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ADMINISTRATORS' FUND ACQUISITION STRATEGIES FOR QUALITY ASSURANCE IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract
This study examined administrators' fund acquisition strategies for quality assurance in public and private secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested. The study adopted a descriptive survey research design. The population for the study constituted 775 secondary school administrators, 258 from state public school and 517 from private schools in the six education zones of Anambra State. Sample for this study constituted 181 public school principals and 362 private school principals selected through the proportionate stratified sampling technique.A questionnaire titled "Administrators' Fund Acquisition Strategies for Quality Assurance Questionnaire (AFASQAQ)" was used for data collection. The questionnaire was validated by three experts and its reliability established through a single administration on a sample of 25 principals in Enugu State; and data gathered were analyzed using Cronbach Alpha method. This yielded an overall internal consistency value of 0.73. Method of data collection involved using a direct, hand-delivery and face-to-face personal contact with the principals. Mean and standard deviation were used to answer the research questions while the hypotheses were tested at an alpha (α) level of 0.05 using t-test statistics. Findings include among others that; the private secondary schools employed more fund acquisitions strategies in the areas of their social events strategies, educational services strategies, commercial ventures strategies than administrators of the public secondary schools for enhancement of quality assurance. The findings also indicated that there were significant differences in mean ratings of administrators of public and private secondary schools on the social events, educational services and commercial ventures fund acquisition strategies they employed for quality assurance in Anambra State. Based on the findings, it was recommended that: social events strategies especially the use of raffle tickets draws, students' prize giving day and sporting activities like the inter-house sports employed by the private secondary school administrators should be effectively utilized by the public secondary school administrators to expand their means of fund acquisition for their quality assurance.

Keywords: Administrator, Fund acquisition strategies, Quality assurance, Secondary schools.

Introduction

Education is the main pivot on which the development of any nation hinges. It is the fulcrum for human development in the society. Education is also the bedrock for sustainable national development which serves as a means to an end. Many countries throughout the globe that invested in education see it as an important instrument for socio-economic transformation. Within the Nigerian context, different education levels in which secondary education is part of, have 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 3 years junior secondary education of basic education and 3 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. Given the importance of secondary education to the Nigerian society, it is important that its stakeholders just like the public and private school administrators' apply certain fund acquisition strategies that will ensure that quality is assured in the management of their schools. Enhancing quality assurance is also one means that will lead the public and private school administrators' towards the achievement of the objectives of secondary education.

Quality according to Nwankwoala (2007) is the ability of something to perform or serve the purpose it is meant or designed to serve. Okebukola cited in Nwankwoala (2007) defined quality as fitness of purpose. Quality Assurance in education therefore can be described as setting standards for various processes and activities (in which funding is inclusive) that leads to production of learners by the educational institutions (Rugai & Agih, 2007). Given the above definitions of quality and quality assurance, no educational programme which includes secondary education, is worth its onions if the quality of its products are not assured. School administrators are therefore saddled with the responsibility of ensuring that the quality of the educational programmes they run is in line with the national goals and objectives, so that their products can contribute meaningfully to the largest society (Nwankwoala, 2007).

In the public and private secondary schools in Anambra State, the school administrators' perform certain duties in order to ensure that quality assurance is obtainable in their service delivery. Achievement of the objectives of secondary education largely depends on the school administrators, specifically, the principals. Notwithstanding, school administrators in Anambra State are found to function as head of management within the territories of public and private secondary schools

structure. Ige (2013) describes public secondary schools as Federal or State-owned schools which are funded or financed by the federal or state government. Private secondary schools are schools controlled and managed by non-governmental organization; example is the church, private individual, business enterprise, among others. The public secondary schools in Anambra State in essence are schools owned purely by either the Federal or State government while the private secondary schools are owned by private individuals. In this present study therefore, a comparison is made in order to determine public (that is, State government-owned) and private secondary school administrators' fund acquisition strategies for quality assurance in Anambra State.

School administrators are representatives of their employers. They are the administrative heads in the secondary schools and the chief custodians of all curricula and extra-curricular activities in the school organization. The administrators' position is at the top of the school administrative ladder in the secondary school allows him to influence others to do things in a particular way or to contribute voluntarily to the achievement of group tasks in a given situation. The fact still remains that the school administrator, whether those in the public or private secondary school, generally sees to teaching and learning activities. He or she is also charged with the various responsibilities in the school including financial responsibilities (Akpakwu, 2012; Chike-Okoli, 2007). Oche (2009) opined that one of the administrators' responsibilities in the public and private secondary schools is financial management which includes fund acquisition. The demands of the FRN (2013) on leadership fund acquisition necessitates that both the public and private school administrators use effective strategies for fund acquisition to ensure quality assurance likewise achieve the school goals and objectives.

Fund acquisition refers to money earned or acquired and how it is generated, invested and sustained in an establishment. School administrators' fund acquisition is therefore defined by Shilpa and Rakes (2013) as 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. Shilpa and Rakes (2013) further pointed out various strategies of administrators' fund acquisition for quality assurance in the school to include; credit, venture capital, donations, loans, fees, grants, savings, subsidies, facilities and taxes, among others. Ibadin (2004), Nwadiani and Omike (2006) and Nwaham (2011) gave instances of some strategies in which the administrators can generate funds for the school (fund acquisition) to include among others, sale of admission forms, tuition fees and levies, admission fees, establishment of commercial ventures, funds from social events and concerts, sale of farm produce, rentals, foreign grants and external aids.Osuala (2007) opined that the fund acquisition is a collective responsibility of all stakeholders. The school administrator is expected to complement government's effort by diversifying their

income basis and utilizing the available funds judiciously for the attainment of educational goals. Fagbemi cited in Oche (2009) noted that most times the funds allocated or provided to public and private school administrators by their employers to run their daily tasks are not usually sufficient to achieve educational goals.

School administrators should have leverages to acquire funds outside their employers' financial allocation. This is evident in the studies of Ede and Fagbemi cited by Oche (2009) that it has become very clear that the traditional resources of government grants to public schools and funds provided by the proprietors/proprietress of most private schools are no longer adequate. School administrators do not have the necessary funds for the efficient running of the school system. Funds required to assure quality from school activities which includes sustaining and maintaining the school facilities, implementing the school curriculum effectively, building teachers' morale for improved performance and supporting their development, among others are not always sufficient; this makes the school administrators explore other reliable and legitimate sources of fund acquisition for their schools development (Oche, 2009). Supporting the above statement, Ode, Bua and Agbe (2014) also stated that the school needs sufficient fund in order to function well and ensure quality assurance, that is funds are needed to buy equipment for offices, buy textbooks, pay staff salaries, equip laboratories, libraries and workshops, put up new buildings, among others, in order to maintain quality services that are expected to carry out the desired goals for efficient and effective running of educational institutions. It is the school administrator's duty to source and administer sizeable financial resources which according to Ode, Bua and Agbe (2014), should also come from other places such as Parents Teachers Association (PTA), setting up commercial ventures, among others. The North Carolina (N.C.) Centre for Nonprofit (2010) maintained that for public and private school administrators to become successful in fund acquisition for quality assurance, they need to have good relationship with the stakeholders, operate an open door policy, communicate the school goals to the stakeholders, and implement an active, customized communication plan. Although, there are various strategies of fund acquisition which have been described by many authors, most of them are commonly or popularly utilized by public and private school administrators. The present study would rather focus attention in making comparison on the following public and private school administrators fund acquisition strategies acquired through: social events, educational services and establishment of commercial ventures. These fund acquisition strategies were examined in the present study because they are popular in most public and private secondary schools within the Nigerian education setting, which makes it possible for the researcher to make comparison on administrators' fund acquisition strategies for quality assurance in public and private secondary schools.

Social events strategy as one of the fund acquisition strategies according to Coleman and Anderson (2000) involves asking money from individuals, governmental and non-governmental institutions by organizing various events, concerts and programmes. Woroniecki (2016) gave examples of social events practices for fund acquisition to include: sale of raffle tickets, hosting fund raising events through tournaments, dramas, concerts and plays, dance competition and auctions. Social events simply refer to social activities executed in order to generate income to accomplish the goals of any organization. Educational services support entails educational programmes introduced by administrators as means of generating fund for the school. Ibadin (2004) opined both public and private school administrators provide educational services that will generate funds for school improvement by organizing extra-mural lessons, part time programmes, extension studies, evening classes and adult education classes.

Another means of school administrators fund acquisition is through commercial venture strategy which is revenue yielding enterprises or business centres which are established to acquire funds for the school. Examples of these commercial ventures set up by administrators for fund acquisition as identified by Ibadin (2004) and Nwadiani and Omoike (2006) include: establishing and putting up consultancy services, shopping centres, bookshops, printing press, rentals and hospitality services like catering services. From all the foregoing discussions, fund acquisition strategies are crucial not only for the sustainable development in the public and private schools but to enhance quality assurance. Employing different strategies of fund acquisition will empower administrators of either the public or private school to improve school quality and effectiveness in administration for quality assurance. However, the way and manner in which the public and private schools administrators in the country and Anambra State inclusive employ these strategies might differ, given that these schools differ in ownership and style of management. Their difference seems to have both theoretical and practical underpinnings as opined by Rong'uno (2017). Ogbiji and Ogbiji (2014) observed that although public and private schools in Nigeria are guided by the same National Policy on Education, and pursue the same objective of providing standard and qualitative education, they differ in their general administration owing to the fact that parents and guardians appear to be more inclined to believe that administrators of private schools are administratively more effective than those of public schools. In citing instances, the public secondary schools seem to enjoy better funding and sponsorship from government subventions and grants more than the private secondary schools which gets theirs from tuition paid by students and sometimes endowment from other nonpublic sector, yet, practically, the private secondary schools render efficient services more than the public secondary schools. Ogbiji (2018) noted that public schools are seen as "no man's business" by both the workers and the public, they tend to lack effectiveness in their in general administration, supervision, decision-making and motivational techniques. It

sounds paradoxical to think that private schools are better organized and managed given the array of personnel and funding pumped into public schools as against the limitation of funding and personnel in private schools. This perception on the part of parents has brought about greater patronage of private schools by parents who can afford to pay high fees charged (Ogbiji, 2018).

The researchers are therefore, compelled to compare public and private secondary schools administrators' fund acquisition strategies based on certain differences in inclinations or factors which borders on public and private schools funding, students' academic performances, facility development, staff quality, commitment to teaching and learning and service delivery, among others. Several empirical studies have been conducted by other researchers like Kones (2012), Okorafor (2001) and others on sources of fund of school administrators in different locations. All these studies have their own mix and gaps including issues surrounding administrators' fund acquisition in Anambra State which are yet to be ascertained. Despite the crucial position which secondary education occupies as an important catalyst that molds students' life towards choosing their career for successful living in the society, adequate funding of schools still remain a serious challenge and a matter of concern for various education stakeholders in Anambra State. Funds allocated to the public and private secondary schools by their employers seem not to be enough for school improvement, effectiveness and quality assurance. Therefore, the situation of underdevelopment of many public and private secondary schools in Anambra State calls for school administrators to apply different fund acquisition strategies that will enable them acquire fund in order to aid school improvement and sustain quality assurance. Nevertheless, the manner in which public and private secondary school administrators' employ various fund acquisition strategies might also vary or become even, couple with the fact that the public secondary schools are under the control of the State government ownership and enjoy more sponsorship from the government than the private schools while the private schools are under the control of private individual(s) ownership. This has created a gap which needs to be filled by the present study and warranted the need to conduct an investigation towards examining administrators' fund acquisition strategies for quality assurance in public and private secondary schools in Anambra State.

Purpose of the Study

The purpose of this study was to compare administrators' fund acquisition strategies for quality assurance in public and private secondary schools in Anambra State. Specifically, the study aimed to compare:

1. Social events fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State.

2. Educational services fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State.
3. Commercial venture fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the social events fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?
2. What are the educational services fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?
3. What are the commercial venture fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?

Hypotheses

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

1. There is no significant difference in the mean ratings of administrators of public and private secondary schools onsocial events fund acquisition strategies they employed for quality assurance in Anambra State.
2. There is no significant difference in the mean ratings of administrators of public and private secondary schools on educational services fund acquisition strategies they employed for quality assurance in Anambra State.
3. There is no significant difference in the mean ratings of administrators of public and private secondary schools oncommercial venture fund acquisition strategies they employed for quality assurance in Anambra State.

Method

The study adopted a descriptive survey research design. For the present study, the design entailed the researcher carrying out a field investigation by studying some part of the population where samples were drawn from a given large population; that is samples were drawn from the public and private schools and thereafter comparison made. The population for the study constituted a total of 775 administrators which consisted of 258 State public secondary school administrators and 517 administrators of the private secondary schools in the six education zones in Anambra State. Sample for this study constituted 181 public secondary school principals and 362 private secondary school principals selected through the proportionate stratified sampling technique. Seventy percent (70%) of the public and private secondary schools and their principals were sampled from each of the six education zones in Anambra State. This gave rise to a sample size

of 543 administrators (principals) which were used for the study. A questionnaire titled "Administrators' Fund Acquisition Strategies for Quality Assurance Questionnaire (AFASQAQ)" was used for data collection. Construction of all the items in the questionnaire was guided by the purpose of the study, research questions and literature from several theoretical studies. The questionnaire contained 17 structured items arranged into three clusters in order to elicit information based on public and private secondary schools administrators' fund acquisition strategies for quality assurance in Anambra State. Items on the research instrument (AFASQAQ) were measured on a 4-point scale and rated as: (a) Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point, as response items for all the statements in the questionnaire concerning public and private secondary schools administrators fund acquisition strategies. The instrument was validated by three experts in the Department of Educational Management and Policy and Department of Educational Foundations (Measurement and Evaluation Unit). The three experts made useful comments and corrections on most of the items which were incorporated in the instrument before final copies were produced. Reliability of the instrument was established through a single administration method. It was administered on a sample of 25 principals in Enugu State. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded an overall internal consistency value of 0.73 showing that the instrument was reliable.

Method of data collection involved using a direct, hand-delivery and face-to-face personal contact with the principals, who were considered to be the respondents for the study with the help of six research assistants. The research assistants were given instructions on how to communicate with the respondents and collect the necessary data for the study. A total of 543 copies of the questionnaire were printed and distributed to the respondents in the public and private secondary schools in Anambra state. The rate of return on the copies of the questionnaire retrieved was at a 100percent.Mean and standard deviation were used to answer the research questions. The decision rule for the items on each of the research questions was based on the premise that any statement or item with a mean score of 2.50 and above was agreed, while any one below 2.50 was disagreed. The hypotheses were tested at an alpha (α) level of 0.05 using t-test statistics. Decision rule was based upon the premise that wherever p-value obtained is greater than or equal to the alpha 0.05 level of significance, the null hypothesis is not rejected. Otherwise, wherever an obtained *p*-value is less than the alpha 0.05 level of significance, such null hypothesis is rejected.

Results

Research Question 1: What are the social events fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?

Table 1: Mean Scores and SD of the Respondents Ratings on the Social Events Fund Acquisition Strategies employed by Administrators for Quality Assurance in Public and Private Secondary Schools in Anambra State
N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Funds are generated through raffle tickets draws to the general public for fund acquisition	2.39	1.17	**Disagree**	2.77	1.02	**Agree**
2	Different talents shows, concerts, plays and musical competitions are organized as a way of raising funds for the school	2.78	1.05	**Agree**	2.93	0.97	**Agree**
3	Funds are acquired for the school during students prize giving day	2.14	1.05	**Disagree**	2.99	0.94	**Agree**
4	Sporting activities like the inter-house sports yields extra funds for the school	2.12	0.94	**Disagree**	3.00	0.98	**Agree**
5	Awards are given to distinguished members of the public in order to acquire funds for the school	2.88	0.94	**Agree**	2.94	1.02	**Agree**
Mean of Means and Standard Deviation		**2.46**	**1.**08	**Disagree**	**2.93**	**0.99**	**Agree**

Observations in Table 1 from the mean ratings of the respondents (administrators) in the public secondary schools indicated that only items 2 and 5 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 1, 3 and 4 were rated below 2.50 in disagreement with the statements. The mean of means of public secondary school administrators of 2.46 showed that respondents reacted negatively to most of the items. The standard deviation of the public secondary schools of 1.08 indicated large difference exists and that there were no close views in the mean responses of the public secondary school administrators. Observations still in Table 1 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that all the items were rated above 2.50 in agreement with the statements. The mean of means of the administrators of the private secondary schools is 2.93, showing respondents positive reactions to all the items. The standard deviation of the private secondary schools of 0.99 shows that a small difference exists and indicated that there was close views in the mean responses.

Research Question 2: What are the educational services fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?

Table 3: Mean Scores and SD of the Respondents Ratings on the Educational Fund Acquisition Services employed by Administrators for Quality Assurance in Public and Private Secondary Schools in Anambra State N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
6	Extra-mural lessons are organized for students after school hours in order to secure funds for the school	1.85	0.94	**Disagree**	2.98	0.98	**Agree**
7	Holidays lessons are organized at every long vacation in order to raise revenue for the school	2.07	0.99	**Disagree**	2.98	0.98	**Agree**
8	WAEC extension classes are organized for JSS and SS students preparing for examination	2.62	1.05	**Agree**	3.06	0.99	**Agree**
9	Adult education evening programmes are organized as means of fund acquisition for the school	2.39	1.06	**Disagree**	2.08	1.06	**Disagree**
10	Part-time sandwich programmes which are organized for teachers within the school premises serves as a means of fund acquisition	2.24	1.08	**Disagree**	2.32	1.05	**Disagree**
	Mean of Means and Standard Deviation	**2.23**	**1.06**	**Disagree**	**2.68**	**1.09**	**Agree**

Observations in Table 2 from the mean ratings of the respondents (administrators) in the public secondary schools indicated that all the items 6, 7, 9 and 10 were rated below the acceptable mean score of 2.50 in disagreement with all the statements. Only item 8 were rated above 2.50 in agreement with the statements. The mean of means of public secondary school administrators of 2.23 showed that respondents reacted negatively to many of the items. The standard deviation of the public secondary schools of 1.06 indicated small difference exists and that there were close views in the mean responses of the public secondary school administrators showing that the educational services fund acquisition strategies for quality assurance was not employed. Observations still in Table 2 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that items 6, 7 and 8 were rated above 2.50 in agreement with the statements. All other

items 9 and 10 rated below 2.50 in disagreement with any of the statements. The mean of means of the administrators of the private secondary schools is 2.68, showing respondents positive reactions to all the items. The standard deviation of the private schools of 1.06 indicated that a small difference exists and indicated that there was close views in the mean responses.

Research Question 3: What are the commercial venture fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?

Table 5: Mean Scores and SD of the Respondents Ratings on the Commercial VentureFund Acquisition Strategies employed by Administrators for Quality Assurance in Anambra State N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
11	Rents paid for accommodation by teachers and students provides funds for the school	2.61	1.04	**Agree**	2.91	1.01	**Agree**
12	The school halls which are rented adds additional funds to the school	2.65	1.11	**Agree**	2.95	1.00	**Agree**
13	Funds acquired from the school cafeteria/canteen provides income for the school	2.83	0.97	**Agree**	2.93	1.03	**Agree**
14	The school has a shopping centre where it acquires additional funds	1.88	0.91	**Disagree**	2.23	1.11	**Disagree**
15	The school owns a typing centre where it acquires income from typing, printing and photocopies made by different individuals	2.65	1.09	**Agree**	3.03	0.90	**Agree**
16	Charges paid for accommodation by the candidates of the sandwich programme earns income for the school	2.10	1.02	**Disagree**	2.82	1.00	**Agree**
17	The school engages in consultancy services as other means of fund acquisition	2.35	1.00	**Disagree**	2.99	0.94	**Agree**
	Mean of Means and SD	**2.44**	**1.07**	**Disagree**	**2.84**	**1.03**	**Agree**

Observations in Table 3 from the mean ratings of the respondents (administrators) in the public secondary schools indicated that only items 11, 12, 13 and 15 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 14, 16 and 17 were rated below 2.50 in disagreement with the statements, showing that funds were not acquired by the public secondary school administrators through those means. The mean of means of public secondary school administrators of 2.44 showed that respondents reacted negatively to most of the items. The standard deviation of the public schools of 1.07 indicated large

difference exists and that there were no close views in the mean responses of the public secondary school administrators. Observations still in Table 3 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that items 11, 12, 13, 15, 16 and 17 were rated above 2.50 in agreement with the statements. Only item 14 rated below 2.50 in disagreement with the statement. The mean of means of the administrators of the private secondary schools is 2.84, showing respondents positive reactions to all the items. The standard deviation of the private schools of 1.03 shows that a small difference exists and indicated that there was close views in the mean responses.

Test of Hypotheses

1. There is no significant difference in the mean ratings of administrators of public and private secondary schools onsocial events fund acquisition strategies they employed for quality assurance in Anambra State.

Table 4: t-Test of Independent Sample on the Social Events Fund Acquisition Strategies employed between Administrators of Private and Public Secondary Schools for Quality Assurance in Anambra State.

Schools	N	Mean	Std. Dev.	t	df	Std Error	P-value
Private	362	14.63	4.846				
				5.229	541	.445	.000.
Public	181	12.30	4.966				

The result in Table 4 indicates that the calculated t-test value is 5.229 and a p-value .000 with degree of freedom (df) 541 at 5% alpha level. Since the p-value (.000) is less than the alpha level ($P < 0.05$), the null hypothesis is rejected. Hence, there is significant difference in the mean ratings of administrators of public and private secondary schools on the social events fund acquisition strategies they employ for quality assurance in Anambra State.

2**.** There is no significant difference in the mean ratings of administrators of public and private secondary schools on educational services fund acquisition strategies they employed for quality assurance in Anambra State.

Table 5: t-Test of Independent Sample on the Educational Services Strategies employed for Fund Acquisition between Administrators of Private and Public Secondary Schools for Quality Assurance in Anambra State

Schools	N	Mean	Std. Dev.	t	df	Std Error	P-value
Private	362	13.41	4.832				
				5.065	541	.443	.000
Public	181	11.17	4.930				

The result in Table 5 indicates that the calculated t-test value is 5.065 and a p-value .000 with degree of freedom (df) 541 at 5% alpha level. Since the p-value (.000) is less than the alpha level (P < 0.05), the null hypothesis is rejected. Hence, there is a significant difference in the mean ratings of administrators of public and private secondary schools on the educational services fund acquisition strategies they employ for quality assurance in Anambra State.

3. There is no significant difference in the mean ratings of administrators of public and private secondary schools oncommercial venture fund acquisition strategies they employed for quality assurance in Anambra State.

Table 6: t-Test of Independent Sample on the Commercial Venture Strategies employed for Fund Acquisition between Administrators of Private and Public SecondarySchools for Quality Assurance in Anambra State

Schools	N	Mean	Std. Dev.	T	df	Std Error	P-value
Private	362	19.86	6.766				
				4.502	541	.618	.000
Public	181	17.08	6.832				

The result in Table 6 indicates that the calculated t-test value is 4.502 and a p-value .000 with degree of freedom (df) 541 at 5% alpha level. Since the p-value (.000) is less than the alpha level (P < 0.05), the null hypothesis is rejected. Hence, there is a significant difference in the mean ratings of administrators of public and private secondary schools on the commercial venture fund acquisition strategies they employ for quality assurance in Anambra State.

Discussion

The finding of the study indicated that in the public secondary schools, funds were acquired by the administrators for quality assurance through social events strategies which included that: different talents shows, concerts, plays and musical competitions are organized as a way of raising funds for the school. Awards are given to distinguished members of the public in order to acquire funds for the school. The public secondary school administrators did not acquire funds for the schools through social events strategies like raffle tickets draws, students' prize giving day and sporting activities like the inter-house sports. To compare this with those of the private secondary school administrators, the finding indicated that funds were generated by the administrators in the private secondary schools through raffle tickets draws to the general public for fund acquisition. Different talents shows, concerts, plays and musical competitions are organized as a way of raising funds for the school. Funds are acquired for the school during students'

prize giving day. Sporting activities like the inter-house sports yields extra funds for the school. Awards are given to distinguished members of the public in order to acquire funds for the school. This finding indicated that the private secondary school administrators explored all the social events strategies investigated in this study for their fund acquisition, and as such acquired funds for their schools through the social events strategies more than the public secondary school administrators. This finding agrees with the finding of Oche (2009) study which indicated that principals explore other sources of funds through speech and prize giving day. Nwaham (2011) confirmed that through sporting activities, secondary schools are also financed, therefore every school, be it public or private is mandated to organize inter-house sports and during this period, funds are raised by rich individuals in the society.

The hypothesis tested revealed that there was a significant difference in the mean ratings of administrators of public and private secondary schools on the social events fund acquisition strategies they employed for quality assurance in Anambra State. This means that the administrators of public and private secondary schools employed different means of social events fund acquisition strategies for quality assurance, indicating that the private secondary school administrators' utilized more social events fund acquisition strategies for quality assurance more than those in the public secondary schools. This finding is not in consonance and does not concur with the finding of Oche (2009) which discovered that there was no significant difference in the mean ratings of junior and senior secondary school principals on how funds were sourced and managed in the secondary schools in Benue State. However, the present study revealed a significant difference existed between social events strategies employed by the public and private secondary school administrators which can be buttress with the findings of Ogbiji and Ogbiji (2014) study which confirmed that although public and private schools in Nigeria are guided by the same National Policy on Education, and pursue the same objective of providing standard and qualitative education, yet they differ in their general administration. Ogbiji (2018) still supporting the findings of Ogbiji and Ogbiji (2014) confirmed that public schools are seen as "no man's business" by both the workers and the public, they tend to lack effectiveness in their in general administration, supervision, decision-making and motivational techniques. It is therefore paradoxical to think that private schools are better organized and managed given the array of personnel and funding pumped into public schools as against the limitation of funding and personnel in private schools. Whereby the administrator of public or private secondary school fails to effectively explore the social events strategies this can jeopardize administrative efficiency and performance of a school therefore quality assurance will not be sustained or attainable.

It was disclosed through the finding of the study that the administrators of the public secondary schools employed only one educational service strategy by

organizing WAEC extension classes for JSS and SS students preparing for examination, the administrators acquired funds for their schools. Fund were not acquired through other educational services strategies such as organizing extra-mural lessons, holiday's lessons, adult education evening programmes and part-time sandwich programmes. In comparing this to those of the private secondary school administration, the finding indicated that funds were acquired by the administrators through educational services strategies such as organizing extra-mural lessons for students after school hours, holiday lessons at every long vacation and WAEC extension classes for JSS and SS students preparing for examination. Funds were not acquired through adult education evening programmes and part-time sandwich programmes. This finding indicated that the private secondary school administrators acquired funds for their schools through the educational services strategies more than the public secondary school administrators for quality assurance. This finding agrees and concurs with the finding of Ibadin (2004) study which indicated that although most of the educational institutions have mounted various programmes as strategy for generating funds, there is still the need to intensify this and exploit it to the fullest, since workers and the institutions mostly benefits from these programmes.

Ibadin (2004) confirmed and reported that residential programmes during long vacation like sandwich programmes can improve the utilization of residence and catering facilities that will generate funds for secondary school. In most secondary schools, evening classes are organized for students by the school, this likewise provide extra fund for the school. The hypothesis tested indicated that **t**here was a significant difference in the mean ratings of administrators of public and private secondary schools on the educational services strategies they employed for fund acquisition in Anambra State. This means that the manner in which the administrators of public and private secondary schools employed different means of educational services fund acquisition strategies for quality assurance differed from each other. This finding indicating that the private secondary school administrators' utilized more educational services fund acquisition strategies for quality assurance more than those in the public secondary schools. This finding does not concur and disagrees with the finding of Oche (2009) which discovered that there was no significant difference in the mean ratings of junior and senior secondary school principals on how funds were sourced and managed in the secondary schools in Benue State. On the contrary, Rong'uno (2017) finding reported a significant difference in the way schools were financed in order to support the finding of this present study. Given the finding of this present study, administrators of public and private secondary schools should explore educational services strategies for their schools efficiency and assurance of quality. By the introduction of certain educational programmes, the school can get extra fund to solve the problems and will be quality assurance guaranteed.

Finding of the study indicated that in the public secondary schools, funds were acquired by the administrators for quality assurance through commercial venture strategies such as rents paid on accommodation by teachers and students, renting the school halls, from the school cafeteria/canteen and owning a typing centre. Funds were not acquired by the public secondary school administrators through commercial venture strategies such as having a shopping centre, accommodation for candidates of sandwich programmes and school consultancy services. Whereas, in making comparison with the private secondary schools, the finding further indicated that funds were acquired by the administrators for quality assurance through commercial venture strategies such as rents paid on accommodation by teachers and students, renting the school halls, from the school cafeteria/canteen, owning a typing centre charges paid for accommodation by candidates of sandwich programmes and from school consultancy services. Funds were not acquired by the private secondary school administrators through commercial venture strategies such as shopping centre. This particular finding indicated that the private secondary school administrators acquired funds for their schools through the commercial venture strategies more than the public secondary school administrators. This finding agrees with the finding of Oche (2009) which discovered that by setting up cafeteria and canteens enabled principals explore other sources of funds. The finding of Nwadiani and Omoike (2006) also supports and back up Oche (2009) finding which confirmed that revenue yielding ventures at all levels of the education system in Nigeria serves as internally generated fund for schools' fund acquisition.

Kones (2012) discovered that secondary school principals of Kuresoi District in Rift Valley adopted strategies to generate funds by using their land resources to their benefit. Those operating boarding schools engaged in farm activities that made them generate money from the community and non-governmental organizations. The hypothesis tested indicated that there was a significant difference in the mean ratings of administrators of public and private secondary schools on the commercial venture fund acquisition strategies they employed for quality assurance in Anambra State. In making comparison between the public and private schools, this particular finding indicated that both the public and private secondary school administrators differed in the fund acquisition strategies as regards to the commercial venture strategies in which they both employed. This showed that the private secondary school administrators' utilized more of different tactics through the commercial venture strategies for fund acquisition more than those in the public secondary schools. This finding concurs and is in consonance with the findings of the studies of Ogbiji and Ogbiji (2014) and Ogbiji (2018) which discovered that there was a significant difference in schools' financial management system given the differences in their general administration. Okorafor (2001) also supporting the difference in the mean ratings of administrators of public and private secondary schools on the commercial

venture strategies found that, although government is spending heavily on education, there is still more room for the government to invest in this sector. The study further discovered that alternative sources of school fund are necessary to accomplish the educational goals of the government.By investing in commercial ventures therefore, public and private schools administrator can acquire extra funds for their schools for quality assurance and whereby they fail to expand their resources through this strategy, the schools tend to continue wallowing in their ugly and devastating state making quality assurance not attainable.

Conclusion

Administrators' fund acquisition strategies are essential and of utmost importance for general schools' administration and attainment of quality assurance in both public and private secondary schools. The findings of the present study generally revealed that the administrators of private secondary schools employed more fund acquisitions strategies for quality assurance especially in the areas of their social events strategies, educational services strategies and commercial ventures strategies than administrators of the public secondary schools. There was a significant difference in administrators' fund acquisition for quality assurance in public and private secondary schools in Anambra State in the aforementioned strategies. This situation which majorly affects the public secondary schools more than the private secondary schools makes it difficult for most schools foster quality assurance for the achievement of educational goals. It is based on this benchmark that recommendations have been proffered below.

Recommendations

1. Social events strategies especially the use of raffle tickets draws, students' prize giving day and sporting activities like the inter-house sports employed by the private secondary school administrators should be effectively utilized by the public secondary school administrators' to expand their means of fund acquisition for quality assurance.
2. To attain quality assurance, the public secondary school administrators should emulate the private secondary school administrators in employing other educational services strategies in order to expand their means of fund acquisition for quality to be assured. This can be achieved through Anambra State government policies and Post Primary Schools Service Commission (PPSSC) support.
3. The public and private secondary school administrators through the financial support of their employers and the State government should expand their sources of fund acquisition by exploring other commercial venture strategies. They administrators can liaise with the government, the Post Primary Schools Service Commission, international organizations/agencies and parents to

support them financially in school building projects that will enable them acquire extra funds for quality improvement and assurance.

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