4	2.37
	Parents	3	1.4	48	22.9	122	58.1	34	16.2	3	1.4	3.03
	Teachers	3	1.2	8	3.2	11	4.4	174	69.9	53	21.3	2.09
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
9. Private school management should allocate fund for staff development	Proprietors	9	4.2	71	33.3	120	56.3	10	4.7	3	1.4	2.22
	Principals	52	20.9	187	75.1	1	0.4	8	3.2	1	0.4	2.40
	Parents	6	2.9	178	84.8	10	4.8	13	6.2	3	1.4	3.06
	Teachers	144	57.8	86	34.5	5	2	5	2	9	3.6	1.90
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	3.00
10. Staff development fund should be included in the school fees paid by students	Proprietors	9	4.2	52	24.4	10	4.7	20	9.4	122	57.3	3.37
	Principals	48	19.3	180	72.3	6	2.4	14	5.6	1	0.4	4.15
	Parents	7	3.3	15	7.1	36	17.1	148	70.5	4	1.9	3.82
	Teachers	181	72.7	35	14.1	1	0.4	21	8.4	11	4.4	4.44
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
11. Staff development fund should be taxed separately from the school fees	Proprietors	1	0.5	1	0.5	19	8.9	70	32.9	122	57.3	2.14
	Principals	2	0.8	55	22.1	87	34.9	103	41.4	2	0.8	4.06
	Parents	3	1.4	8	3.8	17	8.1	175	83.3	7	3.3	2.38
	Teachers	109	43.8	13	5.2	5	2	50	20.1	72	28.9	4.45

From table 4.1.7, item 1 states that due to availability of fund, staff in my school are allowed to go for in-service training. A total of70.4% proprietors and principals disagreed with sstatement, while parents and ministry officials remain undecided on the statement.

Item 2 states that my school participates in capacity building exercise for teachers in form of workshops, seminars, etc in spite of the limited resources. A total of 94% principals and 92.8% teachers agreed while 62% of proprietors disagreed and 69.2% ministry officials and 67.9% of the parents are undecided.

On item 3, which states that the management of my school does not sponsor teachers for in-service training because those sponsored don't come back after completion, 66%proprietors agreed while 88.1% parents, 69.2% ministry officials and 60.5% principals and 53.5% teachers indicated undecided in their response.

Item 4 states that most staff in private schools go for further studies at their own expense. A total of 75.1% proprietors, 97.2% principals, 71.4% parents and 96.8% teachers agreed eith the statement while 69.2% of the ministry officials were undecided.

Item 5 states that school with high fees has tendency of organizing staff development programme for its staff due to availability of fund. A total of 99.1% proprietors, 94.4% principals, 94.7% parents, 95.2% teachers and 76.9% ministry officials agreed with the statement.

Item 6 states that my school liaise with other professional organization to organize workshop/seminars for the staff periodically. 57.7% proprietors disagreed with this statement while 98% principals and 65.1% teachers agreed with it. The parents, 58.1% and ministry officials, 69.2% are however undecided.

Item 7 states that private secondary schools employs only staff who have been trained due to lack of fund to re-train them. 81.2% proprietors disagreed with this statement while 89.8% of the teachers and 58.8% of parents agreed with it, with 69.2% of the ministry officials undecided.

Item 8 states that communities and NGO do sponsor staff of my school for further studie because of their awareness of the poor funding situation of the school. 74.7% proprietors, 60.7% principals and 91.2% teachers disagreed with this statement, while the parents 58.1% and the ministry officials, 69.2% are undecided about it.

Item 9 states that private school management should allocate fund for staff development. Only the proprietors, 56.3% are undecided about this, because 96% principals, 87.7% parents, 92.3% teachers and 76.9% ministry officials all agreed to this statement.

Item 10 states that staff fund development should be included in the school fees paid by students. The proprietors, 66.7% and the parent, 72.4% disagreed with this while 91.6% principals, 86.6% teachers and 76.9% minister officials agreed with the statement.

Item 11 states that staff development fund be taxed separately from the schools fees. 90.2% proprietors, 77.1% principals, 86.6% parents and 76.9% ministry officials disagreed with this while 51% teachers agreed to the statement. There was no general consensus among the stakeholders on the impact funding would have on staff development programmes in the secondary schools. As

observed in the table, the school proprietors, teachers and the education officials did not agree that increased funding is likely to make any significant impact on the staff development of the private secondary schools. This could imply that the status quo could still be the order, irrespective of the financial statuses of the schools. But the principals and parents did not agree with this opinion. The principals and the parents were of the view that increase in funding of the private schools would enhance the staff development. This difference in opinion could be seen in some of the items in the table where the proprietors did not seem to share the view of professional development of the staff like participating in capacity building exercise for teachers through workshop, seminar and the inclusion of staff development in the school fees paid by students. What all this means is that there is no linear relationship between increase in funding and the accompanying staff development in private secondary schools in Nigeria.

4.1.8: **Opinions of Stakeholders on Impact of Funding on on the provision of Educational Facilities in Private Secondary Schools in Nigeria**

Introdction:

The study sought to find out the perception of the stakeholders the impact funding have on the provision of educational facilities in the private secondary schools as its eighth objective. The research question used in the investigation is: What impact does funding have on the provision of educational facilities in private secondary schools in Nigeria? The respondents' opinions on the perceived impact are scored in frequencies and percentage with means in Table 4.1.8.

Table 4.1.8: **Opinions of stakeholders on Impact of Funding on Educational Facilities in Private Secondary Schools**

Items Statement	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. Availability of fund has impact on the provision of educational facilities in private secondary schools	Proprietors	60	28.2	142	66.7	10	4.7	1	0.5			1.51
	Principals	58	23.3	184	73.9	5	2	1	0.4	1	0.4	2.79
	Parents	57	27.1	141	67.1	4	1.9	5	2.4	3	1.4	2.14
	Teachers	136	54.6	106	42.6	3	1.2	3	1.2	1	0.4	3.15
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	2.00
2. My school has enough audio-visual aids like radio set, record players; televisions, slide projectors, because the fees charged can cater for them	Proprietors	10	4.7	28	13.1	43	20.2	132	62			4.28
	Principals	1	0.4	63	25.3	91	36.5	51	20.5	43	17.3	4.21
	Parents	2	1	38	18.1	151	71.9	13	6.2	6	2.9	4.19
	Teachers	21	8.4	11	4.4	4	1.6	100	40.2	113	45.4	4.53
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	4.00
3. My school has enough graphic equipment like charts, pictures, graphs, maps, etc because the fees charged can afford them	Proprietors	1	0.5	142	66.7	43	20.2	27	12.7			2.59
	Principals	1	0.4	96	38.6	91	36.5	18	7.2	43	17.3	2.71
	Parents	7	3.3	32	15.2	153	72.9	15	7.1	3	1.4	3.06
	Teachers	14	5.6	36	14.5	6	2.4	153	61.4	40	16.1	1.88
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
4. My school is located on its permanent site brought with money saved from the last charged	Proprietors	35	16.4	158	74.2	1	0.5	19	8.9			3.53
	Principals	48	19.3	58	23.3	89	35.7	53	21.3	1	0.4	2.99
	Parents	2	1	40	19	98	46.7	68	32.4	2	1	3.10
	Teachers	2	0.8	36	14.5	82	32.9	75	30.1	54	21.7	2.31
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
5. My school is operating on a rented structure because it cannot afford its own building	Proprietors	1	0.5	9	4.2	1	0.5	194	91.1	8	3.8	4.06
	Principals	1	0.4	39	15.7	49	19.7	106	42.6	54	21.7	3.39
	Parents	2	1	95	45.2	95	45.2	14	6.7	4	1.9	2.85
	Teachers	10	4	4	1.6	79	31.7	103	41.4	53	21.3	2.41
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
6. My school has a well equipped library for staff and students use because the fees charged can afford it	Proprietors	1	0.5	29	13.6	51	23.9	132	62			2.03
	Principals	1	0.4	71	28.5	88	35.3	88	35.3	1	0.4	2.30
	Parents	3	1.4	47	22.4	150	71.4	4	1.9	6	2.9	3.36
	Teacherss	26	10.4	4	1.6	35	14.1	72	28.9	112	45	2.23
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
7. My school has a dining hall for staff and students use	Proprietors	2	0.9	20	9.4	1	0.5	68	31.9	122	57.3	2.52
	Principals	1	0.4	10	4	142	57	95	38.2	1	0.4	2.93
	Parents	3	1.4	39	18.6	153	72.9	9	4.3	6	2.9	3.17

because the school has enough fund to provide it	Teachers	92	36.9	5	2	2	0.8	36	14.5	114	45.8	2.01
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
8. My school has a staff residential quarters built from income generated from school fees	Proprietors	2	0.9	1	0.5	43	20.2	37	17.4	130	61	1.61
	Principals	1	0.4	4	1.6	58	23.3	180	72.3	6	2.4	2.65
	Parents	3	1.4	37	17.6	141	67.1	24	11.4	5	2.4	3.10
	Teachers	22	8.8	4	1.6	6	2.4	103	41.4	114	45.8	2.68
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
9. My school does not have enough textbooks supplementary readers, etc	Proprietors	10	4.7	1	0.5	1	0.5	192	90.1	9	4.2	1.66
	Principals	48	19.3	10	4	4	1.6	181	72.7	6	2.4	2.24
	Parents	1	0.5	39	18.6	152	72.4	14	6.7	4	1.9	3.03
	Teachers	11	4.4	4	1.6	5	2	212	85.1	17	6.8	1.83
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
10. My school does not subscribe for News papper for staff/students regularly because of lack of fund	Proprietors	18	8.5	165	77.5	1	0.5	29	13.6			2.08
	Principals	48	19.3	56	22.5	11	4.4	111	44.6	23	9.2	2.63
	Parents	5	2.4	41	19.5	152	72.4	9	4.3	3	1.4	3.08
	Teachers	148	59.4	41	16.5	5	2	39	15.7	16	6.4	2.09
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
11. My school does not have enough educational journal/magazines for staff and students use because of lack of fund to do so	Proprietors	9	4.2	123	57.7	1	0.5	80	37.6			3.83
	Principals	49	19.7	24	9.6	76	30.5	95	38.2	5	2	2.92
	Parents	14	6.7	39	18.6	144	68.6	9	4.3	4	1.9	3.16
	Teachers	151	60.6	45	18.1	2	0.8	36	14.5	15	6	4.08
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
12. My school has scientific laboratory for staff and students use funded from the fees paid by students	Proprietors			141	66.2	1	0.5	1	0.5	1	0.5	3.23
	Principals	6	2.4	34	13.7	85	34.1	1	0.4	48	19.3	3.06
	Parents	13	6.2	3	1.4	17	8.1	5	2.4	29	13.8	3.23
	Teachers	77	30.9	5	2	36	14.5	3	1.2	125	50.2	4.14
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
13. My school has computer laboratory for staff and students use funded from the fees paid by students	Proprietors			141	66.2	1	0.5	132	62	1	0.5	2.72
	Principals	37	14.9	45	18.1	85	34.1	51	20.5	3	1.2	3.50
	Parents	4	1.9	5	2.4	3	1.4	13	6.2	20	9.5	3.84
	Teachers	78	31.3	111	44.6	6	2.4	100	40.2	50	20.1	3.38

Item number one of the above tables says availability of fund has impact on the provision of educational facilities in private secondary schools in Nigeria. This has 94.9% proprietors, 97.2% principals, 94.2% parents, 97.2% teachers and 76.9% ministry officials responding in the affirmative. This means there is no difference in their opinion.

Item two states that my school has enough audio visual aids like radio set, record players, television etc. To this, 62% proprietors, 85.6% teachers disagree with the statement while the parents 71.9% and ministry officials 89.2% are undecided on the statement, which indicates variance in responses

Item three states that my school has enough graphic equipment like charts, pictures, graphs, maps, etc because the fees charged can afford them. Only 67.2% proprietors agreed to this while 77.5% teachers disagreed with the statement. Parents and ministry officials are however undecided.

Item four states that my school is located on its permanent site bought with money saved from fees charged. 90.6% proprietors agreed to this while 51.8% teachers disagreed with the statement. The parents and ministry officials, 69.2% are undecided about it.

Item five states that my school is operating in a rented structure because it cannot afford its own building. 94.1% proprietors, 64.3% principals and 62.7% teachers disagreed with this statement while 69.2% ministry officials are undecided.

Item six states that my school has a well equipped library for staff and students' use because it can afford it. 62% proprietors and 73.9% teachers disagreed with this statement while 69.2% ministry officials, 71.4% parents and principals are undecided

Item seven states that my school has a dining hall for its staff and students use because the school has enough fund to provide it. 89.7% proprietors and 60.3% teachers disagreed with this while 57% principal, 72.9% parents and 69.2% ministry officials are undecided on the statement.

Item 8 states that my school has a residential quarters built from income generated from the fees. 78.9% proprietors, 74.1% principals, 87.2% teachers disagreed with this statement while 67.1% parents and 69.2% ministry officials are undecided about it.

Item nine states that my school does not have enough textbooks, supplementary reader, etc. To this 94.3% proprietor, 75.1% principals and 91.9% teachers disagreed while 72.4% parents and 69.2% ministry official are undecided.

Item ten states that my school does not subscribe for Newspaper for staff//students regularly because it cannot fund it. 86% proprietors and 75.9% teachers agreed to this while 53.8% principals disagreed to the statement. The parents and ministry officials are however undecided on the statement.

Item eleven states that my school does not have enough educational journal/magazines for staff and students due to lack of fund. 61.9% proprietors

and 68.7% teachers agreed with this statement while 68.6% parents 69.2% ministry officials and principals are undecided about it.

Item twelve states that my school has scientific laboratory for staff and students use. 66.2% of proprietors disagree with this while 84.3% parents and 52.6% teachers agreed with it, and 69.2% ministry official and principals undecided.

On item thirteen which states that my school has computer laboratory for staff and students use funded by the school, 66.2% proprietors and 75.9% teachers disagreed with this statement. 94.3% parents however agreed with the statement while 69.2% ministry officials and principals are undecided on the statement.

The stakeholders did not agree that funding could have any significant impact on the provision of educational facilities in the private secondary schools. This opinion is clearly demonstrated by their respective aggregate mean scores in the table. As observed in the table they unanimously disagreed that the schools have enough instructional materials in terms of audio-visual aids like radio set, record players; televisions, slide projectors, because the fees charged can cater for them. The provision of other facilities and equipment like educational journal/magazines, textbooks supplementary readers, reference books, staff residential quarters, dining hall were not likely to increase because of funding since in the first place they are not in existence. The increase in these facilities and equipment were not likely to be increased because of the less attention on them and the need for profit margin which is the major focus of most proprietors. In

other words, increase funding of private secondary schools will not receive a concomitant response in the provision of educational facilities and equipment in the private secondary schools.

4.1.9: **Opinions of Stakeholders on Impact of Funding on Students Welfare in Private Secondary Schools in Nigeria**

The examination of the impact of funding on the welfare of students in the private secondary schools is the second objective of this study. The objective was investigated with the night research question stated thus: What is the effect of funding on the welfare of students of private secondary schools in Nigeria? The expressed opinions by the stakeholders on the perceived impact funding is having on the welfare of the students are scored in frequencies, percentages and means in table 4.1.9.

Table 4.1.9: Opinions of Stakeholders on Impact of Funding on Students Welfare in Private Secondary Schools

Item Statements	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. My school has school vehicle that conveys students to and from school brought from the fees charged to students	Proprietors	4	1.9	35	16.4	33	15.5	141	66.2			2.72
	Principals	1	0.4	37	14.9	82	32.9	118	47.4	11	4.4	2.86
	Parents	2	1	146	69.5	12	5.7	46	21.9	4	1.9	4.00
	Teachers	31	12.4	26	10.4	6	2.4	110	44.2	76	30.5	2.32
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
2. My school has a clinic in the school premises that caters for sick students and staff because it has enough fund to run it	Proprietors	1	0.5	20	9.4	43	20.2	149	70			2.53
	Principals	1	0.4	7	2.8	87	34.9	150	60.2	4	1.6	2.58
	Parents	4	1.9	29	13.8	135	64.3	38	18.1	4	1.9	3.48
	Teachers	22	8.8	30	12	52	20.9	103	41.4	42	16.9	2.28
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
3. My school provides lunch for the students everyday because the cost has been built in to their fees	Proprietors	1	0.5	21	9.9	43	20.2	148	69.5			2.41
	Principals	6	2.4	17	6.8	84	33.7	131	52.6	11	4.4	2.39
	Parents	7	3.3	25	11.9	136	64.8	38	18.1	4	1.9	2.94
	Teachers	14	5.6	9	3.6	2	0.8	111	44.6	113	45.4	2.52
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
4. My school has water facility for the students funded by the school	Proprietors	4	1.9	181	85	9	4.2	19	8.9			2.42
	Principals	6	2.4	148	59.4	3	1.2	83	33.3	9	3.6	2.50
	Parents	2	1	185	88.1	8	3.8	12	5.7	3	1.4	2.96
	Teachers	23	9.2	99	39.8	51	20.5	71	28.5	5	2	1.76
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
5. My school has pit toilet for the students because that is what the school could afford	Proprietors	1	0.5	81	38	1	0.5	130	61			3.83
	Principals	1	0.4	139	55.8	7	2.8	88	35.3	14	5.6	3.24
	Parents	3	1.4	111	52.9	79	37.6	11	5.2	6	2.9	3.82
	Teachers	78	31.3	37	14.9	5	2	7	2.8	122	49	3.26
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
6. My school has water system toilet for the students funded from the fees charged to the students	Proprietors	1	0.5	182	85.4	4	1.9	26	12.2			2.81
	Principals	41	16.5	48	19.3	84	33.7	68	27.3	8	3.2	3.11
	Parents	5	2.4	163	77.6	26	12.4	12	5.7	4	1.9	3.44
	Teachers	s73	29.3	65	26.1	1	0.4	106	42.6	4	1.6	2.77
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	3.00
7. My school has good lightening facility provide from the fees paid	Proprietors	10	4.7	28	13.1	32	15	143	67.1			3.78
	Principals	8	3.2	152	61	9	3.6	39	15.7	41	16.5	3.17
	Parents	6	2.9	157	74.8	28	13.3	15	7.1	4	1.9	3.73
	Teachers	18	7.2	70	28.1	2	0.8	156	62.7	3	1.2	3.38
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
8. My school does not	Proprietors	1	0.5	19	8.9	11	5.2	150	70.4	32	15	2.54

have standby generator in case of PHCN failure because it could not fund it	Principals	48	19.3	131	52.6	7	2.8	50	20.1	13	5.2	3.19
	Parents	4	1.9	55	26.2	134	63.8	13	6.2	4	1.9	3.70
	Teachers	8	3.2	11	4.4	2	0.8	167	67.1	61	24.5	2.78
	Officials	1	7.7	1	7.7	1	7.7	9	69.2	1	7.7	4.00
9. Funding is necessary for the provision of good welfare package for the students	Proprietors	58	27.2	143	67.1	1	0.5	4	1.9	7	3.3	1.99
	Principals	53	21.3	72	28.9	80	32.1	42	16.9	2	0.8	3.62
	Parents	8	3.8	187	89	10	4.8	2	1	3	1.4	3.20
	Teacherss	151	60.6	73	29.3	5	2	10	4	10	4	1.93
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	2.00
10. My school contracts private hospital for medical problem of its students because of lack of fund to have a clinic in the school	Proprietors	8	3.8	41	19.2	33	15.5	131	61.5			4.19
	Principals	48	19.3	158	63.5	9	3.6	26	10.4	8	3.2	3.52
	Parents	7	3.3	38	18.1	140	66.7	21	10	4	1.9	3.94
	Teachers	7	2.8	42	16.9	80	32.1	104	41.8	16	6.4	4.41
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	4.00
11. My school provides only first aid service for its sick students because it cannot afford to operate a clinic in the school	Proprietors	1	0.5	121	56.8	8	3.8	83	39			2.63
	Principals	49	19.7	179	71.9	5	2	8	3.2	8	3.2	3.86
	Parents	19	9	93	44.3	92	43.8	3	1.4	3	1.4	3.09
	Teachers	106	42.6	107	43	6	2.4	6	2.4	24	9.6	2.67
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	3.00
12. My school organizes for food vendors for lunch because it cannot afford to operate a canteen centre in the school	Proprietors	1	0.5	158	74.2	1	0.5	53	24.9			3.22
	Principals	49	19.7	121	48.6	6	2.4	60	24.1	13	5.2	4.04
	Parents	20	9.5	70	33.3	114	54.3	2	1	4	1.9	3.58
	Teachers	68	27.3	108	43.4	4	1.6	47	18.9	22	8.8	4.08
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
13. My school does not have enough playground for its students physical development due to lack of fund	Proprietors	1	0.5	81	38	1	0.5	130	61			3.50
	Principals	48	19.3	10	4	84	33.7	94	37.8	13	5.2	3.54
	Parents	3	1.4	100	47.6	89	42.4	13	6.2	5	2.4	3.47
	Teachers	45	18.1	81	32.5	76	30.5	32	12.9	15	6	3.63
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	4.00
14. Poor funding alone is responsible for lack of students welfare amenities in my school	Proprietors	4	1.9	48	22.5	2	0.9	48	22.5	1	0.5	2.74
	Principals	1	0.4	26	10.4	5	2	26	10.4	48	19.3	2.93
	Parents	2	1	2	1	29	13.8	2	1	27	12.9	3.38
	Teachers	31	12.4	5	2	3	1.2	5	2	118	47.4	3.45

On Item one which states that my school has vehicle that conveys students to and from school bought with the fees charged, 66% proprietors, 51.8% principals and 74.7% teachers disagreed with this statement while 71.5% parents agreed with it and 69.2% ministry officials undecided.

Item two states that my school has a clinic in the premises where sick students are taken care of. 70% proprietors, 61.8% principals and 53.3% teachers disagreed with this, while 64.3% parents an 69.2% ministry officials are undecided. This concur with responses on item three which postulates that my school provides lunch for the students everyday because the cost has been built into their fees. 69.5% proprietors, 57% principals and 90% teachers disagree with this statement while 64.8% and 69.2% of parents and ministry officials respectively are undecided. Item 4 states that my school has water facility for the students funded by the school. 86.9% proprietors, 60.8% principals, 88.2% parents, 49% teachers agreed to this while 69.2% ministry officials are undecided. Item five states that my school has pit toilet for the students because that is what it Could afford. 61% proprietors disagreed with this statement while 69.2% ministry officials are undecided. 56.2% principals and 54.3% parents however agreed to this.

Item six says my school has water system toilet for the students funded from the fees charged. 85.9% proprietors, 80% parents, 55.4% teachers and 76.9% ministry officials agreed to this. The principals are however undecided.

Item seven states that my school has good lightening facilities provided from fees charged. 67.1% proprietors and 63.9% teachers disagreed with this while 64.2% principals, 77.7% parents and 76.9% ministry officials agreed to it. On item 8, 71.9% proprietors, 91.6% teachers, 76.9% ministry officials disagreed with the statement that my school does not have generator incase of PHCN failure because it could not afford it. The parents, 63.8% are however undecided. 94.3% proprietors, 50.2% principals, 92.8% parents, 87.9% teacher and 76.9% ministry officials however agreed to item nine which states that funding is necessary for the provision of good welfare package for the students.

Item 10 states that my school contracts private hospitals for medical problems of its students because it lacks fund to have its own clinic. 61.5% proprietors' and 88.1% teachers disagreed with this statement while 82.8% principals agreed to it with 66.7% parents undecided. But all the respondents agreed with item eleven which states that my school provides only first aid services for its sick students at 52.6% proprietors, 80.6% principals, 53.3% parents, 85.6% teachers and 76.9% ministry officials. Also on item 12 which states that my school organizes food vendors for lunch because it cannot afford to operate a canteen center in the school, 84.7% proprietors, 68.3% principals, 70.7% teachers and 76% ministry officials agreed to this while 54.3% parents are undecided.

Item thirteen states that my school does not have enough playground for its students physical development due to lack of fund. The proprietor and principals

disagreed with this at 60% and 69.5% respectively, while 69.2% of the ministry officials are undecided. There is however a general agreement on item fourteen which sates that poor funding alone is responsible for lack of students welfare in my school with 76.6% proprietors, 82.4% principals, 83.4% parents, 92.2% teachers and 76.9% ministry officials concurring to the statement.

Though the stakeholders were generally pessimistic about the impact any increase in funding could have on the welfare of the students, the teachers were relatively more optimistic in their opinions. The stakeholders did not agree that increased funding is likely to lead to provision of vehicle that conveys students to and from school or that the schools will establish clinic in the school premises that caters for sick students and staff because they have enough funds to run them. The stakeholders did not agree that the schools will provides lunch for the students on a daily basis because the cost has been built in to their fees or that schools will contracts private hospital for medical problems of their students because of lack of fund to have a clinic in the school. These and others of this nature could be responsible for the expressed negative opinion on the role of funding in the private secondary schoolson students welfare by the stakeholders. It would therefore imply that funding is not necessarily likely to increase the students welfare in the schools.

4.1.10: Opinions of Stakeholders on Impact of Funding on the Operation of Private Secondary Boarding Schools in Nigeria

The impact of funding on the operations of boarding secondary schools was examined as the focus of the tenth objective of the study. The attendant research question is: Do fund have an impact on the decision to operate private boarding secondary schools in Nigeria? Among the issues examined in relation to this objective and question were the determinants of decisions on the operations of boarding secondary schools, distance of school from residential areas of prospective students and other such considerations. The opinions of the stakeholders on the issues are scored in frequencies and percentages along with means in Table 4.2.10

Table 4.1.10: Opinions of stakeholders on impact of funding on the operations of boarding private secondary schools

Item Statements	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. Fund alone determines whether school should operate boarding system or not	Proprietors	39	18.3	116	54.5	4	1.9	53	24.9	1	0.5	3.46
	Principals	7	2.8	126	50.6	4	1.6	111	44.6	1	0.4	3.82
	Parents	65	31	137	65.2	3	1.4	4	1.9	1	0.5	3.92
	Teachers	85	34.1	48	19.3	2	0.8	112	45	2	0.8	4.28
	Officials	1	7.7	1	7.7	1	7.7	9	69.2	1	7.7	4.00
2. Distance of school to residential area of students determines if a school should operate boarding system	Proprietors	1	0.5	40	18.8	21	9.9	150	70.4	1	0.5	3.70
	Principals	3	1.2	95	38.2	7	2.8	143	57.4	1	0.4	3.12
	Parents	62	29.5	127	60.5	2	1	16	7.6	3	1.4	4.27
	Teachers	77	30.9	5	2	5	2	160	64.3	2	0.8	3.41
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	2.00
3. Parents of children and their readiness to fund it determines if a school should be boarding or not	Proprietors	39	18.3	90	42.3	4	1.9	79	37.1	1	0.5	2.54
	Principals	2	0.8	180	72.3	7	2.8	59	23.7	1	0.4	2.82
	Parents	4	1.9	139	66.2	4	1.9	56	26.7	7	3.3	4.10
	Teachers	77	30.9	52	20.9	9	3.6	109	43.8	2	0.8	2.97
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
4. Proprietor of a private school and his/her readiness to fund it determines whether his school should operate boarding system or not	Proprietors	39	18.3	170	79.8	2	0.9	1	0.5	1	0.5	3.50
	Principals	19	7.6	171	68.7	1	0.4	57	22.9	1	0.4	3.51
	Parents	6	2.9	141	67.1	39	18.6	21	10	3	1.4	3.39
	Teachers	85	34.1	48	19.3	5	2	110	44.2	1	0.4	3.38
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
5. Parents, students and Proprietor of private school and their readiness to fund it determine if the school should operate boarding system	Proprietors	39	18.3	170	79.8	1	0.5	2	0.9	1	0.5	4.21
	Principals	11	4.4	172	69.1	1	0.4	64	25.7	1	0.4	3.61
	Parents	6	2.9	145	69	39	18.6	17	8.1	3	1.4	3.61
	Teachers	155	62.2	51	20.5	1	0.4	41	16.5	1	0.4	3.43
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
6. Boarding system in secondary school is very necessary	Proprietors	1	0.5	102	47.9	56	26.3	53	24.9	1	0.5	4.20
	Principals	2	0.8	120	48.2	14	5.6	112	45	1	0.4	3.53
	Parents	36	17.1	127	60.5	4	1.9	39	18.6	4	1.9	3.63
	Teachers	84	33.7	50	20.1	2	0.8	42	16.9	71	28.5	4.30
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
7. Boarding system in secondary school in Nigeria should be cancelled because it is capital intensive	Proprietors	1	0.5	54	25.4	4	1.9	153	71.8	1	0.5	3.18
	Principals	1	0.4	3	1.2	87	34.9	150	60.2	8	3.2	3.05
	Parents	6	2.9	14	6.7	57	27.1	119	56.7	14	6.7	3.74
	Teacher	149	59.8	5	2	6	2.4	84	33.7	5	2	3.14
	Official	1	7.7	1	7.7	1	7.7	9	69.2	1	7.7	4.00

8. My school cannot operate boarding system because it does not have the fund to put the facilities in place	Proprietor	39	18.3	96	45.1	1	0.5	73	34.3	4	1.9	2.51
	Principal	48	19.3	98	39.4	86	34.5	9	3.6	8	3.2	2.34
	Parent	5	2.4	39	18.6	140	66.7	10	4.8	16	7.6	2.40
	Teacher	152	61	42	16.9	36	14.5	17	6.8	2	0.8	3.84
	Official	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	2.00
9. My school operates boarding system for its students because parents funds it	Proprietor	4	1.9	82	38.5	39	18.3	87	40.8	1	0.5	3.50
	Principal	1	0.4	8	3.2	85	34.1	110	44.2	45	18.1	3.69
	Parent	1	0.5	42	20	83	39.5	66	31.4	18	8.6	3.00
	Teacher	6	2.4	15	6	22	8.8	133	53.4	73	29.3	4.33
	Official	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
10. My school has plans to operate boarding system subject to availability of fund	Proprietor	40	18.8	157	73.7	14	6.6	1	0.5	1	0.5	3.00
	Principal	48	19.3	120	48.2	15	6	64	25.7	2	0.8	2.22
	Parent	3	1.4	23	11	137	65.2	32	15.2	15	7.1	2.69
	Teacher	2	0.8	36	14.5	93	37.3	113	45.4	5	2	1.96
	Official	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
11. Boarding system in secondary school denies children of good parental supervision	Proprietor	2	0.9	134	62.9	1	0.5	75	35.2	1	0.5	4.16
	Principal	1	0.4	5	2	85	34.1	150	60.2	8	3.2	3.60
	Parent	6	2.9	73	34.8	26	12.4	92	43.8	13	6.2	2.81
	Teacher	148	59.4	45	18.1	7	2.8	47	18.9	2	0.8	2.67

On whether fund alone determines whether schools should operate boarding system, 72.8% proprietors, 53.1% principals, 68.3% parents and 53.4% teachers agree with the statement while 76.8% ministry officials disagreed with the statement.

Item two states that distance of school to residential area of students determines if a school should operate boarding system. 70.9% proprietors, 57.8% principals and 65.1% teachers disagreed with this while 96% parents and 76.9% ministry officials agreed with it..

The postulation of item three that parents of children and their readiness to fund it determines if a school should be boarding or not. This was agreed to by the proprietors, 60.6%, principals 73.1%, parents 68.1%, teachers 51.8% and 76.9% ministry officials, just as they also concurred with item four which states that proprietors of a private secondary school and his readiness to fund it determines whether his school shall operate boarding system at 98.1%, 76.3%, 70%, 50.4%, and 76.9% of proprietors, principals, parents, teachers and ministry officials respectively.

Item five states that pants, students and proprietors of private schools and their readiness to fund I determine if the school should operate boarding system. All the stakeholders agreed to this at 98.1%, 73.5%, 71.9%, 82.7%, and 76.9% of proprietors, principals, parents, teachers and ministry officials respectively.

Item 6 postulates that boarding system in private secondary schools in Nigeria is very necessary. 48.4% proprietors, 49% principals, 77.6% parents, 53.8% teachers and 76.9% ministry officials supported this statement. Similarly, item seven suggested that boarding school should cancelled in Nigeria private secondary schools. 72.3% proprietors, 63.4% principals, 63.4% parents and 79.9% ministry officials disagreed with these suggestions. 61.8% teachers however agreed with the suggestion.

Item eight says my school cannot operate boarding system because it does not have fund for its facilities. 66.7% of the parent are undecided on this while

63.4% proprietors, 58.7% principals, 77.9% teachers and 76.9% ministry officials agreed to this assertion.

Item nine states that my school operates boarding system for its students because parents fund it. 50% proprietors, 62.3% principals, 79.5% parents and 82.7% teachers disagreed with this while 76.9% ministry officials agreed with the statement

Item ten says that my school has plans to operate boarding system subject to availability of fund. 92% proprietors, 66.5% principals and 76.9% ministry officials agreed to this while 65.2% parents are undecided and 47% teachers disagreeing to the statement.

On whether boarding system in secondary schools deny children of good parental supervision in item eleven, 63.8% proprietors and 73.5% teachers agreed with his statement while 63.4% principals and 50% parents and 76.9% ministry officials disagreed with it.

The impact of funding did not seem to be a major determinant of the operation of the secondary schools involved in the study. Though the education officials were of the opinion that funding could have significant impact on such operation, the parents, school proprietors, teachers and principals did not agree with this opinion. The issues here are some of the considerations which borders on factors outside the scope of this study. Though the respondents were of the view that availability of fund could be a factor in the operation of boarding schools, this opinion did not translate to their aggregate opinion on the subject. The education

officials were the only group who tended to see the impact of funding to be significant in the operations of boarding secondary schools. The fact that this group of stakeholders (education officials), are not directly involved in the operations of the school could account for their difference in the expressed opinions of the groups. Funding is therefore not the major determinant of private secondary schools operation in Nigeria.

4.1.12 Opinions of stakeholders on Impact of funding on the provision of security in Private secondary schools in Nigeria

Introduction:

The effect of funding on the provision of security for the secondary schools was investigated as the eleventh objective of the study. The objective is associated with the following research question: What effect does funding have on provision of security measure in private secondary school in Nigeria? To provide the solution to this question and address the objective, a number of items were suggested on which the stakeholders expressed their opinions. Table 4.2.11 presents the frequencies and percentages with means for the respective items used for the assessment.

Table 4.1.11: Opinions of stakeholders on impact of funding on security in private secondary schools

Item Statements	Category of Respondents	SA		A		U		D		SD		Mean
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1. My school has enough funds to hire required number of security men	Proprietors	5	2.3	28	13.1	39	18.3	140	65.7	1	0.5	3.22
	Principals	3	1.2	107	43	85	34.1	7	2.8	47	18.9	2.35
	Parents	4	1.9	53	25.2	126	60	24	11.4	3	1.4	2.83
	Teachers	19	7.6	35	14.1	75	30.1	118	47.4	2	0.8	4.18
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	2.00
2. Funding is needed to provide security for the school	Proprietors	26	12.2	184	86.4	1	0.5	1	0.5	1	0.5	2.50
	Principals	54	21.7	191	76.7	1	0.4	1	0.4	2	0.8	3.06
	Parents	68	32.4	132	62.9	4	1.9	3	1.4	3	1.4	3.13
	Teacherss	168	67.5	76	30.5	2	0.8	2	0.8	1	0.4	2.80
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	3.00
3. Enough fund will enable security be provided during the day and night for the school environment	Proprietorss	67	31.5	143	67.1	1	0.5	1	0.5	1	0.5	4.09
	Principals	57	22.9	188	75.5	1	0.4	1	0.4	2	0.8	4.20
	Parents	122	58.1	81	38.6	3	1.4	1	0.5	3	1.4	4.25
	Teachers	167	67.1	73	29.3	5	2	3	1.2	1	0.4	4.67
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
4. Funds are necessary to employ trained security personnel for the school	Proprietors	67	31.5	143	67.1	1	0.5	1	0.5	1	0.5	4.33
	Principals	55	22.1	190	76.3	1	0.4	1	0.4	2	0.8	4.21
	Parents	106	50.5	98	46.7	2	1	1	0.5	3	1.4	4.53
	Teachers	166	66.7	74	29.7	5	2	3	1.2	1	0.4	4.64
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	4.00
5. The school can make use of local security personnel because of lack of enough fund	Proprietsors	12	5.6	179	84	1	0.5	20	9.4	1	0.5	4.33
	Principals	47	18.9	127	51	8	3.2	65	26.1	2	0.8	4.20
	Parents	3	1.4	140	66.7	63	30	1	0.5	3	1.4	4.45
	Teachers	80	32.1	111	44.6	2	0.8	54	21.7	2	0.8	4.64
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	4.00
6. At least, three security personnel should be provided for the school because of lack of fund	Proprietors	1	0.5	185	86.9	6	2.8	20	9.4	1	0.5	3.87
	Principals	60	24.1	16	6.4	72	28.9	93	37.3	8	3.2	3.62
	Parents	14	6.7	63	30	128	61	1	0.5	4	1.9	3.66
	Teachers	155	62.2	59	23.7	13	5.2	8	3.2	14	5.6	3.87
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
7. The school cannot provide more than three	Proprietors	1	0.5	58	27.2	122	57.3	31	14.6	1	0.5	3.80
	Principals	60	24.1	76	30.5	2	0.8	103	41.4	8	3.2	3.09
	Parents	21	10	53	25.2	123	58.6	9	4.3	4	1.9	3.39

security personnel for the school due to lack of fund	Teachers	85	34.1	125	50.2	16	6.4	9	3.6	14	5.6	4.37
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	3.00
8. The school should make fund available to provide gadgets for its security personnel	Proprietors	4	1.9	204	95.8	1	0.5	3	1.4	1	0.5	3.17
	Principals	66	26.5	107	43	65	26.1	3	1.2	8	3.2	3.30
	Parents	12	5.7	179	85.2	9	4.3	7	3.3	3	1.4	3.37
	Teachers	155	62.2	64	25.7	12	4.8	4	1.6	14	5.6	4.05
	Officials	1	7.7	9	69.2	1	7.7	1	7.7	1	7.7	3.00
9. The security personnel should provide their facilities by themselves because the school lack fund to do so	Proprietors	1	0.5	2	0.9	21	9.9	188	88.3	1	0.5	3.98
	Principals	1	0.4	7	2.8	65	26.1	146	58.6	30	12	3.89
	Parents	2	1	36	17.1	50	23.8	116	55.2	6	2.9	3.91
	Teachers	59	23.7	41	16.5	14	5.6	120	48.2	15	6	4.40
	Officials	1	7.7	1	7.7	9	69.2	1	7.7	1	7.7	4.00

On whether my school has enough fund to hire required number of security personnel, 66.7% proprietors, 53.2% principals and 78.3% teachers disagreed with the statement, while the parents, 69% and the ministry officials, 69.2% are undecided on item number one . However, the proprietors, 78.6%, principals, 97.4%, parents 95.3%, teachers, 98% and ministry officials 76.9% all agreed on item number two which states tat funding is needed to provide security for the school.

On item three, 98.6% proprietors, 98.4% principals, 96.7% parents, 96.4% teachers and 76.7% ministry officials agreed that enough fund will enable security to be provided during the day and night for the school environment, just as they

also agreed on item number four tat funds are necessary to employ trained security personnel for the school at 98.6%, 98.4%, 97%, 96.4%, and 76.9% of proprietors, principals, parents, teachers, and ministry officials respectively.

On item five which states that the school can make use of local security personnel because of lack of enough fund. While 89.6% proprietors, 69.9% principals, 68.1% parents and 76.1% teachers agreed to this statement, 69.2% of the ministry official are undecided on this.

87.4% and 83.9% of he proprietors and teachers agreed on item six which states that three security personnel should be provided for the school because of lack of fund while the parents, 61% and ministry officials 69.2% are undecided on this. The principals also disagreed with it.

On item seven which states that the school cannot provide more than three security personnel for the school due to lack of fund. The proprietors, 57.3%, and parents 58.6% and the ministry officials 69.2% are undecided about this while 54.1% principals and 84.3% teachers agreed to the statement.

Item eight said the school should make fund available to provide gadgets for its security personnel. 97.7% proprietors, 69.5% principals, 90.9% parents, 87.9% teachers and 76.9% ministry officials agreed to the statement, while they all disagreed with item nine which says that the security personnel should provide the gadgets by themselves at 86.7% proprietors, 70.6% principals, 59.1% parents and 54.2% teachers with 69,2% ministry officials undecided.

The construct clearly demonstrated that funding could have a major impact on the provisions of security in the private secondary schools. From the mean scores of the individual groups in the table, this opinion was a common consensus. But the education officials were not so positive of the impact the increase in funding could have on the security of the private schools. This is quite excusable since they are really not in vintage positions to know the inner running of the secondary schools with regards to their environmental peculiarities. The stake holders were of the opinion that increase in fund could lead to employment of adequate security personnel and the required equipment that would help to facilitate their work in the private schools. Therefore it could be said that increase in funding would likely increase the security of private secondary schools.

4.2 Hypotheses testing

The hypotheses formulated to determine the significant differences among the stakeholders in their opinions on the variables relating to the impact of funding on the management of private schools in Nigeria are tested in this section.

Hypothesis I: There is no significance difference in the opinions of stakeholders on the impact of funding on students enrolment in private secondary schools in Nigeria.

The opinions of the stakeholders on the impact of funding on students enrolment into private secondary schools were examined in Table 4.3.1. To test this hypothesis, the mean scores of the stakeholders on the variable were subjected

to analysis of variance because of the multiple groups of the independent variable (stakeholders). A summary of the analysis of variance model for the hypothesis is presented in Table 4.2.1.

Table 4.2.1: Analysis of variance on impact of funding on students' enrolment into private schools in Nigeria.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	66.895	4	16.724	100.234	.000
Within Groups	158.839	952	.167		
Total	225.735	956			

(F-critical=2.37, P<0.05)

The observed F-value for the test is higher than the critical value of 3.237 at the same degree of freedom. The observed level of significance (0.000) for the test is lower than 0.05 (P < 0.05). This means that the respondents differed significantly in their opinions on the impact funding could have on the students' enrolment into the private schools Therefore, the null hypothesis which states that there is no significant difference in the opinions of school stakeholders on the impact of funding on students enrolment in private secondary schools in Nigeria is rejected.

To determine the group of stakeholders who were significantly different from others in their opinions, a post hoc test was conducted on the mean scores using the Scheffe procedure. The result of the Scheffe test on the mean scores of the individual groups is presented in Table 4.3.2.

Table 4.2.2: Result of Scheffe test on the mean scores of the groups

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.38121(*)	.03711	.000
	Parent	-.76952(*)	.03875	.000
	Teacher	-.35399(*)	.03711	.000
	Education officials	-.64360(*)	.11637	.000
Principal	Proprietor	.38121(*)	.03711	.000
	Parent	-.38831(*)	.03827	.000
	Teacher	.02722	.03661	.968
	Education officials	-.26238	.11621	.278
Parent	Proprietor	.76952(*)	.03875	.000
	Principal	.38831(*)	.03827	.000
	Teacher	.41553(*)	.03827	.000
	Education officials	.12593	.11674	.884
Teacher	Proprietor	.35399(*)	.03711	.000
	Principal	-.02722	.03661	.968
	Parent	-.41553(*)	.03827	.000
	Education officials	-.28960	.11621	.185
Education officials	Proprietor	.64360(*)	.11637	.000
	Principal	.26238	.11621	.278
	Parent	-.12593	.11674	.884
	Teacher	.28960	.11621	.185

* The mean difference is significant at the .05 level.

The test revealed that the school proprietors were significantly different in their opinion from other stake holders. Principals and teachers were not significantly different in their opinions. The Principals and Education officials did not differ significantly in their opinions. Parents and teachers were not significantly different from the Ministry of education officials. But the principals and teachers were significantly different from the parents on the impact funding has on students enrolment into the private schools.

Hypothesis II: There is no significant difference in the opinions of stakeholders on the impact of funding on the general conditions of services of staff of private secondary schools.

To test this hypothesis, the scores of the stakeholders on the impact of funding on the staff' general conditions of service were examined in Table 4.10. The one way analysis of variance (ANOVA) was used for the test. The use of the ANOVA was informed by the multiple groups of the independent variable. The ANOVA model is summarized in Table 4.2.3.

Table 4.2.3: Analysis of variance on impact of funding on staff general conditions of service in private schools in Nigeria.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	96.656	4	24.164	123.488	.000
Within Groups	186.286	952	.196		
Total	282.942	956			

(F-critical=2.37, P<0.05)

The result of the test revealed that the stakeholders differed significantly in their rating of the impact of funding on the staff general condition of services in the private secondary schools. This is deduced from the observed F-values of 123.488 compared with the critical value of 2.37 at the same degree of freedom (4, 952). The observed level of significance (0.000) for the test is less than the fixed level of 0.05 ($P < 0.05$). By these observations, the null hypothesiswhich states that there is no significant difference in the opinions of the stakeholders on the

impact of funding on the general conditions of services of staff of private secondary schools in Nigeria is, therefore, rejected. The test for significant difference the Scheffe procedure was used to determine the groups that were significantly different from others as summarized in Table 4.2.4.

Table 4.2.4: Result of Scheffe test on the mean scores of the stakeholders on the impact of funding on staff general condition of service in private secondary schools

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.04502	.04019	.869
	Parent	-.81428(*)	.04196	.000
	Teacher	-.11429	.04019	.089
	Education officials	-.45198(*)	.12602	.012
Principal	Proprietor	.04502	.04019	.869
	Parent	-.76926(*)	.04144	.000
	Teacher	-.06928	.03964	.549
	Education officials	-.40696(*)	.12585	.034
Parent	Proprietor	.81428(*)	.04196	.000
	Principal	.76926(*)	.04144	.000
	Teacher	.69999(*)	.04144	.000
	Education officials	.36230	.12643	.085
Teacher	Proprietor	.11429	.04019	.089
	Principal	.06928	.03964	.549
	Parent	-.69999(*)	.04144	.000
	Education officials	-.33768	.12585	.127
Education officials	Proprietor	.45198(*)	.12602	.012
	Principal	.40696(*)	.12585	.034
	Parent	-.36230	.12643	.085
	Teacher	.33768	.12585	.127

* The mean difference is significant at the .05 level.

The result revealed that the observed significant difference in the rating of the impact of funding on the staff general condition of service was mainly between the parents and the school proprietors, teachers and principals. Between the parents and the education officials, no significant difference was observed and between the teachers and the principals no significant difference was observed in their rating. Though the Ministry of education officials did not differ significantly from the teachers, significant difference was observed between them and the principals. The proprietors differed significantly in their rating of the impact from the Ministry of education officials.

Hypothesis III: There is no significant difference in the opinion of stakeholders on the financial contribution by parents, individuals, NGO and Government in the management of private secondary schools

The mean rating of the stakeholders for the impact of financial contribution by parents, individuals, NGO and Government on the management of private secondary schools examined in Table 4.11 was used for this test along with the grouping of the stakeholders. The Analysis of variance was used for the test as summarized in Table 4.2.5.

Table 4.2.5: Analysis of variance on impact of financial contribution by parents, individuals, NGO and Government on the management of private secondary schools

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	28.731	4	7.183	42.313	.000
Within Groups	161.607	952	.170		
Total	190.338	956			

(F-critical=2.37, P<0.05)

The result revealed significant difference in the rating of the impact of financial contribution by parents, individuals, NGO and Government on the management of private secondary schools. The observed F-value (42.313) is higher than the critical value of 2.37 indicated at the bottom of the table. The observed level of significance for the test is 0.000 (P < 0.05). With these observations, the null hypothesis that there is no significant difference in the opinion of private secondary school stakeholders on the financial contribution by parents, individuals, NGO and Government in the management of private secondary schools in Nigeria could therefore be rejected.To determine the group of stakeholders who differ significantly from the others, a post hoc test was carried out on the mean scores using the Scheffe procedure and the result is summarized in Table 4.2.6.

Table 4.2.6: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.29240(*)	.03743	.000
	Parent	-.46184(*)	.03909	.000
	Teacher	-.36910(*)	.03743	.000
	Education officials	-.59280(*)	.11738	.000
Principal	Proprietor	.29240(*)	.03743	.000
	Parent	-.16945(*)	.03860	.001
	Teacher	-.07671	.03693	.366
	Education officials	-.30040	.11722	.162
Parent	Proprietor	.46184(*)	.03909	.000
	Principal	.16945(*)	.03860	.001
	Teacher	.09274	.03860	.218
	Education officials	-.13095	.11776	.872
Teacher	Proprietor	.36910(*)	.03743	.000
	Principal	.07671	.03693	.366
	Parent	-.09274	.03860	.218
	Education officials	-.22369	.11722	.457
Education officials	Proprietor	.59280(*)	.11738	.000
	Principal	.30040	.11722	.162
	Parent	.13095	.11776	.872
	Teacher	.22369	.11722	.457

* The mean difference is significant at the .05 level.

The test revealed that the school proprietors were significantly different in their opinion from other stake holders. The other significant difference observed was between the Principals and parents. Between teachers, principals, education officials and parents, no significant difference was observed and between education officials and the other stakeholders, no significant difference was observed.

Hypothesis IV: There is no significant difference in the response of stakeholders on the impact of funding on teacher turnover in private secondary schools

The mean score of the stakeholders in the Table 4.12 where the impact of funding on the turnover of teachers was examined was used for this hypothesis. The one way analysis of variance was used to determine the possible difference in their rating of the impact of funding on the teachers' turnover in the private secondary schools. The use of the one way analysis of variance was because of the multiple groups of stakeholders used as the independent variable. The result is summarized in Table 4.2.7.

Table 4.2.7: Analysis of variance on impact of funding on teachers' turnover in private secondary schools by stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	14.528	4	3.632	20.134	.000
Within Groups	171.730	952	.180		
Total	186.258	956			

(F-critical = 2.37, $P < 0.05$)

The result indicated in the table revealed significant differences in the rating of the impact of funding on the teachers turnover in the private schools. This is indicated by an observed F-value of 20.134 and observed significant level of 0.000 ($P < 0.05$). Therefore the null hypothesis that there is no significant difference in the response of private secondary school stakeholders on the impact of funding on teacher turnover in Nigeria is thus rejected.A post hoc test was carried out on the

mean scores to determine the group of stakeholders that were significantly different from the others in their rating of the impact of funding on the teachers' turnover using the Scheffe procedure. The result is summarized in Table 4.2.8.

Table 4.2.8: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.14392(*)	.03859	.008
	Parent	-.35108(*)	.04029	.000
	Teacher	-.14111(*)	.03859	.010
	Education officials	.08178	.12100	.978
Principal	Proprietor	.14392(*)	.03859	.008
	Parent	-.20715(*)	.03979	.000
	Teacher	.00281	.03806	1.000
	Education officials	.22570	.12083	.480
Parent	Proprietor	.35108(*)	.04029	.000
	Principal	.20715(*)	.03979	.000
	Teacher	.20997(*)	.03979	.000
	Education officials	.43286(*)	.12139	.013
Teacher	Proprietor	.14111(*)	.03859	.010
	Principal	-.00281	.03806	1.000
	Parent	-.20997(*)	.03979	.000
	Education officials	.22289	.12083	.493
Education officials	Proprietor	-.08178	.12100	.978
	Principal	-.22570	.12083	.480
	Parent	-.43286(*)	.12139	.013
	Teacher	-.22289	.12083	.493

* The mean difference is significant at the .05 level.

The schools' proprietors were significantly different with the teachers parents and principals in their rating of the impact funding could have on the teachers' turnover. Between the principals, teachers and the education officials, no significant difference was observed. There was significant difference in the rating of the education officials and that of the parents. However, the observed

differences were in the degrees of positivity of the impact the funding could have on the teachers' turnover.

Hypothesis V: There is no significant difference in the opinion of stakeholders on the effect of funding on communication process in and out of private secondary schools in Nigeria

The effect of funding on communication in the schools was examined in the analysis of Table 4.1.6. The mean scores of the stakeholders on the variable were subjected to analysis of variance in the test of this hypothesis with the individual stakeholders as the independent variable. The result of the ANOVA model is summarized in Table 4.2.9.

Table 4.2.9: Analysis of variance on impact of funding on communication in private secondary schools by stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	70.847	4	17.712	84.713	.000
Within Groups	199.044	952	.209		
Total	269.891	956			

(F-critical = 2.37, P < 0.05)

The test as revealed that the respondents differed significantly in their rating of the impact of funding on the communication in the schools. (P < 0.05) This means that the null hypothesis that there is no significant difference in the opinion of stakeholders on the effect of funding on communication process in and out of private secondary schools in Nigeria is therefore rejected.The post hoc test that was carried out on the mean scores to determine the group of stakeholders that

were significantly different from the othersin their rating of the impact is summarized in Table 4.2.10. The Scheffe procedure was used for the test.

Table 4.2.10: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.59093(*)	.04154	.000
	Parent	-.68648(*)	.04338	.000
	Teacher	-.58915(*)	.04154	.000
	Education officials	-.83145(*)	.13027	.000
Principal	Proprietor	.59093(*)	.04154	.000
	Parent	-.09554	.04284	.291
	Teacher	.00178	.04098	1.000
	Education officials	-.24052	.13009	.491
Parent	Proprietor	.68648(*)	.04338	.000
	Principal	.09554	.04284	.291
	Teacher	.09733	.04284	.272
	Education officials	-.14497	.13069	.873
Teacher	Proprietor	.58915(*)	.04154	.000
	Principal	-.00178	.04098	1.000
	Parent	-.09733	.04284	.272
	Education officials	-.24230	.13009	.483
Education officials	Proprietor	.83145(*)	.13027	.000
	Principal	.24052	.13009	.491
	Parent	.14497	.13069	.873
	Teacher	.24230	.13009	.483

* The mean difference is significant at the .05 level.

The test revealed that the observed significant difference in the table was between the school proprietors and the rest of the stakeholders (Principals, teachers, parents and education officials). Between the rest of the stakeholders (Principals, teachers, parents and education officials), no significant difference in their rating was observed in the test.

Hypothesis VI: There is no significant difference in the opinion of stakeholders on the impact of funding on the planning of

educational programmes and extra-curricular activities and their implementation in private secondary school in Nigeria

This hypothesis was tested with the mean scores of the stakeholders on the impact of funding on the planning of educational programmes and extra-curricular activities and their implementation in the private secondary schoolas examined in Table 4.14. The one way analysis of variance was used for the hypothesis because of the multiple groups of the independent variable (stakeholders). The result of the test is summarized in Table 4.2.11.

Table 4.2.11: Analysis of variance on impact of funding on planning of educational programmes and extra-curricular activities and their implementation in the private secondary schoolby stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	8.879	4	2.220	11.870	.000
Within Groups	178.032	952	.187		
Total	186.911	956			

(F-critical = 2.37, P > 0.05)

There was significant difference in the stakeholders' rating of the impact of funding on the on the planning of educational programmes and extra-curricular activities and their implementation in the private secondary school. This is indicated by and an observed F-value of 11.870 compared with the F-critical (2.37) at the same degree of freedom. The observed level of significance (0.000) is lower than the fixed value of 0.05 (P < 0.05). Therefore the null hypothesis that there is no significant difference in the opinion of stakeholders on the impact of

funding on the planning of educational programmes and extra-curricular activities and their implementation in private secondary school in Nigeria is thus rejected. The result of the Scheffe test used for determining the group of stakeholders that were significantly different from the others in their rating of the impact is summarized in Table 4.2.12.

Table 4.2.12: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.11653	.03929	.067
	Parent	-.17517(*)	.04102	.001
	Teacher	-.24067(*)	.03929	.000
	Education officials	.19453	.12320	.646
Principal	Proprietor	.11653	.03929	.067
	Parent	-.05863	.04052	.718
	Teacher	-.12413(*)	.03876	.037
	Education officials	.31106	.12303	.173
Parent	Proprietor	.17517(*)	.04102	.001
	Principal	.05863	.04052	.718
	Teacher	-.06550	.04052	.625
	Education officials	.36970	.12360	.063
Teacher	Proprietor	.24067(*)	.03929	.000
	Principal	.12413(*)	.03876	.037
	Parent	.06550	.04052	.625
	Education officials	.43520(*)	.12303	.014
Education officials	Proprietor	-.19453	.12320	.646
	Principal	-.31106	.12303	.173
	Parent	-.36970	.12360	.063
	Teacher	-.43520(*)	.12303	.014

* The mean difference is significant at the .05 level.

From the result, the schools' proprietors had the same rating level of the impact of funding on the planning of educational programmes and extra-curricular activities and their implementation in the private secondary school. But they were

significantly different from the teachers. The parents were significantly different from the proprietors and the rating of the teachers of the impact was significantly different from that of the education officials.

Hypothesis VII: There is no significant difference in the opinion of stakeholders on the effect of funding on staff development programmes in private secondary school

The rating of the impact of funding on staff development programmes in private secondary schoolboy the stakeholders was examined in Table 4.15. The scores of the stakeholders in the table were used for the test of this hypothesis. The result of the analysis of variance used for the test is summarized in Table 4.2.13.

Table 4.2.13: Analysis of variance on impact of funding on staff development programme in the private secondary schoolby stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	77.643	4	19.411	148.171	.000
Within Groups	124.714	952	.131		
Total	202.356	956			

(F-critical = 2.37, P > 0.05)

The rating of the impact of funding on staff development programmes of the schools differed significantly by the stakeholders as revealed in the table. The observed level of significance (0.000) is lower than the fixed value of 0.05 (P < 0.05). Therefore the null hypothesis that there is no significant difference in the opinion of stakeholders on the effect of funding on staff development programmes in private secondary school I Nigeria is thus rejected. To determine the group of

stakeholders that were significantly different from the others, the Scheffe procedure for a post hoc test was adopted and the result is summarized in Table 4.2.14.

Table 4.2.14: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.66587(*)	.03288	.000
	Parent	-.42132(*)	.03434	.000
	Teacher	-.71808(*)	.03288	.000
	Education officials	-.31815	.10311	.050
Principal	Proprietor	.66587(*)	.03288	.000
	Parent	.24455(*)	.03391	.000
	Teacher	-.05221	.03244	.629
	Education officials	.34772(*)	.10297	.023
Parent	Proprietor	.42132(*)	.03434	.000
	Principal	-.24455(*)	.03391	.000
	Teacher	-.29676(*)	.03391	.000
	Education officials	.10317	.10345	.911
Teacher	Proprietor	.71808(*)	.03288	.000
	Principal	.05221	.03244	.629
	Parent	.29676(*)	.03391	.000
	Education officials	.39993(*)	.10297	.005
Education officials	Proprietor	.31815	.10311	.050
	Principal	-.34772(*)	.10297	.023
	Parent	-.10317	.10345	.911
	Teacher	-.39993(*)	.10297	.005

* The mean difference is significant at the .05 level.

The test revealed that the school proprietors were significantly different in their opinion from the principals, teachers and parents. Principals and teachers were significantly different in their opinions from the parents and the education officials. Between the principals and teachers, there was no significant difference in their opinion.

Hypothesis VIII: There is no significant difference in the response of stakeholders on the impact of funding on the provision of educational facilities in private secondary schools

This hypothesis was tested with the rated impact of funding on the provision of educational facilities in private secondary schoolsby the stakeholders examined in Table 4.16. The one way analysis of variance was used for the hypothesis because of the multiple levels of the independent variable. The result of the analysis of variance model is summarized in Table 4.2.15.

Table 4.2.15: Analysis of variance on impact of funding on the provision of educational facilities in private secondary schools by stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	40.991	4	10.248	64.351	.000
Within Groups	151.605	952	.159		
Total	192.596	956			

(F-critical = 2.37, P > 0.05)

The result of the test revealed significant difference in the rating of the stakeholders on the impact of funding on the provision of educational facilities in private secondary schools.. The observed F-value (64.351) is higher than the critical value of 2.37at the same degree of freedom. The observed level of significance (0.000) is lower than the fixed value of 0.05 (P < 0.05). Therefore the null hypothesis that there is no significant difference in the response of stakeholders on the impact of funding on the provision of educational facilities in private secondary schools in Nigeria could thus be rejected.

To determine the group of stakeholders whose rating of the impact of funding on the provision of educational facilities and equipment were significantly different from the others, the post hoc test that was carried out on the mean scores is summarized in Table 4.2.16. The Scheffe procedure was used for the test.

Table 4.2.16: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.11763(*)	.03625	.033
	Parent	-.48442(*)	.03786	.000
	Teacher	.07545	.03625	.364
	Education officials	-.24120	.11369	.343
Principal	Proprietor	.11763(*)	.03625	.033
	Parent	-.36679(*)	.03739	.000
	Teacher	.19308(*)	.03576	.000
	Education officials	-.12357	.11353	.881
Parent	Proprietor	.48442(*)	.03786	.000
	Principal	.36679(*)	.03739	.000
	Teacher	.55987(*)	.03739	.000
	Education officials	.24322	.11405	.338
Teacher	Proprietor	-.07545	.03625	.364
	Principal	-.19308(*)	.03576	.000
	Parent	-.55987(*)	.03739	.000
	Education officials	-.31665	.11353	.101
Education officials	Proprietor	.24120	.11369	.343
	Principal	.12357	.11353	.881
	Parent	-.24322	.11405	.338
	Teacher	.31665	.11353	.101

* The mean difference is significant at the .05 level.

The test revealed that the observed significant difference in the test was between the Parents on one hand and the teachers, principals and the school proprietors on the other. Between the teachers principals and the parents there was

significantly different in their opinion. But the education officials were not significantly different in their rating from any of the other stakeholders.

Hypothesis IX: There is no significant difference in the response of stakeholders on the impact of funding on the welfare of students in private secondary schools

The examination of the impact of funding on students welfare in the private school carried out in Table 4.2.17 by the stakeholders was used here with the aid of the analysis of variance for this hypothesis. The result of the analysis of variance model is summarized in Table 4.2.17.

Table 4.2.17: Analysis of variance on impact of funding on welfare of students in private secondary schools by stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	29.166	4	7.291	65.583	.000
Within Groups	105.842	952	.111		
Total	135.008	956			

(F-critical = 2.37, $P < 0.05$)

The result showed that the stakeholders differed significantly in their opinions on the impact of funding on the students' welfare in the private secondary schools ($P < 0.05$). The observed F-value in the test is higher than the critical value of 2.37 at the same degree of freedom and the observed probability level of significance is 0.000. Therefore, the null hypothesis that there is no significant difference in the

response of stakeholders on the impact of funding on the welfare of students in private secondary schools in Nigeria is thus rejected.

A post hoc test was performed on the mean scores using the Scheffe procedure to determine the group of stakeholders that were significantly different from the others in their rating of the impact of funding on the welfare of the students. The result of the test is summarized in Table 4.2.18.

Table 4.2.18: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	-.24826(*)	.03029	.000
	Parent	-.47146(*)	.03163	.000
	Teacher	-.08332	.03029	.110
	Education officials	-.35412(*)	.09499	.008
Principal	Proprietor	.24826(*)	.03029	.000
	Parent	-.22320(*)	.03124	.000
	Teacher	.16495(*)	.02988	.000
	Education officials	-.10585	.09486	.871
Parent	Proprietor	.47146(*)	.03163	.000
	Principal	.22320(*)	.03124	.000
	Teacher	.38814(*)	.03124	.000
	Education officials	.11735	.09530	.824
Teacher	Proprietor	.08332	.03029	.110
	Principal	-.16495(*)	.02988	.000
	Parent	-.38814(*)	.03124	.000
	Education officials	-.27080	.09486	.087
Education officials	Proprietor	.35412(*)	.09499	.008
	Principal	.10585	.09486	.871
	Parent	-.11735	.09530	.824
	Teacher	.27080	.09486	.087

* The mean difference is significant at the .05 level.

The test revealed that the school proprietors were significantly different in their opinion from other stake holders. Principals were significantly different in their

opinions from other stakeholders with the exception of the education officials. The Parents were significantly different in their opinions from the proprietors, principals and teachers. But the education official were not significantly different in their opinion from the principals, teachers and the parents.

Hypothesis X: There is no significant difference in the opinion of stakeholders on the impact of funding on the establishment of private boarding schools in Nigeria

This hypothesis was tested with the scores of the stakeholders on the rating of the impact of funding on the establishment of private secondary schools in Nigeria examined in Table 4.18. The one way analysis of variance was used for this hypothesis because of the multiple groups of the stakeholders. The result of the test is summarized in Table 4.2.19.

Table 4.2.19: Analysis of variance on impact of funding on the establishment of private secondary schools by stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	20.133	4	5.033	23.231	.000
Within Groups	206.259	952	.217		
Total	226.392	956			

(F-critical = 2.37, P > 0.05)

From the result in the table, the stakeholders differed significantly on the impact of funding on the establishment of private secondary schools in the country. This is indicated by an observed F-value of 23.231 and a significant level of 0.000 (P > 0.05). Therefore the null hypothesis that there is no significant difference in the

opinion of private secondary school stakeholders on the impact of funding on the establishment of private boarding schools in Nigeria is thus rejected.

The result of the mean separation test conducted to determine the group that was significantly different from the others in their rating with the Scheffe procedure is summarized in Table 4.2.20.

Table 4.2.20: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	.35367(*)	.04229	.000
	Parent	.11542	.04416	.146
	Teacher	.01267	.04229	.999
	Education officials	-.02311	.13261	1.000
Principal	Proprietor	-.35367(*)	.04229	.000
	Parent	-.23825(*)	.04361	.000
	Teacher	-.34100(*)	.04172	.000
	Education officials	-.37678	.13242	.089
Parent	Proprietor	-.11542	.04416	.146
	Principal	.23825(*)	.04361	.000
	Teacher	-.10275	.04361	.236
	Education officials	-.13853	.13303	.897
Teacher	Proprietor	-.01267	.04229	.999
	Principal	.34100(*)	.04172	.000
	Parent	.10275	.04361	.236
	Education officials	-.03578	.13242	.999
Education officials	Proprietor	.02311	.13261	1.000
	Principal	.37678	.13242	.089
	Parent	.13853	.13303	.897
	Teacher	.03578	.13242	.999

* The mean difference is significant at the .05 level.

The test revealed that the school proprietors were significantly different in their opinion from that of the principals. Principals differed in their opinion from the

parents and the teachers. Between the teachers, parents, and education officials, no significant difference was observed in their opinions.

Hypothesis XI: There is no significant difference in the opinion of stakeholders on funding and provision of security system in private secondary school

The impact of funding on the provision of security system in private secondary school was examined in Table 4.1.11. The scores of the stakeholders was compared here with the aid of the analysis of variance to establish possible significant difference in their rating of the impact. The result of the analysis of variance model is summarized in Table 4.2.21.

Table 4.2.21: Analysis of variance on impact of funding on the security system of private secondary schools by stakeholders

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	42.880	4	10.720	54.991	.000
Within Groups	185.584	952	.195		
Total	228.463	956			

(F-critical = 2.37, P > 0.05)

The expressed opinions of the stakeholders as indicated from the result differed significantly. This is deduced from an observed F-value of 54.991 and a significant level of 0.000 (P < 0.05). Therefore the null hypothesis that there is no significant difference in the opinion of private secondary school stakeholders on funding and provision of security system in private secondary school in Nigeria is thus rejected.

A post hoc test was performed on the mean scores using the Scheffe procedure to determine the group of stakeholders that were significantly different from the others in their rating of the impact of funding on the welfare of the students. The result of the test is summarized in Table 4.1.22.

Table 4.2.22: Result of Scheffe test on the mean scores of the stakeholders

(I) what is your status in the school	(J) what is your status in the school	Mean Difference (I-J)	Std. Error	Sig.
Proprietor	Principal	.04417	.04011	.876
	Parent	-.12220	.04188	.075
	Teacher	-.48015(*)	.04011	.000
	Education officials	.12806	.12578	.904
Principal	Proprietor	-.04417	.04011	.876
	Parent	-.16637(*)	.04137	.003
	Teacher	-.52432(*)	.03957	.000
	Education officials	.08389	.12561	.979
Parent	Proprietor	.12220	.04188	.075
	Principal	.16637(*)	.04137	.003
	Teacher	-.35795(*)	.04137	.000
	Education officials	.25026	.12619	.416
Teacher	Proprietor	.48015(*)	.04011	.000
	Principal	.52432(*)	.03957	.000
	Parent	.35795(*)	.04137	.000
	Education officials	.60821(*)	.12561	.000
Education officials	Proprietor	-.12806	.12578	.904
	Principal	-.08389	.12561	.979
	Parent	-.25026	.12619	.416
	Teacher	-.60821(*)	.12561	.000

* The mean difference is significant at the .05 level.

The result revealed that there was significant difference in the rating of the teachers from that of the principals, parents, school proprietors and the education officials. Though there was no significant difference between the principals and

the schools' proprietors but the principals differed significantly from the parents and in their rating of the impact.

Table 4.3 Summary of Hypotheses Testing

The hypotheses for this study were designed to solicit the opinions of stakeholders on issues raised in the study. These hypotheses were stated in Null form (Null hypotheses). Where the observed F-Value is higher than the critical value of .37 at 4 degree of freedom (df) such hypothesis is rejected and where it is lower, such hypotheis is accepted. Below is the summary of hypotheses tested for this study.

Table 4.3.1 Summary of Hypotheses Testing

S/No	Items	Test instrument	Observed F-Value	Critical Value	Df	Decision
1.	There is no significant difference in the opinions of stakeholders on the impact of funding on students enrolment into private secondary schools in Nigeria	ANOVA	1.023	2.37	4	Ho Accepted
2.	There is no significant difference in the opinion of stakeholders on the impact of fundig on the general condition of services of teachers in private secondary schools in Nigeria	ANOVA	123.46	2.37	4	Ho Rejected
3.	There is no significant difference in the opinion	ANOVA	42.3	2.37	4	Ho

	of stakeholders on the financial contributions of parents, NGOs, and government on the management of private secondary schools in Nigeria					Rejected
4.	There is no significant difference in the opinion of stakeholders on the impact of funding on teachers turnover in private secondary schools in Nigeria	ANOVA	2.134	2,37	4	Ho Accepted
5.	There is no significant difference in the opinion of stakeholders on the impact of funding on communication in private secondary schools in Nigeria	ANOVA	84.713	2.37	4	Ho Rejected
6.	There is no significant difference in the opinions of stakeholders on the impact of funding on planning of activities in private secondary schools in Nigeria	ANOVA	1.870	2.37	4	Ho Accepted
7.	There is no significant difference in the opinions of stakeholders on the impact of funding on staff development in private secondary schools in Nigeria	ANOVA	148.171	2.37	4	Ho Rejected
8.	There is no significant difference in the opinions of stakeholders on the impact of funding on the provision of educational	ANOVA	64.351	2.37	4	Ho Rejected

	facilities in private secondary schools in Nigeria					
9.	There is no significant difference in the opinions of stakeholders on the impact of funding on students welfare in private secondary schools in Nigeria	ANOVA	65.583	2.37	4	Ho Rejected
10.	There is no significant difference in the opinions of stakeholders on the impat of funding on the operation of boarding schools in private secondary schools in Nigeria	ANOVA	23.231	2.37	4	Ho Rejected
11.	There is no significant difference in the opinions of stakeholders on the impact of funding on the provision of security in private secondary schools in Nigeria	ANOVA	54.951	2.37	4	Ho Rejected

. From table 4.3.1, Hypothesis one states that there is no significant difference in the opinions of stakeholders on the impact of funding on students enrolment into Private Secondary Schools in Nigeria. This was tested using Analysis of Variance (ANOVA). The observed value is 1.023, while the critical value is 2.37 at 4 degree of freedom. This means the hypothesis is accepted as it is stated.

Hypothesis two states that there is no significant difference in the opinion of stakeholders on the impact of funding on the general conditions of service of staff of Private Secondary Schools in Nigeria. This was tested using ANOVA. The observed F-Value is 123.40, the critical value is 2.37, at 4 degree of freedom. The hypotheis is therefore rejected since it translated that there are significant differences in opinions sof stakeholders.

Hypothesis three states that there is no significant difference in the opinion of stakeholders on the impact of funding contributions of parents, NGOs, and Government on the management of Private Secondary Schools in Nigeria. This was also tested using ANOVA with observed F-value at 42.3. Critical value at 2.37 at 4 degree of freedom. This also translates to difference in opinions by stakeholders, which means the hypothesis is rejected.

Hypothesis four states that there is no significant difference in the opinion of stakeholders on the impact of funding on teachers turnover in Private Secondary Schools in Nigeria. ANOVA was the statistics used for testing. The observed F-Value was 2.134; critical value was 2.37 at 4 degree of freedom. This means there is no significant difference in their opinions, which makes the hypothesis to be accepted as stated.

Hypothesis five states that there is no significant difference in the opinions of stakeholders on the impact of funding on communication in Private Secondary Schools. This was tersted using ANOVA with observed value at 34.713, and

critical value at 2.37 at 4 degree of freedom. This makes the hypothesis to be rejected in the form stated.

Hypothesis six states that there is no significant difference in the opinions of stakeholders on the impact of funding on the planning of activities and implementation in Private Secondary Schools. ANOVA was used for the test which gave observed F-Value as 1.870 and the critical as 2.37 at 4 degree of freedom. This means the hypothesis is accepted as it was stated.

Hypothesis seven states that there is no significant difference in the opinions of stakeholders on the impact of funding on staff development in Private Secondary Schools. The ANOVA test gave 148.171 as observed F-Value and critical value is 2.37 at 4 degree of freedom. This means the hypothesis is rejected.

Hypothsis eight states that there is no significant difference in the opinions of stakeholders on the impact of funding on provision of educational facilities in Private Secondary Schools. The test statistics is ANOVA while the observed F-Value is 64.351, and the critical value is 2.37 at 4 degree of freedom. This means that the hypothesis is rejected.

Hypothesis nine states that there is no significant difference in the opinions of stakeholders on the impact of funding on students welfare in Private Secondary Schools. The ANOVA test gave the observed F-value as 65.583, the critical value as 2.37 at 4 degree of freedom. This translates to rejection of hypothesis as stated.

Hypothesis ten states that there is no significant difference in the opinions of stakeholders on the impact of funding on operation of boarding schools in Private Secondary Schools. The ANOVA test gave the observed F-Value as 23.231, critical value as2.37 at 4degree of freedom. This also translates to rejection of hypothesis as it was stated.

Hypothesis eleven states that there is no significant difference in the opinions of stakeholders on the impact of funding on the provision of security for Private Secondary Schools. The ANOVA test gave the observed F-value as 54.951, while the critical value is 2.37 at 4 degree of freedom. By this figure the Null hypothesis is hereby rejected.

In Summary, a total of three (3) hypotheses were accepted as they were stated in Null form while a total of eight (8) hypotheses were rejected as they were stated which means they were converted to alternate hypotheses.

4.4 Summary major findings

The major findings from analysis of the data are summarized below:

i. The first task of this study is to find out the impact of funding on enrolment of students into private schools in Nigeria. From the responses of all the stakeholders as elaborated in table 4.2.1, there seems to be a consensus agreement that funding indeed has a big role to play on students' enrolment. Funds have to be available to the parents before they can enrol their wards. This also means that

only those that have the wherewithal can enroll their ward into private secondary schools, while those who can not afford it will have to look elsewhere for their children education no matter their desire for it.

ii. The study also found out from the opinions of stakeholders that, if the school fees charged by private secondary school owners could be reduced affordably, there is likely going to be increase in enrolment of students into private schools in Nigeria.

iii. This study also conducted investigation on the impact of funding on staff conditions of services in private secondary schools in Nigeria and found that majority of the stakeholders agreed that availability of fund impact positively on staff conditions of service in Private Secondary schools in Nigeria

iv. It also found out from this section that most items of conditions of service like provision of insurance, timely payment of monthly salary during and out of school sessions, residential quarters etc which were supposed to be provided by private secondary schools were not provided due to lack of enough funds at their disposals.

v. On the impact of contributions by Parents, NGOs and government on the management of Private Secondary Schools, it was discovered that they do not make financial contributions to private secondary

schools in Nigeria Most parents do not make any contribution beside the school fees they pay.

vi. The study, however, found out from this section that most of the stakeholders believed that parents, NGOs and government contributions could be a great help in the management of Private Secondary schools in Nigeria especially in the area of reduction of fees charged.

vii. This study also found out that delay in the payment of school fees affect the planning of educational activities in Private Secondary Schools in Nigeria. Educational programmes like Inter-house sports, Etra-Mural Classes for students, Excursion to educative institutions, all require availability of funds. .

viii. It was also found from this section that, delay in payment of school fees would not only lead to delay in salary payment which is responsible for high attrition rate of teachers in Private Secondary Schools, it could also lead to retrenchment of teachers in Private Secondary Schools due to inability to pay them. This could further increase the unemployment rate already being faced by the economy.

ix. It was found by this study that, majority of the stakeholders believed funding has a lot to do with the establishment of strong communication network. They opined that communication played a

vital role in good management procedures in most private secondary schools..

x. The study also discovered, however, that the proprietors did not agree with other stakeholders on this line. They believed increase in funding or not, communication will still have to take place somehow and that increase in funding would not necessarily increase or better communication process beyond necessary.

xi. The study found that Private Secondary Schools do not send their staff for workshops, seminar, conferences etc., and neither do they grant in-service training for their staff because they expect their staff to be adequately trained before being employed.

xii. It was, however, discovered from the study that schools with high l fees have tendency of organizing staff development programme for their teachers' external facilities.

xiii. The study found that the entire stakeholders agreed that funding is needed to provide this for the benefit of the students.

xiv. The study, however, found that most of the other stakeholders like parents, and Ministry Officials do not have detailed knowledge of structural position of their children schools. They, for instance, do not know whether the schools have enough audio visual, slide projector charts graphs and the rest.

xv. The study found that funding is very necessary for good welfare provision for the students in private secondry schools in Nigeria.

xvi. It was, however, discovered that most schools do not have essential welfare package like transport, modern day toilet facilities, lunch provision, standard playgrounds etc., in their schools. Therefore, the proprietors agreed that poor funding is responsible for lack of students' welfare provision in Private Secondary Schools in Nigeria.

xvii. It was found out that stakeholders agreed that funding plays a vital role in its establishment. The proprietor has to look for fund to put it in place, and. parents, must be prepared to pay whatever charged imposed by the proprietor.

xviii. It was, however, discovered from the study that fund alone does not determine the operation of boarding schools. Need assessment is also critical. Therefore, factors like distance from place of abode of students and parental interest are all needed to be considered before a boarding school could be floated.

xix. The study also found out from this section that most of the stakeholders still believe in Nigeria.

xx. The study found that most Private Schools do not have enough funds to employ required numbers of security guards.

They all, however, agreed that security of teachers, students and schools' property are critical to the survival and operation of Private Secondary Schools as

no parent will want to endanger the life of his/her wards by bringing him/her to an unsecured environment.

4.5 Discussion of the Findings

This study investigated the impact of funding on the management of private secondary schools in Nigeria. Impact of funding on the management of private secosndary schools was carried out. In testimg hypothesis 1, significant difference was observed in rating the impact of funding on the enrolment of students into the private secondary schools by the different stakeholders. Though all the stakeholders agreed that funding has impact on students' enrolment into the private secondary schools but the principals and teachers were significantly different from the parents on the impact such funding could have on students' enrolment.

This observed significant difference was principally on the degree of assertiveness of the individual stakeholders on the impact. This finding is in line with Abubakar (2010) where it was opined that private secondary schools depend solely on fees paid by students and that changes in the fees paid by students have impact on the number of students that could enroll into the school system. From the observation in this study as indicated in Table 4.2.1 high school fees could have an inverse relationship with students' enrolment into the private schools. While on the other hand, increase funding without necessarily increasing school fees like aids from government could lead to increase in students' enrolment into the private schools.

Hypothesis II, tested for significant differences in the opinions of the stakeholders on the impact of funding on the general conditions of services of staff of private secondary schools. The result revealed significant difference in the rated opinions of the groups. From the post hoc test conducted, the parents were found to differ in their rating along with Ministry of Education officials. The teachers generally had the highest rating of the impact increase in funding could have on the general conditions of service of the staff. The opinions of the other stakeholders were not really positive on such impact.

In the test of hypothesis III, significant difference was observed between the stakeholders on the impact of financial contributions by parents, individuals, NGO and Government on the management of the private secondary schools. It was only the teachers, parents and the education officials who were of the opinion that such contribution could have positive impact on the management of the schools. From the post hoc test conducted, the observed variability between the groups was found to be statistically significant. This finding is consistent with that of Olomola, (2002) where it was reported that government and NGOs do make financial contributions to private secondary schools and that nothing is often heard about such contribution. This could explain why the school proprietors could not give positive rating of such financial impact in the management of the schools.

In the test of hypothesis IV, significant difference in the opinions of stakeholders on the impact of funding on teacher turnover in private secondary schools was tested. The result revealed that the stakeholders differed significantly

in their rating of such impact. The null hypothesis was therefore rejected. As observed in Table 4.2.5 where the impact of funding on the teachers' turnover was examined, all the stakeholders agreed that funding has significant impact on teachers' turnover in the private schools. However, the degree of their agreement differed significantly on the rating scale used in the study. The post hoc test conducted on the mean scores revealed that observed differences were between the schools' proprietors and the Education officials on one hand, teachers, parents and principals on the other. This finding agrees with the report of Adebowale, and Idowu, (A. 1998) and Ejiogu,(1985) where it was respectively reported that funding is the major factor of teachers exodus from private schools to government owned schools.

Hypothesis VI tested the stakeholders' opinions on the impact of funding on the planning of educational programmes and extra-curricular activities and their implementation in the private secondary schools. The result revealed significant difference in the expressed opinions on the subject. From the mean scores, as indicated in Table 4.2.4, all the stakeholders agreed that funding has significant impact on the planning of educational programmes and extra-curricular activities and their implementation in the private secondary schools. The observed significant variability in the expressed opinion was therefore on the degree of agreement which was rated on the five point scale. From the post hoc test, it was observed that the difference was between the parents and the schools' proprietors on one hand and between the teachers and the Education officials on the other.

This finding is in agreement with Egwu (2009) where it was posited that inadequate funding of schools is part of the challenges of the secondary school education in Nigeria.

In testing hypothesis VII, where significant differences among the stakeholders were sought in their opinions on the impact of funding on staff development programme was tested, it was revealed that respondents differed significantly in their perceived impact of funding on the school management variable. Only the principals and the parents had a positive opinions on the impact funding could have on the staff development programmes. The schools' proprietors, teachers and Education officials were not very sure that such increased funding could have positive impact on the staff development programmes of the private secondary schools. From the post hoc test conducted on the mean scores, significant difference was observed between the Principals and the Education officials and the rest of the stakeholders. The observation here is that the schools' proprietors did not seem to concern themselves about staff development. This finding is contrary to the report of Daniyan(1998:23), where it was opined that 'without continuous up-dating of knowledge, skills and attitude (development) professional obsolescence emerges.

In hypothesis VIII possible differences in the stakeholders opinions on the impact of funding on the provision of educational facilities in private schools was tested. The result of the analysis of variance used for the test revealed that the stakeholders differed significantly in their rating of the impact. The test revealed

that the Parents were significantly different from the teachers, principals and the school proprietors in their opinions. Though significant difference was observed in the test but non of the stakeholders actually agreed that increase in funding could significantly lead to increase in the educational facilities and equipment in the schools. The teachers and education officials had a relatively higher positive opinion of the impact and were significantly different from the rest of the stakeholders. This is consistent with Ovwigho (1991) cost and benefits approach in which it was opined that a systematic comparison of the magnitude of costs and benefits of the investment on education in order to determine the profitability is a driving force for school proprietors.

In testing hypothesis IX, significant difference was observed between the stake holders on the impact of funding on the welfare of students in private secondary schools in Nigeria. In the examination of the variable in Table 4.2.9, only the teachers were found to have the positive expression that funding could have positive impact on the students' welfare in the private secondary schools. Though significant difference was observed in the test, this could be a matter of statistical variability because even the teachers did not have high score for such impact. The post hoc test revealed that the school proprietors and Principals were significantly different in their opinions from other stakeholders with the exception of the education officials. The Parents were significantly different in their opinions from the proprietors, principals and teachers. This finding has direct correlation with Ovwigho (1991).

Hypothesis X tested for significance difference in the expressed opinions of the stakeholders on the impact of funding on the establishment of private boarding schools in Nigeria. In the examination of the variable in Table 4.2.10, it was observed that the respondents did not really agree that is the single most important variable consideration in establishment of boarding secondary schools in the country. Though significant variability was observed between the stakeholders but it was mere statistical figuration. The mean separation test revealed that the observed differences were between the Principals, the parents and teachers.

The rating of the stakeholders with respect to funding on the security system of private secondary schools was tested in the eleventh hypothesis of the study. The result revealed that the stakeholders differed significantly in their opinion on the impact of funding on the security of the schools. The null hypothesis was therefore rejected. All the respondents agreed that funding would have significant impact on the schools' security. The post hoc test revealed that the teachers differed significantly from the principals, parents, school proprietors and the education officials. Significant difference was also observed between the principals and the parents. These observed differences were issues of rating on the five point scale.

4.6 **Implications of the findings**

The problem of qualitative education in the face of the dwindling quality of education in the country requires a concise and acceptable solution by all in the society. This study pointed out areas where solutions could be targeted.

Government and the public could exploit the findings of this study towards identifying how private schools could be adequately funded to lower school fees charged by proprietors and encourage students' enrolment in such schools. This is particularly necessary since profit motive is the driving force of such establishment and it has been observed that students from private schools tended to be proportionately better in their educational endeavours because of the better control of such schools.

The study's finding on the impact of funding on staff conditions of services is also worth looking into. This is because, staff conditions of service are very paramount because they also attend the same market which staff from other institution attends, and concession is not likely to be granted by sellers because they work in private schools. Therefore, with private staff poor condition of service, teachers are not likely to remain for too long in the system, which is a problem to teachers' retention on private secondary schools in Nigeria.

The finding of this study that government, parent and NGOs do not make financial contribution to private secondary schools also has a far reaching implication. It is like living the funding of the school entirely to the proprietors who inturn can fix fees arbitrarily. This will not help the patrons because they will eventually be the ones to suffer. Government should critically look into this area.

Delay in school fees payment is another major finding of this study. The implication of this are delay in payment of staff salaries, failure to provide

required educational facilities, poor planning and execution and eventual dismissal of teachers in private secondary schools in Nigeria.

The finding of this study on staff development in Private Secondary Schools also has a far reaching implication. The quest for individual to want to acquire more knowledge can be insatiable, especially as it is required for advancement to higher pedestal. If a teacher sees his stay in a particular place as not providing opportunity to progess, he is likely to leave to a place that can provide such opportunity. This should be critically considered by stakeholders.

The findings of the study on impact of funding on provision of educational facilities are very important. One of the factors that make Private Secondary Schools stand out is their ability to deliver. Provision of adequate educational facilities can no less play important role in this line. If enough fund is not provided, there will be shortage in this aspect and this will at the long run water-down the standard of the school already built over the years.

Findings of the study on provision of adequate security guard need to be considered also. Lack of adequate security provision puts the teachers, students and school proprietors in great danger. The implication of lost of valuable properties to thieves, endangering of lives of teachers, students and even general psychological trauma of state of insecurity is not what any school proprietor will want to entertain. It will not be an overstatement to state that no genuine teaching and learning process can take place under this kind of condition.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

In this chapter, the summary of the investigation into the impact of funding on the management of private secondary schools in Nigeria is presented along with the major findings from the test of the related hypotheses. The chapter presents the conclusions, implications of the study, recommendations and recommendation for further studies on the subject.

5.1 Summary

It is a common observation and a clarion call by all and sundry that government can no longer cater efficiently for the educational needs of all Nigerian children. Coupled with the falling standard in education with its attendant constraints, it has become a necessity to seek an alternative measure through which a qualitative education could be delivered to the Nigerian child. Private schools have been known for a long time to be a pacesetter in the provision of sound and qualitative education. The beginning of modern education in Nigeria according to Fafunwa, (1974) is traceable only to private schools through the missionaries. It is widely believed that the private school through sound management has been able to create room for more students to go to school, provide quality education, eradicate cultism, disallow the menace of teachers strike and bringing stability to the educational system of the country.

But it has not been all fine and rosy for the private schools in the onerous task of delivery quality education. There have been problems relating to general condition of service of staff, finances for the effective and efficient management of the schools, and how to source for such funds. Other problems like effective communication have been routinely encountered, funding for the provision of educational facilities, students welfare and security among others. These and others constraints to the effective management of private secondary schools informed this study. The study, therefore, set to find out the impact, funding could have on the management of private secondary schools from the stakeholders' perception and to find out how the management of the schools can efficiently be funded to carry out their mandate of delivering quality education to the Nigerian children.

To effectively investigate the impact of funding on the selected management variables of the private secondary schools, a structured questionnaire was designed and structured into sections relating to the investigated variables (see Appendix I). The questionnaire was validated and pilot-tested for reliability and internal consistency of its items. The tested instrument was then administered to some selected stakeholders of private secondary schools in the six geopolitical zones of Nigeria. A total of 1,957 respondents made up of teachers, principals, parents, the schools' proprietors and Education officials selected through a stratified random sampling procedure across the six geopolitical zones were involved in the study.

The study was structured into five chapters. Chapter one gave the background of the study, the theoretical framework, and statement of the problem, the objectives, research questions, and the study's hypotheses. The scope and limitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. In chapter three, the methodologies used in study were stated. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of an analysis of the schools' demographic variables, the stakeholders opinions of the impact funding would have on the selected variables and how funding for efficient management of the secondary schools can be engendered. A total of twelve hypotheses structured along the research questions and objectives were tested in the study. The findings from the tests and an analysis of the data are stated chapter four of this report, while the chapter five carries the summary conclusions and recommendations.

5.1 Conclusion

On the basis of the findings , the following conclusions were made:

i. From findings of this investigation on Impact of funding on the management of private secondary schools in Nigeria, it could be concluded that funding has a major role to play in the overall management of private secondary schools in Nigeria. This is what all the stakeholders attested to. It is however important to note that the issue at stake here is how this fund could be effectively generated. Over the years, and as attested to by this

study, he dominant source of funding the private secondary schools has remained the school fees charged, followed by charges on other services or programmes rendered by the school. It is however the opinion of majority of the stakeholders, with the exception of the proprietors that government should include he private schools in sits educational funding policy.

ii Furthermore, the issue of staff welfare and turnover was critical to this study. From the opinions of the stakeholders, increase in funding should have a positive impact on the welfare and retention of teachers in private secondary schools in Nigeria even though the proprietors did not agree on its impact on teachers' welfare. It could be concluded that more funding at the disposal of the school would help increase positively the welfare standard of staff in private secondary schools with its attendance implication of teachers' retention through the establishment of a well motivated welfare programme for them.

iii. Also critical to this study is the impact of funding on communication 9n private secondary schools because of the role communication play in the management of the school. Means of communication need to be provided and effectively utilized to achieve sits purpose. This discovered that though most of the stakeholders believed that increase funding would enhance good communication network, the proprietors however did not agree with this probably because they believed that with or without increase in funding, communication would take place and that increase may not

necessarily increase communication beyond its necessity. It could therefore be concluded that though funding may improve communication process, it may necessarily increase communication.

iv. Moreover, planning in general and that of extra-curricular activities in particular was looked into by this study with a view to ascertaining the opinion of stakeholders on the impact of funding on its execution. From the general observation of their opinion, it could be concluded that funding is required to plan and also to put other extra-curricular activities which in no small measure help to boost academic learning in place. Some of these extra-curricular activities include excursions to academically interesting places, inter-house sporting activities, extra-mural classes, etc. These activities has been known to, in no small measure expose the students to more learning activities beyond the ones they acquire in the four-wall of their classroom.

v. Security issue was another area that this study looked into. This is because the study considers the security of properties purchased with money and the lives of students in the school as very pertinent to the existence of private schools. As could be observed from this study, stakeholders' opinions tended towards the need to take the issue of security of lives and properties with very seriousness it deserves. They also believed that adequate security should be provided and this, without any doubt required good funding on

the part of the school. It could therefore be concluded hat funding has great impact on the provision of adequate security in private secondary school.

vi Establishment and operation of private boarding school was also of interest to this study. Boarding as it was operated in the days o old was a beauty to behold because of its numerous advantages. In resent times however, so many factors has come to play in the operation of boarding schools. These ranges from cost of operation, distance of school from place of abode, and many others. The opinion of stakeholders on this was not the same as variance was observed. While some believed that funding could be a factor to its operation, others believed that other factors like parents interest, proprietors readiness, and availability of facilities play a major role in boarding school operations. It could therefore be concluded that funding alone does not determine private boarding secondary school in Nigeria.

5.3 **Recommendations**

Based on the findings from the analyzed data, the researcher would want to recommend as follows:

i. That respective government should enact policy framework that would enable the funding of private schools in Nigeria.

ii Any policy for funding of private schools must of necessity be accompanied with process of accountability for such funds.

iii. Supervision of private schools by the respective education board should insist that all provisions for educational facilities and equipment are met by prospective schools' proprietors

iv. Provision of security of private school should be taken over by government since the government have full monopoly in the use of arms and amunitions and are responsible for maintenance of law and order in the society. This will reduce the need for funds from private schools for such pursuits.

v. A commission for private secondary schools could be established to be responsible for issues that concern private schools and its operation in Nigeria.

vi. An enlightenment campaign to parents on te need to pay fees on as at when due so as to facilitate the smooth running of private schools in Nigeria should be put in place

5.4 Suggestions for further studies

This study concentrated on impact of funding on the management of private secondary schools. A similar study could be conducted on some selected tertiary institutions in the country since private organizations and individuals are now permitted to run universities.

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APPENDIX A

QUESTIONNAIRE FOR STAKEHOLDERS ON THE IMPACT OF FUNDING ON THE MANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN NIGERIA

SECTION ONE; BIO-DATA

Instruction: Tick from the available option that relate to you

1. What is your status in the school

   a. Proprietor ( )
   b. Principal ( )
   c. Parent ( )
   d. Teacher ( )

2. How old is your school

   a. 1 year old ( )
   b. 2 – 5 years old ( )
   c. 6 – 10 years ( )
   d. 11 – 15 years ( )
   e. 16 – 20 years ( )
   f. Above 20 years ( )

3. What type of school do your operate

   a. Day Secondary school ( )
   b. Boarding secondary school ( )
   c. Both ( )

4. What discipline is offered in your school?

   a. Science subjects only ( )
   b. Commercial subjects only ( )
   c. Art subjects only ( )
   d. Science and Art only ( )
   e. A – D above ( )

5. Tick the category of teachers you have from the under listed ones

   a. NCE/Diploma Graduate ( )
   b. 1st Degree holder ( )
   c. Master degree holder ( )

6. What is the total school fees charged in your school per term

a. Between N5,000 – N10,000 ( )
b. N10 – N15,000 ( )
c. N15,000 – N20,000 ( )
d. N20,000 – N25,000 ( )
e. N25,000 – N30,000 ( )
f. N30,000 – N35,000 ( )
g. Above N50,000 ( )

7. How much do you pay NCE holder in your school per month

a. Below N10,000 ( )
b. N10,000 ( )
c. N20,000 ( )
d. N30,000 ( )
e. N40,000 ( )
f. N50,000 ( )
g. Above N50,000 ( )

8. How much do you pay Degree holder in your school per month

a. Below N10,000 ( )
b. N10,000 ( )
c. N20,000 ( )
d. N30,000 ( )

f. N40,000 ( )

e. N50,000 ( )

Above N50,000 ( )

9. How much do you pay Masters degree holder in your school per month
a. Below N10,000 ( )

b. N10,000 ( )
c. N20,000 ( )
d. N30,000 ( )
e. N40,000 ( )
f. N50,000 ( )
g. Above N50,000 ( )

SECTION TWO; QUESTIONS BASED ON THE OBJECTIVES OF THE STUDY TO BE TICKED ON LEVEL OF AGREEMENT

Instructions: Tick from the option that conform with your views

Section Two: IMPACT OF FUNDING ON ENROLMENT OF STUDENTS IN PRIVATE SCONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly Agreed	Agreed	Undecided	Dis-Agreed	Strongly Disagreed
1.	Funding is responsible for students intake in private secondary schools					
2.	The school fees charged have effect on students enrolment in private schools					
3.	The lower the school fees the higher the students enrolment					
4.	It is possible to reduce the school fees charged presently to give room for more intake					
5.	The fees charged presently are enough to meet the needs of the school					
6.	When parents pay to enroll their wards in private school they are funding the school					
7.	Fund provides conducive environment which attracts students enrollment					
8.	Fund provides necessary scientific and computer laboratory which attract students enrollment					
9.	Fees charged by the school are too high and this scares parent from enrolling their wards					

SECTION THREE: IMPACT OF FUNDING ON GENERAL CONDITION OF SERVICE OF STAFF OF PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly Agreed	Agreed	Un-decided	Dis-agreed	Strongly Disagreed
1.	The conditions of service of teachers in my school could be better than what they are now if more funds are made available					
2.	Funds have positive impact on general conditions of services of staff in my school					
3,	Government's funding assistance will improve the conditions of service of staff in private schools in Nigeria					
4.	My school provides eave grant for staff going on leave because it has enough fund					
5.	My school provides transport grant for its staff because it has enough fund					
6.	My school provides yearly bonus for its staff because it has enough fund					
7.	My school is responsible for the medical bill of its sick staff because it has enough fund					
8.	My school provides insurance coverage for its staff because it has enough fund					
9.	My school pays staff salaries for 12 months of the year because the fees charged can cover the expenses					
10.	My school pays staff salary only in the month when the school is in session because that is what the school can afford					
11.	My school provides lunch for its staff during school hour because it has enough fund to do that					
12.	My school provides residential quarters for its staff because it can afford it					

SECTION FOUR: IMPACT OF FUNDING CONTRIBUTIONS OF PARENTS, NGO, AND GOVERNMENT ON THE MANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly agreed	Agreed	Un-decided	Dis-agreed	Strongly Disagreed
1.	NGOs do fund my school					
2.	State Government participates in the day-to-day management of private secondary schools					
3.	State Government provides funds to manage my private school					
4.	Stakeholders provide other assistance such as instructional materials to private secondary schools aside fees					
5.	There are other levies such as games fees, excursion, and exams. Fees paid by parents in private schools aside school fees					
6.	Parents donations to private schools are necessary to keep the school moving in terms of staff and students welfare					
7.	NGOs financial donations will alleviate problems of private secondary schools in terms of teaching and learning process					
8.	State Government's financial assistance will help stabilize the fixing of school fees in private secondary schools					
9.	Financial contribution of parents and NGOs will improve the management system in private secondary school					
10.	NGOs, Parents, Government should provide infrastructural assistance alone to private secondary schools					

SECTION FIVE: IMPACT OF PAYMENT OF SCHOOL FEES BY PARENTS ON PLANNING OF ADEMIC PROGRAMMES AND EXTRA-CURRICULAR ACTIVITIES IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly agreed	Agreed	Un-decided	Dis-agreed	Strongly Disagreed
1.	Delay in fee payment has negative impact on the management and planning of academic programmes in private schools in Nigeria					
2.	My school organizes excursion for its students yearly because it has enough fund					
3.	Lack of payment of school fees has negative impact on the general management system in private school					
4.	My school organizes inter-house sports for its students yearly because it has enough fund for it					
5.	Delay in payment of fees could disrupt students concentration in private secondary schools					
6.	Lack of payment of school fees could lead to reduction in provision of vital education programme in private schools in Nigeria					
7.	Lack of payment of school fees could lead to retrenchment of workers in private schools in Nigeria					
8.	Lack of fund affects the planning for extra-curricular activities in private schools in Nigeria					
9.	Delay in payment of fees could lower the morale of management of private secondary schools in Nigeria					
10.	Lack of payment of school fees could lead to closure of private secondary schools in Nigeria					
11.	Parents pay for the organization of extra-curricular activities in private secondary schools in Nigeria					

SECTION SIX: IMPACT OF FUNDING ON TEACHERS' TURNOVER IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly agreed	Agreed	Un-decided	Dis-agreed	Strongly Dis-agreed
1.	Availability of funds has positive impact on teacher retention in private secondary school					
2.	Fund's availability facilitates teacher's promotion in private secondary schools and which serves as a motivation for them to remain n their job					
3.	Fund availability enable teachers salary to be paid on time which motivates them to remain on the job					
4.	Teachers in private secondary schools move to schools and other organizations where salaries and allowances are paid on time as son as the find one					
5.	My school often employs teachers because of high rate of turnover					
6.	Low funding in private secondary schools does not make teachers to leave the system because they see it as noble profession					
7.	Proprietor may not be catering for retention due to poor salary package					
8.	Teachers are not likely to stay in classes due to poor conditions of service					
9.	Poor funding affects programme planning on teacher's welfare and this affect their r moral, hence the desire to look for job elsewhere					
10.	Teachers move from one school to the other in search of better facilities/other conditions of services					

SECTION SEVEN: IMPACT OF FUNDING ON COMMUNICATION IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly agreed	Agreed	UN-decided	Dis-agreed	Strongly Disagreed
1.	Communication between management and staff is regular because there is enough fund for it					
2.	Communication between the school and parents is regular because there is enough fund for it					
3.	Funding affects the type of communication system that could have been adopted in my school					
4.	Funds are needed to enhance communication between the school and other stakeholders in private secondary schools					
5.	Special fund should be budgeted for communication in private secondary school to enhance communication					
6.	My school uses letter only to communicate to parents due to lack of funding					
7.	My school uses GSM only to communicate to parents due to lack of funding					
8.	My school can not provide official GSM to all its staff because it has no fund to do so					
9.	My school communicates to parents through their wards because of lack of funds to use better means of communication					

SECTION EIGHT: IMPACT OF FUNDING ON STAFF DEVELOPMENT IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strong Agreed	Agreed	Un-decided	Dis-agreed	Strongly Disagreed
1.	Due to availability of fund, staff in my school are allowed to go for in-service training					
2.	My school participates in the capacity building exercise for teachers in form of workshop, seminar, etc in spite of limited resources					
3.	The management of my school does not sponsor in-service training because those sponsored don't come back after completion					
4.	Most staff in private school go for further studies at their own expense					
5.	Schools with high fees have tendency of organizing staff development programme for their staff					
6.	My school liaises with professional organization to organize workshop/seminar for the staff periodically					
7.	Private school employs only staff who have been trained due to lack of fund to re-train them					
8.	Communities do sponsor staff of my school for further studies because of their awareness of the poor funding situation of the school					
9.	NGOs do sponsor staff of my school for further training to alleviate its funding challenges					
10.	Private school management should allocate fund for staff development					
11.	Staff development fund should be included in the school fees paid by students					
12.	Staff development fund should be taxed separately from the school fees					

SECTION NINE: IMPACT OF FUNDING ON PROVISION OF EDUCATIONAL FACILITIES IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly Agreed	Agreed	Un-decided	Dis-agreed	Strongly disagreed
1.	Availability of fund has impact on the provision of educational facilities in private secondary schools					
2.	My school has enough audio-visual aids like radio sets, record players etc. because the fees charged can cater for them.					
3.	My school has enough graphic equipment like charts, picture et because the fees charged can afford them					
4.	My school is located on its permanent site bough with money saved from the fees					
5.	My school is operating on a rented structure because it can not affords its own building					
6.	My school has a well equipped library for staff and students because the fees charged can afford it					
7.	My school has a dining hall for staff and students use because there is enough fund					
8.	My school has a staff residential quarters built from income generated from school fees					
9.	My school does not have enough textbooks, supplementary readers etc for staff and students use because fees charged are not enough to procure them in sufficiently					
10.	My school does not subscribe for Newspaper for staff/students regularly due to lack of fund					
11.	My school doe not have enough educational journal/magazines due to lack of fund					
12.	My school has scientific laboratory for staff and students use funded from fees paid					
13.	My school has computer laboratory for staff and students funded from fees paid by students					

SECTION TEN: IMPACT OF FUNDING ON THE WELFARE OF STUDENTS IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly Agreed	Agreed	Un-decided	Dis-agreed	Strongly Disagreed
1.	My school has school vehicles that conveys students to and from school bought from the fees charged to students					
2.	My school has a clinic in the school premises that caters for sick students and staff because it has enough fund to run it					
3.	My school provides lunch for the students everyday because the cost has been built into their fees					
4.	My school has water facility for the students funded by the school					
5.	My school has pit toilet for the students because that is what the school could afford					
6.	My school has water system toilet for the students funded from the fees charged					
7.	My school has good lightening facility provided from the fees paid					
8.	My school does not have standby generator in case of PHCN failure due to lack of fund					
9.	Funding is necessary for the provision of good welfare package for the students					
10.	My school contracts private hospital for medical problem of its students because of lack of fund to have a clinic in the school					
11.	My school provides only first-aid service for its sick students because it can not afford to operate a clinic in the school					
12.	My school organizes for food vendors for lunch because it cannot afford to operate a canteen centre in the school					
13.	My school does not have enough playground for its students physical development due to lack of fund					
14.	Poor funding alone is responsible for lack of students welfare amenities in my school					

SECTION ELEVEN: IMPACT OF FUNDING ON THE OPERATION OF BOARDING SCHOOL SYSTEM IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly Agreed	Agreed	Un-decided	Dis-agreed	Strongly Disagreed
1.	Fund alone determines whether school should operate boarding system or not					
2.	Distance of school to residential area of students determines if a school should operate boarding system					
3.	Parents of children and their readiness to fund it determine if a school should be boarding or not					
4.	Proprietor of a private school and his/her readiness to fund it determines whether his school should operate boarding system or not					
5.	Parents, student and proprietor of a private school and their readiness to fund it determine if the school should operate boarding system					
6.	Boarding system in secondary school is very necessary					
7.	Boarding system in secondary school in Nigeria should be cancelled because it is capital intensive					
8.	My school cannot operate boarding system because it does not have the fund to put the facilities in place					
9.	My school operates boarding system for its students because parents funds it					
10.	My school has plans to operate boarding system subject to availability of fund					
11.	Boarding system in secondary school denies children of good parental supervision					

SECTION TWELVE; IMPACT OF FUNDING ON THE PROVISION OF SECURITY SERVICES IN PRIVATE SECONDARY SCHOOLS IN NIGERIA

S/No	Items	Strongly agreed	Agreed	Un-decided	Dis-agreed	Strongly Disagreed
1.	My school has enough funds to hire required number of security men					
2.	Funding is needed to provide security for the school					
3.	Enough fund will enable security to be provided during the day and night for the school to properly secure the school environment					
4.	Funds are necessary to employ trained security personnel for the school					
5.	The school can make use of local security personnel because of lack of enough fund					
6.	At least, three security personnel should be provided for the school because of lack of fund					
7.	The school cannot provide more than three security personnel for the school due to lack of fund					
8.	The school should make fund available to provide gadgets for its security personnel					
9.	The security personnel should provide their facilities by themselves because the school lack fund to do so					

GEO-POLITICAL ZONES AND THE SELECTED STATES
FOR THE STUDY

SOUTH-SOUTH ZONE

DELTA STATE

1. Novena college
2. Unity school
3. Access High school
4. Adadja Secondary school
5. Adams Memorial secondary school
6. Redeemer Academy Group of schools
7. Bright future Academy
8. College of Education Demonstration Secondary schoolChudes Girls Grammar school
9. Delta careers college
10. Dom Domingo College
11. Dove Numa college
12. Excellence school of science and creativity
13. Fieldcrest International school
14. Chude girls Grammar school
15. Gbenoba Grammar school
16. Hussay College
17. Ime-Obi secondary school
18. James Welch Grammar school
19. Lakeland schools
20. Marble Hill schools
21. Mary Mount College
22. Mater Del Grammar school

23. Merit mixed secondary school
24. Madonna International College
25. Nana College
26. National comprehensive college

Akwa Ibom State

1. Beulah International school
2. Comprehensive secondary school
3. Immaculate Conception secondary school
4. Topfaith international secondary school
5. Brith Star Model secondary school
6. Lutheran High school
7. Access High school
8. Akim Akim Model High school
9. Easter Secondary commercial school
10. Hillcrest High school
11. Showers International High school
12. Hill great high school
13. Edgerly Memorial Girls secondary school
14. Unical secondary school
15. St. Mary science college
16. Holy Trinity college
17. Nigerian Christian institute
18. Airforce comprehensive high school
19. Methodist seminary science college
20. Methodist Boys High school
21. St. Patrick college
22. Holy child covent
23. Dominion High school

24. Future Academy High school
25. Success Academy
26. Assurance commercial High school

SOUTH-EAST ZONE

Anambra State:

1. St. Pauls College
2. City Comprehensive college
3. Day Star secondary school. Ogidi
4. De Apex Comprehensive Academy
5. Demonstration Secondary school Eziogu
6. Dennis Memorial Grammar School
7. Ezeike High school
8. Goodnews College, Nkpo
9. Grundtvig International secondary shool, Oba
10. Ideal Minds Comprehensive secondary school
11. Igwebuike Grammar School
12. Inland Girls Secondary Scholl Onitsha
13. Madonna Secondary School Umuleri
14. Maria Regina Model comprehensive Secondary school
15. New Era Model comprehensive Secondary school
16. Okongwu Memorial Grammar School
17. Our Lady's High school
18. Queen of the Rosery College
19. Starlight Comprehensive Secondary School
20. Uga Boys Secondary School
21. Union Secondary school
22. Urban Boys Secondary school

23. Oriakwu Grammer School
24. Ado Girls Secondary school
25. St, Mary's high school
26. St. Charles Secondary School

Abia State:

1. Springfield College
2. Achara Secondary school
3. All Saint Secondary Schooll, Aba
4. Awesome International Model school
5. Divine Grace International School
6. Dorothy International Secondary school
7. Enuda High school
8. Ikwuano secondary school
9. Immaculate Heart
10. International secondary school
11. Living word Academy secondary school
12. Ngwa High school
13. Living word magnet school
14. Ninlan Demonstration secondary school
15. Sacred heart Secondary school
16. St. Anne secondary school
17. St. Anthony Secondary school
18. St, Augustine Secondary school
19. St. Patrick Model secondary school
20. The School of Alison
21. Wilcox Memorial Comprehensive school
22. Ugwueke Secondary school

SOUTH WEST ZONE

Oyo State:

1. De-Ayo International school
2. Lead City High school, Dugbe
3. Mary Hill Convent Ibadan
4. ESC Model College
5. Marella International College
6. Moret Comprehensive college
7. Nick del Private school
8. Oluyole Private school
9. Unique Blossom school
10. Ajoke International school, Jericho
11. Atanda International school, Oluyole Estate
12. Awe High school,Oyo
13. Beat Legacy International High school, Ogbomosho
14. Bode Thomas Grammar school Oyo
15. Cheshire High school Ibadan
16. Conerstone Model college, Apata, Ibadan
17. Deril Academy, Gbagi, Ibadan
18. Eleta High School, Ibadan
19. Lifeforte International High school, Awotan GRA Ibadan
20. Nesto College, Ibadan
21. Noble Foundation school, Gbelu Ibadan
22. Prospect International High school
23. Renascent High School, Aremo Ibadan
24. Spied International Secondary school, Oyo
25. Abiodun Atiba Institute, Oyo

26. Durbar Grammar school, Oyo

Ogun State:

1. Aloba Lawson Royal College
2. Access International School
3. Bells Schools, Ota
4. Loral International Secondary school
5. Grat scholar international school, Sagamu
6. Rockcrest Girls college
7. Adenrele High school, Ifo
8. Sanni Luba Colege
9. Adeola Odutola College, Ijebu-Ode
10. Aminat International College, Abeokuta
11. Corona Secondary school. Agbera
12. Delot International School, Ilogbo
13. Epic College rewon, Ijebu Ode
14. FAS comprehensive college, Sango Ota
15. Grait International College Ota
16. Louisville Girls High school
17. MayFlower school, Ikenne
18. Meir International College, Ifo
19. Paragon International Group of schools, Abeokuta
20. Patterson Grammar school, Abeokuta
21. Petra Secondary school, Ota
22. Rainbow College Boarding
23. Solid Foundation International School
24. Saka Sule International Secondary school, Idi-Iroko
25. Taidob College, Abeokuta
26. Vanguard Academy, Odesengolu

NORTH EAST ZONE

Adamawa State:

1. Adamu Sand Junior secondary school, Gaiye
2. Bonatan LCCN Catholic Junior secondary school Ganye
3. Atiku A.J. Secondary School, Ganye
4. Futy Staff Junior/Senior secondary school, Girei
5. Improved Education School, Gombi
6. LCCN Catholic JSS, Gombi
7. Our Lady of Good consuil, Gombi
8. Baptist High school Gunyuk
9. Christ Found school, JSS, Hong
10. Al-Bantul JSS, Hong
11. Al-Omega – Tuhi – Koma
12. Savanna Sugar High school, Larmude
13. St. Joseph Seminary, Shuwa
14. Inten Private School, Gulak
15. Vokuna Secondary school
16. Bright Future, Numan
17. Concodia, Jimeta Yola
18. Redemption Secondary school
19. Baptist Academy, Yola
20. El-Shedan, Yola
21. Ahmadu Rubadu College, Yola South
22. Aliyu Mustapha Junior/Senior secondary school, Yola
23. Success Internationa Secondary school, Yola North
24. EYN Comprehensive Junior/Senior secondary school, Kwarli
25. St. James Accademy, Kalaa
26. Lutheran Junior/Senior secondary school, Dashan

Bornu State:

1. Imam Malik Islamic center, Maiduguri
2. Maiduguri Capital school
3 School of Higher Islamic studies
4 Yerwa Practical secondary school
5 Mairi Islamic secondary school
6 Telta Memorial secondary school
7 Herwa Academy secondary school
8 Abu Huraira College
9 Babab Takko Secondary school
10 Command Day secondary school
11 Dolphine Institute
12 Fariah Foundation
13 Holy Ghost juniorate school
14 Immaculateconception secondary school
15 JIBWU
16 Sky crost High school
17 Sunshine Learning center

NORTH WEST ZONE

Kaduna State:

1. Kaduna International School
2. Zaria Academy
3. Godstime Comprehensive secondaryschool, Samaru
4. BUKs International
5. Comprehensive College

6. Demonstration Secondary school, ABU, Zaria
7. Vital Year Secondary school
8. Zamani College, Kaduna
9. Pretty High school, Godogodo
10. Uncle Bado Secondary school
11. Trinity College
12. Stevic International secondary school
13. Supreme International \Secondary school
14. Labayi International school
15. Haward International secondary school
16. Dabo International Secondary school
17. Clara secondary school
18. Betty Queen Secondary school
19. Faith College International school
20. Unity secondary school, zaria
21. New Breed secondary school, sabon tasha
22. Therbow secondary school, zaria
23. Triumph commercial college, zaria
24. Foundation Science Secondary school, Samaru
25. Challenge International school, sabon tasha
26. Hallmark secondary school, zaria

Kano State:

1. Asamu Comprehensive college, kano
2. Aunty Laila Secondary school
3. Captain Memorial College
4. Crescent International Secondary school
5. De-Larfel secondary school

6. Emphatic Neo-classic college
7. Essence College
8. Excell College
9. First Grade comprehensive college
10. Gateway college
11. Intercontinental college
12. Lebanon College
13. Model Comprehensive school
14. Musa Iliyasu college
15. Prime college
16. Prince Secondary school
17. Queen science Academy
18. Rainbow school
19. Royal College
20. Samadi International school
21. Seat of wisdom group of schools
22. Spring International secondary school
23. Supreme college
24. The light international school
25. Flora Group of school
26. Hammani Memorial school

NORTH CENTRAL ZONE

Kwara State:

1. Adesoye College, Offa
2. Effective International College
3. Oyeleke Memorial College
4. Roemich International School

5. Thomas Adewunmi International College
6. Adeola Model school, Offa
7. Adeoti college, Omu Aran
8. Bossay College
9. Buari Alao College, Ilorin
10. Effective International college, Tanke
11. Glorious Vision International college
12. Kinsey Academy
13. Mount Carmel College
14. Playfair memorial College
15. Queen Elizabeth secondary school
16. Roemuch International school
17. Shabba International College
18. Queen secondary school Omuaran
19. Unilorin secondary school
20. St. Anthony secondary school
21. St. Claires Girls school. Offa
22. Chapel Secondary school, Tanke, Ilorin
23. ECWA Secondary school Igbaja
24. Muyideen Arabic Secondary school Kulende Ilorin
25. Sapati International school, Ilorin
26. Cherubim and Seraphim College, Ilorin

Kogi State:

1. Ahmadiya Secondary school
2. Al-Azhar International College, Lokoja
3. Arigbede College
4. Army Day Secondary school
5. COE Demonstration secondary school

6. Commercial secondary school Ankpa
7. Comprehensive Colleg, Egbe
8. Enjema Commercial secondary school
9. Harmony secondary school
10. Iqra secondary school
11. Jama atu Nasril Islam Comprehensive High school
12. St. Charles college
13. St. Kizito Seminary
14. St. Augustine College
15. Titcombe College
16. Young Muslim College
17. Freedom Faith secondary school

FEDERAL CAPITAL TERRITORY, ABUJA

1. Abuja Capital International college
2. American International school
3. Living spring Redeemers school
4. Loyola Jesuit college
5. HollyRosary International school
6. New Capital schools
7. Nigeria Turkish International College
8. Olumawu Basic Education school
9. Premiere Academy
10. Regent schools
11. Stella Maria private school
12. Funtaj High school, Kuje
13. FAMAKS International school. Asokoro

14. Doveland International school, wuse
15. Cherryfield college, Abuja
16. Bright future foundation
17. Bristol Academy
18. Ave Maria Girls secondary school
19. I.Q Academy
20. International Community school
21. Ladola Secondary school
22. Pacesetters college
23. Regina Pacis College
24. Titball Global schools
25. Prime scholars school, Karu
26. Primark International Academy