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RELATIONSHIP BETWEEN FUND RAISING AND AVAILABILITY OF EDUCATIONAL RESOURCES IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study determined the relationship between fundraising and the availability of educational resources in secondary schools in Anambra State. This study employed the use of correlational research design. This was carried out in 263 public secondary schools in Anambra State. The population of this study consisted 263 principals from the two hundred and sixty-three (263) public secondary schools in Anambra State. The entire population was used as the sample size since the population was small and manageable. The instruments used for data collection were checklist and a questionnaire. The reliability was determined by administering copies of the questionnaire to 10 principals randomly selected from public secondary schools in Enugu State. Cronbach Alpha coefficient score was used to determine the reliability of the questionnaires. The questionnaire yielded a Cronbach Alpha score of 0.87. This result indicated that the instrument was reliable and have high internal consistency. Direct method of data collection was used to collect data from the respondents. Simple percentage was used to analyse the demographic data and checklist. On the other hand, Pearson product moment correlation coefficient was used to analyse the research question while simple linear regression was used to test the hypotheses at 0.05 significant level. The study found that numerous essential educational resources are lacking in many schools, such as internet access, computers, digital libraries, and more. These resources have availability rates below 50%, and even those that are available are not fully accessible at 100%. There is need for fundraising in secondary schools in Anambra State so as to make educational resources available. The study recommended that Government should always allow alternative sources of funding in schools so as to foster raising of funds for the availability of educational resources. School

management should always identify educational resources that are not available so as to make room for fund raising.

Keywords: Fund, Fundraising, Educational Resources, Availability.

Introduction

One of the primary goals of secondary education is to ensure that students are taught how to think critically, be creative and adapt to different situations they will face in today's world. It is not just about memorizing facts and figures; it is about giving students the skills they need to succeed in a fast-changing society. Access to educational resources is crucial in achieving these objectives, as stated by Nwaham (2011), who defines these resources as tools and facilities within the learning environment that support the school's goals. Miller and Spoolman (2011) further elaborate that educational resources encompass various materials, services, knowledge, and assets that are utilized to generate benefits, and in the process, maybe sometimes consumed or unavailable in the process.

Educational resources cover a broad range of materials and tools that aid learning and improve the overall educational experience. These resources encompass items like textbooks, digital libraries, online courses, educational software, laboratory equipment, and various learning aids. Nnamdi, Okonkwo, Alor, and Ifeoma (2022) explain that educational resources also extend to physical items such as tables, chairs, and media in both print and non-print formats, all acquired to support and facilitate the acquisition and transfer of skills and knowledge. Additionally, Nwaham (2011) emphasizes that educational resources encompass material aspects like facilities, equipment, time, land, transport, and other tangible resources. The accessibility of these resources significantly influences the quality of education students receive and impacts the effectiveness of teaching methods. Given the crucial role of educational resources in education, there is a growing demand for ensuring their adequate availability.

Availability refers to the state of something being accessible and obtainable for an individual to achieve their goals at a specific moment. Essentially, availability means that an object or resource can be easily accessed and used immediately to address a given issue. Ibrahim (2017) defines availability as the state of being accessible or obtainable at a particular time, highlighting how easily a material can be obtained and utilized for a specific purpose when needed. It also signifies how readily usable resources are present when required to fulfill necessary functions. Igu (2012) further emphasizes that the presence and accessibility of resources and instructional materials enhance the effective teaching and learning of entrepreneurship programs in Nigerian schools.

Educational resources engage all five senses according to Nzeneri (2010). Furthermore, the effective utilization of school resources within the school environment impacts the school's management, teachers' attitudes and work levels, competency, commitment, dedication, effort, self-efficacy, and productivity as noted by Egwu & Mbonu (2023). The availability of educational resources in secondary schools significantly

enhances the value of education. This is because these resources play a crucial role in improving the learning environment. When students have access to a variety of resources such as textbooks, digital libraries, multimedia tools, laboratory equipment, and technology-based learning platforms, their learning experiences become more immersive, interactive, and thorough. For instance, access to modern textbooks and digital materials enables students to explore different perspectives, delve deeper into subjects, and stay updated with ongoing advancements, fostering a mindset of continuous learning and curiosity.

Regrettably, Onwuliri (2008) observed that public secondary schools have long grappled with numerous challenges, including inadequate infrastructure, understaffing, insufficient funding, and poor quality assurance due to limitations in training, such as lack of facilities, equipment, and essential reading materials. Additionally, unfavorable policy environments and various organizational and management issues related to school administration, workforce needs, and curriculum development have compounded these challenges. Consequently, the availability of educational resources has become a significant concern. Following the economic downturn in the 1980s and the impact of COVID-19, the Nigerian education sector has faced unprecedented setbacks in resource allocation, particularly in funding. Allocating resources effectively is a daunting task for the educational system to achieve long-term objectives. Funding involves managing public or company revenue and has remained a contentious issue across all levels of education.

Funding involves providing financial support to carry out a project or initiative. These funds, typically in the form of money, are essential for various purposes such as purchasing instructional materials, organizing industry training for students, maintaining facilities, ensuring continuous power supply, and managing staff for entrepreneurship education (Egbuchiwe, 2018). According to Nwaeke (2017), funds are necessary to acquire the materials required for entrepreneurship education and should be regularly provided. Imperial College London (2014) defines funding as the provision of resources, usually in monetary form, to finance a specific need, program, or project. This support can also be in the form of effort or time contributed by an organization or school. Nwankwo (2019) describes funds as financial resources utilized by school administrators to procure material resources, hire and retain human resources for the efficient functioning of the organization (school). Funds are essential monetary or physical assets required to achieve organizational goals (Ugwu, 2013). Ugwu further emphasizes that for an employee to meet expectations, they must be motivated, highlighting the importance of adequate funding and support.

Lamentably, as highlighted by Nwoye (2018), schools cannot operate at their best without adequate funding across all aspects of administration. Ajibola (2018) asserts that effective functioning of any organization hinges on having sufficient funds. Insufficient funding in schools has led to various challenges, including a shortage of library books, limited access to journals, deteriorating infrastructure, and outdated equipment, as noted by Izuagba (2010). Furthermore, education is often the first

sector to suffer budget cuts during reforms, as observed by Ayodele (2016), underscoring the impact of inadequate capital on the education system. Unfortunately, the consequences of insufficient funding are not limited to Nigeria or Anambra State but affect every nation, hindering their ability to enhance academic standards. Consequently, raising funds has become imperative to ensure the availability of educational resources and improve the academic quality of secondary schools in Anambra State. It is against this background that this study aims to explore the relationship between fundraising efforts and the availability of educational resources in secondary schools in Anambra State.

Statement of the Problem

The growing demand for education and training has strained government budgets globally. With more people seeking quality education and training, governments are under pressure to allocate more resources to meet these expanding needs. One critical area where increased funding efforts are noticeable is in the provision of educational resources. This is because the absence of sufficient educational resources can have widespread repercussions, affecting not just individuals but entire communities and societies. Without adequate resources, students' academic progress and achievements can be impeded. Limited access to updated textbooks, learning materials, and technology can hinder students' ability to fully engage with the curriculum, leading to gaps in knowledge, decreased motivation, and lower academic performance. Additionally, inadequate infrastructure such as poorly equipped classrooms or outdated facilities can create obstacles to learning and undermine the overall educational experience. It is against this background that this study sought to determine the relationship between fundraising and the availability of educational resources in secondary schools in Anambra State.

Research Questions

1. What are the available education resources in secondary schools in Anambra State?
2. What is the relationship between fundraising and availability of educational resources in secondary schools in Anambra State?

Hypotheses

H_0: There is no significant relationship between fundraising and availability of educational resources in secondary schools in Anambra State

Research Method

This study employed the use of correlational research design. This was carried out in 263 public secondary schools in Anambra State. The population of this study consisted 263 principals (121 male principals and 142 female principals) from the two hundred and sixty-three (263) public secondary schools in Anambra State. The entire population was used as the sample size since the population was small and manageable. The instruments used for data collection were checklist and a questionnaire. The checklist contained 15 lists of educational resources available in secondary schools in Anambra State. It was structured on a two (2)-point scale such as Available and Not Available. The questionnaire has two parts such as Part A and Part B. Part A sought information on the demographic data of the respondents. Part B sought information on fundraising in

secondary schools in Anambra State. The questionnaire was titled: Fundraising Questionnaire (FQ) and was structured on a four (4)-point scale such as Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1. The reliability was determined by administering copies of the questionnaire to 10 principals randomly selected from public secondary schools in Enugu State. Cronbach Alpha coefficient score was used to determine the reliability of the questionnaires. The questionnaire yielded a Cronbach Alpha score of 0.87. This result indicated that the instrument was reliable and have high internal consistency. Direct method of data collection was used to collect data from the respondents. At the end, 100% of the copies of the questionnaire were returned. Simple percentage was used to analyse the demographic data and checklist. On the other hand, Pearson product moment correlation coefficient was used to analyse the research question while simple linear regression was used to test the hypotheses at 0.05 significant level.

Presentation of Results

Demographic Data of the Respondents

Figure 1: Principals in secondary schools in Anambra State

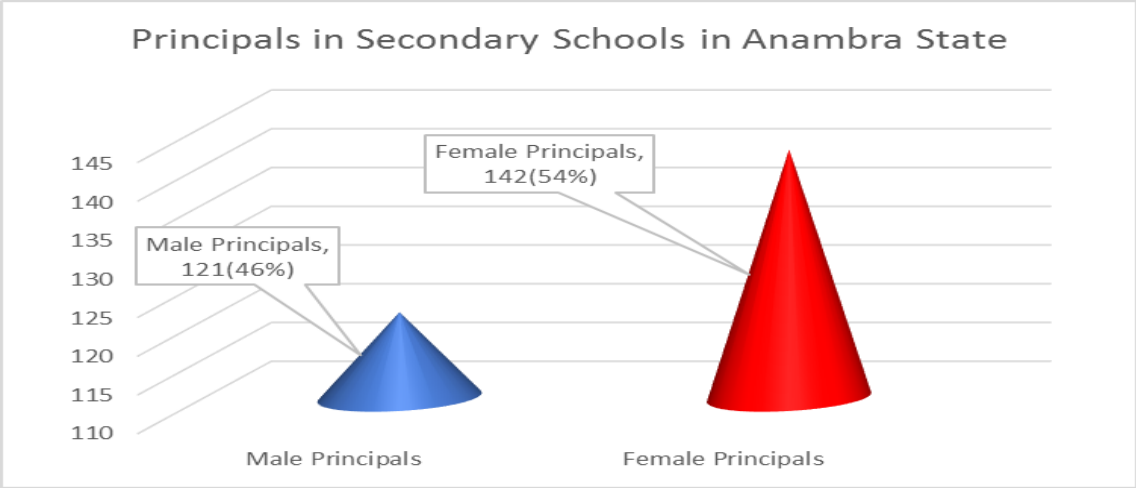


Figure 1 shows the principals in secondary schools in Anambra State. The results indicated that there were 121(46%) male principals and 142(54%) female principals in secondary schools in Anambra State.

Research Question One: What are the available education resources in secondary schools in Anambra State?

Table 1: Checklist: Educational resources available in secondary schools in Anambra State

S/N	Educational Resources	Available (%)	Not Available (%)
1	Textbooks	93	7
2	Library resources including books, journals, and periodicals	55	45
3	Computers	43	57
4	Internet	11	89
5	Laboratory equipment for science subjects (e.g., chemistry, physics, biology)	51	49
6	Reference materials like dictionaries and encyclopedias		
7	Geography maps, atlases	73	27
8	Digital libraries	0	100
9	Educational software	36	64
10	Televisions	68	32
11	Entrepreneurship education materials	81	19
12	Whiteboard for learning	83	17
13	Science kits	51	49
14	Multimedia resources	62	38
15	Arts and crafts materials	43	57

Table 1 shows the educational resources found in secondary schools in Anambra State. From the results, the educational resources that have the availability of 50% and above in these schools include while many of the textbooks, library resources including books, journals, and periodicals, laboratory equipment for science subjects (e.g., chemistry, physics, biology), reference materials like dictionaries and encyclopedias, geography maps, atlases, television, entrepreneurship education materials, whiteboard for learning, science kits and multimedia resources. On the other hand, there are some educational resources that are not available in many of the secondary schools in Anambra State. Some of these resources include computers, internet, digital libraries and arts and crafts materials. These results imply that there are many educational resources that are not found in many secondary schools in Anambra State. Despite that, there are still many secondary schools that have readily available educational resources.

Research Question Two: What is the relationship between fundraising and educational resources in secondary schools in Anambra State?

Table 1: Summary of Pearson product moment correlation on the relationship between fund raising and availability of educational resources in secondary schools in Anambra State

Variables	N	Fundraising	Educational Resources	Remarks
Fundraising	263	1.00	.703**	Very High Positive Relationship
Educational resources	263	.703**	1.00	

The summary result of the Pearson product-moment correlation coefficient on table 1 showed the relationship between fund raising and availability of educational resources in secondary schools in Anambra State. The results indicated that the R-value was .703 which indicated that there is a very high positive relationship between fund raising and availability of educational resources in secondary schools in Anambra State.

Test of Hypothesis

H_0: There is no significant relationship between fundraising and availability of educational resources in secondary schools in Anambra State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-Value	Sign.
1	.705[a]	.497	.458	.07259	12.838	.003[b]

a. Predictors: (Constant), Fundraising

The analysis of test of hypothesis one showed that there is significant relationship between fund raising and availability of educational resources in secondary schools in Anambra State. The R-value is 0.860 and the p-value (0.00) is less than the 0.05 significant level. Thus, the null hypothesis was rejected and the alternative hypothesis was retained.

Discussion of Findings

The findings from research question one indicates that numerous essential educational resources are lacking in many schools, such as internet access, computers, digital libraries, and more. These resources have availability rates below 50%, and even those that are available are not fully accessible at 100%. This highlights the need for fundraising efforts to finance the acquisition of these educational resources. Amaonye's (2022) research supports the notion that secondary schools in Anambra State lack adequate technological facilities, leading to underutilization. This is consistent with Anuonye's (2016) findings, which noted insufficient computer gadgets for teaching and learning. Additionally, Osadolar (2008) pointed out that public schools are deficient in computer facilities for educational purposes. These observations collectively demonstrate that the absence of computers and other technological tools significantly hampers the teaching and learning processes in public secondary schools across various regions.

Furthermore, research question two and hypothesis testing confirmed a correlation

between fundraising efforts and the availability of educational materials in Anambra State's secondary schools. This aligns with Ocho's (2005) discovery that the quantity, quality, and effectiveness of the educational system heavily rely on the level, appropriateness, and management of financial resources. Ikediugwu and Ukeji's (2020) findings also support this, indicating that school administrators often lack sufficient funds for efficient school operations. Adequate funding is crucial for ensuring quality in school activities, including maintaining school facilities, implementing the curriculum effectively, boosting teacher morale for better performance, and supporting their professional development. However, Obiekezie and Ogbuoji's (2021) research highlighted a significant disparity in fund availability among public secondary schools in Anambra State.

Conclusion

Numerous essential educational resources are lacking in many schools, such as internet access, computers, digital libraries, and more. These resources have availability rates below 50%, and even those that are available are not fully accessible at 100%. There is need for fundraising in secondary schools in Anambra State so as to make educational resources available.

Recommendations

1. Government should always allow alternative sources of funding in schools so as to foster raising of funds for the availability of educational resources.
2. School management should always identify educational resources that are not available so as to make room for fund raising.

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