ANALYSIS OF INCOME GENERATING ACTIVITIES OF ANAMBRA STATE SECONDARY SCHOOL PRINCIPALS AS FUNDING STRATEGIES IN A DEPRESSED ECONOMY

Ugwu, Ifeanyichukwu[1] & Nnebedum, Chidi[2]
[1&2] Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka

Abstract
The present Nigerian economic depression seems to have resulted in myriad of problems such as hike in cost of education and fall in purchasing value of the Naira in mobilizing and controlling various resources in the school. Consequently, the need to analyze the income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy becomes imperative. Two research questions guided the study. The study adopted a descriptive survey research design. Out of the population of 258 principals in Anambra state, the researchers adopted the multi stage technique in sampling 130 principals for the study. The instrument for data collection was researchers developed questionnaire titled. ''Principals' Income Generating Activities Questionnaire (PIGAQ)''.The instrument was validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The cronbach alpha was used to determine the reliability of the instrument. This yielded a high reliability coefficient of 0.86 and .84 for Parts A and B respectively. The researchers with five research assistants collected data for the study using the direct approach method. A 94% return was recorded. Mean and standard deviation were used to answer the research questions. The findings of the study revealed that many agricultural-based and commercial-based income generating activities have not been fully exploited by secondary school principals in Anambra state. Based on the findings of this study, it was recommended among others that: secondary schools principals in Anambra state should leverage on the financial prospect of operating fishpond in the schools, making detergents and soaps for sale as alternative funding strategies.

Introduction

Before independence in 1960, Nigeria's economy was predominantly agrarian, producing her wants and exporting the surplus. However, with the emergence of oil boom in 1970s', attention was shifted to oil sector which led to the growth of Nigerian economy. Udabah (1999) pointed out that the oil boom did not last long- from 1981, the world oil market began to collapse due to oil glut and hence, Nigeria started experiencing crisis. Gbosi (2002, p.10) asserted that the economic crisis is not only that of low per capita but also that of macroeconomic instability characterized by high inflation rate, sharp depreciation of the nation currency, high unemployment rate and

balance of payments disequilibrium. A depressed economy is characterized by substantial increase in unemployment, a drop in available credit, diminishing output, bankruptcies, sovereign debt defaults, reduced trade and commerce, and sustained volatility in currency values (Nhuta, 2016). Similarly, Akinyemi, Adebisi and Ofem (2010) pointed out that a depressed economy is characterized by economic, social and cultural distortions. Continuing, they asserted that it is a state when things are completely down and there are widespread unemployment and general misery. Needless to say that Nigeria's economy is depressed. This is because her economy has typical characteristics of a depressed economy. A drop in credit availability and violability in the value of the Naira has contributed to hyper inflation. This in turn reduces purchasing power of the Naira and also increase the cost of education in Nigeria as a whole and Anambra State in particular. To cope with the increasing cost of education, principals could resort to several income generation activities to supplement the government and parents efforts in funding schools.

According to United Nation Educational, Scientific and Cultural Organization (UNESCO) cited in Abdrahman, Ngkim and Ngeoh (2015) income generation activities mean a set of small-scale projects which create income to the individual beneficiaries or groups, on the other hand, promote rights to self-determination and integration. Also, Hezron (2016), defined income-generating activities as those activities which can be undertaken by organizations so as to raise revenues to enhance project or enhance school finance other than the statutory alloction. School-based income generating activities play important role in education financing by enabling schools to absorb macro-economic shocks without necessarily passing more financial obligation to parents, most of whom struggle to keep their children in school (Odundo & Rambo, 2013). They further stated that the returns from income generating activities investments enable schools to expand their asset base and manage their liabilities.

The main types of income generating activities include: school buses, farms, hire of classroom for use by churches and social activities like ceremonies or crusades, horticulture; where some schools raise vegetables and fruits for use, within and outside the school clubs and societies among others (Hezron, 2016). In this study, income generation activities are classified into agricultural based and commercial based. Agricultural-based income generation activities are alternative funding strategies that are mainly geared towards sourcing monies through involvement in cultivation of land and rearing of animals. Agricultural-based income generating activities include: farming, maize and wheat growing, horticultural based produce, vegetables, piggery and poultry (Omukoba, 2011).

On the other hand, commercial-based income generating activities are alternative funding strategies that are mainly geared towards sourcing monies through involvement in providing services and other ventures that are not directly related to cultivation of land and rearing of animals. Omukoba (2011) pointed out that commercial-based income generating activities are mainly canteen and posho mill. In

this study, commercial-based income generating activities include: water vending services to members of the community, operating canteen and computer business centre within the school, making detergents and soaps for sale, making snacks for sale within and outside the school among others.

Statement of the Problem

In addition to poor budgetary allocation to education by Anambra State Government, the present economic depression in Nigeria appears to have worsened the fortunes of education in the state. The dwindling purchasing value of naira in mobilizing and controlling various resources in the schools has continued unabated. There is therefore, urgent need to mitigate this trend hence the problem of this study is to analyze the income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy.

Purpose of the Study

The main purpose of the study is to analyze income generating activities adopted by Anambra state secondary school principals as alternative funding strategies in a depressed economy

Specifically, the study sought to analyze the:

1. Agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy.
2. Commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy.

Research Questions

The following research questions guided the study:

1. What are the agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?
2. What are the commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?

Method

The study employed the descriptive survey design. The population of the study comprised 258 secondary school principals in Anambra State. The sample of the study comprised 129 secondary school principals in Anambra state. The researchers adopted the multi stage technique in drawing the sample for the study. First, the

proportionate stratified random sampling technique was used to select the number of principals for the study. This was considered necessary to ensure that principals from the various zones in the state were represented in the same proportion they existed in the population. Having determined the total number of principals for the study, the researchers employed purposive sampling technique to sample the principals for the study in each education zone.

Researchers developed instrument titled ‘‘Principals’ Income Generating Activities Questionnaire (PIGAQ)’’ was used for data collection. The instrument has two clusters, A and B. Cluster A which focused on agricultural-based income generating activities adopted by principals contains 8 items and Cluster B focused on commercial-based income generating activities adopted by principals contains 9 items. PIGAQ contains 17 items all structured on a four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree weighted at 4, 3, 2 and 1 respectively.

The face validity of the instrument was established by three experts, two in Department of Educational Management and Policy and one in Educational Measurement and Evaluation from the Department of Educational Foundations, all are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. To ensure the internal consistency of the instrument, a trial test was carried out on 20 secondary schools principals in Enugu State.

Cronbach alpha co-efficient values of 0.86 and 0.84 were obtained for Cluster A and B respectively.

The distributed and completed copies were collected on the spot and follow up visits were made where the respondents could not submit on the spot. The distribution and collection of the copies of the questionnaire lasted for three weeks. At the end of the exercise, 127% copies of the questionnaire were properly completed and retrieved indicating 98.4 returns. Mean and standard deviation were used to answer the research questions. Mean scores that fall below 2.50 were taken as disagreement and otherwise it was taken to indicate agreement.

Results

Research question 1: What are the agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?

Table 2: Mean and standard deviation ratings of agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies

S/N	Items	$\overline{X}$	SD	DECISION
1.	Operating fishpond in the school	1.23	.94	Disagree
2.	Rearing of livestock	2.59	.12	Agree
3.	Selling of livestock feeds	1.99	1.12	Disagree
4.	Leasing of school land for farming	2.79	.64	Agree
5.	Engaging in dairy farming	2.44	.56	Disagree
6.	Operating an agro-chemical venture in the school	1.24	1.32	Disagree
7.	Cultivating cereal crops	2.99	.44	Agree
8.	Growing fruits in commercial quantities	2.33	1.50	Disagree
Mean of Means		**2.20**	**.83**	**Disagree**

Result presented in Table 1 revealed that the principals' responses on items 1, 3, 5, 6 and 8 rated below 2.50 of the agreeable mean score. Items 2, 4, and 7 which were rated above 2.50 of the agreeable mean score indicate agreement with the statements. The standard deviations which ranged between .44-1.50 indicate convergence and closer disparity from the mean scores.The mean of means of 2.20 which is below 2.50 of the agreeable mean score, indicates that many agricultural-based income generating activities have not been fully exploited by secondary school principals in Anambra state.

Research question 2: What are the commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?

Table 2: Mean and standard deviation ratings of commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies

S/N	Items	$\overline{X}$	SD	DECISION
9.	Water vending services to members of the community	2.32	.56	Disagree
10.	Hiring of the school halls	2.57	1.12	Agree
11.	Organizing extra-curriculum lesson in the school	2.68	.97	Agree
12.	Operating canteen within the school	2.72	.86	Agree
13.	Operating computer business centre in the school	2.16	.43	Disagree
14.	Operating stationery shop in the school	2.24	.49	Disagree
15.	Hiring of the school field	2.66`	1.01	Agree
16.	Making detergents and soaps for sale	2.34	.66	Disagree
17.	Making snacks for sale within and outside the school	2.24	.89	Disagree
	Mean of Means	**2.43**	**.78**	**Disagree**

Result presented in Table 2 revealed that the principals' responses in 9, 13, 14, 16 and 17 rated below 2.50 of the agreeable mean, indicating disagreement with the statements. Items 10-12 and 15 which were rated above 2.50 of the agreeable mean score indicating agreement with the statements. The standard deviations which ranged between .43-1.12 indicate convergence and closer discrepancy from the mean scores.The mean of means of 2.43 which is below 2.50 of the agreeable mean score, indicates that many commercial-based income generating activities have not been fully exploited by secondary school principals in Anambra state.

Discussions of Findings

Result presented in Table 1 revealed that many agricultural-based income generating activities have not been fully exploited by secondary school principals in Anambra state. This finding is contrary to the earlier report of Omukoba (2011) which revealed that schools with adequate school land engaged in agricultural activities such as pig rearing, poultry farming and crop farming. The difference in findings could be attributed to location and/or time lag. This finding implies that many secondary school principals have not fully exploited many agricultural-based income generating activities such as operating fish fishpond in the school, selling of livestock feeds and growing fruits in commercial quantities among others.

Result presented in Table 2 revealed that many commercial-based income generating activities have not been fully exploited by secondary school principals in Anambra state. This finding is supported by the earlier report of Hezron (2016) which states that many income generation options exist but have not been exploited by

schools. This implies that many secondary school principals have not fully exploited many commercial-based income generating activities such as making detergents and soaps for sale, making snacks for sale within and outside the school and operating computer business centre among others.

Conclusion

Based on the findings of this study, it was concluded among others that, Anambra State secondary schools principals do not engage in income generating activities as alternative funding strategies.

Recommendations

Based on the findings of this study, it was recommended among others that: secondary schools principals in Anambra state should leverage on the financial prospect of operating fishpond in the schools, making detergents and soaps for sale as.

References

Abdrahman, A., Ngkim, S. &Ngeoh, P.T. (2015).Income generation activities among academic staff at Malaysian public universities. *International Education Studies, 8*(6), 194-203.

Akinyemi, S., Adebisi, &Ofem, I.B. (2010).Funding universal basic education in a depressed economy: The case of Nigeria.*Pakistan Journal of Social Sciences, 7*(2), 85-89.

Gbosi, A.N. (2002).*Contemporary issues in Nigeria's public finance and fiscal policy*. Abakiliki: pack publisher.

Hezron, N.N. (2016). An evaluation of income generating projects in public secondary schools in Nairobi County. *International Journal of African and Asian Studies,* 21:6-16.

Nhuta, S. (2016).Strategic leadership in a depressed economy. *International Journal of Research in Management, Economics and Commerce, 6*(1), 1-15.

Nworgu, B.G. (2015). *Education research: Basic issues and methodology (3rd ed.*). Enugu: University Trust Publishers

Odundo, P.A. & Rambo, C.M. (2013).Effect of school-based income generating activities on financial performance of public secondary schools in Kenya. *Chinese Business Review, 12*(6), 375-394.

Udaba, S.I. (1999). *Basic economic theory and practice*. Enugu: linco press Nigeria limited.

Omukoba, H.O. (2011). Contribution of income generating activities to financing secondary school education in Kenya: A case study of Eldoret Municipality. *Educational Research, 2*(2), 884-897.