



INNOVATIVE FUNDING AND SUSTAINABILITY OF PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated innovative funding and sustainability of secondary schools in Cross River State, Nigeria. Specifically, it examined the relationship between strategic fundraising programs, collaboration with non-governmental organizations (NGOs), and sustainability of secondary schools. Two null hypotheses were formulated to guide the study. The study adopted a correlational research design, with a population consisting of all 297 principals in public secondary schools in Cross River State. A census sampling method was employed, involving all 297 principals. Data collection was conducted using a researcher-designed questionnaire titled "Innovative Funding and Sustainability of Public Secondary Schools Questionnaire (IFSPSSQ)." The instrument was structured on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The validity of the questionnaire was established by three experts from the Departments of Educational Management and Educational Foundations (Measurement and Evaluation Unit) at the University of Calabar. The reliability of the instrument was determined using the Cronbach alpha method, yielding coefficient values of 0.78 and 0.84, respectively. Data analysis was performed using Pearson Product-Moment Correlation with the aid of the Statistical Package for Social Sciences (SPSS), version 26. The results revealed a statistically significant relationship between strategic fundraising programs, collaboration with NGOs, and sustainability of secondary schools in Cross River State. Based on the findings, the study concluded that innovative funding has a statistically significant relationship with sustainability of secondary schools in Cross River State, Nigeria. This study contributes to knowledge by emphasizing the role of innovative financial practices in addressing funding gaps, enhancing resources, and supporting educational infrastructure. The findings offer valuable insights for policymakers, administrators, and stakeholders on achieving long-term educational sustainability, particularly in developing regions. Among the recommendations, it was suggested that school principals actively seek collaborations with NGOs to establish partnerships that can provide additional resources and expertise for implementing innovative educational programs and enhancing school infrastructure.

KEYWORDS: Innovative Funding, Strategic Fundraising Programs, Collaboration with Non-Governmental Organizations, Sustainability.

INTRODUCTION

Education is one of the key instruments for achieving sustainability. Secondary education in Nigeria represents a vital tier of the educational system. It is the level of education students receive after primary school and serves as a pathway to tertiary education. This aligns with the broad goals of secondary education as defined by the Federal Government of Nigeria (FGN, 2013), which include preparing students for useful living and higher education attainment, among others. Madukwe et al. (2024) argue that no society can achieve significant growth and development without quality education. Achieving and sustaining the goals of secondary education depends, among other factors, on ensuring the long-term success and progress of these institutions.

In this context, the sustainability of secondary schools refers to their ability to maintain effective and high-quality operations over the long term. According to Ekpoh and Okpa (2017),

sustainability entails the capacity to support, maintain, and ensure that systems function properly. For secondary schools, it implies keeping all programs and activities functional to meet the current needs of students without compromising the ability to meet the needs of future generations (Igbokwe & Oteh, 2018; Obona et al., 2021). Nwogu and Moses (2020) emphasize that education, being the primary tool for achieving sustainability, must receive adequate attention.

The sustainability of secondary schools is a multifaceted concept aimed at ensuring the institutions' long-term success while fostering the development and well-being of students and their communities. This concept extends beyond financial stability to include academic excellence, community engagement, and environmental responsibility. In the secondary education system, sustainability involves maintaining and enhancing academic programs, the learning environment, and the school curriculum, which are essential



instruments for imparting knowledge, values, and skills that prepare students to face future challenges.

A central principle of sustainability is the understanding that initiating a program is insufficient without plans for its continuation. The objectives of secondary education, in line with the Sustainable Development Goals (SDGs), include ensuring that all learners have free access to equitable and quality education that leads to relevant outcomes. This requires providing the necessary tools for learners' success and strengthening national capacity to support the education sector (Bourn et al 2017; Culala & Vinuya, 2020). Another critical goal is eliminating gender disparities in classrooms by promoting equal access to education and vocational training for minorities, indigenous people, and children with disabilities (Education International, 2017). Inclusivity must also extend to conflict areas to ensure education's benefits reach all members of society. Consequently, sustainability in secondary schools involves aligning with the objectives of secondary education to preserve its benefits for students and society. Education for sustainability, as described by Ukpong and Uzoigwe (2020) and Obona et al (2021) involves learning how to create sustainable communities globally and locally.

Achieving sustainable secondary education goals requires a supportive learning environment, adequate facilities, and a relevant curriculum to foster students' positive attitudes toward sustainable learning (Ameh et al., 2018). There can be no sustainable development without quality education, as education trains the human mind to function effectively. A refined and transformed mind can discern right from wrong and understand the essence of living a meaningful and beneficial life. Education also facilitates the transfer of desirable qualities and values to others. The development of Nigerian society depends on its citizens receiving quality education, particularly at the tertiary level.

However, concerns about the quality of teaching, teacher attitudes, school management, and limited funding persist. Breadth et al (2014) highlight the poor state of secondary schools in Nigeria. Osha et al (2024) laments limited funding of secondary schools. Studies report that many public secondary school teachers demonstrate poor work attitudes, frequently miss work, lack dedication, and show reluctance to take on additional responsibilities. Other issues include unprofessional behavior regarding punctuality, instruction, and record-keeping (Obona et al., 2023; Obona & Sampson, 2019; Obona et al., 2024). Adaku and Obona (2024) further note that many school principals neglect the physical environment, making it unsafe for meaningful learning. Irikana and Weli (2019) observe that the education system often fails to equip students with the necessary knowledge, skills, and capacities for productivity due to inadequate infrastructure, learning facilities, and poor libraries. This shortfall results in the production of unqualified human resources lacking practical, technical skills and competencies essential for sustainable national development. If unaddressed, these challenges can hinder the sustainability of secondary education and the attainment of its goals.

The researchers observed an increasing concern about the quality of teaching and schooling, largely stemming from the belief that literacy impacts an individual's employability and the overall economic well-being of society. Poor education has become one of the greatest barriers to socio-economic transformation in Nigeria today. It is evident that graduates of secondary institutions in Nigeria often fail to acquire the skills necessary for employment or to contribute effectively to national development. This challenge is exacerbated by incessant and sometimes prolonged strikes by both academic and non-academic staff, which disrupt academic programs and negatively affect the learning process. These frequent disruptions have far-reaching implications for the quality of education, which is critical for sustainable development.

Providing sustainable education for the citizenry is an essential endeavor. However, achieving this goal is unattainable without adequate funding, which determines the rate at which the education system can develop and be sustained. Funding, as defined by Ogundele and Danbaba (2017), involves sourcing the necessary resources without solely depending on governmental capital and recurrent grants. It plays a pivotal role in the development of any educational system. Unfortunately, underfunding has been a significant issue in many African nations, including Nigeria. Ahmed (2011) noted that gross underfunding is a major challenge confronting education, particularly in secondary schools. This challenge is further compounded by reduced government revenues, economic instability, and the need to meet heavy and rising debt service obligations.

The Nigerian government, which is statutorily responsible for funding education, faces tight budget constraints due to the collapse of the oil market and increasing financial burdens. The issue of inadequate resources has resulted in declining staff welfare, reduced remuneration, and deteriorating working conditions and environments. In response to these challenges, the Federal Government, through the National Universities Commission (NUC), directed universities to generate 10% of their funds internally through various revenue diversification strategies (Ojule, 2016). This directive is also applicable to the secondary education sector. Furthermore, the Federal Government of Nigeria (FGN, 2013) acknowledged that education is an expensive social service, and its funding is a joint responsibility of the Federal, State, and Local governments, as well as the private sector. Consequently, school administrators are increasingly compelled to seek alternative funding sources to effectively manage their institutions.

Innovative school funding involves exploring creative and novel approaches to securing financial resources for educational institutions. While traditional methods rely on government allocations and local taxes, innovative strategies focus on diversifying revenue streams to enhance financial sustainability and support effective educational programs. These strategies require thinking beyond conventional funding sources and embracing forward-thinking approaches to meet the evolving needs of educational institutions. Ekpoh et al as cited in Ameh et al (2018), identified alternative funding



modes, such as providing consultancy services, establishing university farms, leasing university lands to private developers, expanding endowment earnings, creating small and medium-scale industries, commercializing sports facilities, and offering hotel services. Innovation, derived from the Latin word “*innovates*” meaning “altered,” in this context involves introducing new ideas or modifying existing approaches to generate funds for the education sector.

This study focuses on funding patterns that include strategic fundraising programs, and collaboration with non-governmental organizations. Strategic fundraising programs are carefully planned and organized activities designed to align with an organization’s goals and objectives, maximizing the impact of fundraising initiatives and ensuring long-term sustainability. These programs often involve engaging communities, alumni, and local businesses to secure donations. Non-governmental organizations (NGOs) also play a crucial role in funding education. Their participation addresses educational needs, particularly in areas where government resources are insufficient. Education is an expensive social service, and Osha et al. (2024) lament that secondary schools face challenges due to limited funding. As a result, financial contributions from NGOs, local communities, individuals, and other organizations are essential for the successful implementation of educational programs. According to Nakpodia (2011), various groups, such as business enterprises (especially oil companies), parent-teacher associations, alumni, and community development committees, contribute significantly to funding education in Nigeria. Their involvement highlights the importance of collaborative efforts in addressing the financial challenges facing the education sector.

STATEMENT OF PROBLEM

In public secondary schools in Cross River State, Nigeria, the sustainability of education faces significant threats due to insufficient government funding. This inadequacy manifests in poor infrastructure, inadequate teaching materials, underpaid teachers, and a lack of technological resources. Additionally, economic hardships within the community further reduce parental financial support for schools. The challenges are compounded by inconsistent power supply, limited opportunities for teacher development, outdated curricula, and low levels of community engagement. These interconnected issues jeopardize the quality and sustainability of the school system, necessitating a comprehensive approach to address financial, infrastructural, and educational deficiencies.

Managing secondary schools under these circumstances has become a monumental challenge for administrators, making the attainment of educational goals increasingly difficult. Teachers lack the necessary facilities and enabling environments to perform effectively. Consequently, students suffer the most, as they are deprived of proper training and development, leaving them ill-equipped to be productive and contribute meaningfully to society after graduation.

This dire situation raises critical concerns about the possibility of achieving meaningful and sustainable national development

when students are not receiving adequate training. The absence of modern facilities, instructional materials, and a conducive learning environment stemming from poor funding of secondary education further exacerbates the problem. In light of these challenges, developing alternative means of funding secondary education emerges as a potential solution to this persistent issue. Thus, the pertinent question arises: what is the relationship between innovative funding and the sustainability of public secondary schools in Cross River State, Nigeria?

PURPOSE OF THE STUDY

This study investigated innovative funding and sustainability of secondary schools in Cross River State, Nigeria. Specifically, the study sought to find out the relationship between:

1. Strategic fund-raising programmes and sustainability of public secondary schools in Cross River State.
2. Collaboration with non-governmental organizations and sustainability of public secondary schools in Cross River State.

RESEARCH HYPOTHESES

The following hypotheses were raised to guide study:

1. Strategic fund-raising programmes does not significantly relate with sustainability of public secondary schools in Cross River State.
2. Collaboration with non-governmental organizations does not significantly relate with sustainability of public secondary schools in Cross River State.

SIGNIFICANCE OF THE STUDY

The study may provide significant benefits to principals, teachers, students, and the government. For principals, the findings can assist in optimizing resource allocation, enabling them to enhance educational programs, improve infrastructure, and invest in teachers' professional development. This can lead to more effective management of school resources.

Teachers may benefit from the study through the promotion of training and professional development opportunities. By staying updated on innovative teaching methodologies, emerging technologies, and current educational research, teachers can enhance classroom instruction and improve student learning outcomes.

Students stand to gain improved educational experiences as a result of the study. This could include access to advanced technologies, expanded extracurricular activities, and enrichment programs that contribute to a more holistic and well-rounded education.

For the government, the study can provide insights to optimize resource allocation within the education sector. By improving the overall quality of education, the government can help develop better-prepared students, a more skilled workforce, and enhance national competitiveness on a global scale.



LITERATURE REVIEW

Strategic Fund-Raising Programmes and Sustainability of Secondary Schools

Educational financing involves contributions from federal, state, and local governments, as well as the private sector. Organizations such as the Education Tax Fund, Industrial Training Fund, and National Science and Technology Fund also address education funding needs (Akeke et al, 2020). Seimogha and Richard (2019) explored strategies for funding secondary education to achieve educational goals. Their study, involving 166 sampled principals from 286 public senior secondary schools, utilized a questionnaire titled "School Funding Strategies Questionnaire (SFSQ)" with a reliability coefficient of 0.72. The analysis identified five sources of funding and five challenges to secondary education funding. The study emphasized evaluating funding strategies to ensure effective and efficient funding and recommended leveraging internal and external funding sources, such as allied school businesses, to mitigate funding challenges.

In a study, Ubi and Egwu (2022) investigated the extent of fund-generation strategies in public secondary schools in Cross River State. The study examined fundraising through non-governmental organizations and fundraising programs, applying a descriptive survey design. All 286 principals in public secondary schools in the Ogoja, Ikom, and Calabar Education Zones participated, with 213 male and 73 female respondents. A structured questionnaire, "Extent of Strategies for Funds Generation in Public Secondary Schools Questionnaire (ESFGPSSQ)," was used, yielding a reliability coefficient of 0.77. The analysis revealed a low extent of fund-generation strategies through both non-governmental organizations and fundraising programs. In another study, Jack and Nwaogazie (2021) studied the management of innovative education in universities in Rivers State for sustainable development goals. Using a descriptive survey design, they sampled 400 respondents from three universities (one federal and two state universities) using proportionate stratified random sampling. Data collection relied on a questionnaire titled "Management of Innovative Education in Universities for Sustainable Development Goals in Rivers State Questionnaire (MIEUSDGQ)," with a reliability coefficient of 0.74. The findings identified strategic fundraising programs as effective management strategies for innovative education in universities.

Joseph et al (2023) examined the contribution of the parents-teachers platform fundraising strategy to the financial sustainability of public secondary schools in Moshi District Council, Tanzania. Guided by the Resource Dependence Theory, they adopted a mixed-method approach with a convergent design. The study sampled 12 schools, 12 heads of schools, 144 teachers, 12 parents, and 1 District Secondary Education Officer using various sampling techniques. Data collection employed questionnaires, interview guides, and document analysis, with validity ensured by research experts and a reliability coefficient of 0.721. The study revealed a lack of engagement with communities, alumni, and local businesses in fundraising, along with insufficient use of social media and crowdfunding. Recommendations included enhancing

fundraising strategies by engaging local businesses, alumni, and the broader community.

Collaboration with Non-Governmental Organizations and Sustainability of Secondary Schools

The rising demand for quality education and the associated financial constraints have emphasized the need for supplementary funding sources. Anthonia et al (2023) investigated the involvement of organizations and local communities in promoting access to Universal Basic Education (UBE) in South-West Nigeria. Using a descriptive survey with a sample of 1,920 teachers from Lagos, Ogun, and Oyo States, the study employed the Fee-Free Policy Impact of Universal Basic Education Descriptive Questionnaire (FPIUBEDQ) and analyzed the data using Simple Linear Regression Analysis. Results revealed that participation by non-governmental organizations (NGOs) and local communities positively impacted UBE access and the provision of materials. Recommendations included fostering collaboration between the government and these entities to enhance UBE funding.

Similarly, Ehiaghe et al. (2021) examined the contributions of the government and NGOs to secondary education in Benin City. Using a sample of four refurbished schools in Benin Metropolis and administering 40 questionnaires, their analysis with Chi-Square and percentage distribution techniques indicated that both the government and NGOs significantly improved the educational system in Benin City and Nigeria since independence. In a study by Bamidele and Abioye (2017), the role of NGOs in promoting literacy education was explored. This study highlighted the establishment of literacy centers by NGOs, particularly for individuals unable to attend formal education. The research concluded that NGOs positively impact literacy promotion, enabling beneficiaries to achieve their educational goals through adult literacy programs. Ehigiamusoe (2012) focused on private sector participation in secondary education in Nigeria and its implications for national development. Sampling 200 providers and recipients of private secondary education in the Federal Capital Territory, the study utilized the Private Sector Participation in Secondary Education (PSPSE) instrument and Chi-Square analysis. Findings revealed that students in private schools outperformed those in public schools, supported by better infrastructure. However, public schools contributed more to human resource development. Recommendations included enhanced private sector and NGO involvement to align private education with societal needs.

Additionally, Adu-Baffoe and Bonney (2023) explored the contributions of NGOs to basic education delivery in Tamale Metropolis, Ghana, focusing on ActionAid Ghana. Using a mixed-method approach guided by Oregon's Quality Education Model, the study engaged 114 respondents through purposive sampling. Quantitative data were analyzed descriptively, while qualitative data were analyzed with NVivo10 software. Results highlighted NGO contributions to infrastructure development, teacher capacity building, provision of learning materials, and community sensitization, all of which improved the quality of teaching and learning. These studies collectively emphasize the vital role of NGOs, local communities, and the private sector in



supplementing government efforts to enhance education access and quality in Sub-Saharan Africa.

SUMMARY OF LITERATURE REVIEW

The literature review revealed a significant relationship between the independent sub-variables (strategic fundraising programs and collaboration with non-governmental organizations) and the dependent variable (sustainability of public secondary schools). The reviewed studies highlighted the importance of developing revenue-generating strategies to supplement the low government budget allocations for schools. The literature review provided valuable insights into existing knowledge, aiding the researcher in constructing the study instrument, selecting an appropriate research methodology, and identifying research gaps. Notably, most of the studies cited were conducted in other regions of Nigeria. Furthermore, earlier research did not integrate the specific variables examined in this study nor provide empirical evidence on their interrelationship. Additionally, the purpose and methodologies of previous studies differed from those adopted in the present study. To address these gaps, this study was deemed necessary to investigate the relationship between innovative funding and sustainability of public secondary schools in Cross River State, Nigeria. By doing so, the study contributes to the existing body of knowledge and fills a critical gap in the literature.

METHODOLOGY

The study adopted a correlational research design, with a population consisting of all 297 principals in public secondary schools in Cross River State. The census method was utilized, involving all 297 principals. Data were collected using an instrument titled "Innovative Funding and Sustainability of Public Secondary Schools Questionnaire (IFSPSSQ)", structured on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire was preceded by a cover letter explaining the purpose of the study. The instrument was divided into two sections: Section A gathered demographic information such as sex, age, marital status, and educational background. Section B focused on the sub-variables of the study.

The validity of the instrument was confirmed by three experts from the Department of Educational Management and the Department of Educational Foundations (Measurement and Evaluation Unit) at the University of Calabar. Their suggestions

were incorporated into the final draft of the instrument. The reliability was assessed using the Cronbach alpha method, yielding coefficient values of 0.78 and 0.84, respectively.

For data collection, five research assistants were recruited and trained on the process. They obtained permission from school authorities before administering the questionnaire to respondents. All completed questionnaires were retrieved by the researchers, who then carefully reviewed them to ensure completeness. Out of 305 questionnaires distributed, 297 were correctly completed, representing an approximate return rate of 99%.

The questionnaire responses were organized according to the variables they were designed to measure. Positively worded items were scored as follows: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. For negatively worded items, the scoring pattern was reversed. The summed scores for each respondent were entered into statistical software for analysis.

Data analysis was conducted using Pearson Product-Moment Correlation, facilitated by the Statistical Package for Social Sciences (SPSS) version 26, and was based on the null hypotheses guiding the study. Results were presented in tabular format.

RESULTS

Hypothesis one

Strategic fund-raising programmes does not significantly relate with sustainability of public secondary schools in Cross River State. The two variables in this hypothesis are strategic fund-raising programmes and sustainability of public secondary schools. The result of the data analysis is presented in table 1. Table 1 showed the correlation coefficients between strategic fund-raising programmes and sustainability of public secondary schools. The correlation coefficient was statistically significant for sustainability of public secondary schools ($r = .69, p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected in terms of sustainability of public secondary schools. The result of the analysis implied that there is a statistical positive significant relationship between strategic fund-raising programmes and sustainability of public secondary schools in Cross River State, Nigeria.

TABLE 1

Pearson product moment correlation analysis of the relationship between strategic fund-raising programmes and sustainability of public secondary schools (n=297)

Variables	\bar{X}	S.D	r	Sig.
Strategic fund-raising programmes	19.80	3.23		
Sustainability of public secondary schools	19.18	3.18	.69*	.000

*Significant at $p < .05$ $df = 295$

Hypothesis two

Collaboration with non-governmental organizations does not significantly relate with sustainability of public secondary schools in Cross River State. The two variables in this hypothesis are collaboration with non-governmental organizations and sustainability of public secondary schools.

The result of the data analysis is presented in table 2. Table 2 showed the correlation coefficients between collaboration with non-governmental organizations and sustainability of public secondary schools. The correlation coefficient was statistically significant for sustainability of public secondary schools ($r = .80, p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is



rejected in terms of sustainability of public secondary schools. The result of the analysis implied that there is a statistical positive significant relationship between collaboration with

non-governmental organizations and sustainability of public secondary schools in Cross River State, Nigeria.

TABLE 2

Pearson product moment correlation analysis of the relationship between collaboration with non-governmental organizations and sustainability of public secondary schools (n=297)

Variables	\bar{X}	S.D	r	Sig.
Collaboration with non-governmental organizations	19.20	4.37		
Sustainability of public secondary schools	19.18	3.18	.80*	.000

*Significant at $p < .05$ $df = 295$

DISCUSSION OF FINDINGS

The result of hypothesis one indicated that there is a statistical positive significant relationship between strategic fund raising programmes and sustainability of public secondary schools in Cross River State. This result is not surprising because it shows that as public schools face budgetary constraints, school administrators constantly seek alternative ways of raising funds for school operations. Through strategic fundraising initiatives they are able to secure additional resources for essential needs such as facility maintenance, educational materials, extracurricular activities, and professional development for teachers. These funds contribute to creating an enriched learning environment, fostering student engagement, and improving academic outcomes. Moreover, this initiative helps secondary schools to develop partnerships with local businesses, community members, and alumni, thus establishing a sense of shared responsibility for the school's success. This implies that by diversifying revenue streams through well-planned fundraising efforts, public secondary schools can mitigate financial challenges, ensuring their long-term sustainability and the delivery of quality education to students. This level of relationship simply gave strength to a related findings by Seimogha and Richard (2019) whose study concludes that the evaluations of funding strategies is necessary for effective and efficient school funding in order to achieve secondary educational goals. This is also in harmony with the findings of Jack and Nwaogazie (2021) that strategic fund raising programmes are management strategies for innovative education in universities.

The result of hypothesis two indicated that there is a statistical positive significant relationship between collaboration with non-governmental organizations and sustainability of public secondary schools in Cross River State. This result is possibly because the increasing demand for better education is a motivation for secondary school administrators to seek for supplementary sources of funds through collaboration with non-governmental organizations. This plays an indispensable role in the development of secondary school across the nation. Collaboration with non-governmental organizations (NGOs) helps to bring in additional resources, expertise, and support crucial for addressing multifaceted educational challenges. Beyond financial contributions, NGOs may offer mentorship, teacher training, and capacity-building programs to enhance the professional development of teachers. This is integral to the sustainability of public secondary schools. This implies that by diversifying revenue streams through alliances with NGOs, public secondary schools can tap into a broader network of

resources and knowledge to help foster resilience and sustainability in the face of evolving educational demands and societal needs.

The study finding of this study is similar to that of Anthonia et al (2023) who reveal that the participation of non-governmental organizations and local communities had a significant positive impact on access to Universal to Universal Basic Education. The finding equally aligns with that of Ehiaghe et al (2021) who found that the contributions of both Government and NGO were responsible for the positive improvement in the educational system in Benin City and in Nigeria since independence. Similarly, the findings of Adu-Baffoe and Bonney (2023) is not at variance with the finding of this study. Their study showed that infrastructure development, provision of teaching and learning materials, capacity development of teachers, contribute to improved quality teaching and learning.

CONCLUSION

The findings of this study revealed that strategic fundraising programs and collaboration with non-governmental organizations have a significant relationship with the sustainability of secondary schools in Cross River State. Based on these findings, it was concluded that innovative funding has a statistically significant relationship with the sustainability of secondary schools in the state

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals should design and implement comprehensive strategic fundraising programs tailored to meet the specific needs of their secondary schools, promoting community involvement and ensuring sustained financial support.
2. Principals should proactively pursue collaborations with non-governmental organizations to establish partnerships that offer additional resources and expertise, supporting innovative educational initiatives and enhancing school infrastructure.

Contribution to Knowledge

This study contributes to knowledge by providing empirical evidence on the effectiveness of alternative funding strategies, such as strategic fundraising programs and collaborations with non-governmental organizations, in ensuring the sustainability of secondary schools. It highlights the practical role of innovative financial practices in addressing funding gaps,



improving resource availability, and supporting educational infrastructure and programs. The findings offer insights for policymakers, school administrators, and stakeholders on effective approaches to achieve long-term educational sustainability. Additionally, it adds to the body of literature on education finance, particularly in developing regions, and serves as a basis for future research in similar contexts.

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