

Original Article

INFLUENCE OF INNOVATIVE FUNDING MODELS ON EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The study examined the influence of innovative funding models on administration of secondary schools in Enugu State. Two research questions guided the study while two hypotheses were tested at .05 level of significance. Descriptive survey research design was adopted for the study. The population for the study was 297 principals which comprised 214 males and 83 females. There was no sampling procedure because the population was manageable. The instrument used for data collection was a 15-item structured questionnaire titled “Influence of Innovative Funding Models on Administration of Secondary Schools Questionnaire (IIFMASSQ)”. The instrument was validated by three research experts, two from Department of Educational Management and one from Measurement and Evaluation unit of Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. Cronbach Alpha statistic was used to compute the internal consistency of the instrument which yielded .83 and .81 for clusters 1 and 2 with an overall reliability index of .82 which indicates that the instrument is reliable. The research questions were answered using mean and standard deviation while the hypotheses were tested with t-test statistic. The findings of the study showed that community involvement and corporate sponsorships influence the administration of secondary education in Enugu State to a great extent. Based on the findings, the study recommended that Enugu State government should create attractive policies that would enhance massive participations of individuals and corporate bodies in the administration of secondary education.

Keywords: Innovation, Funding Models, Administration, Community Involvement, Corporate Sponsorships

Introduction

The secondary school system is designed to prepare students for future education and make them become useful individuals in the society. Secondary education in Nigeria, as outlined by the Federal Republic of Nigeria (FRN, 2013), refers to the educational phase that follows primary education and precedes tertiary education. It is recognized as the second stage of formal schooling, lasting six years, and is deemed a crucial level of education within the country. At this stage, a robust basis for further education and practical life skills is established (Ogbu, 2014). Effective administration in secondary education is crucial for the successful operation of schools, the achievement of educational objectives, and the overall growth and development of students.

Administration generally refers to the process of managing and organizing resources, people, and activities within an organization or a specific domain to achieve specific goals and objectives effectively and efficiently. According to Stillman (2015), administration involves planning, coordinating, directing, and overseeing various tasks and responsibilities to ensure smooth operations and optimal outcomes. Administration is the management of public affairs efficiently. Administration is generally defined as the process of working with and through others to efficiently accomplish organizational goals (Aguba in Okenwa and Igbo, 2013). The principals oversee the administrative activities in the secondary schools.

A principal in the secondary school administrative hierarchy holds a distinct and vital role as a leader. Their responsibilities include overseeing and being accountable for the school's operations. Egwu (2016) characterizes a principal as a leader tasked with planning, organizing, and overseeing school operations to ensure they function efficiently. The

principal's primary duties involve displaying effective instructional leadership to enhance the school's curriculum diversity and instructional quality, contributing to effective school management. Each public secondary school in Nigeria, especially in Enugu state, relies significantly on the government to provide the necessary resources for their day-to-day functioning. Occasionally, principals engage with various stakeholders, including parents, teachers, school boards, and community members, to discuss funding needs and garner support for financial initiatives that benefit the school.

Funding refers to the process of supplying financial resources, typically in the form of money, to support business endeavors, investments, purchases, or various projects (Haruna and Inikpi, 2019). Funding refers to financial support provided by various sources, typically organizations, governments, foundations, or individuals, to facilitate specific projects, initiatives, research, or activities (Hall and Lerner, 2010). This support is intended to cover expenses associated with the designated purpose, which may include salaries, equipment, materials, overhead costs, and other necessary resources. Funding is a critical determinant of the quality and efficiency of educational institutions. Adequate and well-allocated financial resources are essential for providing necessary infrastructure, educational materials, staff training, and other crucial components that contribute to an enriching learning environment. In recent years, traditional funding models for education have encountered limitations in meeting the evolving needs and demands of modern educational systems. As a result, innovative funding models have emerged as potential solutions to bridge the financial gaps and promote efficiency within educational institutions.

Innovative funding models refer to new and unconventional approaches or strategies for raising funds to support projects, ventures, initiatives, or organizations. These models often deviate from traditional funding methods and involve creative thinking, alternative sources of capital, or novel ways to engage stakeholders. According to Belleflamme, Lambert and Schwienbacher (2014), there are several innovative funding models which include: crowdfunding, impact investing, social impact bonds, donor-advised funds, venture philanthropy, community involvement, peer-to-peer lending and corporate sponsorships. In this study, the researcher focused on community involvement and corporate sponsorships.

Community involvement refers to the active engagement, participation, and collaboration of individuals or groups within a community to contribute to its betterment, development, and well-being. According to Draper and Cohen (2013), community involvement encompasses a wide range of activities, such as volunteering, advocacy, community service, organizing events, and participating in decision-making processes that affect the community. Community involvement is essential for fostering social cohesion, empowering individuals, and driving positive change within communities (United Nations, 2015). Community involvement in secondary school administration refers to the active engagement and participation of community members, parents, organizations, and stakeholders in various aspects of school governance, decision-making, and support. This collaboration is crucial for the overall improvement of educational outcomes and the well-being of students. Community involvement through corporate sponsorships serves the dual purpose of supporting the community's well-being while

promoting the corporation's brand, reputation, and positive engagement with its stakeholders.

Corporate sponsorship refers to a business arrangement where a company provides financial or other forms of support to an event, activity, organization, or individual in exchange for promotional benefits or association with the sponsored entity. This support could be in the form of monetary contributions, goods, services, or resources. According to Kotler and Armstrong (2017), corporate sponsorship refers to a strategic partnership or financial support provided by a business entity to an event, activity, organization, or project in exchange for brand visibility and promotional benefits. It involves the contribution of funds, resources, or products by a corporation to enhance its brand image, promote its products or services, and align itself with specific causes or demographics. Corporate sponsorships in secondary schools involve partnerships between schools and businesses or corporations for mutual benefit. These partnerships typically involve financial or in-kind support from the corporation in exchange for various forms of brand exposure and marketing opportunities within the school environment. Corporate sponsorships in secondary schools can have various impacts on gender dynamics and the overall school environment.

Meanwhile, gender refers to the roles, behaviors, activities, expectations, and societal norms that a particular culture or society considers appropriate for men and women. Gender encompasses a spectrum of physical, biological, mental, and behavioral attributes distinguishing between the feminine and masculine individuals (Adigun, Onihunwa, Irunokhai, Sada, and Adesina, 2015). The gender of the principal may influence the perception of the school community, especially

students, about what leadership looks like which might pose as a challenge.

The researcher expresses concern about the substantial challenges faced by the secondary education system in Enugu State, mirroring the situation in numerous Nigerian states. Specifically, the issues revolve around insufficient funding and ineffective administration. The customary funding approaches often prove insufficient in meeting the diverse requirements and growing needs of secondary schools. The lack of financial resources severely impedes the provision of high-quality education, resulting in inadequate infrastructure, a scarcity of teaching materials, and constrained extracurricular activities. Given this predicament, it is crucial to delve into innovative funding models, particularly emphasizing community engagement and corporate sponsorships. Consequently, this study investigated the influence of such innovative funding models on enhancing the administration of secondary schools in Enugu State.

Statement of the Problem

In recent years, the effective administration of secondary schools in Enugu State has faced significant challenges attributed to inadequate financial resources. Traditional funding models, primarily reliant on government allocations and parental contributions, have proven to be insufficient for meeting the evolving needs and demands of modern education. Consequently, the education sector has explored alternative funding models, such as community involvement and corporate sponsorships, as potential solutions to bridge the funding gap. However, the extent and impact of these innovative funding models on the effective administration of secondary schools in Enugu State, particularly regarding community involvement and corporate sponsorships, remain poorly understood and warrant thorough investigation. This study

ascertained the influence of innovative funding models on the effective administration of secondary schools in Enugu State, with a specific focus on the role of community involvement and corporate sponsorships, to provide insights and recommendations for enhancing educational outcomes and sustainability in Enugu State.

Purpose of the Study

The purpose of this study ascertained the influence of innovative funding models on effective administration of secondary schools in Enugu State. Specifically, the study sought to:

1. examine the extent to which community involvement influences the effective administration of secondary schools in Enugu State;
2. determine the extent to which corporate sponsorships influence the effective administration of secondary schools in Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent does community involvement influence the effective administration of secondary schools in Enugu State?
2. To what extent do corporate sponsorships influence the effective administration of secondary schools in Enugu State?

Hypotheses

The hypotheses were formulated and tested at .05 level of significance:

HO₁: There is no significant difference between the mean ratings of male and female principals on the extent to which community involvement influences the effective administration of secondary schools in Enugu State.

HO₂: There is no significant difference between the mean ratings of male and female principals on the extent to which corporate sponsorships influence

the effective administration of secondary schools in Enugu State.

Research Method

Descriptive survey research design was adopted for the study. Nworgu (2015), defined the descriptive survey research design as a method centered on collecting data and structuring it systematically to offer a thorough depiction. The study involved a total of 297 principals, with 214 being male and 83 being female. No specific sampling procedure was necessary as the population size was manageable. Data were collected using a structured questionnaire titled "Influence of Innovative Funding Models on Administration of Secondary Schools Questionnaire (IIFMASSQ)" consisting of 15 items. The questionnaire's validity was confirmed by three research experts, two from the Department of Educational Management and one from the Department of Mathematics and Computer Education, all from the Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was assessed using Cronbach Alpha statistic, resulting in reliability indices of .83 and .81 for clusters 1 and 2 respectively, with an overall reliability index of .82, indicating the instrument's reliability.

Mean and standard deviation were employed to address the research questions, while the hypotheses

were assessed using the t-test statistic. However, among the 297 copies of questionnaire distributed to the participants, the researcher, along with her two research assistants, retrieved 286 completed copies of questionnaire (207 from male principals and 79 from female principals), resulting in a return rate of 96.30%. The researcher utilized mean and standard deviation to address the research questions, and the hypotheses were tested using the t-test statistic at a significance level of .05. In evaluating the mean ratings, each response option was associated with a numerical range based on specific numerical limits: Very Great Extent (VGE) was within the range of 3.50 to 4.00, Great Extent (GE) fell within 2.50 to 3.49, Low Extent (LE) spanned from 1.50 to 2.49, and Very Low Extent (VLE) ranged from 0.00 to 1.49. The assessment of the hypotheses involved examining the significance (sig.) values obtained from the SPSS output. The null hypothesis was upheld if the probability values were greater than .05, whereas it was rejected if the probability values were less than .05.

Data Analysis and Results

Research Question 1: To what extent does community involvement influence the effective administration of secondary schools in Enugu State?

Table 1: Mean ratings of male and female principals on the extent to which community involvement influences the effective administration of secondary schools

ITEMS		Male Principals 207			Female Principals 79		
S/N	Community involvement influences the effective administration of secondary schools when they are involved in the following:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
1.	building of classroom blocks in the schools.	2.50	.95	GE	2.56	.91	GE
2.	building of sick bay.	2.53	.86	GE	2.52	1.01	GE
3.	construction of school libraries.	2.59	.90	GE	2.61	.96	GE
4.	construction of school laboratories.	2.54	.93	GE	2.56	.99	GE
5.	construction of ICT facilities.	2.55	.99	GE	2.59	.77	GE
6.	provision of staff quarters.	2.53	.91	GE	2.60	.89	GE
7.	organization of fundraising activities.	2.61	.99	GE	2.55	.88	GE
8.	provision of school hostels.	2.55	.90	GE	2.58	.94	GE
9.	maintenance of discipline.	2.60	.92	GE	2.53	.91	GE
Cluster Mean/SD		2.56	.93	GE	2.57	.92	GE

The data presented on Table 1 showed that the male principals' mean ranged from 2.50 to 2.61 while their female counterparts mean ranged from 2.52 to 2.61. In addition, they have cluster means of 2.56 and 2.57 with standard deviations of .93 and .92 respectively. The respondents were generally of the view that community involvement as a funding model influences the effective administration of secondary schools in Enugu State to a great extent.

Research Question 2: To what extent do corporate sponsorships influence the effective administration of secondary schools in Enugu State?

Table 2: Mean ratings of male and female principals on the extent to which corporate sponsorships influence the effective administration of secondary schools

ITEMS		Male Principals 207			Female Principals 79		
S/N	Corporate sponsorships influence the effective administration of secondary schools when they are involved in the following:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
10.	financial support.	2.63	.98	GE	2.58	.94	GE
11.	scholarship programmes.	2.59	.93	GE	2.63	.98	GE
12.	resource enhancement.	2.55	.90	GE	2.50	.91	GE
13.	staff professional development.	2.60	.99	GE	2.57	.93	GE
14.	influence on curriculum.	2.56	.95	GE	2.59	.96	GE
15.	encouraging community involvement.	2.59	.98	GE	2.58	.99	GE
Cluster Mean/SD		2.59	.96	GE	2.58	.95	GE

The data presented on Table 2 showed that the male principals' mean ranged from 2.55 to 2.63 while their female counterparts mean ranged from 2.50 to 2.63. In addition, they have cluster means of 2.59 and 2.58 with standard deviations of .96 and .95 respectively. The respondents were generally of the view that corporate sponsorship as a funding model influences the effective administration of secondary schools in Enugu State to a great extent.

Hypotheses

HO₁: There is no significant difference between the mean ratings of male and female principals on the extent to which community involvement influences the effective administration of secondary schools in Enugu State.

Table 3: Summary of t-test analysis of the mean ratings of male and female principals on the extent to which community involvement influences the effective administration of secondary schools

Group	n	\bar{x}	SD	df	p-value	Decision
Male Principals	207	2.56	.93	284	.092	H ₀₁ not rejected
Female Principals	79	2.57	.92			

Data on Table 3 show that at 284 degrees of freedom, the p-value was .092 which is greater than .05 level of significance set for this study. This signifies that the null hypothesis was not rejected and, therefore, there was no significant difference between the mean ratings of male and female principals on the extent to which community involvement influences the effective administration of secondary schools in Enugu State.

HO₂: There is no significant difference between the mean ratings of male and female principals on the extent to which corporate sponsorships influence the effective administration of secondary schools in Enugu State.

Table 4: Summary of t-test analysis of the mean ratings of male and female principals on the extent to which corporate sponsorships influence the effective administration of secondary schools

Group	n	\bar{x}	SD	df	p-value	Decision
Male Principals	207	2.59	.96	284	.099	H ₀₂ not rejected
Female Principals	79	2.58	.95			

Data on Table 4 show that at 284 degrees of freedom, the p-value was .099 which is greater than .05 level of significance set for this study. This signifies that the

null hypothesis was not rejected and, therefore, there was no significant difference between the mean ratings of male and female principals on the extent to

which corporate sponsorship influences the effective administration of secondary schools in Enugu State.

Discussion of Findings

The finding of the study showed that community involvement as a funding model influences the effective administration of secondary schools in Enugu State to a great extent. The hypothesis tested showed that there was no significant difference between the mean ratings of male and female principals on the extent to which community involvement influences the effective administration of secondary schools in Enugu State. The findings are in accordance with Bolatito (2022), Ogunbiyi (2018) and Ugwuanyi (2013) who posited that community involvement influences the effective administration of secondary schools.

The current researcher is in agreement with the findings because community involvement has proven to be a powerful catalyst in fostering a sense of ownership, shared responsibility, and active participation in the development and management of secondary schools. Local communities, when engaged and empowered, contribute not only financially but also with valuable resources, expertise, and guidance. This involvement helps to bridge gaps, improve infrastructure, and enhance educational programs, ultimately elevating the standards of secondary education.

The finding of the study showed that corporate sponsorship as a funding model influences the effective administration of secondary schools in Enugu State to a great extent. The hypothesis tested showed that there was no significant difference between the mean ratings of male and female principals on the extent to which corporate sponsorship influences the effective administration of secondary schools in Enugu State. The findings are in line with Bolatito (2022), who posited that

corporate sponsorship has a significant influence in the effective administration of secondary schools.

It is worthy of note that corporate sponsorships have emerged as a vital funding avenue that supplements government resources and community contributions. The involvement of corporate entities through financial aid, in-kind donations, infrastructure development, and skill-based initiatives has significantly bolstered the educational landscape. Corporate partnerships bring in a fresh perspective, modernization, and access to specialized knowledge, thereby enriching the learning environment and equipping students with skills relevant to the evolving workforce.

Conclusion

The study has shed light on the significant impact of innovative funding models on the effective administration of secondary schools in Enugu State, particularly emphasizing the critical role of community involvement and corporate sponsorships. The findings underscore the importance of collaborative efforts between the government, local communities, and corporate entities in enhancing the quality of education and overall educational experience within secondary schools. It is imperative for secondary education stakeholders to continue nurturing and expanding these collaborative efforts, fostering a conducive environment that nurtures academic excellence, social responsibility, and a brighter future for the students of Enugu State. By harnessing the potential of innovative funding models and fostering robust partnerships, the government can strive towards an educational system that empowers, enriches, and ensures a prosperous tomorrow for the youth and the community at large.

Recommendations

Based on the findings, the following recommendations were proffered:

1. Enugu State government should create attractive policies that would enhance massive participations of individuals and corporate bodies in the administration of secondary education.

2. Secondary education stakeholders should implement a transparent and accountable financial reporting system that clearly outlines how funds generated from community involvement and corporate organizations are utilized within the school. Provide regular updates to the communities and corporate organizations, showcasing the impact of their contributions and promoting trust and confidence in the funding model.

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