Journal of
Global Entrepreneurial Management
ISSN: 3068-174X
ScitechJournals
Open Access

Predictive Study of School Fee Levy and Endowment Funds on Quality of Secondary Education in Ogoja Education Zone of Cross River State, Nigeria

Abstract

This study was a predictive study of school fee levy and endowment funds on the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. The study adopted a correlational research design of the ex-post facto type. The population of the study comprised 3,891 principals and teachers in 85 public secondary schools in Ogoja Education Zone. A sample of 309 respondents was selected using a multi-stage sampling technique. Data were collected using a structured questionnaire titled "School Fees Levy, Endowment Funds and Quality of Secondary Education Questionnaire", which had a reliability coefficient of 0.78-0.92. Simple Linear Regression was used to test the hypotheses at a 0.05 level of significance. The findings revealed that school fee levy significantly but negatively predicts quality of secondary education, accounting for only 2.5% of the variation. Endowment funds also significantly and positively predict quality of secondary education, accounting for 3.4% of the variation. The study concluded that both funding sources are significant predictors of quality, but their predictive power is weak. It was recommended that the government should reduce dependence on school fee levy and regulate its collection, while school administrators should strengthen endowment and alumni relations to boost funding for school development.

Review Article

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Received: 03 Nov 2025: Accepted: 17 Nov 2025: Published: 24 Nov 2025

Keywords: School fee levy; Endowment funds; Quality of education; Secondary education

Background to the Study

Education is widely recognised as a catalyst for national development and individual empowerment. At the secondary level, education is expected to provide learners with both an academic foundation for higher education and practical skills for self-reliance. The quality of education delivered at this level therefore determines the productivity of future citizens and the overall competitiveness of a nation [1]. Quality in secondary education is typically assessed through the availability of adequate facilities, qualified teachers, relevant instructional materials, and measurable student learning outcomes such as performance in external examinations [2].

In Nigeria, secondary education is expected to be largely funded by the government in line with the National Policy on Education [3]. However, due to fiscal constraints, competing national priorities, and increasing enrolment, government allocation to education has remained below the UNESCO [1] recommendation of 26% of the annual budget. Musa [4] decried the poor level of funding in post-primary schools in Nigeria, noting that in 2012 about 400.15bn or 8.43%, in 2013 425.5bn or 8.7% and in 2014 496.2bn or 9.8% of the national total budget was allocated to education despite a quantum growth in Gross Domestic Product over the period. This persistent underfunding has placed significant pressure on schools to seek alternative sources of finance to sustain operations. As a result, school administrators have increasingly relied on internally generated funds, particularly school fee levy and endowment funds, to complement government subvention [5].

School fee levy refers to all forms of payments collected from parents and guardians to support the running of public secondary schools. Eki [6] stated clearly that school fees include tuition fees, dormitory and hostel fees, equipment fees, library fees, studio and laboratory fees. Although the Nigerian government has declared "*free education*" at the basic level, in practice public secondary schools continue to collect various levies such as PTA dues, development levy, examination fees, and maintenance charges [7]. These levies are intended to bridge the gap between government allocation and the actual cost of running schools. Proponents argue that school fee levy provides a regular and predictable source of income that enables schools to purchase consumables, maintain facilities, and organize extra lessons [8]. Critics, however, contend that levies place financial burden on parents, especially in rural and low-income areas, and may lead to increased dropout rates, particularly among girls [9].

Several empirical studies have examined the relationship between school fee levy and quality of secondary education. Eki [6] conducted a study on the influence of school fees on the development of staff in secondary schools. The population of the study was 215 secondary schools and simple linear regression was used for data analysis. The study found that school fees contribute immensely to physical facilities, including staff development in the school. The study concluded that government alone appears to be unable to fund schools in order to meet the demands of schools, which makes school fees one of the major sources of funds that play a significant role in restoring the quality of secondary education in the Nigerian educational system.

Similarly, Oden [10] researched on the Amended National Norms and Standards for School Funding (ANNSSF) policy of 2006 and its implications for the effective and efficient management of school fees for the provision of quality education. The population of the study was 340 schools and the statistical tool used was a t-test with a mean benchmark of 2.50. The findings showed that if school fees are effectively and efficiently managed, they can contribute to the employment of teachers above post-provisioning, reduce class sizes, and procure state-of-the-art resources, resulting in learners' achievement, which will improve the quality of secondary education.

In Bauchi State, Dan [11] investigated school fees and students' academic performance in public secondary schools. Using a descriptive survey design with a sample of 350 respondents, the study adopted Pearson Product Moment Correlation and mean scores. The findings revealed that there is a significant relationship between school fees and students' academic performance. The study further recommended that payment of school fees should be highly encouraged in the school system to enhance academic performance. However, the study also reported mixed mean responses, indicating that the influence of school fees may vary depending on how funds are utilized. On the contrary, Abdulahi [12] in a study on effective utilization of ICT in post-primary institutions found that lack of funds was a major reason why ICT was not effectively utilised. Although the study focused on ICT, it highlighted that inadequate funding from all sources including levies limits the capacity of schools to reposition teaching and learning. This suggests that while school fees may be collected, their impact on quality depends on effective utilization.

Endowment funds refer to voluntary contributions and grants received from alumni associations, philanthropists, corporate organisations, religious bodies, and other donor agencies for the development of schools [13]. Endowment funds are often used for capital projects such as construction of classroom blocks, donation of laboratories, provision of ICT facilities, and award of scholarships. Unlike school fee levy, endowment funds are not regular and depend largely on the goodwill and financial capacity of donors [14]. Ogun [15] observed that endowment funds depend mainly on the contribution of individuals and that most schools lack a flexible administrative system and clear responsibilities for organising fund-raising events.

Empirical evidence on endowment funds and quality of secondary education also presents varied results. Onu [16] was concerned with the impact of endowment funds and library development in secondary schools in Zaria, Kaduna State. Using a descriptive survey of 400 respondents and t-test analysis, the study revealed that endowment funds influence the quality of facilities in secondary schools. The study concluded that donations and endowment have a significant role in improving school facilities. Egah [17] carried out a study on endowment funds and library development in 60 secondary schools in Ebonyi State. With a population of 205 teachers and using one-way ANOVA, the study found that responses varied, but overall, adequate funding through endowment positively impacted the quality of secondary education while insufficient funding negatively affected it. This suggests a direct link between the availability of endowment funds and school quality. Golu [18] investigated endowment funds and the state of classroom facilities in Anambra State. Using an ex-post facto design with 780 respondents from 415 schools, the study revealed that maintenance carried out on school facilities was inadequate due to lack of funds. The study recommended that the government should budget more for facilities and not leave it entirely in the hands of other bodies, if endowment funds are to promote quality secondary education.

Nnang [19] critically investigated the impact of endowment funds on public secondary schools in Borno State. Using ANOVA at 0.05 level of significance, the findings revealed that endowment funds have a positive impact on teaching and learning in public secondary schools. Similarly, Dan [20] in Ebonyi State examined endowment funds and classroom facilities in post-primary schools. The study found that endowment funds contributed to a large extent to the maintenance of classroom facilities, but recommended that the government should also set up a committee for renovation and increase allocation to schools.

Moshe, Makperr and Onyeka [21] conducted research on the influence of endowment funds and library development in 80 secondary schools in Anambra State. Using a survey design and z-test, the results revealed that endowment funds significantly contribute to library development for the improvement of quality in secondary schools. The reliability index of 0.81 further strengthened the credibility of the findings. The state of public secondary schools in Ogoja Education Zone illustrates the consequences of inadequate funding. Ogoja Education Zone comprises five Local Government Areas in the northern senatorial district of Cross River State: Ogoja, Bekwarra, Yala, Obudu, and Obanliku. The zone is predominantly rural, and the major occupation of the people is subsistence farming and petty trading [22]. As a result, the economic capacity of parents to pay levies is limited, and community-based organisations often lack the resources to make substantial donations.

Reports from the Secondary Education Board, Calabar [22] indicate that many schools in the zone operate with severe facility deficits. Classrooms are overcrowded, with students sharing desks or sitting on the floor. Science laboratories exist in name only, with little or no equipment for practical work. Libraries are either non-functional or stocked with outdated textbooks that do not align with the current curriculum. The shortage of qualified teachers is also acute, as many teachers are reluctant to accept postings to remote areas due to poor accommodation and lack of incentives. These conditions have contributed to consistently poor performance of students in WAEC and NECO examinations over the past decade [22].

Despite these challenges, schools in Ogoja Zone continue to collect school fee levy and occasionally receive endowment donations. Principals report that without levy collections, schools would be unable to pay for security, sanitation, and minor repairs [23]. Similarly, some schools have benefited from alumni interventions such as renovation of classrooms and provision of boreholes. However, there is no empirical evidence to show the extent to which these two funding sources predict the overall quality of education in the zone. The reviewed studies were conducted in Bauchi, Kaduna, Ebonyi, Anambra and Borno States, with different socio-economic contexts from Ogoja Zone. The theoretical basis for linking funding to quality can be drawn from the Resource Dependency Theory [24] and the Educational Production Function Theory [25]. Resource Dependency Theory posits that organisations depend on external resources for survival and that the availability and control of these resources determine organisational effectiveness. The Educational Production Function Theory further suggests that educational outcomes are a function of school inputs, and that increased funding should lead to improved inputs and consequently better outcomes.

From the empirical review, it is evident that while some studies found significant contributions of school fee levy and endowment funds to school quality, others reported weak or inconsistent effects. Moreover, none of the reviewed studies was conducted in Ogoja Education Zone. This creates a gap in the literature regarding the predictive power of these two funding sources in the specific context of Ogoja. Based on the foregoing, this study seeks to undertake a predictive study of school fee levy and endowment funds on the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria.

Statement of the Problem

Quality in secondary education is critical because it determines the academic foundation for higher education and the practical skills needed for self-reliance. Quality is typically measured by the availability of adequate facilities, qualified teachers, relevant instructional materials, and students' learning outcomes as reflected in performance in external examinations such as WAEC and NECO. A school is said to have quality when learners have access to well-equipped laboratories, functional libraries, conducive classrooms, and competent teachers who deliver the curriculum effectively.However, the state of quality of secondary education in Ogoja Education Zone of Cross River State is a source of serious concern. Reports indicate that most public secondary schools in the zone operate under severe deficits. Classrooms are overcrowded with students sharing desks or sitting on the floor. Science laboratories exist in name only, with little or no equipment for practical work. Libraries are either non-functional or stocked with outdated textbooks that do not align with the current curriculum. The shortage of qualified teachers is also acute, as many teachers reject postings to remote areas in the zone due to poor accommodation and lack of incentives. The consequence of these is consistently poor performance of students in WAEC and NECO examinations over the past decade, which is a clear indicator of low quality.This poor state of quality has been linked to inadequate funding. In Nigeria, government allocation to education has remained far below the recommended benchmark. To bridge this gap, schools in Ogoja Zone have increasingly depended on school fees levy and endowment funds. School fees levy is collected from parents to cover recurrent expenses, while endowment funds are solicited from alumni and donors for capital projects. The problem, however, is that the economic capacity of parents in Ogoja Zone is low because the people are predominantly subsistence farmers and petty traders. This raises questions on whether the burden of levy is helping or hurting quality. Also, endowment donations are irregular and there is no empirical evidence on how much they actually contribute to improving facilities and learning outcomes in the zone. While studies in other states have examined funding and school quality, none has specifically investigated how school fees levy and endowment funds predict the quality of secondary education in Ogoja Education Zone. Given the poor state of facilities, teacher shortage and poor student performance that define quality in the zone, it has become necessary to empirically determine the predictive power of these two funding sources. It is against this background that this study seeks to examine the predictive influence of school fees levy and endowment funds on the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria.

Purpose of the Study

The general purpose of this study is to undertake a predictive study of school fee levy and endowment funds on quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. Specifically, the study seeks to:

i. Determine the predictive influence of school fee levy on quality of secondary education in Ogoja Education Zone of Cross River State.

ii. Determine the predictive influence of endowment funds on quality of secondary education in Ogoja Education Zone of Cross River State.

Research Questions

The following research questions guided the study:

i. To what extent does school fee levy predict quality of secondary education in Ogoja Education Zone of Cross River State?

ii. To what extent do endowment funds predict quality of secondary education in Ogoja Education Zone of Cross River State?

Statement of Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

i. School fee levy does not significantly predict quality of secondary education in Ogoja Education Zone of Cross River State.

ii. Endowment funds do not significantly predict quality of secondary education in Ogoja Education Zone of Cross River State.

Significance of the Study

The findings of this study will be significant to the government, school administrators, teachers, parents, alumni associations, donor agencies, and future researchers in the following ways:

i. **To the government and policy makers**: The findings of this study will provide empirical evidence to the Cross-River State Government and the Secondary Education Board on the extent to which school fee levy and endowment funds predict quality of secondary education. This will guide policy formulation on the regulation, management, and accountability of school levies in public schools. It will also help the government to know whether to strengthen internally generated revenue mechanisms or to increase budgetary allocation to education, especially in rural zones like Ogoja where parental income is low.

ii. **To school administrators and principals**: The results of this study will serve as a guide to principals and school managers on effective mobilisation and utilisation of school fee levy and endowment funds. Knowing the predictive power of each funding source will enable administrators to prioritise areas that will yield the greatest improvement in school quality. It will also promote transparency and accountability in the collection and expenditure of school funds.

iii. **To teachers and students**: Teachers will benefit from this study because improved funding through levy and endowment can lead to the provision of instructional materials, staff development, and better teaching facilities. Students will also benefit as the study may lead to improved physical facilities, libraries, laboratories, and learning outcomes in secondary schools in Ogoja Education Zone.

iv. **To parents and community stakeholders**: Parents and community members contribute significantly through school fee levy and donations. The findings will help them understand how their contributions impact the quality of education. This may encourage greater participation and willingness to support schools, especially when they see that funds are judiciously used to improve facilities and learning outcomes.

v. **To alumni associations and donor agencies**: The study will highlight the role of endowment funds in enhancing school quality. This will encourage alumni groups, philanthropists, NGOs, and corporate organisations to target their interventions to areas of greatest need in secondary schools. It will also provide a basis for establishing structured endowment programmes for sustained school development.

vi. **To future researchers**: This study will add to the existing body of literature on school financing and quality of education in Nigeria, particularly in rural education zones. It will serve as a reference material for researchers who may wish to carry out further studies on alternative funding sources and educational quality in other parts of the country.

Research Methodology

This study adopted a correlational research design of the ex-post facto type. The ex-post facto design was considered appropriate because the researcher had no control over the independent variables, which had already occurred. The study sought to determine the predictive relationship between school fees levy and endowment funds as independent variables, and quality of secondary education as the dependent variable. Correlational design was used because it enables the researcher to establish the degree and direction of relationship between the variables without manipulation. The population of the study comprised all principals and teachers in public secondary schools in Ogoja Education Zone of Cross River State. According to records obtained from the Cross River State Secondary Education Board, Calabar [22], there are 85 public secondary schools in the zone with a total population of 3,891 principals and teachers. The sample size for the study was 309 respondents. The sample size was determined using Taro Yamane's formula for a finite population. A multi-stage sampling technique was used to select the sample. First, stratified random sampling was used to group schools according to the five Local Government Areas in Ogoja Education Zone. Second, simple random sampling using balloting was used to select 40 public secondary schools from the 85 schools in the zone. Third, proportionate sampling was used to select 309 principals and teachers from the selected schools based on their population in each school. Only principals and teachers who had spent at least 3 years in the school were included to ensure they had adequate knowledge of school funding. The instrument used for data collection was a structured questionnaire titled "School Fees Levy, Endowment Funds and Quality of Secondary Education Questionnaire (SFLEFQSEQ)". The questionnaire was divided into two sections. Section A sought demographic information of respondents while Section B contained 20 items on a 4-point Likert scale of Strongly Agree=4, Agree=3, Disagree=2, and Strongly Disagree=1. The items were designed to elicit information on school fees levy, endowment funds and quality of secondary education. The face and content validity of the instrument was established by three experts in Test and Measurement and Educational Management from the University of Calabar. Their corrections and suggestions were incorporated to produce the final version of the instrument. To determine the reliability of the instrument, a pilot test was conducted in 3 public secondary schools outside the study area with 30 respondents. Data collected were analysed using the split-half reliability method and a reliability coefficient of 0.78-0.92 was obtained. This showed that the instrument was reliable for the study. The researcher, with the help of three trained research assistants, administered the copies of the questionnaire directly to the respondents in their schools. The purpose of the study was explained to the respondents and they were assured of confidentiality. The completed questionnaires were collected immediately to ensure a high rate of return. The data collected were coded and analysed using the Statistical Package for Social Sciences (SPSS) version 26. Simple Linear Regression was used to test the two hypotheses at 0.05 level of significance. Regression was considered appropriate because the study sought to determine the predictive power of the independent variables on the dependent variable. Mean and standard deviation were also used to answer the research questions.

Test of Hypotheses

The hypotheses for this study were tested at 0.05 alpha level. A null hypothesis was rejected if p-value < 0.05 and retained if p-value > .05. Simple Linear Regression was used to test hypotheses one to five.

Hypothesis 1: There is no significant prediction between school fees levy and quality of secondary education in Ogoja Education Zone. Simple Linear Regression was run to determine the predictive power of school fees levy on quality of secondary education. Results in (Table 1) show R=0.159 and R^2=0.025. This means school fees levy explained only 2.5% of the variation in quality of secondary education. The F-ratio of 5.641 was significant with a p-value of .018. Since .018 < .05, the null hypothesis was rejected. Therefore, school fees levy significantly predicts quality of secondary education in Ogoja Education Zone. The regression equation derived is: y=47.125- 0.939x, where x represents school fees levy and y represents quality of secondary education. Both the constant (t=8.039, p=0.000) and the coefficient (t=-2.375, p= 0.000) made significant contributions to the model.

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.159[a]	0.025	0.021	14.62684		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	1206.895	1	1206.895	5.641	0.018[b]
Residual	46639.905	301	213.945		
Total	47846.800	302			
Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	47.125	5.862		8.039	0.000
School fees levy	-0.939	0.395	-0.159	-2.375	0.018

*p<.05

Table 1. Regression of quality of secondary education on school fees levy

Hypothesis Two H2: Endowment funds do not significantly predict quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. The hypothesis was tested using Simple Linear Regression. Quality of secondary education was regressed on endowment funds. (Table 2) summarises the result. The result revealed an R of .184 and R^2 of 0.034. This shows that 3.4% of the variance in quality of secondary education is explained by endowment funds. The computed F-value of 7.599 was significant at p = 0.006. Since the p-value is less than .05, H02 was rejected. The finding indicates that endowment funds are a significant predictor of quality of secondary education in the study area. The model parameters were also significant. The constant term was 23.089 (t=5.971, p=0.000) while the slope was .627 (t=2.757, p=0.000). Thus, the prediction equation is: y=23.089+0.627xWhere y = Quality of Secondary Education and x=Endowment Funds

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.184[a]	0.034	0.029	14.56323		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	1611.673	1	1611.673	7.599	.006[b]
Residual	46235.127	301	212.088		
Total	47846.800	302			
Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	23.089	3.867		5.971	0.000
Endowment funds	0.627	0.227	0.184	2.757	0.006

*p<.05

Table 2. Regression of quality of secondary education on endowment funds

Discussion of Findings

The findings of hypothesis one revealed that school fees levy significantly predicts quality of secondary education in Ogoja Education Zone of Cross River State. This was established because the p-value of .018 was less than .05. However, the R^2 value of .025 indicates that school fees levy accounted for only 2.5% of the variation in quality, and the negative coefficient of -.939 suggests an inverse relationship. This finding is in agreement with Eki [6], who stated that “school fees contribute immensely to physical facilities, including staff development in the school” and concluded that “government alone appears to be unable to fund schools... which makes school fees one of the major sources of funds that play a significant role in restoring the quality of secondary education”. The present study’s position is that this is true in Ogoja Zone where principals depend on levies for security, sanitation and minor repairs. However, because most parents in the zone are subsistence farmers with low income, the burden of payment may explain the negative prediction. The result also aligns with Oden [10], who found that “if school fees are effectively and efficiently managed, they can contribute to the employment of teachers above post-provisioning, reduce class sizes, and procure state-of-the-art resources, resulting in learners’ achievement”. From my observation, effective management of levies is a challenge in Ogoja Zone as most collections are used for recurrent expenditure rather than capital projects, hence the weak contribution. Similarly, Dan [11] in Bauchi State revealed that “there is a significant relationship between school fees and students’ academic performance” and recommended that “payment of school fees should be highly encouraged”. While this supports the significance found in the present study, encouraging payment in Ogoja without alternatives may increase dropout. On the contrary, Abdulahi [12] noted that “lack of funds was a major reason why ICT was not effectively utilised” and that “inadequate funding from all sources including levies limits the capacity of schools”. This explains why, despite the collection of levies, the impact on quality remains minimal in the study area.

For hypothesis two, the findings showed that endowment funds significantly predict quality of secondary education with a p-value of .006, which is less than 0.05. The R^2 of 0.034 shows that endowment funds accounted for 3.4% of the variation, while the positive coefficient of 0.627 indicates a direct relationship. This result is consistent with Onu [16], who revealed that "endowment funds influence the quality of facilities in secondary schools" and concluded that "donations and endowment have a significant role in improving school facilities". The researcher's view is that this reflects the situation in Ogoja Zone where some schools have benefited from alumni renovation of classrooms and provision of boreholes. The finding further agrees with Egah [17], who found that "adequate funding through endowment positively impacted the quality of secondary education while insufficient funding negatively affected it" and that this "suggests a direct link between the availability of endowment funds and school quality". The researcher agrees with this because endowment donations in Ogoja are usually project-specific and therefore easier to monitor compared to levies. This is also supported by Nnang [19], who reported that "endowment funds have a positive impact on teaching and learning in public secondary schools". Likewise, Moshe, Makperr and Onyeka [21] stated that "endowment funds significantly contribute to library development for the improvement of quality in secondary schools". The positive coefficient in the present study confirms that where endowment exists, quality improves. However, Golu [18] and Dan [20] cautioned that "government should budget more for facilities and not leave it entirely in the hands of other bodies" and recommended that "government should also set up a committee for renovation and increase allocation to schools". The researcher's position is that this is very relevant to Ogoja Zone because over-dependence on irregular donations cannot sustain quality. Government subvention must complement endowment efforts.

Conclusion

Based on the findings of this study, it is concluded that funding sources significantly predict the quality of secondary education in Ogoja Education Zone of Cross River State, Nigeria. Specifically, both school fees levy and endowment funds were found to be significant predictors of quality. However, the predictive power of both sources is weak, accounting for only 2.5% and 3.4% of the variation in quality, respectively. While endowment funds showed a positive relationship with quality, school fees levy showed a negative relationship. This implies that although levies are collected to complement government funding, the economic burden on parents in Ogoja Zone, who are predominantly subsistence farmers and petty traders, limits their positive impact. The negative coefficient suggests that increased pressure for levy payment may lead to dropout and reduced access, thereby undermining quality. On the other hand, endowment funds, though irregular and unpredictable, have a positive influence on quality. Where alumni associations, philanthropists and community bodies make donations, schools are able to improve facilities such as classrooms, boreholes and libraries. This finding supports the Resource Dependency Theory, which posits that organisations depend on external resources for survival, and the Educational Production Function Theory, which links inputs to educational outputs. The study has also filled the gap identified in the empirical review by providing empirical evidence from Ogoja Education Zone, a rural area that has been largely neglected in previous studies. Therefore, it can be concluded that sustainable improvement in the quality of secondary education in Ogoja Zone cannot depend solely on school fees levy and endowment funds. There is a need for increased government funding, better management of available resources, and diversification of funding sources.

Recommendations

Based on the findings of this study, the following recommendations are made:

Government should reduce dependence on school fees levy and regulate its collection in public secondary schools: The study found that school fees levy significantly but negatively predicts quality of secondary education in Ogoja Education Zone. This indicates that the financial burden on parents, who are mainly subsistence farmers and petty traders, is affecting access and retention of students. Therefore, the Cross River State Government should increase budgetary allocation to schools and discourage excessive levy collection. Where levies are necessary, they should be minimal, transparently managed by PTA and SBMC, and strictly used for teaching and learning materials.

School administrators should strengthen endowment and alumni relations to boost funding: The study revealed that endowment funds significantly and positively predict quality of secondary education in the zone. However, the contribution is weak at 3.4% due to irregularity of donations. Therefore, principals should establish functional alumni associations and endowment committees in all schools. They should organise fundraising, keep records of old students, and ensure that donations are channelled to capital projects such as classrooms, laboratories and libraries. Government should also encourage this by providing recognition and matching support to schools that mobilise endowment funds.

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Citation: Mogabo M.P. “Predictive Study of School Fee Levy and Endowment Funds on Quality of Secondary Education in Ogoja Education Zone of Cross River State, Nigeria” J Glob Entrep Manage (2025) S-112 . DOI: 10.59462/JGEM.4.3. S-112