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ADMINISTRATORS' FUND ACQUISITION STRATEGIES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract: *This study assessed administrators' fund acquisition strategies in public and private secondary schools in Anambra State. Two research questions and null hypotheses guided the study. The study employed a descriptive survey research design. The population for the study constituted 775 secondary school administrators from 258 state public and 517 private schools in the six education zones of Anambra State. Sample size for this study constituted 181 public school principals and 362 private school principals selected through proportionate stratified sampling technique. A questionnaire titled "Administrators' Fund Acquisition Strategies Questionnaire (AFASQ)" containing 23 items was used for data collection. The questionnaire was validated by three experts and its reliability established through a pilot test. Mean and standard deviation were used to answer the research questions and hypotheses tested at an alpha (α) level of 0.05 using* t*-test statistics. Findings include among others that; the commodity bills strategies employed by the administrators of public secondary schools were similar to those employed by administrators of private secondary schools in Anambra State; and so, no significant difference in the mean ratings of administrators of public and private secondary schools on the commodity bills strategies they employed for fund acquisition. It was recommended among others that: the public secondary school administrators with the support of Anambra State government and Post Primary Schools Service Commission (PPSSC) should expand other commodity bill strategies for their fund acquisition through effective planning of the different course of actions that will enable them meet up with their set targets.*

Keywords: Administrators, Fund, Acquisition, Strategies, Public, Private, Secondary, Schools

Introduction

Education is an important instrument for national development which includes socio-economic, political, environmental and mental development. It is an instrument 'par excellence' for social reconstruction and capacity building in the Nigerian society (Federal Republic of Nigeria, FRN, 2013). Secondary education which is also a formidable tool in the Nigerian education system, provides students with diverse basic knowledge and skills for entrepreneurship and educational advancement in the Nigerian society. Secondary education as highlighted by the FRN (2013) has been set up with some objectives of preparing students for the world of work and wealth creation. It offers diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles. Secondary education provides trained manpower in the applied sciences, technology and commerce at the sub-professional grades. It provides entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development. This type of education also inspires students with a desire for self-improvement and achievement of excellence. It fosters patriotism, national unity and security education with emphasis on the common ties in spite of the diversity of Nigerian society (FRN, 2013, pg. 17). Achievement of the objectives of secondary education largely depends on the school administrators, specifically, principals, who are found to function within the territories of public and private secondary schools. 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 organizations, example is the church, private individual, business enterprise, among others (Dronkers & Robert, 2003).

The public secondary schools in Anambra State in essence are schools set up and managed by the State government while the private secondary schools are managed 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 in Anambra State. School administrators, whether those in the public or private secondary schools, are expected to promote the achievement of the goals and objectives of secondary education in their various schools through effective planning. School administrators are representatives of their employers. They are the administrative heads in the secondary schools and the chief custodians involved in the planning and execution of all curricula and extra-curricular activities in the school organization. The administrators' position is at the top of the school administrative ladder in secondary school allows them to plan ahead how they will influence others to do certain things in a particular way or to contribute voluntarily to the achievement of group tasks and school goals in a given situation. The fact still remains that the school administrator, whether those in the public or private secondary school, generally see to the planning of teaching and learning activities. They are responsible for planning all the events executed in the school including financial responsibilities (Akpakwu, 2012 & Chike-Okoli, 2007). Egberibin (2014) and Oche (2009) opined that one of the administrators' responsibilities when planning activities 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 plan how to use effective strategies in these administrative areas in order to achieve the school goals and objectives. The administrator is duty-bound and obligated to make budgetary and fiscal plans, plan on how extra funds will be sourced for in order to run the school and plan how to manage the funds made available with the aim of realizing educational goals and objectives. He or she must plan how to keep account, inventory and records of all the funds received in the school (that is; fund acquisition) (Oche, 2009). Fund acquisition at this point refers to money earned or acquired and how it is generated, invested and sustained in an establishment just like the school organization. School administrators' fund acquisition is therefore defined by Shilpa and Rakes (2013) as the activity concerned with the estimation and raising the funds to be used in various business enterprises including the schools. In order to acquire funds for the school, the administrator as a good planner must plan the strategies utilized in order to generate funds for the school. Ibadin (2004), Nwadiani and Omike (2006), Nwaham (2011), Osuala (2007) and Shilpa and Rakes (2013) 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, loans, grants, fees, donations, subsidies, credit, venture capital, among others. The above mentioned scholars further noted that most times the funds allocated or provided to public and private secondary school administrators by their employers to run their daily tasks are not usually sufficient or enough to achieve educational goals; that is why the administrators should source alternative means of fund acquisition.

School administrators should have leverages to plan how to acquire funds outside their employers' financial allocation. This is evident in the studies of Oche (2009) that it has become very clear that the traditional resources of government grants to public schools and funds provided by the proprietors or proprietress of most private schools are no longer adequate. This makes the school administrators in planning the daily events of the school must plan how to explore other reliable and legitimate sources of fund acquisition for their schools, through such means as Parents Teachers Association (PTA), setting up commercial ventures, commodity sales, school fees, charges, levies and other bills, private sector contributions, among others (Ode, Bua & Agbe, 2014). Supporting the above statement, Ode, Bua and Agbe further noted that the school needs sufficient fund in order to function well, 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 services that are expected to carry out the desired goals for efficient and effective running of educational institutions. In the present study therefore, the two fund acquisition strategies of commodity bills strategies and private sector contributions strategies were investigated and this is so because they are popular in most public and private secondary schools within the Nigerian education setting, including in Anambra State, which makes it possible for the researcher to make comparison on public and private secondary schools administrators' fund acquisition strategies. Commodity bills fund acquisition strategies involves the introduction of fees, charges or levies such as use of library and laboratory fees, registration fees, examination levies, sale of farm produce, among others (Nwaham, 2011 & Oche, 2009). For instance, in many public and private secondary schools in Anambra State fees or charges such as registration fees, examination fees, payment of uniform and textbooks, charges for other utility or use of infrastructure are paid, all these constitutes extra funds for the school. Most times public and private school administrators' plan strategies that will be used to source funds from private entities. Funds acquired through foreign grants and external aids, donations or endowments from private individuals, alumni associations, old boys and girls associations, communities, industrial organizations, religious organizations and philanthropist, endowment funds, financial institutions and so on, constitutes or are all private sector contributions (Alabi, 2010; Gichohi, 2015; Ibadin, 2004; Nwadiani & Omoike, 2006; Nwaham, 2011; Okpala, 2003; Olu, 2012). However, these two strategies were considered in the present study. From all the foregoing discussions, planning for fund acquisition strategies are crucial for the sustainable development in the public and private schools. Employing different strategies of fund acquisition will empower administrators of either the public or private school to improve school quality and effectiveness in administration. But the way and manner in which the public and private school administrators in the country and Anambra State inclusive employ these strategies after due planning and considerations must have taken place might differ, and also given that these schools differ in ownership and style of management. Their difference seems to have both theoretical and practical underpinnings.

Ogbiji and Ogbiji (2014), Ogbiji (2018) and Rong'uno (2017) 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, yet 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 Anambra State therefore, it has been observed especially in the rural areas that many secondary schools whether public or private are in devastating state and deplorable condition. Many public and private secondary schools have been bedeviled with dilapidating structures, they also lack other necessary facilities and amenities. The features of poor state and devastating conditions of many public and private secondary schools which justifies the need for the present study draw a lot of doubts and attention towards public and private secondary school administrators' proficiency in fund acquisition. The researchers are therefore, compelled to compare public and private secondary schools administrators' fund acquisition strategies based on their similarities and 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.

Statement of the Problem

School administrators, be them in public or private schools, are in charge of planning all the financial and administrative matters. The welfare and general management of finance of the school rest upon the administrator as the chief planner and custodian of all curricular and extra-curricular activities of the school. Given the administrators' power and authority to plan, assess, acquire and manage funds from different alternative sources when due considerations must have been undertaken, yet, it is saddening and worrisome to see dilapidating structures and lack of other necessary facilities and amenities in most of the public and private secondary schools in Anambra State. The features of poor state and devastating conditions of many public and private secondary schools draw a lot of doubts and attention to administrators' proficiency in planning their fund acquisition. This situation which does not only have negative consequences on achieving quality teaching and learning but also on the general planning and administration of secondary schools in Anambra State has created concern for both the researchers and other education planners and stakeholders like the school administrators, teachers, students, among others. The problem of funding is a crucial matter of discourse because it has led to the strike action in 2017 in the education sector by teaching staff and which might be the fate in Anambra State, if seriously neglected. 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, matters concerning fund acquisition by the public and private secondary school administrators still remain a serious challenge and a matter of concern for various education stakeholders in Anambra State. This has created a gap which needs to be filled by the present study and warranted the need to conduct an investigation towards comparing administrators' fund acquisition strategies 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 in public and private secondary schools in Anambra State. Specifically, the study compared:

1. Commodity bills strategies employed by administrators of public and private secondary schools for fund acquisition in Anambra State.
2. Private sector contributions strategies employed by administrators of public and private secondary schools for fund acquisition in Anambra State.

Research Questions

The following research questions guided the study;

1. What are the commodity bills strategies employed by administrators of public and private secondary schools for fund acquisition in Anambra State?
2. What are the private sector contributions strategies employed by administrators of public and private secondary schools for fund acquisition in Anambra State?

Hypotheses

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

1. There is no significant difference in the mean ratings of administrators of public and private secondary schools on the commodity bills strategies they employ for fund acquisition in Anambra State.
2. There is no significant difference in the mean ratings of administrators of public and private secondary schools on the private sector contributions strategies they employ for fund acquisition in Anambra State.

Method

The study adopted a descriptive survey research design. The population of this study constituted 775 administrators made up of 258 principals in public and 517 principals in private secondary schools in Anambra State. Proportionate stratified sampling technique was used to drawn a sample size of 543 administrators (principals) of which 181 were public secondary school principals and were 362 private secondary school principals.

A 23-item questionnaire, titled "School Administrators' Fund Acquisition Strategies Questionnaire (SAFASQ)" was used for data collection. Items in the SAFASQ instrument were arranged into two clusters and structured on a 4-point scale which rated as: (a) Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D – 2 points and Strongly Disagree (SD) – 1 point. The questionnaire was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. Two of the experts were from the Department of Educational Management and Policy, while one expert was from the Department of Educational Foundations (Measurement and Evaluation Unit).. The 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 questionnaire was determined through a single administration of the instrument on a sample of 25 principals in Enugu State. The choice of Enugu State for the pilot-test by the researcher was simply because Enugu State shared common boundary with Anambra State. As regards to the public and private secondary school structure, ownership and administrative leadership, the two States also share similarities. Information retrieved from the samples of the public and private school principals were measured using the Cronbach Alpha method in order to get the estimate of internal consistency of the research instrument. Coefficients 'r' value of 0.96 and 0.80 were obtained from each of the two clusters and thereafter summed up to an overall reliability 'r' value of 0.88 for the SAFASQ questionnaire, 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 are sampled as the respondents for the study. In essence, copies of the questionnaire were delivered to the principals of the sampled public and private secondary schools by the researcher and with the help of six research assistants. 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 100 percent. Mean and standard deviation were used to analyze data. The mean score was used to answer the research questions. The standard deviation was used to ascertain the homogeneity of response to the items in the instrument. 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 taken as positive response, while any one below 2.50 was taken as negative response. The hypotheses were tested at an alpha (α) level of 0.05 significance using t-test statistics to determine the statistical differences in the mean ratings from the responses of the principals in the public and private secondary schools in Anambra State. Decision rule was based upon the premise that wherever p-value obtained is greater than or equal to the 0.05 level of significance, the null hypothesis (H_0) is not rejected (accepted). Otherwise, wherever an obtained *p*-value is less than the alpha 0.05 level of significance, such null hypothesis (H_0) is rejected.

Results

Research Question 1: What are the commodity bills strategies employed by administrators of public and private secondary schools for fund acquisition in Anambra State?

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Table 1: Mean Scores and SD of the Respondents Ratings on the Commodity Bills Strategies employed by Administrators of Public and Private Secondary Schools for Fund Acquisition in Anambra State

N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1.	Sale of admission forms for new intakes before commencement of school is used to generate fund for the school	2.12	0.98	**Disagree**	3.08	0.99	**Agree**
2.	Acceptance fees paid by the new students at the point of entry provides income for the school	2.18	1.07	**Disagree**	3.10	0.95	**Agree**
3.	Students pay registration fee which the school uses to acquire funds	3.00	0.94	**Agree**	3.08	0.97	**Agree**
4.	Examination fee is paid by all the students which the school generates income from this means	2.88	0.99	**Agree**	2.90	0.99	**Agree**
5.	Funds are generated from payment of students' hand crafts and art works for the school	2.78	1.03	**Agree**	2.97	1.04	**Agree**
6.	Charges generated through sale of farm produce from the school farm is another way by which the school acquires funds	2.96	1.01	**Agree**	2.35	1.07	**Disagree**
7.	Funds are also generated from PTA levies paid by parents termly	3.00	0.94	**Agree**	3.07	0.92	**Agree**
8.	Funds are generated for the school through sale of uniforms	2.46	1.03	**Disagree**	2.99	1.04	**Agree**
9.	The school organizes auctions sales where old used furniture/equipment are sold off as a way of fund acquisition in the school	2.77	1.01	**Agree**	2.81	1.00	**Agree**
10.	Funds are generated in the school through workshop levy	2.19	1.08	**Disagree**	2.78	1.03	**Agree**
11.	Funds are generated in the school through library levy	2.10	0.94	**Disagree**	2.78	1.07	**Agree**
12.	Use of the school laboratory where a levy has been introduced generates income for the school	2.13	1.05	**Disagree**	2.96	1.01	**Agree**
13.	Student's payment of club levy serves as a means for fund acquisition in the school	1.95	1.00	**Disagree**	2.85	1.04	**Agree**
14.	Students pay certain amount of money during collection of testimonial of their results in which the school acquire funds in it	2.98	0.96	**Agree**	3.06	0.89	**Agree**
15.	The school acquires additional funds from sale of books and other stationeries in the school	3.04	0.89	**Agree**	3.04	0.98	**Agree**
16.	Parents pay certain amount of money for publication of school magazine which is an additional means for fund acquisition	3.18	0.76	**Agree**	3.01	1.04	**Agree**

17.	Inter-house sports levy are most times shared to students for their parents as a way of raising funds for the school	2.11	1.09	**Disagree**	2.94	1.01	**Agree**
	Overall Mean Score & SD =	**2.58**	**1.07**	**Agree**	**2.93**	**1.02**	**Agree**

Observations from Table 1 above as shown from the mean ratings of the respondents (administrators) in the public secondary schools indicated that only items 3 to 7, 9 and 14 to 16 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 1, 2, 8, 10 to 13 and 17 were rated below 2.50 in disagreement with the statements. The overall mean score of the public schools is 2.58 and standard deviation of the public schools ranged from 0.76 to 1.07 with an overall SD of 1.07 showing small disparity in the responses. Observations still under Table 1 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that items 1 to 5 and 7 to 17 were rated above 2.50 in agreement with the statements. Only item 6 rated below 2.50 in disagreement with the statement. The overall mean score of the private schools is 2.93 and standard deviation of the private schools ranged from 0.89 to 1.04 with an overall standard deviation of 1.02 showing not much difference from that of the public schools. This also indicated that acquisition of funds through commodity bills strategies was attained by both the public and private secondary school administrators. The standard deviations obtained from responses to all the items by the principals in public secondary schools (SD = 1.07) and principals in private secondary schools (SD = 1.02) indicated homogeneity in their responses. There were also some variations in responses of the principals across school ownership as all the standard deviations ranged from 0.89 to 1.09 for both groups of respondents.

Research Question 2: What are the private sector contributions strategies employed by administrators of public and private secondary schools for fund acquisition in Anambra State?

Table 2: Mean Scores and SD of the Respondents Ratings on the Private Sector Contributions Strategies employed by Administrators for Fund Acquisition in Anambra State

N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
18.	Members of the local community where the school is situated levy themselves in order to donate funds for the school	2.38	1.08	**Disagree**	3.05	0.95	**Agree**
19.	Old students alumni association normally support the school with their donations from time to time	2.55	1.02	**Agree**	2.93	1.02	**Agree**
20.	Foreign grants acquired through international organizations like UNESCO are used to support school projects	2.17	1.07	**Disagree**	1.98	0.94	**Disagree**
21.	Wealthy individuals who are philanthropists are appealed to make their donations in order to support the school financially	2.60	1.06	**Agree**	2.96	1.00	**Agree**

22.	Some religious bodies give the school their financial support	2.63	1.15	**Agree**	2.92	1.08	**Agree**
23.	Funds are raised through money/capital markets for the school	2.16	1.07	**Disagree**	2.15	1.05	**Disagree**
	Overall Mean Score & SD =	**2.41**	**1.09**	**Disagree**	**2.66**	**1.10**	**Agree**

Observations from Table 2 above as shown from the mean ratings of the respondents (administrators) in the public secondary schools indicated that only items 19, 21 and 22 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 18, 20 and 23 were rated below 2.50 in disagreement with the statements. The overall mean score of the public schools is 2.41 and standard deviation of the public schools ranged from 1.02 to 1.15 with an overall SD of 1.09 showing small disparity in the responses. Observations still under Table 2 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that items 18, 19, 21 and 22 were rated above 2.50 in agreement with the statements. Only items 20 and 23 rated below 2.50 in disagreement with the statements. The overall mean score of the private schools is 2.66 and standard deviation of the private schools ranged from 0.94 to 1.05 with an overall SD of 1.10 showing not much difference from that of the public schools. This also indicated that acquisition of funds through private sector contributions strategies was attained by the private secondary school administrators. The standard deviations obtained from responses to all the items by the principals in public secondary schools (SD = 1.09) and principals in private secondary schools (SD = 1.10) indicated homogeneity in their responses. There were also some variations in responses of the principals across school ownership as all the standard deviations ranged from 0.94 to 1.15 for both groups of respondents.

Discussion of Findings

This finding indicated that commodity bills strategies employed by the administrators of public secondary schools were similar to those employed by administrators of private secondary schools in Anambra State. Both the public and private secondary school administrators fund acquisition strategies as regards to the commodity bills strategies were at par. They utilized almost the same means of fund acquisition under the commodity bills strategies. Employing the commodity bills strategies would assist both administrators of the public and private secondary schools to solve their problems in order to actualize the goals and objectives of their school. The hypothesis tested indicated that there was no significant difference in the mean ratings of administrators of public and private secondary schools concerning the commodity bills strategies in which 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 commodity bills strategies for fund acquisition did not differ from each other. This finding indicating that the public and private secondary school administrators' applied and utilized the same strategies for fund acquisition. This finding concurs with the study of Oche (2009) whose finding indicated that principals' explore other sources of funds through P.T.A. levies including other levies, sale of school magazines and funds from farms.

Ibadin (2004) confirmed fees charged in form of tuition and accommodation through the various programmes mounted by institutions for generating funds. This finding from this hypothesis tested concurs with the finding of 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. The study of Egberibin (2014) revealed a contrasting view in his own finding to mark a difference with the present study finding and that of Oche (2009), whereby, it was discovered in Egberibin study that modalities for improving the funding of primary schools by local government education authorities in Bayelsa State were found inadequate and lacking, which had negative effect on poor supply of infrastructural facilities, delay in payment of teachers allowances, among others, therefore there was significant difference in the way and manner schools were funded. Given the finding of this present study, administrators of public and private secondary schools should diverse various commodity bills strategies for their schools improvement. By introduction certain charges, levies and fees, the school can get extra fund in order to solve crucial matters at hand without relying much on their employers. Oche (2009) confirmed that since shortfall in school finance has become more imperative, the more reason for public and private schools to engage in commodity bills strategies as agricultural practices like large-scale animal husbandry, poultry, piggery, cattle rearing, fish farming, cropping, food processing and other revenue generation as wielding, printing, photography, among others. Whereby the present finding indicated that there was no significant difference between administrators of the public and private secondary schools means of fund acquisition through the commodity bills strategy, this means that both of them effectively planned in advance their means of fund acquisition through this strategy. This particular finding therefore clearly indicates that in planning fund acquisition through the commodity bills strategy, both administrators' of the public and private secondary schools rationally mapped out well thought plans in advance, through adequate planning with due considerations given that will enable them achieve their set targets and goals.

This finding indicated that the private secondary school administrators acquired funds for their schools through the private sector contributions strategies more than the public secondary school administrators. The hypothesis tested indicated that there was a significant difference in the mean ratings of administrators of public and private secondary schools on the private sector contributions strategies they employed for fund acquisition in Anambra State, indicating that their means of employing or utilizing the various private sector contribution strategies for fund acquisition were different in both school organizations. This finding implies that administrators of private secondary school related more with the private sector than those of the public secondary school for their fund acquisition. This finding agrees with Okpala (2003) whose finding revealed that secondary schools principals and community executives of rural and urban communities agreed that communities have made reasonable contributions in the provision of infrastructure, classroom buildings, provision of library and laboratory, among others in Delta State. It was further revealed in finding of Okpala (2003) study that sources of mobilizing resources for the funding of school projects were through launching, imposing of levies on all adults, freewill donations from wealthy individuals and companies. Although, there were significant differences noticed on the level of community participation.

Olu (2012) equally discovered that alumni associations form a vital link between the educational institutions and the global community in which it operates; as such they remain responsive to the needs of the school. This finding is also in line with the finding of Gichohi (2015) study which established that most schools embraced stakeholders' involvement thus school management committees were actively participating in respect to the school management and funding. A lot is yet to be done because most schools experienced participatory management which contributed positively to academic achievement to a large extent than others. However, the finding from this particular hypothesis tested in the present study concurs and agrees with the finding of Alabi (2010) which discovered the there is a significant difference in private sector involvement in development of schools especially in the government owned establishments. This was equally observed in the level of funding patterns of public primary education in Lagos State which was reported to have well below what was required. Whereby funds are not generated by the public secondary school administrators through the private sector contributions, this might prevent the schools from having cordial relationships with the community stakeholders or private sector in order to aid their management and development. However, this finding demands that administrators of public secondary schools should after adequate planning needs to expand and explore various means of private sector contribution strategy that will enable them generate funds for the development their schools. Additionally, if the administrators of the public secondary schools fail to effectively plan in advance course of actions that will make them expand and employ other means of fund acquisition through the private sector contribution strategy, this would affect the amount of fund acquired or generated for the school, thereby, creating difficulties for the public school administrators in meeting up with their goals. The present study finding therefore clearly indicates that in planning fund acquisition through the private sector contribution strategy, administrators' of the private secondary schools would have rationally mapped out plans or course of actions in advance, through adequate planning with due considerations that will enable them achieve their set target as regards to acquiring funds through this means more than administrators of the public secondary schools.

Conclusion

The study concludes based on its findings that administrators of the private secondary schools employed more fund acquisitions strategies in the areas of their private sector contributions strategies than administrators of the public secondary schools. There was a significant difference in administrators' fund acquisition in public and private secondary schools in Anambra State in the aforementioned strategy. This means that administrators' fund acquisition is more enhanced and effective in the private secondary schools more than the public secondary schools in Anambra State. Both secondary schools were at par in employing such aspects of fund acquisitions and fund management strategies as the commodity bills strategies, as discovered through the findings of this study. The implication of this is showcased in the high rate of demand of private secondary schools (given the expensive cost) based on the assumption that they have more facilities and are better administered more than the public secondary schools which has greater population and tend to offer lesser cost in their education, which might have been caused or responsible by the various factors of administrators' fund acquisition strategies. Additionally, there were no significant differences in administrators' fund acquisition in public private secondary schools in Anambra State in the area of commodity bills strategies in public and private secondary school administrators fund acquisition. The present study submits that, although in Anambra State both the public and private secondary schools' administrators employed the fund acquisition strategies for their schools improvement, these practices were however different when compared between both parties of public and private secondary schools. There were differences in their strategies which indicate that administrators' of public secondary schools do not employ many of the fund acquisition strategies leading to their continuous underdevelopment. This situation which majorly affects the public secondary schools more than the private secondary schools makes it difficult for some schools to achieve their goals, making it difficult for quality to be attained in the administration of schools.

Recommendations

The following recommendations have been proffered:

1. The public secondary school administrators with the support of Anambra State government and Post Primary Schools Service Commission (PPSSC) should expand other commodity bill strategies for their fund acquisition through effective planning of the different course of actions that will enable them meet up with their set targets. The private secondary school administrators with the support of their proprietors and proprietress should make plans on how to introduce farms in

their schools to enable the sale of farm produce for extra fund acquisition.

2. The public secondary school administrators with the support of the PPSSC should establish plans that will boost their partnerships with the private sector in order to contribute and donate funds for the school as means of fund acquisition. The proprietors and proprietress of the private secondary schools should support their administrators to expand their plans on other means of private sector contribution fund acquisition through foreign grants acquired through international organizations like UNESCO which is targeted for their school's development.

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