

Strategies for Improving Funds Acquisition and Management in Secondary Schools for Enhancing Teaching and Learning of Agricultural Education in Kano State, Nigeria

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Abstract

The success or failure of any educational institution depends on the availability of funds and its effective management. This study was conducted to determine the strategies for improving funds acquisition and management in secondary schools for enhancing teaching and learning of agricultural education in Kano State. The study adopted survey research design. The population of the study was made up of 1190 consisting of 595 Bursars and 595 PTA Chairpersons of secondary schools in Kano State, Nigeria. A sample size of 292 consisting of 146 Bursars and 146 PTA Chairpersons were used. A structured questionnaire served as instrument for data collection. The instrument was subjected to validity by three experts. Reliability test was conducted through pilot study using the Cronbach's Alpha method, which revealed 0.79 as the reliability coefficient. The data obtained were analysed using mean, standard deviation and t-test at 0.05 level of significance. The findings of the study among others were; donations of funds from Parent Teacher Association, and Non-Governmental Organizations. Principal should handle the matters of funds in a way that shows responsibility and accountability. Base on the findings, it was recommended that Management of public secondary schools in Kano State should use motivative strategies to generate funds through Non-Governmental Organizations.

Keywords Secondary School, funds, fund acquisition, fund management

Introduction

Education is critical in developing one's potentials and skills in order to become a productive member of the society. The level of success recorded by the educational sector has been closely linked with the availability of resources. Among the resources needed for the effective administration of the educational sector, fund has been identified as an indispensable instrument (Nwafor, Uchendu & Akani, 2015). This is because fund serves as the life-wire for the management and administration of educational sector including secondary education. Secondary education has been established by the government in order to cater for the educational needs of the citizens of the country. Secondary education which is at the centre of primary and tertiary education prepares the youths for a fulfilled life in the future. This type of education, according to the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE) is the education which a child receives immediately after primary education. It includes two levels of the three years junior secondary education of basic education and three years senior secondary

education. Secondary education provides students with diverse basic knowledge and skills for entrepreneurship and educational advancement in the Nigerian society. It provides entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development. One of the subjects that helps to achieve this objective is Agricultural Science (Olajide, Odoma, Okechukwu, Iyare & Okhaimoh, 2015). Agricultural Science is a subject that learners acquire entrepreneurial skills, knowledge and attitude in agricultural production. It is one of the subjects offered in Junior and Senior Secondary Education (FRN, 2013).

Introduction of Agricultural Science in Secondary School curriculum in Nigeria is a worthwhile effort towards adequate food security by equipping the greater percentage of the youths with skills, knowledge and attitude in agricultural production. Agriculture helps to meet the basic needs of human and their civilization by providing food, clothing, shelters, medicine and recreation. No educational setting can achieve its set goals and objectives without fund. Fund refers to sum of money or other resources set aside for a specified purpose. Fund can be any of the following forms; physical cash, credit facilities that is trade credits, bank credits, allowances or discount received, differed expenses such as differed taxes, rents, bills, undistributed profit in the form of retained earnings and reserve (Ndidiamaka, 2022). As school fund is the money provided by a government or raised by parents, teachers, individual or organization to finance the running of a school, it is important that stakeholders in education should apply certain fund acquisition strategies that will ensure adequate provision of the funds for the effective management of schools. According to Nkechi and Nwanneka (2019), funds acquisition refers to money earned or acquired and how it is generated, invested and sustained in an establishment. It is the activity concerned with the estimation, raising and administering the funds to be used in various business enterprises including the schools. It typically refers to efforts to gather money for organizations. In most cases, there is poor management of the funds allocated or acquired for secondary schools to run their daily tasks to achieve educational goals.

According to Ndidiamaka (2022), management can be defined as the process of organizing, planning, leading, measuring and controlling as well as undertaking of risks. It is a process designed to ensure the co-operation, participation intervention and involvement of people in the effective achievement of a given objective. It is also a social process concerned with identifying, maintaining, motivating, controlling and unifying formal and informal organized human and material resources within a system. Management of funds deals with the provision, custody and disbursement of the financial resources needed for the running of public or government established institutions (Ndidiamaka, 2022). According to the view developed by Ndidiamaka (2022), fund management plays a very crucial role to the development of education. This is because it provides the financial managers the means for ensuring optimum utilization of resources, determining the capital requirement of an institution and making choices of sources of funds for financing the institutional programs. The effective management of secondary school fund in Nigeria is of utmost importance to the stakeholders including the

government, parents, students, teachers and the general public. Despite the important roles play by the fund management, it is observed that funds management in the education sector is still very poor, weak, and faced with both external and internal challenges (World Bank; 2020 as cited in Kalume & Peter; 2024).

The importance of funds acquisition and management in our educational institution cannot be over-emphasized. Effort has been made by various governments to improve on the budgetary allocation to the educational sector. This is based on the aspirations of the governments that education serves as a tool for individual and national growth. Kano State government has relatively improved the level of fund set aside for the development of the educational sector. Educational sector received 29.9 percent of the State total budget size. This covers for the secondary level of education (Kano-Budget, 2024). This surpasses UNESCO recommendation that 26 percent of the government annual budget should be set aside for the administration and management of the educational sector. Therefore, Kano State budgetary allocation to educational sector clearly shows the State governments' commitment to rejuvenate the sector through injecting more resources towards restoring the entire education system in the State by improving the teaching and learning outcomes.

As Kano State meets the UNESCO benchmark, the growing issue of out-of-school children in the state ought to have been addressed, however, Kano State became among the states with the highest number of out-of-school children in Nigeria, the affected children were engaged in labour activities injurious to their physical and mental development (Ogunyale, 2024) which is significantly correlated with the State's rapidly growing population and poor managements of funds in our schools, therefore addressing the out-of-school children crisis in Kano State requires more than just budget considerations; it should also involve effective management of the funds allocated/generated for the schools. Hence, this study aimed at determining workable strategies for improving funds acquisition and management in secondary schools in Kano State for enhancing teaching and learning of agricultural education in the State.

Research Questions

The following research questions guided the study

1. What are the strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State?
2. What are the strategies for improving the management of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State? and
3. What are the challenges in funds acquisition and management in secondary schools affecting teaching and learning of agricultural education in Kano State?

Hypotheses

The following null hypotheses were formulated and tested at an alpha (α) level of 0.05

1. There is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State,
2. There is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the strategies for improving the management of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State and
3. There is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the challenges in funds acquisition and management in secondary schools affecting teaching and learning of agricultural education in Kano State.

Methodology

The study adopted a survey research design. The population of the study was made up of 1190 consisting of 595 Bursars and 595 PTA Chairpersons of secondary schools in Kano State. A sample size of 292 participants consisting of 146 School Bursars and also 146 PTA Chairpersons out of the population were selected for the study. Stratified simple random sampling techniques was used to select the sample. A structured questionnaire was used as the research instrument for data collection, titled, "Strategies for Improving Funds Acquisition and Management in Secondary Schools Questionnaire" (SIFAMSSQ). The instrument consisted of four sections; A, B, C and D. Section A sought information on demographic data of the respondents, while Section B, C and D sought answers from the respondents on the strategies for improving the acquisition of funds, the strategies for improving the management of funds and the challenges in funds acquisition and management in secondary schools for enhancing teaching and learning of agricultural education in Kano State. The questionnaire was closed structured using four rating scale; strongly agree, agree, disagree, and strongly disagree with corresponding values of 4, 3, 2, and 1 respectively.

The instrument was subjected to face and content validity by presenting the instrument to three experts. Reliability test was conducted through pilot study. Reliability coefficient was determined using Cronbach's Alpha method, which revealed 0.79. The researcher administered the questionnaire with the help of four research assistants. Two hundred and ninety-two copies of the questionnaires were distributed. All the copies of the questionnaire distributed were successfully returned. The data obtained were analysed using mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. In answering the research

questions, any item whose mean score was found to be 2.5 or above, was considered to be Agreed while any item whose mean score was found below 2.5, was considered to be Disagreed. The testing hypotheses was based on comparing the computed p-value (Sig.) and 0.05 levels of significance. If the computed p-value (Sig.) is equal to or less than 0.05 levels of significance the null hypothesis was considered rejected, but accepted if the computed p-value (Sig.) is greater than 0.05 level of significance.

Results

Research Question One: What are the strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State?

The data analysis that provided answer to this research question is presented in Table 1.

Table 1: Mean Responses on the Strategies for Improving the Acquisition of Funds in Secondary Schools for Enhancing Teaching and Learning of Agricultural Education in Kano State

S/N	Sources for Funds Acquisition	\bar{X}	SD	Decision
1.	Parent Teacher Association could donate funds to school.	3.04	0.66	Agreed
2.	School could raise funds from members of the community by organizing school quiz competition.	2.82	0.47	Agreed
3.	School could acquire funds by organizing appeal fund-raising.	3.50	0.91	Agreed
4.	Funds could be acquired from renting of school halls/compounds for wedding and other social events.	2.87	0.88	Agreed
5.	School could collect registration fees from students as source of additional funds to the school.	3.44	0.90	Agreed
6.	School could own a shopping centre as source of generating funds to the school.	2.92	1.23	Agreed
7.	School should own a computer centre to acquires income generated from typing, printing and photocopies.	3.01	0.98	Agreed
8.	Donations from Non-Governmental Organizations could serve as additional Funds to school	3.22	0.65	Agreed
9.	Funds could be acquired from Old Student’s Association	3.47	0.56	Agreed
10.	School could acquire funds from private individuals’ donations	2.79	1.05	Agreed

Key: \bar{X} = Mean SD = Standard Deviation N = Number of Respondents

Data in Table 1 revealed that all the 10 items had their mean values ranged from 2.79 to 3.50 were above the cut-off point of 2.50. This implies that all the items are strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State. The standard deviation for the items ranging from 0.47 to 1.23 indicated that the respondents were closed to one another in their opinions.

Null Hypothesis one: There is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State.

Table 2: Summary of t-test Analysis of Mean Scores of School Bursars and PTA Chairpersons on The Strategies for Improving the Acquisition of Funds in Secondary Schools for Enhancing Teaching and Learning of Agricultural Education in Kano State

Status	N	Mean	SD	Df	t-value	P-value	Decision
Principals	146	29.31	4.57	290	3.42	.102	Accepted
School bursars	146	30.22	4.92				

The result in Table 2 indicates that the calculated t-test value is 3.42 and a p-value is .102 with degree of freedom (df) 290 at 5% alpha level. Since the p-value (.102) is greater than the alpha level ($P < 0.05$), the null hypothesis is accepted. Hence, there is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State.

Research Question two: What are the strategies for improving the management of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State?

The data analysis that provided answer to this research question is presented in Table 3.

Table 3: Mean Responses on the Strategies for Improving the Management of Funds in Secondary Schools for Enhancing Teaching and Learning of Agricultural Education in Kano State

S/N	Strategies for Management of Funds	\bar{X}_i	SD	Decision
1.	Effective and efficient budget making for secondary school.	3.25	0.86	Agreed
2.	School should involve stakeholders in budget preparation	3.00	0.99	Agreed
3.	Appropriate allocation of funds to the areas/units where they are in need.	2.92	1.23	Agreed
4.	School should adhere on the budget made.	2.87	1.09	Agreed
5.	Proper record keeping of all financial transactions	2.99	0.76	Agreed
6.	Frequent monitoring and evaluation of the secondary school budget by Ministry of Education.	3.34	0.99	Agreed
7.	Frequent and effective checks and balance for the school account book by Principal to ensure accountability	3.08	0.75	Agreed
8.	Principal should handle the matters of funds in a way that shows responsibility and accountability.	3.44	0.64	Agreed

Key: \bar{X}_i = Mean SD = Standard Deviation N = Number of Respondents

Data in Table 3 indicated that all the eight items had their mean values ranged from 2.87 to 3.44 were above the cut-off point of 2.50. This reveals that all the items are the strategies for improving the management of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State. The standard deviation for the items ranging from 0.64 to 1.27 showed that the respondents were closed to one another in their opinions.

Null Hypothesis two: There is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the strategies for improving the management of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State

Table 4: Summary of t-test Analysis of Mean Scores of School Bursars and PTA Chairpersons on The Strategies for Improving the Management of Funds in Secondary Schools for Enhancing Teaching and Learning of Agricultural Education in Kano State

Status	N	Mean	SD	Df	t-value	P-value	Decision
Principal	146	27.92	3.54	290	3.05	.231	Accepted
School bursar	146	31.01	4.01				

The result in Table 4 shows that the calculated t-test value is 3.05 and p-value is .231 with degree of freedom (df) 290 at 5% alpha level. Since the p-value (.231) is greater than the alpha level ($P < 0.05$), the null hypothesis is accepted. Hence there is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the strategies for improving the management of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State.

Research Question three: What are the challenges in funds acquisition and management in secondary schools affecting teaching and learning of agricultural education in Kano State?

The data analysis that provided answer to this research question is presented in Table 5.

Table 5: Mean Responses on the Challenges in Funds Acquisition and Management in Secondary Schools Affecting Teaching and Learning of Agricultural Education in Kano State

S/N	Challenges	\bar{X}	SD	Decision
1.	Late release of funds allocated to education from the State annually budgetary allocations.	3.06	0.99	Agreed
2.	Inadequate modern equipment for record keeping of the school financial transactions for easy retrieval when the need arises for example computer.	2.98	0.88	Agreed
3.	Inadequate knowledgeable and skills for financial planning and budgeting by secondary schools' administrators.	2.59	1.01	Agreed
4.	Corruption and mismanagement of funds by secondary school administrators.	3.57	0.65	Agreed
5.	Inadequate trained bursars/accountants in secondary schools.	2.87	0.67	Agreed
6.	Poor implementation of the duties and responsibilities of bursars in secondary schools.	3.09	1.21	Agreed

Key: \bar{X} = Mean SD = Standard Deviation N = Number of Respondents

Data in Table 5 revealed that all the six items had their mean values ranged from 2.59 to 3.09 were above the cut-off point of 2.50. This implies that all the items are the challenges in funds acquisition and management in secondary schools affecting teaching and learning of agricultural education in Kano State. The standard deviation for the items ranging from 0.65 to 1.21 indicated that the respondents were closed to one another in their opinions.

Null Hypothesis one: There is no significant difference between the mean opinions of School Bursars and PTA Chairpersons on the challenges in funds acquisition and management in secondary schools affecting teaching and learning of agricultural education in Kano State.

Table 6: Summary of t-test Analysis of the Mean Scores of School Bursars and PTA Chairpersons on the Challenges in Funds Acquisition and Management in Secondary Schools Affecting Teaching and Learning of Agricultural Education in Kano State

Status	N	Mean	SD	Df	t-value	P-value	Decision
Principal	146	29.04	5.29	290	4.22	.197	Accepted
School bursar	146	31.11	5.07				

The result in Table 6 indicates that the calculated t-test value is 4.22 and p-value is .197 with degree of freedom (df) 290 at 5% alpha level. Since the p-value (.197) is greater than the alpha level ($P < 0.05$), the null hypothesis is accepted. Hence, there is no significant difference in the mean opinions of School Bursars and PTA Chairpersons on the challenges in funds acquisition and management in secondary schools affecting teaching and learning of agricultural education in Kano State.

Discussion

The findings of the research question one revealed that the strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State include donations of funds from Parent Teacher Association, Non-Governmental Organizations, Old Student's Association and private individuals. Organizing school quiz competition, appeal fund-raising, renting of school halls/compounds and collecting registration fees from students. School could also own a shopping centre and a computer centre as sources of additional funds to the school. The findings are in line with the findings of Nwafor, Uchendu and Akani (2015), who discovered the need for adequate funding in the administration of secondary education in Nigeria and found that school fees, government funding, private sector contributions and sales of students' handcraft and art are among the strategies. The findings are also in line with the findings of Raji (2023), who worked on the relationship between financial management and school effectiveness in public senior secondary schools in Sokoto Metropolis and found that school generates funds from school fees, school business, Alumni association and from school PTA levies.

The findings of the research question two revealed that the strategies for improving the acquisition of funds in secondary schools for enhancing teaching and learning of agricultural education in Kano State are; effective and efficient budget making for secondary school, involving stakeholders in budget preparation, allocation of funds to the areas/units where they are in need and the school should adhere on the budget made. Proper record keeping of all financial transactions, frequent and effective checks and balance for the school account book by Principal to ensure accountability, Principal should handle the matters of funds in a way that shows responsibility and accountability and frequent monitoring and evaluation of the secondary school budget by Ministry of Education.

The findings are in line with the findings of Ndidiamaka (2022) who determined principal's fund management strategies: a panacea for effective administration of schools in Rivers State and revealed that timely allocation of funds to area most needed, budgeting, proper record keeping and checks and balance for the school account were among the strategies. The findings are also in agreement with that of Mike and Nwachukwu (2018), who studied principals fund management strategies for effective administration of public secondary schools in Rivers State and reported that budgeting is one of the important strategies that can be used and effectively directing the available funds for proper use is another good strategy for effective administration of schools' funds.

The findings of the research question three revealed that the challenges in funds acquisition and management in secondary schools affecting teaching and learning of agricultural education in Kano State are; late release of funds allocated to education from the State annually budgetary allocations, Inadequate modern equipment for record keeping of the school financial transactions for easy retrieval when the need arises for example computer, inadequate knowledgeable and skills for financial planning and budgeting by secondary schools' administrators, corruption and mismanagement of funds by secondary school administrators, inadequate trained bursars/accountants in secondary schools and poor implementation of the duties and responsibilities of bursars in secondary schools.

The findings are in line with the findings of Ndidiamaka (2022) who determined the principals' fund management strategies: a panacea for effective administration of schools in Rivers State and revealed that late approval of funds, non-availability of modern-day equipment and inadequate knowledgeable of schools' administrators. The findings are also in consonance with findings of Daerefamama (2022) who studied budgeting and accountability as fund management strategies and principals' effective administration of public secondary schools in Rivers State and revealed that Leadership incompetency on fund management, misappropriation, mismanagement and embezzlement of school funds and lack of leadership accountability are challenges affecting funds management in secondary schools.

Conclusion

Fund management is a fundamental practice in school administration to stay away from monetary blunder, where the principals are ineffectual in dealing with the financial resources of the school, school administration will be exceptionally hard to accomplish. Based on the findings of this study it was concluded that, the sources through which money can be acquired to run secondary schools include; Non-Governmental Organizations, community involvement, donations from Old Student's Associations and appeal funds raising. Principal should handle the matters of funds in a way that shows responsibility and accountability and Ministry of Education should ensure frequent monitoring of the available funds in secondary school.

Recommendations

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

1. Management of public secondary schools in Kano State should use motivative strategies to generate funds through Non-Governmental Organizations (NGOs) as additional source of funds in their secondary school.
2. Kano State Ministry of Education should strengthen the training of principals, bursars and any other members of the school management team through workshops, seminars and conferences, to equip them with the skills for management of school funds.
3. Kano State Secondary Schools Management Board should ensure effective monitoring system for the available funds generated in secondary schools.

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