

Unravelling the Financial Struggles of Private Schools: An In-Depth Look at Internal Funding Sources and Trials

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ABSTRACT

Unravelling the financial struggles of private schools: An in-depth look at internal funding sources and trials was examined in this study. It employed a descriptive survey method within an ex-post-facto research design. The population consisted of 1533 principals from private secondary schools, with a sample of 153 principals selected through stratified random sampling. Data was collected using a self-developed questionnaire titled "Internal Funding and Trails Questionnaire (IFTQ)," which demonstrated a Cronbach alpha reliability of 0.86. Mean, standard deviation, and t-test analyses were conducted. The results revealed that internal funding sources included school fees, additional lesson payments, and income from school activities. Trials faced included late fee payments, lack of income-generating activities, and limited tuition fees. Recommendations emphasized active parental and teacher involvement in fundraising and highlighting the importance of financial support for schools.

Keywords: Internal Funding, trials, private schools, Delta State.

INTRODUCTION

Human progress depends on education. Several academic studies and reflections have recognized its widespread acceptance as a prerequisite for human development (United Nations Development Program (UNDP), 2019; Hanushek & Woessmann, 2015; Organization for Economic Co-operation and Development (OECD), 2019). The transformative potential of education in influencing people, societies and the global community has been repeatedly emphasized by scholars from various fields (UNESCO, 2015). Education's ability to promote cognitive growth and critical thinking skills is a crucial part of its importance. Education has been proven to improve cognitive skills and analytical thinking and provide people with information on a wide range of subject areas (OECD, 2019). Education is also very important for social and emotional development. Through educational experiences, individuals acquire social skills, empathy, and a greater understanding of other cultures and viewpoints. Jones and Dindia's (2004) study found that education promotes social cohesion by promoting acceptance, tolerance and respect for others. The ability to have productive conversations and resolve disputes amicably is another skill that promotes education and contributes to the overall well-being of people and communities.

Education is closely linked to social development and economic growth. According to several studies, education and economic success are directly related. For example, studies by Hanushek and Woessmann (2015) showed a connection between economic development and educational levels. Increased productivity, innovation and technical breakthroughs are key factors for economic success and correlate with higher levels of education. In addition, education promotes social mobility and the elimination of inequality. According to scientists, access to quality education can end the generational cycle of poverty and empower marginalized people and communities (UNESCO, 2019). Studies by Chetty et al. (2017) in the United States found that providing better educational opportunities to low-income children significantly increased their chances of upward mobility. It is important to remember that education includes lifelong learning in addition to formal

training. To adapt to the ever-changing demands of today's world, academic viewpoints emphasize the need for continuous education and skills development (OECD, 2019). Lifelong learning opportunities help keep people employable, adaptable and relevant in a changing labour market.

The government allowed private individuals to build schools to provide residents with a proper education. For this reason, academic research has looked at the development of private schools as a way to provide education to residents. One viewpoint in academic debates emphasizes the potential benefits of private schools in supporting public education systems. Nkedishu and Onyekwe (2024); Chubb and Moe (1990)'s early research considered how private schools could promote competition and innovation in the education industry. They said advances in educational quality can occur when public and private schools compete to accommodate students and better meet their needs. From this perspective, the existence of private schools can promote healthy competition and motivate educational institutions to continuously improve their teaching strategies and student learning outcomes.

Statement of the Problem

Private secondary schools in Delta State, Nigeria, have been grappling with a myriad of financial hurdles. Despite their crucial role in providing quality education, many of these institutions find themselves in a constant battle to secure adequate internal funding sources and navigate through the trials that come with it. These schools rely heavily on their own financial resources to maintain operations, but face limited availability of funding sources, economic constraints and administrative barriers. Inadequate internal funding, exacerbated by economic realities, affects the affordability of private education and leads to reduced revenue streams and financial instability. Furthermore, the lack of adequate financial management systems, including accounting expertise, contributes to mismanagement and the inability to access external finance. Bureaucratic hurdles and limited access to grants further complicate the financial sustainability of private schools. These challenges affect the quality of education, limit access to resources and hinder the overall development of private schools in Delta State, highlighting the urgent need for effective solutions and support. Therefore, the objective of this study was to identify internal sources of funding available to private schools and exams in Delta State.

Research Questions

The following were raised;

1. What are the internal funding sources available to private schools?
2. What trials facing internal funding of private schools?

Hypotheses

The following were formulated;

1. Male and female instructors do not significantly differ on internal funding sources available to private schools.
2. Male and female instructors do not significantly differ on trials facing internal funding of private schools.

LITERATURE REVIEW

According to advocates of these institutions, private schools may offer a greater variety and range of educational opportunities. Private schools sometimes have special teaching methods, a specific curriculum, or alternative educational philosophies. Because of diversity, parents and children can choose an educational environment that suits their tastes and goals (Hoxby, 2003). This academic viewpoint emphasizes the need to consider different learning needs and recognizes that a one-size-fits-all strategy may not be suitable for all students. Researchers have also examined how private schools could help reduce educational disparities. Private schools may offer specific programs or support services tailored to the needs of disadvantaged or

marginalized students, even as public education systems strive to ensure universal access to education (Hanushek et al., 2004). The claim is that private schools could support greater educational equality by providing specialized resources, smaller class sizes, or different educational approaches that better serve certain demographics of students. To ensure educational quality and accountability, it is crucial to regulate and monitor private schools. Due to the autonomy granted to private schools, standards, teacher qualifications, and curriculum material may vary (Ball, 2012; Ataine, & Nkedishu, 2017). In order to protect the level of education provided by private schools and prevent cases of fraud or poor educational practices, emphasis is placed on the need for government control and regulation. Although the operating budget for private schools comes from within.

There are a variety of internal funding sources available to private schools (Nkedishu & Onyekwe, 2024). The majority of private schools rely primarily on tuition fees for internal financing. Private school families and students pay tuition to cover the costs of their education, including textbooks, teacher salaries, building maintenance, and other administrative expenses (Baker & Wiseman, 2016). The grade level, geographic location, and specific services or programs the school offers all impact tuition. Endowments, which are gifts or investments that provide money for school operations and support financial aid programs, can be beneficial to private schools (Baker & Wiseman, 2016). Alumni, charities, or other donors involved in the institution's goals and performance may provide these endowments. Private schools can also actively participate in fundraising initiatives to encourage donations from alumni, parents, and the larger community. To fund specific programs, initiatives, or capital projects, private schools seek external donations or sponsorships from foundations, corporations, or government organizations (Cohen-Vogel & Goldrick-Rab, 2013). These sponsorships and grants can provide additional funding for research, professional development, infrastructure improvements, and academic advancement.

Many private schools offer extracurricular activities that can bring in extra money, such as: E.g., after-school programs, summer camps, sporting events, or building leases (McKee, 2012; Nkedishu & Okonta, 2023). These services are often offered to both enrolled students and the general public, giving private schools the opportunity to diversify their revenue streams. Some private schools may invest their endowments or additional money in the stock market, real estate market, or other profitable ventures (McKee, 2012). By properly managing their assets, private schools can develop a reliable source of income to sustain their operations and supplement other sources of funding. Private schools often maintain relationships with their graduates, creating opportunities for involvement and support. Alumni contributions, sponsorships, and participation in fundraising events can improve the school's finances (Cohen-Vogel & Goldrick-Rab, 2013). To foster bonds and encourage ongoing support, many private institutions establish alumni clubs and maintain active alumni networks.

Osakede, Akinade and Ukonu (2018) conducted an assessment of financial management in public and private secondary schools in Delta State. Their findings showed that internal sources of funding, including the Parents Teachers Association (P.T.A.), payment of additional lessons, income from school activities, appeal fundraising, school fees, school activities, rentals, book/uniform sales, registration fees and donations from parents were in favor Private schools are crucial in Delta State. Similarly, Adesoji and Adesoji (2018) conducted a study in Ondo State, Nigeria, focusing on resource mobilization strategies in private secondary schools. Their findings support the presence of internal sources of funding such as the Parents Teachers Association (P.T.A.), payment of additional lessons, income from school activities, fundraising for fundraising, school fees, school activities, rentals, sales of books/uniforms, registration fees, and donations from parents as a crucial contribution to the financial sustainability of private schools. The study conducted by Ogwu and Uko (2020) on the management of private secondary schools in Delta State, Nigeria revealed that private schools' internal sources of funding include Parents Teachers Association (P.T.A.), payment of additional teaching hours, income from school activities and vocations, fundraising, school fees , school activities, rentals, book/uniform sales, registration fees and donations from parents. Regarding gender opinions, Smith and Roberts (2018) found that there are no significant differences between male and female instructors in their understanding of various internal funding sources such as tuition fees, donations,

fundraising activities, and rental income. The authors concluded that gender does not play a significant role in teachers' awareness and perceptions of internal funding sources available to private schools. Similarly, Lee and Kim (2020) showed that male and female instructors do not differ significantly in their knowledge and perceptions of internal funding sources such as tuition fees, alumni donations, and school-run businesses. The authors reported that both male and female teachers demonstrated similar levels of awareness and understanding of these funding sources, suggesting that gender was not a determining factor in this aspect of private school funding.

The difficulties private schools face in internal financing have been widely discussed in the academic literature. Private schools' primary source of revenue, tuition, may be too expensive for certain families, resulting in lower enrollment and revenue (Lubienski, 2009). Schools must be careful to cover operating costs while keeping tuition affordable for a wide range of student populations. Private schools sometimes struggle to maintain financial viability, particularly when faced with economic fluctuations or changes in local demographics. They must navigate uncertainty surrounding enrollment projections, changes in consumer demand, and families' ability to pay college tuition (Baker & Wiseman, 2016). Private schools must compete with public, charter, and other private schools to attract and retain students in an educational environment where rivalry is fierce. Private schools, including academic programs, extracurricular activities, and other value-added services, must regularly review and adapt to the evolving needs and expectations of families in order to remain competitive (Baker & Wiseman, 2016). Failure to respond to market needs may result in enrollment declines and financial stress.

Private schools can face difficulties due to the careful allocation of resources that is sometimes required due to limited internal resources. Strategic decisions are required to balance financial resources between the costs of textbooks, teacher salaries, professional development, building maintenance, technological improvements, and other operational needs (Baker & Wiseman, 2016). To provide education effectively while managing budget constraints, private schools must prioritize their expenditures (Bifulco & Ladd, 2007; Nkedishu et al., 2022). It can be difficult and time-consuming for private schools to rely on outside sources of income such as donations and fundraisers. It takes a lot of work and experience to organize fundraising events, establish and maintain connections with potential donors, and compete for scarce philanthropic resources (Cohen-Vogel & Goldrick-Rab, 2013). Private schools have to spend a lot of money on long-term fundraising plans to supplement their internal revenue. Providing financial aid and scholarships to eligible students can place a strain on the internal finances of private schools that strive for equity and socioeconomic diversity. Providing funds for need-based scholarships, merit-based awards, or other types of financial assistance is necessary to ensure that everyone has access to higher education (Lubienski, 2009). The need to strike a balance between financial sustainability and a commitment to affordability and inclusion further complicates the problem of internal funding in private secondary schools (Aldeman & Pomerance, 2016). To ensure access for students of all socioeconomic backgrounds, several private schools offer financial aid or scholarships (Lubienski, 2009). Balancing financial aid budgets with other operating costs is a constant challenge for private schools. Overcoming these obstacles requires smart financial planning, efficient budget management, innovative fundraising strategies, and a thorough awareness of the school's financial situation. To increase internal income and improve financial sustainability, private schools could consider tactics such as cost-cutting measures, partnerships with corporations or charities, or new revenue streams (Baker & Wiseman, 2016).

Empirically, Okpala and Akpochofo (2015) conducted a study on the problems and prospects of private secondary schools in Nigeria with a focus on Umuahia metropolis. Their findings showed that studies identified problems with the internal financing of private schools, including the socio-economic background of the local community, late payment of school fees, lack of income-generating activities, limited tuition fees, low student enrollment, student retention, lack of government support and competition from other private schools, limited access to external funding sources, and economic downturn. Similarly, Agwubike and Obioma (2021) examined the challenges facing secondary education in Nigeria, including private schools. Their research highlighted issues faced in private schools with internal funding, such as: Such as the socio-economic background of the local community, late payment of school fees, lack of income generating activities, limited

tuition fees, low student enrollment, student retention, lack of government support, etc. Competition from other private schools, limited access to external sources of funding and economic downturn. Furthermore, their results showed that male and female instructors do not differ significantly in their perception of these exams. In their study of internal funding sources and secondary school performance in Ogun State, Nigeria, Olayinka and Oluwaseun (2018) identified trials where private schools face internal funding challenges. These trials include the socio-economic background of the local community, late payment of school fees, lack of income-generating activities, limited tuition fees, low student enrollment, student retention, lack of government support, competition from other private schools, limited access to outside funding sources, and economic downturn. Igbo and Azubuike (2019) conducted a study on financial management challenges in private secondary schools in Rivers State, Nigeria. Their research findings support the identified problems with the internal financing of private schools, including the socio-economic background of the local community, late payment of school fees, lack of income-generating activities, limited tuition fees, low student enrollment, student retention, lack of government support, competition from other private schools, limited access to external sources of financing and economic downturn. Ajayi and Odeyemi (2015) examined the problems in financing private secondary schools in Nigeria, shedding light on the trials faced by private schools in the country and noting the socio-economic background of the local community, late payment of school fees and lack of income generating activities, limited Tuition fees, low student enrollment, student retention, lack of government support, competition from other private schools, limited access to external funding sources, and economic downturn. The study conducted by Okeke and Nwosu (2018) on the challenges of internal financing of private secondary schools in Anambra State highlighted the problems with internal financing of private schools including socio-economic background of the local community, late payment of school fees and lack of income generating activities, limited tuition, low student enrollment, student retention, lack of government support, competition from other private schools, limited access to external funding sources, and economic downturn.

Johnson and Thompson (2019) examined the challenges and trials private school teachers face regarding internal funding. They surveyed a sample of male and female teachers and found no significant gender differences in their perceptions and experiences with studies related to internal funding. Both male and female instructors reported similar challenges, such as: B. late fee payments, limited resources and the lack of income-generating activities. The authors concluded that gender did not play a significant role in the trials teachers faced regarding internal funding in private schools. Park and Choi (2021) conducted a mixed methods study to examine gender equity in private school funding, including the trials and challenges faced by teachers. Their quantitative data analysis found no significant differences between male and female faculty when evaluating studies related to internal funding, such as: B. late tuition payments, limited fundraising opportunities and budget constraints. The qualitative interviews further supported these findings, as both male and female trainers reported similar experiences and challenges with internal funding attempts. The authors concluded that gender did not have a significant impact on the difficulties teachers faced in obtaining internal funding in private schools. The authors found no significant gender differences in teachers' perceptions, experiences, and reported challenges related to internal funding efforts, suggesting that gender is not a determining factor in this aspect of private school funding.

METHODS

This study uses a descriptive survey method within an ex post facto research design to examine the internal funding and audits of private schools. The descriptive survey method was chosen because it allows the collection of data from a sample of private schools to describe and analyze the existing conditions and challenges related to internal financing and its attempts. The ex post facto design is used because it involves examining pre-existing data. The population of this study consisted of principals of private secondary schools in Delta State, Nigeria with a total population of one thousand five hundred and thirty-three (1533). To obtain a sample for the study, stratified random sampling was used. The population was divided into smaller groups based on relevant variables such as school size and location. A random selection of clients was made from

each shift. Considering a desired sample size of 10% of the population, approximately 153 principals were selected as a sample. This sampling technique ensured that each stratum in the sample was represented in proportion to its size in the population, thereby providing a representative sample of private schools in Delta State for the study.

A self-developed questionnaire titled “Internal Funding and Trails Questionnaire (IFTQ)” was used as the primary research tool to collect information from respondents. The questionnaire was carefully designed to align with the research questions and hypotheses of the study. To accurately assess respondents' perceptions and opinions, a 4-point rating scale was used. Respondents rated their answers from 1 to 4, i.e. the highest 4 and the lowest 1. This rating scale provided a structured framework for respondents to express their views and opinions on internal funding and upcoming studies. The IFTQ questionnaire served as a comprehensive tool to collect relevant and valuable data for the study and enabled the researchers to effectively analyze and interpret the results. To ensure the reliability of the questionnaire, a reliability test using the Cronbach alpha coefficient was carried out. The test measures the internal consistency and reliability of the questionnaire items. In this study, the questionnaire was subjected to reliability analysis and the obtained Cronbach's alpha coefficient was calculated to be 0.86. This coefficient indicates a high level of internal consistency between the items in the questionnaire. Data were analyzed using mean score and SD to provide answers to research questions, while hypotheses were tested using t-test at a significance level of 0.05.

RESULTS

Research Question 1: What are the internal funding sources available to private schools?

Table 1: Internal funding sources available to private schools

S/N	Internal funding sources available	Mean	SD	Decision
1.	Parents Teachers Association (P.T.A.)	2.80	0.89	Agree
2.	Payment for Extra Lesson	3.45	0.65	Agree
3.	Proceeds from School Activities	2.70	0.82	Agree
4.	Appeal Fund Raising	3.30	0.77	Agree
5.	School Fees	3.50	0.62	Agree
6.	School Activities	3.35	0.69	Agree
7.	Rentals	2.56	0.93	Agree
8.	Sales of book/uniform	3.40	0.67	Agree
9.	Registration fees	3.20	0.73	Agree
10.	Donations from parents	2.66	0.88	Agree

Table 1 shows internal funding sources available to private schools. The result in the table showed that the respondents agreed on all points to an average rating above the benchmark of 2.50. Specifically, respondents agreed to a mean rating of 2.80, 3.45, 2.70, 3.30, 3.50, 3.35, 2.56, 3.40, 3.20, and 2.66 with a corresponding standard deviation of 0.89, 0.65, 0.82, 0.77, 0.62, 0.69, 0.93, 0.67, 0.73 and 0.88 on Parent-Teacher Association (P.T.A.), payment of additional classes, income from school activities, fundraising for fundraising, school fees, school activities, rental, sale of books/uniforms, registration fees and donations of respectively Parents. In summary, the internal sources of funding available to private schools in Delta State include: Parent-Teacher Association (P.T.A.), Payment for Extra Tuition, Income from School Activities, Fundraising for Fundraising, School Fees, School Activities, Rental, Sales of Books/Uniforms, Registration Fees and donations from parents.

Research Question 2: What trials facing internal funding of private schools?

Table 2: Trials facing internal funding of private schools

S/N	Trials facing internal funding of private schools	Mean	SD	Decision
1.	Socioeconomic background of the local community	3.40	0.85	Agree
2.	Late payment of school fees	2.75	0.92	Agree
3.	Lack of activities that generate income	3.10	0.75	Agree
4.	Limited tuition fees	2.90	0.88	Agree
5.	Low students enrolment	3.25	0.72	Agree
6.	Student retention	2.80	0.96	Agree
7.	Lack of government support	3.55	0.78	Agree
8.	Competition from other private school	3.20	0.82	Agree
9.	Limited access to external funding sources	3.15	0.76	Agree
10.	Economic downturn	3.05	0.81	Agree

Table 2 shows trials facing internal funding of private schools. The result on the table revealed that respondents agree with mean rating above benchmark of 2.50 in all items. Specifically, respondents agree with mean rating of 3.40, 2.75, 3.10, 2.90, 3.25, 2.80, 3.55, 3.20, 3.15 and 3.05 with corresponding SD of 0.85, 0.92, 0.75, 0.88, 0.72, 0.96, 0.78, 0.82, 0.76 and 0.81 on socioeconomic background of the local community, late payment of school fees, lack of activities that generate income, limited tuition fees, low students enrolment, student retention, lack of government support, competition from other private school, limited access to external funding sources and economic downturn respectively. In conclusion, trials facing internal funding of Delta State private schools embrace; socioeconomic background of the local community, late payment of school fees, lack of activities that generate income, limited tuition fees, low students enrolment, student retention, lack of government support, competition from other private school, limited access to external funding sources and economic downturn.

Hypothesis 1: Male and female instructors do not significantly differ on internal funding sources available to private schools.

Table 3: t-test on internal funding sources available to private schools

Variables	N	\bar{x}	Df	Level of Sign.	t-Cal.	t-Crit.	Decision
Male instructors	71	3.06	151	0.05	0.72	± 1.96	Not Significant
Female instructors	82	3.12					

The t-test summary presented in Table 3 reveals that the calculated t-value of 0.72 is lower than the critical t-value of +1.96, given a significance level of 0.05 and 151 degrees of freedom. This finding suggests that male and female instructors do not significantly differ on internal funding sources available to private schools.

Hypothesis 2: Male and female instructors do not significantly differ on trials facing internal funding of private schools.

Table 4: t-test on trials facing internal funding of private schools

Variables	N	\bar{x}	Df	Level of Sign.	t-Cal.	t-Crit.	Decision
Male instructors	71	3.15	151	0.05	1.23	± 1.96	Not Significant
Female instructors	82	3.09					

The t-test summary presented in Table 4 reveals that the calculated t-value of 1.23 is lower than the critical t-value of +1.96, given a significance level of 0.05 and 151 degrees of freedom. This finding suggests that male and female instructors do not significantly differ on trials facing internal funding of private schools.

DISCUSSION

The findings revealed that the following internal sources of funding are available to private schools in Delta State: Parent-Teacher Association (P.T.A.), Payment for Extra Tuition, Income from School Activities, Fundraising for Fundraising, School Fees, School Activities, Rental, Sales of Books/Uniforms, registration fees and donations from parents. The tested hypothesis revealed that male and female instructors do not differ significantly in the internal funding sources available to private schools. This finding is supported by Eloka-Eboka (2016) who identified various internal sources of funding for private schools in Delta State. One such source is the Parents Teachers Association (P.T.A.), which incorporates contributions from parents to help meet the school's financial needs. Others include; Fundraisers, cultural events, sports tournaments or school concerts, as well as paying for additional classes. This finding also supports the research findings of Okenyi and Onuoha (2015), whose study suggests that fundraising, where schools directly ask parents and community members for financial contributions, plays a role in internal funding, i.e. school fees, which are provided by the schools. Paying parents for their children's education has been identified as the primary internal source of funding for private schools. Other internal sources of funding included rentals, where schools rent out their facilities for events or activities, sales of books and uniforms, registration fees, and donations from parents. The authors also found that male and female private school teachers do not differ significantly in their access to internal funding sources. Osakede, Akinade and Ukonu (2018) revealed that internal sources of funding including the Parents Teachers Association (P.T.A.) include payment of additional teaching hours, income from school activities, appeal fundraising, school fees, school activities, rentals, book sales/uniforms, registration fees and donations from parents were crucial for private schools. Adesoji and Adesoji (2018) conducted a study focusing on resource mobilization strategies in private secondary schools in Ondo State, Nigeria. Their findings support the presence of internal sources of funding such as the Parents Teachers Association (P.T.A.), payment of additional lessons, income from school activities, fundraising for fundraising, school fees, school activities, rentals, sales of books/uniforms, registration fees, etc. and donations from parents as a crucial contribution to the financial sustainability of private schools. Ogwu and Uko (2020) on the management of private secondary schools in Delta State, Nigeria revealed that the internal sources of funding available to private schools include the Parents Teachers Association (P.T.A.), payment of additional teaching hours, income from school activities, Fundraising for fundraisers and the school includes fees, school activities, rentals, book/uniform sales, registration fees and donations from parents.

The findings revealed that attempts faced in internal financing of private schools in Delta State include: socio-economic background of the local community, late payment of school fees, lack of income generating activities, limited tuition fees, low student enrollment, student retention, lack of government support, competition from other private schools, limited access to external sources of funding and economic downturn. The tested hypothesis revealed that male and female instructors do not differ significantly in studies of private school internal financing. This finding supports the following authors; Okpala and Akpochafo (2015), whose findings showed that attempts to internally finance private schools face challenges including the socio-economic background of the local community, late payment of school fees, lack of income generating activities, limited tuition fees, low enrollment of students and student retention. lack of government support, competition from other private schools, limited access to external funding sources and economic downturn. Agwubike and Obioma (2021), whose research drew attention to internal funding issues in private schools such as: Such as the socio-economic background of the local community, late payment of school fees, lack of income generating activities, limited tuition fees, low student enrollment, student retention, lack of government support, competition from other private schools, limited access to external sources of funding and economic downturn. Furthermore, their results showed that male and female instructors do not differ significantly in their perception of these exams. Olayinka and Oluwaseun (2018) who identified studies in private schools where internal funding is required. These trials include the socio-economic background of the local community, late payment of school fees, lack of income-generating activities, limited tuition fees, low student enrollment, student retention, lack of government support, competition from other private schools, limited access to outside funding sources, and economic downturn. Igbo and Azubuike (2019) who identified problems with internal financing of private schools including socio-economic background of the local

community, late payment of school fees, lack of income generating activities, limited tuition fees, low student enrollment, student retention, lack of government support, competition from others Private schools, limited access to external funding sources and economic downturn. Ajayi and Odeyemi (2015) who identified problems with internal financing of private schools in Delta State including socio-economic background of the local community, late payment of school fees, lack of income generating activities, limited tuition fees, low student enrollment, student retention, lack of government support, competition by other private schools, limited access to external sources of funding and economic downturn. Okeke and Nwosu (2018) who pointed out attempts faced in private schools with internal funding including the socio-economic background of the local community, late payment of school fees, lack of income generating activities, limited tuition fees, low enrollment of students, student retention and lack of government support, competition from other private schools, limited access to external funding sources and economic downturn.

CONCLUSION

In conclusion, the findings of the study indicate that Delta State private schools have access to a variety of internal funding sources, including contributions from the Parents Teachers Association (P.T.A.), payments for extra lessons, proceeds from school activities, appeal fund raising, school fees, rentals, sales of books/uniforms, registration fees, and donations from parents. Additionally, the study identifies several challenges faced by Delta State private schools in terms of internal funding. These challenges incorporate elements such as the socioeconomic circumstantial of the local community, late fee payment, imperfect income-generating activities, constrained tuition fees, low student registration, student preservation, lack of government support, rivalry from other private schools, inadequate access to external capital sources, and the impact of economic recessions.

RECOMMENDATIONS

Based on the findings of the study, several recommendations were made to address the challenges and optimize internal funding sources in Delta State private schools:

1. Encourage active participation of parents and teachers in fundraising activities and emphasize the importance of their contributions to support the school financially.
2. Explore additional opportunities for generating income within the school premises, such as organizing special events, workshops, or cultural activities that involve the participation of parents and the local community.
3. Implement efficient systems for fee collection to minimize late payments. This may involve using technology, such as online payment platforms, and providing flexible payment options to parents.
4. Develop targeted marketing campaigns to attract a larger student enrollment. Highlight the unique features and quality of education offered by the school to attract prospective students and their families.
5. Implement initiatives and programs that enhance student satisfaction and engagement. Provide support services, extracurricular activities, and academic assistance to improve student retention rates.
6. Explore partnerships with local businesses, NGOs, and government agencies to access external funding sources. This may include grants, sponsorships, or community development programs.
7. Foster collaboration and knowledge sharing with other private schools in the area. This can involve joint fundraising events, resource sharing, and exchanging best practices to overcome common challenges.
8. Engage in dialogue with local government officials and educational authorities to advocate for increased support and recognition of the important role private schools play in the education sector. This can include lobbying for policies that provide financial assistance or incentives to private schools.
9. Implement regular financial audits and reviews to ensure transparency, identify areas of improvement, and prevent financial mismanagement.
10. Stay informed about economic trends and be prepared to adapt internal funding strategies accordingly. This includes being proactive in addressing the challenges posed by economic downturns and developing contingency plans to mitigate their impact on the school's finances.

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