

**INFLUENCE OF PRINCIPALS SOCIAL EVENTS AND EDUCATIONAL SERVICES
FUND RAISING STRATEGIES UTILIZATION
ON THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS
IN OYO STATE, NIGERIA.**

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ABSTRACT

The study investigated the influence of principal's fund acquisition strategies utilization on the management of public secondary schools in Oyo State, Nigeria. Specifically, the study was limited to two indices of social events fundraising strategy and Educational services fund raising strategy two specific objectives with corresponding research questions guided the study and two hypotheses were formulated and tested at 0.05 level of significant. The study adopted the survey research design and was carried out in Oyo State, Nigeria. The population of the study was 15299 which comprised 644 principal and 14655 from 644 public secondary schools in Oyo State. The sample size for the study comprises 75 principals and 315 teachers of public secondary schools which were selected using Taro Yemen's formula for sample size determination. Multi-stage sampling procedure which involved purposive sampling techniques, simple random sampling and proportionate stratified random sampling techniques respectively were used in composing sample for the study. A self developed structured questionnaire titled "Influence of principal's fund acquisition strategy utilization on the management of public secondary schools questionnaires (IPFASUMPSSQ) was used as instrument for data collection. The reliability of the instrument coefficient and over all reliability coefficient of 0.88 was obtained. Data collected were analyzed using descriptive statistics. Mean and standard deviation were used to answer the research questions while chi-square statistics was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that principals fund acquisition strategies through social event fundraising and educational services fundraising influenced the management of public secondary schools in Oyo State, Nigeria. Principals fund acquisition strategies utilization of social events and educational services strategies are indicators of positive school management. Based on findings of the study, the following recommendations were made; principals should actively explore a means of fundraising strategies that will help them mitigate risks associated with over reliance on a single funding source and enhance overall financial stability, foster stronger connections with the local community, private sector entities and other stakeholders in fundraising initiatives which can create a sense of ownership and shared responsibilities for school's success, provide principals and teachers with training, support in fundraising techniques and financial management, encourage principals to think innovatively and creatively when designing fundraising initiative

Keywords Principal, Social Events, Educational Services, ,Management , Public Secondary Schools, Oyo State

1.0

INTRODUCTION

Education is the pivot on which the development of any nation hinges. It is the fulcrum for human development in the society. Education is also the bedrock for sustainable national development which serves as a means to an end. Many countries throughout the globe that invested in education see it as an important instrument for socio-economic transformation. Within the Nigerian context, different education levels in which secondary education is part of, have been established by the government in order to cater for the educational needs of the citizens of the country.

Secondary education which is at the centre of primary and tertiary education prepares the youths for a fulfilled life in the future. Secondary education is a type of education children receive immediately after primary education (FRN, 2013). Given the importance of secondary education to the Nigerian society, it is important that its stakeholders just like the public and private school administrators apply certain funds acquisition strategies that could ensure that quality is assured in the management of their respective schools (Ikediugwu & Ukeji, 2019).

The administrators' position in the secondary school allows them to influence others to do things in a particular way or to contribute voluntarily to the achievement of group task. (Ikediugwu & Ukeji, 2019). School principals are representatives of their employers. They are the administrative heads in the secondary schools and the chief custodians of all curricula and extra-curricular activities in the school organization (Ige, 2013). The fact still remains that the school administrator, whether those in the public or private secondary school, generally see to teaching and learning activities. They are also charged with the various responsibilities in the school including financial responsibilities (Akpakwu, 2012). Moses (2014) opine that one of the administrators' responsibilities in the public secondary schools is financial management which includes fund acquisition. The demands of the FRN (2013) on leadership fund acquisition necessitates that public-school administrators use effective strategies for fund acquisition to ensure quality assurance to achieve the school goals and objectives.

Fund acquisition strategy at this point refers to the totality of all monies earned or acquired and how it is generated, invested and sustained by the principal for effective management of the school (Ikediugwu & Ukeji, 2019). School administrators' fund acquisition strategy is therefore defined by Shilpa and Rakes (2013) as the activity concerned with the estimation and raising of funds to be used in various business enterprises including the schools. In order to acquire funds for the school, the administrator as a good planner must plan the strategies utilized in order to generate funds for the school (Ige, 2013). Shilpa and

Rakes (2013) give instances of some strategies in which the administrators can generate funds for the school (fund acquisition) to include; social event fundraising strategy, educational services fundraising strategy, commercial ventures fundraising strategy, commodity bills fundraising strategy, private sector contributions strategy among others. This study will focus on five fund acquisition strategies of; social event fundraising strategy, educational services fundraising strategy, commercial ventures fundraising strategy, commodity bills fundraising strategy and private sector contributions strategy in the management of public secondary schools in Oyo State, Nigeria. Funds allocated or provided to public secondary school administrators by their employers to run their daily tasks are not usually sufficient or enough to achieve educational goals; that is why the administrators ought to source alternative means of fund through social event (Ikediugwu & Ukeji, 2020).

Social events strategy as one of the fund acquisition strategies according to Ogbiji and Ogbiji (2014) involves asking money from individuals, governmental and non-governmental institutions by organizing various events, concerts and programmes. Woroniecki (2016) gives examples of social events practices for fund acquisition to include: sale of raffle tickets, hosting fund raising events through tournaments, dramas, concerts and plays, dance competition, auctions, price and award(s) giving day. Social events simply refer to social activities executed in order to generate income to accomplish the goals of any organization. According to Woroniecki, such funds, if properly utilized by principals assures quality assurance in school plant maintenance. Social events acquisition on strategy influences the management of schools through its utilization in the area of implementation of training needs of staff, facilitating curriculum activities and promoting effective school management. Besides social event fundraising strategy, providing educational services to the community is another major way by which principals can support school management. Through this services, school-community relationship is effectively fosterd (Ikediugwu & Ukeji, 2019). The services are provided by instructors or teachers, who teach, supervise, explain, demonstrate, and provide direct learning (Ige, 2013).

Moreso, Educational services support entails educational programmes introduced by school principals as means of generating fund for the school. Ige (2013) opines that public school administrators provide educational services that will generate funds for school improvement by organizing extra-mural lessons for students during long vacations, organizing extra-mural lessons during West Africa Examination Council's (WAEC) and National Examination Council's, organizing part time programme extension studies for teachers and

organizing evening classes and adult education classes for community members. As such funds can be used by the school management to effectively cater for the schools day-to-day needs; buying of chalks, printing of lesson and examination time tables among others.

Principals as the chief executive in secondary schools are supposed to possess skills for making right decisions that will be of benefit to the school needs and the staff generally. In essence, a principal is effective when he is able to harness all the resources available to him and utilize them optimally for the achievement of the already stated goals of the school and in most cases, surpasses the targets set. It is against this backdrop that the principal could be said to be effective. The financing of education is a joint responsibility of the Federal, State, Local governments and the private sector. Some relevant sectorial bodies such as the Education Tax Fund, Industrial Training Fund as well as National Science and Technology fund are also established to respond to the funding needs of education. The funding of academic institutions especially public secondary schools in Oyo State and Nigeria at large has always been a problematic issue irrespective of the economic environment within which the school operates. For this reason, public secondary schools in the developed world and to some extent in developing countries including Nigeria, are constantly exploring ways of achieving financial self-sufficiency by exploring other sources of funding such as social event, educational services, commercial ventures, commodity bills and private sector contributions.

Due to inadequate provision of school resources (human and material), there is continued dwindling in the financing of secondary schools which has increased the cost of educational needs in Oyo State. This increase in the cost of education has a chain of negative effect on the educational development in the area to the extent that the need for alternative sources has risen. The infrastructures in schools in the State suggests total decay and, in some areas, not in existence, thus, creating a very unhealthy environment for effective teaching and learning. There is not much to suggest that the secondary schools have received meaningful attention from the government. Classrooms are without sufficient desks and seats for the students and some of the buildings are not completed. The school libraries, laboratories and workshops are not adequate and are poorly equipped. It is common to find as many as 100 students in a classroom / laboratory designed for 30 to 40 students.

In this prevailing circumstances, good teaching and learning are definitely compromised and this is unhealthy for teaching and learning. Government can no longer effectively provide the resources needed by the schools. The deterioration of secondary schools in Oyo State has shown that the State Government cannot single handedly satisfy the

financial demands of the secondary schools in the State. Therefore; what are the influence of fund acquisition strategies utilized by principals in the management of public secondary schools in Oyo State?

The objective of this study was to investigate extent of influence of principals' fund acquisition strategies utilization on the management of public secondary schools in Oyo State, Nigeria. Specifically, the study sought to:

1. determine extent of influence of principals' social events fundraising strategy utilization on the management of public secondary schools in Oyo State, Nigeria.
2. determine extent of influence of principals' educational services fundraising strategy utilization on the management of public secondary schools.

The following research questions were raised to guide the study:

1. To what extent does principals' social events fundraising strategy utilization influence the management of public secondary schools in Oyo state ?
2. To what extent does principals' educational services fundraising strategy utilization influence the management of public secondary schools?

The following null hypotheses were formulated for the study and were tested at 0.05 Alpha level of significance:

1. Principals' social events fundraising strategy utilization does not significantly influence the management of public secondary schools in Oyo State, Nigeria.
2. Principals' educational services fundraising strategy utilization does not significantly influence the management of public secondary schools.

2.0 LITERATURE REVIEW

2.1 Definition of Operational Terms

The following terms have been defined operationally as used in the study:

Influence: in this study refers to the capacity to have an effect on the management of public secondary schools.

Principal – this is the administrative head of the public or private secondary school, who controls the teaching and learning activities.

Principals fund acquisition strategies: in this study, can be defined as money earned or acquired, generated, invested in a school by the principal.

Public Secondary Schools- these are federal or state secondary schools that are managed, maintained and funded by the government.

Management of public secondary schools: in this study means prudent utilization of both human and material resources so as to achieve the collective objectives of the school.

Utilization: refers to getting things done in the right manner within the school, in minimum time with the minimum cost incurred and with no wastage of financial resources generate from alternate means.

2.2 Theoretical Framework

2.2.1 Goal Setting and Task Performance Theory by Edwin Locke and Gary Latham in 1990

Edwin Locke and Gary Latham in 1990 developed a model in their “theory of goal setting and task performance” also known as “goal setting theory”. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. The basic idea is that a goal serves as a motivator because it allowed people to compare their current performance with that required to achieve the goal. This is cognitive process approach to work motivation. It is based on the assumptions that people believe rationally and consciously. Thus, the function of a goal is to provide guidelines for deciding the amount of efforts to put into work.

This theory is relevant to this study in that whatever resources that are injected into the educational sector by the society will eventually come back to it through development, material and intellectual. It emphasizes the need for all and sundry in the society to contribute in the development of education as the products and dividends of education will in turn help develop the society. This theory is relevant to this study because in the secondary school’s educational sector, there is a pronounced emphasis on the financial resources requirement for its operations that must be sourced alternatively since the government alone can no longer single handedly fund education. Education is known throughout the world as a big enterprise that requires a lot of financing of public educational system and schooling is the nation’s noblest investment, which is necessary for socio-economic and political progress of communities and society at large.

2.2.2 Theory of Income Generation by John Maynard Keynes in 1936

The theory of income generation was developed by John Maynard Keynes, a British economist. This theory was published in 1936 under the General theory of employment, interest and money. The theory states that organizations will always invest fund in income-producing shares of mid- to large-sized investment or business activity that makes or brings money to the organization. Keynes looked at the circular flow of income. To Keynes, the circular flow of income is the process by which payments flow from firms to households in the form of payment for the factors of production and from households back again to firms in the form of factor inputs—land, labour, capital and entrepreneurship for which institutions pay rent, wages, salaries, interest and profits respectively. On the other hand, firms (such as schools) supply goods and services on which households spend their consumption expenditure. This consumption expenditure goes to the firms (the school inclusive) as income.

This theory is relevant to this study in that whatever resources that are injected into the educational sector by the society will eventually come back to it through development, material and intellectual. It emphasizes the need for all and sundry in the society to contribute in the development of education as the products and dividends of education will in turn help develop the society. This theory is relevant to this study because in the secondary school's educational sector, there is a pronounced emphasis on the financial resources requirement for its operations that must be sourced alternatively since the government alone can no longer single handedly fund education. Education is known throughout the world as a big enterprise that requires a lot of financing of public educational system and schooling is the nation's noblest investment, which is necessary for socio-economic and political progress of communities and society at large.

2.3 Conceptual Framework

The following concepts are discussed under this section concept of: management of public secondary schools, principals fund acquisition strategy, social events fundraising strategy, educational services fundraising strategy, commercial venture fundraising strategy, commodity bills fundraising strategy, private sector contributions fundraising strategy and influence of each variables of fundraising strategy utilization on the management of public secondary schools in Oyo state.

2.3.1 Management of public secondary schools

Management of public secondary schools is concerned with the utilization of adequate resources and the harmonization of relationships and interactions in a suitable environment, in order to foster the attainment of the goals of teaching and learning (Odeh, 2014). School management involves prudent management of resources and high degree of accountability on the part of school administrators. School management according to Odo (2006) is an aspect of broad spectrum of administration, seen as the mobilization of all the personnel and equipment in schools for the realization of educational objectives. Odo opines that, school administration is a discipline which concerns itself with the management of education enterprise in communities, regions and nations.

Therefore, school management is the coordination of resources to ensure effective and functional teaching and learning in schools. The central purpose of school management is that of coordinating financial resources and the effort of people towards the achievement of its goals. And this coordination is also targeted at school financial resources so as to guarantee a conducive teaching and learning environment. It is therefore, the thrust of this study “impact of financial management on the administration of secondary schools” to investigate how administrative heads of secondary schools in Oyo State employ the various financial management practices; revenue generation, budgeting, financial record-keeping, auditing and accountability in managing the schools in order to create conducive teaching and learning environment for teachers and students.

Management on the other hand is the guidance of or direction of human and material resources for the attainment of organizational goals. Olaleye (2013) defines management as the coordination of all the process of planning, organizing, directing and controlling in order to attain organizational goals. Financial management according to Obinna (2016) is administering fund under the control of a body of knowledge and a well-organized method of proceedings. Financial management deals with the securing of funds, their efficient uses and maximization of costs or losses for the greater profitability of the school business for enhanced welfare of students and staff (Odo, 2016). Olaleye (2014), conceptualized financial management as the management activity concerned with the planning and controlling of an organization’s financial resources. Okoye (2016) describes financial management as ensuring that funds in an organization are effectively and efficiently utilized through proper planning and control of available fund.

Management therefore can be seen as the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise. The administrator oversees the planning, organization, commanding, co-ordination, control and staffing of his establishment. Management is a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within an integrated system designed specifically to achieve predetermined objectives (Enaohwo & Eferakeya, 2009). Aderonmu and Ehametalor (2011) see school management as essentially a service, activity or tool, through which the fundamental objectives of the educational process may be more fully and efficiently realized. Ogbonnaya (2012) sees management as the universal process of efficiently getting activities completed with and through other people, while according to the author, whenever collective action is required, whenever there is a need for order on a series of activities, and whenever a group seeks to obtain a goal, administration is required. Ogbonnaya further views management as a process which entails the utilization of human, financial and material resources in maximizing the realization of goals and objectives.

Therefore, funds are necessary for setting of infrastructural facilities such as classroom blocks, administrative blocks, library and laboratory blocks. It is obvious that without funds it would be difficult to achieve the secondary school goals and objectives. In spite of the efforts of the different governments of the Federation to provide funds for education, and the huge amounts of money expended, educational institution still lack the necessary funds to implement various education programmes. It is obvious that inadequate financial resources will certainly have effect of limiting educational development by the Federal, State, and Local Governments. It is for this cause that the researcher has decided to investigate principals fund acquisition strategy utilization in the management of public secondary schools in Oyo State specifically.

2.3.2 Principals' fund acquisition strategy

School administrators' fund acquisition is therefore defined by Shilpa and Rakes (2013) as the activity concerned with the estimation and raising the funds to be used in various business enterprises including the schools. In order to acquire funds for the school, the administrator as a good planner must plan the strategies utilized in order to generate funds for the school. Ibadin (2004), Nwadiani and Omike (2006), Nwaham (2011), Osuala (2007) and Shilpa and Rakes (2013) give instances of some strategies in which the administrators can

generate funds for the school (fund acquisition) to include among others, sale of admission forms, tuition fees and levies, admission fees, establishment of commercial ventures, funds from social events and concerts, sale of farm produce, rentals, foreign grants and external aids, loans, grants, fees, donations, subsidies, credit, venture capital, among others. The above-mentioned scholars further noted that most times the funds allocated or provided to public secondary school administrators by their employers to run their daily tasks are not usually sufficient or enough to achieve educational goals; that is why the administrators should source alternative means of fund acquisition.

One of the responsibilities of the Secondary School Principal is financial management. The Principal is expected to source for funds for running of the school. He is expected to expand the sources of the school income from school magazines, school workshops, school canteens, student's arts and crafts, school poultry and farms rather than over-dependence on government grants. Beyond sourcing for funds, the principal has the responsibility of managing the available cash in the school to avoid waste and displacement of priorities in attending to school needs.

Funds are required to sustain and maintain the school facilities and to implement the curriculum effectively, among other things. The school administrators should not fold their hands to allow the situation to get worse. Instead, they should explore other reliable and legitimate sources of funds for the school (Amirize & Ololube, 2018). According to Aliyu (2018), the sources of funds available to educational institutions include: school fees, government grants, proceeds from school activities, community efforts, donations from individuals and charity organizations, endowment funds and petroleum trust fund.

There are several ways the school principal can initiate the generation of funds. Suggestions like, the operation of school canteens, carpentry and metal workshop to generate funds and to encourage the spirit of self-reliance, dignity of labour and useful citizenship. Amirize and Ololube (2018) suggest that, school principals must look for ways to raise money for their schools. Thus, the alternative ways to generate fund according to them, include poultry rearing, rabbitry, piggery, practical farming levies, examination fees and uniforms. The authors made it clear that, these efforts have made some schools to build school halls, laboratories and libraries for themselves, since shortfall in school finance has become more imperative. This is why, agricultural practices such as large-scale animal husbandry, poultry, piggery, cattle rearing, fish farming, cropping, food processing and other revenue generation as welding, printing, tailoring, plumbing and photography remain plausible options.

The planning of school finances usually begins with the drafting of a budget which describes the statement of the school expressed in monetary terms. It is also a planning instrument, which contributes in a constructive way towards preventing the disruption of educational programmes as a result of insufficient or exhausted resources (Oboegbulem, 2013). Therefore, efficient planning and management of funds in schools calls for effective fund acquisition strategies and prudent utilization. Each school has to keep records of all financial transactions that were effected, which are to be made available to particular undertaking on request.

2.3.3 The Concept of Strategy Utilization

Strategy utilization is the raising of funds and ensuring that fund realized are utilized in the most effective and efficient manner.

Asodike (2015) asserts that resources are scarce and that all efforts should be made by educational administrators and planners to ensure optimal utilization of funds. School finances are used for day to day running of the institution. No institution or school has ever succeeded in history without proper utilization of its resources. Where the management is weak, success is hard to ascertain.

The school finance control strategy and resources utilization involve revenue generation.

One of the areas where funds generated in the school are used is in the area of providing physical facilities. School require physical facilities such as classrooms, laboratories and other facilities to meet the education goals and objectives of school. The revenue generated from the schools are therefore useful in meeting this purpose. According to Babalola (2019), the provision of public schools, public health and public infrastructure require huge government spending, especially in these modern times. However, the ability of government to meet this need compels the principal to make alternative provision through internally generated revenue. Therefore, internally generated revenue are used by principals to provide training for the teachers through workshops, conferences and seminars. So as to assist them to improve on their service delivery needed for achieving the educational objectives of the school. Other areas where funds generated internally are used in secondary schools includes the provision of capital projects, welfare of staff, payment of salaries, students welfare, maintenance of facilities, purchasing office equipment equipping the library, beautifying the school premises,

providing electricity and water as well as research development programs for the staff. This enhances better teaching and learning environment.

2.3.4 Variables of Principal Fund Acquisition Strategy

Social Events Fund Raising Strategy

Social events strategy can be defined as a fund acquisition strategy that involves raising monies from the three tiers of governmental, non-governmental organizations by actively organizing various social events such as; concerts and programmes, sale of raffle tickets, hosting fund raising events through tournaments, dramas, concerts and plays, dance competition, auctions, prize and award(s) giving day (Woroniecki, 2016). There is no controversy in the fact that the educational system is a system of production, an expensive social service that requires adequate financial provisions. Ikediugwu and Ukeji (2019) revealed that social events strategies especially the use of raffle tickets draws, students' prize giving day and sporting activities like the inter-house sports if effectively utilized by public secondary school administrators enhances school management.

2.3.5 Educational services fundraising strategy

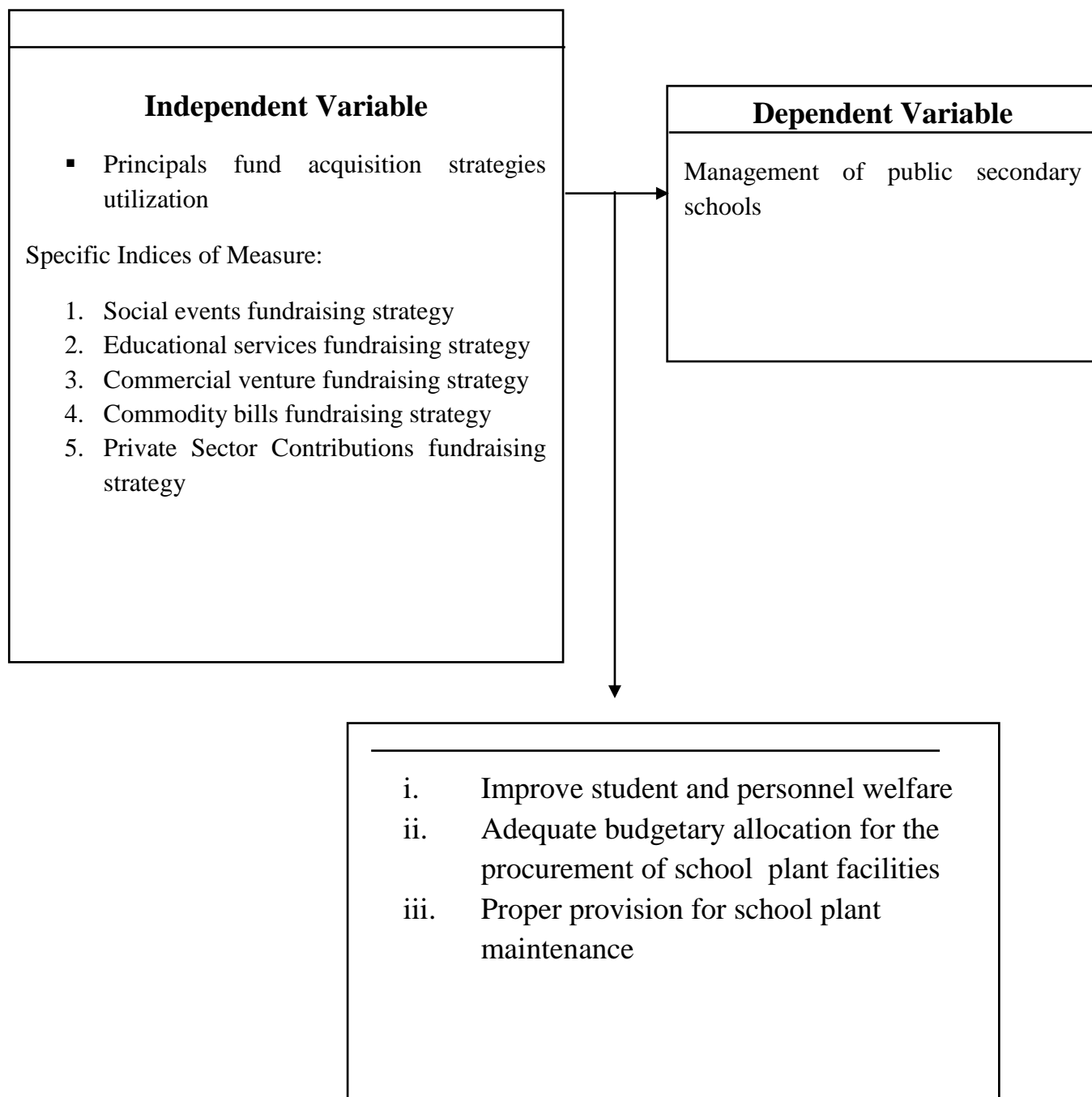
Educational services fundraising strategy can be defined as educational programmes introduced by school principals purposively geared towards raising additional funds through organizing; extra-mural lessons for students during long and short vacations, organizing extra-mural lessons during West Africa Examination Council's (WAEC), National Examination Council's and Joint Admission and Matriculation Board exams, part time programme extension studies for teachers and evening classes and adult education classes for community members for the sustainability of the schools aims, goals and objectives (Ogbiji, 2018).

Many of these persons (voluntary donors) attempt to do more than just contribute money or goods. They devote their time, reputations, and energies to group fund raising projects. These groups may work directly within the organizational structure. If they do, the service rarely has any problems with situations; however, the beneficiary charity may not have the administrative means or expertise to engage directly in the fund-raising activity. Instead, it provides only its name and good will to the fund-raising effort. A separate organization is often set up for the purpose of raising funds (Nduka, 2008). Operation of an athletic, social, entertainment or gambling event is a very attractive means of raising funds. Some of the more popular mediums include charity balls, benefit concerts, theater and movie premieres, horse shows, football games, antique shows, flea markets, auctions, bingo, fish, beef, cocktail parties, and celebrity athletic events. Recently, in this age of a slumping real

estate market, charitable organizations have even been holding lotteries with house as prizes (World Bank, 2000).

Educational fundraising strategy may include the use of physical activities such as fun runs, walks, jog, or bike-a-thons, sponsored by the Parent Teacher Organization/Association (PTO/PTA) or by the school or district. Another type of fundraising may come directly through advertising or through an online medium like social media soliciting donations of private individuals or organizations in the community to the school or district to fund a specific activity, program, or project. They usually do not involve the participation of students or parents. Many schools sell advertising space on school buses, in hallways, on athletic uniforms, and just about anywhere else. Commercial and personal adverts can be placed in athletic event programs and the programs are then sold at athletic and sporting events (Michael, 2017).

Figure 3: Schematic Diagram of principals fund acquisition strategy utilization on the management of public secondary schools



Source: (Researcher, 2022)

From figure 3 above, the influence of principals' fund acquisition strategy is essential if the management of secondary schools has to be efficient and effective and if the school objectives have to be achieved. The model considers principals fund acquisition strategies in the areas of; social event fundraising strategy, educational services fundraising strategy, commercial ventures fundraising strategy, commodity bills fundraising strategy and private sector contributions fundraising strategy. More so, from the model if principals fund acquisition strategies are Judiciously utilized, it could yield the following possible outcomes; judicious utilization of funds realized from sales of raffle tickets, dramas, concerts, tournaments, festivals, plays and auctions, prudent utilization of monies raised through extra murals, part time classes and distant education, effective utilization of all consultancy service charges, efficient management of all utility charges realized in the school and judicious utilization of all foreign grants, external aids, donations or endowments from Alumni and private individuals. From the outcomes, the management of public secondary schools may be more efficient, effective, result-oriented and speedy attainment of its aims, goals and objectives as stipulated in the National Policy on Education.

2.3 Review of Related Empirical Studies

Onyeukwu (2022) examined alternative sources (social and commercial ventures fundraising strategies) of financing secondary school education in Abakaliki Education Zone of Ebonyi State. The purpose of the study was to determine alternative sources of financing secondary school Education in Abakaliki Education Zone of Ebonyi State. Three research questions and one null hypothesis guided the study. Descriptive survey design was adopted for the study. The population of the study was 154 principals and vice principals. There was no sampling because the entire population was used as sample due to its manageable size. A structured questionnaire containing 36 items on the alternative sources of financing the secondary schools was used for data collection. Data collected were analyzed using descriptive statistics of Mean and Standard Deviation (SD) to answer the research questions and t-test statistics was used in testing the hypothesis at 0.05 level of significance. The analysis of the data indicated that; the alternative sources of financing secondary school education in Abakaliki Education Zone of Ebonyi State include; the use of Parents Teachers Association (PTA), proceeds from school activities, and fund-raising activities. The study is related to the present study because it investigated alternative sources of financing secondary school education (Social event and commercial ventures fundraising strategies) in Abakaliki Education Zone of Ebonyi State. The present study used descriptive statistics of Mean and

Standard Deviation to answer its research questions and Chi-square-goodness-of-fit to test its hypothesis at 0.05 level of significance, as the study under review used descriptive statistics of Mean and Standard Deviation to answer its research questions and t-test statistics to test its hypotheses at 0.05 alpha level of significance. Finally, descriptive survey design was adopted for the study under review as the present study used survey research design. The both studies however differ in terms of content, as the present study investigated principals fund acquisition strategy on the management of public secondary schools with five specific variables of; social event fundraising strategy, educational services fundraising strategy, commercial ventures fundraising strategy, commodity fundraising strategy and private sector contributions strategies, whereas, the study under review focused on social and commercial ventures fundraising strategies as alternative sources of funding education. The present study was carried out in Oyo State, as the study under review was carried out in Ebonyi State. This was the gap the present study has filled.

Osuji and Nyebuchi (2021) investigated administrators' financial management strategies (commercial ventures, social events and private sector contributions fundraising strategies) effective administration of public secondary schools in Port Harcourt Metropolis of Rivers State, using two objectives, two research questions and two hypotheses. The study adopted descriptive survey design. The population of the study was 105 school administrators consisting of 63 males and 42 females in all the public senior secondary schools in Obio/Akpor and Port Harcourt City Local Government Areas of Rivers State. A sample size of 105 school administrators consisting of 63 males and 42 females was drawn through census technique. The instrument for the study was a self-structured questionnaire titled: Administrators Financial Management Strategies for Effective Administration of Public Secondary School Questionnaire, which was validated by experts in the Departments of Measurement and Evaluation and Educational Management. The instrument was tested for reliability using test-retest method and a reliability coefficient of 0.78 was obtained using Pearson Product Moment Correlation Coefficient. Mean and standard deviation were used to answer the research questions, while z-test was used in testing the null hypotheses at 0.05 level of significance. Findings revealed that school administrators' revenue generation and auditing enhance effective administration of public secondary schools in Port Harcourt Metropolis of Rivers State. Based on the findings it was recommended among others that adminis

trators of schools should engage more in revenue generating ventures like farming and other genuine activities to supplement the resources provided by the government for administration of the schools. This study was related to the present study because both studied investigated administrators' financial management strategies (commercial ventures, social events and private sector contributions fundraising strategies) effective administration of public secondary school. The present study was investigated principals fund acquisition strategy on the management of public secondary schools with five specific variables of; social event fundraising strategy, educational services fundraising strategy, commercial ventures fundraising strategy, commodity fundraising strategy and private sector contributions strategies, as the study under review focused on commercial ventures, social events and private sector contributions fundraising strategies. The present study used descriptive statistics of mean and standard deviation to answer its research questions and Chi-square-goodness-of-fit to test its hypothesis at 0.05 level of significance, as the study under review used Descriptive statistics of mean and standard deviation were used in answering its research questions, while z-test was used in testing the two null hypotheses at 0.05 level of significance. Finally, descriptive survey design was adopted for the study under review as the present study used survey research design. The study under review was carried out in Port Harcourt Metropolis of Rivers State, as the present study was carried out in Oyo State, Nigeria

Titus and Ukaigwe (2018) investigated fund management strategies (commercial ventures strategies) for effective administration in public secondary schools in Bayelsa State. Two research questions and two hypotheses were used for the study. The research design was the descriptive survey design. The population of the study comprised of one hundred and sixty-four (164) public secondary schools in Bayelsa State. The total number of respondents included one hundred and fifteen (115) principals representing 70% of the population, which were selected using the stratified random sampling technique. A self-designed questionnaire titled "Fund Management Strategies for Effective Administration in Public Secondary Schools Questionnaire (FMSEAPSSQ)" was used for data collection. A test re-test method was used to ascertain the reliability of the instrument. The Pearson Product Moment Correlation Coefficient (r) yielded and reliability coefficient of 0.76. The mean and standard deviation were used to answer the research questions while the z-test analysis of difference was employed to test the research hypotheses at 0.05 level of significance. The result among others revealed that anticipated income records are kept by the principals for proper planning

process, accurate records are provided on how money is spent, and records of every internally generated fund are kept and principals provide documented evidence of expenditure of internally generated revenues. The study is related to the present study because it investigated fund management strategies in public secondary school. The both studies however differ in terms of content and geographical coverage. As the present study investigated principals fund acquisition strategy on the management of public secondary schools with five specific variables of; social event fundraising strategy, educational services fundraising strategy, commercial ventures fundraising strategy, commodity fundraising strategy and private sector contributions strategies, whereas, the study under review focused on commercial ventures strategies. The present study was carried out in Oyo State, as the study under review was carried out in Bayelsa State. The both studies differ further in terms of statistical tools. The present study used descriptive statistics of mean and standard deviation to answer its research questions and Chi-square-goodness-of-fit to test its hypothesis at 0.05 level of significance, as the study under review used descriptive statistics of mean and standard deviation to answer its research questions and z-test analysis of difference to test its hypotheses at 0.05 alpha level of significance. Finally, descriptive survey design was adopted for the study under review as the present study used survey research design. This was the gap the present study filled.

2.0 METHODOLOGY

3.1 Research Design

The design of this study was a survey design This was because the study has to do with collecting data on the general opinions of a group of persons regarding a situation or phenomenon already on ground which can then be generalized to the entire population as well.

3.2 The Study Area

The study was carried out in Oyo State, Nigeria. Oyo, usually referred to as Oyo State to distinguish it from the city of Oyo, is an inland state in South Western Nigeria. Its capital is Ibadan, the third most populous city in the country and formerly the second most populous city in Africa. Oyo State is bordered to the north by Kwara State, to the east by Osun State, and to the southwest by Ogun State and the Republic of Benin. With a projected population of 7,840,864 in 2016, Oyo State is the fifth most populous in Nigeria. Oyo State is noted for being the site of the first university in Nigeria, the University of Ibadan, founded in 1948. The State has a total number of 644 public secondary schools across five educational zones (Zone

I – Ibadan Areas (11 LGAs) have a total of 349 schools, Zone II – Oke-Ogun Areas (10 LGAs) have a total of 123 schools, Zone III– Ogbomoso Areas (5 LGAs) have a total of 86 schools, Zone IV – Oyo Areas (4 LGAs) have a total of 56 schools and Zone V – Ibarapa Areas (3 LGAs) have a total of 30 schools. The state economy remains largely agrarian, with the western city of Shaki being described as the state's breadbasket. Cassava, cocoa, and tobacco are among the most important crops to Oyo State's economy.

The choice of the study area was because of the inconsistency in public secondary school administration over the years. Though Oyo State which rank first among the educationally advantaged states in Nigeria, still records a significant rate of underutilization of the various fund acquisition strategies which could possibly affect school administration (Mfonobong, 2020). This, therefore, calls for the rationale to conduct this study. Find attached the map of Oyo State in Appendix C.

3.3 Population of the Study

The population of the study was 15299 secondary school principals and teachers selected from 644 public secondary schools in Oyo State. The population was made up of 644 Principals and 14655 teachers (Oyo State Teaching Service Board, OSTSB, 2022). Find attached in the Appendix E & F.

3.4 Sample and Sampling Technique

The sample size was 390 respondents gotten by the use of Taro Yamen formula. Please find attached in Appendix D. This sample size comprises of seventy-five (75) principals and three hundred and fifteen (315) teachers. In sampling these 75 principals, 3 local government were selected from each of the 5 educational zones. Then 5 principals were selected from five sampled schools from each of the three (3) local government areas selected. These result to a total of 15 principals chosen from the three local government areas selected and amounted to total numbers of 75 principals from the 5 educational zones. Multi-stage sampling procedure was used for the study because each stage involves different sampling methods. This sampling procedure was applied when different sampling techniques are used at several stages of sampling. The sampling techniques used at different stages include purposive, simple random and proportionate stratified random sampling techniques respectively. In this study, purposive sampling technique was used to select the five educational zones in the State. Purposive sampling enables the researcher to identify members of the population who are likely to possess certain characteristics or experiences who are willing to share them with the researcher. In this way, the researcher was able to select these

respondents that fit this study, focusing on a relatively small sample based on the choice of survey research design.

Simple random sampling techniques was used for selection of three local governments from each of the five educational zones which contains 33 local government in the study area. Purposive sampling was also used in sampling only public secondary schools in the study area. This is because, public secondary schools satisfy some predetermined conditions, especially in terms of ownership. In each of the randomly selected local government, five schools was be selected using simple random sampling technique. The choice of simple random sampling was because it gives the respondents and sampled schools equal opportunity of being sampled and selected respectively. Proportionate Stratified random sampling was used to sample the teachers of each sampled schools respectively. Proportionate stratified random sampling technique was used to ensure that each stratum was adequately represented in the final sample, preventing under- or over-representation of any group. This selection was done to ensure that the 33 Local Governments are represented proportionately. Purposive sampling was further used in sampling 75 principals from the 75 sampled schools respectively. This was because each sampled school can only have one principal. Lastly, simple random sampling was further used to sample the 315 teachers. The choice of simple random sampling technique was to ensure that each teacher has equal opportunity of being selected for the study. Find attached in Appendix G, H, I & J.

3.5 Instrument for Data Collection

The instrument used for this study was a structured questionnaire title “Influence of Principals’ Fund Acquisition Strategy utilization on the Management of Public Secondary Schools Questionnaire” (IPFASUMPSSQ) developed by the researcher. The questionnaire was further divided into five (5) clusters based on principals’ fund acquisition strategy utilization indices that are used in the study. Each cluster contains five (5) items, making a total of twenty-five (25) items for the five clusters. The items were stated in a clear language with the desired responses tabulated on a four-point rating scale with response modes of Very High Influence (4), High Influence (3), Low Influence (2), and Very Low Influence (1), respectively. Please find attached in Appendix B.

3.6 Validation of the Instrument

The instrument was face and content validated by three experts, two in the field of Educational Administration and Planning and one in Test, Measurement and Evaluation, all three validators are from the College of Agricultural and Science Education, Joseph Sarwuan

Tarka University, Makurdi. Some of the items were reviewed to clearly show correct spelling(s)/grammatical errors, wording directions (negatively or positively), and some were totally expunged as observed by the validators. The validators suggested that the word “influence” is two directional-positive or negative. The validators therefore advised the researcher to ensure some of the items are worded appropriately, using words like ‘enhance, facilitate, improve among others for positively worded items, and words like impede, hinder, hamper among others for negatively worded items. The validators also suggested that the word “principal” be used in the objectives and research questions to show the intended category of respondents. The validators also suggested that the word “management” be further broken into management activities for better coverage. The validators’ comments and suggestions were duly adhered to for the final production of the questionnaire. Please find attached in Appendix L.

3.7 Reliability of the Instrument

To ensure the reliability of the instrument, a trial-test was carried out. The instrument was administered on ten principals and thirty teachers from ten public secondary schools in Osun State, that were not part of the sample but possess the same characteristics as the sample. Cronbach Alpha coefficient was used to obtain the following internal reliability coefficient estimates of 0.86, 0.84, 0.79, 0.80 and 0.76 were obtained for clusters A, B, C, D and E respectively. The overall reliability estimate obtained was 0.88, which showed that the instrument was reliable, and measured what it purports to measure. Find attached in Appendix K.

3.8 Method of Data Collection

In administering the questionnaire, a letter of consent was presented to the respondents in each of the seventy-five (75) selected public secondary schools in the study area. Ten (10) research assistants were used (Two research assistants per educational zone). The use of research assistants was because of their familiarization with the study area, and the study area was large for the researcher only, as such, the distribution of the questionnaire was too tedious for the researcher alone to handle. The research assistants were selected based on their familiarization with each of the five educational zones in the study area, as their familiarity with their zones aided and fasten distribution and retrieval of the questionnaire copies. The direct delivery approach was used to enable the researcher and research assistants to thoroughly explain the purpose, importance and confidentiality of all information on the

questionnaire to the respondents. This enhanced the collection of all completed questionnaire copies immediate, minimized mortality rate and ensured maximum return of the questionnaire copies.

3.9 Data Analysis Techniques

The descriptive statistics of Mean and Standard Deviation was used to answer the research questions. A cut-off points of 4.0-3.50=Very High Influence (VHI), 3.49-2.50=High Influence (HI), 2.49-1.50=Low Influence (LI), 1.49-00=Very Low Influence (VLI). Therefore, any mean range from 2.50 and above was regarded as 'High Influence', and any mean range below 2.50 was regarded as 'Low Influence'. Chi-square goodness-of-fit test was used to test the hypotheses at 0.05 level of significance. The choice of this statistical tool was because it helps to establish the relationship between the independent and dependent variable for each given category. The decision rule for the rejection or non-rejection of hypothesis was based on the P-value and significant Alpha level. If the P-value is less than the Alpha significant level of 0.05, then the null hypotheses rejected and the alternate accepted, which implies that the independent variable to an extent positively influences the dependent variable based on a given hypothesis.

4.0

RESULTS AND DISCUSSION

4.1 Results

Research Question one: To what extent does principals’ social events fundraising strategy utilization influence the management of public secondary schools?

Table 1: Mean and Standard Deviation of influence of principals’ social events fundraising strategy utilization on the management of public secondary schools

S/No	Items	VHI	HI	LI	VLI	Mean	SD	Decision
1	Utilization of funds generated from sale of raffle tickets improves the implementation of training needs of staff	34 (8.7%)	157 (40.3%)	183 (46.9%)	16 (4.1%)	2.53	0.71	High influence
2	Utilization of funds generated from tournaments enhances the management of secondary schools	60 (15.4%)	179 (45.9%)	151 (38.7%)		2.76	0.69	High influence
3	Utilization of funds generated from drama concerts impedes co-curricular activities	53 (13.6%)	201 (51.5%)	100 (25.6%)	36 (9.2%)	2.69	0.81	High influence
4	Utilization of funds generated from dance competitions hinders effective school management	156 (40.0%)	85 (21.8%)	117 (30.0%)	32 (8.2%)	2.93	1.01	High influence
5	Utilization of funds generated from price and award(s) giving day enhance the management of secondary schools	155 (39.7%)	177 (45.4%)	37 (9.5%)	21 (5.4%)	3.19	0.89	High influence
	Cluster Mean					2.82	0.82	High influence

The data presented on table 1 showed that items 1-5 had mean values ranges from 2.53 - 3.19 with corresponding standard deviation values respectively and a cluster mean of 2.82 and S D 0.82, indicating that principals social events fundraising strategy had high influence on the management of public secondary schools. On the basis of criteria set for decision making, any

items on the table with a mean score of 2.50 and above influences principals' social events fundraising strategy utilization on the management of public secondary schools.

Research Questions two: To what extent does principals' educational services fundraising strategy utilization influence the management of public secondary schools?

Table 2: Mean and Standard Deviation of the respondents on influence of principals' educational services fundraising strategy utilization on the management of public secondary schools

S/No	Item	VHI	HI	LI	VLI	Mean	SD	Decision
1	Principals' ability to appropriately channel funds generated from extra-moral classes enhances infrastructural management	56 (14.4%)	150 (38.5%)	131 (33.6%)	53 (13.6%)	2.53	0.89	High influence
2	Utilization of funds generated from part-time extension studies for teachers improves instructional delivery	138 (35.4%)	153 (39.2%)	21 (5.4%)	78 (20.0%)	2.90	1.09	High influence
3	Utilization of funds generated from evening classes during long vacations facilitates school management	75 (14.6%)	190 (48.7%)	128 (32.8%)	15 (3.8%)	2.74	0.75	High influence
4	Utilization of funds generated from part-time adult education classes for community members hampers effective school community relationship	121 (31.0%)	90 (23.1%)	137 (35.1%)	42 (10.8%)	2.74	1.01	High Influence
5	Principals' ability to appropriately channel funds generated from pre-school classes enhance school management	72 (18.5%)	222 (56.9%)	80 (20.5%)	16 (4.1%)	2.89	0.73	High Influence
Cluster mean						2.76	0.89	High influence

The data presented on table 2 indicates that item 1-5 had mean scores of 2.53 - 2.89 with a correspondence standard deviation of 0.89, 1.09, 0.75, 1.01, and 0.73 respectively and a cluster mean of 2.76 and S D 0.89. The result indicating that principals' educational services fundraising strategy had high influence on the management of public secondary schools.

Hypotheses Testing

The hypotheses of the study were tested using chi-square at 0.05 level of significance.

Hypothesis one: Principals' social events fundraising strategy utilization does not significantly influence the management of public secondary schools in Oyo State, Nigeria

Table 3: Chi-Square Test of Goodness-of-Fit Analysis of the Influence of Principal's Social Events Fundraising Strategy Utilization on Management of Public Secondary Schools in Oyo State, Nigeria

Response Options	Fo	Fe	Alpha Level	Df	$\chi^2\alpha$	Asymp. Sig.	Remark
Very Low Influence	21	97.5					
Low Influence Possessed	117	97.5					
High Influence	160	97.5	0.05	3	104.297 ^a	0.000	S, R
Very High Influence	92	97.5					
Total(N)	390						

N= Total number of respondents, Fo =Observed frequency, Fe= Expected frequency Df = degree of freedom, $\chi^2\alpha$ = chi-square calculated value, Asymp.Sig. = Asymptotic significance value(P-value) under Chi-square test of goodness-o-f fit analysis, S= Significant, R= rejected

Table 3 shows that the P-value of 0.00 was less than alpha-value of 0.05 ($P < 0.05$) at df 9. Therefore, the null hypothesis which states that Principals' social events fundraising strategy utilization does not significantly influence the management of public secondary schools in Oyo State, Nigeria was rejected. This implies that Principals' social events fundraising strategy utilization influence management of public secondary schools in Oyo State, Nigeria

Hypothesis two :Principals' educational services fundraising strategy utilization does not significantly influence the management of public secondary schools.

Table 4: Chi-Square Test of Goodness-of-Fit Analysis of the Influence of Principal's Educational Services Fundraising Strategy Utilization on Management of Public Secondary Schools in Oyo State, Nigeria

Response Options	Fo	Fe	Alpha Level	Df	$\chi^2\alpha$	Asymp. Sig.	Remark
Very Low Influence	43	97.5					
Low Influence Possessed	94	97.5					
High Influence	161	97.5	0.05	3	72.256 ^a	0.000	S, R
Very High Influence	92	97.5					
Total(N)	390						

N= Total number of respondents, Fo =Observed frequency, Fe= Expected frequency Df = degree of freedom, $\chi^2\alpha$ = chi-square calculated value, Asymp.Sig. = Asymptotic significance value(P-value) under Chi-square test of goodness-o-fit analysis, S= Significant, R= rejected

Table 4 shows that the P- value of 0.00was less than alpha-value of 0.05 ($P < 0.05$) at $df = 9$. Therefore, the null hypothesis which states that principal's educational services fundraising strategyutilization does not significantly influence the management of public secondary schools was therefore rejected. implies that principal's educational services fundraising strategyutilization influence the management of public secondary schools.

4. 3 Discussion of findings

The result on objective one revealed that principals' social events fundraising strategy utilization highly influence management of public secondary schools in Oyo State, Nigeria. The major findings were that; utilization of funds generated from price and award(s) giving day enhances the management of secondary schools, utilization of funds generated from dance competitions enhance effective school management and Utilization of funds generated from tournaments enhances the management of secondary schools. A test of related hypothesis revealed that principals' social events fundraising strategy positively influence the management of public secondary schools in Oyo State, Nigeria. This finding is in consonance with the findings of Onyeukwu (2022) whose findings revealed that the alternative sources of financing secondary school education in Abakaliki Education Zone of Ebonyi State include; the use of Parents Teachers Association (PTA), proceeds from school activities, and fundraising activities. This finding corroborate with that of Osuji and Nyebuchi (2021) whose findings revealed that school administrators' revenue generation and auditing enhance effective administration of public secondary schools in Port Harcourt Metropolis of Rivers State. The finding also agree with the finding of Ikediugwu and Ukeji (2019) who revealed that private secondary schools employed more fund acquisitions strategies in the areas of their social events strategies than administrators of the public secondary schools for enhancement of quality assurance. Ikediugwu and Ukeji (2019) findings further indicated that there were significant differences in mean ratings of administrators of public and private secondary schools on the social events fund acquisition strategy they employed for quality assurance in Anambra State. The finding further agrees with that of Aliyu (2018) whose findings revealed that principals explore other sources of funds such as PTA levies, funds from school farms,

magazines, speech and prize giving day, and canteens, and that, monies raised from these sources are included in school budget, therefore, such funds are accounted for.

Result on objective two revealed that educational services fundraising strategy utilization highly influence the management of public secondary schools. The major findings were that; utilization of funds generated from part-time extension studies for teachers improves instructional delivery, principals' ability to appropriately channel funds generated from pre-school classes enhance school management and utilization of funds generated from part-time adult education classes for community members enhance effective school community relationship. A test of related hypothesis revealed that educational services fundraising strategy influence the management of public secondary schools positively. This finding corroborate with that of Ikediugwu and Ukeji (2019) whose findings revealed that educational services strategy enhance of quality assurance in public secondary schools. Ikediugwu and Ukeji (2019) findings also indicated that there were significant differences in mean ratings of administrators of public and private secondary schools on educational services they employed for quality assurance in Anambra State. This finding further agrees with that of Tafida (2005) whose findings showed that allocation of funds to departments and sections were not based on approved departmental budgets, funds in form of imprest were not allocated to departmental heads and no departmental head was accorded priority in terms of funds allocation and very few among general educational services were rendered in the colleges to generate additional funds. This result agree negate the findings Onwubiko (2012) whose revealed that: the state fund secondary education through the Ministry of Education and its agencies.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the analysis of data, it was concluded that the principals' fund acquisition strategies utilization of social events, and educational services, strategies play on the management of public secondary schools in Oyo State cannot be over-emphasized. Based on the above, the study envisaged that principals fund acquisition strategies utilization of social events and educational services, strategies are indicators of positive school management.

5.2 Recommendations

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

1. Principals should actively explore adequate and prudent utilization of funds generated from price and award(s) giving day, dance competitions, tournaments etc as they could enhance the management of secondary schools.
2. Principals should ensure proper utilization of funds generated from part-time extension studies, pre-school classes and part-time adult education classes for community members as this would enhance effective school community relationship.

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