



SCHOOL-BASED INCOME GENERATION ACTIVITIES AND SECONDARY SCHOOL GOAL ATTAINMENT: IMPLICATION FOR QUALITY ASSURANCE IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA.

OKOI, I. I., OKON, EFFIONWAN EFFIOM AND ODOK LILIAN OYAK

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ABSTRACT

This study aimed at determining the relationship between school-based income generation activities and secondary school goal attainment for national development in Calabar Education zone. Two null hypotheses were stated to guide the study. Correlation design was used for the study. The population of the study consists of seventy five school principals in Calabar education zone. Purposive sampling technique was used for the study. Questionnaire titled "School-Based Income Generation Activities and School Goal Attainment (SBIGASGAQ)" was used for data collection. A reliability estimate of .71 and .67 was obtained using test re-test method. Pearson product moment correlation statistics was used for data analysis. The result of the findings revealed that there is a significant relationship between school agricultural based activities and serviced based activities with school goal attainment. Summary and conclusion were drawn in line with the result of the findings. It was recommended that school principals should venture in more lucrative and enterprising ventures which will serve the needs of the community e.g. dormitory, school halls and good football field for sport as this will go a long way to enhance school goal attainment.

KEYWORDS: Income generation activities, School goal attainment, National development.

INTRODUCTION

The Federal Republic of Nigeria in her National Policy on Education (2012) acknowledged education as an instrument par excellence for effecting national development. In other words, the government recognizes the fact that education is an indispensable instrument for solving the social, economic, political and technological problems of the nation.

It has therefore spelt out objectives for every level of educational system. For instance, the objectives of secondary education include preparation of individual for useful living within the society and preparation for higher education. Secondary education is seen as the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society. It also prepare the young adult for purposeful organization of oneself for achieving

Okoi, I. I., Department of Educational Management, Faculty of Education and Foundation Studies, University of Calabar, Calabar, Nigeria.

Okon, Effionwan Effiom, Department of Educational Management, Faculty of Education and Foundation Studies, University of Calabar, Calabar, Nigeria.

Odok Lilian Oyak, Department of Educational Management, Faculty of Education and Foundation Studies, University of Calabar, Calabar, Nigeria.

maximally ones potential to be able to withstand the complexities of living in the environment. It is also seen as the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society. It is also meant to prepare young adults for further training and education which would lead to the acquisition of some specialize skills needed in different specific operations within the society (Dayo ,2004). It is because of the need for these specific skills that secondary education has received greater attention than even elementary education. It is against this background that one can view the general goals of secondary education as put forward by modern educationist who believe that the type of education which will provide a comprehensive programme for the youth, equip them with basic skills in academic and some vocations; and also prepare the youth for coping with problems of life, would serve the purpose of self-actualization of the youth, (Federal Republic of Nigeria, 2004).

When one critically looks at the broad goals of education in Nigeria in general and that of secondary education in particular, one would not but wonder whether these goals are being achieved under the situation currently prevailing in the education sector, which is characterized by mass failure in English language and mathematics both internal and external (SSCE) examinations, dilapidated buildings, poor conducive environment, lack of instructional resources, lack of qualified teachers in specific subject areas, Uko, Igbineweka and Okoi (2013). The perceived poor goal attainment of secondary education in Calabar education zone is attributed to several factors, such as lack of teachers' motivation, poor and out-dated educational resources, poor funding etc. This study focused on school-based income generation activities as a potent factor in school goal attainment.

Education has always been acknowledged as a dynamic venture. It is never static. Education changes as the needs and aspirations can only be made known through seminars, conferences and workshops. Funds are necessary for the employment and payment of staff in educational institutions (Ogbonnaya, 2005). The Federal and State governments of the federation share responsibilities for secondary education. It is important to mention that the principal sources of revenue by the state government from which it funds secondary education include; Donations and legacies, domestic borrowing, state

government budgetary allocation to which federal government contributes through the revenue the distribution formula and federal Government special grants (Ogbonnaya, 2005).

Despite the importance of finances in promoting acquisition of resources, the draft report cost and financing of education (Abayomi & Olukayode, 2006) highlighted that school fees contribute over 90% of total revenue collection by the schools. According to Selina (2012), because of inadequacy of school funds, various schools have adopted a range of techniques of sourcing for extra funds among them being investing in income generating activities (IGA,) to complement school budgets.

Funds earned through income generating activities (IGAs) are used to develop school infrastructure or /and acquisition of stationery to support learning activity (Kiven & Mayo, 2009). A study done by Selina (2012), Okoi & Odigwe (2016) revealed that schools that have IGAs generate income that are used in promotion of teachers motivational programmes and acquisition of education resources. Such schools end up posting better results in examination compared to schools that do not have such arrangements.

Income generating activities are those activities which can be undertaken by an organization so as to raise revenue to enhance the project or enhance school finances, in many secondary schools there is need to have additional activities which generate revenue to the school and which can supplement the fees paid by students. The main type of revenue generating activities include the following ;school buses, farms, hire of classroom for use by churches and other social activities like ceremonies or crusades, horticulture where some schools raise vegetables and fruits for use ,within and outside the school clubs and societies etc,(Kerei, 2012).

Onkeo and Orodho (2014) identified income generating activities within school as one of the viable resources that school management can adopt to narrow budgetary financial insufficiency brought about by viability of partners of education to meet educational duty towards education financing. In Asians schools self-sufficient school focus entrepreneurial flair of their staff and students on maximizing the returns to the human and physical resources at their disposal creating income to fund their education work, and providing a valuable learning experience (Kafka & Stephenson, 2006).

School based income generation is classified into three namely; agricultural based, service based and commercial based. The agricultural based are mainly livestock farming and crop farming. The commercial based activities are mainly; canteen, bookshops. The third income generating activities are service based income Generating activities (Omukoba, Enose & Ayodo, 2011). Through such IGAs schools are able to derive supplementary resources to full funding gaps due to under-funding by government. IGAs have the potential to improve revenues which then allow schools to meet their operational needs, as well as acquire capital assets.

Ofegbu and Alonge (2016) examined internally generated revenue (IGR) and effectiveness of university administration in Nigeria. The analysis revealed that commercial ventures were among the main sources of IGR while the proceeds were used for services including staff welfare, maintenance of facilities and beautification of the university premises. A further analysis of data showed that there was a significant relationship between internally generated resources and the management and development of universities in Nigeria.

Famide, Omiyale and Adebola (2015) asserted that individual institutions could supplement their funding stream through the establishment of revenue yielding ventures/project. Such ventures/project like bookshops, hotel and catering services, printing press, table water, consultancy services among others, are veritable means of raising funds needed to enhance service delivery. Oche (2009) investigated financial management practices of secondary school principals in Benue State. The result showed that there was no significant difference in the mean ratings of junior and senior secondary school principals on sources of funds for secondary schools, and there was no significant difference in the mean ratings of senior and junior secondary school principals on how funds are managed in secondary schools in Benue State. The findings of the study further revealed that principals explored other sources of funds such as P.T.A. levies, funds from school farms, sale of school magazines, speech and prize giving day, and canteens.

Paul (2016), Odigwe & Okoi (2018) opined that school activities represent a source of financing public secondary schools. They include such activities as sales of students' hand crafts, sales of books and stationery, staging of school plays

and raffles, sales of farm products from the school farm, fund raising activities can be organized by the school authority where parents and other wealthy individuals could be invited to raise money for school projects.

Agricultural based activities constitute various livestock farming and crop farming. The farms play an integral role in the service operation of some schools. The farm provides hands-on opportunities to explore alternative methods of education, food production, distribution, preservation, community development and support for school sustainable development (Kafka & Stepenson, 2006). Most farm activities consist of vegetable production, laying chicken etc. some schools have direct buying relationship with farmers. As an educational environment, the farm site elicit diverse forms of interaction and countless opportunities for reflection. As an educational environment the farms promote hands-on learning that addresses achievement in traditional subject areas. In practical terms also, students learn important job skills in day –to-day lessons in the farm. It is on this note that Odigwe & Okoi, (2017) stated that it is important to have good skills in personal finance management in order to correct day-to-day decisions on what to buy and what not to buy as this would help to save lots of money in the long run, as unnecessary products would be brought not so frequently

Other income generation activities such as service-based income generating revenue includes renting of houses, hire of school bus, hire of classroom for use for school visiting the term during co-curricula activities, workshop, seminars and school canteen. Generating activities that school engage in largely depend on the type school and status. Okoi and Odigwe (2016) also added that in the school system, the head as the administrator performs the task of a financial manager. Even where competent bursars are available, current expectation of prudence and accountability compel the competent school administrator to scrutinize his endorsement and disbursement, this is because in cases of misappropriation of funds, he/she can plead no alibi.

Despite all efforts made by different sources of mobilizing school funds for financing quality education, still principals in secondary schools are lamenting that, the funds obtained are not enough to cater for the need for the provision of quality education, Oche (2009).

Omukoba, Sonata and Ayodo (2011) found that; additional funds generated through school based IGAs was used to purchase teaching and learning materials, facilities maintenance, infrastructure development and staff motivation in secondary schools. More so, Okoi and Odigwe (2016) found that, secondary schools engage in agricultural based projects; other activities were hiring of school facilities school bus, hall, tents, fields for recreation and houses for renting. It is based on this that, study aimed at determining school-based income generating activities and school goal attainment in secondary schools in Calabar Educational Zone, Cross River State.

STATEMENT OF THE PROBLEM

Quality education is very expedient for national development in Calabar education zone of Cross River State. Education is the veritable instrument for generating all genre and levels of manpower in any nation. Observation has shown that secondary schools in Cross River State are facing challenges which include underfunding, poor infrastructure, inadequate classrooms and teaching aids among others. All these have affected the provision of quality education to its citizenry. For any country therefore to attain sustainable national development, there is need for government to develop education.

Secondary schools have experienced rapid increase in enrolment with the introduction of free primary education. The high enrolment has put a lot of pressure on the limited and already over-stretched school facilities. To cope with this, management boards were advised to consider an alternative source of enhancing financing of education in order to supplement government and parents efforts particularly in funding education. Nevertheless, there are challenges to contend with while managing the income generating activities like inadequate capital, lack of entrepreneurial skills to manage them professionally. Therefore, it was necessary to find out to what extent do school-based income generation activities impact on school goal attainment for quality assurance in Calabar education zone of Cross River State, Nigeria?

Purpose of the study

The purpose of this study is to find out school based income generating activities and secondary school goal attainment for sustainable development in Calabar Education Zone. Specifically, this study aim at determining whether

1. Agricultural based activities relate with school goal attainment?
2. Service based activities relate with school goal attainment.

Statement of hypotheses

1. There is no significant relationship between agricultural based activities and school goal attainment.
2. There is no significant relationship between service based activities and school goal attainment.

METHODOLOGY

This study adopts correlation design. The population of the study consists of 75 school principal from 75 public secondary schools in Calabar Educational Zone. The sampling technique adopted for this study was census. The sample for this study was seventy five (75) school principals. Questionnaire titled: School-based Income Generating Activities and School Goal Attainment (SBIGASGAQ) Questionnaire was used for data collection. The questionnaire were validated by expert who ensured that every item measure what the supposed to measure. Test-re-test method of reliability was used in the study. The reliability estimate of 0.67 and 0.71 was obtained. The questionnaire used for the study was 18 item structured in line with the variables used in the study. The likert 4- point scale was used in the design of the questionnaire. The information obtained from the questionnaires was used for data analysis which is presented below.

PRESENTATION OF RESULT

The results obtained from the questionnaires were subjected to statistical analysis which is presented below based on the hypotheses used in this study.

Hypothesis one

There is no significant relationship between agricultural based revenue and school goal attainment

Table 1: Pearson Product Moment Correlation analysis on the relationship between Agricultural based revenue activities and school goal attainment.

Variables	\bar{x}	SD	r
Agric. Based revenue activities	19.58	2.43	
School goal attainment	18.82	2.18	.71*

$p > 0.05$, $df = 73$ critical = .232

The result in table 1 revealed that at 0.05 level of significance and 73 degrees of freedom the calculated r-value of 0.71 is greater than the critical r-value 0.232. With this result the null hypothesis which states that there is no significant relationship between agricultural based activities and school goal attainment was rejected and the alternate hypothesis was

accepted. This implies that income generated activities through agricultural based significantly relate to school goal attainment.

Hypothesis two

There is no significant relationship between services based activities and school goals attainment. The result of this table is presented below.

Table 2: Pearson Product Moment Correlation analysis on the relationship between service-based activities and school goal attainment

Variables	\bar{x}	SD	r
Service-based activities	19.03	2.41	
School goal attainment	18.82	2.18	0.63

$p > 0.05$, $df = 73$ critical = 0.232

The result in table 2 revealed that at 0.05 level of significance and 75 degrees of freedom the calculated r-value of 0.63 is greater than the critical r-value of 0.232. With this result, the null hypothesis which stated that there is no significant relationship between services based activities and school goal attainment was rejected. The result implies that, service based activities significantly relate to school goal attainment.

DISCUSSION OF FINDINGS

The result on Table 1 revealed that there is a significant relationship between agricultural based activities with school goal attainment. The null hypothesis was rejected, while the alternate

hypothesis was retained. The result of this finding is in line with the findings of Okoi and Odigwe (2016) who in their study revealed that school principals need to diversify their income generating activities through farm and livestock activities in the schools. They added that agricultural based activities provide hands-on opportunities to explore alternative method of farming, food production, distribution, preservation and support for school sustainable development. Selina (2012) revealed that schools that have income generating activities generate income that is used in promotion of motivational programme for teachers and acquisition of education resources. Such schools end up posting better result in examination compared to

schools that do not have such arrangement. Funds earned through income generating activities (IGAs) are used to develop school infrastructure or /and acquisition of stationery to support learning activity (Kiven & Mayo, 2009). A study done by Selina (2012), Okoi & Odigwe (2016) revealed that schools that have IGAs generate income that is used in promotion of motivational programmes teachers and acquisition of education resources. Such schools end up posting better results in examination compared to schools that do not have such arrangements.

The result in hypothesis two also revealed that there is a significant relationship between services based activities and school goal attainment. The result of the findings support the findings of Omukoba, Enose and Ayodo (2011) who stated that other income generating activities such as rentage of houses, hire of school bus and giving out houses for churches for rent plays an important role in generating income for the school. They also added that service based activities constitute the highest income generating activities in the school environment. Through these school principals can enhance the day to day running of school activities. In many secondary schools there is need to have additional activities which generate revenue to the school and which can supplement the fees paid by students. The main type of revenue generating activities include the following; school buses, farms, hire of classroom for use by churches and other social activities like ceremonies or crusades, horticulture where some schools raise vegetables and fruits for use ,within and outside the school clubs and societies etc, Kerei (2012).

CONCLUSION

School based income generating activities play a significant role in school goal attainment in secondary schools. The result from this study show that income generating activities in schools is central to the development and attainment of educational goal. Through these activities school principals are able to mobilize resources in order to enhance teaching and learning.

RECOMMENDATIONS

Based on the result of this findings it was recommended that;

1. School principals should venture into more lucrative and enterprising ventures which
2. will serve the needs of the community e.g. Provision of school dormitory, school halls and good football field for sports. This will go a long way to enhance school goal attainment
3. School principals should mobilize their teachers towards the participation of income generating activities such as effective supervision of farm work and other related farming activities.
4. This will also enhance educational goals and sustainable national development.
5. Government should ensure more investment in education by increasing the budgetary allocation to 26% as stated by UNESCO, this will go a long way to enhance sustainable development.

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