

**ASSESSMENT OF THE CONTRIBUTIONS OF NON-GOVERNMENTAL  
ORGANISATIONS TO THE DEVELOPMENT OF SECONDARY EDUCATION IN  
NORTH-CENTRAL GEOGRAPHICAL ZONE, NIGERIA**

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FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA**

**MARCH, 2021**

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**BEING A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT OF THE  
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA NIGERIA**

**MARCH, 2021**

## **DECLARATION**

The researcher Yusuf IBRAHIM hereby declare that this thesis titled ASSESSMENT OF THE CONTRIBUTIONS OF NON-GOVERNMENTAL ORGANIZATIONS TO THE DEVELOPMENT OF SECONDARY EDUCATION IN NORTH-CENTRAL GEOGRAPHICAL ZONE, NIGERIA has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from literature was duly acknowledged in the text and list of references provided. To the best of the researcher's knowledge, this thesis has not been previously presented or submitted by anyone anywhere either in part or whole for higher degree.

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**Date**

## CERTIFICATION

This theses titled ASSESSMENT OF THE CONTRIBUTIONS OF NON-GOVERNMENTAL ORGANIZATIONS TO THE DEVELOPMENT OF SECONDARY EDUCATION IN NORTH-CENTRAL GEOGRAPHICAL ZONE, NIGERIA submitted by Yusuf IBRAHIM meets the regulations governing the award of Doctor of Philosophy in Education (Educational Administration and Planning) in the department of Educational foundations and curriculum, Ahmadu Bello University Zaria and is hereby approved for its contribution to knowledge and literature presentation.

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## **DEDICATION**

To my father Alhaji Ibrahim Iliyasu and my mother's Malama Amina Ibrahim and Malama Maryam Ibrahim

## ACKNOWLEDGEMENTS

First and foremost the researcher wishes to thank and appreciate Allah (S.W.T) for making the completion of this programme a reality. He saw me through thick and thin, I remain permanently indebted and subservient to Him alone.

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	<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
COVER PAGE		i
TITLE PAGE		ii
DECLARATION		iii
CERTIFICATION		iv
DEDICATION		v
ACKNOWLEDGEMENTS		vi
TABLE OF CONTENTS		vii
LIST OF TABLES		xiii
OPERATIONAL DEFINITION OF TERMS		xiv
LIST OF ABBREVIATIONS		xv
ABSTRACT		x
<b>CHAPTER ONE: INTRODUCTION</b>		
1.1	Background to the study	1
1.2.	Statement of the problem	4
1.3	Objectives of the study	6
1.4	Research Questions	6
1.5	Hypotheses	7
1.6	Basic assumptions	8
1.7	Significance of the study	9
1.8	Scope of the Study	10
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>		
2.1	Introduction	11
2.2	Conceptual Framework	11
2.2.1	Concept of Stakeholders	12

2.2.2	Concept of Non- Governmental Organizations	12
2.2.3	Concept of Development	15
2.2.4	Concept of Secondary Education	18
2.2.5	Concept of Capacity Building	19
2.2.6	Concept of Teaching Facilities	23
2.2.7	Concept of Learning Facilities	24
2.2.8	Concept of Supervision of Instruction	24
2.3	Theoretical Framework	26
2.4	Non-Governmental Organizations	29
2.4.1	Objectives of Non- Governmental Organisations	33
2.4.2	Types of Non-Governmental Organizations	38
2.4.3	Non-Governmental Organizations Activities in Secondary Schools in Nigeria 42	
2.5	Capacity Building	45
2.5.1	Forms of Capacity Building	50
2.5.2	Models of Capacity Building	52
2.6	Provision of Teaching Facilities	54
2.6.1	Utilization and Maintenance of Teaching Facilities	57
2.7	Provision of Learning Facilities	72
2.7.1	Utilization and Maintenance of Learning Facilities	75
2.8	Supervision of Instruction	84
2.8.1	Why Instructional Supervision in Schools	86
2.8.2	Models of Instructional Supervision	87
2.8.3	Challenges of Instructional Supervision	97
2.9	Provision of Welfare Facilities	102
2.10	Provision of Games and Recreational Facilities	104



2.11	Empirical Studies	105
2.12	Summary and Uniqueness of the Study	109

### **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1	Introduction	110
3.2	Research Design	110
3.3	Population of the Study	110
3.4	Sample and Sampling Technique	111
3.5	Instrumentation	112
3.5.1	Validity of the Instrument	113
3.5.2	Pilot Study	113
3.5.3	Reliability of the Instrument	114
3.6	Method of Data Collection	115
3.7	Methods of Data Analysis	115

### **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1	Introduction	116
4.2	Analysis of Data	116
4.3	Answers to Research Questions	117
4.4	Hypotheses Testing	138
4.5	Summary of Hypotheses Tested	144
4.6	Major Findings	145
4.7	Discussion of Major Findings	146

### **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1	Introduction	149
5.2	Summary	149
5.3	Conclusions	150

5.4	Recommendations	151
5.5	Suggestions for Further Studies	152
	References	153
	Appendix	163

## LIST OF TABLES

Table 3.1	Population of the Study	111
Table 3.2	Sample and Sampling Technique	112
Table 4.1:	Bio-Data of respondents	116
Table 4.2:	Mean Score of Respondents on Contributions Played by Non-Governmental Organizations on Teacher’s Capacity Building	118
Table 4.3:	Mean Score of Respondents on contributions of Non-Governmental Organizations on Provision of Teaching Facilities	121
Table 4.4:	Mean Score of Respondents on contributions of Non-Governmental Organizations on Provision of Learning Facilities	124
Table 4.5:	Mean Score of Respondents on contributions of Non-Governmental Organizations Supervision of Instruction	126
Table 4.6:	Mean Score of Respondents on contributions of Non-Governmental Organizations Provision of Scholarship	130
Table 4.7:	Mean Score of Respondents on contributions of Non-Governmental Organizations Provision of Games and Recreational Facilities	133
Table 4.8:	Mean Score of Respondents on contributions of Non-Governmental Organizations on Provision of Welfare Facilities	136
Table 4.9:	Summary of the One Way Analysis of Variance (ANOVA) on Teachers’ Capacity Building on the Development of Secondary Education in North-Central Geographic Zone, Nigeria.	138
Table 4.9.1:	Result of the Scheffe post-Hoc test on the mean score of the respondents on Teachers Capacity building on the development of Secondary Education in North-Central Geo-Political Zone, Nigeria	146
Table 4.10:	Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Teaching Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria	139
Table 4.10.1:	Result of the Scheffe post-Hoc test on the mean score of the respondents on Provision of Teaching Facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geo-Political Zone, Nigeria.	146
Table 4.11:	Summary of the One Way Analysis of Variance (ANOVA) on	

	the provision of learning facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria	140
Table 4.12:	Summary of the One Way Analysis of Variance (ANOVA) on the Supervision of Instruction by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria	140
Table 4.13:	Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Scholarship by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria	141
Table 4.14:	Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Games and Recreational Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria	142
Table 4.14.1:	Result of the Scheffe post-Hoc test on the mean score of the respondents on Provision of Games and Recreational Facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geo-Political Zone, Nigeria.	149
Table 4.15:	Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Welfare Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria	142
Table 4.16:	Summary of Hypotheses Tested	144

## OPERATIONAL DEFINITION OF TERMS

**Non Governmental Organizations:** They are non political and non profit making organisations that compliment the efforts of government.

**Stakeholders:** stakeholders are those who are affected by the outcome or those who can affect the outcome of a proposed development intervention programme.

**Development:** This has to do with making steady progress in what one does like in education.

**Capacity Building:** Capacity building is a deliberate effort which seeks to improve the performance work in units, departments, and the whole organization.

**Teaching Facilities:** these are facilities that make teaching real thereby make lesson more effective and efficient

**Learning Facilities:** these are facilities that enhances great attention span and effective and efficient learning

**Scholarship:** financial aid given to a student to boost his or her morale and capability to face academic quagmire.

**Supervision of Instruction:** Monitoring of teaching activities in the classroom by assigned officials like head of a school, officials of ministry and or regulatory bodies for effective service delivery.

**Games/Recreational Facilities:** These are facilities for playing games or relaxing at leisure time.

**Welfare Facilities:** these are facilities that make the learning environment conducive for learning like toilet facility.

## LIST OF ABBREVIATIONS

**BINGO:** 'Business-friendly International Non-Governmental Organizations or 'Big International NGO'

**CBOs:** Community Based Organisations

**COL:** Commonwealth of Learning

**CSO:** Civil Society Organization

**DONGO:** 'Donor Organized Non-Governmental Organizations

**EFA:** Education For All

**GO:** Grassroots Organization

**GONGOs:** Government-Operated Non Governmental Organizations

**GROs:** Growing Distrust of Governments

**GSO:** Grassroots Support Organization

**ICT:** Information Communication Technology

**INGO:** 'International Non-Governmental Organizations

**JICA:** Japanese International Cooperation Agency

**MANGO:** 'Market Advocacy Non-Governmental Organizations

**MDGs:** Millennium Development Goals

**NCF:** Nigerian Conservation Foundation

**NCNE:** National Commission for Nomadic Education

**NGDO:** 'Non-governmental Development Organization'

**Non-Governmental Organizations:** Non-Governmental Organisations

**NPO:** Non-Profit Organization

**NSAs:** Non-State Actors

**OCHA:** Office for the Coordination of Humanitarian Affairs

**ODL:** Open and Distance Learning

**PASEL:** Pastoral Sector Intervention Project

**PVO:** Private Voluntary Organization

**SHO:** Self-Help Organization

**SMO:** Social Movement Organization

**TANGO:** 'Technical Assistance NGO'

**TSO:** 'Third Sector Organization'

**UBE:** Universal Basic Education

**UN:** United Nations

**UNDP:** United Nations Development Programme

**UNESCO:** United Nations Educational Scientific and Cultural Organization

**UNICEF:** United Nations International Children Emergency Fund

**UPE:** Universal Primary Education

**USA:** United States of America

**USAID:** United States Agency of International Development

**VO:** Voluntary Organization

## ABSTRACT

This study on the Assessment of the Contributions of Non-Governmental Organisations to the Development of Secondary Education in North-Central Geographical Zone, Nigeria was aimed at gathering information on the opinions of principals, teachers, Ministry of Education officials and Non-Governmental Organizations officials on the contributions of Non-Governmental Organizations in the development of secondary education. The study had seven objectives, which aimed to ascertain; teachers' capacity building, the provision of teaching facilities, the provision of learning facilities among others by Non-Governmental Organizations on the development of secondary education in North-Central Geographical Zone, Nigeria. Seven research questions were asked while corresponding hypotheses were formulated. Descriptive survey design was used for the study. A total of 384 population comprising 82 principals, 172 teachers, 95 MOE officials and 35 NGO officials were used. Respondents were randomly drawn from the population using simple random sampling procedure. The instrument used for data collection was self-developed questionnaire using modified five points Likert scale of measurement. The questionnaire was validated by the researcher's supervisory team and experts in research and statistics in the department. The instrument was found to be reliable through pilot study which was carried out in Federal Capital Territory. All the seven hypotheses formulated were tested using One Way Analysis of Variance (ANOVA) at 0.05 level of significance. The major findings of this research indicated that Non-Governmental Organizations played key role in staff capacity building through organizing and sponsoring various staff development programmes such as workshop, conferences, seminar; Non- Governmental Organization assisted in the provision of teaching facilities but do not provide flip chart, ICT facilities and textbook; Non-Governmental Organizations did not provide learning facilities except exercise books, pencils, erasers, mathematical set to Secondary Schools; Non-Governmental Organizations didn't under take Supervision of Instruction in Secondary Schools among others. Conclusions included that Staff capacity building by Non-Governmental Organizations like workshop, conferences and seminars for teachers, immensely in the development of secondary education in North-Central Geographical Zone, Nigeria because it is an effective method of increasing the knowledge and skills of teachers in order to teach more effectively, provision of facilities for Teaching by Non-Governmental Organizations such as flip charts and models for teaching, laboratories and workshops, computers and ICT facilities has immense contribution to the development of secondary education in North-Central Geographical Zone, Nigeria because available adequate and teaching facilities promote academic achievements, provision of adequate facilities for Learning by Non-Governmental Organizations such as classrooms, relevant text books has great contributions to the development of secondary education in North-Central Geographical Zone, Nigeria because adequate and relevant facilities promote academic achievements, instructional Supervision has great contributions to the development of secondary education in North-Central Geographical Zone, Nigeria because it aims at improving practice, improving student learning achievement, reflection, and improving the overall school among others. Recommendations were made which include Non-Governmental Organizations should endeavor to increase their areas of coverage in terms of provision of capacity building programmes for teachers to benefit more, Non-Governmental Organizations should extend the provision of teaching facilities to schools in the rural areas so for the benefits to go round among others.



## **CHAPTER ONE INTRODUCTION**

### **1.1 Background to the Study**

Education occupies a center stage in Nigeria's social and economic development as it serves as the spring board for social and economic change. Education is both a human right in itself and indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities.

The role of the NGO in education in Nigeria can be traced from the European missionaries. The early stages of the missionary Non-Governmental Organizations were not only challenging but also lacked coordination and direction on matters of policy, particularly in terms of who participated in determining the standard and the relevance of curricula. Despite the fact that missionaries and government education providers managed to get organized and gave direction and support to each other, Nigerians were simply passive recipients of the education chosen either by the colonial government or the missionaries.

The self-concept development of the individual should be the primary purpose of education, which should involve the enablement and liberation of the individual from all forms of oppressions and inhibitions. Article 2 of the International Bill of Human Rights states that "Education shall be directed to the full development of the human rights and fundamental freedoms..." The aim of liberal education is to enable man to be himself, to become himself. It is said that development has a purpose and education is an instrument of liberation, people's empowerment and social transformation, education means the ability to resolve contradictions. It should be a countervailing force applied for the purpose of checking the abuses of power by those who use it to oppress and hold the masses in bondage. By

emphasizing independent and critical thinking, reflective analysis of events and openness to change, education can become a means of peoples' empowerment. It is not the dull, maintenance learning that can bring about the empowerment of people, but innovative learning which is person centered and equips the individual to make sound judgments and analysis of issues. The individual should develop the skill necessary to test contradictory values and situations, which exist in the society. Since these contradictions evolve within the context of values, a sound education is not only one that recognizes what is right or wrong in a given context, but that which makes an individual to take the appropriate action when action is called for. Genuine development and education involve the moral strength to expose and speak against oppressive forces and falsehood. Misuse and the conceit of power are probably the greatest threat to the survival and dignity of man in developing societies today (Williams, 1981).

Education sector of a country like Nigeria cannot be run solely by the government alone, this brings to bear the need for collaborative effort by well to do Nigerians and the Non-Governmental organizations both nationally and internationally. The Non Governmental Organizations (Non-Governmental Organizations) are important stakeholders who compliment the efforts of government in terms of policy implementation.

At the international level, the Non-Governmental Organizations between 1995 and 2001, in conjunction with the National Commission for Nomadic Education (NCNE) partnered with the United Nations Educational Scientific and Cultural Organization (UNICEF) and the United Nations Development Programme (UNDP) on research development, community education projects, literacy provision, capacity development and pre-service teacher training for nomadic communities. The Japan International Cooperation Agency (JICA) was involved in capacity-building and training, radio education, and the development of a model centre at Kaduna from 2004 to 2005. The World Bank partnered with the NCNE on programmes

related to radio education and capacity development from 2001 to 2004. UNICEF focused on maternal and child health in 1997 and 2000, and in 2003 on nomadic girl-child education; In view of this, some focus on training and re-training of teachers who are to teach the girl-child, while others focus on the provision of basic learning facilities in the form of textbook and efforts are being supported with adequate finance to take care of basic day to day needs of the girl-child in schools. On the other hand, majority of the Non-Governmental Organizations strongly believe in the use of advocacy to fighting the course of the girl-child within their policy framework of empowering parents and girl-child with the needed capital to sustain the family when the girl-child is away to school. It also funded research on out-of-school nomadic children in 2010. The Commonwealth of Learning (COL) partnered with the NCNE on capacity-building in information and communications technology (ICT), and in open and distance learning (ODL). The Pastoral Sector Intervention Project (PASEL) – established by the Swiss Agency for Development and Cooperation (SDC) and the UN's Office for the Coordination of Humanitarian Affairs (OCHA) – carried out exchange visits and study tours. Since 2006, the NCNE's partnership with the Commonwealth Secretariat has focused on the sharing of experiences, best practices, capacity development, provision of quality and standard guidelines on nomadic education in Africa, assessing the levels of implementation of agreed recommendations at various fora and workshops, the creation of links and collaborations on NEP, quality assurance and field visits. This has helped to bring together researchers, educational practitioners working with nomadic groups, and the nomadic people themselves in order to synthesize the research, determine successful practices and share lessons learned (Malinga, 2009).

Non-Governmental Organizations are organizations that work in many different fields, but the term is generally associated with those seeking social transformation and improvements in quality of life. Development Non-Governmental Organizations are the most

highly visible sector, and includes both international and local organizations, as well as those working in humanitarian emergency sector. Many are associated with international aid and voluntary donation, but there are also Non-Governmental Organizations that choose not to take funds from donors and try to generate funding in other ways, such as selling handicrafts or charging for services (Willets, 2012).

The emergence of the concept of participatory development, that is, development that is conceived not only as society-centered (Pieterse, 2001) but also as democratic and people-centered has also led to the redefinition of the role of the state and civil society in addressing national development priorities. The unprecedented upsurge of Non-Governmental Organizations and their role in facilitating participatory development has also invited some degree of scrutiny. Despite the importance that is increasingly attached to their facilitative role, there is very little understanding of how Non-Governmental Organizations actually engage their beneficiaries in the decision-making processes of identification, implementation, monitoring and evaluation of the projects that affect their beneficiaries' lives.

## **1.2 Statement of the Problem**

Education is an investment that requires enough funds to run and as such a single entity or government alone cannot bear the cost. In this regard Non-Governmental Organizations do come in to lend support towards the development of education at all levels of the educational sector. This support could be in terms of research development, community projects, provision of functional literacy, capacity building of staff of the sector, provision of teaching and learning facilities and intervention projects. Education is a pillar of every country in the world. Through education, literacy levels go high, and human resources are enhanced. Because of the needs of the education sector, most governments engage with Non-Governmental Organizations in meeting their needs. This makes the process sustainable, by bringing together all the stakeholders, including Non-Governmental Organizations who are a

source of expertise in the education sector since Non-Governmental Organizations are ran by people with professional skills and specialized people on board, they can use this capacity to empower the sector. In some cases, Non-Governmental Organizations establish colleges for teacher and other personnel that work in schools. This is a complement as most governments especially in the developing world experience high rates of shortage of teachers. By training teachers, Non-Governmental Organizations also help the government to cut down on its expenditure of either building more training facilities or outsource services.

Another way through which Non-Governmental Organizations take part in promoting secondary education is by developing teacher capacity through workshops, seminars or conferences, provision of teaching and learning facilities, provision of scholarship to students, provision of games and recreational facilities, provision of welfare facilities among others. Moreover, governments wish to get Non-Governmental Organizations because of financial support. Since resources are always scarce against unlimited needs, governments hardly have enough to take care of the education sector. Thus, they engage Non-Governmental Organizations to help in meeting the financial expenditures in the sector. For instance, an NGO can offer to build classes, buy textbooks in schools or pay teachers for a given period. All these agreements go a long way in cushioning the government from recurrent bills, bloated wage bill among others. Through such funding from Non-Governmental Organizations, the government can divert its initial funds to other areas that have inadequacies.

Non-Governmental Organizations are critical as they contribute to civil society by providing means for expressing and actively addressing the complexity of the global world that we live in today. “Non-Governmental Organizations increase social capital by providing people with opportunities to build trust in each other and the capacity to work together

toward common goals. In recent years the presence and number of Non-Governmental Organizations has grown. However, the influence and importance of Non-Governmental Organizations differ depending on the national context in which they operate.

A Non-Governmental Organization (NGO) is an association that works independently of government. The term normally applies to organizations that are neither a part of government, non-profit nor conventional profit business. They are usually set up by ordinary citizens. However, NGO's may get support from governments, foundations or business firms. NGO's are highly diverse group of organizations engaged in a wide range of activities and they take different forms in different parts of the world. For instance, some have charitable status, while others may be registered for tax exemption; others may be for political, religious or other interest groups like human rights, environment or development work.

Consequently, this study was set to assess the contributions of Non-Governmental Organizations to the development of Secondary Education in North-Central Geographical Zone, Nigeria. Also the study is set to ascertain whether the contributions of Non-Governmental Organizations will be able to promote access and equity in the system for National development.

### **1.3 Objectives of the Study**

The study was set to achieve the following objectives:

1. ascertain Non-Governmental Organizations contributions to Teachers Capacity Building in the Development of Secondary Education in North-Central Geographical Zone, Nigeria;
2. assess Non-Governmental Organizations contributions to the provision of Teaching Facilities on the Development of Secondary Education in North-Central Geographical Zone, Nigeria;

3. find out Non-Governmental Organizations contributions to the Provision of Learning Facilities in the Development of Secondary Education in North-Central Geographical Zone, Nigeria;
4. Examine Non-Governmental Organizations contributions to the Supervision of Instruction in the Development of Secondary Education in North-Central Geographical Zone, Nigeria;
5. ascertain Non-Governmental Organizations contributions to the Provision of Scholarship in the Development of Secondary Education in North-Central Geographical Zone, Nigeria;
6. Find out Non-Governmental Organizations contributions to the Provision of Games and Recreational Facilities in the Development of Secondary Education in North-Central Geographical Zone, Nigeria; and
7. Determine Non-Governmental Organizations contributions to the Provision of Welfare Facilities in the Development of Secondary Education in North-Central Geographical Zone, Nigeria.

#### **1.4 Research Questions**

This study sought answers to the following questions:

1. In what ways do Non-Governmental Organizations contribute to Teacher Capacity Building in the Development of Secondary Education in North-Central Geographical Zone, Nigeria?
2. What are the Non-Governmental Organizations contributions to the Provision of Teaching Facilities in the Development of Secondary Education in North-Central Geographical Zone, Nigeria?

3. In what ways do Non-Governmental Organizations contribute to the Provision of Learning Facilities in the Development of Secondary Education in North-Central Geographical Zone, Nigeria?
4. What are the Non-Governmental Organizations contributions in the Supervision of Instruction in the Development of Secondary Education in North-Central Geographical Zone, Nigeria?
5. What are the Non-Governmental Organizations contributions to the Provision of Scholarship in the Development of Secondary Education in North-Central Geographical Zone, Nigeria?
6. What are the Non-Governmental Organizations contributions to the Provision of Games and Recreational Facilities in the Development of Secondary Education in North-Central Geographical Zone, Nigeria?
7. What are the Non-Governmental Organizations contributions to the Provision of Welfare Facilities in the Development of Secondary Education in North-Central Geographical Zone, Nigeria?

### **1.5 Hypotheses**

Based on the research questions, the following null hypotheses were formulated for the study:

**H<sub>01</sub>:** There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials and NGO officials on Teachers Capacity Building in the Development of Secondary Education in North-Central Geographical Zone, Nigeria;

**H<sub>02</sub>:** There is no significant difference in the opinions of Respondents on the Provision of Teaching Facilities by Non-Governmental Organizations to the development of Secondary Education in North-Central Geographical Zone, Nigeria;



**H<sub>03</sub>:** There is no significant difference in the opinions of Respondents on the Provision of Learning Facilities by Non-Governmental Organizations to the development of Secondary Education in North-Central Geographical Zone, Nigeria;

**H<sub>04</sub>:** There is no significant difference in the opinions of Respondents on Supervision of Instruction by Non-Governmental Organizations to the development of Secondary Education in North-Central Geographical Zone, Nigeria;

**H<sub>05</sub>:** There is no significant difference in the opinions of Respondents on the Provision of Scholarship by Non-Governmental Organizations to the development of Secondary Education in North-Central Geographical Zone, Nigeria;

**H<sub>06</sub>:** There is no significant difference in the opinions of Respondents on the Provision of Games and Recreational Facilities by Non-Governmental Organizations to the Development of Secondary Education in North-Central Geographical Zone, Nigeria;  
and

**H<sub>07</sub>:** There is no significant difference in the opinions of Respondents on the Provision of Welfare Facilities by Non-Governmental Organizations to the Development of Secondary Education in North-Central Geographical Zone, Nigeria.

## **1.6 Basic Assumptions**

This study was based on the assumptions that:

1. Non-Governmental Organizations Provide Teachers with Capacity Building so as to enhance the development of Secondary Education in North-Central Geographical Zone, Nigeria;
2. With greater participation by Non-Governmental Organizations in terms of Provision of Teaching Facilities, there will be greater Educational Development in North-Central Geographical Zone, Nigeria;

3. With enhanced Provision of Learning Facilities by Non-Governmental Organizations, there will be better developed Secondary Education in North-Central Geographical Zone, Nigeria;
4. Regular Supervision of Instruction by Non-Governmental Organizations, will enhance greater efficiency in terms of teaching in Secondary Schools of North-Central Geographical Zone, Nigeria;
5. Provision of Scholarship by Non-Governmental Organizations to Secondary Education in North-Central Geographical Zone, Nigeria will enhance enrolment, retention and completion of secondary education in North-Central Geographical Zone, Nigeria;
6. The provision of Games and Recreational Facilities by Non-Governmental Organizations will ensure greater participation by students in co-curricular activities, hence better performance by secondary school students in North-Central Geographical Zone, Nigeria; and
7. With provision of Welfare Facilities by Non-Governmental Organizations in Secondary Schools there will be effective and efficient teaching and learning, hence promoting educational development.

### **1.7 Significance of the Study**

Education is a skill and wisdom which every society preserves. This research study on the contributions of Non-Governmental Organizations in the development of education in North-Central Geographical Zone, Nigeria will be of great significance to curriculum planners in determining the content, objectives, methodology and evaluative techniques of educational programs. Educational Planners and administrators will also find this research work useful in making policies that will bring about greater educational development hence,

fulfilling the constitutional requirement of providing equal educational opportunities for all Nigerian citizens.

The findings of the study will be of immense benefit to various tiers of government such as local, state and federal government to whom the burden of educational development seems to have been left with. This study will show a clear picture of the contributions which non-governmental organizations play in educational development thereby serving as an appraisal report to the government. The findings of the study will be of immense benefit to school principals who have been the victims of inadequacies of resources needed for effective execution of educational programmes. Probably, suggestions on how other community based or faith based organizations can play one or more contributions towards the development of educational programmes in our schools in North-Central Geographical Zone, Nigeria. Lastly, the result of this study will be of importance to future researchers who may wish to carryout studies relating to the problem under study.

### **1.8 Scope of the Study**

This study focused on contributions of Non-Governmental Organizations on the development of Education in North-Central Geographical Zone, Nigeria. This study covered Benue, Kogi, Kwara, Nassarawa, Niger and Plateau States in the North-Central Geographical Zone, Nigeria. The study exclusively covered Secondary Education sector because it is the level of education where career development of the child is determined. Hence, the respondents were the principals, teachers, Ministry of Education officials in the states that were covered.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviewed what some authorities' and scholars had said in respect of some pertinent issues that concern the study on Contributions of Non-Governmental Organizations in the Development of Education and relationship was established with the research topic at hand for clearer understanding. The review of literature is approached in three broad phases: Conceptual framework, Theoretical framework and Empirical studies. The review of the related literature of this research work was discussed in the following sub-headings:

2.2 Conceptual Framework;

2.3 Theoretical Framework;

2.4 Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the Teacher's Capacity Building towards the Development of Secondary Education Capacity Building;

2.5 Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the Provision of Teaching Facilities towards the development of Secondary Education;

2.6 Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the Provision of learning Facilities towards the development of Secondary Education;

2.7 Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the Supervision of Instruction towards the development of Secondary Education;

2.8 Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the provision of games and recreational facilities towards the development of Secondary Education;

2.9 Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the Provision of Welfare Facilities towards the development of Secondary Education;

2.10 Empirical Studies; and

2.11 Summary.

## **2.2 Conceptual Framework**

### **2.2.1 Concept of Stakeholders**

Stakeholder engagement has emerged from at least three distinct areas – public policy, organizational management and International development projects. Within public policy debates, there has been recognition of engaging with common public in order to design policies and schemes that are sensitive to the needs of the people (Audit Commission, 1999). In the context of public policy, wider stakeholder engagement is also considered necessary to ensure active citizenship, transparent and democratic decision making structures to ensure that tax-payers have power to determine the services that they need. In contrast to this, the strategic management literature simply attempts to define who is important from a firm's perspective and to whom the managers need to pay attention (Mitchell, Agle and Wood, 1997). In the context of international development projects, the emphasis has been on identifying those who are affected by a project and seek their active engagement in order to ensure that the project is sensitive and responsive to local context and needs, thus ensuring support of the intended beneficiaries. Within these distinct areas, two broad approaches to stakeholder involvement have been identified – consumerist and democratic (Ridley and Jones, 2002). The purpose of the consumerist approach can be understood as the private sector's desire for competitiveness in the market, whereas the democratic approach values the process of participation for the ethical issues of equity and empowerment of ordinary citizens (Ridley and Jones, 2002; Rowe and Shepherd, 2002).

Bryson (2004) looked at stakeholders in two perspectives. The first definition according to him, stakeholders as those individuals or groups who have the power to affect the future of an organization, implying that those who do not have such power do not qualify as stakeholders. The other definition, which Bryson argues in favor of, has a clear ethical

dimension. According to such a definition, stakeholders are a wider range of individuals and groups including the nominally powerless to whom certain responsibility is owed.

Most literature on international development projects emphasizes the importance of those who are affected by projects as being considered key stakeholders. According to the most common definition of stakeholders in the context of development projects, stakeholders are those who are affected by the outcome or those who can affect the outcome of a proposed development intervention (World Bank, 1996).

### **2.2.2 Concept of Non- Governmental Organization**

Non-Governmental Organizations are non-profit making organizations that play vital contributions in the development of a society for the overall benefit of humanity. David (2010) asserts that Non-governmental organizations (Non-Governmental Organizations) are now recognized as key third sector actors on the landscapes of development, human rights, humanitarian action, environment, and many other areas of public action, from the post-2004 tsunami reconstruction efforts in Indonesia, India, Thailand, and Sri Lanka, to the 2005 Make Poverty History campaign for aid and trade reform and developing country debt cancellation. As these two examples illustrate, Non-Governmental Organizations are best-known for two different, but often interrelated, types of activity – the delivery of services to people in need, and the organization of policy advocacy, and public campaigns in pursuit of social transformation. Non-Governmental Organizations are also active in a wide range of other specialized contributions such as democracy building, conflict resolution, human rights work, cultural preservation, environmental activism, policy analysis, research, and information provision.

They are organizations that are owned and managed by the organizations or group of people whose aim is to achieve predetermined goals. The purposes of non-governmental organization cover the entire range of human interests and may be domestic or international

in scope. Many non-governmental organizations are key sources of information for governments on issues such as human rights abuses and environmental degradation. Some non-governmental organizations perform quasi-governmental functions for ethnic groups that lack a state of their own (Green, 2005).

Broadly speaking, Non-Governmental Organization according to Ivan in Ezenwa (2011) include charitable organizations such as hospitals, museums, and orchestras, voluntary health agencies such as the American cancer society and American Heart Association, foundations or grant-making institutions such as the Robert wood Johnson foundation and the Carnegie Endowment for international peace; social welfare organization such as the National Association for the Advancement of colored people and the National centre for Tobacco-free kids; and professional and trade organizations such as chambers of commerce and business leagues etc.

Calvin (2000) observed that many diverse types of bodies are now described as being Non-Governmental Organizations. There is no generally accepted definition of a term carries different connotations in different circumstances. Nevertheless, there are some fundamental features. Clearly an NGO must be independent from the direct control of any government. In addition there are three other generally accepted characteristics that exclude particular types of bodies from consideration. An NGO will not be constituted as a political party; it will be non-profit making and it will not be a criminal group, in particular it will be non-violent. These characteristics apply in general usage, because they match the conditions for recognition by the United Nations. He therefore defines non-governmental organizations as an independent voluntary association of people acting together on a continuous basis, for some common purpose, other than achieving government office, making money or illegal activities.

### **2.2.3 Concept of Development**

According to Owen, (2012), development as an improvement in people's well-being does not do justice to what the term means to most of us. Development also carries a connotation of lasting change. Providing a person with a bed net or a water pump can often be an excellent, cost-effective way to improve her well-being, but if the improvement goes away when we stop providing the bed net or pump, we would not normally describe that as development. This suggests that development consists of more than improvements in the well-being of citizens, even broadly defined: it also conveys something about the capacity of economic, political and social systems to provide the circumstances for that well-being on a sustainable, long-term basis. Development is an emergent property of the economic and social system, in much the same way that consciousness is an emergent property of the brain. This seems obvious, and yet it is a surprising departure from the way most economists have normally described development as the sum of economic output of all the firms in the economy, or the sum of human well-being of the citizens of a nation. Development is not the sum of well-being of people in the economy and we cannot bring it about simply by making enough people in the economy better off. Development is instead a system-wide manifestation of the way that people, firms, technologies and institutions interact with each other within the economic, social and political system. Specifically, development is the capacity of those systems to provide self-organizing complexity. Self-organizing complexity in an adaptive system is never designed or deliberately built: it comes about from a process of adaptation and evolution. It follows that if we want to accelerate and shape development, we should focus especially on how the environment can be made most conducive for self-organizing complexity to evolve.

Development is more than improvements in people's well-being: it also describes the capacity of the system to provide the circumstances for that continued well-being.



Development is a characteristic of the system; sustained improvements in individual well-being are a yardstick by which it is judged. This has important implications for development policy, both for developing countries themselves wishing to put their economy and society onto a path of faster development, and for outsiders who want to help that process. We are at an early stage of exploring those implications.

Arguably, development theory is underestimated in social science. The notion that development theory counts for less because it concerns ‘merely the south’ while major developments in social theory are spearheaded by the west reflects a deep-seated prejudice. It reflects a (neo) colonial division of labour in the production of knowledge according to which theory is generated in the north and data, like raw materials, are produced in the south (Slater 2004). In this schema the advanced societies are supposed to be the mirror and guide for less-developed societies. This cognitive colonialism is passé on several counts. This kind of unilinear thinking is no longer plausible. Besides, development knowledge is increasingly relevant also in the north. The conventional distinction between developing and developed societies is less and less relevant – the ‘south’ is in the ‘north’ and vice versa. With the decline of welfare economies there is increasing polarization within countries on account of shrinking public services. In the United States and the UK there is mention of ‘two-thirds societies’. Social exclusion nowadays is a problem that is common to north and south, east and west.

Knowledge production in the south has been influential not merely in the past but also under the shadow of western hegemony. A case in point is Gandhi and his influence on the Civil Rights Movement (Nederveen Pieterse 1989). Dependency thinking, Maoism, Guevarism and the Delhi school of development thought (Dallmayr 1996) are other examples. Japanese perspectives on management, production and development have been

profoundly influential and so has the Asian developmental state (Iwasaki, Mori and Yamaguchi 1992; Wade 1996).

Development practice, policy and studies are all flourishing. Universities are opening new development schools (particularly in the UK). Yet for quite some time the field has been said to be Development Theory in crisis, impasse, or passé. Part of this is a crisis of ideologies, which reflects a wider paradigm crisis - of Neo-Marxism and dependency theory as well as Keynesianism and welfare politics. There have been plenty of critical positions but no coherent ideological response to the neoliberal turn. The crisis is further due to changing circumstances including development failures, the growing role of international financial institutions, and conflicts in developing countries. According to Marx's eleventh thesis on Feuerbach, 'Philosophers have only interpreted the world in various ways. The time has come to change it'. Arguably, the actual power of development is the power of thesis eleven.

The status of development theory reflects the theory-lag between development studies and social science generally, a 'colonial legacy' in knowledge and a recurring impasse in the development field. The decolonization of knowledge is a matter of ongoing contestation (Apffel-Marglin & Marglin 1996, Dahl 2008, Nederveen Pieterse & Parekh 1995). As part of accelerated globalization, neoliberal policies impose neoclassical economics on the south, applying western standards of policy and systems of accounting to align economies and financial and credit regimes. It is appropriate to consider this episode as part of the wider historical relations between north and south. In tandem with changing geopolitical relations, 'development' has been changing its meaning over time.

#### **2.2.4 Concept of Secondary Education**

Secondary education according to the National Policy on Education (2004), Section 5 sub-section 20 is the education children receive after primary education and before the tertiary stage.

Sub-Section 21/22: went on to state that the broad goals of secondary education shall be to:

- (a) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- (b) Offer diversified curriculum to cater for the differences in talents, opportunities and future contributions;
- (c) Provide trained manpower in the applied science technology and commerce at sub-professional grades;
- (d) Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage.
- (e) Inspire students with a desire for self-improvement and achievement of excellence;
- (f) Foster national unity with an emphasis on the common ties that unite us in our diversity;
- (g) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live as god citizens;
- (h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Sub-Section 23 of the NPE (2004) further states that, to achieve the stated goals in section 22, secondary education shall be of six years duration given in two stages: a junior secondary school stage and a secondary school stage; each shall be of three years duration.

### **2.2.5 Concept of Capacity Building**

Capacity building is attracting more and more attention in the context of changing aid architecture. Having previously been the recipient of capacity development efforts, Non-Governmental Organizations now have the possibility to impact themselves on the capacity

development of state institutions. Kasturi in Inger (2009) gives a fitting summary of the changes already mentioned. The current donor approach (through the Paris Declaration) emphasizes the need to strengthen the state and institutions, following two decades of downsizing of the public sector through policies and neo-liberalism. During this period, capacity building concentrated on Non-Governmental Organizations and civil society. The most recent transition in donor policy is reverting to support for state institutions. Beyond the multilateral aid agenda and Non-Governmental Organizations' consolidated role in development, does the concept of capacity development itself bear a promise to revitalize and diversify NGO action in education?

Capacity development is considered to be a long-term, endogenous process of developing sustainable abilities on all levels: the individual, organizational, institutional and system level. This is linked to and has implications for NGO action in four different, yet interdependent ways. Firstly, the all-encompassing approach of capacity development fits well with NGO action. NGO interventions are known for involving local stakeholders, for being adapted to the local context, for providing education and for developing capacity, all of which are aimed at community empowerment. (Kasturi in Inger 2009)

Finally, the concept of capacity development can be a useful way for Non-Governmental Organizations to have an impact on education governance and thus improve the primary weaknesses of their interventions, with regard to the lack of sustainability and the limited scope of their actions. Concerning the latter, Clayton, Oakley and Taylor confirm: One of the inherent weaknesses of CSOs is that they are unable to provide an overall framework in which to operate at both national and regional levels (2000). Capacity development can provide such a framework, and contribute to improving and diversifying NGO action aimed at the public education sector. When it comes to Non-Governmental Organizations' impact on education governance, an increasing number of Non-Governmental

Organizations are coming to the conclusion that gap filling is not the way to go, because it frees states from responsibilities that rightly should be theirs (Degnbol-Martinussen and Engberg-Pedersen, 1999). Concerning the lack of sustainability associated with Non-Governmental Organization action, capacity development constitutes a comprehensive approach to development that distinguishes itself from the earlier-mentioned project approach.

Schacter (2000) confirms that capacity building requires a learning-by-doing approach that cannot easily be accommodated within the formalities of a classic project style. Whereas projects serve for immediate, short-term goals, they do not always result in sustainable, long-term economic, social or institutional development.

Capacity building seeks to improve the performance of work units, departments, and the whole organization. Organizational capacity building is a system-wide, planned effort to increase organizational performance through purposeful reflection, planning, and action. In particular, capacity building looks in depth at where an organization stands in comparison to where it hopes to be in the future, and develops the skills and resources to get there. Thus organizational capacity building is synonymous with organizational learning. The ultimate goal of capacity building is to enable the organization to grow stronger in achieving its purpose and mission. It asks the question, "What kinds of things do we need to do to keep ourselves healthy and vital as an organization?" and provides a variety of techniques to help find the answers. (Daniel, 2000)

Building organizational capacity typically involves four steps: diagnosing what is missing or needed in the organization, planning strategies to change the situation, educating personnel to carry out change, and evaluating results. As an organization engages in these activities it acquires new knowledge about organizational actions and outcomes.

Organizational capacity expands when learning goes beyond solving a specific problem to gaining the skills and knowledge to solve future problems.

Certainly, capacity building has received growing attention over the past 20 years (Ontario Trillium Foundation, 2005). This enhanced interest in capacity building has occurred simultaneously with the shift in the voluntary and community sectors' pool of available funding, increased expectation to do more with less, and overall public expectations of accountability. These changes within the sector have served to create challenges to organizational sustainability, which overall hinders the ability of nonprofits to do work that has impact.

Paradoxically, funders have often failed to recognize and support the strong two-way relationship between program success and organizational strength and sustainability (The California Wellness Foundation, 2001). Often, non-profits have found it easier to secure funds for a specific project with tangible outcomes rather than find resources to develop themselves internally. However, if organizational capacity is weak, then programs and services are bound to suffer (TCC Group, 2010). In fact, there is good evidence to suggest that organizational capacity matters to achieving programmatic outcomes (Light and Hubbard, 2002). Fortunately, more and more funders are recognizing this critical link by developing capacity building grants to support their grantees.

Capacity building is perhaps one of the most fashionable, yet least understood term in the non-profit sector (Light and Hubbard, 2002). There is a lack of shared definition and understanding around its features and essential elements. Funders tend to talk about capacity building programs, while capacity builders might refer to capacity building engagements, yet organizations may refer to it as a set of activities or processes that accomplish a specific goal. There have been many different definitions applied to capacity building. Some authors have referred to it as a vague term that describes a wide range of activities, knowledge, and

resources that non-profits need to be effective, while others have focused on defining the process of capacity building (Connolly and Lukas, 2002; Light and Hubbard, 2002). Throughout the literature there seems to be two definitions more commonly cited than others. The first is from McPhee and Bare (2001) who define it as “the ability of nonprofit organizations to fulfill their missions in an effective manner”. Connolly and Lukas (2002) define it as “a wide range of capabilities, knowledge and resources that nonprofits need in order to be effective.” In reviewing definitions, there are also those that encompass notions of capacity that extend beyond organizations.

Capacity can also be built at the individual and community level, and therefore definitions need to include these concepts. The United Nations suggests that capacity building can be defined as:

“...the process by which individuals, groups, organizations, and communities increase their abilities to: (1) perform core functions, solve problems, define and achieve objectives; and (2) understand and deal with their development needs in a broad context and in a sustainable manner.” (United Nations Development Programme, Management Development and Governance Division, 1998)

It is evident that there is a lack of agreement within the field of capacity building as to what exactly it is. This lack of shared understanding around capacity building elements and features can be enhanced through a greater focus of where capacity building efforts are directed—individuals, organizations, geographical or interest communities, or the non-profit sector as a whole (Light and Hubbard, 2002). For the purposes of this report, exploration of elements and features will focus on capacity building that is directed towards organizations.

### **2.2.6 Concept of Teaching Facilities**

Facilities for teaching have been found to be significantly related to school performance. (Adegboyeje, 1999). For instance, Olutola’s (1998) study revealed that schools with adequate facilities recorded greater achievement in WASC examinations than schools with poor educational facilities.

Adesina, in Oyedeji, (1998) observed that the quality of education that our children receive has direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. In support of Adesina, Adaralagbe (1983) described that the contribution of the provision of facilities is very vital to the educational system.

Edem, (1987) opined that, it is the duty of the ministry or board of education to make furniture, equipment, books and expendable materials available to schools. Their inadequacy constitutes another source of frustration and disillusionment among teachers. Recent study by Ajayi, (2001) proved that adequate supply of instructional material resources has significant effects on students' performance and enhances the effectiveness of instructional delivery and supervision. However, there seem to be in Nigerian schools an alarming shortage and even complete absence of instructional materials. UNESCO, (1998) further stressed that, monitoring of learning achievement report on the available instructional materials in the 960 sampled primary schools across the country revealed that chalkboard and chalk were the only materials.

### **2.2.7 Concept of Learning Facilities**

Facilities for learning in schools enhance great attention span and effective and efficient learning. Many schools have no clean water supply within 500 meters of the school as stipulated in the UBE strategic plan (2001). There are no toilet facilities for children's conveniences, no functional libraries for training in reading culture and research (catch-them young); no transportation systems for conveying the young learners to places of educational interests and other outings. These are blind spots that are yet to be addressed yet they are critical need areas of the schools and their pupils. When pupils are exposed to disadvantaged conditions of learning, learning would be slow (Mbakwem and Asiabaka, 2007).



Obanya, (2001), pointed out that acquired experience through interactive and practice-oriented programmes are completely lost when learners are denied the opportunity to handle or manipulate laboratory equipment's, agricultural tools and other machines. Hallack (1990) stressed that while available adequate and relevant facilities promote academic achievements, unattractive school buildings, cracked classroom walls and floors, lack of adequate play grounds and surroundings inhibit academic achievement. Learners are not passive objects; they are active and inquisitive persons. Knowledge acquisition is a constructive or process and each pupil's knowledge is personal and unique.

### **2.2.8 Concept of Supervision of Instruction**

There is no single unifying definition of supervision in the literature (Alfonso and Firth, 1990). Supervision can be defined according to different aspects of the notion, but from an educational administration perspective, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction.

Drake and Roe (1999) noted that in a custodial context, supervision can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school. A whole-school approach suggested supervision as the function in schools that draws together all the discrete elements of instructional effectiveness into whole-school action (Glickman, Gordon and Rose, 1998). A more humanistic definition suggested that supervision of instruction is a multifaceted, interpersonal process that deals with teaching behavior, curriculum, learning environments, grouping of students, teacher utilization, and professional development (Pfeiffer and Dunlap, 1982).

Beach and Reinhartz (2000) regarded instructional supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement,

according to Sergiovanni and Starratt (1998), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning. Fostering this point of view, Alfonso, Firth, and Neville (1981) defined instructional supervision as behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.

Glatthorn (1990) added that supervision is the comprehensive set of services provided and processes to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained. As the literature review shows, definitions of instructional supervision which focus on the improvement of instruction are the most widespread (Goldhammer, Anderson, and Krajewski, 1993; Hoy and Forsyth, 1986). Intrinsic to these definitions is that supervision is viewed as a set of services and processes aimed at improving the effectiveness of instruction and the professional development of the teachers. Teachers and administrators must actively engage in the process of supervision. Both parties must understand the characteristics of effective supervision and enthusiastically enter into the process (Glatthorn, 1990).

Supervision may be viewed as a process of working with those who are in charge of improving teaching. Above all supervision means curriculum development, it is communication, it is leadership and it is about helping the teacher and learner to realize their full potentials in their respective careers. (Ogunsanju, 1989)

Instructional supervision: is a process in education with the primary purpose of giving support and to sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a

system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms (Beach and Reinhartz, 2000)

Instructional supervision has been identified as a means to enhance the performance of teachers in professional contributions, since being a true "professional" requires that a teacher has to be fully capable of making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades (Beach and Reinhartz, 2000; Glickman et al., 1998)

### **2.3 Theoretical Framework**

The theoretical frame work of this study will emphasize on organizational theories that relates to the topic under study. Therefore the following theories shall be reviewed

1. Bureaucratic theory
2. System theory
3. Behavioral Science theory.

**Bureaucratic Theory** This theory was developed by max Weber in 1947, he described bureaucracy as an ideal type of intellectual construct which attempts to conceptualize or describe a pure or idealized form of a particular phenomenon. The pure bureaucratic organization as described by Weber does not occur in reality but it is a set of characteristics that contribute to a hypothetically rational, disciplined, precise, stable, reliable and effective organization.

Considering the organization as a segment of broader society, Weber based the concept of the formal organization on the following premises.

- a. Structure in the organization: position should be arranged in a hierarchy, each with a particular established amount of responsibility and authority
- b. Specialization: tasks should be distinguished on a functional basis, and then separated according to specialization, each having a separate chain of command.
- c. Predictability and stability: The organization should operate according to a system of procedure consisting of forming rules and regulations.
- d. Rationality: recruitment and selection of personnel should be impartial.
- e. Democracy: responsibility and authority should be recognized by designations and not by persons.

The implication of this theory to the present study is that, the non- governmental organizations been studied in this research work possess all the characteristics postulated by Weber's organizational theory. For instance, Alumni associations have a structure where positions are arranged in a hierarchical or set of arrangement. Thus, detailed analysis of the concept will create room for more understanding of the concept.

### **System Theory**

This theory was developed by Bakke in 1959. He defined an organization as a social system of interrelated parts. There is the belief that the only meaningful way to study an organization is to study it as a system. The system approach views organization as a system composed of interconnected and thus mutually dependent sub- systems. These sub-systems can have their own sub-system can be perceived as composed of some components, functions and processes. Thus the organization consists of the following three basic elements.

1. Components: In this, there are five basic parts of the organizing system, namely the individual, formal and informal organizations, patterns of behavior emerging from

contributions demands of the organization, role comprehension of the individual and the physical environment in which individual work.

2. Linking processes: The different components of an organization are required to operate in an organized and correlated manner. The interaction between them is contingent upon the linking processes which consist of communication, balance and decision making.

3. Goals of organization: The goals of an organization may be growth, stability and interaction. Interaction implies how best the members of an organization can interact with one another to their mutual advantage.

According to system approach to organizational theory, it emphasizes that; every organization must have components linking processes and goals of the organization. All these are obtainable in all the non- governmental organizations that are been studied in this research such as Alumni Associations, Christian Association of Nigeria, Rotary club international, market women Association and Community Development Association.

### **Behavioral Science Theory**

This theory was developed by Chester Bernard in 1939. This is a combination or synthesis of scientific management theory and human relation theory. This emphasized work and productivity in an organization through an understanding of work, his job content and the work environment. To him it was no longer desirable to concentrate either on the work alone or on the worker alone as in the classical management era. An integration of the two was considered more helpful in the realization of organizational and personal goals.

The implication of this theory to this study is that, this theory enables one to understand the concept of organization in a skeletal form thus, this theory reveals the components of any given organization and conditions for forming an organization was also

revealed.

## **2.4 Non-Governmental Organizations**

This involve those organizations which are not owned and managed by the government but a group of people whose aim is to achieve a predetermined goals. A key distinction is between not for profit groups and for Profit Corporation the vast majority of non- governmental organizations are not for profit (Carter, 2002). The purposes of non-governmental organization cover the entire range of human interests and may be domestic or international in scope. Many non- governmental organizations are key sources of information for governments on issues such as human rights abuses and environmental degradation. Some non- governmental organizations perform quasi-governmental functions for ethnic groups that lack a state of their own (Green, 2005). Broadly speaking, non-governmental organization according to Ivan (2001) include charitable organizations such as hospitals, museums, and orchestras, voluntary health agencies such as the American cancer society and American Heart Association, foundations or grant-making institutions such as the Robert wood Johnson foundation and the Carnegie Endowment for international peace; social welfare organization such as the National Association for the Advancement of colored people and the National centre for Tobacco-free kids; and professional and trade organizations such as chambers of commerce and business leagues etc.

Calvin (2000) observed that many diverse types of bodies are now described as being non-governmental organizations. There is no generally accepted definition of a term carries different connotations in different circumstances. Nevertheless, there are some fundamental features. Clearly an NGO must be independent from the direct control of any government. In addition there are three other generally accepted characteristics that exclude particular types of bodies from consideration. An NGO will not be constituted as a political party; it will be non-profit making and it will not be a criminal group, in particular it will non-violent. These

characteristics apply in general usage, because they match the conditions for recognition by the United Nations. He therefore defines non-governmental organizations as an independent voluntary association of people acting together on a continuous basis, for some common purpose, other than achieving government office, making money or illegal activities. From the above definitions one can conclude that non-governmental organizations include Rotary Club International, Alumni Associations, Christian Association of Nigeria, Market Women Association and Community Development Association whose aim is to achieve a common purpose, other than achieving government office or making money illegal activities.

Within the education sector, it is possible to sketch out some principal NGO activities. As mentioned, Non-Governmental Organizations have traditionally taken on the role of gap filling; that is, taking on activities of basic education provision where the government lacks the capacity to do so or does not consider it a priority. Some scholars link this role to the structural adjustment programmes that were introduced in the 1980s and 1990s, claiming that they lead to the disengagement of most African governments.... from their role as providers of social services such as education and health, termed as non-productive sectors (UNDP, 2007). Disengagement and lack in capacity has been and is still the case in many countries, especially when it comes to rural areas and marginal children. The situation in Uganda is a fitting example. Education provision is primarily the task of the Ministry of Education and Sports.

However, its lack of capacity and the weak nature of the state in general have opened up the education sector for NGO involvement. Non-Governmental Organizations provide a large part of educational services and help reinforce government efforts in achieving universal primary education (UPE) objectives (Ibembe, 2007). NGO action is often described as small scale, flexible, dynamic, adaptive, local, efficient and innovative. These are abilities that make them complementary to state action. The government cannot compete with their

ability and desire to innovate, since the government's capacity and structure does not allow the flexibility required to experiment with new education approaches (Sequeira, Modesto and Maddox, 2007). Non-Governmental Organizations are also perceived as being more flexible and dynamic than donor agencies and international organizations, while adapting easily to the specific political, economic and social context in a given country. As a result, it may be easier for Non-Governmental Organizations to promote a needs-based, demand-led approach rather than a donor-driven one. For example in Malawi, Non-Governmental Organizations use needs assessment and prioritization as an entry point into the community (Kadzamira and Kunje, 2002).

The common obstacles associated with NGO interventions are linked to the difficulties in scaling-up and ensuring sustainability. This is often because NGO action is local, implemented on a small scale and project based. Many such projects have proved to be short-lived and some Non-Governmental Organizations have chosen to undertake new activities that can be described as capacity development in their focus on sustainability. Fowler (2000) suggests that these new contributions include negotiation, validation of actor's compliance with rights, innovation and capacity building. In other words, the lack of government capacity and the limited impact of most Non-Governmental Organizations demand a complementary strategy of action by Non-Governmental Organizations, namely a capacity-developing function. Such a strategy aims at building the capacity of government in education, not by filling gaps, but by reducing them sustainably. Assuming a capacity development strategy has the potential not only to enhance the public sector's capacity and sustainability, but those of Non-Governmental Organizations as well. It can work to eliminate the weaknesses of the state and increase the chances that its interventions will survive and be scaled up.



Through their role in education provision in the formal and non-formal sectors, Non-Governmental Organizations have consolidated their role in education governance locally, regionally, nationally and internationally. The appearance and growing popularity of the term governance (instead of government) is interesting in this regard because it highlights the presence of other actors such as Non-Governmental Organizations, both internationally and nationally (Kitamura, 2007). A number of actors outside of government participate in the development enterprise in general, and in the education sector in particular, by contributing to reaching the EFA goals and related international policy objectives. In developing countries where state capacity is weak, state sovereignty is weaker than in developed countries, and ‘external’ governance, through presence and intervention, is more visible. In addition to Non-Governmental Organizations, bilateral aid agencies constitute an important group of actors in education governance. By choosing to fund and encourage NGO action, they have contributed widely to the proliferation of Non-Governmental Organizations and other civil society organizations that took place in the course of the 1980s.

Some authors even question the classic explanation of the rise of Non-Governmental Organizations associated with democratic and pluralist elements, and maintain that NGO support is nothing more than a manifestation of the growing skepticism towards, and discontentment with, recipient governments, especially by the USA. As Mayhew notes, there are claims that international support for Non-Governmental Organizations has been fuelled, at least in part, simply by disillusionment at government’s failure to meet donor objectives (2005). This skepticism has in turn led to a preference for funding organizations and institutions in civil society (Degnbol-Martinussen and Engberg-Pedersen, 1999). In Ethiopia, for example, USAID conditions development assistance by giving part of the aid directly to Non-Governmental Organizations. This has led critics to accuse Non-Governmental Organizations that accept this type of funding of compromising their autonomy. Kasturi Sen

(2006) argues that few of the major policy initiatives of recent times have allowed any sort of autonomy whilst still giving the impression of doing so. Nelson (2006) equally makes the observation that “states and donors exert considerable influence on the strategic choices, programmatic practices and political orientation of Non-Governmental Organizations.

#### **2.4.1 Objectives of Non-Governmental Organizations**

Non-Governmental Organizations are important for their ability to assist individuals in all cultures and in all walks of life in ways which other organizations are unable to do. Recognition of this ability has caused a swell of support over the past 20 years. “Non-Governmental Organizations have rapidly spread throughout the world and now reach about half a billion of the estimated 4.2 billion people in the third world countries” (Fisher, 1994).

It was reported in Harvard Business Review:

‘when governmental and nonprofit organizations are good, they are very good. And good they must be, because we entrust them with society's most important functions--educating our minds, uplifting our souls, and protecting our health and safety. Our collective perception of their value is evident in the monumental resources we devote to these institutions: Revenues of nonprofit alone have grown from less than \$200 billion in 1978 to \$1.1 trillion in 1993.’ (Herzlinger, 1996, P. 97)

Non-Governmental Organizations cannot be ignored because they are becoming an increasingly dominant force in serving the growing needs of the society. For example, in September 1995, the NGO Forum on Women was the largest gathering of women in recent history in China. There were stories of activities and projects prompted by over 5,000 workshops, panels, tribunals and cultural events with over 27,000 attendees (Sanders, 1995). Such an important display of unity cannot be ignored by governments worldwide.

Non-Governmental Organizations are important because their missions focus on critical issues to communities like rural and urban development, nutrition, literacy, economic development, healthcare, homeless shelters, child welfare, population control, etc. Many have, as their primary task, a mission of global well being (Boulding, 1988). The

contributions of Non-Governmental Organizations bring resources together to help build better communities. According to Maclean Hunter: the work of Non-Governmental Organizations has a multiplier effect. A single project can help hundreds of farmers to increase the yield of their fields which will feed thousands. A few people in health promotion can improve the quality of life for thousands of others. Non-Governmental Organizations can be quite involved in making decisions on many issues relating to building communities, influencing public policy and creating a civil society.

Non-Governmental Organizations are the growing distrust of governments. Non-Governmental Organizations seem to be organizations that people trust and thus turn to for assistance with major life challenges. Since the larger Non-Governmental Organizations are tied closely to various GROs and GRSOs, they are often seen as more trustworthy because the good that is done for the community at the local level is well known by the community. In other words, the community realized tangible benefits from the direct actions of the NGO instilling confidence and trust. This produces a vested economic interest at the community-based level. For example, in the slums of Karachi, neighborhood committees did not have the confidence in their government to keep the promise of cleaning up the sewage systems. After waiting a long period of time, nothing happened. Therefore, the neighborhood communities have built their own sewage systems that provide water to an area serving over 100,000 people (Fisher, 1994).

To echo this point, Brian O'Connell, founding president of the Washington-based Independent sector, argued: Americans are willing to stand up and be counted on virtually any issue. We organize to fight zoning changes, approve bond issues, oppose or propose abortion, improve garbage collection, expose overpricing, enforce equal rights, or protest wars. In very recent times, we have successfully organized to deal with the rights of women,

conservation, and preservation, learning disabilities, conflict resolution, Hispanic culture, and rights, neighborhood empowerment... (Pierce, 1996)

Non-Governmental Organizations are becoming increasingly important because they are not constrained to inaction due to the need to consider protocols, political innuendoes and organizational image. On the contrary, they seem to be more willing to address humanitarian emergencies than many governments. Present policies and agendas of home governments limit the freedom of action of delegates. Non-Governmental Organizations do not operate under these limits. For example, Non-Governmental Organizations played a key role at the annual meeting of the U.S. Institute of Peace. Non-Governmental Organizations were not the new actors in this humanitarian relief program, but they were more prone to work in these demilitarized areas even when the UN and member countries pulled out their troops. Non-Governmental Organizations' contributions seem to be more effective because of their close affiliations in grassroots outreach and sensitivity to local cultures as well as their understanding of economic and political variations (Clark, 1995).

One of the key challenges is to translate these world-wide policy goals into concrete efforts at the national level, since "global-level action is no panacea for national-level action, and international conventions such as EFA need to be articulated in context by national civil society" (Commonwealth Education Fund, 2007). The work of the CCNGO/EFA has for example been criticized precisely for its lack of tangible results. Not all Non-Governmental Organizations believe that this global agenda offers a good basis on which to build local action by Non-Governmental Organizations. In fact, many NGO activists see the MDGs as a product of the OECD governments and the international financial institutions, a perception that compromises the MDGs ability to mobilize social and political actors (Nelson, 2006). This does not imply that they disagree with the EFA initiative and similar goals, but they see

this struggle as part of a social and human rights approach rather than the simple expression of a global agenda. Indeed, an alternative to the focus on international targets such as the MDGs is to ground NGO action within the human rights paradigm by defending the right to education. Within the education sector this provides two different and to some extent complementary ways of reinforcing and legitimizing NGO action on the ground: by referring to the specifically formulated objectives of the MDGs and by considering education as a human right. According to Nelson (2006), the MDGs and RBAs (rights-based approaches) both attempt in different ways to refocus and perhaps reinvigorate the development enterprise.

Interestingly, Nelson's findings show that most Non-Governmental Organizations dedicated to education explicitly refer to both the MDGs and a human rights approach. They have aligned themselves with rights-based approaches, and advocate the MDGs as a step toward the broader realization of these rights (Nelson, 2006). Through their complementary contributions of service provision and of advocacy, they can simultaneously advocate the right to education and contribute to international policy goals by providing access to education. On the other hand, the findings indicate that Southern Non-Governmental Organizations such as BRAC (Bangladesh) do not find it necessary to make explicit reference to currents in the broader development discourse. (One can question whether BRAC, if not explicitly, then implicitly, does make reference to international policy goals through its interventions. The NGO is at least widely referred to in the literature and by Northern Non-Governmental Organizations working in the education sector as an important and inspiring actor in relation to EFA.) This might indicate that Southern Non-Governmental Organizations base the legitimacy of their interventions on local accountability and ownership, and do not necessarily feel the need to refer to international policy goals. Concerning Northern Non-Governmental Organizations, both of the competing development perspectives (the MDGs

and the rights-based approach) legitimize a role for Non-Governmental Organizations in education.

Different kinds of organizations either belong to the government sector, the private business sector, or the civil society. For the world to achieve its full potential and for citizens to fulfill their goals, it is essential that all three sectors cooperate with one another. Each sector has strengths and weaknesses in providing what citizens need and want. The business sector most effectively delivers goods. The government sector drafts and enforces laws, and defends the country's borders. The third sector (civil society) provides services that the business and government sectors are unwilling or unable to provide, as well as venues for citizens to come together and be heard on issues that they feel are important (UN, 2011). Non-governmental organizations are the main ones that are attributed to the third sector. They have existed for a long time, but since the mid nineteenth century they have been increasing in number and gaining international recognition. The United Nations Charter, Chapter 10: Economic and Social Council was signed in San Francisco, California on June 26, 1945 and officially recognizes the Non-Governmental Organizations are critical as they contribute to civil society by providing means for expressing and actively addressing the complexity of the global world that we live in today. "Non-Governmental Organizations increase social capital by providing people with opportunities to build trust in each other and the capacity to work together toward common goals.

According to USAID (2003) Non-Governmental Organizations consider one of their most important contributions to education as their capacity to innovate, identify problems, and test solutions. In turn, they expressed frustration with governments' incapacity to do so. Although governments may say that they would experiment if they had the resources, the fact is that political and systemic realities are formidable obstacles to innovation. Education ministries take a national approach; when they pilot new strategies, they must disperse test

sites to satisfy many constituencies. In contrast, NGO programs examined in this study usually began as specific experiments in small sites. Although government officials both insist upon and complain that Non-Governmental Organizations operate in only a small part of the country, this actually frees up an NGO to start small.

Non-Governmental Organizations and government can find common ground when both consider adopting and scaling up an innovation. Going to scale takes a variety of forms, adapting the model to other sets of circumstances, experimenting with different strategies, identifying new problems to solve, or fulfilling donor requests to replicate the model elsewhere (not always desired, since each site is unique). To have a fighting chance, however, Non-Governmental Organizations must devote resources to evaluate and demonstrate their results in ways that resonate with governments and with donors. For instance, when the government is engaged in the evaluation itself, rather than filtered through an NGO, mutual understanding can be achieved and inform education decisions made collaboratively.

Non-Governmental Organizations empower communities to advocate for better educational services and to accomplish such goals a increased access to education, especially for girls, and improved management of schools, using a variety of participatory approaches. In so doing communities recognize their abilities to identify and solve their own problems, to act as an organized social unit and to put in place the basic conditions to deliver better education services to their children. However, while Non-Governmental Organizations use participatory methods to empower communities, they also tend to retain decision-making power and use participatory methods to achieve their own goals. Nonetheless, all partners agreed that one of the most important successes of Non-Governmental Organizations working in education has been increased access to schooling and active local community involvement in the quality of education. (United States Agency of International Development, 2003)

Another way through which Non-Governmental Organizations take part in promoting secondary education is by developing teacher capacity through workshops, seminars or conferences, provision of teaching and learning facilities, provision of scholarship to students, provision of games and recreational facilities, provision of welfare facilities among others. Moreover, governments wish to get Non-Governmental Organizations because of financial support. Since resources are always scarce against unlimited needs, governments hardly have enough to take care of the education sector. Thus, they engage Non-Governmental Organizations to help in meeting the financial expenditures in the sector. For instance, an NGO can offer to build classes, buy textbooks in schools or pay teachers for a given period. All these agreements go a long way in cushioning the government from recurrent bills, bloated wage bill among others. Through such funding from Non-Governmental Organizations, the government can divert its initial funds to other areas that have inadequacies.

Non-Governmental Organizations are critical as they contribute to civil society by providing means for expressing and actively addressing the complexity of the global world that we live in today. “Non-Governmental Organizations increase social capital by providing people with opportunities to build trust in each other and the capacity to work together toward common goals. In recent years the presence and number of Non-Governmental Organizations has grown. However, the influence and importance of Non-Governmental Organizations differ depending on the national context in which they operate.

#### **2.4.2 Types of Non-Governmental Organizations**

Non-Governmental Organizations can be understood by their orientation and level of cooperation. Keegan (2001) identified types of non-governmental organization by orientation as follows:

1. Charitable orientation



2. Service orientation
3. Participatory orientation
4. Empowering orientation.

**Charitable Orientation:** often involves a top-down paternalistic effort with little participation by the "beneficiaries". It includes Non-Governmental Organizations with activities directed toward meeting the needs of the poor.

**Service Orientation:** includes Non-Governmental Organizations with activities such as the provision of health, family planning or education services in which the programme is designed by the NGO and people are expected to participate in its implementation and in receiving the service.

**Participatory Orientation:** is characterized by self-help projects where local people are involved particularly in the implementation of a project by contributing cash, tools, land, materials, labor etc. In the classical community development project, participation begins with the need definition and continues into the planning and implementation stages.

**Empowering Orientation:** aims to help poor people develop a clearer understanding of the social, political and economic factors affecting their lives, and to strengthen their awareness of their own potential power to control their lives. There is maximum involvement of the beneficiaries with Non-Governmental Organizations acting as facilitators.

He went further to identify the following types of Non-Governmental Organizations based on cooperation.

1. Community-Based organization
2. City wide organization
3. National non-governmental organization

#### 4. International non-governmental organization.

NGO types can be understood by their orientation and level of cooperation. NGO type by level of orientation:

**Community-based Organizations (CBOs):** arise out of people's own initiatives. They can be responsible for raising the consciousness of the urban poor, helping them to understand their rights in accessing needed services, and providing such services.

**Citywide Organizations:** include organizations such as chambers of commerce and industry, coalitions of business, ethnic or educational groups, and associations of community organizations.

**National Non-Governmental Organizations:** include national organizations such as the Red Cross, YMCAs/YWCAs, professional associations, etc. Some have state and city branches and assist local Non-Governmental Organizations.

**International Non-Governmental Organizations** range from secular agencies such as Redda Barna and Save the Children organizations, OXFAM, CARE, Ford Foundation, and Rockefeller Foundation to religiously motivated groups. They can be responsible for funding local Non-Governmental Organizations, institutions and projects and implementing projects.

Apart from Non-Governmental Organizations, there are many alternative or overlapping terms in use, including: third sector organization (TSO), non-profit organization (NPO), voluntary organization (VO), civil society organization (CSO), grassroots organization (GO), social movement organization (SMO), private voluntary organization (PVO), self-help organization (SHO) and non-state actors (NSAs).

Non-governmental organizations are a heterogeneous group. As a result, a long list of additional acronyms has developed, including:

1. BINGO: 'Business-friendly International NGO' or 'Big International NGO'
2. TANGO: 'Technical Assistance NGO'
3. TSO: 'Third Sector Organization'
4. GONGO: 'Government-Operated Non-Governmental Organizations' (set up by governments to look like Non-Governmental Organizations in order to qualify for outside aid or promote the interests of government)
5. DONGO: 'Donor Organized NGO'
6. INGO: 'International NGO'
7. QUANGO: 'Quasi-Autonomous NGO,' such as the International Organization for Standardization (ISO). (The ISO is actually not purely an NGO, since its membership is by nation, and each nation is represented by what the ISO Council determines to be the 'most broadly representative' standardization body of a nation. That body might itself be a nongovernmental organization; for example, the United States is represented in ISO by the American National Standards Institute, which is independent of the federal government. However, other countries can be represented by national governmental agencies; this is the trend in Europe.)
8. National NGO: A non-governmental organization that exists only in one country. This term is rare due to the globalization of non-governmental organizations, which causes an NGO to exist in more than one country.
9. CSO: 'Civil Society Organization'
10. ENGO: 'Environmental NGO,' such as Greenpeace and WWF
11. NNGO: 'Northern NGO'
12. PANGO: 'Party NGO,' set up by parties and disguised as Non-Governmental Organizations to serve their political matters.
13. SNGO: 'Southern NGO'

14. SCO: 'Social Change Organization'
15. TNGO: 'Transnational NGO.' The term emerged during the 1970s due to the increase of environmental and economic issues in the global community. TNGO includes non-governmental organizations that are not confined to only one country, but exist in two or more countries.
16. GSO: Grassroots Support Organization
17. MANGO: 'Market Advocacy NGO'
18. NGDO: 'Non-governmental Development Organization'

United States Agency of International Development (USAID) refers to Non-Governmental Organizations as private voluntary organizations (PVO). However, many scholars have argued that this definition is highly problematic as many Non-Governmental Organizations are in fact state and corporate funded and managed projects with professional staff.

Non-Governmental Organizations (Non-Governmental Organizations) exist for a variety of reasons, usually to further the political or social goals of their members or founders. Examples include improving the state of the natural environment, encouraging the observance of human rights, improving the welfare of the disadvantaged, or representing a corporate agenda. However, there are a huge number of such organizations and their goals cover a broad range of political and philosophical positions. This can also easily be applied to private schools and athletic organizations.

### **2.4.3 NGO activities in Secondary Schools in Nigeria**

Since independence, there has been a consistent increasing demand for educational service in Nigeria. This demand arose as a result of population growth, increasing social demands (the desire to educate good proportion of the population) and the need for more

skilled manpower in the country. The increasing demand on educational services means the establishment of more schools, particularly primary and secondary schools, and provision of more teachers and materials. The result is that the burden of funding education in Nigeria, which rest mainly on the various tiers of government, is becoming unbearable. This fact is evident by the existence of numerous problems bedeviling the Education sector in the country. It is foregone conclusion that in Nigeria with a population of over 100m, a good percentage that consists of young people, the funding of education can no longer be totally be left in the hands of governments (Abudullahi, 2003).

Okunamiri (2007) in a study termed the correlates of organized communities in financing educational institutions concluded that religious organization, social organization and women group did not give meaningful financial support to secondary education such as raising funds to help run the schools, assist in the maintenance of dilapidated school buildings and erection of new structures, organization of general launching for the erection of school buildings and award of scholarships etc. The apathy of these organizations in educational financing in Nigeria which has put the major thrust of provision of formal education on government has been confirmed by Jaiyaoba and Atanda (2004) and Awolobi (1998). Both researchers observed that the poor funding of schools and inadequate provision of resources to cope with the ever-increasing demand for educational provision due to education poverty have led to inadequate provision of facilities for effective teaching and learning, and thus hinder fulfillment of national educational objectives. In contrast, Nwadiani (2000) contend that communities have contributed through many ways in funding education in Nigeria and that they have erected and equipped schools and requested the government to take them over. This view was supported by Ogbonnaya (2005) when he asserts that philanthropic individuals and charitable organizations do donate money for the importation of science equipment, provision of relevant instructional materials and construction of classroom blocks in schools.

He went further to note that within the past twenty years, several agencies like the John F. Kennedy foundation, Ford foundation all in U.S.A have generously contributed to the education development of Nigeria.

The centrality of education in the development process cannot be overstated. There is extensive evidence of high social and economic returns to education, specifically primary education. Although the Government has been steadily increasing its investment in education, the requirements and expectations of schooling have also grown. The mere existence of a school infrastructure is no longer sufficient. It must be a suitable structure with sufficient light and air and with water and toilet facilities. Teachers must not only be present and teaching (prevailing teacher absenteeism rates are 33%) in class, they must engage the children in joyful activities and strive to make education interesting for the rural poor through the use of new teaching/learning methods. Children must not only attain basic reading and writing skills, they should develop both cognitive and non-cognitive skills. The curriculum and pedagogy in schools should be relevant and meaningful for the life situations of the children attending school. In the face of such growing expectations from school education, the State is hard put to meet not only the basic needs of access to all children with efficiently managed education administration but is also required to be at the frontier of education innovation and quality improvements. How can these growing expectations of excellence in elementary education be translated into reality? This study argues for partnerships between the Government and non-Government sectors to close the gap in access, equity and quality in elementary education.

The Government has a significant responsibility for the provision of elementary education. However, it has not been able to fully discharge its responsibility. A number of innovations and successful models have evolved in the voluntary sector. It is becoming increasingly evident that a plurality of institutional partnerships is required for the realization

of the goals of UEE - between different agencies and institutions of the Government, between the Government and the NGO sector, between the Government and the private sector. NGO partnerships can be particularly fruitful in moving towards this goal. International declarations exhort Non-Governmental Organizations to participate in the Government's commitment to increase the share of education in GDP to 6% now includes both Government and non-government resources.

## **2.5 Capacity Building**

Capacity building is attracting more and more attention in the context of changing aid architecture. Having previously been the recipient of capacity development efforts, Non-Governmental Organizations now have the possibility to impact themselves on the capacity development of state institutions. Kasturi in Inger (2009) gives a fitting summary of the changes already mentioned. The current donor approach (through the Paris Declaration) emphasizes the need to strengthen the state and institutions, following two decades of downsizing of the public sector through policies and neo-liberalism. During this period, capacity building concentrated on Non-Governmental Organizations and civil society. The most recent transition in donor policy is reverting to support for state institutions. Beyond the multilateral aid agenda and Non-Governmental Organizations' consolidated role in development, does the concept of capacity development itself bear a promise to revitalize and diversify NGO action in education?

Capacity development is considered to be a long-term, endogenous process of developing sustainable abilities on all levels: the individual, organizational, institutional and system level. This is linked to and has implications for NGO action in four different, yet interdependent ways. Firstly, the all-encompassing approach of capacity development fits well with NGO action. NGO interventions are known for involving local stakeholders, for

being adapted to the local context, for providing education and for developing capacity, all of which are aimed at community empowerment. (Kasturi in Inger 2009)

Finally, the concept of capacity development can be a useful way for Non-Governmental Organizations to have an impact on education governance and thus improve the primary weaknesses of their interventions, with regard to the lack of sustainability and the limited scope of their actions. Concerning the latter, Clayton, Oakley and Taylor confirm: One of the inherent weaknesses of CSOs is that they are unable to provide an overall framework in which to operate at both national and regional levels (2000). Capacity development can provide such a framework, and contribute to improving and diversifying NGO action aimed at the public education sector. When it comes to Non-Governmental Organizations' impact on education governance, an increasing number of Non-Governmental Organizations are coming to the conclusion that gap filling is not the way to go, because it frees states from responsibilities that rightly should be theirs (Degnbol-Martinussen & Engberg-Pedersen, 1999). Concerning the lack of sustainability associated with NGO action, capacity development constitutes a comprehensive approach to development that distinguishes itself from the earlier-mentioned project approach.

Schacter (2000) confirms that capacity building requires a learning-by-doing approach that cannot easily be accommodated within the formalities of a classic project style. Whereas projects serve for immediate, short-term goals, they do not always result in sustainable, long-term economic, social or institutional development.

Capacity building seeks to improve the performance of work units, departments, and the whole organization. Organizational capacity building is a system-wide, planned effort to increase organizational performance through purposeful reflection, planning, and action. In particular, capacity building looks in depth at where an organization stands in comparison to where it hopes to be in the future, and develops the skills and resources to get there. Thus



organizational capacity building is synonymous with organizational learning. The ultimate goal of capacity building is to enable the organization to grow stronger in achieving its purpose and mission. It asks the question, "What kinds of things do we need to do to keep ourselves healthy and vital as an organization?" and provides a variety of techniques to help find the answers. (Daniel, 2000)

Building organizational capacity typically involves four steps: diagnosing what is missing or needed in the organization, planning strategies to change the situation, educating personnel to carry out change, and evaluating results. As an organization engages in these activities it acquires new knowledge about organizational actions and outcomes. Organizational capacity expands when learning goes beyond solving a specific problem to gaining the skills and knowledge to solve future problems.

Certainly, capacity building has received growing attention over the past 20 years (Ontario Trillium Foundation, 2005). This enhanced interest in capacity building has occurred simultaneously with the shift in the voluntary and community sectors' pool of available funding, increased expectation to do more with less, and overall public expectations of accountability. These changes within the sector have served to create challenges to organizational sustainability, which overall hinders the ability of nonprofits to do work that has impact.

Paradoxically, funders have often failed to recognize and support the strong two-way relationship between program success and organizational strength and sustainability (The California Wellness Foundation, 2001). Often, non-profits have found it easier to secure funds for a specific project with tangible outcomes rather than find resources to develop themselves internally. However, if organizational capacity is weak, then programs and services are bound to suffer (TCC Group, 2010). In fact, there is good evidence to suggest that organizational capacity matters to achieving programmatic outcomes (Light & Hubbard,

2002). Fortunately, more and more funders are recognizing this critical link by developing capacity building grants to support their grantees.

Capacity building is perhaps one of the most fashionable, yet least understood term in the non-profit sector (Light and Hubbard, 2002). There is a lack of shared definition and understanding around its features and essential elements. Funders tend to talk about capacity building programs, while capacity builders might refer to capacity building engagements, yet organizations may refer to it as a set of activities or processes that accomplish a specific goal. There have been many different definitions applied to capacity building. Some authors have referred to it as a vague term that describes a wide range of activities, knowledge, and resources that non-profits need to be effective, while others have focused on defining the process of capacity building (Connolly and Lukas, 2002; Light and Hubbard, 2002). Throughout the literature there seems to be two definitions more commonly cited than others. The first is from McPhee and Bare (2001) who define it as “the ability of nonprofit organizations to fulfill their missions in an effective manner”. Connolly and Lukas (2002) define it as a wide range of capabilities, knowledge and resources that nonprofits need in order to be effective. In reviewing definitions, there are also those that encompass notions of capacity that extend beyond organizations.

Capacity can also be built at the individual and community level, and therefore definitions need to include these concepts. The United Nations suggests that capacity building can be defined as:

“...the process by which individuals, groups, organizations, and communities increase their abilities to: (1) perform core functions, solve problems, define and achieve objectives; and (2) understand and deal with their development needs in a broad context and in a sustainable manner.” (United Nations Development Programme, Management Development and Governance Division, 1998).

It is evident that there is a lack of agreement within the field of capacity building as to what exactly it is. This lack of shared understanding around capacity building elements and features can be enhanced through a greater focus of where capacity building efforts are directed—individuals, organizations, geographical or interest communities, or the non-profit sector as a whole (Light and Hubbard, 2002). For the purposes of this report, exploration of elements and features will focus on capacity building that is directed towards organizations.

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### **2.5.1 Forms of Capacity Building**

#### **Leadership Capacity**

Leadership capacity is the ability of all organizational leaders to create and sustain the vision, inspire, model, prioritize, make decisions, provide direction, and innovate, all in an effort to achieve the organizational mission (York, 2005). This includes areas such as:

- 1. Governance** – The overall processes and structures used by the board to direct and manage an organization’s operations and activities (Panel on Accountability and Governance in the Nonprofit Sector, 1999).
- 2. Internal Leadership** – This refers to those organizational leaders outside of the board and their ability to apply a mission-centered, focused, and inclusive approach to making decisions and motivating people to act on those decisions (TCC Group, 2010).
- 3. Sustainability** – This is the organization’s ability to cultivate organizational leaders, avoid over-relying on one leader, and plan for leadership transition (TCC Group, 2010).

## **Management Capacity**

Management capacity is the ability of an organization to ensure the effective and efficient use of organizational resources. Essentially, this means an organization's capacity to serve more constituents more effectively (TCC Group, 2010). Included here are areas such as:

**1. Human Resources** – This area includes all areas related to staff management, such as assessment of staff performance, managing performance expectations, program staffing, staff development, salary, and benefit administration and relevant policies and procedures (HR Council for the Voluntary and Non-Profit Sector, 2009).

An important component of Human Resources is the area of Volunteer Management. This refers to the capacity of the organization to recruit, train, retain and reward volunteers (TCC Group, 2010). For many nonprofit organizations, this is a critical component of their overall human resource strategy.

**2. Financial Management** – The ability to manage and deploy organizational revenues and assets to ensure efficient operations (Stowe and Barr, 2005).

## **Technical Capacity**

This refers to whether the organization has the skills, tools, and facilities to deliver its programs and manage its operations. Specific areas of focus include:

**Program Design and Evaluation** – The ability to design and implement an effective evaluation (TCC Group, 2010). This refers to the technical skills of developing a proper design for the program and a relevant program logic model or other evaluation tool that can measure the effectiveness of programming. This is different than utilizing the results of the evaluation for ongoing learning and improvement. The concept of evaluation, whether programmatic or organizational, for ongoing learning is a separate area of capacity found below.

**1. Fundraising skills:** The ability to procure the financial and in kind resources necessary for efficient operations (TCC Group, 2010).

**2. Marketing skills:** The capacity to communicate effectively with both internal and external stakeholders (TCC Group, 2010).

**3. Technology:** Having the necessary resources (i.e., equipment, systems, software, etc.) needed to efficiently operate the organization (TCC Group, 2010).

**4. Technology skills:** The ability to run efficient operations (TCC Group, 2010)

### **Adaptive Capacity**

This refers to the ability of an organization to monitor, assess, respond to and create internal and external changes. The concept of a “learning organization” is captured in this area of organizational capacity.

**1. Environmental Learning** – The ability to learn about what is happening in the local community as well as staying current with what is going on in the field through networking with community leaders and funders (York, 2005).

**2. Programmatic learning** – The ability to assess the needs of clients, and use the results of program evaluation as a learning tool in enhancing program delivery (TCC Group, 2010). This is different than the technical skill of program evaluation above, as programmatic learning refers to the ability of the organization to make use of the results to improve performance and service delivery.

**3. Organizational learning** – The capability to carry out self-assessments, utilize the findings to carry out and follow through on strategic plans (TCC Group, 2010).

### **2.5.2 Models of Capacity Building**

An additional challenge posed in the literature points to the limited availability of appropriate frameworks and models to properly understand and frame capacity building

activities (Raymond, 2010). While there seems to be agreement that capacity building encompasses many components, there is no consensus on what these components are.

Models and frameworks for capacity building can help clarify goals and objectives. Without an appropriate structure, capacity building activities can seem disconnected and piecemeal (Doherty and Mayer, 2003). This can certainly impact funders, as they may view their investments in capacity building as yielding poor outcomes. The need for shared models impacts not only funders, but non-profits as well (Venture Philanthropy Partners, 2001). When it comes to non-profit capacity building, organizations do not have access to any kind of shared model or framework that is applicable across the sector.

### **Appropriate Support**

First, despite that there appears to be ample capacity building resources available for non-profits, there is evidence to suggest that some in the sector may still be unable to access these resources due to many capacity builder's unfamiliarity with the challenges that non-profits face (LBJ School of Public Affairs and Bush School of Government and Public Services, 2006). Capacity builders may provide services of mixed quality, or offer services that focus primarily on one or two areas of capacity (Connolly and York, 2003).

Capacity building providers need to closely examine not only the quantity of their offerings, but their quality as well. In a 2010 study of more than 260 non-profits in the Los Angeles area, most respondents did not report a high level of satisfaction with the capacity building services they had received, and only one in three would refer their consultant to someone else (TCC Group, 2010). Capacity builders need to have the right mix between enough field expertise (example knowledge of the non-profit sector and its challenges) and content expertise (example, fund development). Throughout the literature, funders were often cited as being both the biggest supporters and roadblocks to effectively building capacity within the non-profit sector

(Connolly and York, 2003; Ontario Trillium Foundation, 2005; Raymond, 2010; Venture Philanthropy Partners, 2001). Funders pose a significant challenge to building and sustaining highly effective organizations, as donors and funders have traditionally been more interested in funding an exciting new idea than in building an organization that can carry out the idea (Venture Philanthropy Partners, 2001). However, this way of thinking is slowly changing and funders are realizing that great programs need great organizations behind them. There have been many funders, United Way of Calgary and Area included, that have made concerted efforts to build capacity with their grantees. However, these efforts have typically been targeted in one area of capacity (e.g., HR, leadership, evaluation, etc.).

The literature would also suggest that capacity building is often done with the unrealistic expectation that it can be done with little time or effort (Doherty and Mayer, 2003; Raymond, 2010). In a recent study done by PricewaterhouseCoopers Canada Foundation (2011), they suggest that an investment of three to five years needs to be in place before meaningful improvements can be achieved. Considering that most investment cycles run on a one to three year renewal cycle, this lengthy investment may not be feasible for most funders to consider making.

## **2.6 Provision of Teaching Facilities**

Adesina, (1980) in Oyedeji (1998) observed that the quality of education that our children receive has direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. In support of Adesina, Adaralagbe (1983) described that the contribution of the provision of facilities is very vital to the educational system.

According to Edem (1987) it is the duty of the ministry or board of education to make furniture, equipment, books and expendable materials available to schools. Their inadequacy constitutes another source of frustration and disillusionment among teachers. Recent study by



Ajayi, (2001) proved that adequate supply of instructional material resources has significant effects on students' performance and enhances the effectiveness of instructional delivery and supervision. However, there seem to be in Nigerian schools an alarming shortage and even complete absence of instructional materials. UNESCO (1998) further stressed that, monitoring of learning achievement report on the available instructional materials in the 960 sampled primary schools across the country revealed that chalkboard and chalk were the only materials.

Educational facilities refer to non-human and non-fanatical resources. They also include all movable and immovable materials which are used for teaching, learning and other activities. Usman (2006) described facilities to include furniture, study carrels, language laboratory, workshop, realia, biro, chalk, and duster. Agbenta (1993) emphasized the significance of different categories of physical facilities on the quality of academic programmes. Hallack (1990) posits that while available, adequate and relevant facilities promote academic achievements, unattractive school buildings cracked classroom walls and floors, lack of or inadequate playgrounds and surroundings inhibit academic achievement. A well designed functional school building with a wide array of teaching aids proved effective delivery of the school's curriculum and are positively related to academic achievement.

Ezewu in Peretomode (1998); The World Bank (1988) in Babatope (2010) noticed a correlation between economic development and the development of education and that of enrolment ratio in schools as one of the indices of developments, that the quality of education is often a reflection of performance of graduates in the labour market which is also dependent on the quality of academic programmes and provision of instructional facilities provided by the various schools.

The philosophy of Nigerian education seems not unaware of scarcity and need for school facilities. Nevertheless the effort has not yielded dividend since the problem persist, with new vigor, most likely due to explosive school population and lack of maintenance and repair culture. These two factors top the list in impoverishing schools with facilities. Others are theft, poor contract arrangement coupled with insincerity by both parties, fire outbreak, and so on. The ratio of 1:2,000 media to students cannot afford the individual a diversified and flexible choice.

Despite Government policy statement that all schools will properly be equipped to promote sound and effective teaching and learning and in particular that suitable textbooks and libraries are to be provided to schools. That Government will after consultation with states set up a National Committee to advice on the production of suitable textbooks and instructional materials for the whole federation. That Governments setting up an audio-visual aid development center of the Federal Ministry of Education in Kaduna and will continue to provide funds in order to expand its facilities so as to bring service within the reach of each school (FME, 1985) in (Usman, 2006). However, there seems to be in Nigeria schools with alarming shortage and even complete absence of instructional materials. United Nations Educational Scientific and Cultural organization (UNESCO, 1998) further stressed that monitoring of learning achievement report on the available instructional materials in 960 sample secondary and primary schools across the country revealed that chalkboard and chalk were the only materials reported as being adequately available in schools. Mbakwem and Asiabaka (2007) lamented the unhealthy nature of the buildings: uncompleted, old and antiquated, sometimes dilapidated buildings over-crowded and un-conducive classrooms, unsighted and unhygienic toilets, inadequate laboratory and workshop.

Hallack (1990) stressed that, while available adequate and relevant facilities promote academic achievements unattractive school buildings, cracked classroom walls and floors,

lack of or inadequate playgrounds and surroundings inhibit academic achievement. Many schools have no clean water supply within 500 meters of the school as stipulated in the UBE strategic plan (2001). These are blind spots that are not yet addressed yet they are critical need areas of the schools and their pupils. When pupils are exposed to disadvantage conditions of learning, learning would be slow (Mbakwem and Asiabaka, 2007).

In the same vein, Agbenta (1993) emphasized the significance of different categories of physical facilities on the quality of academic programmes. According to this scholar inadequacy of any category of these physical facilities could lead to overcrowding, stress, unruly behaviors, distraction and gradual decay of symbolic things that help pattern human behaviour.

### **2.6.1 Utilization and Maintenance of Teaching Facilities**

Utilization is the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization, underutilization, maximum utilization, optimum utilization and overutilization. In this regard, utilization of facilities for teaching has to do with judicious harnessing of teaching facilities for the achievement of educational objectives (Adegboyeje, 2000).

Yusuf and Akinniranye (2011) observed that, most schools are often under-utilized. They opined that, time utilization rate (TUR) and space utilization rate (SUR) are indicator used to measure the utilization of facilities for teaching. They define time utilization rate as ratio between the numbers of periods during which classroom is used, and the maximum number of period available per week, while space utilization rate compared the average size of the classes occupying a room and its theoretical capacity. The effective use of the classroom, desk, chairs, tables, chalkboard or white board as the case may be in teaching enhances better learning and longevity of these facilities.

Anyanwu (2003) identified two ways by which the teacher should prepare for the utilization of instructional materials. These are:

- i. by previewing before they are brought to the classroom and
- ii. actual presentation

However, the following are the basic guidelines and requirements for utilization of instructional materials in effective instructional delivery.

**Specification of objectives:** clear objectives which are behaviorally stated and provide guidelines in instructional material using process. They direct the sequence, methods, content and techniques of instructional processes. They provide scientific basis of valid evaluation instrument construction and administration. Maximal fit with instructional tasks: instructional materials must be appropriate to situational determined and individually responsive.

**Preparation and Preview:** for effective and successful use of instructional materials for proper teaching and learning situation, the teacher must in advance prepare himself, the learner and the environment. The material as a matter of fact must be previewed by the teacher in order to follow its process and presentation.

**Multidimensional Presentation:** proper and creative use of a variety of instructional materials at different levels of lesson planning and development can be adequately used to achieve various instructional objectives. This will enrich variety of learners mind as they attain better goals more easily than with the use of a single medium.

**Environmental Situation:** the environmental variables such as cultural and social in which instructional materials are utilized for learning have significant effects on their attention. Complexity properties can be successfully presented in less quite environment.

**Measure for Outcome:** instructional materials should be evaluated in terms of their suitability, practicability to the instructional objectives, and appeal to the cost effectiveness, to learner achievement level, and consistency with content, call for improvement in utilization techniques.

Adegboyeje (1999) defined utilization as the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization underutilization, maximum utilization and over-utilization. Non-utilization occurs when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counterproductive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community. Resource put in to maximum and optimum usage are not wasted. They are likely to enhance achievement of educational objectives.

Khan and Iqbal (2012) argued that a good school child should be groomed on the proper use of equipment's instructional facilities, refuse disposal and sanitation, the importance of games and sports as well as science resource corner among others.

Gujjar and Malik (2007) opined that, if the necessary facilities that will facilitate the training of child are not available, the teaching and learning process cannot be successful. Ema and Ajayi (2003) opined that, without the teacher who is knowledgeable, instructional facilities cannot create change and progress, the only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its value.

Jimoh (2010) emphasized that the use of instructional facilities are sine qua non in affecting behavior of learners of every field i.e. a pre-requisite, requirement or an essential condition. He added that, it is necessary to note that instructional facilities are important

catalysts of social re-engineering and change in learners. It is obvious that effective instruction cannot be well accomplished without the use of instructional materials. The reason is not far-fetched: advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching learning situation positively. Instructional materials possess some inherent advantages that make them unique in teaching. For one thing, they provide the teacher with interesting and completing platforms for conveying information since they motivate learners to want to learn more and more.

Bollick Berson and Coult (2003) pointed to a good relationship between effective teaching and using of instructional facilities. He argued that, while some educators have been fascinated by the potentials of instructional materials during teaching and learning others expressed doubts that instructional materials will ever incite teaching reform in social studies. Ema and Ajayi, (2004) assert that “teaching equipment and materials have changed over the years not only for facilitating teaching and learning situation but also to address the instructional needs of individual and groups. Jimoh (2010) asserted that different types and variety of instructional materials are available to be used in teaching any subject effectively. However, it is not all topics that require the same type and quantity of material. As far as educational instructions is concerned. These materials could be purchased, locally made or imported from other countries when necessary for effective instructional delivery.

Yusuf and Akinniranye (2011) affirm that, if school facilities are to be adequately and appropriately utilized, flexibility in the design of facilities is needed. For example, the provision of movable partitions on buildings makes it possible to expand and contract instructional space to meet the demand of various teaching and learning situation. He added that alternative use to which school facilities should always be explored, school facilities

which could be made to serve double or multiple purposes should be for the purposes. The dining hall for example could be used for holding school assemblies, staging dramas as well as a venue for the community's cultural and recreational activities.

However, Hughes and Ubben in Yusuf and Akinniranye (2011) emphasized that in order to make optimal utilization of facilities in school, school personnel and members of the community should have adequate knowledge of the functioning of such facilities and the alternative uses to which they could be put. Without such a knowledge some items will be under-used, some will be over used while others will not be used at all.

Nwadiani (2010) observed that the facilities in most schools are not only over utilized, they are also poorly maintained. Jimoh (2010) holds that, the teacher is assisted by instructional facilities in overcoming physical difficulties that could have hindered his effective presentation of a given topic. He added that instructional facilities generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners.

Joof (1992) explained that, the concept of instructional materials has gone through several evolutionary stages from the simple instructional aids, technology media to communication and education technology". This according to him tells us that instructional materials are not just objects or equipments used during teaching-learning process but they are those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the learners.

Gujjar and Malik (2007) explained that, instructional materials are the relevant materials utilized by a teacher during instructional process for the purpose of making the contents of instructions more practical and less vague.

More senses/media facilities should be involved for more lasting and to form idle teaching and learning. Trump and Erickson in Usman (2006) further explained that Government and indeed all the stakeholders in education should stress the need for adequate provision and frequent utilization of instructional facilities for a sound and effective instructional delivery. Usman (2006) opined that real objects like pots, cutlery, furniture , stones, energy generating materials, clothes, foods and others could be brought to the class and utilized by the teacher. Models of human skeletons, shapes and globe, maps, houses and others could be made and brought to the class. Instructional simulation of family unit, market scene, Emirs, Chiefs or Sarki's palace, banking hall and others could be made and presented in the class for effective teaching. Those within the educational sector like graphic art teachers and technologist could produce simple facilities through tracing with carbon papers, tracing papers, tracing box or high box, glass or glass winder, the grid method (enlargement and reduction) enlargement by opaque, and photograph method through the use of an instrument called pantograph all with the aim of making good use of them in order to facilitate effective instructional delivery task.

Improvisation is a way of making instructional materials ready for use during teaching and learning process. Improvisation, according to Igunnu in Usman (2006) is to make or do something quickly in time of need using whatever is available...sometimes due to unexpected circumstances that can come up during a programme or due to location. Hence the teacher has to use his ingenuity, senses and skills to bring out something that looks and function like original so as to achieve set objectives or solve concerns.

Jimoh (2010) grouped the kinds and categories of instructional facilities used in effective teaching to include projected and electronic materials, non-projected materials, phenomenal and manipulative materials. Projected and electronic materials are forms of



media which could be visual, audio and audio-visual in nature that requires projection and electricity in their using process for teaching and learning situation.

Non-projected materials: Ughamadu as cited in Anyanwu (2003) asserted that, non-projected materials are those materials that do not require any form of projection before they can be utilized. These could include the following, textual and non-textual, chalkboard, magnetic board, soft board, flip-chart, and specimen, models e.t.c phenomenal and manipulative materials. These instructional facilities or material are majorly community based-resources that, promote the teaching-learning of moral values and cultural activities of the learners. Phenomenal are instructional situations such as event settings, festivals, resource persons and other community resources that are directly apprehended by the learner at their natural setting. Manipulative materials are instructional materials that, the learners actually handle skillfully, deal with and manage expertly to bring about the desired behavioral changes like models and specimens.

It is very important of a professional teacher to also bear in mind that every instructional material has its definite unique strength in teaching-learning situation. It is necessary to note also that though effective communication better teaching but faster learning can only be facilitated or guaranteed by careful selection and skillful utilization of appropriate instructional materials by the users (Jimoh, 2010).

Principles and requirement for the selection of instructional aids or materials according to Jimoh (2010) included:

- (1) **Instructional task:-** The behavioural objectives, contents learning activities, evaluation instruments and techniques as element of instructional task should be taken into cognizance by an effective teacher in the selection and development of instructional materials and equipment.

- (2) **Dynamic variable:-** These variables constitute the concentration and size of the target audience, the desired level of learner's response and participation, the class room social Climate, sitting viewing and listening arrangement, available time, and space, teacher competence among others are to be seriously considered in the selection, decision and development.
- (3) **The environmental factors:-** these consists the educational community and the available educational infrastructure. Such as people, facilities, equipped library, workshops, laboratories, electricity, water supply and personnel should equally be considered in the selection and development.

Similarly, Bozimo (2002) posited the following criteria in the selection of instructional materials:

- i. appropriateness of the materials to the instructional objectives;
- ii. freedom of the content from bias;
- iii. degree of the quality variety of the materials;
- iv. quality of the format, print, sound or photography; and
- v. availability of the materials to clarity objectives of and how to operate the materials.

Kissock in Bozimo (2002) also posed some questions that will assist a teacher in the selection and application of instructional materials. These questions are as follows:

- i. Do the materials fit within the planned rational and scope of the programme?
- ii. Will their use help ensure alignment of objectives created for this program?
- iii. Are they compatible within the teaching strategies selected?
- iv. Do they offer the content which is important for achievement of the objective?
- v. Are their languages and vocabularies appropriate for the students reading abilities?
- vi. Are there any harmful ethnic, religious, social, sexual or racial biases in the materials?
- vii. Are they well made?

- viii. Is the cost appropriate and affordable?
- ix. Will they be useful for the length of time desired?
- x. Will teachers find the materials easy to use?
- xi. Will students be interested in making use of them? and
- xii. Are they factually correct?

Jimoh, (2010), Asiabaka and Mbakwem (2011) and Anyanwu (2003) identified some guidelines and requirement for the utilization of instructional materials for according to them, utilization judges the value of instructional aids. Teacher's ability to effectively utilize the available materials and optimize the attainments of instructional situation varies with their level of utilization. However, once materials have been selected, careful preparation comes first by the user.

Anyawu (2003) identified three ways by which the teacher should prepare for the use of instructional materials, these are:

- i. by previewing before they brought to the class. The teacher should have the first knowledge by using it himself before the class;
- ii. first knowledge – the teacher should have a full knowledge of the parts, names, operational level of the intended instructional material; and
- iii. actual presentation – this is the period the teacher operates and uses these materials in instructing the children.

The following however, are the basic guidelines and requirement for utilization of instructional materials in effective instructional delivery:

**Specification of Objectives:** clear objectives which are behaviorally stated provides guides in instructional materials using process, they direct the sequence, methods content and

techniques of instructional process. They provide scientific basis of valid evaluation instrument construction and administration.

**Maximal Fit with Instructional Tasks:** instructional materials must be appropriate to situational determined and individually responsive.

**Preparation and Previews:** for effective and successful use of instructional material for proper teaching-learning situation, the teacher must in advance prepare himself, the learner and the environment the material as a matter of must should be previewed by the teacher in order to follow its process of presentation sequentially.

**Multi-dimensional Presentation:** proper and creative use of a variety of instructional materials at different level of lesson planning can be adequately achieving various instructional objectives reasons because it will enrich variety of learners mid as they attain better goals more easily than with the use of a single medium.

**Environmental Situation:** the environmental variables such as physical, cultural and social in which the instructional materials are utilized for learning have significant effect on their effectiveness sound-motion film for instances with their attention – complexly properties can be successfully presented in less quite environment.

**Measure for Outcome:** instructional materials should be evaluated in terms of their suitability, practicability to the instructional objectives, appeal to the cost effectiveness, learner achievement level, consistency with content call for improvement in utilization techniques etc.

Facility maintenance entails producing clean and safe environment for teaching and learning. It involves maintaining new structures, renovating and modernizing old ones which require considerable expertise and commitment of human and material resources.

Oyedeji (1988) pointed out two main types of maintenance. According to him the first one is the individual building maintenance. This type of maintenance is carried out by the school head. Here, the head must see to the maintenance of such areas of school building like the broken windows, inadequate light fixture, defective wiring, leakage and dilapidated buildings. The second type of maintenance is known as district wide maintenance which is common in higher institutions.

Maintenance of school facilities involves all the activities or programmes designed to keep the facilities and equipment as near their original state as possible. Maintenance involves activities required to keep the facilities and equipment functional at all times and thus prevent them from becoming obsolete. It is also conceived as involving any activity carried out on any component of the school physical facilities in an attempt to keep or restore and more importantly, to ensure that they are in good shape. School facilities maintenance activities include repairs, replacement of worn out parts, greasing, painting or galvanizing (Akpan, 2001).

Asiabaka (2008) on facility maintenance holds it that, the issue of facility maintenance entails providing clean and safe environment for teaching and learning. The maintenance of facilities could be preventive, routine, emergency repairs and predictive maintenance.

**Preventive Maintenance:** this is a type of maintenance carried out on school facilities to avoid break down and to ensure optimal performance of the facility. It saves cost and time.

**Routine Maintenance:** this is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually depending on the agreed schedule.

**Emergency Maintenance:** this is common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down

and urgent steps had to be taken to remedy the situation. This type of facility maintenance is very expensive.

**Predictive Maintenance:** this involves the use of computer software to predict equipment failure based on age, user demand and performance measures.

Management of facilities refers to well operation and maintenance of these facilities. There are six different types of maintenance practices as identified by Abdulkareem (2003) which are:

- i. preventive maintenance;
- ii. corrective maintenance;
- iii. break down maintenance;
- iv. emergency maintenance;
- v. routine maintenance; and
- vi. Periodic maintenance.

According to Ayanniyi (2006), the maintenance of school facilities is concerned with the process of taking proper care of school buildings, school plants and equipment, so as to retain initial qualities for the purpose of achieving educational objectives. Facilities in most of the primary schools across the country are in a state of dysfunctional state. This is due to poor maintenance culture. Buildings are dilapidated with roofs caving in, while most of the school furniture has broken down. Effective learning takes place in an environment where learners are free to move around without fear of a collapsed building or being injured by broken down school facilities. Considering the state of Nigerian economy, there is the need to inculcate a culture of maintenance in our learners and teachers while the dilapidated structures and those that have broken down should be repaired.

Jordan (1988) pointed out that, there are three inter-related maintenance services which aid efficiency in any organization. They are;

- i. Regular maintenance;
- ii. Emergency maintenance; and
- iii. Preservative maintenance.

Manga, Aliyu and Garba, (2013) expressed that the provision and maintenance of physical inputs in particular will create a conducive school environment for effective teaching and learning. Several other studies conducted on the place of facility maintenance to teaching learning process indicated those decaying school facilities, damaged electrical fittings, heating and cooling systems affects the learning of students and moral of teachers.

Lowe (1990) found out that proper maintenance of school facilities positively affected teachers moral by giving them a sense of personal safety, renewed hope and commitment as well as the belief that the district cared about what went on in school buildings. Anyanniyi, (2006) Observed that, considering the state or Nigerian economy, there is the need to inculcate a culture of maintenance in our learners and teachers while the dilapidated structures and those that have been broken down should be repaired.

In spite of the great significance attached to the provision of school facilities, the school lands in many Africa Secondary Schools across the continent are poorly maintained. Taiwo, (2002) noted that the physical environment in most secondary schools in African countries is literacy aggressive due to poor maintenance culture. Otu, (2002) opined that, it is very common to see secondary school classrooms with broken windows and doors, collapse ceilings, damaged roofs, cracked walls, faded paints, broken furniture non-functional equipment, electrical fittings and damaged infrastructures. Oyedeji (1998) maintained that there is a positive relationship between the quality of maintenance and level of functionality of school plant. He identified the significance of school plant maintenance to include:

- i. School plant maintenance makes it possible to have a clean and healthy school environment.
- ii. It ensures that school buildings and facilities are kept safe and well protected.
- iii. It ensures that school facilities are constantly functioning in good working condition.
- iv. It helps to slow down the rate of degradation of facilities and extends their life span.

Considering the immense value of maintenance of facilities toward sustaining a conducive learning environment, principals of secondary schools in Africa and Nigeria in particular should re-direct their energies to develop and apply effective plant maintenance strategies. Ogunu (2000) and Sani (2007) identified types of maintenance approaches to include:

- i. individual school Custodian Maintenance Approach: Here maintenance is highly centralized and the school custodian ensures that maintenance tools are not only provided by but that subordinate staff on daily basis execute maintenance duties;
- ii. district wide maintenance approach: This is where there is a fully staffed maintenance department within an expert maintenance work;
- iii. situational Maintenance Approach: This depends on availability of funds that are usually generated by charging the public for their use of school facilities;
- iv. committee maintenance approach: these centers on giving maintenance responsibility to a constituted works committee comprising of teachers students and supporting staff;
- v. community participating Maintenance Approach: This is where technical experts and professional brick layers, plumbers, carpenters, welders, mechanics and other members of the community form a committee jointly with the school to provide maintenance services;



- vi. emergency Maintenance Approach: Action regarding school plant maintenance is taken only when there is an emergency situation or disaster;
- v. ad hoc Maintenance Approach: This is where limited funds for maintenance are kept with an official of the ministry or school Board to respond maintenance need of schools according to the gravity other needs; and
- vi. preventive Maintenance approach: This is well-planned pro-active and systematic maintenances that consultancy checks and takes preventive measures before problem will arise.

When huge sums of money have been used to construct schools and equip them with necessary physical facilities it is naturally expected that such facilities will be properly maintained. The school manager therefore has the statutory responsibility of ensuring that everything possible is done to keep the school plant in good functioning condition. The school Head needs to enforce the following school plant maintenance activities.

- i. school grounds and the entire environment should be swept clean from wastes generated by animals, plant and human beings on daily basis;
- ii. school buildings should also be swept, floors and furniture scrubbed of dust on daily basis;
- iii. electrical bulbs and fluorescent tubes should be replaced when they expire;
- iv. school plant landscaping need to be maintained regularly;
- v. refuse and sewage should be regularly disposed in order to maintain a healthy and clean school environment;
- vi. school plant security should be maintained at all times;
- vii. machines and other mechanical devices should be lubricated to make them run smoothly;

- viii. water supply infrastructure such as pipes, taps, wells boreholes, tanks and other equipment should be kept in good condition; and
- ix. road network and walkways in the school need to be beautified and kept in good condition for smooth traffic of vehicles and pedestrian movement.

## **2.7 Provision of Learning Facilities**

Facilities for learning in schools enhance great attention span and effective and efficient learning. Many schools have no clean water supply within 500 meters of the school as stipulated in the UBE strategic plan (2001). There are no toilet facilities for children's conveniences, no functional libraries for training in reading culture and research (catch-them young); no transportation systems for conveying the young learners to places of educational interests and other outings.

Obanya, (2001), aptly pointed out that acquired experience through interactive and practice-oriented programmes are completely lost when learners are denied the opportunity to handle or manipulate laboratory equipment's, agricultural tools and other machines. Hallack (1990) stressed that while available adequate and relevant facilities promote academic achievements, unattractive school buildings, cracked classroom walls and floors, lack of adequate play grounds and surroundings inhibit academic achievement. Learners are not passive objects; they are active and inquisitive persons. Knowledge acquisition is a constructive or process and each pupil's knowledge is personal and unique.

The National Policy on Education (2004): in section one on philosophy of Nigerian education stipulates: Education and training facilities will be multiplied and made more accessible to afford the individual a far more diversified and flexible choice 7 (3).

Section 2: Pre-Primary Education.

a. Develop orthography for many more Nigerian languages.

b. Produce textbooks in Nigerian languages. 11 (3)

### Section 3: Primary Education.

Providing basic tools for further educational advancement including preparation for trades and craft of the locality (14 (g) 15 in pursuance of the above objectives (2)

- i. Government will provide junior libraries for primary school children.
- ii. Government will make available materials and manpower.
- iii. Government will make staff and facilities available.

Facilities will be available for effective participation in these programmes by providing farm implements, fertilizers, seeds and seedlings.....Government will also provide teachers and facilities for the study of local craft. Government will ensure that all schools are properly equipped to promote sound and effective teaching and learning, and in particular, that suitable textbooks and libraries are provided to schools. To this end, funds are been provided for school libraries, text books and equipment and government are also embarking on a scheme for the provision of inexpensive textbooks. Government will after consultation with states set up a National Committee to advice on the production of suitable textbooks and instructional materials for the whole federation.

Writing about the physical conditions, equipment and facilities for learning in schools, Mbakwem and Asiabaka (2007), lamented the unhealthy nature of the buildings: uncompleted, old and antiquated, sometimes dilapidated buildings, overcrowded and un-conducive classrooms, unsightly and unhygienic toilets, inadequate laboratories and workshops. The pupils start learning in already deprived and disadvantaged school environment. In several primary and secondary schools in most parts of the country, the buildings were either half completed or dilapidated.

Khan and Iqbal, (2012), asserted that excellent school facilities are basic ingredients for a successful learning and are very important for achieving the targets and improving the literacy rate of a country. The phenomena that some schools have surplus facilities and others lack them are an indicator of poor educational planning in schools.

Lyons, (2012) documented that learning is a complex activity that supremely tests students' motivation, teaching resources, their skills off teaching and curriculum. He further concluded that there was an explicit relationship between the physical characteristics of school buildings and educational outcome.

Fuller, (1999) revealed that physical learning environment or the places in which formal learning occur range from relatively modern and well-equipped building to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors augured that "extent empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student's achievement, after taking into account students' background". A number of studies have shown that many school systems, particularly those in urban and high poverty areas are plagued by decaying buildings that hitherto affect the health, safety and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic programme in the school. A growing body of research has linked student achievement and behaviour to the physical building condition and overcrowding. Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilet, poor lightening, and inadequate ventilation and un-operative heating and cooling system can affect the learning as well as health and the morale of staff and students.

A study of the District of Columbia school system found, after controlling for other variables such as a student's socio economic status, that student's standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition (Edwards, 1991). <http://www2.ed.gov/office/DESE/ac/hives/units/constructionimpact2>

Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests adjusted for socioeconomic status was found to be up to 5 percentile point lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities air conditioning locker conditions, classroom furniture, more graffiti and noisy external environments.

### **2.7.1 Utilization and Maintenance of Learning Facilities**

Facilities for learning require optimal utilization for successful attainment of instructional objectives. Hughes and Ubben, as cited in Yusuf and Akinniraye (2011) have emphasized that, in order to make optimal utilization of learning facilities in school, school personnel and members of the community should have adequate knowledge of the functioning of such facilities and the alternative uses to which they could be put. Without such knowledge some items will be over-used while others will not be used at all.

Yusuf and Akinniraye (2011), opined that optimal utilization of facilities connotes the practice of using a school facility, for example a building for as many purposes as possible, thereby reducing the number of buildings as well as total cost of providing buildings in the school. If school facilities are to be adequately and appropriately utilized, flexibility in the

design of facilities is needed. For example, the provision of movable partitions on buildings makes it possible to expand and contract instructional space to learning situation meet the demand of various teaching. A primary child should be groomed on the proper use of toilet facilities, refuse disposal and sanitation, the importance of games and sports as well as science resource corner among others. If the necessary facilities for learning that will facilitate the training of a child are not available, the teaching and learning cannot be successful. How children witness the environment, live in it are all crucial to their life long experience. They should be made to see, observe and experience positive values and imbibe them. [Http/www.ncert.onkf chap2.htm](http://www.ncert.onkf.chap2.htm)

Obanya, (2001) pointed out that the “hands on experience” acquired through interactive and practice-oriented programmes are less complex when learners are given the opportunity to handle or manipulate laboratory equipments, tools and other machines. Asiabaka and Mbakwem, (2010) holds that school child should be groomed on the proper use of toilet facilities, refuse disposal and sanitation, the importance of games and sports as well as science resource corner among others. They further explained that if the necessary facilities that will facilitate the training of a child are not available, the teaching learning process cannot be successful. How children witness the environment, live in it and interact with it are all crucial to their life long experience. They should be made to see, observe and experience positive values and imbibe them. [http//www.ncert.nic.onkf.chap2.htm](http://www.ncert.nic.onkf.chap2.htm).

Jimoh, (2010) opined that the computer has now been found to be the most suitable, and versatile medium for individualized learning because of its immense capacity as a data processor, used for different games for the children. The computer technology has made it possible for students to avail themselves of internet facilities. Website abound where instructor and learners can visit in order to obtain needed information.

Bollick, Bearson and Coutt, (2003) asserted that instructional materials are integral components of teaching-learning situation; it is not just to supplement learning but to complement its process. It then shows that, if there must be an effective teaching and learning activity, utilization of instructional materials will be necessary. He added that manipulative materials should be made available for use by learners especially pupils in lower basic education classes in all their instructional process. Manipulative materials according to most teacher's will agree that during the last decades the quality of instructional resource, including text-books has greatly improved, but with qualitative changes and a rapidly multiplying supply of available materials, the teachers problem of selection has grown increasingly acute.

Arudolf in Jimoh, (2010) stated that, instructional materials in great quantities are being placed in school at an ever increasing rate. The teacher's problem today then is not the lack of materials, but how to make the best instructional use of those available to him.

Jarolinek, as cited in Jimoh, (2010) unfortunately, instructional materials especially with the modern innovation are grossly lacking and faced with a lot of problems one of which is its use by teachers. Some of the revealing problems in the foregoing include:

### **Teacher's Professional Knowledge and Technical Know-how:**

Since educational communication and technology is a fairly new area of importance in education especially in developing communities like Nigeria, it is a highly technical field, and to understand how it can affect the instruction delivery, one first has to understand the operational functionality of the resource kits, for instance a teacher who is not computer literate would find it difficult to apply its operation even when and where necessary, or even if the teacher has a partial knowledge of the operational function of the materials. The

materials might be wrongly used thereby creating a wrong impression for the audience or the students.

**Environmental Factors:** the degree of satisfaction derived by children in respect to comfortability of environment of that learning situation is a great deal. For instance teaching veracity of social studies content in a very remote area where there is no availability of electricity and probably part of the contents may require projected materials, this will come to be very difficult learning to accomplish.

**Time Constraints:** In most cases the time allotted for a subject on the timetable might not be enough for the teacher to present his contents alongside with effective use of the materials which will affect the wholesome delivery of the content.

**Financial Constraints:** there are sophisticated instructional materials that can make learning easier and faster such as computer-aided programme but lack of funds has effects on its importation and use in schools. The consequences of the under-funding of this sector are obvious and immediate.

**Poor Maintenance Culture:** Materials available for the effective instructional delivery are poorly manhandled by both the teacher's learners and some school authority. Schools are affected by non-availability of resource room for proper keeping of these materials.

**Unavailability of the Instructional Materials:** Having seen the problem associated with the use of facilities and equipments for teaching learning process, Jimoh (2010) opined that, all hands must be on desk to ensure adequate provision of these materials. Instructional facilities that will make learning much easier and effective must be provided.

The implications of using instructional materials and equipment can be summarized to include the following:



- i. they can be used to explain our points, reduce abstracting, create reality and simplify events;
- ii. use of some organs in attempt to learn, you must appeal to the sense organs of sight, learning, teachers feeling and tasting. Systematically designed materials provide you with this opportunity;
- iii. interest arousing, departure from boring and usual;
- iv. encourages active participation, their use can lead to the beginning of learner's development of exploratory and inquisitive nature of the child;
- v. pace learning, you can use them to meet the learners' individual learning capability that is moving at their own pace;
- vi. saves the teachers time, reinforce what you are saying ensure that your point is understood, and signal what is important/essential;
- vii. enable students to visualize or experience something that is impractical to see or do in real life; and
- viii. Facilitate different learning styles.

Facilities tend to depreciate as soon as they are provided and put to use. Therefore there is need for maintenance of such facilities through repair and servicing of components in order to restore their physical condition and sustain their working capacity. Maintenance enhances performance and durability. It also prevents wastages. There are preventive, corrective, break down and shut down maintenance services. (Adegboyeje, 2000)

Preventive maintenance occurs regularly by checking and re-checking the available facilities and taking necessary measures to prevent formal functioning of a particular facility. Prevention is not only better but cheaper than any other measures, it is pro-active in nature. Corrective maintenance involves re-activation of or replacement of facilities in order to

normalize their performances. When a facility or equipment breaks down completely, a major repair or replacement may be needed.

Maintenance of school plant is concerned with keeping grounds, buildings and equipment for teaching and learning in their original condition of completeness or efficiency. The rate at which materials and equipment's depreciate would vary according to strength and texture of materials, the climate and carefulness of use. (Udoh and Akpa, 2004). In school maintenance, rehabilitation involves the restoration of floors, walls or ceilings of buildings to their original state. It is a process of face lifting in which split walls, leaking or blown off roofs, falling ceilings, broken windows and cracked floors are mended and redecorated for further educational use.

School facilities if well maintained and utilized by the learners, translate into quality education. Maintenance of instructional facilities lends credence to current Universal Basic Education programme (Xaba, 2012). In another development, Joseph and Gibson (2003) postulated that, an effective school establishes a well-disciplined, secure and wholesome learning environment and maintain clean and orderly school building.

Babatope (2012) observed that, appropriate maintenance techniques would assist in taking care of all available facilities for teaching and learning. He added that, inculcation of maintenance culture in learners be given a pride of place so that they can appreciate the value and worth of facilities.

Edwards (1992), in his study of building conditions, parental involvement and student's achievement in the District of Columbia public school system, found that students in school buildings that were in poor condition achieved 6% below students in school buildings that were maintained in excellent condition. He concluded that decaying school facilities damaged

electrical fittings, inoperative heating and cooling systems affects the learning of students and morale of staff.

Cash (1993), examined the relationship between building condition and student achievement in small, rural Virginia High schools. Student score on achievement test were 5% lower in school buildings with poorly maintained laboratories, libraries, workshops and classroom furniture.

Lowe (1990), in his study on the interface between educational facilities and learning climate in elementary schools in Texas found that proper maintenance of school facilities positively affected teachers moral by giving them a sense of personal safety, renewed hope and commitment as well as the belief that the district cared about what went on in school buildings. He found that poorly maintained school facilities created a feeling of despair and frustration among teachers and students. It also resulted in higher rate of absenteeism, low morale and reduced job satisfaction.

Xaba (2012) made the point that school facilities if well-maintained and utilized by the learners translates into quality education. Young et al, (2003) postulated that, an effective school established a well-disciplined secure a wholesome learning environment, and maintain clean and orderly school building. Makut (2012) and Kalat (2006) believed that teachers and students have a crucial role to play in facility maintenance process.

Xaba, (2012) pointed out that maintenance of instructional facilities lend credence to the current Universal Basic Education Programme. Babatope (2010) observed that appropriate maintenance techniques would assist in taking care of all available facilities. He added that inculcation of maintenance culture in learners be given a pride of place so that they appreciate the value and worth of facilities. Oladipo, (2001) observed that Nigerians have not yet developed the culture of maintaining facilities especially public utilities. The study

carried out by Aminu as cited in Babatope, (2010) shows that in some schools visited laboratories were dusty, bottles of chemical were left opened on the benches unlabeled.

McGruffey (1992) found that proper building maintenance was related to fewer disciplinary problems. He also found that building components that are necessary for effective teaching and learning are usually absent in poorly maintained school buildings. The importance of facilities maintenance cannot be over emphasized, the objectives of which according to Momoh and Onjewu (2006), is to among other things, ensure facilities are always available to provide services to yield maximum benefits to students, extend the life of the facilities for maximum benefit and to ensure operational readiness of facilities for continuous service.

School plant maintenance is confronted with numerous challenges especially at the post primary schools. Some of these problems that grossly erode the sustenance of maintenance culture include:

- i. lack of working tools necessary for the execution of maintenance operations;
- ii. lack of adequate finances to purchase tools and pay for the labor;
- iii. lack of regular inspection to detect damaged building and equipments;
- iv. lack of regular supervision of staff to ensure that school plant maintenance activities are executed on daily basis;
- v. lack of a clear schedule of duties allocated to guide staff;
- vi. lack of delegation of authority to or committee so they can actively participate in the performance of maintenance operations;
- vii. lack of application of punitive measures or other sanction against staff who are found wanting in the discharge of their maintenance operations;
- viii. lack of rewarding hardworking staff that showed exceptional commitment; and

- ix. lack of adequate enlightenment programme to educate staff and students on the need to embrace maintenance culture.

In order to entrench maintenance culture and ensure efficient parlance of school plants maintenance activities, Manga, Aliyu and Garba (2013) recommended the following strategies:-

- i. adequate tools are provided to make it possible and easier to perform various tasks on school plant maintenance;
- ii. adequate finances should be provided to purchases necessary tools required for effective execution of maintenance operation;
- iii. there should be regular inspection of school facilities;
- iv. there should be regular supervision of staff to ensure they perform their duties.
- v. there should be a clearly spelt out schedule of duties to guide staff;
- vi. the school head should delegate authority to staff and to committee that need to be in charge of ensuing the performance of school plant maintenance activities;
- vii. staffs that are deliberately negligent of their duties should be sanctioned and appropriately punished;
- viii. hardworking staff should be rewarded and commended for their diligence and commitment; and
- ix. regular workshops, seminars and conference should be organized to enlighten staff and students alike on the need for school plant maintenance culture.

Fobis (1985) identified three types of maintenance services of school facilities and these include:

- (a) regular Maintenance;
- (b) emergency Maintenance; and

(c) preventive Maintenance.

## **2.8 Supervision of Instruction**

Supervision may be viewed as a process of working with those who are in charge of improving teaching. Above all supervision means curriculum development, it is communication, it is leadership and it is about helping the teacher and learner to realize their full potentials in their respective careers. (Ogunsanju, 1989)

Instructional supervision: A process in education, the primary purpose of which is to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms (Beach and Reinhartz, 2000)

Instructional supervision has been identified as a means to enhance the performance of teachers in professional contributions, since being a true "professional" requires that a teacher has to be fully capable of making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades (Beach and Reinhartz, 2000; Glickman et al., 1998; Wanzare and Da Costa, 2000).

There is no single unifying definition of supervision in the literature (Alfonso and Firth, 1990). Supervision can be defined according to different aspects of the notion, but from an educational administration perspective, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction.

Wanzare and Da Costa (2000) stated that, a survey of the literature revealed many definitions of supervision - each one unique in its focus and purpose - ranging from a

custodial orientation to a humanistic orientation. Drake and Roe (1999) noted that in a custodial context, supervision can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school. A whole-school approach suggested supervision is the function in schools that draws together all the discrete elements of instructional effectiveness into whole-school action (Glickman, Gordon and Rose, 1998). A more humanistic definition suggested that supervision of instruction is a multifaceted, interpersonal process that deals with teaching behavior, curriculum, learning environments, grouping of students, teacher utilization, and professional development (Pfeiffer and Dunlap, 1982).

Beach and Reinhartz (2000) regarded instructional supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement, according to Sergiovanni and Starratt (1998), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning. Fostering this point of view, Alfonso, Firth, and Neville (1981) defined instructional supervision as behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.

Glatthorn (1990) added that supervision is the comprehensive set of services provided and processes to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained. As the literature review shows, definitions of instructional supervision which focus on the improvement of instruction are the most widespread (Goldhammer, Anderson, and Krajewski, 1993; Hoy and Forsyth, 1986). Intrinsic to these definitions is that supervision is viewed as a set of services and processes

aimed at improving the effectiveness of instruction and the professional development of the teachers. Teachers and administrators must actively engage in the process of supervision. Both parties must understand the characteristics of effective supervision and enthusiastically enter into the process (Glatthorn, 1990).

Beach and Reinhartz (2000) stated that the challenge for supervisors is to integrate what is known about supervision into a process that helps remove obstacles in working with teachers to foster their professional growth and promote quality teaching and learning. Teachers should then have the opportunity to reflect on all aspects of the teaching process and to participate in professional development activities that foster instruction.

### **2.8.1 Why Instructional Supervision in Schools**

It is generally accepted that effective instructional supervision is conducted for several specific reasons. Wanzare and Da Costa (2000) classified purposes of supervision, which include the following:

1. Instruction improvement.
2. Effective professional development of teachers.
3. Helping teachers to become aware of their teaching and its consequences for learners.
4. Enabling teachers to try out new instructional techniques in a safe, supportive environment.
5. Fostering curriculum development.
6. Encouraging human relations.
7. Fostering teacher motivation.
8. Monitoring the teaching-learning process to obtain the best results with students.
9. Providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals.

Supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum development or



staff development (Bolin & Panaritis, 1992). As Mc Quarrie and Wood (1991) stated that, the primary purpose of supervision is to help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms. Sergiovanni (1992), summarizing the reasons for supervision noted, we supervise for good reasons. We want schools to be better, teachers to grow, and students to have academically and developmentally sound learning experiences; and we believe that supervision serves these and other worthy ends” (p. 204). To sum it up, Wanzare and Da Costa (2000) stated that the overarching purpose of supervision is to enhance teachers’ professional growth by providing them with feedback regarding effective classroom practices.

Supervisors can enhance these purposes by using a variety of supervisory strategies with different teachers just as effective teachers must employ a rich methodology to reach all their students. There is a clear understanding among scholars that teachers have different backgrounds and experiences, different abilities in abstract thinking, and different levels of concern for others (Beach & Reinhartz, 2000; Glickman et al., 1998)

### **2.8.2 Models of Instructional Supervision**

Glanz (2000) stated, the major finding that emerged from their research was that certain leadership and implementation practices promoted the successful implementation of alternative approaches to supervision, such as mentoring, peer coaching, peer assessment, portfolios, and action research. The proper use of various approaches to supervision can enhance teacher’s professional development and improve instructional efficiency.

The following review differentiates between both traditional and alternative approaches to supervision that can be considered most effective for staff development and teacher effectiveness. These include:

1. Clinical supervision
2. Developmental approach,

3. Collaborative development,
4. Self-directed or reflective development,
5. Portfolios, and professional growth plans.
6. Administrative monitoring is included in the review, but cannot be considered as an option for teachers. Implementing of different models of supervisory practices is intended not only to give choices to the teachers; it is also designed to provide choices to the administrators and schools (Glatthorn, 1984).

The educational practice of instructional supervision appears to be a contentious issue in contemporary educational circles, and it has been characterized by shifting attitudes among researchers and educators alike. Sergiovanni and Starratt (1998) stated that contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers.

In response to the concerns about the state of supervisory practices for beginning teachers, alternative models of supervision have arisen and taken hold over the past two decades. Sergiovanni and Starratt (1998) noted that these models of supervision refer to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. The shift here is toward viewing supervision as a process “designed to help teachers and supervisors learn more about their practice, to be better able to use their knowledge and skills to observe parents and schools, and to make the school a more effective learning community.

Rikard as cited in Shively and Poetter (2002) stated that new models that envision the possibility that teachers themselves can provide the kind of supervisory leadership necessary for strengthening teaching and programs for beginning teachers are taking hold and proving to be effective. Administrators and teachers in the schools with programs that support teacher education programs can be well-equipped to supervise beginning teachers.

## **Clinical Supervision**

Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Goldhammer et al. (1993) stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers, though in the past it has been conducted at a distance, with little or no direct teacher contact. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers (Pajak, 2002). One of the first advocates of clinical supervision, Cogan (1973) defined clinical supervision as: The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teachers' classroom behaviour. Clinical supervision, or intensive development (Glatthorn, 1990), has also been defined as that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face (or other associated) interaction between the supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement" (Goldhammer et al., 1980).

This form of supervision has been traditionally viewed as an intensive skill-focused process that incorporates a five-step cycle. Researchers such as Goldhammer et al., 1980, Tanner and Tanner, 1987) provided a structure of clinical supervision that includes pre-observation conference, classroom observation, analysis and strategy, supervision conference, and post conference analysis. Clinical supervision can be used with inexperienced beginning teachers, teachers who are experiencing difficulties, and experienced teachers looking to improve their performance.

Sergiovanni and Starratt (1998) described clinical supervision as typically more formative than summative in its evaluative approach to the practices of beginning teachers. The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person's teaching for purposes of quality control. On the contrary, clinical supervision focuses on a teacher's professional growth in terms of improving classroom instruction and relies on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors. Clinical supervision, as a result, becomes less formal and less attached to the teacher's achievement of some preconceived criteria or outside standards. It becomes a process that includes the ideas and voice of the teacher as he or she strives to meet his or her own educational goals in teaching and centers on self- and collegial evaluation, including input from students. Finally, the point of supervision from a clinical standpoint is not quality control for the protection of students and the public from incompetent teaching, rather the point of clinical supervision is the professional improvement of the teacher that guarantees quality teaching and schooling for students and the public. (Sergiovanni and Starratt, 1998).

Supervision should be a relationship that develops between a supervisor and a teacher that is built on mutual trust, through the setting of mutual goals and objectives; through professionalism, harmonious interaction; and through a certain human autonomy which enhances freedom for both the teacher and supervisor to express ideas and opinions about how the method of supervision should be implemented to best improve teaching (Goldhammer et al., 1993).

For clinical supervision to be effective, there are some commonalities that are evident. These themes include:

- (a) the development of a collegial relationship between teachers and supervisors based on trust, respect, and reciprocity;

- (b) teachers control over the products of supervision;
- (c) teachers retain control over decisions that impact their teaching practices;
- (d) there is continuity in the supervisory process over time;
- (e) supervisors provide teachers with nonjudgmental observational data; and
- (f) both teachers and supervisors engage in reflective practice (Nolan, Hawkes, and Francis, 1993).

Supervisors who employ clinical supervision should consider the perceptions of teachers. According to Beach and Reinhartz (2000), teachers tend to favor individualized, close and supportive supervision, which addresses their individual needs. Teachers also agree on the basic assumptions and effectiveness of clinical supervision, accepting recommendations for change, which they believe is possible in their classroom behavior. Thus, clinical supervision is not the means of improving supervisors' skills. For Tanner and Tanner (1987), the focus of clinical supervision on actual classroom practices ensures that the process is of practical significance to the teacher. This intensive development is a way of promoting teacher growth in self-direction and self-confidence by encouraging teachers to make instructional decisions.

### **Developmental Supervision**

Another process of supervisory practice is referred to as developmental supervision (Glickman et al., 1998). Developmental supervision encompasses a number of tasks and skills that promote instructional dialogue and learning and teacher professional growth and development. (Reiman and Thies-Sprinthall, 1998). This model views teachers as individuals who are at various levels of professional growth and development. The supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances. Within this framework, supervisors (as they interact with teachers)

seek to foster thinking skills, which help in the analysis of classroom instruction and make teachers more aware of the many options for change (Beach & Reinhartz, 2000).

Glickman et al. (1998), instructional improvement takes place when teachers improve their decision making about students, learning content, and teaching, which is largely a process of adult learning through supervision. Developmental supervision is built on the premises that human development is the purpose of education. This model presupposes that as supervisors work with the teachers, they need to match their assistance to teachers' conceptual levels, and they also need to allow teachers to take charge of their own improvement. In addition, supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers.

As Tanner and Tanner (1987) noted, in this approach supervisors would employ three leadership orientations with teachers, namely directive, collaborative, and nondirective. Glickman et al. (1998), however, in describing the developmental process, identified four styles supervisor may employ: directive control, directive informational, collaborative, and non-directive.

The directive control style includes the following kinds of supervisory behaviors: directing, standardizing, and reinforcing consequences. The result of this orientation is the mutually agreed-upon plan of action between the supervisor and the teacher. The directive supervisor judges the most effective way to improve instruction by making tasks clear, reassessing the problems and possible solutions, and showing teachers what is to be done. It implies that the supervisor is more knowledgeable in the matter and his or her decisions are more effective for improving the instruction.

In the directive informational style, the supervisor standardizes and restricts choices during the meetings, with the result of a supervisor-suggested plan of action. This orientation is used to direct teachers to consider and choose from clearly delineated alternative actions.

Such an approach is useful when the expertise, confidence, and credibility of the supervisor clearly outweigh the teachers' own information, experience, and capabilities (Glickman et al., 1998).

The collaborative style is premised on participation by equals in instructional decision making process. This orientation includes the following behaviors: listening, presenting, problem solving, and negotiating, which lead to a development of a contract between the teacher and the supervisor. Collaboration is appropriate when teachers and supervisors have and are aware of similar levels of expertise, involvement, and concern with a problem. Equality is the major issue in this orientation. The result is a contract, mutually agreed upon and carried out as a joint responsibility.

In a non-directive style, supervisors view teachers as capable of analyzing and solving their own instructional problems. Non-directive behaviors include listening, reflecting, clarifying, encouraging, and problem solving. The purpose of this type of supervision is to provide an active sounding board for thoughtful professionals (Glickman et al., 1998). The outcome is generated by the teacher, who determines the plan of action.

In general, developmental supervision provides the supervisor with the way to connect the teacher's levels of professional development with the appropriate supervisory style. As Tanner and Tanner (1987) indicated, if teachers are to grow in their professional commitment for solving problems, a growth of developmental model of supervision is required.

### **Collaborative Supervision**

Collegiality and collaboration are very important in modern schools. Fullan and Hargreaves (1996) observed that teachers in schools with collaborative cultures have greater confidence and commitment to improvement and professional growth. Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are also given to the

supervision process in which learning, growing, and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Such approaches are developed for teachers and supervisors “to be better equipped to change the culture of teaching from a hierarchical, isolating atmosphere to collaborative culture that promotes learning and growth for everyone involved” (Arredondo, Broody, Zimmerman and Moffet, 1995). Collaborative approaches are based on a process of critical friend (Costa and Kallick, 1993). A critical friend provides an assessment feedback to an individual – a student, a teacher, or an administrator - or to a group. A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward, and is an advocate for the success of that work. Reflective practices lie at the core of all collaborative approaches to supervision.

Peer coaching one of the approaches of collaborative supervision is peer coaching (Showers and Joyce, 1996). According to Glatthorn (1990), peer coaching seemed to be the most intensive process among all cooperative development models. The coaching approach uses cohorts and is often coupled with clinical supervision. As teams work together, their emphasis is on asking questions, which serve to clarify their own perceptions about instruction and learning. Peer coaching provides opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of the informal evaluation (Bowman and McCormick, 2000). During peer coaching, beginning teachers collaborate to develop a shared language, forums to test new ideas about teaching, and, ultimately, expertise (Glickman et al., 1998).

According to Hosack-Curlin (1993), coaching which is built upon a collaborative relationship between observer and teacher significantly increases classroom utilization of



newly acquired skills... Peer coaching can utilize teams of teachers who provide daily support and encouragement to each other. The supervisor is seen as a facilitator working with cohorts of teachers. Coaching emphasizes professional action by peers, and is usually used along with clinical supervision. Teachers participate in small group sessions, where they ask questions to clarify their perceptions of teaching and supervision. The value of analysis and feedback, which enhance the supervision process (Starling and Baker, 2000) cannot be underestimated. Beach and Reinhartz (2000) stated, through analysis and feedback, supervisors (along with cohort members) find out the reasons for teacher's decision and coach the teacher on the job by translating research on effective planning and teaching into classroom practice. Peer coaching is really important for beginning teachers. Hosack-Curlin (1993) stated that findings in this area showed that the beginning teachers rated experienced teachers who coached them as highly competent and the process itself as very necessary. Teachers have to be ready to take the challenge of peer coaching, choose the partners for the teams, and commit to learning and growing professionally. Ebmeier and Nicklaus (1999) stated that peer coaching programs reduced the time burden on principals of both regular and collaborative supervision while increasing collaboration among teachers. Peer coaching can be very effective for all participants because both parties profit from the exchange. Showers and Joyce (1996) stated that peer coaching helped nearly all participants; furthermore, teachers introduced to the new models could coach one another...

Cognitive coaching similar to peer coaching is the cognitive coaching approach (Costa & Garmston, 1994). The difference between these two approaches, as Showers and Joyce (1996) stated, lies in that peer coaching focuses on innovations in curriculum and instruction, whereas cognitive coaching aims more at improving existing practices. Cognitive coaching may pair teacher with teacher, teacher with supervisor, or supervisor with

supervisor, but when two educators in similar contributions or positions, the process is called peer supervision (Beach & Reinhartz, 2000).

According to Costa and Garmston (1994), cognitive coaching is a non judgmental process built around a planning conference, observation, and a reflecting conference. For Garmston et al. (1993) cognitive coaching is a process during which teachers explore the thinking behind teacher practices. Cognitive coaching can help teachers expand their repertoire of teaching styles, exploring untapped resources within themselves. Costa and Garmston (1994) outlined three major goals of cognitive coaching, which include:

- (1) developing and maintaining trusting relationship;
- (2) promoting learning; and
- (3) fostering growth toward both autonomous and interdependent behavior (also called holonomy).

The cognitive coaching process is built on a foundation of trust, which is fundamental to success (Beach and Reinhartz, 2000). As teachers work with teachers or supervisors in a coaching interaction, learning is the ultimate goal. They have the opportunity to learn more about themselves, each other, and the teaching-learning process. As the result of the coaching process, teachers are encouraged to reach autonomy – the ability to self-monitor, self-analyze, and self-evaluate – which is another ultimate goal of cognitive coaching (Garmston et al., 1993). At the same time, teachers have to realize their interdependence as a part of a greater whole within their school. Cognitive coaching consists of three components: the planning, the lesson observation, and the reflection (Beach and Reinhartz, 2000). Each of the components needs sufficient time to be successful. Making time means providing another way to support professional growth and change in teachers through reflective discussions and analyses of the instructional behavior in class (Blase and Blase, 1998).

### **2.8.3 Challenges of Instructional Supervision**

Supervision of instruction in schools is bedeviled by varying challenges which is making it difficult to attain its full objectives in the educational system. Some of such challenges are explained as follows:

#### **Insufficient Staff/Shortage of Supervisors**

Supervisors and inspectors from the Ministry of Education are usually insufficient or not adequate to carry out the duties required, according to Ogunu (2005) the consequences of this shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in our schools to the detriment of the children.

#### **Poor Funding**

Lack of funds creates a problem in the school. Head teachers will not be able to organize orientation or in-service training for the staff or travel out to other schools to learn new development in the curriculum and instruction that could benefit their schools. There is need for government to provide adequate finds, for the development of the personnel and supervision of instruction in our schools for this goal to be achieved.

#### **Lack of Time**

According to Ogunu (2005) secondary school Principals are weighed down by routine administrative burden that they hardly find time to visit the classroom and observe who the teachers are teaching. The head teachers are busy with correspondence from the Ministry of Education while creates a problem because the primary duty has been neglected, by diverting her/his time to less relevant activities, teachers thereby take advantage of the head's neglect of supervision to achieve their selfish interest or desire.

#### **Lack of Basic Facilities**

There can be no effective supervision of instruction without instructional material. Experience has shown that most schools lack even the basic materials and equipment for

teaching such as text books, chalkboard, decent classroom for students, apart from this, there are other problems like lack of facilities, bad roads, lack materials and resources for the supervisor to use. External supervisors' inspectors do not have transport facilities and writing materials to carry out their inspection duties.

### **Lack of Basic Knowledge or Formal Training**

Most school head teachers are not given the necessary training or orientation about the new position they are overseeing to equip them with the new skills of supervisor of instruction functions. They dabble into instructional supervision without understanding how to do it.

### **Staff Inadequacy**

The numbers of professional trained supervisors in our schools are inadequate to meet the needs for effective supervision. The students population has increased drastically, with regards to the number of teachers pupils ratio, this becomes difficult for the head teacher, all he/she does at that point is to position the teachers in the classes to ensure that effective teaching takes place; leaving the area of supervision vacant. Other challenges encountered by inspectors and supervisors are; unprofessional attitude to work, lack of interest, poor perception of the general public on teaching profession, poor status given by teachers, constant change in educational policies, political instability and lack of evaluation system, as noted by (Onasanya, 2011).

### **Seminars and Workshop**

There is need to organize and run seminars and workshop for teachers and head teachers, especially when new curriculum is introduced in the system it will help to improve the quality of the teacher and teaching skills.

### **Training and Retraining of Supervisors**

The training of new supervisors and retraining of the old ones should be put into consideration, to enhance teaching. Special centers should be made available/established by the government for this purpose. This is important because of the idea of introducing the new trend in teaching and learning and negates the old or obsolete method.

### **Motivation and Reinforcement of Teachers**

If supervisors are motivated and reinforced with available working materials such as statutory, transportation, conducive working environment and enhanced salaries and allowances this will motivate the supervisors to perform better.

### **Improved Selection Criteria for Supervisors**

Supervision is a task that requires meticulous, firm and objective assessment. Therefore those given the responsibility should be very careful in carrying out their duties. A special aptitude test should be administered testing various aspect of candidates' personality to determine their suitability. This exercise according to Obanya (2005) stimulates confidence which is a necessary ingredient for skill acquisition and performance.

### **Educational Qualification of Supervisors**

Supervisors with higher educational qualification are likely to perform better due to the experience they have acquired from schools their counterpart with lower qualification, according to Okoro (2004) education personnel with higher qualifications display more confidence in their workplace they are also more accessible to current information than their counterparts with lower qualification who are usually not exposed to the modern changes.

### **Supervision Should Be Used as a Means of Reinforcement**

If teachers finds out that supervision and inspection are more of formalities than quality control they will not be encouraged to beef their performance, for internal and external supervision to yield concrete controls they have to use it as a criteria for transfer of

teachers that are not performing well to another school or promote teachers that have performed well etc teachers would strive hard to perform better as they would like to be promoted or even be recognized as the best teacher.

### **Disciplinary Action against Professional Ethics**

To improve the skills of school supervisor appropriate actions/sanctions should be taken against any erring or deviant supervisor who tends to undermine the expected standard. If supervisors perform well they should be encouraged and rewarded but if found wanting in his jurisdiction should be sanctioned it acts as a deterrent for others.

It has been observed that many schools in Nigeria Cannot be thoroughly or regularly supervised because of some factors that are militating against it. (Tijani and Shehu, 2003).

Some of the major problems include the following:

- i. Government
- ii. Teachers themselves
- iii. The community and society

Government is contributing to the problem in the following ways:

1. Poor remuneration of the teachers
2. Insufficient staffing
3. Lack of material resources
4. Poor funding
5. Lack of facilities for the supervisors of education to work with.
6. Lack of adequate training for supervisors
7. Lack of evaluation system
8. Poor statement of the curriculum
9. Politicalization of appointment of supervisors
10. Political instability

## 11. Constant change in educational policies

Teachers contribute to the problems of supervision in the following ways:

1. Poor attitude to work
2. Lack of basic knowledge or formal training
3. Unqualified teachers

The community and society contribute to the problems of supervision of Nigeria in the following ways:

1. Poor perception of the general public on teaching as a profession
2. Poor status given to teachers

According to Dare (2009) from observation perspective it can be deduced that supervision exercises are not very effective. The main aims and objectives of supervision have not been fully attained as a result of the following problems.

1. Inadequate funding
2. Inadequate supply of trained supervisors
3. Poor conditions of service
4. Inadequate supply of supervision materials
5. Politicalization of appointments of supervisors
6. Constant changes in the education policies
7. Non implementation of reports from supervision exercise.

### **2.9 Provision of Welfare Facilities**

Okeke, (1985) asserts that, if the basic instructional programme is to be truly effective, auxiliary spaces are needed such as auditoria, food services facilities, students common rooms, administrative and counseling offices, and health annexes. He further stated that auditoria may be assembly halls, or even a large lecture hall usually used for large class

teaching and for school or community assemblies. The size and design of functional auditoria will depend largely on:

- a. The educational activities of the school;
- b. The extent of planned community use of the auditoria;
- c. The number of students in the school;
- d. The number and usefulness of such facilities in the community; and
- e. The ability of the school district or division or the school itself to finance education and auxiliary facilities.

### **Food Services Facilities**

The boarding school food programme is an important part of the school system. The emerging trend is towards providing school lunch for all students irrespective of their status as boarders or day students. The school food programme contributes to the basic health and educational needs of students. It is important therefore that lunch rooms (dining halls) and food service facilities (kitchen and all auxiliaries for healthy preparation and serving of food) in schools be planned in terms of local nutritional needs.

### **Student Common Spaces**

Well formulated common rooms provide the facilities and atmosphere in which students can, with little or no supervision, apply classroom concepts of citizenship. By so doing, social and emotional growths are permitted to go hand in hand with physical and intellectual growth thereby fulfilling the purpose of educating the child.

### **Administrative Spaces**

The administrative spaces as observed by Durosaro (1998) were usually carved out at the end of a building, and were usually sandwiched among classrooms. He further stated that it was usually cut out to accommodate just the head teacher and his assistant. At the



secondary level he said, 'such spaces are provided in a separate block to house the principal's office, the vice-principal's office, clerical staffers' general office and the teacher's common room'. According to him, the administrative spaces were strategically located to enable the head teacher and staff to keep enough supervision on the students.

The maintenance of the administrative spaces was done by both students and the junior clerical staffers of the school. The students swept and dusted the teacher's common room daily while the cleaners in the principal's office took care of cleaning of other administrative rooms. In addition to the above specialized facilities, the following are equally essentially: these are general public facilities. These are corridors, halls, lobbies and so on. Other specialized facilities include site service facilities for example toilets and car parking spaces. The above will be explained briefly here.

### **Circulation Spaces**

Durosaro (1998) pointed out that, circulation spaces such as corridors, lobbies, stair cases are usually constructed as appendages to the instructional spaces. The classroom corridors and lobbies were usually specially designed for students to stay to relax during short breaks. The circulation spaces too are usually cleaned along with classrooms on daily basis by the students.

### **Spaces for Conveniences**

These spaces, according to Fafunwa (1974), were usually located in areas removed from the instructional spaces. The type of toilet facilities used in most schools especially in the villages is the pit latrine and bush-shed urinary. Fafunwa (1974) also observed that cafeteria too, were usually located near the students hostels. The spaces for the convenience were, maintained by the staff that uses them. The toilets and the hostels were, however, maintained by the students on daily basis under the general supervision of their teachers.

## **Accessories**

Musaazi (1986) reported that in the early days, schools were well supplied with parks, gardens, field, and court lawns by the missionaries who really valued such things. The schools had wide areas of land coverage and they were able to locate these accessories on the school sites. These were well flowered, trimmed and laid out to provide beauty for the schools. These were managed by the students under the close supervision of their teachers. There were also school artisans who were on hand to handle only major repairs and replacement of damaged school plants.

### **2.10 Provision of Games and Recreational Facilities**

According to Lawanson, Olukemi and Tari (2011) Recreational Facilities these are spaces, lawns, fields, pitches and equipment for sports, games and general recreation. Games and Sports apart from developing specific skills also develop a good learning socio-psychological as well as mental environment through relaxation. The importance and level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution.

Other useful facilities in the school environment are the recreational grounds, such as football or soccer pitch, tennis courts, hockey and cricket fields. All these depend to a large extent on the games emphasized in the environment. For instance, in most developing countries, soccer is so popular that every secondary school would make provision for this in the school premises. Often, such soccer fields are lined all round by athletics tracks for track events while field events are organized within the soccer field especially outside the soccer season. It is not uncommon, too, to find badminton courts, volleyball courts and basketball or handball courts, also laid out at various corners in the school premises.

The last categories of open spaces in the school premises are the lawns, access roads, and pool paths which may or may not be lined with flowers or hedges. Essentially, these

man-made open spaces serve aesthetic purposes in the school premises. Thus, they help to add beauty to the school as a place of learning. (Enaohwo and Eferakeya, 1988)

## **2.11 Empirical Studies**

This section reviewed some empirical studies that have direct or indirect relationship with the present study. The review in this study indicated that there are quite a number of researches on funding of education by Non-Governmental Organizations generally and establishes a close relationship with this research.

In a study by Umar (2016) on the Assessment of Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the Management of Public Secondary Schools in Zamfara State, Nigeria. The study has seven objectives, some of which are to assess the contributions of the Non-Governmental Organizations in the supervision, funding, and staff development in public secondary schools in Zamfara State. Seven research questions were asked in accordance with the objectives and seven null hypotheses were postulated. Some of the hypotheses stated that there is no significant difference in the opinions of principals, teachers, and officials of School-Based Management Committees in the involvement of Non-Governmental organizations in the supervision, and there is no significant difference in the opinions of respondents on the contributions of Non-Governmental Organizations in funding public secondary schools in Zamfara State. The target population for the study comprised 154 principals, 2,728 teachers, and 770 officials of School-Based Management Committees (SBMCs) totaling 3,652 from 154 public senior secondary schools in Zamfara State. The sample size was 15 principals, 262 teachers, and 74 officials of SBMC totaling 351. The study adopted descriptive survey research design and the data-collecting instrument for the study was a researcher-designed questionnaire. The data collected from the study were analyzed using descriptive statistics of frequency counts, and simple percentages with the aid of Statistical Package for Social Sciences (SPSS) version 21.

The study employed the use of One-way Analysis of Variance (ANOVA) to analyze the data in determining level of significance. The seven null hypotheses for the study were tested at 0.05 levels of significance. Five of the hypotheses were accepted (retained) and two other hypotheses were rejected. Findings of the study revealed an overall low level of Non-Governmental Organizations' contributions in the management of public secondary schools in Zamfara State, Nigeria. It was recommended that there should be proactive and enhanced contributions from the Non-Governmental Organizations in the management of public secondary schools in Zamfara State, Nigeria.

The relevance of this study to the present study is that both are interested in the extent of private sector participation (Non-Governmental Organizations) towards the development of secondary education in Nigeria. Both adopted questionnaire for data collection, descriptive survey as the research design, mean score was also used in both study to answer research questions but differ in the statistical tool for data analysis, both the former study and the latter study used one way analysis of variance (ANOVA) to analyze its data. The scope of the former is Zamfara State but the latter covered the North-Central Geographical Zone, Nigeria.

Borode (2011) conducted a study on the input of Non Governmental Organizations towards the development of adult education in the developing countries. The purpose of the study was to assess the contributions of Non-Governmental Organizations to the development of adult education in Nigeria. The study adopted the descriptive survey design using 420 respondents who are beneficiaries of the activities of the regional and international organizations. Five research questions and five research hypotheses were formulated and tested at 0.05 levels of significance. It was found out that Non-Governmental Organizations both at the International and Regional and National levels had been able to assist in the development of adult education in the provision of funds, provision of materials, provision of experts, provision of training facilities for both short and long term higher education courses,

and provision of opportunities for both developed and developing countries to exchange visions, knowledge and views about how the scope and goals of Adult education could solve the needs of the various people in their domain. The study is relevant to the current study as it helps in highlighting some activities of Non-Governmental Organizations especially since both of the studies focus on education. However, while Borode's study was on Adult Education, the current study focuses development of secondary education.

Chaigbo in Ezenwa (2011) carried out a study which investigated the extent of private sector participation in the funding of secondary education in Udi Education zone of Enugu State. The need for the study arose because of inadequate provision of money and physical facilities for effective secondary school administration. Three research questions and two null hypotheses were formulated to guide the study. A questionnaire consisting of 30 items was designed and administered to forty three (43), senior administrative officers of Post-Primary School Management Board (PPSMB) in Udi zone, thirteen (13) managers of registered industries and five (5) executive of PTA in the fifty five (55) public secondary school in Udi zone. The data collected were analyzed using mean scores. A mean score of 2.50 was used as the cutoff point. The Z test statistics were used to test the null hypotheses. The researchers found out that private sector do not participate actively in the provision of infrastructure in the secondary school in Udi Education Zone.

The relevance of this study to the present study is that both are interested in the extent of private sector participation (Non-Governmental Organizations) in the funding of secondary education in Udi Education zone of Enugu State in North-Central Geo-Political zone, Nigeria. Both adopted questionnaire for data collection, descriptive survey as the research design, mean score was also used in both study to answer research questions but differ in the statistical tool for data analysis, the former study used z-test while the latter study used one way analysis of variance (ANOVA) to analyze its data.

Okunamiri in Ezenwa (2011) carried out an ex-post facto design study to investigate the correlates of organized community financing of secondary schools in Okigwe education zone. The study involved a sample of 563 teachers 73 duty principals. The teachers sample was selected by stratified random sampling technique using a table of random numbers from the teacher's population of 1,125 in the 73 state secondary schools. Data was collected and analyzed using frequency distribution, means and pooled means to answer the research questions posed. The result indicated that organized communities such as parent teachers associated, Age grades, did not make a significant contribution in funding secondary education in the area of the study. However, women organization and religious organization made minimal financial contributions in the provision of secondary education in the area. Based on the findings, the researcher recommended that various organized group should be encouraged to help finance education in the area of study. However, women organization and religious organization made minimal financial contributions in the provision of secondary education in the area. Based on the findings, the researcher recommended that various organized group should be encouraged to help finance education in the area of study. This research study and the present study have certain relationship as both tried to look into provision of secondary education by non-governmental groups whether Community based groups (CBOs) or faith based should be encouraged to fund education in Nigeria.

Ejionueme in Ezenwa (2011) carried out a study on private sector participation in the administration of secondary schools in Enugu state. The purpose of the study was to find out if private participation in the administration of secondary schools in Enugu state with respect to discipline of staff, provision and maintenance of facilities, equipment, assisting in providing personnel for schools. Questionnaires was his main instrument for data collection, one hundred and twenty (120) principals and 180 teachers from the six

education zones of Enugu state were used as sample. Mean scores were used to analyze data and t-test statistics was used to test null hypothesis. He found out that due to the expansion of student's enrolment, inadequate provision of resources, and the state government's inability to fund education adequately, the private sector should assist the secondary education in the state to improve their funding, teaching standard, performance and community relations by providing infrastructural facilities.

Ogbonnaya (2000) conducted a study on the practical administrative measures for voluntary agency participation in the funding of secondary schools in Anambra and Abia States. His main aim was to find out the measures for improving voluntary agency participation in funding secondary education. Questionnaire was his main instrument for data collection. He used one hundred and fifty management staff of the voluntary agency such as chief executive manager as sample in the two states. Means score and standard deviation and t-test statistics were used for data analysis. His findings were that government should initiate policies to encourage voluntary agencies participation in funding secondary education in the two states. Such policies include payment of a stipulated amount of money into the education fund, registration of payment of such receipt before operation and incorporating educational development programme as part of their activities. The present research and the above relates to each other because they both delved into the contributions voluntary agencies equally known as non-governmental organizations play in the development of education in Nigeria. The instrument for data collection is questionnaire though the method for data analysis varied.

A research study was conducted by Anozie (2000) on community involvement in financing secondary education in Aguata Education Zone of Anambra State. The purpose of the study was to find out the areas in which community can fund secondary education in the locality. Questionnaire was his main instrument for data collection. The twenty five (25)

executives of the community and fifty (50) parents were used as sample. Mean scores and standard deviation were used to answer the four research questions while t-test statistic was used to test the null hypotheses. He found out that one of the major ways through which community funds secondary schools in through fund raising and donation this they do according to the financial ability of the community members. The money realized is also used for renovating school building, purchase of materials and equipping of library and laboratory. This research and the present one have common relationships in terms of the purpose or objective of the study. Both looked into areas in which non-governmental organizations compliment the efforts of government towards the development of education in Nigeria. Questionnaire was the main instrument for both research study and they both employed mean scores and standard deviation in answering their research question but differ in the inferential statistical tool for testing their null hypotheses.

Anwar, H. Khattak, N. and Khan, A. (2008) conducted a research on the role of Community Based Organizations in Rural development. The study was conducted in Swat district during 2008 to assess the role of Community Based Organizations (CBOs) in the rural community development of the district. For the analysis, secondary data was used collected from five CBOs of tehsil Kabal (Swat). The results indicated that Shahbaz Welfare Society (Akhunkalay) provided vaccination to 38 patients free of cost, and 111 patients on concession. Al-Khidmat Welfare Organization (trained 160 tailors; 240 farmers; and 56 in handicrafts manufacturing. Al-Khair Welfre Society (Totano Bandai) provided student scholarships for 10, books purchase for 27, school uniform for 35 students, free tuition to 450 students and free school admission to ten. Rokhana Sema (Aligrama) provided training to 17 female primary school teachers, while 9 and 6 persons were given TBA and LHVs/FMTs training respectively. Seeds at subsidized rates were provided to 75 farmers and another 45 farmers were trained. Youth Organization (Galoch) constructed 4 waiting



rooms on bus stops, constructed 2 tube wells and 22 cemented streets. The results show that CBOs are making a difference in lives of the people in the sample area. More resources need to be made available to enable CBOs further their activities for the development of rural communities. The study has relationship with the study at hand because both looked into areas in which non-governmental organizations or community based organizations (CBOs) compliment the efforts of government towards the development of the community, though the former focused on educational development while the latter focused on health development. Both studies are empirical in nature and employed questionnaire as a basic research tool.

Baba (2016) conducted a study on evaluation of the Non Governmental Organisations in fostering women education in women centers in Nigeria. The objectives of the study includes among others, identification of the contributions and efforts of Non-Governmental Organizations inn assisting women in fostering their education in women centers with respect to enrolment, retention, skills acquisition and monitoring of products (beneficiaries). The study adopted the descriptive survey design. The data

## **2.12 Summary and Uniqueness of the Study**

In this chapter, attempts were made to review concepts as used in the research study. The review of literature was approached in three broad phases: the conceptual framework, the theoretical framework and empirical studies.

Capacity development is considered to be a long-term, endogenous process of developing sustainable abilities on all levels: the individual, organizational, institutional and system level. This is linked to and has implications for NGO action in four different, yet interdependent ways. Firstly, the all-encompassing approach of capacity development fits well with NGO action. NGO interventions are known for involving local stakeholders, for

being adapted to the local context, for providing education and for developing capacity, all of which are aimed at community empowerment. (Kasturi in Inger 2009)

Facilities for teaching and learning in schools enhance great attention span and effective and efficient learning. Many schools have no clean water supply within 500 meters of the school as stipulated in the UBE strategic plan (2001). There are no toilet facilities for children's conveniences, no functional libraries for training in reading culture and research (catch-them young); no transportation systems for conveying the young learners to places of educational interests and other outings. These are blind spots that are yet to be addressed yet they are critical need areas of the schools and their pupils. When pupils are exposed to disadvantaged conditions of learning, learning would be slow (Mbakwem and Asiabaka, 2007).

Instructional supervision: is a process in education with the primary purpose of giving support and to sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms (Beach and Reinhartz, 2000). Instructional supervision has been identified as a means to enhance the performance of teachers in professional contributions, since being a true "professional" requires that a teacher has to be fully capable of making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades (Beach and Reinhartz, 2000; Glickman et al., 1998)

If the basic instructional programme is to be truly effective, auxiliary spaces are needed such as auditoria, food services facilities, students common rooms, administrative and

counseling offices, and health annexes (Welfare Facilities). He further stated that auditoria may be assembly halls, or even a large lecture hall usually used for large class teaching and for school or community assemblies. The size and design of functional auditoria will depend largely on (Okeke, 1985).

Recreational Facilities are spaces, lawns, fields, pitches and equipment for sports, games and general recreation. Games and Sports apart from developing specific skills also develop a good learning socio-psychological as well as mental environment through relaxation. The importance and level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution. Other useful facilities in the school environment are the recreational grounds, such as football or soccer pitch, tennis courts, hockey and cricket fields. All these depend to a large extent on the games emphasized in the environment. For instance, in most developing countries, soccer is so popular that every secondary school would make provision for this in the school premises. Often, such soccer fields are lined all round by athletics tracks for track events while field events are organized within the soccer field especially outside the soccer season. It is not uncommon, too, to find badminton courts, volleyball courts and basketball or handball courts, also laid out at various corners in the school premises (Lawanson, Olukemi and Tari 2011).

The study is unique in the sense that most researches conducted were not on the activities of Non-Governmental Organizations on the development of secondary education and particularly in North Central, Geographical Zone, Nigeria.

## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter discussed the methodology and procedures for collecting data. It also presented research design, the population that constituted the research subjects, the sample and sampling techniques. Instrumentation, validity and reliability of instrument, pilot test, procedures and methods of data analysis are also presented.

### **3.2 Research Design**

The study adopted survey research design. According to Marczyk, Dematteo, Festinger (2005), this is a type of design in which the investigator gathers data from a large number of people on their behavior, attitudes and opinions. This design is appropriate for the study since data were obtained on behavior, attitude and opinion of stakeholders from secondary schools.

The design is also appropriate for the study because data were obtained from secondary school teachers, principals, parents/teachers association and some officials of ministry of education through the use of structured questionnaire on the contributions of non-governmental (NGO) to the development of Education in North-Central Geographic Zone, Nigeria. The design also enabled the researcher to cover a wide range of information which answered the research questions.

### **3.3 Population**

The population of this study comprised 3,197 Principals, 61,854 Teachers and 9,160 Ministry of Education (MOE) officials in the North-Central Geographic Zone, Nigeria. Based on the statistics made available by UBEC data bank, as at 2016.

The data of population distribution for the study are presented in Table 3.1

**Table 3.1: Population Distribution of Principals, Teachers and Ministry of Education officials of North-Central Geographic Zone, Nigeria**

S/N	State	Principals	Teachers	MOE officials	Non-Governmental Organizations	Total
1	Kogi	420	7200	1250	20	8890
2	Nassarawa	420	7100	1240	15	8775
3	Benue	430	7800	1300	21	9551
4	Niger	419	8954	1320	18	10711
5	Kwara	500	10200	1300	22	12022
6	Plateau	520	11000	1350	17	12887
7	FCT Abuja	470	9600	1400	25	11495
8	<b>Total</b>	<b>3179</b>	<b>61854</b>	<b>9160</b>	<b>138</b>	<b>74,331</b>

**Source: UBEC Data Bank Report (2016)**

### 3.4 Sample and Sampling Techniques

All the states from the North-Central Geographic Zone, Nigeria were used for the study including Abuja (FCT). This was to ensure Geographical spread across the North-Central Zone, Nigeria.

Stratified random sampling technique was used in sampling the respondents; this is because stratification allows variability of elements selected with each stratum more homogenous than the variation of elements between strata. However, this operates only if the samples are randomly chosen, which means that they are chosen by a method in which every item of the population has equal chance of selection that is the selection process does not favor or disfavor any item or group. Therefore, simple random sampling technique was used in arriving at the sample population used for the study. This is in line with Korb (2008). Here slips of paper method was used after each member of the population had been given an identification mark a,b,c to z. These identification marks were written on separate pieces of

paper, folded and drawn one by one, until the required sampled were got. Thus the study adopted multi-stage sampling technique, Baba (2005).

The sample of the study is presented in 3.2

**Table 3.2 Sample of the Study**

S/N	State	Principals	Teachers	MOE officials	Non-Governmental Organizations	Total
1	Kogi	10	18	13	5	46
2	Nassarawa	11	19	12	5	47
3	Benue	11	20	14	5	50
4	Niger	13	16	12	5	46
5	Kwara	11	34	15	5	65
6	Plateau	14	45	14	5	78
7	FCT Abuja	12	18	15	5	5
8	<b>Total</b>	<b>82</b>	<b>170</b>	<b>95</b>	<b>35</b>	<b>382</b>

**Source: Field Study (2019)**

Table 3.2 shows the sample size of the respondents. 82 Principals and 158 teachers 95 MOE officials, and 35 NGO officials respectively were sampled as respondents for this study. A total of 382 respondents were involved in the study. This was in line with Research Advisors (2006) sampling table at 95.0% confidence level (0.05 degree of accuracy).

### **3.5 Instrumentation**

The instrument for the collection of data for this study was a questionnaire tagged ‘Contributions of Non-Governmental Organizations in the Development of Secondary Education Questionnaire (CNODSEQ)’. It was designed to gather data from Principals, Teachers, and Ministry of Education Officials (MOE officials) in North Central Geographic Zone, Nigeria. The five point Likert scale questionnaire allowed respondents to indicate the existence or non-existence of the items on the questionnaire in their various role performance.

It also gave room for those who are undecided. Thus, the weighing of point is modified as follows:

Strongly Agree	(SA)	5 points;
Agree	(A)	4 points;
Undecided	(U)	3 points;
Strongly disagree	(SD)	2 points; and
Disagree	(D)	1 point.

The questionnaire provided respondents with opportunity to respond in a variety of ways, and comprises of eleven sections. Section A covered the Bio Data of respondents, while sections B – K was made up of item statements that addressed the research questions that guided the study.

### **3.5.1 Validity of the Research Instrument**

Validity can be defined as the degree to which a test is capable of achieving certain aims. In order to ascertain the validity of this instrument to the topic under review, and also its applicability to the sample of this study, to the respondents, the research instrument was validated by experts in educational administration and planning for content validity. Their suggestions were used for the correction of the instrument before it was finally administered.

Kothari, (2011) defines instrument validity as the extent to which differences found with a measuring instrument reflect true differences among those being tested. The instrument was construct/content validated by the researchers supervisors, a statistician and expert in research studies in the department of foundations and curriculum of the faculty, observations made were corrected before being pilot tested to determine its reliability.

### **3.5.2 Pilot Study**

To seek reliability of the instrument for data collection, a pilot study was conducted on respondents using a set of sixty questionnaires on Opinions on the contribution of Non-

Governmental organization on the development of education in secondary school in North-Central Geographic Zone, Nigeria. Twenty Principals, Teachers, and MOE officials drawn from FCT, Abuja and Kwara State were administered the instrument.

### 3.5.3 Reliability of Research Instrument

Reliability is a measure of consistency. It is concerned with how consistently a data collection process measures what it is supposed to measure. According to Vockell (n.d) consistency refers to the level of agreement among, independent test, testing occasions, observers or items that purport to be measuring the same outcome.

Kothari, (2011) defines instrument reliability as the ability of a measuring instrument to provide consistent results. Reliable measuring instrument does not contribute to validity, but a reliable instrument need not be a varied instrument. Pilot study enabled the researcher to assess the clarity of the questionnaire questions so that modifications were made to improve on the quality of the research instrument hence increasing its reliability. Split-Half technique of reliability testing was employed, whereby the pilot questionnaire were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophecy Formula as indicated below

$$P_{xx} = \frac{N P_{xx}}{1 + (N-1) P_{xx}}$$

$$1 + (N-1) P_{xx}$$

Where N is the number of tests combined

$P_{xx}$  is the reliability of the current „test“

N=2 implies doubling the exam length by adding items with the same properties as those in the current exam. Simplified as Reliability of scores on total test=2 x reliability for ½ test 1 + reliability for ½ tests. Reliability coefficient of 0.81 was obtained which indicated that the instrument is reliable to test what it is purported to test.



### **3.6 Method for Data Collection**

The copies of the questionnaire were administered on the respondents in their respective schools by the researcher with the aid of two research assistants. They were briefed on what is expected of them and given free hand to peruse through the questionnaire and ask questions on grey areas. After two weeks, the copies of questionnaire were retrieved for statistical analysis. This was facilitated by an introductory letter from the Department of Foundations and Curriculum, Ahmadu Bello University, Zaria.

### **3.7 Methods of Data Analysis**

The data collected were analyzed using frequencies and percentage for the demographic variables, mean and standard deviation was used to analyze the research questions while, the hypotheses were tested using One - Way Analysis of Variance (ANOVA) because there were more than two levels of the independent variables used. All the hypotheses were tested at 0.05 level of significance. This is in line with Awotunde and Ugodulunwa (1998) who opined that One Way Analysis of Variance is a single factor analysis of variance which aims at investigating two or more independent groups under study.

## CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. The analysis of data focused mainly on the respondent's opinions on the assessment of the contributions of non-governmental organizations in the development of secondary education in north-central zone, Nigeria. The Data analyzed were based on the personal data of the respondents, the research questions and the null hypotheses. A total number of three hundred and eighty two (382) copies of questionnaire were distributed, completed and returned. Table of frequency and percentage were used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. By implication, a bench mark of 3.0 and above was set for agree and a score of less than 3.0 was set for disagree or rejection of the item statement. One way Analysis of Variance was used for the Analysis at 0.05 level of Significance.

### 4.2: Analysis of Personal Data (Bio-data) of the Respondents

Table 4.1 presents the distribution of personal data of the respondents in frequency and percentages.

**Table 4.1: Bio-Data of Respondents**

S/N	Bio-Data	Category	Frequency	Percentage %	Cumulative Percentage
1	Status	Principals	82	21.5	21.5
		Teachers	170	44.5	65.9
		M.E.O Officials	95	24.0	89.5
		N.G O Officials	35	9.2	100
2	Gender	Male	238	62.3	62.3
		Female	144	37.7	37.7
3	Qualification	OND/HND	22	5.8	5.8
		NCE	192	50.3	56.1
		B.ED/B.SC	120	31.4	87.5
		M.ED	33	8.6	96.1
		Others	15	3.9	100

Table 4.1 shows that 82 principals, 170 teachers, 95 M.E.O officials and 35 N.G.O Officials representing 21%, 44.5%, 24% and 9.2 respectively took part in the study. A total of 238 respondents representing 62.3% were male while 144 representing 37.7% were females. On qualification 22 had OND/HND, 192 had NCE, 120 had B.ED/BSC, 33 had M.ED and 15 had other qualifications with respective percentages as 5.8 %, 50.3 %, 31.4, 8.6 and 3.9 %.

### 4.3 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicate positive responses to the research question and showing acceptance; while a mean score below 3.0 indicates negative answer to the research question implying rejection. This is shown below. SA = 5 points, A= 4 points, UD= 3 points, D= 2 points, SD= 1 point.

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

#### 4.3.1 Research Question One: What are the contributions of Non-Governmental Organizations (Non-Governmental Organizations) in teachers' capacity building to the development of Secondary Education in North-Central Geographic Zone, Nigeria?

Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section relates to item statements 1-10 of section B.

Table 4.2 deals with the responses or opinions of the respondents on contributions of Non-Governmental Organizations (Non-Governmental Organizations) in teachers' capacity

building to the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**Table 4.2: Mean Score of Respondents on Contributions Played by Non-Governmental Organizations on Teacher's Capacity Building**

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	Mean
1	Non-Governmental Organizations have been sponsoring many teachers across the schools for their professional development.	Principals	36	30	-	14	2	82	4.0
		Teachers	50	70	-	50	-	170	3.7
		MOE	10	38	-	41	2	95	3.0
		NGO	18	16	-	-	1	35	4.4
2	Similarly, many teachers across the schools have been sponsored to attend seminars for their professional development.	Principals	26	42	-	10	4	82	3.9
		Teachers	125	35	-	10	-	170	4.6
		MOE	43	20	-	24	4	95	3.6
3	For the realization of professional development; Non-Governmental Organizations have been organizing workshop programmes for school supervisors	Principals	37	10	1	1	1	82	1.9
		Teachers	34	120	-	10	6	170	4.0
		MOE	29	45	-	9	8	95	4.0
4	In the same vein, Non-Governmental Organizations have also been organizing conferences for teachers across the schools for their professional development	Principals	35	37	3	4	3	82	3.7
		Teachers	28	118	5	15	4	170	3.9
		MOE	28	33	-	16	14	95	3.1
		NGO	17	10	-	8	-	35	3.5
5	Non-Governmental Organizations have been organizing seminar programmes for secondary school principals for their professional development	Principals	42	15	3	19	2	82	3.2
		Teachers	15	108	5	42	-	170	3.0
		MOE	37	21	6	33	4	95	2.9
		NGO	4	20	-	9	2	35	3.1
6	Similarly, Non-Governmental Organizations have been organizing orientation programme for newly employed teachers across the secondary schools in the state	Principals	8	22	-	37	10	82	2.8
		Teachers	14	33	-	123	-	170	1.5
		MOE	10	4	3	55	19	95	2.4
		NGO	7	2	-	25	1	35	2.6
7	Non-Governmental Organizations have been organizing leadership training for principals of secondary schools in the North Central Zone	Principals	55	17	1	10	-	82	4.0
		Teachers	32	119	7	8	4	170	3.9
		MOE	14	58	-	19	-	95	4.2
		NGO	15	16	-	2	2	35	3.6
8	Non-Governmental Organizations have been recruiting and training teachers for their professional development in North Central Zone	Principals	4	26	-	50	3	82	3.6
		Teachers	25	19	1	100	25	170	2.1
		MOE	9	8	2	65	7	95	2.2
		NGO	4	3	-	22	8	35	2.2
9	Non-Governmental Organizations have been sponsoring principals for conference to their professional development	Principals	10	38	-	30	4	82	3.8
		Teachers	107	19	-	14	4	170	4.2
		MOE	10	41	-	43	1	95	3.8
		NGO	13	5	-	4	-	35	2.9
10	Non-Governmental Organizations have been sponsoring school supervisors to workshop and seminars for their professional development	Principals	20	18	-	10	2	82	3.9
		Teachers	18	91	1	35	25	170	3.6
		MOE	25	28	-	34	4	95	3.2
		NGO	19	4	-	14	2	35	3.5

Table 4.2 revealed the views of principals, teachers, MOE and Non-Governmental Organizations officials on the contributions played by Non-Governmental Organizations (Non-Governmental Organizations) on teachers' capacity building towards the development of Secondary Education in North-Central Geographic Zone, Nigeria. Item 1 shows the responses of respondents on whether Non-Governmental Organizations have been sponsoring many teachers across the schools for their professional development. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 4.1, 3.7, 3.0 and 4.4 respectively.

Item 2 shows the responses of respondents on whether, teachers across the schools have been sponsored to attend seminars for their professional development. The mean scores of the respondent show that the item was accepted by all the respondents with the mean scores of 3.9, 4.6, 3.6 and 4.1 for principals, teachers, MOE and Non-Governmental Organizations officials respectively.

Item 3 was to find out if Non-Governmental Organizations have been organizing workshop programmes for school supervisors, the responses of the respondents shows that three out of four respondents decision mean were accepted i.e. Teachers 4.0, MOE 4.0 and NGO 3.0, implying that fencing o school enhances student's academic performance. While the decision mean for principals was rejected at 1.9.

Item 4 was on whether Non-Governmental Organizations have also been organizing conferences for teachers across the schools for their professional development, the mean scores of 3.7, 3.9, 3.1 and 3.5 were obtained from the responses of the respondents, implying that all the respondents accepted the item statement.

Item 5 is on whether Non-Governmental Organizations have been organizing seminar programmes for secondary school principals for their professional development. The item was also accepted by the respondents with the mean scores of 3.2, 3.0, 2.9 and 3.1 for

principals, teachers, MOE and NGO respectively. Similarly, item 6 was rejected by the respondents with the mean scores of 2.8, 1.5, 2.4 and 2.6 for principals, teachers, PTA and MOE officials respectively. Item 7 was to find out whether Non-Governmental Organizations have been organizing leadership training for principals of secondary schools in the North Central Zone. The mean score showed that the item was accepted by all the respondents; with the decision mean of 4.0, 3.9, 4.2 and 3.6 for principals, teachers, MOE and Non-Governmental Organizations accordingly.

Item 8 was on whether Non-Governmental Organizations have been recruiting and training teachers for their professional development in North Central Zone and was rejected by the respondents with the mean scores of 3.6, 2.1, 2.2 and 2.2 accordingly. From item 9, the decision mean of the respondents were found to be 3.8, 4.2, 3.8 and 2.9, meaning it was rejected that there was no training and retraining of security personnel in the school.

Item 10 was on whether Non-Governmental Organizations have been sponsoring school supervisors to workshop and seminars for their professional development; the item was accepted with the mean score of 3.9, 3.6, 3.2 and 3.5 respectively.

By this analysis, it was revealed that Non-Governmental Organizations played key role in staff capacity building through organizing and sponsoring various staff development programmes such as workshop, conferences, seminar in North-Central Geographical Zone, Nigeria.

#### **4.3.2 Research Question Two: What Contributions do the Non-Governmental Organizations (Non-Governmental Organizations) make in the Provision of Teaching Facilities to the Development of Secondary Education in North-Central Geographical, Nigeria?**

Table 4.3 deals with the responses or opinions of the respondents on Contributions made by Non-Governmental Organizations (Non-Governmental Organizations) in the Provision of Teaching Facilities to the Development of Secondary Education in North-Central Geographical, Nigeria. Opinions of respondents were collected, analyzed and

presented in the table below using frequency counts and simple percentage. This section relates to item statements 11-20 of section C.

**Table 4.3: Mean Score of Respondents on Contributions by Non-Governmental Organizations in the Provision of Teaching Facilities**

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
11	Non-Governmental Organizations have been providing classroom facilities for teaching in this school	Principals	10	30	3	37	3	82	3.1
		Teachers	43	75	-	20	35	170	3.4
		MOE	40	13	-	22	14	95	3.2
		NGO	4	10	-	21	-	35	2.9
12	Non-Governmental Organizations have been providing chairs and tables for teaching in this school	Principals	11	26	-	42	3	82	3.6
		Teachers	55	10	-	75	30	170	3.0
		MOE	23	8	2	55	7	95	2.2
		NGO	4	-	-	12	19	35	1.8
13	Non-Governmental Organizations have been providing Flip charts and Models for teaching in this school	Principals	18	10	-	42	12	82	2.7
		Teachers	23	26	1	95	25	170	2.6
		MOE	20	15	-	48	8	95	1.9
		NGO	6	4	-	23	2	35	2.5
14	Similarly, Non-Governmental Organizations have been providing library for teaching in this school	Principals	16	10	-	54	2	82	4.5
		Teachers	10	40	-	90	30	170	4.5
		MOE	10	38	-	35	12	95	3.9
		NGO	5	16	-	-	1	35	4.1
15	Non-Governmental Organizations provide Laboratories and workshops for teaching and learning in this school	Principals	26	10	-	10	4	82	3.9
		Teachers	60	50	-	58	2	170	4.4
		MOE	23	20	-	64	4	95	4.2
		NGO	8	7	-	17	3	35	3.6
16	Non-Governmental Organizations have been providing public address system for teaching in this school	Principals	16	22	-	7	10	82	3.8
		Teachers	9	38	-	23	100	170	2.6
		MOE	30	4	3	35	19	95	3.3
		NGO	4	2	-	18	11	35	1.6
17	Non-Governmental Organizations have been providing ICT facilities for teaching in this school	Principals	12	17	1	42	10	82	2.0
		Teachers	31	10	7	80	42	170	2.9
		MOE	14	12	-	59	10	95	2.9
		NGO	2	6	-	25	2	35	2.6
18	Non-Governmental Organizations have been providing audio-visuels for teaching in this school	Principals	11	6	-	62	3	82	2.6
		Teachers	34	10	1	100	25	170	3.0
		MOE	14	6	2	60	13	95	2.4
		NGO	3	3	-	23	6	35	2.4
19	Non-Governmental Organizations have been providing relevant textbooks for teaching in this school.	Principals	10	38	-	30	4	82	2.8
		Teachers	52	14	-	100	4	170	2.9
		MOE	10	25	-	54	11	95	1.7
		NGO	3	5	-	14	13	35	2.9
20	Non-Governmental Organizations have been providing available writing materials for teaching in this school.	Principals	20	18	-	42	2	82	3.8
		Teachers	21	38	1	81	29	170	3.6
		MOE	25	10	-	49	7	95	3.2
		NGO	10	4	-	17	4	35	4.8

Table 4.3 revealed the views of principals, teachers, MOE Official and Non-Governmental Organizations officials on contributions played by Non-Governmental Organizations on provision of teaching facilities towards the development of Secondary Education in North-Central Geographic Zone, Nigeria. Item 11 shows the responses of respondents on whether Non-Governmental Organizations have been providing classroom facilities for teaching in this school.

From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.1, 3.4, 3.2 and 2.9 respectively. Item 12 shows the responses of respondents on whether Non-Governmental Organizations have been providing chairs and tables for teaching in this school. The mean scores of the respondent show that two of the items were rejected while two were accepted with the mean scores of 3.6, 3.0, 2.2, and 1.8 for principals, teachers, MOE Officials and NGO officials respectively.

Item 13 was to find out whether Non-Governmental Organizations have been providing Flip charts and Models for teaching in this school. The responses of the respondents' show that all the respondents accepted the item statement i.e. Principal 2.7, Teachers 2.6, MOE 1.9 and NGO 2.5. Item 14 was on whether Non-Governmental Organizations have been providing library for teaching in this school. The mean scores of 4.5, 4.5, 3.9 and 4.1 were obtained from the responses of the respondents, implying that all the respondents accepted the item statement. Item 15 is on whether Non-Governmental Organizations provide Laboratories and workshops for teaching and learning in this school. The item was also accepted by the respondents with the mean scores of 3.8, 4.4, 4.2 and 3.6 for principals, teachers, MOE and NGO respectively.

Similarly, item 16 was accepted by two respondents and rejected by the other two with the mean scores of 3.8, 2.6, 3.3 and 1.6 for principals, teachers, MOE and NGO officials respectively. Item 17 was to find out whether Non-Governmental Organizations have been



providing ICT facilities for teaching in this school. The mean score showed that the item was accepted by all the respondents; with the decision mean of 2.0, 2.9, 2.9, and 2.6 for principals, teachers, MOE and NGO accordingly. Item 18 was on whether Non-Governmental Organizations have been providing audio-visuals for teaching in this school. The item was rejected by the respondents with the mean scores of 2.8, 2.9, 1.7 and 2.9 accordingly. From item 19, the decision mean of the respondents were found to be 2.8, 2.9, 1.7 and 2.9, meaning it was rejected that Non-Governmental Organizations have been providing relevant textbooks for teaching in this school. Item 20 was on whether Non-Governmental Organizations have been providing available writing materials for teaching in this school. The item was accepted with the mean score of 3.8, 3.6, 3.2 and 4.8 respectively.

By this analysis, it was revealed that generally Non- Governmental Organization assist in the provision Teaching Facilities but do not provide Flip Chart, ICT Facilities and Textbook to secondary schools in North–Central Geographic Zone, Nigeria.

#### **4.3.3 Research Question Three: What Contributions do the Non-Governmental Organizations (Non-Governmental Organizations) make in the Provision of Learning Facilities to the Development of Secondary Education in North-Central Geographic Zone, Nigeria?**

Table 4.4 deals with the responses or opinions of the respondents on Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in the Provision of Learning Facilities to the Development of Secondary Education in North-Central Geographic Zone, Nigeria. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section relates to item statements 21-30 of section D.

**Table 4.4: Mean Score of Respondents on Contributions of Non-Governmental Organizations on Provision of Learning Facilities**

S/N	Item statement	Respondents	SA	A	U D	D	SD	N	Mean
21	Non-Governmental Organizations have been providing adequate stationeries that facilitate learning in secondary schools in this state	Principals	11	26	-	42	3	82	3.0
		Teachers	25	59	-	65	20	170	2.4
		MOE	20	8	2	38	7	95	2.3
		NGO	14	-	-	13	8	35	3.7
22	Non-Governmental Organizations have been providing Library and relevant books for learning in secondary schools in this state	Principals	28	10	-	42	2	82	3.2
		Teachers	23	36	1	85	25	170	2.6
		MOE	20	10	-	48	13	95	2.6
		NGO	6	4	-	23	2	35	3.5
23	Non-Governmental Organizations have been providing Computers facilities for learning in secondary schools in this state	Principals	6	10	-	64	2	82	2.5
		Teachers	35	5	-	100	30	170	2.7
		MOE	10	18	-	45	22	95	2.8
		NGO	1	10	-	23	1	35	2.4
24	Non-Governmental Organizations have been providing projectors for effective learning in in secondary schools in this state	Principals	22	17	1	42	-	82	2.8
		Teachers	11	40	7	80	28	170	2.0
		MOE	4	28	-	59	-	95	1.9
		NGO	12	6	-	15	2	35	4.1
25	Non-Governmental Organizations have been providing Microscope and workshop tools are for learning in secondary schools in this state	Principals	21	16	-	42	3	82	2.8
		Teachers	14	30	1	100	25	170	1.3
		MOE	9	8	2	55	7	95	1.2
		NGO	4	3	-	22	8	35	2.2
26	Non-Governmental Organizations have been providing audio and video CD players for learning in secondary schools in this state	Principals	10	18	-	50	4	82	2.8
		Teachers	2	10	-	144	4	170	2.1
		MOE	8	30	-	45	8	95	2.8
		NGO	3	5	-	14	13	35	2.8
27	Non-Governmental Organizations have been providing exercise books, pencils, erasers, mathematical set for effective learning in secondary schools in this state	Principals	20	8	-	52	2	82	3.9
		Teachers	58	51	1	35	25	170	3.6
		MOE	25	10	-	56	4	95	3.2
		NGO	6	4	-	27	2	35	3.4
28	Non-Governmental Organizations have been providing internet facilities for learning in secondary schools in this state	Principals	10	6	-	62	4	82	2.8
		Teachers	22	9	-	140	4	170	2.9
		MOE	20	5	-	69	1	95	1.9
		NGO	13	5	-	14	3	35	4.1
29	Non-Governmental Organizations have been providing intercreative board for learning in secondary schools in this state	Principals	20	18	-	10	34	82	3.9
		Teachers	31	23	1	61	59	170	2.7
		MOE	15	10	-	41	7	95	2.8
		NGO	6	17	-	14	2	35	3.5
30	Non-Governmental Organizations have been providing chemicals/tools in the laboratory for learning in secondary schools in this state	Principals	22	17	1	10	32	82	4.0
		Teachers	37	100	7	15	17	170	3.9
		MOE	14	52	-	19	6	95	3.9
		NGO	2	16	-	15	2	35	3.6

Table 4.4 revealed the views of principals, teachers, MOE Official and NGO officials on the contributions played by Non-Governmental Organizations on provision of learning

facilities towards the development of Secondary Education in North-Central Geographic Zone, Nigeria. Item 21 shows the responses of respondents on whether Non-Governmental Organizations have been providing adequate stationeries that facilitate learning in secondary schools in this state. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.6, 3.9, 4.0 and 3.5 respectively.

Item 22 shows the responses of respondents on whether Non-Governmental Organizations have been providing Library and relevant books for learning in secondary schools in this state. The mean scores of the respondent show that two of the respondents rejected the item statement while the other two accepted the item statement with the mean scores of 3.2, 2.6, 2.6, and 3.5 for principals, teachers, MOE and Non-Governmental Organizations Officials respectively.

Item 23 was to find out whether Non-Governmental Organizations have been providing Computers facilities for learning in secondary schools in this state. The responses of the respondents' shows that all the respondents rejected the item statement i.e. Principal 2.5, Teachers 2.7, MOE 2.8, Non-Governmental Organizations 2.4 Item 24 was on whether Non-Governmental Organizations have been providing projectors for effective learning in secondary schools in this state. The mean scores of 2.8, 2.0, 1.2 and 4.1 were obtained from the responses of the respondents, implying that the respondents rejected the item statement. Item 25 is on whether Non-Governmental Organizations have been providing Microscope and workshop tools are for learning in secondary schools in this state. The item was rejected by all the respondents with the mean scores of 2.8, 1.3, 1.2 and 2.3 for principals, teachers, MOE and Non-Governmental Organizations respectively. However, item 26 was rejected by all the respondents with the mean scores of 2.8, 2.1, 2.8 and 2.8 for principals, teachers, MOE and Non-Governmental Organizations officials respectively.

Item 27 was to find out whether Non-Governmental Organizations have been providing exercise books, pencils, erasers, mathematical set for effective learning in secondary schools in this state. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.6, 3.2, and 3. for principals, teachers, MOE and Non-Governmental Organizations accordingly. Item 28 was on whether Non-Governmental Organizations have been providing internet facilities for learning in secondary schools in this state. The item was rejected by three and accepted by the one with the mean scores of 2.8, 2.9, 1.9 and 4.1 accordingly.

From item 29, the decision mean of the respondents were found to be 3.9, 2.7, 2.8 and 3.5, meaning it was rejected by two and accepted by the other two implying that their opinions were divided. Item 20 was on whether Non-Governmental Organizations have been providing chemicals/tools in the laboratory for learning in secondary schools in this state. The item was accepted with the mean score of 4.0, 3.9, 3.9 and 3.6 respectively.

By this analysis, it was established that Non-Governmental Organizations don't provide Learning Facilities except exercise books, pencils, erasers, mathematical set to Secondary Schools in North-Central Geographical Zone, Nigeria.

#### **4.3.5 Research Question Four: What Contributions do the Non-Governmental Organizations (Non-Governmental Organizations) make in the provision of Supervision of Instruction the Development of Secondary Education in North-Central Geographic Zone, Nigeria?**

Table 4.5 deals with the responses or opinions of the respondents on Contributions of Non-Governmental Organizations (Non-Governmental Organizations) in terms of Supervision of Instruction towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section relates to item statements 31-40 of section F.

**Table 4.5: Mean Score of Respondents on Contributions of Non-Governmental Organizations Supervision of Instruction**

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
31	Non-Governmental Organizations have been engaging on instructional supervision of teaching and learning in this state	Principals	16	22	-	7	10	82	2.3
		Teachers	9	38	-	23	100	170	2.8
		MOE	10	4	3	55	19	95	2.3
		NGO	4	2	-	28	1	35	1.6
32	Non-Governmental Organizations have been conducting regular supervision of infrastructural facilities in this state	Principals	12	17	1	42	10	82	3.5
		Teachers	31	30	7	80	22	170	2.0
		MOE	14	22	-	49	10	95	2.2
33	Non-Governmental Organizations have been engaging in routine supervision of the management of secondary schools in this state	NGO	2	6	-	25	2	35	2.0
		Principals	11	26	-	42	3	82	3.7
		Teachers	34	10	1	100	25	170	1.9
34	Non-Governmental Organizations have been actively take part in checking lesson plan/notes in secondary schools in this state	MOE	14	16	2	60	3	95	2.1
		NGO	3	3	-	23	6	35	2.5
		Principals	10	38	-	30	4	82	1.2
		Teachers	32	14	-	120	4	170	2.9
35	Non-Governmental Organizations have been regularly supervising utilization of games and recreational facilities in secondary schools in the state	MOE	10	35	-	54	1	95	2.8
		NGO	3	5	-	14	13	35	2.1
		Principals	20	18	-	42	2	82	3.6
		Teachers	21	38	1	81	29	170	2.1
36	Non-Governmental Organizations have been routinely supervising co-curricular activities in secondary schools I this state	MOE	25	10	-	49	7	95	2.4
		NGO	10	4	-	17	4	35	2.3
		Principals	11	26	-	42	3	82	2.7
		Teachers	25	59	-	65	20	170	2.9
37	Non-Governmental Organizations have been regularly inspecting welfare facilities in secondary schools in this state	MOE	20	8	2	38	7	95	4.2
		NGO	14	-	-	13	8	35	2.9
		Principals	28	10	-	42	2	82	3.9
		Teachers	23	46	1	75	25	170	2.6
38	Non-Governmental Organizations have been monitoring activities of the PTA/SBMC in secondary schools in this state	MOE	25	10	-	48	8	95	3.2
		NGO	6	4	-	23	2	35	2.8
		Principals	36	10	-	34	2	82	2.9
		Teachers	65	5	-	100	-	170	2.5
39	Non-Governmental Organizations have been supervising records kept by teachers and management of secondary schools in this state	MOE	10	38	-	45	2	95	3.2
		NGO	11	10	-	13	1	35	3.4
		Principals	22	17	1	42	-	82	3.2
		Teachers	11	40	7	80	28	170	2.0
40	Non-Governmental Organizations have been regularly inspecting welfare facilities in secondary schools in this state	MOE	14	28	-	49	-	95	2.2
		NGO	12	6	-	15	2	35	4.1
		Principals	21	16	-	42	3	82	2.8
		Teachers	14	60	1	70	25	170	2.7
		MOE	9	8	2	55	7	95	2.4
		NGO	4	3	-	22	8	35	2.8

Table 4.5 revealed the views of principals, teachers, MOE Official and Non-Governmental Organizations officials on the role played by Non-Governmental Organizations supervision of Instruction towards the development of Secondary Education

in North-Central Geographic Zone, Nigeria. Item 31 shows the responses of respondents on whether Non-Governmental Organizations have been engaging on instructional supervision of teaching and learning in this state.

From the responses of the respondents, the item statement was accepted by two of the respondents and rejected by the other two with the mean score of 2.3, 3.8, 2.3 and 1.6 respectively. Item 32 shows the responses of respondents on whether Non-Governmental Organizations have been conducting regular supervision of infrastructural facilities in this state. The mean scores of the respondent show that the respondents rejected the item statement with the mean scores of 3.5, 2.0, 2.2, and 2.0 for principals, teachers, MOE and Non-Governmental Organizations officials respectively.

Item 33 was to find out whether Non-Governmental Organizations have been engaging in routine supervision of the management of secondary schools in this state. The responses of the respondents' shows that the respondents rejected the item statement i.e. Principal 3.7, Teachers 1.9, MOE 2.1 and Non-Governmental Organizations 2.1. Item 34 was on whether Non-Governmental Organizations having been actively take part in checking lesson plan/notes in secondary schools in this state. The mean scores of 3.2, 3.1, 3.1 and 3.1 were obtained from the responses of the respondents, implying that all the respondents accepted the item statement.

Item 35 is on whether Non-Governmental Organizations have been regularly supervising utilization of games and recreational facilities in secondary schools in the state. The item was rejected by all the respondents with the mean scores of 3.6, 2.1, 2.4 and 2.3 for principals, teachers, MOE and Non-Governmental Organizations respectively. However, item 36 was rejected by three all the respondents and rejected by one with the mean scores of 2.7, 2.9, 4.2 and 2.9 for principals, teachers, MOE and Non-Governmental Organizations officials respectively. Item 37 was to find out whether Non-Governmental Organizations have been

regularly inspecting welfare facilities in secondary schools in this state. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.9, 2.6, 3.2, and 2.8 for principals, teachers, MOE and Non-Governmental Organizations accordingly. Item 38 was on whether Non-Governmental Organizations have been monitoring activities of the PTA/SBMC in secondary schools in this state. The item was accepted by two out of the four respondents with the mean scores of 2.9, 2.5, 3.2 and 3.4 accordingly. From item 29, the decision mean of the respondents were found to be 3.2, 2.0, 2.2 and 4.1, meaning it was rejected by the respondents. Item 40 was on whether Non-Governmental Organizations have been regularly inspecting welfare facilities in secondary schools in this state. The item was rejected with the mean score of 2.8, 2.7, 2.1 and 2.8 respectively.

By this analysis, it was revealed that Non-Governmental Organizations don't undertake Supervision of Instruction in Secondary Schools in North Central Geographic Zone.

#### **4.3.5 Research Question Five: What Contributions do the Non-Governmental Organizations (Non-Governmental Organizations) play in terms of Provision of Scholarship towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria?**

Table 4.6 deals with the responses or opinions of the respondents on Contributions Non-Governmental Organizations (Non-Governmental Organizations) play in terms of Provision of Scholarship towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section relates to item statements 41-50 of section G.

**Table 4.6: Mean Score of Respondents on contributions of Non-Governmental Organizations to Provision of Scholarship**

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
41	Non-Governmental Organizations have been organizing extra-mural lessons for secondary students of this state	Principals	10	18	-	50	4	82	2.7
		Teachers	20	10	-	144	4	170	2.5
		MOE	8	30	-	45	8	95	2.7
		NGO	3	5	-	14	13	35	2.1
42	Non-Governmental Organizations have been paying school fees for gifted secondary school students in this state	Principals	20	8	-	52	2	82	4.0
		Teachers	58	51	1	35	25	170	3.6
		MOE	25	10	-	56	4	95	3.2
43	Non-Governmental Organizations have been paying SSCE registration for final year secondary school students in this state	Principals	50	6	-	22	4	82	4.3
		Teachers	122	9	-	14	4	170	3.5
		MOE	20	25	-	6	1	95	4.1
44	Non-Governmental Organizations have been sponsoring secondary school students for excursion in this state	Principals	13	5	-	14	3	35	3.9
		Teachers	20	18	-	10	34	82	4.0
		MOE	31	23	1	61	59	170	3.0
45	Non-Governmental Organizations have been sponsoring orphans in secondary schools in this state	MOE	15	10	-	41	7	95	4.2
		Teachers	6	17	-	14	2	35	4.0
		Principals	22	17	1	10	32	82	3.8
46	Non-Governmental Organizations have been sponsoring inter-house sports competition for secondary schools in this state	Teachers	37	100	7	15	17	170	3.3
		MOE	14	52	-	19	6	95	2.2
		Principals	10	30	3	37	3	82	2.8
47	Non-Governmental Organizations have been sponsoring talented secondary school students in this state	Teachers	3	75	-	60	35	170	2.1
		MOE	10	13	-	52	14	95	2.9
		Principals	4	10	-	21	-	35	2.8
48	Non-Governmental Organizations have been sponsoring best graduating secondary school students for higher education in this state	Principals	11	26	-	42	3	82	3.9
		Teachers	55	10	-	75	30	170	3.6
		MOE	23	8	2	55	7	95	3.2
49	Non-Governmental Organizations have been sponsoring annual speech and price giving days for secondary schools in this state	Principals	4	-	-	12	19	35	3.5
		Teachers	28	10	-	42	2	82	2.2
		MOE	23	46	1	75	25	170	2.9
50	Non-Governmental Organizations have been providing scholarship for educationally challenged secondary school students in this state	MOE	20	15	-	48	8	95	2.9
		Principals	6	4	-	23	2	35	2.6
		Teachers	36	10	-	34	2	82	3.3
50	Non-Governmental Organizations have been providing scholarship for educationally challenged secondary school students in this state	Teachers	10	70	-	90	-	170	2.6
		MOE	10	58	-	25	2	95	3.8
		Principals	5	16	-	-	1	35	3.5
50	Non-Governmental Organizations have been providing scholarship for educationally challenged secondary school students in this state	Principals	26	10	-	10	4	82	4.0
		Teachers	60	50	-	58	2	170	3.7
		MOE	23	20	-	64	4	95	3.9
		NGO	8	7	-	17	3	35	3.6

Table 4.6 revealed the views of principals, teachers, MOE Official and Non-Governmental Organizations officials on the contributions by Non-Governmental Organizations in the provision of scholarship towards the development of Secondary



Education in North-Central Geographic Zone, Nigeria. Item 41 shows the responses of respondents on whether Non-Governmental Organizations have been organizing extra-mural lessons for secondary students of this state. From the responses of the respondents, the item statement was rejected by all the respondents with the mean score of 2.7, 2.5, 2.7 and 2.1, respectively.

Item 42 shows the responses of respondents on whether Non-Governmental Organizations have been paying school fees for gifted secondary school students in this state. The mean scores of respondents show that all the respondents accepted the item statement with the mean scores of 4.0, 3.6, 3.2, and 3.5 for principals, teachers, MOE and Non-Governmental Organizations Officials respectively. Item 43 was to find out whether Non-Governmental Organizations have been paying SSCE registration for final year secondary school students in this state. The responses of the respondents' show that all the respondents accepted the item statement i.e. Principal 4.3, Teachers 3.5, MOE 4.1 and Non-Governmental Organizations 3.9. Item 44 was on whether Non-Governmental Organizations have been sponsoring secondary school students for excursion in this state. The mean scores of 4.0, 3.0, 4.2 and 4.0 were obtained from the responses of the respondents, implying that all the respondents accepted the item statement.

Item 45 is on whether Non-Governmental Organizations have been sponsoring orphans in secondary schools in this state. . The item was accepted by two of the respondents and rejected by the other two with the mean scores of 3.8, 3.3, 2.2 and 1.2 for principals, teachers, MOE and Non-Governmental Organizations respectively. However, item 46 was rejected by all the respondents with the mean scores of 2.8, 2.1, 2.9 and 2.8 for principals, teachers, MOE and Non-Governmental Organizations officials respectively. Item 47 was to find out whether Non-Governmental Organizations have been sponsoring talented secondary school students in this state. The mean score showed that the item was accepted by all the

respondents; with the decision mean of 3.9, 3.6, 3.2, and 3.5 for principals, teachers, MOE and Non-Governmental Organizations accordingly. Item 48 was on whether Non-Governmental Organizations have been sponsoring best graduating secondary school students for higher education in this state. The item was rejected by all with the mean scores of 2.2, 2.9, 2.9 and 2.5 accordingly. From item 49, the decision mean of the respondents were found to be 3.3, 2.6, 2.8 and 3.5, meaning it was accepted by two and rejected by two of the respondents. Item 50 was on whether Non-Governmental Organizations have been providing scholarship for educationally challenged secondary school students in this state. The item was accepted with the mean score of 4.0, 3.7, 3.9 and 3.6, respectively.

By this analysis, it was further revealed that Non-Governmental Organizations contribute greatly in the provision of Scholarship towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

#### **4.3.6 Research Question Six: What Contributions do Non-Governmental Organizations (Non-Governmental Organizations) make in the Provision of Games and Recreational Facilities to the Development of Secondary Education in North-Central Geographic Zone, Nigeria?**

Table 4.7 deals with the responses or opinions of the respondents on Contributions do Non-Governmental Organizations (Non-Governmental Organizations) play in terms of Provision of Games and Recreational Facilities towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section relates to item statements 51-60 of section H.

**Table 4.7: Mean Score of Respondents on Role Played by Non-Governmental Organizations Provision of Games and Recreational Facilities**

S/N	Item statement	Responden t	SA	A	UD	D	SD	N	Mean
51	Non-Governmental Organizations provide football pitches and kits for secondary schools in this state	Principals	10	6	-	62	4	82	2.5
		Teachers	22	9	-	140	4	170	2.5
		MOE	10	5	-	36	1	95	3.1
		NGO	3	5	-	24	3	35	2.0
52	Non-Governmental Organizations have been providing handball pitches and kits for secondary schools in this state	Principals	20	18	-	10	34	82	3.9
		Teachers	31	23	1	61	59	170	2.5
		MOE	10	10	-	46	7	95	4.2
		NGO	6	7	-	24	2	35	1.6
53	Non-Governmental Organizations have been providing volleyball pitches and kits for secondary schools in this state	Principals	2	17	1	20	32	82	1.8
		Teachers	27	10	7	150	17	170	2.6
		MOE	14	12	-	49	6	95	2.2
		NGO	2	6	-	25	2	35	3.0
54	Non-Governmental Organizations have been provide hockey ball pitches and kits for secondary schools in this state	Principals	10	30	3	37	3	82	2.3
		Teachers	3	35	-	100	35	170	2.2
		MOE	10	13	-	52	14	95	2.1
		NGO	4	-	-	21	10	35	3.5
55	Non-Governmental Organizations have been providing basket ball pitches and kits for secondary schools in this state	Principals	11	26	-	10	3	82	3.6
		Teachers	38	30	-	127	20	170	2.1
		MOE	1	8	2	55	7	95	2.2
		NGO	4	-	-	12	8	35	2.4
56	Non-Governmental Organizations have been providing golf courses for secondary schools in this state	Principals	6	10	-	44	30	82	2.0
		Teachers	50	20	-	100	-	170	3.6
		MOE	10	18	-	61	2	95	2.1
		NGO	18	16	-	-	1	35	3.5
57	Non-Governmental Organizations have been providing gymnasium for secondary schools in this state	Principals	6	2	-	40	34	82	2.0
		Teachers	25	35	-	125	-	170	1.7
		MOE	43	20	-	24	4	95	3.1
		NGO	21	7	-	4	3	35	4.0
58	Non-Governmental Organizations have been providing swimming pools for secondary schools in this state	Principals	37	10	1	1	1	82	4.3
		Teachers	34	20	-	100	6	170	4.5
		MOE	29	45	-	9	8	95	4.2
		NGO	17	8	-	5	5	35	4.4
59	Non-Governmental Organizations have been providing relaxation centers for secondary schools in this state	Principals	35	37	3	4	3	82	4.0
		Teachers	28	18	5	150	4	170	4.3
		MOE	28	33	-	16	14	95	4.1
		NGO	17	10	-	8	-	35	4.0
60	Non-Governmental Organizations have been providing mini animal park/zoo for secondary schools in this state	Principals	42	15	3	19	2	82	2.7
		Teachers	15	108	5	42	-	170	2.8
		MOE	37	21	6	33	4	95	4.3
		NGO	4	20	-	9	2	35	3.6

Table 4.6 revealed the views of principals, teachers, MOE Official and Non-Governmental Organizations officials on the role played by Non-Governmental

Organizations provision of Games and Recreational Facilities. Item 51 shows the responses of respondents on whether Non-Governmental Organizations provide football pitches and kits for secondary schools in this state. From the responses of the respondents, the item statement was rejected by all the respondents with the mean score of 2.5, 2.5, 3.1 and 2.0 respectively.

Item 52 shows the responses of respondents on whether Non-Governmental Organizations have been providing handball pitches and kits for secondary schools in this state. The mean scores of respondents show that all the respondents accepted by two out four of the respondents with the mean scores of 3.9, 2.4, 4.2, and 1.6 for principals, teachers, MOE and Non-Governmental Organizations Officials respectively. Item 53 was to find out whether Non-Governmental Organizations have been providing volleyball pitches and kits for secondary schools in this state. The responses of the respondents' show that all the respondents rejected the item statement i.e. Principal 1.8, Teachers 2.6, MOE 2.2 and Non-Governmental Organizations 3.0. Item 54 was on whether Non-Governmental Organizations have been provide hockey ball pitches and kits for secondary schools in this state. The mean scores of 2.3, 3.2, 3.1 and 3.5 were obtained from the responses of the respondents.

Item 55 is on whether Non-Governmental Organizations have been providing basket ball pitches and kits for secondary schools in this state. The item was accepted by two o the respondents and rejected by the other two with the mean scores of 3.6, 4.1, 2.4 and 2.4 for principals, teachers, MOE and Non-Governmental Organizations respectively. However, item 56 was accepted by all the respondents with the mean scores of 4.0, 3.6, 2.1 and 3.5 for principals, teachers, MOE and Non-Governmental Organizations officials respectively. Item 57 was to find out whether Non-Governmental Organizations have been providing gymnasium for secondary schools in this state. The mean score showed that the item was accepted by two out of four of the respondents; with the decision mean of 2.0, 1.7, 3.1, and 4.0 for principals, teachers, MOE and Non-Governmental Organizations accordingly.

Item 58 was on whether Non-Governmental Organizations have been providing swimming pools for secondary schools in this state. The item was accepted by all with the mean scores of 4.3, 4.5, 4.2 and 4.4 accordingly.

From item 59, the decision mean of the respondents were found to be 4.0, 4.3, 4.1 and 4.0, meaning it was accepted by all the respondents. Item 60 was on whether Non-Governmental Organizations have been providing mini animal park/zoo for secondary schools in this state. The item was accepted with the mean score of 3.0, 3.0, 4.3 and 3.6 respectively.

By this analysis, it was revealed that through Non-Governmental Organizations Games and Recreational Facilities with the exception of volley ball, basketball and football pitches are provided in secondary schools in North-Central Geographic Zone, Nigeria.

**4.3.7: Research Question Seven: What Contributions do Non-Governmental Organizations (Non-Governmental Organizations) play in terms of Provision of Welfare Facilities towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria?**

Table 4.8 deals with the responses or opinions of the respondents on Contributions Non-Governmental Organizations (Non-Governmental Organizations) play in terms of Provision of Welfare Facilities towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section relates to item statements 61-70 of section I.

**Table 4.8: Mean Score of Respondents on the contribution of Non-Governmental Organizations Provision of Welfare Facilities**

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
61	Non-Governmental Organizations have been providing medical facilities for secondary schools in this state	Principals	20	30	-	30	2	82	3.9
		Teachers	58	51	1	35	25	170	3.6
		MOE	25	18	-	44	4	95	3.2
		NGO	6	17	-	14	2	35	3.6
62	Non-Governmental Organizations have been building toilet facilities for secondary schools in this state	Principals	10	26	-	52	26	82	3.6
		Teachers	57	80	-	20	4	170	3.7
		MOE	20	23	-	8	1	95	3.7
		NGO	13	5	-	14	3	35	4.1
63	Non-Governmental Organizations have been constructing access roads for secondary schools in this state	Principals	10	18	-	20	54	82	3.3
		Teachers	41	23	1	71	24	170	3.2
		MOE	15	10	-	59	7	95	2.8
		NGO	6	4	-	14	15	35	3.5
64	Non-Governmental Organizations have been providing assessable water for secondary schools in this state	Principals	22	37	1	10	12	82	4.0
		Teachers	37	100	7	15	17	170	3.9
		MOE	14	52	-	19	6	95	3.9
		NGO	2	16	-	2	2	35	3.6
65	Non-Governmental Organizations provide common rooms for secondary school students in this state	Principals	20	30	-	40	2	82	3.9
		Teachers	56	73	1	21	19	170	3.4
		MOE	25	28	-	31	7	95	3.2
		NGO	16	14	-	7	2	35	4.8
66	Non-Governmental Organizations have been providing transport facilities for secondary school students in this state	Principals	36	10	-	34	2	82	4.5
		Teachers	15	50	-	105	-	170	4.4
		MOE	10	38	-	31	2	95	3.9
		NGO	11	10	-	13	1	35	4.4
67	Non-Governmental Organizations have been providing ICT facilities for use by secondary school students in this state	Principals	22	17	1	10	32	82	3.9
		Teachers	51	-	7	80	28	170	3.0
		MOE	14	28	-	49	-	95	4.2
		NGO	12	6	-	15	2	35	4.0
68	Non-Governmental Organizations have been paying electricity bills of secondary schools in this state	Principals	10	6	-	62	4	82	2.8
		Teachers	22	9	-	135	4	170	2.8
		MOE	10	25	-	16	1	95	1.7
		NGO	6	5	-	14	10	35	2.9
69	Non-Governmental Organizations have been providing breakfast for secondary school students in this state	Principals	10	6	-	30	32	82	2.8
		Teachers	2	15	-	150	4	170	2.1
		MOE	8	22	-	21	1	95	1.8
		NGO	3	5	-	14	13	35	2.8
70	Non-Governmental Organizations have been providing musical instruments for use by secondary school students in this state	Principals	20	18	-	10	34	82	3.9
		Teachers	33	51	1	60	25	170	3.6
		MOE	25	28	-	34	4	95	3.2
		NGO	19	4	-	14	2	35	3.5

Table 4.6 revealed the views of principals, teachers, MOE Official and Non-Governmental Organizations officials on role played by Non-Governmental Organizations provision of welfare facilities. Item 61 shows the responses of respondents on whether Non-

Governmental Organizations have been providing medical facilities for secondary schools in this state. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.9, 3.6, 3.2 and 3.6 respectively.

Item 62 shows the responses of respondents on whether Non-Governmental Organizations have been building toilet facilities for secondary schools in this state. The mean scores of respondents show that all the respondents accepted the item statement with the mean scores of 3.6, 3.7, 3.7, and 4.1 for principals, teachers, MOE and Non-Governmental Organizations Officials respectively. Item 63 was to find out whether Non-Governmental Organizations have been constructing access roads for secondary schools in this state. The responses of the respondents' show that the respondents accepted the item statement i.e. Principal 3.3, Teachers 3.2, MOE 2.8 and Non-Governmental Organizations 3.5. Item 64 was on whether Non-Governmental Organizations have been providing assessable water for secondary schools in this state. The mean scores of 4.0, 3.9, 3.9 and 3.6 were obtained from the responses of the respondents.

Item 65 is on whether Non-Governmental Organizations provide common rooms for secondary school students in this state. The item was accepted by two of the respondents and rejected by the other two with the mean scores of 3.9, 3.4, 3.2 and 4.8 for principals, teachers, MOE and Non-Governmental Organizations respectively. However, item 66 was accepted by all the respondents with the mean scores of 4.5, 4.4, 3.9 and 4.4 for principals, teachers, MOE and Non-Governmental Organizations officials respectively. Item 67 was to find out whether Non-Governmental Organizations have been providing transport facilities for secondary school students in this state. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.0, 4.2, and 4.0 for principals, teachers, MOE and Non-Governmental Organizations accordingly. Item 68 was on whether Non-Governmental Organizations have been paying electricity bills of secondary schools in this

state. . The item was rejected by all respondents with the mean scores of 2.8, 2.8, 1.7 and 2.9 accordingly.

From item 69, the decision mean of the respondents were found to be 2.8, 2.1, 1.8 and 2.8, meaning it was rejected by all the respondents. Item 70 was on whether Non-Governmental Organizations have been providing musical instruments for use by secondary school students in this state

The item was accepted with the mean score of 3.9, 3.6, 3.2 and 3.5 respectively.

By this analysis, it was established that Non-Governmental Organizations provide much of welfare facilities to secondary schools in North Central Geographic Zone.

#### **4.4 Hypotheses Testing**

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals, teachers, MOE officials and Non-Governmental Organizations officials) from the questionnaire administered were tested. The test of hypotheses was done using one way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical package for social sciences (SPSS Version 20) was used to analyze the data. In all, seven hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

##### **4.4.1 Hypothesis I: (HO<sub>1</sub>): There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials and NGO officials on Teachers Capacity Building in the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

Opinions of respondents on contributions of Non-Governmental Organizations in Teachers Capacity Building o for the Development of Secondary Education in North-Central



Geographic Zone, Nigeria; the summary of data analyzed in respect of null hypothesis one is presented on table 4.9.

**Table 4.9: Summary of the One Way Analysis of Variance (ANOVA) on Teachers' Capacity Building on the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

<b>Teachers Capacity Building</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	35.587	2	17.793	28.958	0.020
Within Groups	205.189	380	.575		
<b>Total</b>	<b>240.776</b>	<b>382</b>			

From table 4.9, the F-value is 28.958 and the P-value is 0.020 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected. Thus, there was significant difference in the opinions of Principals, Teachers, Ministry of Education Officials and NGO officials on teacher's capacity building on the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**Table 4.9.1: Result of the Scheffe post-Hoc test on the mean score of the respondents on Teachers Capacity building on the development of Secondary Education in North-Central Geo-Political Zone, Nigeria;**

<b>Multiple Comparisons</b>						
Capacity Building						
(I) Status	(J) Status	Mean		Sig.	95% Confidence Interval	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
Principal	Teacher	.51754*	.10071	.000	.2347	.8003
	M. E. O	.05146	.27366	.998	-.7170	.8199
	N. G. O	.04562	.16163	.994	-.4083	.4995
Teacher	Principal	-.51754*	.10071	.000	-.8003	-.2347
	M. E. O	-.46608	.27310	.406	-1.2330	.3008
	N. G. O	-.47191*	.16068	.036	-.9231	-.0207
M. E. O	Principal	-.05146	.27366	.998	-.8199	.7170
	Teacher	.46608	.27310	.406	-.3008	1.2330
	N. G. O	-.00583	.30094	1.000	-.8509	.8392
N. G. O	Principal	-.04562	.16163	.994	-.4995	.4083
	Teacher	.47191*	.16068	.036	.0207	.9231
	M. E. O	.00583	.30094	1.000	-.8392	.8509

\*. The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between teachers and M.E.O Officials, M.E.O Officials and N.G.O; in the second row, the differences was between Principal and M.E.O Officials, M.E.O Officials and N.G.O; in the third row, the difference was between principal and teachers, teachers and N.G.O; in the fourth row, the difference was between principal and teacher, teachers and M.E.O officials

**4.4.2 Hypothesis II (HO<sub>2</sub>): There is no significant difference in the responses of Principals, Teachers, Ministry of Education Officials and NGO officials in the Provision of Teaching Facilities by Non-Governmental Organizations to the Development of Secondary Education in North-Central Geographic Zone, Nigeria.**

Opinions of respondents on the contributions of Non-Governmental Organizations in the Provision of Teaching Facilities on the Development of Secondary Education in North-Central Geographic Zone, Nigeria; the summary of data analyzed in respect of null

hypothesis two is presented on table 4.10

**Table 4.10: Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Teaching Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

<b>Teaching Facilities</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	17.717	2	8.858	7.574	0.032
Within Groups	330.333	380	0.925		
<b>Total</b>	<b>348.050</b>	<b>382</b>			

From table 4.10, the F-value is 7.574 and the P-value is 0.032 at 0.05 levels of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected. Thus, there was significant difference in the opinions of respondents on Provision of Teaching Facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**Table 4.10.1: Result of the Scheffe post-Hoc test on the mean score of the respondents on Provision of Teaching Facilities by Non-Governmental Organizations to the development of Secondary Education in North-Central Geo-Political Zone, Nigeria;**

		<b>Multiple Comparisons</b>			95% Confidence Interval	
<b>Provision of Facilities</b>		Mean			Lower	Upper Bound
(I) Status	(J) Status	Difference (I-J)	Std. Error	Sig.	Bound	Upper Bound
Principal	Teacher	.66798*	.10555	.000	.3716	.9644
	M. E. O	.05896	.28683	.998	-.7465	.8644
	N. G. O	-.15188	.16941	.849	-.6276	.3238
Teacher	Principal	-.66798*	.10555	.000	-.9644	-.3716
	M. E. O	-.60902	.28624	.212	-1.4128	.1948
	N. G. O	-.81985*	.16841	.000	-1.2928	-.3469
M. E. O	Principal	-.05896	.28683	.998	-.8644	.7465
	Teacher	.60902	.28624	.212	-.1948	1.4128
	N. G. O	-.21083	.31542	.930	-1.0966	.6749
N. G. O	Principal	.15188	.16941	.849	-.3238	.6276
	Teacher	.81985*	.16841	.000	.3469	1.2928
	M. E. O	.21083	.31542	.930	-.6749	1.0966

\*. The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between teachers and M.E.O Officials, M.E.O Officials and N.G.O; in the second row, the differences was between Principal and M.E.O Officials, M.E.O Officials and N.G.O; in the third row, the difference was between principal and teachers, teachers and N.G.O; in the fourth row, the difference was between principal and teacher, teachers and M.E.O officials.

**4.4.3 Hypothesis III (HO<sub>3</sub>): There is no significant difference in the responses of Principals, Teachers, Ministry of Education Officials and NGO officials on Provision of Learning Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria.**

Opinions of respondents on influence of Provision of Learning Facilities on the Development of Secondary Education in North-Central Geographic Zone, Nigeria; the summary of data analyzed in respect of null hypothesis three is presented on table 4.11

**Table 4.11: Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Learning Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	29.257	2	14.629	10.366	0.250
Within Groups	363.539	380	1.018		
<b>Total</b>	<b>392.797</b>	<b>382</b>			

From table 4.11, the F-value is 10.366 and the P-value is 0.250 at 0.05 levels of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore accepted. Thus, there was no significant difference in the opinions of respondents on provision of learning facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**4.4.4 Hypothesis IV (HO<sub>4</sub>): There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials and NGO officials on Supervision of Instruction by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria.**

Opinions of respondents on the contributions of Non-Governmental Organizations in the Supervision of Instruction on the Development of Secondary Education in North-Central Geographic Zone, Nigeria; the summary of data analyzed in respect of null hypothesis four is presented on table 4.12

**Table 4.12: Summary of the One Way Analysis of Variance (ANOVA) on the Supervision of Instruction by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

<b>Supervision of Instruction</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	20.875	2	10.437	10.992	0.060
Within Groups	338.984	380	.950		
<b>Total</b>	<b>359.859</b>	<b>382</b>			

From table 4.12, the F-value is 10.992 and the P-value is 0.160 at 0.05 levels of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore accepted. Thus, there was no significant difference in the opinions of respondents on Supervision of Instruction by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**4.4.5 Hypothesis V (HO<sub>5</sub>): There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials and NGO officials on Provision of Scholarship by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria.**

Opinions of respondents on the contributions of Non-Governmental Organizations in the Scholarship on the Development of Secondary Education in North-Central Geographic Zone, Nigeria; the summary of data analyzed in respect of null hypothesis five is presented on table 4.13

**Table 4.13: Summary of the One Analysis of Variance (ANOVA) on the Provision of Scholarship by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

<b>Scholarship</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	30.445	2	15.223	12.726	0.301
Within Groups	345.566	380	.968		
<b>Total</b>	<b>376.011</b>	<b>382</b>			

From table 4.13, the F-value is 12.726 and the P-value is 0.301 at 0.05 levels of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore accepted, there was no significant difference in the opinions of respondents on Provision of Scholarship by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**4.4.6 Hypothesis VI (HO<sub>6</sub>): There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials and NGO officials on provision of Games and Recreational Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria.**

Opinions of respondents on on the contributions of Non-Governmental Organizations in the provision of Games and Recreational Facilities on the Development of Secondary Education in North-Central Geographic Zone, Nigeria; the summary of data analyzed in respect of null hypothesis six is presented on table 4.14

**Table 4.14: Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Games and Recreational Facilities by Non-Governmental Organizations towards the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

<b>Games and Recreational Facilities</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	21.986	2	10.993	9.780	0.002
Within Groups	265.522	380	.744		
<b>Total</b>	<b>287.508</b>	<b>382</b>			

From table 4.14, the F-value is 9.780 and the P-value is 0.002 at 0.05 levels of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected. Thus, there was significant difference in the opinions of Principals, Teachers, PTA Officials and Ministry Education Officials on the influence of

Provision of Games and Recreational Facilities on the Development of Secondary Education  
in North-Central Geographic Zone, Nigeria.

**Table 4.16: Result of the Scheffe post-Hoc test on the mean score of the respondents on Provision of Games and Recreational Facilities by Non-Governmental Organizations to the development of Secondary Education in North-Central Geo-Political Zone, Nigeria.**

		Multiple Comparisons			95% Confidence Interval	
Games and Recreational		Mean			Lower	Upper Bound
(I) Status	(J) Status	Difference (I-J)	Std. Error	Sig.	Bound	
Principal	Teacher	.43728*	.11050	.002	.1270	.7476
	M. E. O	-.25792	.30027	.864	-1.1011	.5853
	N. G. O	.02125	.17735	1.000	-.4768	.5193
Teacher	Principal	-.43728*	.11050	.002	-.7476	-.1270
	M. E. O	-.69520	.29965	.148	-1.5367	.1463
	N. G. O	-.41603	.17630	.137	-.9111	.0790
M. E. O	Principal	.25792	.30027	.864	-.5853	1.1011
	Teacher	.69520	.29965	.148	-.1463	1.5367
	N. G. O	.27917	.33020	.870	-.6481	1.2064
N. G. O	Principal	-.02125	.17735	1.000	-.5193	.4768
	Teacher	.41603	.17630	.137	-.0790	.9111
	M. E. O	-.27917	.33020	.870	-1.2064	.6481

\*. The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between teachers and M.E.O Officials, M.E.O Officials and N.G.O; in the second row, the differences was between Principal and M.E.O Officials, M.E.O Officials and N.G.O; in the third row, the difference was between principal and teachers, teachers and N.G.O; in the fourth row, the difference was between principal and teacher, teachers and M.E.O officials



**4.4.7 Hypothesis VII (HO<sub>7</sub>): There is no significant difference in the responses of Principals, Teachers, Ministry of Education Officials and NGO officials in the Provision of Welfare Facilities by Non-Governmental Organizations to the Development of Secondary Education in North-Central Geographic Zone, Nigeria.**

Opinions of respondents on influence of Provision of Welfare Facilities on the Development of Secondary Education in North-Central Geographic Zone, Nigeria; the summary of data analyzed in respect of null hypothesis seven is presented on table 4.15

**Table 4.15: Summary of the One Way Analysis of Variance (ANOVA) on the Provision of Welfare Facilities by Non-Governmental Organizations to the Development of Secondary Education in North-Central Geographic Zone, Nigeria**

<b>Welfare Facilities</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	32.364	2	16.182	16.724	0.081
Within Groups	345.427	380	.968		
<b>Total</b>	<b>377.792</b>	<b>382</b>			

From table 4.13, the F-value is 16.724 and the P-value is 0.081 at 0.05 levels of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore accepted. Thus, there was no significant difference in the opinions of respondents on provision of Welfare Facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**4.5 Summary of Hypotheses Testing**

The summary of the seven Null Hypotheses tested for this study is hereby presented in table 4.16.

**Table 4.16: Summary of Hypotheses Tested**

S/N	H0 Statement	Stat. tool used	Result	Level of Sig.	Decision
1	There is no significant difference in the responses of respondents on teachers capacity building on the development of Secondary Education in North-Central Geographic Zone, Nigeria	ANOVA	F-ratio is 28.958, While the p-value is 0.020	0.05	H0 <sub>1</sub> was rejected. This mean that there is significant difference in the opinions of respondents
2	There is no significant difference in the responses of respondents on provision of teaching facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria	ANOVA	F-ratio is 7.574, While the p-value is 0.032	0.05	H0 <sub>2</sub> was rejected. This mean that there is significant difference in the opinions of respondents
3	There is no significant difference in the responses of respondents on provision of learning facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.	ANOVA	F-ratio is 10.366, While the p-value is 0.250	0.05	H0 <sub>3</sub> was accepted. This mean that there is no significant difference in the opinions of respondents
4	There is no significant difference in the responses of respondents on Supervision of Instruction by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.	ANOVA	F-ratio is 10.992 While the p-value is 0.060	0.05	H0 <sub>4</sub> was accepted. This mean that there is no significant difference in the opinions of respondents
5	There is no significant difference in the responses of respondents on Provision of Scholarship by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.	ANOVA	F-ratio is 12.276, While the p-value is 0.301	0.05	H0 <sub>5</sub> was accepted. This mean that there is no significant difference in the opinions of respondents
6	There is no significant difference in the responses of respondents on provision of Games and Recreational Facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria	ANOVA	F-ratio is 9.780, While the p-value is 0.002	0.05	H0 <sub>6</sub> was rejected. This mean that there is significant difference in the opinions of respondents
7	There is no significant difference in the responses of respondents on provision of Welfare Facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.	ANOVA	F-ratio is 16.724 While the p-value is 0.081	0.05	H0 <sub>7</sub> was accepted. This mean that there is no significant difference in the opinions of respondents

Out of the seven hypotheses tested as shown in table 4.16, four were accepted while three were rejected. The three rejected hypotheses were subjected to Scheffe's post-hoc test to ascertain the extent of significant differences in the opinions of the respondents.

Observation from the mean scores of the respondents on the contributions of Non-Governmental Organizations to the development of secondary education in North Central Geographical Zone, Nigeria, showed that there was significant difference in the perceptions as discussed thus:

**H<sub>01</sub>:** From the test of hypothesis on the contributions of Non-Governmental Organizations in Teachers Capacity Building in the Development of Secondary Education in North-Central Geographic Zone, Nigeria. It showed that there was significant difference between teachers and M.E.O Officials, M.E.O Officials and N.G.O; in the second row, the differences was between Principal and M.E.O Officials, M.E.O Officials and N.G.O; in the third row, the difference was between principal and teachers, teachers and N.G.O; in the fourth row, the difference was between principal and teacher, teachers and M.E.O officials.

**H<sub>02</sub>:** From the test of hypothesis on the contributions of Non-Governmental Organizations in the Provision of Teaching Facilities in the Development of Secondary Education in North-Central Geographic Zone, Nigeria. The result showed there was significant difference between teachers and M.E.O Officials, M.E.O Officials and N.G.O; in the second row, the differences was between Principal and M.E.O Officials, M.E.O Officials and N.G.O; in the third row, the difference was between principal and teachers, teachers and N.G.O; in the fourth row, the difference was between principal and teacher, teachers and M.E.O officials.

**H<sub>03</sub>:** From the test of hypothesis on the contributions of Non-Governmental Organizations in the Provision of Learning Facilities in the Development of Secondary Education in

North-Central Geographic Zone, Nigeria. It showed that there was no significant difference in the opinion respondents on provision of learning facilities by Non-Governmental Organizations to the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**Ho<sub>4</sub>:** From the test of hypothesis on the contributions of Non-Governmental Organizations in Supervision of Instruction in the Development of Secondary Education in North-Central Geographic Zone, Nigeria. It showed that there was no significant difference in the opinion of respondents there was no significant difference in the opinions of respondents in Supervision of Instruction by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**Ho<sub>5</sub>:** From the test of hypothesis on the contributions of Non-Governmental Organizations in the Provision of Scholarship in the Development of Secondary Education in North-Central Geographic Zone, Nigeria. It showed that there was no significant difference in the opinions of respondents in Provision of Scholarship by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

**Ho<sub>6</sub>:** From the test of hypothesis on the contributions of Non-Governmental Organizations in the Provision of Games and Recreational Facilities on the Development of Secondary Education in North-Central Geographic Zone, Nigeria. It showed that there was significant between teachers and M.E.O Officials, M.E.O Officials and N.G.O; in the second row, the differences was between Principal and M.E.O Officials, M.E.O Officials and N.G.O; in the third row, the difference was between principal and teachers, teachers and N.G.O; in the fourth row, the difference was between principal and teacher, teachers and M.E.O officials.

**Ho<sub>7</sub>:** From the test of hypothesis on the contributions of Non-Governmental Organizations in planning in the Development of Secondary Education in North-Central Geographic Zone, Nigeria. It showed that there was no significant difference in the opinions of respondents in provision of Welfare Facilities by Non-Governmental Organizations towards the development of Secondary Education in North-Central Geographic Zone, Nigeria.

#### **4.6. Major Findings**

The research established that;

1. Non-Governmental Organizations contributed immensely in Staff Capacity Building through organizing and sponsoring various Staff Development Programmes such as workshops, conferences, seminars in North-Central Geographic Zone, because the F-value is 28.958 and the P-value is 0.020 at 0.05 level of significance;
2. Non- Governmental Organization assists in the provision of Teaching Facilities but do not provide Flip Chart, ICT Facilities and Textbook to secondary schools in North–Central Geographic Zone, because the F-value is 7.574 and the P-value is 0.032 at 0.05 level of significance;
3. Non-Governmental Organizations provide Learning Facilities like exercise books, pencils, erasers, mathematical set to Secondary Schools in North–Central Geographic Zone, because the F-value is 10.366 and the P-value is 0.250 at 0.05 level of significance;
4. Non-Governmental Organizations do not undertake Supervision of Instruction in Secondary Schools in North Central Geographic Zone, because the F-value is 10.992 and the P-value is 0.160 at 0.05 level of significance;
5. Non-Governmental Organizations contribute greatly in the provision of Scholarship towards the development of Secondary Education in North-Central Geographic Zone,

Nigeria, because the F-value is 12.726 and the P-value is 0.301 at 0.05 level of significance;

6. Non-Governmental Organizations Provides Games and Recreational Facilities with the exception of volley ball, basketball and football pitches to secondary schools in North-Central Geographic Zone, Nigeria, because the F-value is 9.780 and the P-value is 0.020 at 0.05 level of significance; and
7. Non-Governmental Organizations provide much of Welfare Facilities to secondary schools in North Central Geographic Zone, because the F-value is 16.724 and the P-value is 0.081 at 0.05 level of significance.

#### **4.7. Discussion of Major Findings**

Finding from the study revealed that Non-Governmental Organizations contributed immensely in staff capacity building through organizing and sponsoring various staff development programmes such as workshop, conferences, seminar in North-Central Geographic Zone. In addition, it was shown that Non-Governmental Organizations have been sponsoring many teachers across the schools for their professional development; Non-Governmental Organizations have also been organizing conferences for teachers across the schools for their professional development. They also organize leadership training for principals of secondary schools in the North Central Geographic Zone. However, the hypothesis one was rejected because there was significant difference in the opinions of the respondents on the teacher's capacity building on the development of Secondary Education in North-Central Geographic Zone, Nigeria.

Finding from the study revealed that Non- Governmental Organization assist in the provision Non-Governmental Organizations don't provide Learning Facilities except exercise books, pencils, erasers, mathematical set to Secondary Schools in North–Central Geographic

Zone. In addition, it was revealed that Non-Governmental Organizations have been providing public address system for teaching in the schools, Non-Governmental Organizations provides chairs and tables for teaching in the schools and they provides writing materials for teaching in some schools. However, hypothesis two was rejected because there was significant difference in the opinions of the respondents on the provision teaching facilities by Non-Governmental Organizations for the development of Secondary Education in North-Central Geographic Zone, Nigeria.

Finding from the study revealed that Non-Governmental Organizations don't provide Learning Facilities except exercise books, pencils, erasers, mathematical set to Secondary Schools in North-Central Geographic Zone. In addition, it was revealed that Non-Governmental Organizations do not provide Computers facilities for learning in secondary schools; Non-Governmental Organizations don't provide projectors for effective learning in secondary schools. Non-Governmental Organizations have been providing Microscope and workshop tools are for learning in secondary schools. However, hypothesis three was retained because there was no significant difference in the opinions of the respondents on the provision learning facilities by Non-Governmental Organizations for the development of Secondary Education in North-Central Geographic Zone, Nigeria.

Finding from the study established that Non-Governmental Organizations don't under take Supervision of Instruction in Secondary Schools in North Central Geo-Political Zone. It was established that Non-Governmental Organizations do not routinely supervise co-curricular activities in secondary schools; Non-Governmental Organizations have not been actively taking part in checking lesson plan/notes in secondary schools, Non-Governmental Organizations have not been engaging in routine supervision of the management of secondary schools and they also have not been regularly inspecting welfare facilities in secondary schools. However, hypothesis four was retained because there was no significant difference

in the opinions of the respondents on the provision learning facilities by Non-Governmental Organizations for the development of Secondary Education in North-Central Geographic Zone, Nigeria

Finding from the study revealed that Non-Governmental Organizations contribute greatly in the provision of Scholarship towards the development of Secondary Education in North-Central Geographic Zone, Nigeria. It was established that, Non-Governmental Organizations have been organizing extra-mural lessons for secondary students, Non-Governmental Organizations have been paying school fees for gifted secondary school students, and Non-Governmental Organizations have been sponsoring secondary school students for excursion. However, hypothesis five was retained because there was no significant difference in the opinions of the respondents on the provision scholarship by Non-Governmental Organizations for the development of Secondary Education in North-Central Geographic Zone, Nigeria.

Finding from the study revealed that Non-Governmental Organizations provides Games and Recreational Facilities with the exception of volley ball, basket ball and foot ball pitches to secondary schools in north-central zone, Nigeria. It was established that, Non-Governmental Organizations have been providing relaxation centers in secondary schools, Non-Governmental Organizations have been providing basket ball pitches and kits for secondary schools, Non-Governmental Organizations have been provide hockey ball pitches and kits for secondary schools, Non-Governmental Organizations have been providing volleyball pitches and kits for secondary schools. However, hypothesis six was retained because there was no significant difference in the opinions of the respondents on the provision Games and Recreational Facilities by Non-Governmental Organizations for the development of Secondary Education in North-Central Geographic Zone, Nigeria.



Finding from the study revealed that Non-Governmental Organizations provide much of welfare facilities to secondary schools in North Central Geographic Zone. It was established that, Non-Governmental Organizations have been providing medical facilities for secondary schools, Non-Governmental Organizations have been building toilet facilities for secondary schools, Non-Governmental Organizations have been constructing access roads for secondary schools, and Non-Governmental Organizations have been providing assessable water for secondary schools. However, hypothesis six was retained because there was no significant difference in the opinions of the respondents on the provision welfare Facilities by Non-Governmental Organizations for the development of Secondary Education in North-Central Geographic Zone, Nigeria.

## **.CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter is presented under the following sub- headings:

**5.2** Summary;

**5.3** Conclusions;

**5.4** Recommendations; and

**5.5** Suggestions for further study.

### **5.2 Summary**

This study was conducted on the Assessment of the Contributions of Non-Governmental Organizations in the Development of Secondary Education in North-Central Geographic Zone, Nigeria. In order to achieve the objectives of the study, seven specific objectives were raised, in line with these objectives, seven research questions and seven null hypotheses were formulated. Related literatures were reviewed along with five (6) empirical studies. Descriptive statistic research design was adopted for the study, a total of 382 respondents were sampled from the total population of 74,331. A structured questionnaire was used to collect data from the respondents. The data collected were presented in table and were analyzed using weighted mean to answer the research questions. The seven hypotheses were tested using One Way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 levels of significance. Descriptive statistic was used to analyze the bio- data of the respondents. The major findings of the study were; Non-Governmental Organizations contributed immensely in staff capacity building through organizing and sponsoring various staff development programmes such as workshop, conferences, seminar in North-Central Geo-Political, Non- Governmental Organization assist in the provision of Teaching Facilities but do not provide Flip Chart, ICT Facilities and Textbooks to secondary schools in North– Central Geographic Zone, Non-Governmental Organizations don't provide Learning

Facilities except exercise books, pencils, erasers, mathematical set to Secondary Schools in North–Central Geographic Zone, Non-Governmental Organizations don't under take Supervision of Instruction in Secondary Schools in North Central Geographic Zone, Non-Governmental Organizations contribute greatly in the provision of Scholarship towards the development of Secondary Education in North-Central Geographic Zone, Nigeria, Non-Governmental Organizations Provides Games and Recreational Facilities with the exception of volley ball, basketball and football pitches to secondary schools in North-Central Geographic Zone, Nigeria, Non-Governmental Organizations provide much of welfare facilities to secondary schools in North Central Geographic Zone

### **5.3 Conclusions**

Based on the findings of this study, it can be concluded that:

1. Staff capacity building programmes by Non-Governmental Organizations like workshop, conferences and seminars for teachers, immensely in the development of secondary education in North-Central Geographical Zone, Nigeria because it is an effective method of increasing the knowledge and skills of teachers in order to teach more effectively;
2. Provision of facilities for Teaching by Non-Governmental Organizations such as flip charts and models for teaching, laboratories and workshops, computers and ICT facilities has immense contribution to the development of secondary education in North-Central Geographical Zone, Nigeria because available adequate and teaching facilities promote academic achievements;
3. Provision of adequate facilities for Learning by Non-Governmental Organizations such as classrooms, relevant text books has great contributions to the development of secondary education in North-Central Geographical Zone, Nigeria because adequate and relevant facilities promote academic achievements;

4. Instructional Supervision has great contributions to the development of secondary education in North-Central Geographical Zone, Nigeria because it aims at improving practice, improving student learning achievement, reflection, and improving the overall school;
5. Provision of scholarship by Non-Governmental Organizations immensely contributes to the development of Secondary Education in North-Central Geographic Zone, Nigeria; because it helps in encouraging children of the less privileged to have access to secondary education;
6. Provision of Games and Recreational Facilities like football, basketball, table tennis, lawn tennis court to schools n to the development of Secondary Education in North-Central Geographic Zone, Nigeria; because it promotes both intellectual and physical development of the learners; and
7. Welfare Facilities such as television viewing centers, flower garden promotes the development of secondary Education in North Central Geographic Zone, Nigeria because it enhances quality education.

#### **5.4 Recommendations**

In view of the findings and conclusions of the study, the following recommendations are made:

1. Non-Governmental Organizations should along with government should work hand in hand in Staff capacity building programmes like workshop, conferences and seminars for teachers and principals for the development of secondary education in North-Central Geographical Zone, Nigeria;
2. Adequate facilities for Teaching such as flip charts and models for teaching, laboratories and workshops, computers and ICT facilities should be provided by

Non-Governmental Organizations for the overall development of secondary education in North-Central Geographical Zone, Nigeria because available adequate and teaching facilities promote academic achievements;

3. Facilities for learning such as relevant text books, class rooms among others should be provided by Non-Governmental Organizations for the overall development of secondary education in North-Central Geographical Zone, Nigeria because available adequate and teaching facilities promote academic achievements;
4. Non-Governmental Organizations should come into Instructional Supervision alongside government agencies so as to improve+ practice, improve student learning achievement, reflection, and improving the overall development of secondary education in North-Central Geographical Zone, Nigeria;
5. Non-Governmental Organizations should give award more scholarship to the less privileged in the development of Secondary Education in North-Central Geographic Zone, Nigeria;
6. Non-Governmental Organizations should contribute \in the provision of Games and Recreational Facilities for the development of Secondary Education in North-Central Geographical Zone, Nigeria; and
7. Non-Governmental Organizations should provide welfare Facilities such as television viewing centers, flower garden among others for the development of secondary Education in North Central Geographic Zone, Nigeria.

### **5.5 Suggestions for Further Studies**

The researcher suggested the following areas for further studies;

1. A similar study should be conducted in other Geographical Zones of Nigeria.

2. Further research should be conducted looking at other variables not covered by this study like communication, record keeping, and school community relationship among others.
3. Assessment of the contributions of Non-Governmental Organizations to the development of Primary Education in North-Central Geographical zone, Nigeria.
4. Assessment of the contributions of Non-Governmental Organizations to the development of Tertiary Institutions in North-Central Geographical zone, Nigeria.
5. Assessment of the contributions of Non-Governmental Organizations to the development of Private Schools in North-Central Geographical zone, Nigeria.

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## **APPENDIX**

### **ASSESSMENT OF THE CONTRIBUTIONS OF NON-GOVERNMENTAL ORGANISATIONS IN THE DEVELOPMENT OF SECONDARY EDUCATION IN NORTH-CENTRAL GEOGRAPHIC ZONE, NIGERIA**

Department of Educational Foundations and Curriculum  
Educational Administration and planning section  
Faculty of Education  
Ahmadu Bello University Zaria  
Kaduna State, Nigeria.

Dear Sir/Madam,

#### **REQUEST TO FILL A QUESTIONNAIRE**

The researcher is a Ph.D student conducting a research on “Assessment of The Contributions of Non-Governmental Organizations in the Development of Secondary Education in North Central Geographic Zone, Nigeria”. Information supplied will not have any implication on respondents. Your honest opinion will enhance the quality and validity of this research and shall be treated with utmost confidentiality.

Thank you in anticipation of your cooperation.

Yours sincerely,

**Yusuf IBRAHIM**  
P15EDFC9030

**CONTRIBUTIONS OF NON-GOVERNMENTAL ORGANISATIONS IN THE  
DEVELOPMENT OF SECONDARY EDUCATION QUESTIONNAIRE (CNODSEQ)**

**SECTION A**

**(Demographic Data)**

Instruction: Please tick (✓) in the appropriate box that relates to you.

- 1. Educational Qualification:** (a) Ph.D ( ) (b) M.Ed ( ) (c) B.Ed/B.sc ( )  
(d) NCE ( ) (e) OND/HND ( ) (f) others, please specify.....
  
- 2. Status:** (a) Principal ( ) (b) Teacher ( ) (c) Supervisors ( )  
(d) Non-Governmental Organizations ( )
  
- 3. Years of Working Experience:** (a) 1 - 5 ( ) (b) 6 - 10 ( ) (c) 11 - 15 ( )  
(d) 16 - 20 ( ) (e) 21 – 25 and above ( )
  
- 4. State:** (a) Benue ( ) (b) Kogi ( ) (c) Kwara ( ) (d) Nassarawa ( )  
(e) Niger ( ) (f) Plateau ( ) (g) FCT Abuja ( )

## SECTION B

### Contributions of the Non-Governmental Organizations (Non-Governmental Organizations) on Teachers Capacity Building in Secondary Schools in North-Central Geographic Zone, Nigeria

S/N	Item Statement	SA	A	U	D	SD
1	Non-Governmental Organizations have been sponsoring many teachers across the schools for their professional development.					
2	Similarly, many teachers across the schools have been sponsored to attend seminars for their professional development.					
3	For the realization of professional development; Non-Governmental Organizations have been organizing workshop programmes for school supervisors					
4	In the same vein, Non-Governmental Organizations have also been organizing conferences for teachers across the schools for their professional development					
5	Non-Governmental Organizations have been organizing seminar programmes for secondary school principals for their professional development					
6	Similarly, Non-Governmental Organizations have been organizing orientation programme for newly employed teachers across the secondary schools in the state					
7	Non-Governmental Organizations have been organizing leadership training for principals of secondary schools in the North Central Zone					
8	Non-Governmental Organizations have been recruiting and training teachers for their professional development in North Central Zone					
9	Non-Governmental Organizations have been sponsoring principals for conference to their professional development					
10	Non-Governmental Organizations have been sponsoring school supervisors to workshop and seminars for their professional development					

## SECTION C

### Contributions of Non-Governmental Organizations (Non-Governmental Organizations) on Provision of Teaching Facilities in Secondary Schools in North-Central Geographic Zone, Nigeria

S/N	Item Statement	SA	A	U	D	SD
11	Non-Governmental Organizations have been providing classroom facilities for teaching in this school					
12	Non-Governmental Organizations have been providing chairs and tables for teaching in this school					
13	Non-Governmental Organizations have been providing Flip charts and Models for teaching in this school					
14	Similarly, Non-Governmental Organizations have been providing library for teaching in this school					
15	Non-Governmental Organizations provide Laboratories and workshops for teaching and learning in this school					
16	Non-Governmental Organizations have been providing public address system for teaching in this school					
17	Non-Governmental Organizations have been providing ICT facilities for teaching in this school					
18	Non-Governmental Organizations have been providing audio-visuals for teaching in this school					
19	Non-Governmental Organizations have been providing relevant textbooks for teaching in this school.					
20	Non-Governmental Organizations have been providing available writing materials for teaching in this school.					

## SECTION D

### Contributions of Non-Governmental Organizations (Non-Governmental Organizations) on Provision of Learning Facilities in Secondary Schools in North-Central Geographic Zone, Nigeria

S/N	Item Statement	SA	A	U	D	SD
21	Non-Governmental Organizations have been providing adequate stationeries that facilitate learning in secondary schools in this state					
22	Non-Governmental Organizations have been providing Library and relevant books for learning in secondary schools in this state					
23	Non-Governmental Organizations have been providing Computers facilities for learning in secondary schools in this state					
24	Non-Governmental Organizations have been providing projectors for effective learning in in secondary schools in this state					
25	Non-Governmental Organizations have been providing Microscope and workshop tools are for learning in secondary schools in this state					
26	Non-Governmental Organizations have been providing audio and video CD players for learning in secondary schools in this state					
27	Non-Governmental Organizations have been providing exercise books, pencils, erasers, mathematical set for effective learning in secondary schools in this state					
28	Non-Governmental Organizations have been providing internet facilities for learning in secondary schools in this state					
29	Non-Governmental Organizations have been providing intercreative board for learning in secondary schools in this state					
30	Non-Governmental Organizations have been providing chemicals/tools in the laboratory for learning in secondary schools in this state					

### SECTION E

#### Contributions of Non-Governmental Organizations (Non-Governmental Organizations) on Supervision of Instruction in Secondary Schools in North-Central Geographic Zone, Nigeria

S/N	Item Statement	SA	A	UD	D	SD
31	Non-Governmental Organizations have been engaging on instructional supervision of teaching and learning in this state					
32	Non-Governmental Organizations have been conducting regular supervision of infrastructural facilities in this state					
33	Non-Governmental Organizations have been engaging in routine supervision of the management of secondary schools in this state					
34	Non-Governmental Organizations have been actively take part in checking lesson plan/notes in secondary schools in this state					
35	Non-Governmental Organizations have been regularly supervising utilization of games and recreational facilities in secondary schools in the state					
36	Non-Governmental Organizations have been routinely supervising co-curricular activities in secondary schools I this state					
37	Non-Governmental Organizations have been regularly inspecting welfare facilities in secondary schools in this state					
39	Non-Governmental Organizations have been monitoring activities of the PTA/SBMC in secondary schools in this state					
40	Non-Governmental Organizations have been supervising records kept by teachers and management of secondary schools in this state					

**SECTION F:**

**Contributions of Non-Governmental Organizations (Non-Governmental Organizations) on Provision of Scholarship in Secondary Schools in North-Central Geographic Zone, Nigeria**

<b>S/N</b>	<b>Item Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
41	Non-Governmental Organizations have been organizing extra-mural lessons for secondary students of this state					
42	Non-Governmental Organizations have been paying school fees for gifted secondary school students in this state					
43	Non-Governmental Organizations have been paying SSCE registration for final year secondary school students in this state					
44	Non-Governmental Organizations have been sponsoring secondary school students for excursion in this state					
45	Non-Governmental Organizations have been sponsoring orphans in secondary schools in this state					
46	Non-Governmental Organizations have been sponsoring inter-house sports competition for secondary schools in this state					
47	Non-Governmental Organizations have been sponsoring talented secondary school students in this state					
48	Non-Governmental Organizations have been sponsoring best graduating secondary school students for higher education in this state					
49	Non-Governmental Organizations have been sponsoring annual speech and price giving days for secondary schools in this state					
50	Non-Governmental Organizations have been providing scholarship for educationally challenged secondary school students in this state					

**SECTION G:**

**Contributions of Non-Governmental Organizations (Non-Governmental Organizations) on Provision of Games and Recreational Facilities in Secondary Schools in North-Central Geographic Zone, Nigeria**

<b>S/N</b>	<b>Item Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
51	Non-Governmental Organizations provide football pitches and kits for secondary schools in this state					
52	Non-Governmental Organizations have been providing handball pitches and kits for secondary schools in this state					
53	Non-Governmental Organizations have been providing volleyball pitches and kits for secondary schools in this state					
54	Non-Governmental Organizations have been provide hockey ball pitches and kits for secondary schools in this state					
55	Non-Governmental Organizations have been providing basket ball pitches and kits for secondary schools in this state					
56	Non-Governmental Organizations have been providing golf courses for secondary schools in this state					
57	Non-Governmental Organizations have been providing gymnasium for secondary schools in this state					
58	Non-Governmental Organizations have been providing swimming pools for secondary schools in this state					
59	Non-Governmental Organizations have been providing relaxation centers for secondary schools in this state					
60	Non-Governmental Organizations have been providing mini animal park/zoo for secondary schools in this state					



## SECTION H

### Contributions of Non-Governmental Organizations (Non-Governmental Organizations) on Provision of Welfare Facilities by Non-Governmental Organizations in Secondary Schools in North-Central Geographic Zone, Nigeria

S/N	Item Statement	SA	A	U	D	SD
61	Non-Governmental Organizations have been providing medical facilities for secondary schools in this state					
62	Non-Governmental Organizations have been building toilet facilities for secondary schools in this state					
63	Non-Governmental Organizations have been constructing access roads for secondary schools in this state					
64	Non-Governmental Organizations have been providing assessable water for secondary schools in this state					
65	Non-Governmental Organizations provide common rooms for secondary school students in this state					
66	Non-Governmental Organizations have been providing transport facilities for secondary school students in this state					
67	Non-Governmental Organizations have been providing ICT facilities for use by secondary school students in this state					
68	Non-Governmental Organizations have been paying electricity bills of secondary schools in this state					
69	Non-Governmental Organizations have been providing breakfast for secondary school students in this state					
70	Non-Governmental Organizations have been providing musical instruments for use by secondary school students in this state					

## APPENDIX II

### Required Sample Size From: The Research Advisors

Population Size	Confidence = <b>95.0%</b>				Confidence = <b>99.0%</b>			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	<b>0.05</b>	<b>0.035</b>	<b>0.025</b>	<b>0.01</b>	<b>0.05</b>	<b>0.035</b>	<b>0.025</b>	<b>0.01</b>
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	633	1353	2651	16478
10,000,000	384	784	1536	9594	633	1354	2653	16560
100,000,000	384	784	1537	9603	633	1354	2654	16584
264,000,000	384	784	1537	9603	633	1354	2654	16586

\* Research Advisors (2006)

APPENDIX  
III



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
Faculty of Education  
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc. (Hons) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS  
Head of Department: Dr. Musa Idris Harbau, GRU(PT), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

Our Ref: DEFC/S.25

Date: \_\_\_\_\_

Dear Sir,

LETTER OF INTRODUCTION

The bearer, \_\_\_\_\_ with Registration Number \_\_\_\_\_ is a student in this department. He /She is carrying out research, being part of requirement for graduation, in \_\_\_\_\_. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. M.I. Harbau  
Head of Department