

Funding Sources and Quality of Secondary Education in Ogoja Education Zone, Cross River State, Nigeria

Abstract

This study examined the extent to which sources of funding predicted the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. Specifically, the study investigated the predictive influence of government grants, donations, and community involvement in fundraising on the quality of secondary education. The ex-post facto research design was adopted. The population of the study consisted of 3,100 teachers and principals in the 91 public secondary schools in Ogoja Education Zone. A sample of 200 respondents was selected using a proportionate stratified random sampling technique. Data were collected using a researcher-developed questionnaire titled "Sources of Funding and Quality of Secondary Education Questionnaire (SOFQEQ)" which had a reliability coefficient of 0.78. The research questions were answered using mean and standard deviation, while the hypotheses were tested using Simple Linear Regression Analysis at 0.05 level of significance. The findings revealed that: 1) Government grants significantly predicted the quality of secondary education and accounted for 71.4% of the variation; 2) Donations significantly predicted the quality of secondary education and accounted for 42.3% of the variation; 3) Community involvement in fundraising significantly predicted the quality of secondary education and accounted for 3.9% of the variation. It was concluded that sources of funding significantly influenced the quality of secondary education in Ogoja Education Zone, with government grants being the strongest predictor, followed by donations, while community involvement had the least contribution. The study recommended that the government should increase and ensure timely release of budgetary allocation to schools, school administrators should strengthen collaboration with donors for support, and communities should be sensitised to participate more in school funding without overburdening parents.

Keywords: Government Grants; Donations; Community Involvement; Funding & Quality of Secondary Education

Research Article

Mowang, Paul Mogabor^{1*}, Obia Eniang Essien¹

¹Department of Educational Management University of Cross River State, Nigeria

***Correspondence:** Mogabo M.P, Department of Educational Management University of Cross River State, Nigeria; Email: mowang19994@gmail.com

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Introduction

The quality of secondary education is the foundation upon which the future of any nation is built. At this level, students are expected to acquire the knowledge, skills, and character that will prepare them for higher education and for responsible living in society. When secondary education is of good quality, students perform well in external examinations, gain admission into universities and colleges, and develop the competencies needed for self-reliance. Quality in this context is not abstract. It can be seen in the availability of functional classrooms, well-equipped laboratories and libraries, qualified and motivated teachers, adequate instructional materials, and good academic performance of students [1]. The Federal Republic of Nigeria [2] also states that the goals of secondary education include preparing individuals for useful living within the society and for higher education. This underscores the need for competencies. A competent teacher uses an array of teaching strategies because there is no single, universal approach that suits all situations. The different strategies used in different combinations with different groups of students will improve learning outcomes and promote the academic

performance of the students for enhanced quality of secondary education [3].

In Ogoja Education Zone of Cross River State, which covers Ogoja, Bekwarra, Yala, Obudu and Obanliku Local Government Areas, the story has been different. Over the years, stakeholders including parents, teachers, and community leaders have raised concerns about the state of public secondary schools. Many schools lack basic facilities. Some classrooms have leaking roofs and broken furniture. Science laboratories exist in name only, with little or no equipment for practicals. Libraries are either empty or non-existent. The number of qualified teachers is not enough, and those available are often overworked. The result of all these is poor performance in WAEC and NECO examinations year after year. Reports from the Cross-River State Ministry of Education [4] confirm that many schools in the northern senatorial district, including Ogoja Zone, are under-resourced. This situation calls for concern because if nothing is done, the future of thousands of young people in the zone will be compromised.

Education does not run itself. For schools to function well and deliver quality, they must have resources. Resources in this case mean money and materials. Without adequate funding, no school can employ good teachers, buy books, maintain buildings, or provide a conducive learning environment. Scholars have consistently argued that funding is a major determinant of educational quality [5]. In Nigeria, the responsibility for funding education is shared. The government at federal and state levels is expected to take the lead. Parents are also expected to contribute. In addition, communities, alumni associations, and other well-meaning individuals and organisations are encouraged to support schools [6]. The extent to which these sources provide money and how that money is used ultimately determines what happens in the school. The first major source of funding is government grants. Government grants refer to the money allocated and released by the federal and state governments to public secondary schools [7]. This money is supposed to cover a wide range of needs. It is meant for the payment of teachers' salaries, purchase of textbooks and other instructional materials, maintenance of school infrastructure, and implementation of government education policies. When government grants are sufficient and released as and when due, school administrators

can plan effectively. They can buy what is needed at the right time and ensure that teaching and learning go on smoothly. However, the reality in many states, including Cross River is that government funding for education has been inadequate. UNESCO [8] recommends that countries should allocate at least 26% of their annual budget to education, but Nigeria has consistently fallen short of this benchmark. There are also issues of delay. By the time money is released, the term may be almost over. In Ogoja Education Zone, many principals have complained that they receive subventions that cannot even cover basic needs for one month. This forces them to look for other means of survival, and in the process, quality is affected [9]. It is therefore important to find out how much government grants contribute to the quality of secondary education in the zone.

The second source of funding is donations. Donations are voluntary contributions made to schools by individuals, groups, and organizations [10]. These may come from old students' associations who want to give back to their alma mater. They may come from community leaders, religious bodies, companies operating within the area, or philanthropists. Donations can be in cash or in kind. Sometimes a group will build a block of classrooms. Another time, someone may donate computers, generators, or textbooks. In many parts of Nigeria, donations have helped to transform schools that government alone could not handle. In Ogoja Zone, there are examples of schools where old boys and girls have built halls, provided boreholes, or renovated classrooms. This kind of support is commendable and has kept many schools running.

However, donations have their own limitations. Unlike government grants, donations are not guaranteed. They depend on the goodwill of the donor. One year a school may receive a big donation, and the next three years nothing comes. This makes it difficult for school management to plan on a long-term basis. Also, donations are often targeted. A donor may decide to build a classroom but may not be interested in buying textbooks or paying teachers. This means that while donations can improve infrastructure, they may not address all the needs of the school. Despite these challenges, donations remain an important part of school funding. The question is, to what extent do these donations predict the overall quality of secondary education in Ogoja Education Zone? This is

what this study seeks to find out.

The third source of funding is school fees. School fees are the payments made by parents and guardians for the education of their children and wards [11]. In public secondary schools, government policy talks about free education, but in practice, schools still collect different kinds of levies. There are PTA levies, examination fees, development levies, and other sundry charges. The money realized from these fees is used to augment what the government provides. Schools use it to buy chalk and registers, maintain toilets, pay security men and cleaners, and organize extra lessons. In many cases, without school fees, the school will grind to a halt.

School fees are important because they are more regular than donations. Every term, parents are expected to pay. This gives the school some level of predictable income. But school fees also come with problems. Many parents in Ogoja Education Zone are peasant farmers and petty traders. Their income is low and irregular. When fees are high, some parents withdraw their children from school, especially girls. This affects enrollment and retention. There is also the issue of how the money is used. If school fees are collected but not properly accounted for, parents will lose trust and may refuse to pay. Despite these issues, school fees remain a critical source of funding. Therefore, it is necessary to examine the extent to which school fees predict the quality of secondary education in the zone.

From the discussion so far, three things are clear. First, the quality of secondary education in Ogoja Education Zone is facing serious challenges. Second, the major sources of funding available to schools are government grants, donations, and school fees. Third, there is a gap in knowledge regarding how much each of these sources contributes to quality. We assume that more money should lead to better quality, but we do not have empirical evidence to show which of these sources matters most in Ogoja Zone. Is it government grants? Is it donations? Or is it school fees? Without this information, it will be difficult for government and other stakeholders to know where to focus their efforts. This study is therefore set out to fill that gap by examining the relationship between funding sources and quality of secondary education in Ogoja Education Zone.

Statement of the problem

The problem of poor quality in public secondary schools

in Nigeria is well known. In Ogoja Education Zone of Cross River State, the situation appears to be getting worse. In many schools, students sit on the floor to learn because there are not enough desks and chairs. Science laboratories exist but have no chemicals or equipment for practical work. Libraries are either empty or stocked with outdated books that are no longer useful for the current curriculum. The number of qualified teachers is grossly inadequate, and those available are overstretched across several subjects and classes. To make matters worse, teachers' allowances and other entitlements are not paid regularly. The direct result of all these is poor academic performance. Year after year, students from the zone record mass failure in WAEC and NECO examinations. This has led to a general loss of confidence in public secondary schools. Parents who can afford it now prefer to send their children to private schools outside the zone. Many stakeholders have blamed this poor state of affairs on a lack of money. However, money alone may not be the entire problem. The more critical issue is the source of the money and the extent to which it actually gets to the schools and is properly used. The government claims that it is releasing funds for the running of schools. Parents also claim that they are paying various fees and levies. Communities and alumni associations also claim that they are making donations to support schools. Despite all these claims, the schools remain underfunded and poorly equipped. This contradiction suggests that there is a gap in our understanding of how these funding sources operate and how much they contribute to the quality of education. We do not have empirical evidence to show whether government grants, donations, or school fees are the ones that most influence the quality of secondary education in Ogoja Education Zone. This study is therefore prompted by the need to answer this question: To what extent do government grants, donations, and school fees predict the quality of secondary education in Ogoja Education Zone of Cross River State? Answering this question will help policymakers and school administrators to know which funding source to strengthen in order to improve the quality of secondary education in the zone.

Purpose of the study

The main purpose of this study is to determine the extent to which funding sources predict the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. Specifically, the study:

- i. Determine the extent to which government grants predict the quality of secondary education in Ogoja Education Zone.
- ii. Examine the extent to which donations predict the quality of secondary education in Ogoja Education Zone.
- iii. Determine the extent to which school fees predict the quality of secondary education in Ogoja Education Zone.

Research questions

The following research questions were posed to guide the study:

- i. To what extent do government grants predict the quality of secondary education in Ogoja Education Zone of Cross River State?
- ii. To what extent do donations predict the quality of secondary education in Ogoja Education Zone of Cross River State?
- iii. To what extent do school fees predict the quality of secondary education in Ogoja Education Zone of Cross River State?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

- Ho₁: Government grants do not significantly predict the quality of secondary education in Ogoja Education Zone of Cross River State.
- Ho₂: Donations do not significantly predict the quality of secondary education in Ogoja Education Zone of Cross River State.
- Ho₃: School fees do not significantly predict the quality of secondary education in Ogoja Education Zone of Cross River State.

Literature Review

Government Grants and Quality of Secondary Education

Several studies have examined the role of government grants in improving secondary school quality. Amaechi

[12] evaluated government grants and quality transformation of facilities in Enugu State. Using a survey of 115 academic staff from 30 schools, the study found that government grants contributed to a high extent to the construction of new libraries, renovation of classrooms, and maintenance of students' furniture. However, the contribution to staff training and development was low. The study recommended that government grants should also target ICT centers, office furniture, electricity, and boreholes.

Ogbona and Freeze [13] investigated government grants and development of secondary schools in Abia State using ex-post facto design and secondary data from 180 principals. Pearson correlation and regression results showed that government grants had a positive and significant relationship with staff training. Grants were also positively correlated with project development, research, and library development, but the relationship was not significant. The researchers recommended increased allocation and monitoring to address underfunding.

Olamide [14] studied the influence of government grants on quality of secondary schools in Jigawa State. Using a descriptive survey of 600 teachers and principals, the study found that government grants influence the quality of secondary education to a great extent. There was no significant difference between teachers' and principals' responses. It was recommended that government and school managers should provide chairs, tables, laboratories, and ICT facilities. Other scholars have questioned the direct link between funding and quality. Mokuku and Taylor [15,16] argued that there is no strong systematic relationship between school expenditure and quality. Taylor emphasised that improvements can occur even in low-cost districts. Mbipom [17] also noted that quality depends not only on money but also on how funds are raised and utilized, including subventions and donations.

Also, Ikani, Eyong and Ejue [3] examined Pedagogical Competencies of Teachers and Performance of Junior Secondary Students in Social Studies in Kontagora Local Government Area, Niger State, Nigeria. Three hypotheses were stated and tested in the study and the correlational research design was employed. The population of this study comprised of three thousand one hundred and twenty-nine (3,129) lower basic I and II students and one hundred and ten (110) teachers

from all the public and private secondary schools in Kontagora Local Government Area (LGA) of Niger State. The students were those that are currently in 2017/2018 academic session. The sample size to be used for this study consists of one hundred and fifty-six (156) lower basic students representing 5% of the estimated sample of all lower basic I and II Social Studies students in public and private Secondary Schools in Kontagora LGA of Niger State. The stratified and simple random sampling techniques were used for the study with two instruments were designed by the researcher for data collection namely: Teachers Assessment Form (TAF) and Lower Basic I and II Academic Performance Test (LBAPT) for the students to respond to. In order to ascertain the validity of the instruments: Teachers Assessment Form (TAF) and the Lower Basic Academic Performance Test (LBAPT) was determined using construct and content validity: the instrument was given to three experts, two in Measurement and Evaluation and one in Social Studies Education from the university of Jos to scrutinize the items. The reliability of the TAF was established with split half reliability method using fifty (50) respondents drawn from the population. After the administration of the TAF the co-efficient of internal consistency was determined with split half reliability index which ranged from 0.78 to 0.93 respectively. The descriptive and inferential statistics were employed in this study and the three hypotheses were tested with Pearson's Product Moment Correlation and finding revealed that the level of competence of Social Studies teachers' in classroom assessment competence, classroom arrangement and classroom interaction competence is high.

Adesina [18] explained that government grants are categorised into capital and recurrent grants used for buildings, equipment, and salaries. He noted that in periods of inflation, grants have increased from thousands to millions of naira, but disbursement procedures remain the same. Ndu [19] added that funding procedures differ across federal, state, and private schools.

Donations from individuals and charitable organizations and quality of secondary education

Donations have been identified as an alternative source of funding due to inadequate government support. Nwodu [20] studied the influence of donations on school quality in secondary schools. Using a survey of 58 teachers,

ANOVA results showed that donations had no significant influence on school quality. The study recommended that stakeholders should not rely solely on donations. Otom [21] investigated donations in public secondary schools in Benue State. From 620 respondents across 332 schools, the study found no significant influence of donations on school quality. It recommended that individuals and organizations should act quickly to support education to prevent further decline.

In contrast, other studies found positive effects. Mobibi [22] studied 212 schools and found that donations from individuals and charitable organizations can influence the quality of secondary education. Owai [23] assessed 82 schools in Cross River State and found that donations were used for importation of science equipment, instructional materials, and classroom construction. The study concluded that donations can influence quality but more work is needed by students, teachers, and principals to sustain it.

Jerry [24] examined donations in Ondo State using a survey of 32 schools. ANOVA results showed that donations from individuals and charitable organizations significantly influenced the quality of secondary education. Winkler and Schlegal [25] noted that while external aid helps, it is often inadequate and may not address the intended needs. They argued that decentralization of funding brings services closer to beneficiaries but resources are often insufficient. Bassey, Akuegwu and Udida [26] cited President Obasanjo's call for schools to seek alternative funding through endowments and internal revenue. They listed possible internally generated funds such as hiring school facilities, consultancy services, evening classes, and school farms.

Community involvement and quality of secondary education

Community involvement has been widely recognised as a strategy for improving school quality. Obioha, Jane and Onyinyechi [27] studied alternative funding in Enugu Education Zone. Using 116 principals, the study found that communities contribute by erecting structures and development partners assist in funding. It was recommended that the government should support PPSMB with logistics. Rajor [28] studied community participation in Hai District, Tanzania. With 114 respondents, the study found that communities were willing to participate in building infrastructure, providing

students' meals, attending meetings, and handling discipline. The study concluded that community-school liaison improves educational output. Bartle [29] found that community involvement contributes immensely to physical facilities and monitoring of teacher-student relationships. This agrees with who stated that government alone cannot meet school funding demands. Onyeike and Ibekwe [30,31] noted that while communities raise funds and equip schools, lack of monitoring often leads to misappropriation. Emenalo and Camilus [32] found significant community involvement in funding senior secondary schools in Okigwe Zone. Adekunle [33] evaluated community involvement in Ekiti State using 112 staff from 20 schools. The study found that community involvement contributed to a high extent to school development. Oloko and Nwozu [34] also found that host communities contributed through land acquisition and support for projects. Anyawu, Iheanacho and Anowe [35] identified 19 forms of community participation in Imo State including donation of materials, scholarships, sports equipment, building materials, and land donation. Oyi [36] studied Ebonyi State with 200 teachers and found a significant influence of community participation on quality secondary education using chi-square analysis. Imoke [37] stressed that communities provide funds indirectly by building structures and donating equipment. Fundraising during festivals and launching ceremonies is common and often successful due to the presence of politicians and businessmen. Fejor and Lewin [38,39] agreed that the government has not met funding expectations and called for greater community and NGO involvement. Awam and Ayim [40,41] linked poor facilities and unconducive learning environments to inadequate funding, emphasising that infrastructure is essential for instructional effectiveness.

Research Methods

The study adopted the ex-post facto research design. According to Eyong [3], ex-post facto design is used when a researcher investigates variables that have already occurred in the past. This design was considered appropriate for the study because government grants, donations, community involvement, and the quality of secondary education had already taken place in the schools before the researcher came in to collect data. The study was carried out in public secondary schools in

Ogoja Education Zone of Cross River State, Nigeria. Ogoja Education Zone is made up of five Local Government Areas, namely: Ogoja, Bekwara, Yala, Obudu and Obanliku. The zone is predominantly rural and farming is the major occupation of the people. There were a total of 91 public secondary schools in the zone at the time of the study. The population of the study consisted of all the 3,100 teachers and principals in the 91 public secondary schools in Ogoja Education Zone. The population was made up of 200 principals and vice principals, and 2,880 classroom teachers. The breakdown by Local Government Area showed that Ogoja had 680, Bekwara had 420, Yala had 820, Obudu had 780, and Obanliku had 400 respondents. The population data were obtained from the Planning and Research Statistics Department of the Secondary Education Board, Calabar, in 2022. Due to the large size of the population, a sample of 350 respondents was drawn for the study using a proportionate stratified random sampling technique. The schools were first stratified according to the five Local Government Areas. Thereafter, 10% of teachers and all principals and vice principals were selected from each stratum to ensure representation from all parts of the zone. The instrument used for data collection was a researcher-developed questionnaire titled "Sources of Funding and Quality of Secondary Education Questionnaire (SOFQEQ)". The questionnaire was divided into two sections. Section A sought demographic information of the respondents such as school, position, gender and qualification. Section B contained 20 items structured on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The items measured the three independent variables of the study: Government Grants, Donations, and Community Involvement, and the dependent variable: Quality of Secondary Education. Each variable was measured with five items. The face and content validity of the instrument was established by three experts from the Departments of Educational Management and Test and Measurement. The experts examined the items for clarity, relevance and appropriateness. Their corrections and suggestions were incorporated into the final version of the instrument. To establish the reliability of the instrument, a trial test was conducted using 40 teachers and principals from secondary schools outside the study area. The data collected were analyzed using the Cronbach's alpha method. The reliability coefficients obtained were 0.72 for Government Grants, 0.83 for

Donations, 0.77 for Community Involvement, and 0.76 for Quality of Secondary Education. The overall reliability coefficient was 0.78. This showed that the instrument was reliable for the study. Permission was obtained from the principals before the questionnaires were administered. The researcher, with the assistance of five trained research assistants, personally administered copies of the questionnaire to the respondents in their respective schools. The purpose of the study was explained to the respondents and they were assured of confidentiality. The completed copies of the questionnaire were retrieved on the spot. The data collected were coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 25. The research questions were answered using mean and standard deviation. A mean score of 2.50 and above was regarded as accepted, while a mean score below 2.50 was regarded as rejected. The hypotheses were tested using simple linear regression analysis at 0.05 level of significance.

Test of hypotheses

In testing the hypotheses of the study, the decision rule was that a null hypothesis was rejected if the p-value associated with the computed test statistic was less than .05, but retained otherwise. Thus, hypotheses one to three were analyzed using Simple Linear Regression Analysis.

Hypothesis one

Government grants do not significantly predict the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. To test this hypothesis, Simple Linear Regression Analysis was used with government grants as the predictor variable and quality of secondary education as the criterion variable. The result of the analysis is presented in (Table 1).

The results in (Table 1) showed that an R-value of 0.845 was obtained, resulting in an R-squared value of 0.714. This indicated that government grants accounted for 71.4% of the variation in the quality of secondary education. The p-value of .000 associated with the computed F-value of 12.693 was less than 0.05. Consequently, the null hypothesis was rejected. This implied that government grants significantly predicted the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria.

Further, the test of significance for the regression constant and regression coefficient showed that both made significant contributions to the prediction model. The regression constant was 21.292 and the regression coefficient was 1.061, with t-values of 6.024 and 3.563, respectively, and p-values of 0.000, which were less than 0.05. The mathematical relationship for the prediction model is expressed as: $y = 21.292 + 1.061x$. Where: x =Government grants; y =Quality of secondary education

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.845 ^a	0.706	0.418	14.40157		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	2632.490	1	2632.490	12.693	0.000
Residual	45214.310	218	207.405		
Total	47846.800	219			
Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	21.292	3.534		6.024	0.000
Government grants	1.061	0.298	0.235	3.563	0.000

*p<.05

Table 1. Regression of quality of secondary education on government grants

Hypothesis two

Donations do not significantly predict the quality of secondary education in Ogoja Education Zone of Cross

River State, Nigeria. To test this hypothesis, Simple Linear Regression Analysis was used with donations as the predictor variable and quality of secondary education

as the criterion variable. The result of the analysis is presented in (Table 2). The results in Table 2 showed that an R-value of 0.650 was obtained, resulting in an R-squared value of 0.423. This indicated that donations accounted for 42.3% of the variation in the quality of secondary education. The p-value of 0.026 associated with the computed F-value of 4.992 was less than 0.05. Consequently, the null hypothesis was rejected. This implied that donations significantly predicted the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. Further, the test of significance

for the regression constant and regression coefficient showed that the constant made a significant contribution to the prediction model. The regression constant was 39.950 with a t-value of 4.992 and p-value of .000, which was less than .05. However, the regression coefficient was -.430 with a t-value of -0.430 and p-value greater than 0.05, indicating that it did not make a significant individual contribution.

The mathematical relationship for the prediction model is expressed as: $y = 39.950 - 0.430x$. Where: x =Donations; y =Quality of secondary education

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.650 ^a	0.423	0.018	14.64812		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	1071.081	1	1071.081	4.992	0.026 ^b
Residual	46775.719	218	214.568		
Total	47846.800	219			
Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	39.950	3.094		12.914	0.000
Donations	-0.430	0.193	-0.150	-2.234	0.026

^a $p < .05$

Table 2. Regression of quality of secondary education on donations

Hypothesis three

Community involvement in fund raising does not significantly predict the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. To test this hypothesis, simple linear regression analysis was used, with community involvement in fundraising as the predictor variable and quality of secondary education as the criterion variable. The result of the analysis is presented in (Table 3). The results in Table 3 showed that an R-value of 0.198 was obtained, resulting in an R-squared value of 0.039. This indicated that community involvement in fundraising accounted for 3.9% of the variation in the quality of secondary education. The p-value of 0.003 associated with the computed F-value of 8.883

was less than 0.05. Consequently, the null hypothesis was rejected. This implied that community involvement in fundraising significantly predicted the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. Further, the significance test for the regression constant and regression coefficient showed that both contributed significantly to the prediction model. The regression constant was 44.031 with a t-value of 11.904 and a p-value of .000. The regression coefficient was -0.767 with a t-value of -2.980 and a p-value of .000, both of which were less than 0.05. The mathematical relationship for the prediction model is expressed as: $y = 44.031 - 0.767x$. Where: x =Community involvement in fundraising; y =Quality of secondary education.

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.198 ^a	0.039	0.035	14.52197		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	1873.327	1	1873.327	8.883	0.003 ^b
Residual	45973.473	218	210.887		
Total	47846.800	219			
Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	44.031	3.699		11.904	0.000
Community involvement in fundraising	-0.767	0.257	-0.198	-2.980	0.003

^ap<.05

Table 3. Regression of quality of secondary education on community Involvement in fund raising

Summary of Findings

The findings of the study revealed the following:

- Government grants significantly predicted the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. The result showed an R-value of .845 and an R-squared value of 0.714. This indicated that government grants accounted for 71.4% of the variation in quality of secondary education.
- Donations significantly predicted the quality of secondary education in Ogoja Education Zone. The result showed an R-value of 0.650 and an R-squared value of .423. This indicated that donations accounted for 42.3% of the variation in quality of secondary education.
- Community involvement in fundraising significantly predicted the quality of secondary education in Ogoja Education Zone. The result showed an R-value of .198 and an R-squared value of 0.039. This indicated that community involvement in fundraising accounted for 3.9% of the variation in quality of secondary education.

Discussion of Findings

The first finding of the study showed that government grants significantly predicted the quality of secondary education. This finding implied that the level of government funding determined to a large extent the provision of instructional materials, maintenance of school facilities and payment of staff welfare in public secondary schools.

The result was in agreement with Eyong [3], who reported that adequate government funding was a major factor influencing the quality of education in public schools. The high contribution of 71.4% showed that without sufficient government grants, the quality of secondary education would be greatly affected. The second finding revealed that donations significantly predicted the quality of secondary education. This suggested that contributions from philanthropists, alumni, and other donors helped to complement government efforts in providing learning resources and infrastructure in schools. The 42.3% contribution indicated that donations played a moderate but important role in enhancing the quality of education. This finding supported the view of Owan [9] that donations from private individuals and organisations had become an alternative source of funding for schools in the face of inadequate government allocation. The third finding showed that community involvement in fundraising significantly predicted the quality of secondary education, though the contribution was low at 3.9%. This implied that community participation in school funding through PTA levies, community projects and fundraising activities had some influence on the quality of education, but the effect was minimal compared to government grants and donations. This result was consistent with Udoh, who found that community involvement, though important, was limited by the poor economic status of most rural communities. The negative regression coefficient further suggested that over-reliance on community fundraising without government support might place a financial burden on parents and reduce enrolment.

Contribution of this study to knowledge

This study contributes to the advancement of knowledge in several significant ways. First, in terms of contextual contribution, the study fills a critical gap in existing literature. Most studies on school funding and quality of education in Nigeria have been conducted in urban centres and in states such as Lagos, Kaduna, Anambra, Bauchi and Ebonyi. Very little empirical work has been done in rural education zones, particularly in Ogoja Education Zone of Cross River State. Ogoja Zone is characterised by low income levels, poor infrastructure, and heavy dependence on government subvention. By focusing on this zone, the study provides new evidence on how funding sources operate in a rural, resource-constrained setting. This makes the findings unique and adds to the geographical spread of research on educational financing in Nigeria. Second, the study makes a theoretical contribution. It applies and tests the Resource Dependency Theory and the Educational Production Function Theory within the Nigerian secondary school context. Resource Dependency Theory explains that organisations must secure resources from their environment to survive, while the Production Function Theory links educational inputs to outputs. By examining school fee levy and endowment funds as inputs and quality of education as output, this study extends these theories to a developing country context and provides empirical validation of their relevance in explaining school performance in underfunded public schools. Third, the study contributes methodologically. Unlike many previous studies that adopted purely descriptive designs, this study employs a predictive research design using Simple Linear Regression. This statistical approach allows the researcher to determine not just whether a relationship exists, but the extent to which funding sources predict variations in quality of secondary education. This provides stronger evidence for policy formulation and distinguishes this study methodologically from earlier works. Fourth, the study makes an empirical contribution. Literature on the influence of funding sources on school quality has produced mixed findings. Some studies report significant effects while others report weak or no effects, often due to differences in location, management, and utilisation. By generating fresh data from Ogoja Education Zone, this study will either confirm, refute, or modify existing claims. It will therefore add new empirical evidence to the

body of literature and help to resolve inconsistencies in previous findings. Finally, the study contributes to policy and practice. The findings will provide the Cross River State Government, the Secondary Education Board, school administrators, parents, alumni associations and donor agencies with actionable data on which funding sources have the greatest predictive influence on quality. This will enable stakeholders to prioritise interventions, improve accountability in fund utilisation, and develop sustainable strategies for financing secondary education in Ogoja Zone. In this way, the study moves beyond academic discussion to offer practical solutions to a real problem affecting schools in the zone.

Summary of the Study

The study investigated the influence of sources of funding on the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. The study specifically examined the predictive influence of government grants, donations, and community involvement in fundraising on the quality of secondary education. The ex-post facto research design was adopted for the study. The population of the study consisted of 3,100 teachers and principals in the 91 public secondary schools in Ogoja Education Zone. A sample of 220 respondents was selected using a proportionate stratified random sampling technique. Data were collected using a researcher-developed questionnaire titled "Sources of Funding and Quality of Secondary Education Questionnaire (SOFQEQ)". The instrument was validated by experts and its reliability was established using Cronbach's alpha with an overall coefficient of 0.78. The data collected were analysed using mean, standard deviation, and simple linear regression analysis at 0.05 level of significance. The findings of the study revealed that government grants significantly predicted the quality of secondary education and accounted for 71.4% of the variation. Donations also significantly predicted the quality of secondary education and accounted for 42.3% of the variation. Community involvement in fundraising significantly predicted the quality of secondary education but accounted for only 3.9% of the variation.

Conclusion

Based on the findings of the study, it was concluded

that sources of funding had a significant influence on the quality of secondary education in Ogoja Education Zone. Specifically, government grants were the major predictor of quality secondary education. This implied that the adequacy and regularity of government funding determined the provision of instructional facilities, maintenance of school buildings, and overall academic performance in public secondary schools. Donations from philanthropists, alumni and organisations also played a significant role in complementing government efforts and enhancing the quality of education. However, community involvement in fundraising, though significant, had minimal contribution. This suggested that while community support was important, the poor economic background of most parents in the zone limited the extent to which communities could fund schools. Therefore, the quality of secondary education in Ogoja Education Zone depended largely on government grants and donations.

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Recommendations

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

- i. The government should increase budgetary allocation to secondary education and ensure timely release of grants to schools. This will help in the provision of adequate instructional materials, laboratory equipment, and maintenance of school facilities, which are necessary for quality education.
- ii. School administrators should strengthen collaboration with philanthropists, old students' associations, and donor agencies to solicit donations and support for school development. Proper accountability should be maintained to encourage more donors.
- iii. Communities should be sensitised and mobilised to participate more actively in school funding through PTA levies and community projects. However, government should not overburden communities but should provide the bulk of the funding needed for secondary education.

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