
1Amadi, Chikweru Eric & 2Udisi, Louis Stanley

Department of Educational Foundations
Faculty of Technical and Science Education
Rivers State University
Nkpolu-Oroworukwo, Port Harcourt, Nigeria
1joesac2000@gmail.com & 2UdisiLouis@gmail.com

ABSTRACT
The study investigated the alternative strategies of financing in the management of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State. The study adopted the descriptive survey design. The population for the study consisted of 986. A stratified random sampling technique was used to select 520 (53%) as the sample size (400 academic and 120 administrative staff). A self-structured questionnaire titled “Alternative Strategies of Financing Management Questionnaire (ASFMQ)”. The reliability coefficient obtained was 0.87 and a modified four point Likert rating scales was adopted. Findings showed that cost sharing formula is a funding partnership arrangement between government, parents, communities and private sectors; also increases in tax education if implemented can promote financing of public secondary schools. While it was recommended that the school administrators should properly utilize the finances meant for adequate running of the schools; the government should be more committed, by providing adequate resources for the schools and also monitor how the resources are utilized; individuals, organizations and communities should be encouraged to donate to schools, both in material and non-material aspects and the school administrators should seek knowledge from other institutions and related literatures on how to effectively mobilize and utilize their financial resources.

Keywords: Alternative Strategies, Public Secondary Schools Financing, Management, Cost Sharing Formula, Increases in Tax Education

INTRODUCTION
Education is an imperative index for national development, education has been known over the centuries of its ability to induce changes and progress in the society. It has never been in doubt that investment in education is geared towards the development of high-level man power. The vision of Nigeria as a leading nation (population) in Africa has the greatest potentialities of being realized to the extent that education is accorded its rightful place in funding of the education sector; it is one of the purposeful ventures designed by man to prepare himself for a vital and independent life in his environment. The FRN (2014) further acknowledged that education is an instrument par excellence for national development. This implies that education is a key for socio-political, economic and cultural development of any country. The belief in effectiveness of education has resulted in the establishment of many schools and at different levels of education like primary, secondary and tertiary levels of education. The importance of secondary education, which is the bane of this study, in educational system, cannot be over emphasized. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge and skills beyond the primary level that is why it calls for adequate care, funding and management (Aja and Nwafukwa, 2010).
Management could be defined as the judicious use of resources to avoid wastages and to achieve institutional objectives. Management is the act and manner of handling, controlling and directing the affairs of a group (Osemal, 2010). Management of public secondary schools is also seen as the organization and coordination of the activities of the school in accordance with certain policies to the achievement of clearly defined objectives. As a discipline, management comprises of the inter-locking functions of formulating corporate-policy and organizing, planning, controlling, and directing the school’s resources to achieve the policy objectives. State Government funds secondary schools in their areas of jurisdiction, in Kolokuma/Opokuma, Bayelsa State the funding of public secondary schools is the responsibility of the State Government with other present sources of financing like Alumni Association, local communities, families, private individuals.

Osemal (2010) opined that there is hardly any household in Bayelsa State that is not concerned about the state of our education system, particularly, the public secondary school which has the greater number of enrolments. The public secondary schools in Bayelsa State is in deplorable condition, due to challenges of financing face by the financiers and other sources of financing like embezzlement of school funds, the inability of the principals and bursars to spend the money wisely to satisfy the providers of these fund, irregular auditing of school fund, non keeping of accurate financial record, etc. The consequences on the school environment are so devastating, the school building are dilapidated and number and size of classrooms are so inadequate that teaching and learning cannot be enhanced. Basic school materials like libraries, laboratories, chairs, fans and vehicle and among others are getting out of reach (Kpolovie and Obilo, 2013).

The result is that many parents have been forced to withdraw their children from public schools, there is then a great concern about how the decline can be controlled, so as to meet the needs of all concerned, all well as to lay a solid foundation for the public senior secondary schools in Nigeria especially in Kolokuma/Opokuma, Bayelsa State like seeking for alternative strategies like cost sharing formula, increase in education tax, prudent spending, foreign donors and extramural classes organised by the school management. As the government and other players in education therefore, seek for alternative viable strategies in pursuit of quality education for all, there are some limitations encountered by the researcher in the course of achieving this feat (Kpolovie and Obilo, 2013).

It is therefore pertinent to suggest the effect of alternative strategies of financing in management of public secondary schools in Kolokuma/Opokuma. Bayelsa State in order to reduce over dependence of the present sources of finding especially in the face of economic recession that has hit almost every sector. The need to find out this is borne out of the fact that the present sources of financing like the state government, tuition fees, local communities etc. is now inadequate due to the increase in enrolment rate, economic meltdown and numbers of public sector schools in Kolokuma/Opokuma, Bayelsa State (Aja and Nwafukwa, 2010).

Educational institution like other organization requires money for their survival. The success or failure of any educational institution depends greatly on the availability of funds. According to Aderounmu and Ehiametalor (2012), the financing of education as popular opinion has it, is the true domain of the economist workout how much it will cost and how much money is to be raised. This is to say that the particular way in which education is financed largely determines who will be education and what fashion. Secondary schools in Nigeria rely on certain sources of their financial support, the school is an organization of its own; therefore human, financial and material resources are to be harnessed for the purposes of achieving its objectives. However, it has become abundantly clear that government sources alone cannot meet the country’s educational requirements due to the harsh economic realities and the rapid changing society. It has become necessary for principal to be prudent in managing these scared resources.

The present sources of financing secondary school education include: According to Emmanuel (2014), the following are: government grants; school fees; capital and recurrent grants; Parent Teachers Association (PTA) levy; school activities; taxes and levies; school commercial activities; loans; local government involvement and non government organisation (NGO).
Challenges of Finance in Managing Secondary Schools
Finance has been one of the numerous problems confronting the management of secondary schools, Oseni (2012) lamented that of all the multifarious problems facing secondary school administration in Nigeria today, none is as persisting as the one relating to the management of finance. However, the live wire of every school system is finance, and for the education is said to be successful there must be adequate finance, finance has hinder the effective administration and management of secondary schools, and some of the challenges of finance by Oseni (2012) are thus: poor physical and instructional facilities; poor maintenance culture; inadequate funding by the government; greed on the part of principals; inflation; unstable political environment and greed political contractors.

Alternative Strategies of Financing Public Secondary Schools
The rapid growth of the various levels of education in Kolokuma/Opokuma, Bayelsa State as well as the increasing cost of funding education in the face of economic recession necessitates the need for increment of the amount of budgetary allocation to education by the government. But government on their own part claims it cannot spend beyond its revenue derived basically from the federal government allocation to the state. In view of this, Morgan and King (2011) opined that inadequacy of financial resources will certainly have effect on both the State and its Local Government. The fact established by Omukoba (2011) that various governments cannot adequately fund the secondary schools, especially those of senior secondary schools in Kolokuma/Opokuma, Bayelsa State must look for other sources for public secondary schools for their administrations includes:

- Cost sharing formula
- Increase in education tax
- Prudent spending
- Foreign donors
- Extramural lesson

For the purpose of this study two of the variables will be discussed. They are:

Cost Sharing Formula
There is no doubt that the burden of financing education by the government alone would not take the sector to any desirable level as expected, this is because the corruption, leaders without positive educational vision and mission, dwindling oil prices and competition by other sectors for available resources have cause government allocation to education to decline overtime, a case of global economic recession due to failing oil and allied products prices. The situation is an evidence of financial constraint which needs urgent solution. Omukoba (2011) opined that cost sharing formula is seen as a funding partnership arrangement between government, parents, communities and private sectors. He further explained that parents and local communities should be more involved in the provision of books, equipments and materials as it was done during the second republic (1979-1983) in Western Nigeria, this will provide extra resources. In another development, Oseni (2012) noted that in a cost tracking workshop organized by Action Aid Forum in South Africa the participants discussed issues of cost of education while using Venn Diagram, recommended a cost sharing formula among the various stake holders of education, communities, government and private sectors. Kpolovie and Obilo (2013) in looking at education financing debunked the idea of cost sharing formula stating that scholars are not in agreement on cost sharing arrangement for education, that there are certain costs that must be borne by government if we must achieve universal access to education. In view of this, Nwachukwu (2012) stated that much of the cost of secondary education is underwritten by government while others make funds available to education through self-help. He further stated that each stakeholder had a role to play in secondary school funding that school especially at the secondary school level is expected to maintain the relationship with its local community and this is facilitated through parents via Parent Teachers Association (PTA). Along the line, Asemal (2010) contended that Parent Teachers Association helps to augment running grants items such as entertainments, textbooks, stationeries, local transportation, etc. All these, pointed to the need of involving parents, community in the match for qualitative education for sustainable national
development. Cost sharing formula does not require sharing the education cost equally to the parents, community and stakeholders but government is expected to bear the large chunk of the expenses, government has to pay the salaries of teachers and education administrators as well as funding for limited school facilities, while parents were to provide tuition, textbooks and examination fees. Finally the cost of education must not be left alone in the hands of the government; all hand must be on deck parents, community, stake holders if we must achieve speedy and rapid economic growth in Kolokuma/Opokuma, Bayelsa State and Nigeria as a whole.

**Increase in Education Tax**

The fund needed in the education sector for effective and efficient administration was too enormous. The poor economy due to economic recession and over dependence on one source of revenue could no longer carry the burden of education because; the number of educational institutions and enrolment are on the increase. The government that rushed and took over schools from missionaries and private proprietors at the wake of the oil boom, found itself in a dilemma (Federal Ministry of Education, 2003). The situation became worse in the secondary and primary levels of education, the cumulative effect of this huge gap between fund needs and fund availability is that government funding of education through the traditional sources remains inadequate.

Budgetary allocation to education by all the three tiers of government grossly falls short of the UNESCO prescription of 26% of the total budget each year. Critically, education has been receiving less than 2 percent of the GDP and this poses a serious danger to the country’s long-term growth and development prospects. To worsen it, there exist large variances between budgetary provisions and actual expenditures in the education sector as budgetary pronouncements are not usually backed by fund releases. As a result, the education sector has become one of the worst funded, most dilapidated and fastest declining sectors in terms of infrastructure, capacity building and quality of output. The current picture is worrisome from primary through to the university levels, lectures are conducted in congested classrooms for those that have classrooms at all; students stand up, at times at the corridors to receive lectures; living accommodations are lacked and those available are in deplorable conditions; instructional materials are virtually non-existent; staff are demoralized and dehumanized especially at the secondary school level; and brain drain both from the country and from the education sector continues unabated (Kpolovie and Obilo, 2013).

The cost of education in Nigeria became so unbearable to the government, that a new form of funding was sort through the Education Tax Decree (ETD) No 7 of 1993 (The ETF, 2006). An education tax of 2% of assessable profits is imposed on all companies incorporated in Nigeria and also a Board of Trustees to manage and administer the fund. The Educational Tax Fund (ETF) was established under Act No. 7 of 1993 and amended by the Act No. 40 of 1988; with project management to improve the quality of Education in Nigeria. To enable the ETF achieve the above objectives, Act No. 7, 1993 as amended imposes a 2 percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria (Federal Ministry of Education, 2003).

This tax is viewed as a social obligation placed on all companies in ensuring that they contribute their own quota in developing educational facilities in the country and especially in their host communities. The place of Education Tax Fund in 1993 which mandated companies operating in Nigeria to pay 2% of their annual profit as Education Tax. Ugwuoke (2013) also noted that education tax was imposed at rate of 2% earns by all companies registered in Nigeria including those operating in the petroleum sector. This could be more beneficial in Bayelsa State that has hosted many Multinationals companies like shell; chevron etc if the tax is increase from 2% to 4% and also adequate management of the fund ensured our public secondary school will compete globally.

In support of education development by the oil multinationals, the ETF (2006) maintained that oil companies should feel concerned about the host communities. The Fund administers the tax imposed by the Acts, and disburses the amounts to educational institutions at Federal, State and Local Government levels. It also monitors the projects executed with the funds allocated to the beneficiaries. ETF is an interventionist agency empowered by the decree to deliver competent and proactive though interventionist programmes, through funding, to all levels of education in the country. The ETF (2006) posited that
compulsory levy of 2% of all companies’ PBT for nearly 20 years ought to have positively impacted on both the quantity and quality of education offering in Kolokuma/Opokuma, Bayelsa, Nigeria. Despite the moderate achievement recorded so far, the level of decay in the education system is still very high because of challenges facing the system. As is the case in many public organizations in the country, there is absence of standard and continuous training opportunity for the staff coupled with very low remuneration packages which demoralize staff and lead to poor cohesion, dedication and communication within the organization. Hence, the ETF (2006) stated that the fund is constrained by the same bane of the poor Nigerian economy. The greatest challenge facing the ETF appears to be the very low capacity utilization of the Fund.

**Statement of the Problem**
The deterioration of secondary schools in Bayelsa State has shown that the State Government cannot willingly single handled satisfy the financial demand of the secondary schools. The school state is quite deplorable, most text books in the library are obsolete, out-dated equipments, schools building are yearning for renovation etc. All these deficiencies necessitated the investigation of the study.

**Purpose (Objectives) of the Study**
The purpose of the study is to investigate the alternative strategies of financing in the management of public secondary schools in Kolokuma/Opokuma L. G. A., Bayelsa State while the objectives are;
1. To examine the cost sharing formula in the management of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State.
2. To assess the increase in education tax in the management of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State.

**Research Questions**
This research sought answers to the following questions.
1. What are ways cost sharing formula enhances financing of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?
2. What are the ways increases in education tax promotes financing of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

**METHODOLOGY**
The study adopted the descriptive survey design. The population for the study consisted of 986 (703 academic and 283 administrative staff) from 11 public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State.
A stratified random sampling technique was used to select 520 (53%) as the sample size (400 academic and 120 administrative staff); the instrument used for data collection is a self-structured questionnaire titled “Alternative Strategies of Financing Management Questionnaire (ASFMQ)” The data collected were analysed with weight mean, to get the calculated mean response for each item, the reliability coefficient obtained was 0.87. A modified four point Likert rating scales to gather data from the respondents (students) with response options of; Strongly Agree (SA) = 4 Points, Agree (A) = 3 Points, Disagree (D) = 2 Points and Strongly Disagree (SD) = 1 Point. To determine the criterion mean for scoring the questionnaire, all the points from the alternative responses were added up and divided by four, for example (4+3+2+1)/4 = 10/4 = 2.5. The decision rule therefore, is that any mean that is 2.50 and above was accepted while any mean value below 2.50 was rejected.
Research Question 1.
What are ways cost sharing formula enhances financing of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

Table 1: Mean responses on the ways cost sharing formula enhances financing of public secondary schools in Kolokuma/Opokuma L.G.A, Bayelsa State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Mean (x)</th>
<th>Ranks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cost sharing formula serves as distraction to government funding to education</td>
<td>2.35</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Rejected</td>
</tr>
<tr>
<td>2.</td>
<td>This strategy is not a sign of weakness on the part government towards education.</td>
<td>2.02</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Rejected</td>
</tr>
<tr>
<td>3.</td>
<td>It is a financial meaningful collaboration amongst stakeholders in the society</td>
<td>3.00</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Accepted</td>
</tr>
<tr>
<td>4.</td>
<td>It is a funding partnership to foster quality and standard education in the L.G.A. and State</td>
<td>2.69</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>The insignificant budgetary allocation cannot afford standard facilities for education</td>
<td>3.29</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>2.67</strong></td>
<td></td>
<td><strong>Accepted</strong></td>
</tr>
</tbody>
</table>

**The data from table 1:** showed that items with serial numbers, 1 and 2 was rejected because the mean value scores were below the criterion mean value of 2.50. Whereas, items with serial numbers, 3, 4 and 5 was accepted because the mean value scores were above the criterion mean value of 2.50 on ways cost sharing formula enhances financing of public secondary schools in Kolokuma/Opokuma L.G.A, Bayelsa State.

Research Question 2.: What are the ways increases in education tax promotes financing of public secondary schools in Kolokuma/Opokuma LGA; Bayelsa State?

Table 2: Mean Responses on the ways increases in education tax promotes financing of public secondary schools in Kolokuma/Opokuma LGA; Bayelsa State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Mean (x)</th>
<th>Ranks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Education Tax Decree (ETD) No 7 of 1993 stated these obligations on operating companies.</td>
<td>3.46</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Accepted</td>
</tr>
<tr>
<td>7.</td>
<td>It is the social responsibility of companies to every host communities</td>
<td>3.19</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Accepted</td>
</tr>
<tr>
<td>8.</td>
<td>It is also another means of counterpart funding of education which some state refused to access.</td>
<td>3.66</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Accepted</td>
</tr>
<tr>
<td>9.</td>
<td>Increases in tax is a good alternative indirect way of financing schools.</td>
<td>3.08</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Accepted</td>
</tr>
<tr>
<td>10.</td>
<td>The 2 to 4% stipulated can take Nigerian education to compete globally.</td>
<td>2.23</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Reject</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.12</strong></td>
<td></td>
<td><strong>Accepted</strong></td>
</tr>
</tbody>
</table>
Table 2: Showed that items with serial numbers, 6, 7, 8, and 9 was accepted because the mean value scores were above the criterion mean value of 2.50. Whereas, item with serial number 10 was rejected because the mean value scores were below the criterion mean value of 2.50 on ways increases in education tax promotes financing of public secondary schools in Kolokuma/Opokuma LGA; Bayelsa State.

**DISCUSSION OF FINDINGS**
The findings revealed that Cost sharing formula aids governments’ responsibility to finance education; it is also a strategy to eliminate governments’ weakness towards education; it is a financial meaningful collaboration amongst stakeholders in the society; it is a funding partnership to foster quality and standard education in the L.G.A. and the State and the insignificant budgetary allocation cannot afford standard facilities for education. Odufowokan (2011) opined that cost sharing formula is seen as a funding partnership arrangement between government, parents, communities and private sectors. He further explained that parents and local communities should be more involved in the provision of books, equipments and materials as it was done during the second republic (1979-1983) in Western Nigeria, this will provide extra resources for the sector.

On the other hand, increases in education tax if implemented promote financing of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State.

On the other hand, the Education Tax Decree (ETD) No 7 of 1993 stated these obligations on operating companies; it is the social responsibility of companies to every host communities; it is also another means of counterpart funding of education which some state refused to access; increases in tax is a good alternative indirect way of financing schools and the 2 to 4% stipulated cannot take Nigerian education to compete globally. Ugwuoke (2013) also noted that education tax was imposed at rate of 2% earns by all companies registered in Nigeria including those operating in the petroleum sector. This could be more beneficial in Bayelsa State that has hosted many Multinationals companies like Shell; Chevron etc to raise the standard of education if the tax is increase from 2% to 4% with adequate management of fund.

**CONCLUSION**
This study focused on the alternative strategies of financing in the management of public secondary schools in Kolokuma/Opokuma L. G. A., Bayelsa State. In the study, several alternative strategies were observed, which include cost sharing formula and increases in education tax to finance public secondary schools. This implies that government, administrators. Companies, parents, individuals and communities play significant roles that will enable the smooth and effective running of the secondary schools. This will bring about improvement and confidence in the secondary school and educational system.

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

1. School administrators should properly utilize the finances meant for adequate running of the schools.
2. Government should be more committed, by providing adequate resources for the schools and also monitor how the resources are utilized.
3. Individuals, organizations and communities should be encouraged to donate to schools, both in material and non-material aspects.
4. School administrators should seek knowledge from other institutions and related literatures on how to effectively mobilize and utilize their financial resources.
REFERENCES