ASSESSMENT OF CONTRIBUTIONS OF NON-GOVERNMENTAL ORGANIZATIONS IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ZAMFARA STATE, NIGERIA

BY

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AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

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DECEMBER, 2016

DECLARATION

I declared that this research work entitled, **"Assessment of Contributions of Non-Governmental Organizations in the Management of Public Secondary Schools in Zamfara State, Nigeria"** has been carried out by me in the Department of Educational Foundations and Curriculum. No part of this thesis was previously presented for another degree or diploma at this or any institution. All sources and quotations have been duly acknowledged by means of references.

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Nuruddeen MUSA-UMAR **Date**

CERTIFICATION

This dissertation entitled **"Assessment of Contributions of Non-Government Organization in the Management of Public Secondary Schools in Zamfara State, Nigeria"** by Nuruddeen Musa-Umar meets the regulations governing the award of M. Ed. Educational Administration and Planning of Ahmadu Bello University Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my great-grandfather, Liman Abubakar Chika Gande, the then *Liman* of Gande in present Silame Local Government, Sokoto State, Nigeria.

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ABSTRACT

The study entitled Assessment of Contributions of Non-Governmental Organizations (NGOs) in the Management of Public Secondary Schools in Zamfara State, Nigeria has seven objectives, some of which are to assess the roles of the NGOs 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) totalling 3,652 from 154 public senior secondary schools in Zamfara State. The sample size was 15 principals, 262 teachers, and 74 officials of SBMC totalling 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 analysed 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 analyse the data in determining level of significance. The seven null hypotheses for the study were tested at 0.05 level 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 NGOs' 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 NGOs in the management of public secondary schools in Zamfara State, Nigeria.

TABLE OF CONTENTS

Cover Page		i
Title Page		ii
Declaration		iii
Certification		iv
Dedication		v
Acknowledgements		vi
Abstract		vii
Table of Contents		viii
List of Tables		xii
List of Abbreviations		xiv
Operational Definition of Terms		xvi
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	4
1.3	Objectives of the Study	5
1.4	Research Questions	5
1.5	Research Hypotheses	6
1.6	Basic Assumptions	7
1.7	Significance of the Study	8
1.8	Scope of the Study	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	11
2.2	Conceptual Framework	12
	2.2.1 Assessment	12

2.2.2 Non-Governmental Organizations 12

2.2.3 School Supervision 14

2.2.4 Funding 16

2.2.5 Human Resources 17

2.2.6 Staff Development 19

2.2.7 Material Resources 21

2.2.8 School-Community Relationship 22

2.2.9 Enrolment and Retention 24

2.3 Theoretical Framework 25

2.4 Emergence, Classifications, and Roles of Non-Governmental Organizations 27

2.4.1 Emergence of Non-Governmental Organizations 27

2.4.2 Classification of Non-Governmental Organizations 28

2.4.3 Role of Non-Governmental Organizations 29

2.4.4 Non-Governmental Organizations and Donor Agencies 31

2.4.5 Non-Governmental Organizations and Education Sector 32

2.4.6 Non-Governmental Organizations in Zamfara state 33

2.5 Secondary Education in Nigeria 38

2.6 Role of School-Based Management Committees (SBMCs) 40

2.7 Secondary Schools Supervision in Nigeria 43

2.8 Financing Secondary Schools in Nigeria 44

2.9 Empirical Studies 46

2.10 Summary 50

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 51

3.2 Research Design 51

3.3 Population of the Study 52

3.4 Sample and Sampling Techniques 52

3.5 Instrumentation 53

3.5.1 Research Instrument 53

3.5.2 Validity of the Instrument 54

3.5.3 Pilot Study 55

3.5.4 Reliability of the Instrument 56

3.6 Methods of Data Collection 57

3.7 Methods of Data Analysis 58

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction 59

4.2 Demographic Variables of Respondents 50

4.3 Opinions of Respondents on the Involvement of NGOs in Supervision 61

4.4 Opinions of Respondents on the Contributions of NGOs in Funding 64

4.5 Opinions of Respondents on the Roles of NGOs in Providing Human Resource 67

4.6 Opinions of Respondents on the Roles of NGOs in Staff Development 70

4.7 Opinions of Respondents on the Roles of NGOs' in Providing Material Resources 73

4.8 Opinions of Respondents on the Roles of NGOs in Developing School-Community Relationship 76

4.9 Opinions of Respondents on the Roles of NGOs in Enrolment &Retention 79

4.10 Hypotheses Testing 84

4.10.1 Null Hypothesis One 84

4.10.2 Null Hypothesis Two 85

4.10.3 Null Hypothesis Three 86

4.10.4 Null Hypothesis Four 87

4.10.5 Null Hypothesis Five 88

4.10.6 Null Hypothesis Six 89

4.10.7 Null Hypothesis Seven 90

4.11 Summary of Hypotheses Testing 91

4.12 Summary of Findings 93

4.13 Discussion of Findings 93

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction 99

5.2 Summary 99

5.3 Conclusions 100

5.4 Recommendations 100

5.5 Suggestions for Further Studies 102

REFERENCES 103

APPENDIXES 108

LIST OF TABLES

		Page (s)
Table 1:	The Population of the Study	52
Table 2:	Sample Size of the Study	52
Table 3:	Demographic Variable of Respondents for Pilot Study	56
Table 4:	Reliability Statistics for Pilot Study	57
Table 5:	Demographic Variable of Respondents	60
Table 6:	Opinions of Respondents on NGOs' Involvement in Supervision	62
Table 7:	Opinions of Respondents on NGOs' Contribution in Funding	65
Table 8:	Opinions of Respondents on NGOs' Role in Providing HR	68
Table 9:	Opinions of Respondents on NGOs' Role in Staff Development	71
Table 10:	Opinions of Respondents on the NGOs' Role in Providing Material Resources	74
Table 11:	Opinions of Respondents on NGOs' Role in Developing School-Community Relationship	77
Table 12:	Opinions of Respondents on NGOs' Role in Enrolment & Retention	80
Table 13:	Summary of Opinions of Respondents on the NGOs' Contributions	83
Table 14:	One-way Analyses of Variance (ANOVA) on the NGOs' Involvement in Supervision	85
Table 15:	One-way Analyses of Variance (ANOVA) on the NGOs' Contribution in Funding	85
Table 16:	Post-hoc Test on the NGOs' Contribution in Funding	86
Table 17:	One-way Analyses of Variance (ANOVA) on the NGOs' Role in Providing Human Resource	87
Table 18:	One-way Analyses of Variance (ANOVA) on the NGOs' Role in Staff Development	88
Table 19:	One-way Analyses of Variance (ANOVA) on the NGOs' Roles in Providing Material Resources	88
Table 20:	One-way Analyses of Variance (ANOVA) on the Roles of Non-Governmental Organizations in Developing School-Community Relationship	89
Table 21:	One-way Analyses of Variance (ANOVA) on the Roles of Non-Governmental Organizations in Enrolment and Retention	90

Table 22: Post-Hoc Test on the NGOs' Role in Enrolment and Retention 91
Table 23: Summary of Hypotheses Testing 92

LIST OF ABBREVIATIONS

ADB	African Development Bank
AOs	Associational Organizations
AusAID	Australian Agency for International Development
AVI	Australian Volunteers International
CARICOM	Caribbean Community
CBOs	Community Based Organizations
COs	Charitable Organizations
CSOs	Civil Society Organizations
DESD	Decade of Education for Sustainable Development
DFID	UK Department for International Development
ECD	Early Childcare Development
EFA	Education for All
ESSPIN	Education Sector Support Programme in Nigeria
FBOs	Faith Based Organizations
FCT	Federal Capital Territory
FGC	Federal Government College
FGGC	Federal Government Girls' College
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
GEP	Girls' Education Project
GOs	Grass-root Organizations
HR	Human Resource
HRM	Human Resource Management
HU	Hacettepe University Ankara, Turkey
IDP	International Development Partners
IIEP	International Institute for Educational Planning
IJDDS	International Journal of Democratic and Development Studies
IOs	Independent Organizations
JSC	Junior Secondary Certificate
JSCE	Junior Secondary Certificate Examination
JSS	Junior Secondary School(s)
LGA	Local Government Area
LGEA	Local Government Education Authority
MDGs	Millennium Development Goals
MOI	Medium of Instruction
NCE	National Council on Education
NECO	National Examination Council
NEEDS	National Economic Empowerment and Development Strategy
NGDOs	Non-Governmental Development Organizations
NGIs	Non-Governmental Institutions
NGO	Non-Governmental Organization
NGOs	Non-Governmental Organizations
NINLAN	National Institute for Nigerian Languages
NMC	National Mathematical Centre
NPE	National Policy on Education
NUC	National Universities Commission
NPOs	Non-Profit Organizations

POs	People's Organizations
PTA	Parents-Teachers Association
PVOs	Private Voluntary Organizations
SBM	School-Based Management
SBMC	School-Based Management Committee
SBMCs	School-Based Management Committees
SJOs	Social Justice Organizations
SMoE	State Ministry of Education
SPSS	Statistical Package of Social Sciences
SSC	Senior School Certificate
SSCE	Senior Secondary Certificate Examination
SSS	Senior Secondary Schools
SUBEB	State Universal Basic Education Board
SUBEBs	State Universal Basic Education Boards
TDP	Teacher Development Programme
TSOs	Third Sector Organizations
UBE	Universal Basic Education
UDUS	Usmanu Danfodiyo University Sokoto, Nigeria
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNLD	Unite Nations Decades for Literacy
USAID	United State Agency for International Development
VOs	Voluntary Organizations
WAEC	West African Examination Council
WHO	World Health Organization
ZSANGOs	Zamfara State Agency for Non-Governmental Organizations
ZSN	Zamfara State of Nigeria

OPERATIONAL DEFINITION OF TERMS

In this study:

Assessment means the systematic methods of obtaining evidence from posing questions to draw inferences about the knowledge, attitudes, and other characteristics of people and institution for a specific purpose.

Non-Governmental Organizations means NGOs are voluntary union of like-mined people that come together and form an organization in order to achieve a particular objective.

School Supervision means an act of bringing about improvement of teaching and learning process by working with people that works for school.

Funding means an act of providing financial resources, usually in the form of money or other valuables to finance capital and recurrent expenses of school.

Human Resource means people, or personnel that include teaching and non-teaching employees.

Staff Development means an on-going process of educating, training, and support activities targeted towards helping people to develop their capacity

Material Resources means non-human resources that include physical infrastructure, equipment and other educational resource that are being used in making teaching and learning process productive and effective.

School-Community Relationship means connections or partnership between schools and community, individuals and organizations that are created to enhanced students' social, emotional, and intellectual development.

Enrolment means the number of students registered on the rolls of school on a specific point of time.

Retention means an act of ensuring students' success or graduation.

CHAPTER ONE

INTRODUCTION

1.1 Bac kground to the Study

Education has been the concern of many countries across the world for many years and support for the achievement of Education for All (EFA) is receiving an increasing momentum by nations and international community. Universal Declaration of Human Rights approved by United Nations in 1948, set a milestone for achieving education for all. The article 26 of the declaration stated that:

> Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit (www.un.org/en/documents/udhr).

Similarly, International Conference on Education for All held at Jomtien, Thailand in March 1990 provided a breakthrough on Education for All (EFA) and framework for action to meet basic learning needs (Literacy Watch, 1999, July). With effect from the 47th session of the International Conference on Education (ICE), the development of education in Nigeria has witnessed many reforms for improvement of the sector. The reforms include passing into law of the Universal Basic Education Act 2004. The country has initiated a lot of reforms and programmes towards realisation of goals of several global and national charter that seek to promote right to education and quality education. These include Dakar Framework for Action/Education for All (EFA), Millennium Development Goals (MDGs), National Economic Empowerment and Development Strategy (NEEDS 1 & 2), United Nations Decade for Literacy (UNLD), National Policy on Education etc (FME, 2008).

Management of education in Nigeria is the responsibility of the federal, state, and local governments; and non-governmental organizations, and (private) individuals participates at all levels in supporting education sector. The Federal Ministry of Education (FME) plays a leading role in the management of the sector in the country. For better management of the education sector, the Federal Government of Nigeria divided the sector into three (3), primary, secondary, and tertiary education. In this regard, Local Governments are involved in managing primary education under the supervision of State Governments, Federal Government is more directly involved with tertiary education, and State Governments are largely concerned with secondary education. Presently, the Nigeria Education System is categorise into three sub-section, 9-3-4 system. That is Basic Education 9 years, senior secondary education 3 years and tertiary education minimum of 4 years (Onyukwu, 2011).

Secondary education covers second part of basic education that is junior secondary education and senior secondary education. Secondary schools are education institutions that provides secondary education aimed at preparing students for tertiary education and useful living within the society. State governments are the leading proprietor of secondary schools in Nigeria. Apart from responsibility of managing secondary schools in the states, state governments takes lead in establishing secondary schools, followed by non-governmental organizations (Onyukwu, 2011).

Zamfara is a state in north-west region of Nigeria, in terms of population, the state was ranked 21st among the 36 states and Federal Capital Territory (FCT) with a population of 3,278,873 as at 2006 population census (El-Rufa'i, 2012). A report of survey on activities and sustainability of Non-Governmental Organizations (NGOs)

conducted by the state government revealed that there is presence of education-related NGOs in the state (ZSANGOs Affairs, 2009).

Certainly, the assemblage of private organizations that presently play an energetic role in education is Non-Governmental Organizations (NGOs). "NGOs are usually understood to be the group of organizations engaged in development and poverty reduction work at local, national and global levels, around the world" (Lewis, 2005, p. 1). Non-Governmental Organizations are very crucial in supporting education as they work with international organizations, government bodies as well as their fellow NGOs to support education.

A study conducted by Miller-Grandvaux & Wolf (2002) on the role of NGOs in Basic Education in Africa found that most countries in Africa with a donor-supported programme for education have NGOs playing a significant implementing role. The study further revealed that "NGOs have not limited their education activities to services-delivery, they are also involved in lobbying and advocating for educational reform, working individually and through networks to participate in policy dialogue in many African countries" (Miller-Grandvaux & Wolf, 2002, p. 1).

The activities of Non-Governmental Organizations in Nigeria are at increasing level. "NGOs are networking with national and international agencies, with the aim of meeting National Economic Empowerment and Development Strategy (NEEDS) and the Millennium Development Goals (MDGs) by 2015" (Ogaboh, Akpanudoedehe & Ocheni, 2014, p. 2). The services that NGOs provide to education in Nigeria includes identifying problems, test solutions and bring innovations. The services also include funding, capacity building, provision of educational resources and scholarly materials, sensitization campaigns for community participation in education etc. A study

conducted by Omofonmwan & Odia (2009) revealed that the network of NGOs, have come out with commendable results; the efforts of these NGOs includes mass advocacy programmes and action in the area of education, especially advocacy on the first nine (9) years of a child's education, which today forms the basis of Universal Basic Education (UBE) programmes.

Components of schools management comprised financial management, strategy and governance, human resources, compliance, accountability and legal oversight, and managing buildings, facilities and resources (SIGN, 2016). Apart from responsibility of managing secondary schools in Zamfara, Zamfara State Government is the leading proprietor of secondary schools in the state with 154 schools. Perhaps, managing secondary schools is a collective responsibility of governmental and non-governmental organizations. Hence, presence of numerous NGOs in the state raised research interest in assessing what the NGOs are contributing towards the management of secondary schools in the state. It is against this background that the researcher conducted the study, to assess the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State, Nigeria.

1.2 Statement of the Problem

Some of the elements of effective school management include adequate funding, effective supervision, adequate and qualified human resource, and management of buildings, facilities, and resources. Despite the fact that Zamfara State Government is the leading proprietor of secondary schools in the state, the state faced many educational challenges. The educational challenges and bottleneck in Zamfara state include low level of students' enrolment at pre-primary, Senior Secondary Schools (SSS), Junior Secondary Schools (JSS) and primary (in that order) especially female

enrolment, inadequate classrooms, funding, qualified teachers, and management of resources (ZSN/UNICEF, 2013).

1.3 Objectives of the Study

The study was set to:

1) ascertain the involvement of Non-Governmental Organizations in the supervision of public secondary schools in Zamfara State;
2) determine the contributions of Non-Governmental Organizations in the funding of public secondary schools in Zamfara State;
3) find out the roles of Non-Governmental Organizations in the provision of human resource to public secondary schools in Zamfara State;
4) examine the roles of Non-Governmental Organizations in staff development in public secondary schools in Zamfara State;
5) ascertain the roles of Non-Governmental Organizations in providing material resources to public secondary schools in Zamfara State;
6) examine the roles of Non-Governmental Organizations in developing school-community relationship in public secondary schools in Zamfara State; and
7) determine the roles of Non-Governmental Organizations in pupils' enrolment and retention in public secondary schools in Zamfara state;

1.4 Research Questions

The following research questions guided the development and conduct of the study:

1) How are the Non-Governmental Organizations involved in the supervision of public secondary schools in Zamfara State?

2) In what ways do Non-Governmental Organizations contribute to the funding of public secondary schools in Zamfara State?

3) What are the roles of Non-Governmental Organizations in providing human resource to public secondary schools in Zamfara State?

4) How do Non-Governmental Organizations contribute to staff development in public secondary schools in Zamfara State?

5) What are the roles of Non-Governmental Organizations in the provision of material resources to public secondary schools in Zamfara State?

6) In what ways do NGOs participated in developing school-community relationship in public secondary schools in Zamfara State? and

7) What are the roles of Non-Governmental Organizations in pupils' enrolment and retention in public secondary schools in Zamfara State?

1.5 Research Hypotheses

In order to provide answers to the research questions, the researcher tested the following hypotheses:

1) there is no significant difference in the opinions of principals, teachers, and officials of SBMC (respondents) in the involvements of non-governmental organizations in the supervision of public secondary schools in Zamfara State;

2) 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;

3) there is no significant difference in the opinions of respondents on the roles of Non-Governmental Organizations in providing human resource to public secondary schools in Zamfara State;

4) there is no significant difference in the opinions of respondents, on the roles of non-governmental organizations in staff development, in public secondary schools in Zamfara State;

5) there is no significant difference in the opinions of respondents on the roles of Non-Governmental Organizations in providing material resources to public secondary schools in Zamfara State;

6) there is no significant difference in the opinions of respondents on the roles of Non-Governmental Organizations in developing school-community relationship in public secondary schools in Zamfara State; and

7) there is no significant difference in the opinions of respondents on the roles of Non-Governmental Organizations in pupils' enrolment and retention in public secondary schools in Zamfara State.

1.6 Basic Assumptions

For the purpose of this research work, the following assumptions were made:

1) it is of the researchers' opinion that supervision of public secondary schools is a collective responsibility of government, community, and NGOs and NGOs can participate in improving school supervision in Zamfara State;

2) it is expected that NGOs participation in funding public secondary schools in Zamfara State, Nigeria can help tremendously in the management of the schools;

3) the researcher assumed that NGOs help in providing human resource to public secondary schools in Zamfara State, but the level of the contribution remained unknown;

4) it is assumed that contributions of NGOs in the management of public secondary schools in Zamfara State, can improve staff development of the schools;

5) the researcher assumed that material resources in public secondary schools in Zamfara state is inadequate and NGOs can help in providing the resources to the schools;

6) it is expected that the respondents of the study will respond to the questionnaire objectively and this can provide relevant insight that can improve school-community relations in the public secondary schools in Zamfara State; and

7) the researcher assumed that the recommendations of the study will profer solution capable of improving enrolment and retention in public secondary schools in Zamfara State, Nigeria.

1.7 Significance of the Study.

The findings of the study will be of interest to Non-Governmental Organizations, Public Secondary Schools, Principals, and Officials of Ministry of Education in Zamfara State and beyond. The study would also be of great interest to national and international donor-agencies.

The results of the study that will reveal high or low level of contributions of the Non-Governmental Organizations in education will expose their performance and relevance and at the same time, it will serve as an endeavour in promoting participation of NGOs in education. In the other hand, the study will reveal areas that public

secondary schools in Zamfara state can access and benefit from the contributions of the NGOs. This can serve as clarion call for mutual relationship between NGOs and public secondary schools in Zamfara state.

The study would be of interest to national and international donor-agencies in assessing the performance of their partners (NGOs). It will also provide relevant information on areas to deploy resources for supporting education in Zamfara State. The study will be a vital document and literature on the roles of NGOs in education that will benefit students, principals, government officials, and educational management practitioners.

1.8 Scope of the Study

This study centered on the assessment of contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State, Nigeria. The groups of the NGOs assessed by the study are ten that comprises Old Boys Associations, Parent Teachers Associations, Community Based Organizations (CBOs), Foundations, Civic Society Organizations (CSOs), Health-Focussed Organizations, Security Associations, Social Clubs, Sport Development Associations, and Voluntary Organizations. In assessing the contributions of the NGOs, the research focussed attention on seven areas of school management that comprised supervision, funding, human resource, staff development, material resources, school-community relationship, and enrolment & retention.

Presently, secondary schools in Zamfara State can be categorised into public and private schools, and the public secondary schools comprised the federal and state government owned secondary schools. Federal Government establish and manage two secondary schools that comprises Federal Government College, Anka and Federal

Government Girls College, Gusau. The 27 private secondary schools in the state are offering Junior Secondary School classes and only eight among the schools are offering Senior Secondary School classes. Finally, Zamfara state is the leading proprietor of secondary schools in the state with 154 schools (ZSN/UNICEF, 2013).

The researcher observed that public secondary schools share common features and their population is more significance, hence, the research was narrowed to Secondary Schools owned by the Zamfara State Government. Moreover, public secondary schools in the state comprised junior and senior secondary schools and Junior Secondary Schools are under Universal Basic Education Programme. The total number of Junior Secondary Schools and Senior Secondary Schools in Zamfara State are 188 and 154 respectively. Both junior and senior secondary schools have their own independent organizational structure such as principals, vice-principals, teachers, buildings etc. Therefore, the research was lessened again to the public Senior Secondary Schools owned by Zamfara State Government. This will enable the researcher to minimise the cost and time of covering a larger area as an individual researcher, and to enable the researcher conduct a meaningful study within the short possible period as permitted for the programme of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, various literature that are related to the research topic "Assessment of Contributions of Non-Governmental Organizations in the Management of Public Secondary Schools in Zamfara State, Nigeria" were reviewed. In this regard, relevant textbooks, journals, previous studies were consulted and reviewed under the following sub-headings:

Conceptual Framework

Theoretical Framework

Emergence, Classifications, and Roles of Non-Governmental Organizations

Secondary Education in Nigeria

Role of School Based Management Committees (SBMCs)

Secondary Schools Supervision in Nigeria

Financing Secondary Schools in Nigeria

Empirical Studies

Summary

2.2 Conceptual Framework

The conceptual framework of the study tackled concepts central to the study. Based on the title and objectives of the study, a number of key concepts have been used. Such concepts encompassed Assessment, NGOs, School Supervision, Funding, Human Resources, Staff Development, Material Resources, School-Community Relationship, and Enrolment & Retentions. The conceptual framework will explained the aforementioned concepts in the contexts of this study.

2.2.1 Assessment

The concept of "assessment" in this study signifies appraisal or investigation. The study aimed to investigate the contributions of NGOs in the management of public secondary schools in Zamfara State, Nigeria. The term assessment is derived from *ad sedere* – to sit down beside. Assessment is the term generally used to desirable quizzes, test, surveys, and examinations. Shepherd and Godwin (2004, p. 3) defined assessment as "any systematic methods of obtaining evidence from posing questions to draw inferences about the knowledge, attitudes, and other characteristics of people for a specific purpose." The main purposes of an assessment of an institution or system are "to reach a judgement about the effectiveness of a school, and to reach a judgement about adequacy of the performance of an education system or of a part of it" Kellaghan and Greaney (2001, p. 20).

2.2.2 Non-Governmental Organizations

The concepts of Non-Governmental Organizations (NGOs) has generated a significant level of debate. Organizations, which might be call, NGOs in one location are termed association, voluntary organization, or non-profit organization in another. According to Dhakal (2002) there are quite numerous terminologies frequently and interchangeable used for NGOs, some of the terms includes:

Non-Profit Organizations (NPOs),

Non-Governmental Institutions (NGIs),

Non-Governmental Development Organizations (NGDOs),

Private Voluntary Organizations (PVOs),

Third Sector Organizations (TSOs),

Voluntary Organizations (VOs),

People's Organizations (POs),

Charitable Organizations (COs),

Grass-root Organizations (GOs),

Civil Society Organizations (CSOs),

Independent Organizations (IOs)

Associational Organizations (AOs) etc.

According to Korten (1990) as cited by Garutsa (2012) for an organization to be an NGO, in its true sense it should fulfil the following criteria:

a) It should be self-governing rather than depending substantially on the state for its fund; however, it must be agree that some NGOs receive a proportion of their funds from other sources.

b) It should be a non-profit organization.

c) The major part of its funding should come from voluntary contribution.

NGOs are organizations through which people help others for reasons other than profit and politics. According to Lewis (2005), there are two constituents to the attempts by scholars to define non-governmental organizations. The first is a general legal definition, which takes a very general view that "NGOs are groups of individuals organized for the myriad of reasons that engage human imagination and aspiration" (Charnovitz, 1997 as cited by Lewis, 2002 p. 36). The second type of definition considered NGOs "as an agency engaged in development or relief work at local, national and international levels" (Lewis, 2002 p. 36). With this definition, NGOs may be differentiated with other types of third sector organizations (TSOs) such as those engaged in sports, leisure, associations of business and professional persons etc.

NGOs are voluntary union of like-mined people that come together and form an organization in order to achieve a particular objective. According to Omofonmwan and Odia (2009):

> Non-Governmental Organizations (NGOs) are non-governmental, non-profit creation, self-governing and led by wilful volunteers. NGOs are groupings that are outside the domain of government in the areas of formation, funding, management and the processes and procedure in which it carries out its sets objectives geared towards cultural, socio-economic and political transformation of all facets of the society. Omofonmwan and Odia (2009, p. 248)

In view of the foregoing definitions of NGO, we can understand that NGOs are organizations, which possess four defining characteristics. The features are voluntary, dependent, not-for-profit and self-serving.

2.2.3 School Supervision

Supervision of school refers to the improvement of teaching and learning situations and the conditions that affect them. Inspection is actually a study of school conditions, to discover difficulties or flaws of the students, teachers, equipment, school curriculum, objectives, and methods. Supervision is a socialized functions designs to improve instruction by working with the people who are working with students. The main function of supervision is to inspect, control, evaluate and/or advise, assist and support school heads and teachers for improvement of teaching and learning conditions. There are two type of supervision, internal and external supervision. School internal supervision denotes supervision being conducted by principal, head teachers, head masters, subject masters, duty master etc, while external supervision involved the work of inspectors, supervisors, advisers, counsellors, coordinators, facilitators, etc located outside the school from local, state, or federal authority. Similarly, stakeholder and education related NGOs also do contribute in providing supervision services to schools.

The overall function of school supervision system is to monitor the quality of schools and teachers for realisation of educational goals. This monitoring is expected to have a positive impact on their quality. As such, supervision forms part of an overall quality monitoring and improvement system, which includes other devices such as examinations and achievement tests, and self-assessment practices by school and teachers. According to Grauwe & Carron (2007, p. 8) monitoring can be defined as "an internal management process of continuous control of inputs, processes and outputs in order to identify strengths and weaknesses, formulate practical proposals for action to be taken and take necessary steps to reach the expected results" Grauwe & Carron (2007) added that the central feature of the aforesaid definition are as stated below:

a) Monitoring is part of management, not something added from outside.
b) It is a continuous process, not a one-time operation.
c) It has to do with identifying strengths and weaknesses and making proposal for action.
d) Monitoring is result-oriented – it implies a clear, measureable definition of expected result.
e) Monitoring does not stop with making proposals – it also involves taking action in order to solve problems and to reach objectives.

Supervision is crucial to effective school management and is being conducted for various purposes. According to Ogunsaju (1983), as cited by Obiweluozor, Momoh and Ogbonnaya (2013), reasons for supervision of school include the following:

1) to improve effectiveness of teachers so that they contribute maximally to the attainment of the school goals. This will assist the supervision in making recommendations for the improvement of incompetence teachers;

2) it helps to enhance the quality of instructions in schools and it helps to maintain minimum standards in schools;
3) assess the overall climate of the school and identify some of its most urgent needs;
4) identify sources of needs of the school;
5) supervision helps in deciding the nature and content of curriculum, learning materials that will enhance educational growth of both students and teachers;
6) supervision helps to checkmate the activities of staff, both old and the newly recruited to see their performance in teaching and learning;
7) it helps in appropriate expenditure of funds in schools;
8) supervision determine whether a teacher should be transferred, retained, promoted, retired or dismissed based on the performance of the teacher;
9) supervision helps to discover special abilities or qualities possessed by teachers in the school. This can be used as a guide for staff development;

2.2.4 Funding

It is obvious that realization of educational goals depend on adequate financial support. Ozigi (1977) as cited by (Adeyemi, 2011, p. 295) argued that no organization could carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant, and keep the services going. The major sources of financing education are grant from proprietor, donations from stakeholders, repayable loans from financial institutions, schools fees and other internally generated revenue. According to Dare (2009) education is being financed in Nigeria through the following sources.

1) Government allocations and subventions

2) Payment of tuition fees
3) Donations and endowment fund
4) Aids in grant
5) Bank Loan
6) Revenue yielding projects
7) Community participations etc

Educational expenditure as an aspect of educational finance deals with how the amount allocated to education is spent. According to Woodhall (1987), as cited by Adeyemi, (2011, p. 295) recurrent or current expenditures include "expenditures on consumable goods such as books, stationery and fuel as well as services which bring immediate or short-time benefits." She also described capital expenditures "as expenditures on durable assets such as buildings and equipment which are expected to yield benefits over a longer period."

2.2.5 Human Resources

Human resource signify human being, people, or personnel that include professionals and non-professionals. "Human Resource Management" (HRM) is a terminology being used by Peter Drucker and others in North America in the early 1950s to mean "Personnel Management". According to Storey (1989), as indicated by Henderson (2011, p. 2) human resource management refers to a "radically different philosophy and approach to the management of people at work". According to Onuoha–Chidiebere (2011) there are different categories of personnel that provide different services in the teaching and learning processes. They can be grouped into professionals and non- professional

Professionals: Include the following;

a) Specialists in specific subject matters like English Language, Mathematics, Biology, and other school subjects. They are professional teachers with teaching qualifications.
b) Highly skilled and experienced staff that provide administrative and other services, example; Bursars, Guidance Counsellors, Typists, Librarians, and other supporting staff. Some of these people can give learners talk on various vocations or help in the day-to-day running of the school.
c) Other professionals like medical doctors, lawyers, business executives such as general manager and managing directors of companies and factories can also help to educate learners through talks and seminars on choice of career.

Non-Professionals: They are those who lack adequate professional skill of the job they do, but still provide services in the teaching and learning processes. For example, auxiliary teachers, casual workers, cleaners, and messengers.

Nakpodia (2010, p. 180) opined that "Human Resource Management is that part of management which is concerned with people at work and with their relationship within the organization." He added, "Its operations are not restricted to industry and commerce, but all fields of human endeavours including education." Human Resource must be appropriately manage in order to achieve educational goals and objectives effectively and efficiently. National Policy on Education (2004) has spelt out broad and specific goals of secondary education and outlined subjects and methods for the realisation of the goals. The document stipulated issues of Human Resource Management that include appointment, promotion, discipline, and transfer of teachers and non-teaching staff.

2.2.6 Staff Development

Staff development is crucial to the success of any organization and one of the most important functions of Human Resource Management. Waheed (2011) pointed out that there is direct relationship between staff development and staff performance. Olaniyan and Ojo (2000, p. 326) maintained that "the effectiveness and success of an organization lies on the people who form and work within the organization". "Training and development is most effective in motivating and retaining high quality human resource within organization" (Devi and Shaik, 2012, p. 203).

Marries (2010) has defined staff development as an on-going process of educating, training, and support activities and is concerned with helping people to grow within the organization in which they are employed. Glatthorn, (1995) as indicated by Villagas-Reiners (2003, p. 11) stressed that teacher development is "the professional growth of a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically." Villegas-Reiners (2003, p. 11) elucidated that professional development is, in away new to teaching staff. He pointed out that "for years the only form of professional development available to teachers was staff development or in-service training, usually consisting of workshops or short term courses that would offer teachers new information on a particular aspect of their work." He also added that recently the professional development of teachers has been considered "a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession." Marries (2010, n.p.) argued that, while staff development has been defined in a number of ways, the primary purpose of academic staff development is to expand the educators' awareness of the various task they must undertake to contribute to the effective education of their students and the accomplishment of the organization's objectives.

Olaniyan and Ojo (2000) outlined methods of training and development that comprises on the job training, induction, apprenticeship, demonstration, vestibule (for skill and technology transfer), and formal training in-house training or training being carried out in professionalised training institutions like universities, polytechnics and other professional institutions. FRN (2004, p. 26) stated that "Since no education system may rise above the quality of its teachers, and that teacher education shall continue to be given major emphasis in all educational planning and development. The document also stipulated that the goals of teacher education should be to:

a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
b) Encourage further the spirit of enquiry and creativity in teachers;
c) Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
e) Enhance teachers' commitment to the teaching profession.

FRN (2004) listed some of the institutions that will provide required professional training to teachers in Nigeria and the institutions were urged to professionally train the teachers as required by minimum standards. The institutions include the following.

a) Colleges of Education;
b) Faculties of Education;
c) Institutes of Education;
d) National Teachers' Institute

e) Schools of Education in the Polytechnic.

f) National Institute for Nigerian Languages (NINLAN).

g) National Mathematical Centre

2.2.7 Material Resources

Material resources in school management are non-human resources that include physical infrastructure, equipment and other educational resource that are being used in making teaching and learning process productive and effective. Onuoha-Chidiebere (2010) clarified that the term teaching resource is used interchangeably with other terms like teaching-learning materials, instructional material, instructional aids, instructional resources, audio-visual aids, curriculum materials and educational materials, just to mention, but few. He maintained that the materials have slight differences, but they are all being used in making teaching and learning effectively. Onuoha-Chidiebere (2010, p. 119-120) have categorised material resources into three (3) groups that comprised funds, physical facilities and instructional materials.

In case of public secondary schools owned by the state government, it is the duty of the state government through Ministry or Boards of education to make furniture, equipment, books, expendable material and all other required material resources available to the schools. Likewise, the responsibility of providing material resources to private secondary schools rested on their proprietors. Both private and public secondary schools in Nigeria enjoys donations and contributions of material resources from either community or non-governmental organizations. Edem (2011) stressed that inadequacy of the resources are great source of problem to teachers and students in realisations of educational goals.

2.2.8 School-Community Relationship

School-community is a collection of people familiarly attached to a school. School-community relationship refer to the partnership between school and community. Sanders, (2006) in Willems and Gonzalez-DeHass (2012, p. 9) defined school-community partnerships as "the connections between schools and community, individuals and organizations that are created to enhanced students' social, emotional and intellectual development." Willems and Gonzalez-DeHass (2012, p. 9) proclaimed that "the opportunities school-community partnerships pose for students' learning continue to generate the attention of educational stakeholders" they added that children learn through a variety of social and educational contexts, and the goals for students' academic success are best achieved through the cooperation and support of schools, families, and community". Family possessed a resilient influence over the education of their children and they have the capability of influencing the children to positively involve in their educational activities (Zedan, 2012, p. 162).

Teachers have premier responsibility in school, but parent and community also have areas of involvement or partnership with schools. In respect to involvement, Epstein (2011) in Willems and Gonzalez-DeHass (2012, p. 12) proposes six different types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. According to Yelena (n.d) in Bakwai (2013), the areas of school and community relationship include the following:

1) Use of School or Neighbourhood Facilities.
2) Sharing other resources.
3) Collaborative Fund Raising and Grant Application.
4) Volunteer Assistance

5) Mentoring and Training.
6) Information Sharing.
7) Shared Responsibility for Planning, Implementation, and Evaluation of Programmes.

Fiore (2006) in Bakwai (2013, p. 15) viewed that "when families, schools and community institutions (e.g local business, community colleges and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits". He also identifies the following as the importance of school-community relationship:

1) Schools enjoy the informed support of families and community members. Families experience many opportunities to contribute to their children's education, and communities look forward to the educated and responsible workforce to do that. Benefits that accrue to the staff of schools and community agencies were observe to have boosted the morale and heightened engagement in their work, which yielded net results.

2) Communities can provide schools with a context and environment that can both complement and reinforce the values, culture, and learning that the school provide for their students or negates everything the school strive to accomplish.

3) Communities can furnish schools and students in them with crucial financial support system as well as the social and cultural values necessary for success and survival in contemporary society.

4) Communities have the potential to extend a variety of opportunities to students and to their families, socially, culturally and vocationally.

5) Schools, in turn, offer communities a focal point of educational services for children. Schools have the potential to build well-educated citizens ready to take on responsibilities as contributing to community members.

6) By working together, schools, families, and communities can prepare for a more promising future. In urban communities struggling against violence, unemployment, and deteriorating institutions, school- community relationship offers hope for those who may have given on the social institution in their neighbourhood and cities. Rural communities searching for opportunities to revitalize themselves in a technologically sophisticated society can discover ways to bring themselves into the information age by intertwining school and community improvement initiatives.

2.2.9 Enrolment and Retention

Enrolment is the number of students registered on the rolls of educational institution at a specific point of time. Schooling is widely acknowledged as a major investment in human capital that accelerate sustainable development. The importance of schooling to social and economic status of children cannot be overemphasized. Unfortunately, in Nigeria about eight million children are out of school, and millions left school without basic skills. Failure to get funding to school left families with fees they could not pay" (ESSPIN, 2012). Low-level of students' enrolment or children not having access to primary and secondary education are part of educational bottlenecks in many developing countries, Nigeria inclusive. Zamfara State has the highest number of out-of-school children in Nigeria (Kainuwa and Yusuf, 2013). Additional challenges to students' enrolment in the country is the girls' education, the girls and boys gap remain

wide, particularly in the northern part of the country, example the percentage of female students in school in Zamfara is 25% (UNICEF, n.d).

Education is a social responsibility that requires utmost government attention. "The objective of any reasonable government is to improve access to primary and secondary schools by investing in educational infrastructure and optimizing the resources allocated to the educational sector" (Olaniyan, 2011, p. 1). Socio-economic, parent, teacher, gender, environmental and employment opportunity were listed among the factors affecting students' enrolment (Odia, 2014). Humphreys and Crawford (2014) also revealed that factors that contribute to non-enrolment, absenteeism and/or drop-out from schools includes poor infrastructure and facilities, lack of space and or overcrowding, teacher absenteeism, pupil avoidance of harassment, bullying or corporal punishment, an in ability to understand the Medium of Instruction (MOI) and poor quality of teaching and learning taking place.

2.3 Theoretical Framework

The theories of human capital, social development, organization, and system provides the knowledge needed and justification required addressing involvement of non-governmental organizations in education. "The argument in favour of the private sector especially NGOs' involvement in education hinges primarily on the theory of human capital, which states that education is an investment in human beings, which increases productivity and hence recipients earning" Eicher as cited by Fielmua (2012, p. 46). Involvement of NGOs in education signifies investing in human capital and development. According to Odukoya as cited by Imam (2012, p. 186) "the relationship between education and development has been established, such that education is now internationally accepted as a key development index……"

Realisation of desired educational goals can only be achieved through an organization commonly known as school. School as an organization operates as system and system theory relates organization to an organism with interdependent parts, each parts with its own functions and interrelated responsibility. Ludwig von Bertalanffy who lived from 1901 – 1972 as cited by (Friedman and Allen n.d) maintained that all things, living, and non-living could be regarded as systems and that systems have properties that are capable of being study. System theory underscore the relationships among individuals and organizations.

The term partnership is being use to describe dependency or cooperation. The concept of partnership has become tenet of public policy and private enterprise. McQuaid (2009) defined partnership as a multi-dimensional continuum of widely different concepts and practices and it is used to describe a variety of types of relationship in a myriad of circumstances and location. Public private partnership is one of the examples of partnership. Partnership happened in different ways such as organization A supporting organization B, B supporting A, or A and B are supporting themselves at the same time. It is widely recognised that in any study of partnership, the power dynamics within the relationship must be analysed. Within the study of organizations many theories of power are behavioural, that is concerned with the degree to which actions by one person, or a group can be shown to have an obvious effect on the behaviour of others. (Pfeffer, 1997 as cited by Lister 1999). Based on the partnership theory, NGOs have power to partner with secondary schools and influence the development of the schools. In the case of "system theory," school is an open system and Non-Governmental Organizations as stakeholders in education can relates with schools as interdependent parts of a system.

2.4 Emergence, Classifications, and Roles of Non-Governmental Organizations

The study cantered on assessing the contributions of NGOs, thus this sub-section will discussed emergence of NGOs, classification of NGOs, roles of NGOs, NGOs and donor agencies, and NGOs in Zamfara State, Nigeria.

2.4.1 Emergence of Non-Governmental Organizations

In spite of the recent influx of NGOs on the developmental stage, NGOs are not new phenomena. For more than 200 years, there is a long history of NGOs related activities at local (rural and urban areas), national, regional, and international levels. Charnovitz (1997) as indicated by Lewis (2002) traces seven stages to the emergence and evolution of NGOs' role in international affairs from emergence in 1775 – 1918, through empowerment from 1992 onwards. He added that the history started with the rise of national level issue-based organizations in the 18th century, focussed on the abolition of the slave trade and peace movement. "By 1900 there were four hundred and twenty-five (425) peace societies active in different parts of the world, and the issue of labour right and free trade were generating new forms of interest groups which were the forerunners of what we would now term NGOs" (Lewis, 2005 p. 40).

Government and market failure were considered as the leading reasons for the emergence of NGOs in Europe, Latin America, Asia, and African countries (Lewis, 2005). Moreover, developing countries have long history of NGOs. Long ago people uses voluntarily organization to help themselves (or others) or address certain issues and difficulties in their day-to-day life with a plan of finding solution or achieving certain goals and objectives. In this regard, organizations are being created to address issue related to farming, security, conflict, celebrations, family, religious etc. examples of these organizations include Vigilant Groups, Farmers Associations, Trade Union,

Labour Union, Religious Organizations, Sport Clubs, Festival and Cultural Organizations etc.

With the world-wide acceptance of democracy, people become aware of their freedom and this accelerate formation of NGOs with different purposes such as protection of human right, disadvantage groups, forest, wild-animals, environment, and providing health services, public orientation, capacity building etc. In the field of education, organizations were emerged for the elimination of illiteracy and supporting educational institutions (Lewis, 2005).

2.4.2 Classification of Non-Governmental Organizations

It is difficult to classify NGOs due to their differences in goals, interwoven activities conducts and similar features they possessed. Thus, classification of NGOs poses new problems, for instance, the concept of NGOs are being used interchangeably with civil society, but their goals differ. Some are merely charitable, some pursue professional goals, and others are political. Therefore, sometimes one may find a case whereby these organizations are termed or classified as what they are not.

According to Yahaya (2012), NGOs can be classified as either operational or campaigning organizations. He added that operational NGOs achieve small call change indirectly through projects, while campaigning NGOs achieve large-scale change indirectly through influence on the political system.

According to a report on NGOs by ZSANGOs Affairs (2009), some of the major classification of NGOs include the following (ZSANGO-Affairs, 2009):

a) **Civic Society Organizations (CSOs):** are those NGOs that aimed at educating their members or the public on their civic duties and responsibilities, such as the society for women enlightenment, civil defence organizations etc.

b) **Community Based Organizations (CBOs)**: are those developmental based NGOs that focussed its attention to the physical development of their areas. This include Community and Rural Development Organizations. CBOs are known for their working particularly for those local communities who might be underserved, because of linguistic, cultural, racial, and economic barriers.

c) **Faith Based Organizations (FBOs)**: many religious body set up a service units referred as NGOs. Such NGOs have missions that are guided by the tenets of their faith and with the greater goals of serving humanity. FBOs can reach out to people and provide humanitarian services and educational projects.

d) **Unions:** unions are NGOs of specific interest groups. In education sector, unions play an important role in advocating for the needs of their members. For examples teachers' unions, students' unions etc.

e) **Social Justice Organizations (SJOs)** are another non-sectarian and secular NGOs with a strong mission to work towards justice and equality.

Other classes of NGOs includes Voluntary Organizations (VOs), People's Organizations (POs), Charitable Organizations (COs), Grass-root Organizations (GOs), (IOs) Associational Organizations (AOs) etc.

2.4.3 Role of Non-Governmental Organizations

The role of NGOs in society is very wide. "The term NGO covers everything from a small grassroots traditional organization to the international big organization, from rural to urban, with a varying and diversified objectives and capacity, which often make it difficult to demarcate the boundaries of its area of functions and responsibilities" (Dhakal, 2002, p. 41). The areas that NGOs play their roles include provision of basic needs facilities, creation of awareness, delivering of health facilities,

conducting research, proffering solution to societal problems, providing scholarly materials to students and teachers etc.

The role of NGOs cut across all human endeavour. The varying and diversified objectives as well as the capacity of NGOs make it difficult to categorize the role of NGOs in society. In various capacity, an NGO may be found to focus its attention to one or more of the following areas (ZSANGO-Affairs, 2009).

1) Educational Development
2) Health matter
3) Youth matter
4) Cultural promotion
5) Government and political awareness
6) Sport development
7) Trade and Commerce
8) Environmental protection
9) Rural and community development
10) Public enlightenment
11) Social and welfare development
12) Poverty alleviation
13) Justice and fairness
14) Security and Civil defence matters
15) Religious affairs
16) Economic and financial matters etc.

Moreover, NGOs serve as crucial collaborating partners with international donors, or agencies such as World Bank, World Health Organization (WHO), African

Development Bank (ADB), United State Agency for International Development etc. The agencies and donors uses this collaborations to provide community based structures and services in the state or countries, which would have been inaccessible to such agencies due to barriers and physical difficulties (ZSANGO-Affairs, 2009).

2.4.4 Non-Governmental Organizations and Donor Agencies

Whenever Non-Governmental Organizations were mentioned, the perception of many people linked them with the business of international development, supranational institutions, and bilateral donors such as World Bank, United Nations (UN) United States Agency for International Development (USAID), and United Kingdom Department for International Development (DFID) etc. Collaboration between NGOs and international donors and agencies as well as the contributions of the donors and agencies in enabling the growth and development of NGOs has been globally acknowledged (Garutsa, 2012).

In many countries, the collaboration between donors and NGOs has contributed immensely to the creation of a situation in which the aid industry has remarkably enlarged the size of and numbers of NGOs community. In developing countries, there are obviously a great number of NGOs, which depend on international development assistance. There is NGOs that carry out their activities relying on voluntary donation from members or voluntary labour of their staff, while others depend on contribution from local, national, and international communities (Garutsa, 2012).

Most of NGOs that relied on donor funding took a more compromising, apolitical stance. In this case, such NGOs will drastically become contractors of implementing the donors' agenda and programmes in their country. Therefore, such NGOs will also become the new temporary workers of development, useful to donors

for specific assignment, but easily discarded as circumstances change and consequently limited in their ability to challenge the development practice. Poverty elimination is the founding mission of the World Bank and the bank is serving as the world-leading donor to NGOs. Donating financial resources to NGOs make some NGOs always in dire need for more financial assistance, this lead to a situation where donors co-opted such NGOs into their programmes and consequently mimic their agenda. "To guard against this, NGOs should be careful and not lend legitimacy to organizations and programmes that are, inherently, a part of the problem" (Korten, 1987 as cited by Garutsa 2012, p. 30).

It is pertinent to mention that NGOs should focus their activities by seeking and securing only positive international assistance that will not weaken their voluntary care for poor and selfless services to community.

2.4.5 Non-Governmental Organizations and Education Sector

The education sector is a key constituent for the development of any nation and its internationally recognised that private sector participation in education accelerates the development of educational goals. Hence, federal, state, and local governments as well as schools in Nigeria can immensely benefit from engaging in partnership with NGOs to improve the quality of education. Governments and schools can engage NGOs through seeking their support, involving them in educational issues, and or working with them in partnership.

> NGO contribution to the education sector response are likely to be more effective where the policy and strategic environment favour a well-co-ordinated, monitored, and scaled-up approach. Too often the effectiveness of NGO involvement is constrained by a lack of policy guidance, coordination mechanisms, funding, monitoring and evaluation. (CARICOM, Constantine and Pulizzi, 2007, p. 3)

Non-Governmental Organizations provide support in all areas and segments of education, some of the areas include funding, building educational facilities, lobbying to influence policy and strategy, public advocacy, piloting innovative curricula, improving community participation, creating positive working relationships and delivery of co-curricular peer education and edutainment programmes. Other areas that the NGOs provide support to education comprise provision of supplementary learning materials, reaching marginalised and hard-to-reach target groups, introducing specialized skills, conducting Capacity Building to all stakeholders, improving accountability, undertaking monitoring and evaluation and health service delivery.

2.4.6 Non-Governmental Organizations in Zamfara State

In a report of survey conducted by the Zamfara State Agency for Non-Governmental Organizations' Affairs on activities and sustainability of the NGOs revealed that there are 370 NGOs in the state that are playing their role in various areas of human endeavour. Similarly, under the banner of Zamfara State Coalition of NGOs there is 64 registered and active NGOs as members (See Appendix II). NGOs in the state are playing their roles in areas of Health, Politics, Sports, Agriculture, Trade, Social, Foundations, Education, Faith Based, Security, Women and Youth, Community Based etc. They also serves as partners with both the state and local government by complementing government's efforts in community development and societal building as follows:

a) Community mobilization for mass participation in government;
b) Contributing in the implementation of people-oriented government's programmes and policies;
c) Serving as constructive links between the government and the people at the grassroots level; and

d) Helping in educating members of public on their civil right and responsibilities.

Moreover, NGOs in Zamfara state collaborate with international development donors or agencies for developmental projects in the State. The agencies and donors include World Bank, World Health Organization (WHO), United States Agency for International Development (USAID), African Development Bank (ADB) etc. The partnership provides community-based structures for the executions of programmes in various communities in the state, which would have been inaccessible to such agencies due to cultural barriers, and physical difficulties (ZSANGO Affairs, 2009).

The list of NGOs recognised and considered sustainable by the Zamfara State Agency for NGOs Affairs are as follow:

1) Health-Focussed NGOs.

Presently, the recognized health-focussed NGOs in the state are twelve. The NGOs comprise Save Mothers and Children Initiatives, Trust Support Association, Islamic Medical Association of Nigeria, Partnership for Muslims Health, Red Cross Society of Nigeria, Red Crescent Society of Nigeria, Society for Health Development and Projects, HIV/AIDS Preventions and Controls Organization, Leadership in Reproductive Health, Joint Action Against HIV/AIDS Scourges, Adolescent Health Centre, and Health and Social Support Organization.

2) Youths & Women Empowerments Focussed – NGOs

Moreover, the recognized NGOs in Zamfara State that focussed on youth and women include Youths & Women Empowerments Initiatives, Youths Progressive Association Kaura Namoda, Dansadau Progressive Union, Concerned Youths Association, Kaura Namoda, Maru Women Association, Nigerian Boys Scouts, Youths

Movement of Nigeria, Youths Enlightenments Forum, Youths Awareness & Political Association, Youths Solidarity Association, and Women Wing of Nigeria.

3) Faith-Based Organizations (FBOs).

The recognized FBOs in the state include Global Network for Islamic Justice, Christians/Muslims Dialogue, Zumrat Muslimat Organizations, Jama'atul Musulumatul Mukabi, Jama'atu Izalatul Bidi'a wa Ikamatus Sunnah, Boys Brigade of Nigeria, First Ecwa Church, Gusau, Kungiyar Auren Sunnah, Izalatul Bidi'a Organization, Zurmi, Huddamul Failati Tijjaniya, Jundullah Manya, Anka, Kungiyar Izalatul Bidi'a, Birnin Magaji, Da'awah Committee, Talata Mafara, Hisbah Committee, Talata Mafara and Joint Youth Islamic Organization.

4) Community Based Organizations (CBOs)

In respect to Community Based Organizations, there is seventeen NGOs in the state. They include Community-based Development Centre Gusau, Tsafe Emirate Development Association, Kofar Gago Community Development Association, Kungiyar Miyetti Allah Gumi, Peace and Development Organization (PEDO), Maradun Development Association, Rahama Community Development Birnin Magaji, Miyetti Allah, Talata Mafara, Bakura Development Association, Bungudu Emirate Development Association, G. 21 Planners Development Associations, Abarshi Community Development Association, Moriki Development Association, Igala Community Development Association, Igbo Community Development Association, Yoruba Community Development Association and Kungiyar Cigaban Guiwar Yamutsawa.

5) Agricultural-Focused Associations.

The list of sustainable Agricultural-Focussed NGOs in Zamfara State comprise Nagarta G/Nut Oil Processing Cooperation Society, Fadama Users Association, Kuka

Biyu Young Farmers Club, Himma Young Farmers Club, Zumunta Young Farmers Club, Nasara Young Farmers Club, Mun Yarda da Allah Farmers Association, Majalisar Manoma Gunaumar, Dansadau Young Farmers Association, Women Rearing of Sheep/Goats Association, Kungiyar Masunta Gumi, Kungiyar Yan Tractor, Gumi. Kungiyar Kiyon Dabbobi, Gumi. Birnin Magaji Agro-Input Society and Birnin Magaji Micro-Finance Society.

6) Trade-Based Organizations

In respect of Trade-Based NGOs in the state, the sustainable NGOs include Vegetable Sellers Association, Talata Mafara. Kungiyar Matasan Mahauta, Talata Mafara, Palm-Oil Sellers Association Talata Mafara, Kungiyar Direbobi (NURTW), Gumi Branch. Cattle, Camels & Sheep Sellers Association, Bukkuyum. Mallaha Trades Association, Bukkuyum. Danjahardi Men & Women Multi-Purpose Association, Gumi. National Association of Patent Medicine Shinkafi, Kungiyar Yan Kasuwa Tireda Bakura, Kungiyar Yan Kasuwa masu Gewayawa Gusau, Kungiyar Yan Kasuwar Maradun, Kungiyar Ma'askan Maradun, Anka Tailoring Association, Kungiyar Mesin Anka, NURTW Bukkuyum Branch and Kungiyar Makera Anka.

7) Education-based Associations

ZSANGOs revealed that eight education-based NGOs were actively present in Zamfara State. The NGOs include Association of Nigerian Authors. Women in Education, Qur'anic School Association Anka, Old Boys Association Anka Model Pimary School Anka, Bungudu Students Association, Take-Tsaba Education Progressive Union, Dan Sokoto Modern Primary School Old Boys, Bungudu and JNI Old Boys Associations 1979 Chapter.

8) Foundations & Service Providers

Foundations and Service providers that are available in Zamfara State comprise Green Fountain Foundation, Shinkafi, Wakili Foundation Bungudu, Solid Foundations Talata Mafara, Dan Madamin Tsafe Foundation Tsafe, Sarkin Zango Foundation, Integrated Development Foundation and Dankabo Foundation Kaura Namoda.

9) Peace and Security Associations.

Other relevant NGOs featured by the agency are Peace & Security Associations. The active peace and security NGOs in Zamfara State include Global Peace and Political Dialogue Forum, Vigilante Group Anka, Nigerian Vigilant Group, Shinkafi, Vigilant Group Dosara, Maradun, Kungiyar Maharba Bukkuyum and Kungiyar Yan Bnaga Gumi.

10) Political-related Association.

In respect to political groups, the active political-related associations in Zamfara State include Birnin Magaji Consultative Forum, Movement for MAS Contuinuity 2011, Mujiddadi Youth Forum Kurya Madaro, Dallatu Consultative Forum, Yar Yara Youth Wing, Bungudu Youth Consultative Forum, Yarima Youth Forum, Anka and Rundunar Adalcin Dallatu 2nd Term.

11) Sports Development Associations and Social Clubs

Furthermore, the recognized and sustainable sports associations and social clubs in Zamfara State include Youths Sports Development of Nigeria, Junior Stars Yar-Kufoji, New Golden Boys Football Club Bakura, Himma Matasa Social Club Bungudu, Matusgi Progressive Union and Alheri Social Club Yar-Kufoji.

12) Other Associations.

Other relevant NGOs in Zamfara State include Royalty, Integrity & Accountability Organization Gusau, Environmental Action Group and Cultural Groups Gusau.

2.5 Secondary Education in Nigeria

Before the conquest of the geographical location presently called Nigeria, there has been four major parts that include northern, western, eastern and central parts in the area. Most of the area to the first (northern) and second (western) parts comprised empires, kingdoms and some chiefdoms, while in the central parts and western parts there were small chiefdoms with some semi-autonomous communities. In the first part, Islam was entranced both in the religious belief and in educational orientation of the people who had a uniform Qur'anic education policy (Ozigi and Ocho as cited by Imam, 2012). In addition, in the other parts, each ethnic group had its own traditional form of education.

British missionaries introduced western education in the early 1940s and by 1914 during northern and southern regions amalgamation by the British, there were 11 secondary schools in operation, and the missionaries are running ten of them. (Gana, 2012).

It is pertinent to highlight that in Nigeria state governments are largely involved with secondary education. Despite the fact that states government are largely involved with secondary education, the Federal Government of Nigeria funds and manages two Federal Government Colleges in each state. Moreover, public and private sector participate fully in providing education in the country and at all levels.

The language of instruction for all Nigerian schools is English, except for special courses that required another language. At the end of junior secondary school

students receive, Junior Secondary Certificate (JSC). Successful completion of junior secondary school will enable students to proceed to senior secondary schools. The core subjects at the junior secondary school include English, French, Science and Technology, Nigerian Languages (Hausa, Yaoruba or Igbo), Mathematics and Social Studies. Students may also choose to study a number of elective subjects. In senior secondary school, the core subjects include English, Nigerian Language, Mathematics, one Science subject, one Social Science subject, and Agricultural Science or Vocational subjects. At the end of the three years of senior secondary schooling, students take Senior Secondary Certificate Examination (SSCE). The certificate is being issued by the West African Examination Council (WAEC) and National Examination Council (NECO). (Onyukwu, 2011).

The general goal for secondary education in Nigeria "shall be to prepare individual for useful living within the society and for higher education" (FRN, 2004, p. 11). FRN (2004) also stipulate that specifically secondary education shall:

a) Provide all primary school leavers with 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 roles;
c) Provide trained manpower in the applied science, technology, and commerce at sub-professional grades;
d) Develop and promote Nigerian Languages, arts 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 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 labour, appreciate those values specified under our broad national goals and live as good citizens;

h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development.

Secondary schools in Zamfara state comprise of federal, state, and private school. Federal government had two secondary schools in the state and the schools were Federal Government College (FGC), Anka and Federal Government Girls College (FGGC), Gusau. The state government had one hundred and fifty-four (154) secondary schools that cut across all the fourteen local government areas of the state. The schools comprised of day and boarding, specialised and conventional to mention but few. (MOE Gusau, 2014).

2.6 Role of School Based Management Committees (SBMCs)

School-Based Management (SBM) forms the decentralization of authority from the central government to the school level (Caldwell, 2005 as cited by World Bank, 2007). In the words of Malen et al. (1990) as cited by World Bank (2007), SBM can be viewed conceptually as a formal alteration of governance structure, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained. Hence, in SBM, responsibility for, and decision-making authority over, school operations is transferred to SBMCs that involved principals, teachers, parents, and sometimes to students and other school community members. (World Bank, 2007).

School-based management committees that involve people in improving their own education have helped in addressing many challenges of managing education in many countries. SBMC guidebook (n.d.) by ESSPIN elaborated that:

> SBMCs area an essential link between schools and the communities they serve. SBMCs are made up of a range of local people involved with their school. SBMCs work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools, and a way of increasing the contributions of everyone in the local area to making education work well.

In response to the global reform of the education sector for the concept of SBM system, the National Council on Education (NCE) in 2006 approved the establishments of SBMCs in all the schools in the country as a policy (Zamfara SUBEB, 2012). The SBMCs was introduced as part of the government's effort to ensure inclusive participation in the school system and they were expected to provide platforms for communities and schools to work together to improve school governance and promote improved management by education authorities towards the achievement of better learning outcomes for students (Zamfara SUBEB, 2012). The SBMC is relevant at this time of Nigerian educational development, numerous state in Nigeria have adopted and remarkable progress and achievement have been recorded. The function goes beyond resource management and its utilization as some observers view it" (Ogundele and Adelabu 2009, p. 289).

According to ZSUBEB (2012) SBMCs were set up to increase citizen participation in school management, and the main responsibility of SBMCs include the following:

a) Participating in school planning process
b) Overseeing the use of resources made available

c) Mobilizing communities for school improvement

d) Monitoring of school activities

e) Mobilizing resources for further support school development

f) Encouraging broad participation by all stakeholders in school activities

g) Sharing information on the school to parents, government etc

h) The full participation of children and women in all SBMCs

Similarly, based on the aforementioned responsibilities, SBMCs are expected to perform the following specific functions:

a) Collaborate with Parents-Teachers Association and relevant development associations in the mobilization and sensitization of parents on the enrolment, attendance and retention of their children in schools;

b) Monitoring of staff with regards to attendance at school and effectiveness in curriculum delivery;

c) Supporting the head teacher in innovative leadership and effective management of schools;

d) Assisting in the procurement of teaching/learning materials and resources;

e) Rendering annual statements of account, income and expenditure;

f) Monitoring of schools physical facilities for effective utilization and proper maintenance;

g) Monitor and maintain school physical facilities for safe environment for children and for effective utilization and proper maintenance. Provision of additional structures according to needs assessment;

h) Assist textbook/teaching material delivery;

i) Render annual statement of account, income and expenditure;

j) Provision of comprehensive progress report of the school development plan;

k) Identify and support needs of school staff;

l) Assist in the preparation, implementation and monitoring of the school's development plan and annual budget;

m) Reporting to the LGEA on a regular basis on developments in the school and sharing reports with GEP state consultants monthly;

n) Mobilize community to make sure all the school-age children in the community enrol, attend and complete schools;

o) Serving as medium of transmission of skills, knowledge, values and traditions of the community;

p) Assisting head teacher in treating discipline problems in the school

q) Ensuring adequate security for human and material resources in the school.

2.7 Secondary Schools Supervision in Nigeria

State Governments in Nigeria greatly involved in the management of secondary schools in Nigeria. According to FRN (2004), state Ministries of education shall be responsible for inspectorate services for monitoring and improving standards of primary and secondary schools. Hence, State Ministry of Education is the major supervising body for secondary schools in Nigeria and the Ministry carried out this responsibility through an agency, division, or directorate generally known as Inspectorate Division. In some cases, agencies or boards are being created by State Governments to manage some specialised secondary schools, such as Science and Technical Education Board for Science and Technical Secondary Schools. In this regard, both the Ministry, Inspectorate Division and the board participate in secondary schools supervision and inspection. According to Kolawole (2012), in conducting a full inspection by government agency, the item being inspected and examined in the secondary schools include buildings, furniture, equipment, sanitation, water, lighting, library facilities,

students and staff records, attendance register, log book, visitors' book cash book, ledgers, scheme of work, lesson notes, minutes of meetings etc.

Kolawole (2012) pointed out that in enhancing the quality of education, inspectors or supervisors from Ministry of Education or Inspectorate Division perform a lot of functions to secondary schools, these includes the following:

1) Communicate policies to teachers and schools;
2) Receives information on adequacy of resources;
3) Monitor the development within the system
4) Advises government to invest in education
5) On the job professional advice and problem solving services
6) Coordinate learning activities.
7) Ensuring maintenance of educational standards,
8) Routine check and pastoral visits.
9) Ensuring implementation of National Policy on Education etc

2.8 Financing Secondary Schools in Nigeria

The proprietors of the schools (Private or Public) meet financing secondary schools in Nigeria. In case of public secondary schools, government through budget allocation and government grant finances the schools. In this case, state government, Federal Government, and private sector meets the cost of providing instruction, administration, and facilities for their secondary schools. National Policy on Education clarified that "education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programmes" (NPE 2004, p. 43). NPE also admits that financing education is a joint responsibility of public and private sectors, and therefore, government welcomes and

encourages the participation of local communities, individuals and other organization" (NPE 2004, p. 43).

In the history of financing education in Nigeria, primary education has enjoyed more specific pattern of financing better than secondary education. Financing Secondary education in Nigeria receive a millstone development when education was placed on the concurrent legislative list in the 1979 Constitutions; and federal and state government were authorised to established secondary schools. Private individuals and organizations have also been authorised to established secondary schools subject to approval from government. This is what led to the present development where Federal, state and private individuals and organizations owned secondary schools (Adoegun, 2003).

Moreover, the federal government is more directly involved with tertiary education. In addition, the state governments are more involved with secondary education school and local government for primary schools. Despite the fact that states governments are more involved with secondary education, the federal government of Nigeria funds and manages two federal government colleges (secondary schools) in each and every state (Onyukwu, 2011). Nigeria like other countries, governments remain the main funders and providers of education especially primary and secondary education. The dominant role of government in education led to low participation of private sector in education. For instance, in Zamfara state public Secondary School reached 154 and private are eight.

Nonetheless, both public and private secondary schools in Nigeria are enjoying voluntary financial contributions from different constituencies. Voluntary financial contributions are voluntary contributions of fund from other constituencies and stakeholders in order to provide an enhanced educational service and to enhance

resources available for students learning, recreation, and comfort. Secondary schools in Nigeria are getting financial contributions from constituencies like Individuals, Parents, Parents Teachers Association (PTA), Business Organizations, Secondary Schools Old Boys Associations, School-Based Management Committees (SBMCs), Non-Governmental Organizations (NGOs), International Development Partners (IDP) etc.

2.9 Empirical Studies

The empirical studies was conducted through study of various research works in order to find out if there are other studies that related to the current research work "Assessment of Contribution of Non-Governmental Organizations in the Management of Public Secondary Schools in Zamfara State, Nigeria. The research works studied were comprised of the following:

In a research conducted by Ehiaghe, Ehiaghe, Aladenika, Osaue and Iyen (2012) on the "Contribution of Governmental and Non-Governmental Support for education in Benin City, Nigeria" has identified and examined the various supports for secondary school education by the government and NGOs in Benin City. The population of secondary schools in Benin City are four and the researchers sampled fourty respondents (10 for each school) for the study. The data collection instrument employed in the study was questionnaire. The results of the study were presented using percentage distribution and Chi-Square Testing. The researchers published the study on Journal of Social Science Research, and the study revealed that due to supports from government and non-governmental organizations teachers' welfare and thus efficiency have increased. It also revealed that students' performance too have improved. The study further revealed that increased in government support for education have improved the security and conducive learning environment. The study recommended that the

contributions of both government and non-governmental organizations were responsible for the positive improvement in the educational system in Benin City. The study is related with the on-going study as it identified and examined the various supports for secondary school education by the government and NGOs in Benin City, but it differs with the on-going study in objectives and area of case study.

Another related study was "The Role of Non-Governmental Organizations in Basic Education Policy Reform in Lusaka Province of Zambia" conducted by Mwanza (2013). The study investigated the role of NGOs in shaping and influencing education policy reform in basic education in Lusaka Province of Zambia. The data collection instruments employed in the study were semi-structured interviews, focus group discussions, participant observations, and document analysis. In the course of the study, fifty-one (51) officers and representatives of relevant institutions were interviewed. Findings from the study revealed that NGOs play a key role in basic education policy reform in Zambia and relationship between government and NGOs is fundamental for policy formulation and implementation. The study recommended that the government of Zambia should institute effective lines of communication and open its doors to wider NGOs. The above reviewed study was related to this study as it investigated the role of Non-Governmental Organizations in Basic Education Policy Reform, but differs with this research in objectives, level of education and area of case study.

Moreover, Ogaboh, Akpanudoedehe, and Ocheni (2014) published a study on International Journal of Democratic and Development Studies (IJDDS) titled "Financing Poverty Reduction Programmes in Rural Areas of Nigeria: the Role of Non-Governmental Organizations (NGOs)." The study aimed at investigating the operation of NGOs in relation to the socio-economic development of rural areas in Akwa Ibom

State, Nigeria. The data collection instruments employed in the study was questionnaire data was elucidated from 1,250 respondents. The study revealed that NGOs activities significantly influence health, job creation, 'education' and economic development in rural communities in Akwa Ibom State. Based on the research findings, the following recommendations were made:

a) NGOs in Nigeria should adopt participatory in their rural development programmes. This would ensure programme continuity and promote communal participation.
b) To avoid duplication of functions and waste of resources, government and NGOs should serve as complementary agents in rural development.
c) NGOs should ensure that their programmes are not politicized. Allocation of projects/programmes should be influenced by felt needs of rural communities.

Omofonmwan and Odia (2009) conducted a research titled The Role of Non-Governmental Organizations in Community Development: Focus on Edo State – Nigeria. The study aimed to examines some of the strategies for community development in Nigeria, with a particular emphasis on the role of NGOs. The methods of study employed by the researcher include interview, observations, intensive local field studies, and extensive travel throughout the state. The population of the study comprised 18 local government areas and students, teachers, NGOs functionaries, beneficiaries of NGOs activities, individuals, and head of households were interviewed for the purpose of the study. Findings of the study revealed that a number of these NGOs are into various aspects of community development such community mobilization, environment, health and sanitation awareness creation, promotion of child's right law, promotion of sexuality and productive health education and fight

against child labour and human trafficking. The study recommended opearators of NGOs to be more proactive and sensitive towards the goals they have chose to pursue and the welfare of those employed by them well care for. It also recommended for training and research for NGO functioneries as this is observed to be the basis for its sustenance and survival. The research conducted by Omofonmwan and Odia (2009) is related to this study as it addressed the roles of NGOs, but differ in area and focus.

Bakwai (2013) conducted as study titled Assessment of School Community Relationship in Secondary Schools in Zamfara State, Nigeria. The study aimed at identifying the importance of school community relationship, areas of school community relationship and agencies involved in school community relationship with secondary schools in Zamfara State. The study employed qualitative survey as research design and questionnaire as research instrument. The population of the study comprised of 89 principals, 178 vice-principals, 3,158 teachers and 818 PTA officials from 89 Senior Secondary Schools in Zamfara state. For sampling 16 principals, 32 vice-principals, 314 teachers and 64 PTA officials were sampled from 16 schools. Findings of the study shown that school community relationship is very important among secondary schools in Zamfara State and the areas in which school community relationship can be built upon are areas of fund raising, construction of building, provision of water, roads and electricity, maintenance of building, furniture and equipment and area of welfare and discipline of teachers and students. Study conducted by Bakwai (2013) relates to this research in focus and area of case study but differ in subject matter.

The above empirical studies were related to the topic under study, because they all focussed on the roles of NGOs in education. However, this work is different from the

empirically reviewed studies in objectives and case study, since this study assessed the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State, Nigeria. The work analysed its data and presented the facts by the use of frequency distributions and percentage. It also employed the use of ANOVA to test the research hypotheses.

2.10 Summary

The study aimed to assess the contributions of Non-Governmental Organizations in the Management of Secondary Schools in Zamfara State. Hence, key concepts have been identified and explained in the chapter to facilitate understanding of all the necessary concepts, and definitions of NGOs as indicated by different authors and experts. Moreover, theories related to this study were fully reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the procedures for gathering data, study design, and methods to be adopted in analysing the data. Hence, the chapter explained research design, population of the study, sample and sampling techniques, instrumentation, data collection methods and methods of data analyses.

3.2 Research Design

Research is "a comprehensive plan for data collection in an empirical research project. It is a blueprint for empirical research aimed at answering specific research questions or testing specific hypotheses…." (Bhattacherjee, 2012; p. 35). This study assesed the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State, Nigeria and thus the study used a descriptive research design. In descriptive research, researchers ask questions like what is going on. Descriptive research can be used to identify and classify the elements or characteristics of the subject matter (Neville, 2007). According to Bhattacherjee (2012) descriptive research is directed at making careful observations and detailed documentation of a phenomenon of interest. This research is a qualitative research as it survey secondary schools in Zamfara State and sought opinions of people concerned on the contributions of Non-Governmental Organizations in the management of the schools, and the research used the opinions in assessing the contributions. Zamfara State was selected as a case study and a case study is an intensive study geared towards a thorough understanding of a given social units. The social unit may be an individual, a group of individuals, a community, or an institution (Nworgu, 1991).

3.3 Population of the Study

The population of this study covered all the public secondary schools owned by Zamfara State Government and the respondents were principals, teachers and officials of School-Based Management Committee (SBMC) drew from the schools. There were 154 public secondary schools owned by Zamfara state (See Appendix III). The secondary schools in Zamfara state comprised of boarding and day schools and schools across 14 Local Government Areas (LGAs) of the state under four educational zones, the zones are Anka, Gusau, Kaura Namoda and Talata Mafara. The population of respondents were 154 principals, 2, 728 teachers (ZSN/UNICEF, 2013) and 770 officials of SBMCs (Zamfara SUBEB, 2012). Table 1 depicts the population of the study.

Table 1: **Population of the Study**

Population	**Number**
Principals	154
Teachers	2, 728
Officials of SBMC	770
Total	3,652

Source: Zamfara State Ministry of Education (2014)

3.4 Sample and Sampling Techniques

In order to determine the required sample size for the study from the population of respondents (Principals, Teachers and Officials of SBMC) totalling 3,652; Krejcie and Morgan (1970) table for determining sample size from a given population (See Appendix VII) was used to determine 351. The researcher adopted 95 percent confidence level and margin error of 5 percent. Table 2 displays the sample of the study.

Table 2: Sample Size of the Study

Group of Respondents	**Population**	**Sample Size**
Principals	154	15
Teachers	2, 728	262
Officials of SBMC	770	74
	3,652	351

The study is descriptive survey research; and due to the features of the schools (day & boarding) and in urban and rural areas, the researcher adopted purposive sampling in determining 39 sampled schools (Please see Appendix III, IV, V & VI). According to Korb (2012) in purposive sampling, researcher uses his expert judgement to select participants that will serve as representative of his population and in doing so the researcher should consider factors that might influence the population such as socio-economic status, intelligence, access to education etc. This will enable the researcher to selects a sample that can adequately represents the target population. The researcher employs purposive sampling technique due to the following reasons:

- For convenience,
- Financial implication,
- To ensure credibility
- To cover manageable sample.
- Proximity of the schools
- Time constraint.

3.5 Instrumentation

3.5.1 Research Instrument

The instrument used for this research was questionnaire. The questionnaire was used to collect data from respondents (See Appendix I). It consisted bio data of the respondents and statements on seven (7) parts of the research variables. The seven parts contained questions on the following areas:

1) Supervision
2) Funding
3) Human Resource
4) Staff Development

5) Material Resources.
6) School-Community Relationship
7) Enrolment and Retention.

The statements contained in these parts were designed to draw responses from the respondents on the topic under research. For the determination of the extent to which the respondents perceived contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State, the questionnaire consisted close-ended structure which required the respondents to tick their best option and was structured based on the Likert Scale format that has a five point rating scale.

The researcher adopted the generic 5-points Likert-Scale for the instrument as indicated below:

Strongly Agree	-	5
Agree	-	4
Undecided	-	3
Disagree	-	2
Strongly Disagree	-	1

3.5.2 Validity of the Instrument

Before the pilot study, the researcher submitted the questionnaire (instrument) to experts in the field of Educational Research, and Educational Administration for validation. The questionnaire was also submitted to the research supervisors for vetting and validation. The corrections, suggestions, comments, and observations made by the experts and supervisors ensured the content validity of the instruments. The questionnaire was validated for its relevance to the constructs, subject matter, and appropriateness to the text content and coverage of the content area.

3.5.3 Pilot Study

After necessary corrections and validation of the instrument, pilot study was conducted at three (3) Secondary Schools in Zone B (Gusau) and D (Talata Mafara) of the educational zones in Zamfara State in order to pre-test the research instrument. The three schools are Sambo Secondary School Tudun Wada, Gusau; Agwaragi Secondary School Talata Mafara, and Government Day Secondary School, Birnin Tudu, Bakura. The selected schools are not among the schools sampled for main study.

According to Connelly (2008) as quoted by Tappin (2014) extant literature suggests that a pilot study sample should be 10% of the main sample projected for the larger parent study. Baker (1994) in Simon (2011) "found that a sample size of 10 – 20% of the sample size for the actual study is a reasonable number of participants to consider for enrolling in a pilot." The researcher adopted the view of Baker and determined 71 copies of questionnaire for pilot study. Descriptive statistics of data collected from pilot study were run through SPSS using the 71 respondents as presented in table 3.

Table 3: Demographic Variable of Respondents for Pilot Study

Bio-Data	Description	Frequency	Percent	Valid Percent	Cumulative Percent
Status	Principal	3	4.2	4.2	4.2
	Teacher	53	74.6	74.6	78.9
	SBMC Official	15	21.1	21.1	100.0
	Total	**71**	**100.0**	**100.0**	
Gender	Male	64	90.1	90.1	90.1
	Female	7	9.9	9.9	100.0
	Total	**71**	**100.0**	**100.0**	
Zone	Zone A	0	0		0
	Zone B	23	32.4	32.4	32.1
	Zone C	0	0	0	32.1
	Zone D	48	67.6	67.6	100.0
	Total	**71**	**100.0**	**100.0**	
Type of School	Day	71	100.0	100.0	100.0
	Boarding	0	0	0	100.0
	Total	**71**	**100.0**	**100.0**	
Location	Rural	24	33.8	33.8	33.8
	Urban	47	66.2	66.2	100.0
	Total	**71**	**100.0**	**100.0**	

Table 3 shows the personal data of respondents for the pilot study. The table shows that 3 (4.2%) of the respondents were principals, 53 (74.6%) teachers, and 15 (21.1%) official of SBMC. The statistics of gender of respondents revealed that 64 (90.1%) were male, while female 7 (9.9%). There is four educational zones in Zamfara state and two zones (B: Gusau and D: Talata Mafara) were selected for the pilot study, the table above indicated that 23 (32.4%) of the respondents were from zone B: Gusau, while 48 (67.6%) from zone D: Talata Mafara. Respondents from day schools were 71 (100%). Finally, 24 (33.8%) of the responses were from teachers of schools located in rural area, while 47 (66.2%) were from urban area.

3.5.4 Reliability of the Instrument

In order to find the reliability of the instrument, the researcher conducted a reliability test of the data collected from the pilot study and generated cronbach's alpha

value for the items of the instrument. Cronbach's Alpha is a popular method to measure reliability of an instrument. According to Yurdugal (2008, p. 1) "the coefficient alpha is the most widely used measure of internal consistency for composite scores in the educational and psychological studies." The items were analysed with the aid of Statistical Package for Social Sciences (SPSS) version 21. The whole instrument prove to have an excellent level of internal consistency with conbach's alpha value > .9 and seven (7) items of the instrument prove to have good level of internal consistency with an average cronbach's alpha value > .7 (within > .7 to > .8). According to Nunally, (1978); Streiner and Norman (2008) in Yusoff (2012) argued that Cronbach's alpha value within 0.5 to 0.7 is considered to have an acceptable level and a good level when the value is more than 0.7. George and Mallery (2003) in Bandara (2014), considered cronbach's alpha value more than 0.9 as excellent. The table 4 hereunder displays the reliability statistics for pilot study:

Table 4: Reliability Statistics for Pilot Study.

Construct/Variable	Cronbach's Alpha	No of Items
Supervision	.654	10
Funding	.816	10
Human Resource	.703	10
Staff Development	.765	10
Material Resources	.819	10
School Community Relationship	.882	10
Enrolment	.783	10
The Whole Items	.934	70

3.6 Methods of Data Collection

The researcher visited all the selected secondary schools in zone A and D and established rapport with the school administrators as well as respondents. Similarly, the researcher employed the service of research assistant for zone B and C. During the data collection, both the researcher and research assistance guided the respondents on how to fill-in the questionnaire. This method deemed the best, because it facilitated on the spot

collection of the completed instrument. Visit to the selected schools made it possible to get information that is more accurate. The administration of the copies of questionnaires will take a couple of 15 before retrieving. The purpose of the 15 days interval was to provide the respondents enough time to complete the instrument objectively.

3.7 Methods of Data Analysis.

The data collected from the study were analysed using descriptive statistics of frequency counts, mean, and percentages with the aid of Statistical Package of Social Sciences (SPSS) version 21. In order to test the null hypotheses of the research to determine the level of significance, the researcher adopted One-way between groups, Analysis of Variance (ANOVA). The adopted null hypotheses of the study denotes there is no significant difference in the opinions of respondents, on the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara state.

The researcher tested the hypotheses against 0.05 level of significance. In the calculation, if the calculated p value, $p > 0.05$ the null hypothesis is accepted, that is there is no significant difference in the opinions of respondents, on the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara state. And if the calculated p value (less than) $p < 0.05$ or $p = 0.05$ the null hypothesis is rejected, that is there is significant difference in the opinions of respondents, on the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara state. In course of data analyses and interpretations strongly agree and agree were considered as “agree,” while disagree and strongly disagree as “disagree” and undecided was treated separately.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The study was on the assessment of contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State, Nigeria. This chapter covered the report of the research findings based on the data collected from respondents. The data on demographic variables of respondents were presented in tables of frequencies, simple percentage and responses of the respondents on the research questions were presented in tables of frequencies, percentages and mean. Similarly, in order to determine level of significance differences between the groups of respondents, the null hypotheses for the study were tested against p = 0.05 level of significance using One-way between groups Analyses of Variance (ANOVA). The groups of respondents comprised principals, teachers, and officials of SBMC. The researcher used the data in answering the research questions and testing the null hypotheses for the study. As mentioned earlier the data were collected using closed ended questionnaire based on 5-points Likert-Scale format. The data were presented and analysed under the following sub-heading:

4.2 Demographic Variables of Respondents

4.3 Opinions of Respondents on NGOs' Involvement in Supervision

4.4 Opinions of Respondents on Roles of NGOs in Funding

4.5 Opinions of Respondents on Roles of NGOs in Providing Human Resource

4.6 Opinions of Respondents on Roles of NGOs in Staff Development

4.7 Opinions of Respondents on Roles of NGOs in Providing Material Resources

4.8 Opinions of Respondents on Roles of NGOs in Developing School-Community Relationship

4.9 Opinions of Respondents on Roles of NGOs in Enrolment & Retention

4.10 Hypotheses Testing.

4.11 Summary of Findings

4.12 Discussion of Findings

4.2 Demographic Variables of Respondents

The bio-data of respondents designed in the research instrument comprised status, gender of respondents, zonal location of selected school, type of school and location of school. The table below depicted demographic variable of respondents:

Table 5: Demographic Variable of Respondents

Bio-Data	Description	Frequency	Percent	Valid Percent	Cumulative Percent
Status	Principal	15	4.3	4.3	4.3
	Teacher	262	74.6	74.6	78.9
	SBMC Officials	74	21.1	21.1	100.0
	Total	**351**	**100.0**	**100.0**	
Gender	Male	288	82.1	82.1	82.1
	Female	63	17.9	17.9	100.0
	Total	**351**	**100.0**	**100.0**	
Zone	Zone A	54	15.4	15.4	15.4
	Zone B	135	38.5	38.5	53.8
	Zone C	99	28.2	28.2	82.1
	Zone D	63	19.9	19.9	100.0
	Total	**351**	**100.0**	**100.0**	
Type of School	Day	189	53.8	53.8	53.8
	Boarding	162	46.2	46.2	100.0
	Total	**351**	**100.0**	**100.0**	
Location	Rural	117	33.3	33.3	33.3
	Urban	234	66.7	66.7	100.0
	Total	**351**	**100.0**	**100.0**	

Statistics from table 5 shows the personal data of respondents for the study. The table displays the status that 15 (4.3%) of the respondents were principals, 262 (74.6%) teachers, and 74 (21.1%) officials of SBMC. The statistics of gender of respondents

revealed that 288 (82.1%) were males, while females 63 (17.9%). There were four (4) educational zones in Zamfara state and the table above indicated that 54 (15.4%) of the respondents were from zone A: Anka, 135 (38.5%) from zone B: Gusau, 99 (28.2%) from zone C: Kaura Namoda and 63 (19.9%) from zone D: Talata Mafara. Respondents from day schools were 189 (53.8%) and from boarding schools 162 (46.2%). Finally, 117 (33.3%) of the responses were from teachers of schools located in rural area, while 234 (66.7%) were from urban area.

4.3 Opinions of Respondents on NGOs' Involvement in Supervision

The first objective of the study was an assessment of the involvement of NGOs in the supervision of public secondary schools in Zamfara State, Nigeria. The research question raised along this objective denotes that

4.3.1 Opinions of the Respondents on the Level of Involvement of NGOs in the Supervision of Public Secondary Schools in Zamfara State

The NGOs that participate in the supervision of schools in Zamfara State include PTA, Security Associations, Health-focussed NGOs and Old Boys Associations; therefore, their contributions in supervising public secondary schools in Zamfara state were assessed based on ten (10) items. The items tackled issues of supervision that comprised of day-to-day administration, security and safety, health conditions, growth and development of students, students discipline, classroom instructions, school records, students' evaluation, teachers, and any other supervisory visit. The opinions of the respondents on the items were presented in Table 6.

Table 6: Opinions of Respondents on the Involvement of NGOs in the Supervision of Public Secondary Schools in Zamfara State

S/N	Item statements	Agree		Undecided		Disagree		Total		Mean
		F	%	F	%	F	%	F	%	
1.	**Parent Teachers Associations (PTA)** serve a supervisory role in day-to-day administration of my school.	211	60.1	5	1.4	135	38.5	351	100	**3.28**
2.	**Security Associations** serve a supervisory role on security and safety of my school.	184	52.4	8	2.3	159	45.3	351	100	**3.10**
3.	**Health-Focussed NGOs** participates in supervising health conditions of the school.	124	35.4	5	1.4	222	63.1	351	100	**2.68**
4.	**PTA** participate in supervising growth & development of students of the school.	191	54.4	2	0.6	158	45.0	351	100	**3.10**
5.	**PTA** participate in supervising students' discipline.	139	39.6	5	1.4	207	58.9	351	100	**2.76**
6.	**PTA** participate in supervising classroom's instructions.	139	39.6	3	0.9	209	59.6	351	100	**2.78**
7.	**PTA** participate in ensuring the keeping and updating of the school records.	126	35.9	6	1.7	219	62.4	351	100	**2.66**
8.	**Old Boys Associations** participate in supervising students' evaluation.	69	19.7	4	1.1	278	79.2	351	100	**2.22**
9.	**PTA** participate in ensuring that teachers only teach areas they specialised.	83	23.6	8	2.3	260	74.0	351	100	**2.36**
10.	**Old Boys Associations** pay (any other) supervisory visit to the school.	105	29.9	3	0.9	243	69.2	351	100	**2.50**
	Total	**1371**	**39.1**	**49**	**1.4**	**2090**	**59.5**	**3510**	**100**	**2.74**

The result presented in table 6 shows the responses of the three groups of respondents on the involvement of NGOs in the supervision of secondary schools in Zamfara State. Item 1 of the research instrument sought to find out whether Parent Teachers Associations (PTA) serve a supervisory role in day-to-day administration of public secondary schools in Zamfara state or not. Responding to the item, the principals, teachers and officials of SBMC (respondents) agreed with 211(60.1%) agree, 5(1.4%) undecided and mean of 3.28. Similarly, item 2 of the questionnaire sought to determine whether Security Associations serve a supervisory role on security and safety of public

secondary schools in Zamfara State or not. Responses to this item showed that the respondents agreed with 184(52.4%) agreed, 8(2.3%) undecided and a mean of 3.10. However, on the opinions of respondents on item 3 that wanted to find out the participation of Health-Focussed NGOs in supervising health conditions of public secondary schools in Zamfara State, the above table shows that the respondents disagreed with 222(63.1%) disagreed, 5(1.4%) undecided and a mean of 2.68. Moreover, item 4 of the questionnaire was designed to find out whether PTA participate in supervising growth & development of students of public secondary schools in Zamfara State. Responses to this item showed that the respondents agreed with 191(54.4%) agreed, 2(0.6%) undecided and a mean of 3.10.

Furthermore, item 5 of the questionnaire sought to determine whether PTA participate in supervising students' discipline of public secondary schools in Zamfara State. The responses to this item showed that respondents disagreed with 207(58.9%) disagreed, 5(1.4%) undecided and a mean of 2.76 which means that PTA did not participate in supervising students discipline. The item 6 of the questionnaire wanted to determine whether PTA participated in supervising classroom's instructions of public secondary schools in Zamfara State; responses to this item shows that the respondents disagreed with 209(59.6%) disagreed, 3(0.9%) undecided and a mean of 2.78. Item 7 of the questionnaire wanted to determine whether PTA participated in ensuring the keeping and updating of the school records of public secondary schools in Zamfara State. Responses to this item showed that the respondents disagreed with 219(62.4%) disagreed, 6(1.7%) undecided and a mean of 2.66. Item 8 of the questionnaire wanted to determine whether Old Boys Associations participate in supervising students' evaluation of public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 278(79.2%) disagreed, 4(1.1%) undecided

and a mean of 2.22. Item 9 of the questionnaire wanted to determine whether PTA participated in ensuring that teachers only teach areas they specialised in public secondary schools in Zamfara state. The responses to this item showed that the respondents disagreed with 260(74%) disagreed, 8(2.3%) undecided and a mean of 2.36. Finally, item 10 of the questionnaire wanted to determine whether Old Boys Associations pay (any other) supervisory visit to public secondary schools in Zamfara State or not. The responses to this item disclosed that the respondents disagreed with 243(69.2%) disagreed, 3(0.9%) undecided and a mean of 2.50. Briefly, items 1 – 10 revealed that the respondents disagreed that NGOs participated in the supervision of public secondary schools in Zamfara State, Nigeria with 2090(59.5%) disagreed and a mean of 2.74.

4.4 Opinions of Respondents on NGOs' Contributions in Funding

The second objective of the study was to determine the contributions of Non-Governmental Organizations in funding public secondary schools in Zamfara State Nigeria.

4.4.1 Opinions of the Respondents On NGOs Contributions In Funding Public Secondary Schools In Zamfara State

Based on primary literature reviewed, the NGOs that contributed funding the management of schools in Zamfara state included Community Based Organizations (CBOs), Health-focussed NGOs and Foundations. The contributions of the four NGOs in funding public secondary schools in Zamfara state were determined using ten items on school funding. The items solicited for response on funding for general administration, building classrooms, building laboratories, instructional materials, staff development, staff welfare, students' welfare, extra-curricular activities, health services

and fund for supporting students' clubs and associations. The opinions of the respondents on the items were presented in Table 7.

Table 7: Opinions of Respondents on the Roles of NGOs in Funding Public Secondary Schools in Zamfara State

S/N	Item statements	Agree F	Agree %	Undecided F	Undecided %	Disagree F	Disagree %	Total F	Total %	Mean
1.	**Community Based Organizations** contribute fund for general administration of my school.	155	44.2	5	1.4	191	54.4	351	100	**2.95**
2.	**Community Based Organizations** provide fund for building classrooms.	154	43.9	4	1.1	193	55.0	351	100	**2.88**
3.	**Community Based Organizations** provide fund for building laboratories.	86	24.5	3	0.9	262	74.6	351	100	**2.36**
4.	**Community Based Organizations** provide fund for instructional materials.	114	32.4	8	2.3	229	65.3	351	100	**2.58**
5.	**Community Based Organizations** provide financial support for staff development.	49	13.9	3	0.9	299	85.2	351	100	**2.09**
6.	**Community Based Organizations** provide funds for staff welfare.	45	12.8	1	0.3	305	86.9	351	100	**2.04**
7.	**Community Based Organizations** provide fund for students' welfare.	66	18.8	1	0.3	284	80.9	351	100	**2.17**
8.	**Community Based Organizations** provide fund for extra-curricular activities.	65	18.6	8	2.2	278	79.2	351	100	**2.18**
9.	**Health-Focussed NGOs** provide fund for health services delivery in the school.	103	29.3	3	0.9	245	69.8	351	100	**2.50**
10.	**Foundations** provide financial support to clubs and associations in my school.	77	21.9	9	2.6	265	75.5	351	100	**2.32**
	Total	**914**	**26.0**	**45**	**1.3**	**2551**	**72.7**	**3510**	**100**	**2.41**

Results presented in table 7 shows the responses of the three groups of respondents on the contributions of Non-Governmental Organizations in funding public secondary schools in Zamfara State. Item 1 of the questionnaire sought to find out whether Community Based Organizations contribute fund for general administration of public secondary schools in Zamfara State. The responses to this item showed that principals, teachers and officials of SBMC (respondents) disagreed with 191(54.4%)

agreed, 5(1.4%) undecided and a mean of 2.95. Similarly, item 2 of the questionnaire sought to determine whether Community Based Organizations provided fund for building classrooms of public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 193(55%) agreed, 4(1.1%) undecided and a mean of 2.88. Likewise, Item 3 of the questionnaire sought to determine whether Community Based Organizations provided fund for building laboratories in public secondary schools in Zamfara state or not. The responses to this item showed that the respondents disagreed with 262(74.6%) agreed, 3(0.9%) undecided and a mean of 2.36. Moreover, item 4 of the questionnaire sought to determine whether Community Based Organizations provided fund for instructional materials in public secondary schools in Zamfara State or not. The responses to this item showed that the respondents disagreed with 229(65.3%) agreed, 8(2.3%) undecided and a mean of 2.58. Item 5 of the questionnaire sought to determine whether Community Based Organizations provided financial support for staff development in public secondary schools in Zamfara State or not. The responses to this item showed that the respondents disagreed with 299(85.9%) disagreed, 3(0.9%) undecided and a mean of 2.09.

Item 6 of the questionnaire sought to determine whether Community Based Organizations provided funds for staff welfare in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 305(86.9%) disagreed, 1(0.3%) undecided and a mean of 2.04 showing that the NGOs did not provide fund for staff welfare. Item 7 of the questionnaire sought to determine whether Community Based Organizations provide fund for students' welfare in public secondary schools in Zamfara state or not. The responses to this item showed that the respondents disagreed with 284(80.9%) disagreed, 1(0.3%) undecided and a mean of 2.17. Item 8 of the questionnaire sought to determine whether Community Based

Organizations provide fund for extra-curricular activities in public secondary schools in Zamfara State or not. The responses to this item showed that the respondents disagreed with 278(79.2%) disagreed, 8(2.2%) undecided and a mean of 2.18. Item 9 of the questionnaire sought to determine whether Health-Focussed NGOs provide fund for health services delivery in public secondary schools in Zamfara State or not. The responses to this item showed that the respondents disagreed with 245(69.8%) disagreed, 3(0.9%) undecided and a mean of 2.50. Item 10 of the questionnaire sought to determine whether Foundations provide financial support to clubs and associations in public secondary schools in Zamfara state or not. The responses to this item showed that the respondents disagreed with 265(75.5%) disagreed, 9(2.6%) undecided and a mean of 2.32. In a nutshell, items 11 – 20 revealed that the respondents disagreed that NGOs contribute in funding public secondary schools in Zamfara State with 2,551(72.7&) disagreed and a mean of 2.41.

4.5 Opinions of Respondents on Roles of NGOs in Providing Human Resource

The third objective of the study was to determine the roles of Non-Governmental Organizations in providing human resource to public secondary schools in Zamfara State, Nigeria.

4.5.1 Opinions of Respondents On the Role of NGOs In Providing Human Resources to Public Secondary Schools In Zamfara State

Qualified teaching and non-teaching staff are very crucial in the management of schools. The noted NGOs that participated in providing human resource to schools in Zamfara state comprised Voluntarily Organizations, Old Boys Associations, Securities Association, Community Based Organizations (CBOs), Social Clubs, and Civic Society Organizations (CSOs). The roles of the NGOs in providing human resource to public secondary schools in Zamfara State were assessed based on ten items. The items

comprised teachers, technical or professional staff, security guards, volunteers, non-teaching staff, social expertise workers, guidance and counsellors, cleaners and advises on how to source and manage human resource. The opinions of the respondents on the items are presented in Table 8.

Table 8: Opinions of Respondents on the Roles of NGOs in Providing Human Resource to Public Secondary Schools in Zamfara State.

S/N	Item statements	Agree		Undecided		Disagree		Total		Mean
		F	%	F	%	F	%	F	%	
1.	**Voluntary Organizations** deploy teachers to my school.	85	24.2	2	0.6	264	75.2	351	100	**2.37**
2.	**Old Boys Associations** provide technical or other professional staff to the school.	73	20.8	5	1.4	273	77.8	351	100	**2.28**
3.	**Security Associations** provide security guards to the school.	132	37.6	1	0.3	218	62.1	351	100	**2.68**
4.	**Voluntary Organizations** provide volunteers to serve in the school.	162	46.2	2	0.6	187	53.3	351	100	**2.91**
5.	**Community Based Organizations** participate in providing non-teaching staff.	59	16.8	3	0.9	289	82.3	351	100	**2.21**
6.	**Social Clubs** provide social expertise workers	67	19.1	-	-	284	80.9	351	100	**2.24**
7.	**Voluntary Organizations** provide guidance counsellors.	80	22.8	6	1.7	265	75.4	351	100	**2.34**
8.	**Community Based Organizations** provide cleaners to the school.	69	19.7	6	1.7	276	78.6	351	100	**2.23**
9.	**Civic Society Organizations** link the school with institutions that deploys staff to schools.	62	17.6	6	1.7	283	80.7	351	100	**2.20**
10.	**Civic Society Organizations** advice the school on how to manage human resource.	87	24.8	8	2.3	256	72.9	351	100	**2.36**
	Total	**876**	**25.0**	**39**	**1.1**	**2595**	**73.9**	**3510**	**100**	**2.38**

The result from table 8 shows the responses of the three groups of respondents on the roles of Non-Governmental Organizations in providing human resource to public secondary schools in Zamfara State. Item 1 of the questionnaire sought to determine whether Voluntary Organizations deploy teachers to public secondary schools in Zamfara State or not. The responses to this item showed that principals, teachers and

officials of SBMC (respondents) disagreed with 264(75.2%) disagreed, 2(0.6%) undecided and a mean of 2.37. Similarly, item 2 of the questionnaire sought to determine whether Old Boys Associations provided technical or other professional staff to public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 273(77.8%) disagreed, 5(1.4%) undecided and a mean of 2.28. Item 3 of the questionnaire sought to determine whether Security Associations provided security guards to public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 218(61.1%) disagreed, 1(0.3%) undecided and a mean of 2.68. Item 4 of the questionnaire sought to determine whether Voluntary Organizations have provided volunteers to serve in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 187(53.3%) disagreed, 2(0.6%) undecided and a mean of 2.91. Item 5 of the questionnaire sought to determine whether Community Based Organizations participated in providing non-teaching staff in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 289(82.3%) disagreed, 3(0.9%) undecided and a mean of 2.21.

Moreover, item 6 of the questionnaire sought to determine whether Social Clubs provided social expertise workers in public secondary schools in Zamfara state or not. The responses to this item showed that the respondents disagreed with 284(80.9%) and a mean of 2.24. Item 7 of the questionnaire sought to determine whether Voluntary Organizations provided guidance counsellors in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 265(75.4%) disagreed, 6(1.7%) undecided and a mean of 2.34. Item 8 of the questionnaire sought to determine Community Based Organizations provided cleaners to the public secondary schools in Zamfara State. The responses to this item showed

that the respondents disagreed with 276(78.6%) disagree, 6(1.7%) undecided and a mean of 2.23. Item 9 of the questionnaire sought to determine Civic Society Organizations link the school with institutions that deployed staff to public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 283(80.7%) disagreed, 6(1.7%) undecided and a mean of 2.20. Item 10 of the questionnaire sought to determine Civic Society Organizations advice public secondary schools in Zamfara State or not on how to manage human resource. The responses to this item showed that the respondents disagreed with 256(72.9%) disagree, 8(2.3%) undecided and a mean of 2.36. In brief, items 21 – 30 reveals that the respondents disagreed that NGOs participate in providing human resource to public secondary schools in Zamfara state with 2,595(73.9%) disagreed and a mean of 2.38.

4.6 Opinions of Respondents on Roles of NGOs in Staff Development

The fourth objective of the study was to assess the roles of Non-Governmental Organizations in staff development in public secondary schools in Zamfara State, Nigeria. The research question raised sought for the opinions of the respondent on Staff Development.

4.6.1 Opinions of Respondents On the Role of NGOs In Staff Development in Public Secondary Schools In Zamfara State.

In assessing the roles of NGOs in staff development in public secondary schools in Zamfara State, roles of Foundations, and Civic Society Organizations (CSOs) that participated in this regard were assessed. The assessment covered items like in-service training, workshops, mentoring, sensitizations campaign etc. The opinions of the respondents on the items were presented in Table 9.

Table 9: Opinions of Respondents on the Roles of NGOs in Staff Development in Public Secondary Schools of Zamfara state

S/N	Item statements	Agree		Undecided		Disagree		Total		Mean
		F	%	F	%	F	%	F	%	
1.	**Foundations** support teachers who are qualified for in-service training.	121	34.5	8	2.3	222	63.2	351	100	**2.72**
2.	**Civic Society Organizations** encourage and support teachers for workshop.	130	37.2	4	1.1	217	61.8	351	100	**2.71**
3.	**Civic Society Organizations** support non-academic staff for workshop & seminars.	70	19.9	8	2.3	273	77.7	351	100	**2.29**
4.	**Civic Society Organizations** participate in conducting school training needs analyses.	59	16.8	8	2.3	284	80.9	351	100	**2.23**
5.	**Civic Society Organizations** organise seminars and workshop for teachers.	89	25.4	5	1.4	257	73.2	351	100	**2.43**
6.	**Civic Society Organizations** organise seminars and workshop for non-academic.	40	11.4	4	1.1	307	87.5	351	100	**2.11**
7.	**Civic Society Organizations** encourage and support experienced teachers to mentor the inexperienced ones.	76	24.5	4	1.1	261	74.4	351	100	**2.40**
8.	**Civic Society Organizations** provide technical aid to the school.	122	24.7	8	2.3	221	62.9	351	100	**2.72**
9.	**Civic Society Organizations** organise sensitization campaign to the staff.	92	26.2	9	2.6	250	71.2	351	100	**2.44**
10.	**Civic Society Organizations** link the school management with institutions that provides staff development opportunities	86	24.5	7	2.0	258	73.5	351	100	**2.38**
	Total	**886**	**25.2**	**65**	**1.9**	**2559**	**72.9**	**3510**	**100**	**2.44**

Table 9 shows the responses of the three groups of respondents on the role of Non-Governmental Organizations in staff development in public secondary schools of Zamfara State. Item 1 of the questionnaire sought to determine whether Foundations support teachers of public secondary schools in Zamfara State who are qualified for in-service training. The responses to this item showed that principals, teachers and officials

of SBMC (respondents) disagreed with 222(63.2%) disagreed, 8(2.3%) undecided and a mean of 2.72. Likewise, Item 2 of the questionnaire sought to determine whether Civic Society Organizations encourage and support teachers of public secondary schools in Zamfara State for workshop. The responses to this item showed that the respondents disagreed with 217(61.8%) disagreed, 4(1.1%) undecided and a mean of 2.71. Item 3 of the questionnaire sought to determine whether Civic Society Organizations support non-academic staff of public secondary schools in Zamfara State for workshop & seminars or not. The responses to this item showed that the respondents disagreed with 273(77.7%) disagreed, 8(2.3%) undecided and a mean of 2.29. Item 4 of the questionnaire sought to determine whether Civic Society Organizations participated in conducting school training needs analyses for public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 284(80.9%) disagreed, 8(2.3%) undecided and a mean of 2.23. Item 5 of the questionnaire sought to determine whether Civic Society Organizations organise seminars and workshop for teachers of public secondary schools in Zamfara State or not. The responses to this item showed that principals, teachers and officials of SBMC disagreed with 257(73.2%) disagreed, 5(1.4%) undecided and a mean of 2.43.

Furthermore, item 6 of the questionnaire sought to determine whether Civic Society Organizations organise seminars and workshop for non-academic of public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 307(87.5%) disagreed, 4(1.1%) undecided and a mean of 2.11. Item 37 of the questionnaire sought to determine whether Civic Society Organizations encourage and support experienced teachers to mentor the inexperienced ones in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 261(74.4%) disagreed, 4(1.1%) undecided and a

mean of 2.40. Item 38 of the questionnaire sought to determine whether Civic Society Organizations provided technical aid to public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 221(62.9%) disagreed, 8(2.3%) undecided and a mean of 2.72. Item 9 of the questionnaire sought to determine whether Civic Society Organizations organise sensitization campaign to the staff of public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 250(71.2%) disagreed, 9(2.6%) undecided and a mean of 2.44. Item 10 of the questionnaire sought to determine whether Civic Society Organizations link the management of public secondary schools in Zamfara state with institutions that provides staff development opportunities. The responses to this item showed that the respondents disagreed with 258(73.5%) disagreed, 7(2.0%) undecided and a mean of 2.38. In brief, items 1 – 10 revealed that the respondents disagreed that NGOs participate in staff development in public secondary schools in Zamfara state with 2559(72.9%) disagreed with a mean of 2.44.

4.7 Opinions of Respondents on NGOs' Roles in Providing Material Resources

The fifth objective of the study was to ascertain the roles of Non-Governmental Organizations in providing material resources to public secondary schools in Zamfara State, Nigeria. The research question raised along this objective sought for respondents' opinions on the issue.

4.7.1 Opinions of Respondents on the Role of NGOs In the Provision of Material Resources

Relevant literature revealed the presence of Community Based Organizations (CBOs) across all educational zones of Zamfara State. In assessing the role of CBOs in providing material resources to public secondary schools in Zamfara State, ten items on material resources were adopted. The items comprises classrooms and offices, hostels,

laboratories, water supply, electricity facilities, teaching materials, school furniture, laboratory equipment and ICT facilities. The opinions of the respondents on the items were presented in Table 10.

Table 10: Opinions of Respondents on the Roles of NGOs in Providing Material Resources to Public Secondary Schools in Zamfara State

		Agree		Undecided		Disagree		Total		Mean
S/N	**Item statements**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	
1.	**Community Based Organizations** provide classrooms and offices in my school.	91	25.9	5	1.4	255	72.6	351	100	**2.35**
2.	**Community Based Organizations** provide hostels for students.	32	9.2	3	0.9	316	90.0	351	100	**1.95**
3.	**Community Based Organizations** build laboratories in the school	52	14.8	2	0.6	297	84.6	351	100	**2.07**
4.	**Community Based Organizations** provide alternative source of water supply.	135	38.5	4	1.1	212	60.4	351	100	**2.70**
5.	**Community Based Organizations** provide electricity facilities.	79	22.5	3	0.9	269	76.6	351	100	**2.26**
6.	**Community Based Organizations** provide teaching materials.	104	29.6	6	1.7	241	68.6	351	100	**2.46**
7.	**Community Based Organizations** provide learning materials.	120	34.2	3	0.9	228	64.9	351	100	**2.56**
8.	**Community Based Organizations** provide school furniture.	84	23.9	1	0.3	266	75.8	351	100	**2.33**
9.	**Community Based Organizations** provide laboratory equipment.	65	18.5	4	1.1	282	80.3	351	100	**2.19**
10.	**Community Based Organizations** provide ICTs facilities.	78	22.2	2	1.1	271	77.2	351	100	**2.26**
	Total	**840**	**23.9**	**33**	**0.9**	**2637**	**75.1**	**3510**	**100**	**2.31**

The result from table 10 shows the responses of the three groups of respondents on the roles of Non-Governmental Organizations in providing material resources to public secondary schools in Zamfara State. Item 1 of the questionnaire sought to determine whether Community Based Organizations provided classrooms and offices in public secondary schools in Zamfara State. The responses to this item showed that principals, teachers and officials of SBMC (respondents) disagreed with 255(72.6%) disagreed, 5(1.4%) undecided and a mean of 2.35. Item 2 of the questionnaire sought to

determine whether Community Based Organizations provided hostels for students of public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 316(90%) disagreed, 3(0.9%) undecided and a mean of 1.95. Item 3 of the questionnaire sought to determine whether Community Based Organizations built laboratories in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 297(84.6%) disagreed, 2(0.6%) undecided and a mean of 2.07. Item 44 of the questionnaire sought to determine whether Community Based Organizations provided alternative source of water supply in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 212(60.4%) disagreed, 4(1.1%) undecided and a mean of 2.70. Item 5 of the questionnaire sought to determine whether Community Based Organizations provided electricity facilities in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 269(76.6%) disagreed, 3(0.9%) undecided and a mean of 2.26.

Moreover, item 6 of the questionnaire sought to determine whether Community Based Organizations provided teaching materials in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 241(68.6%) disagreed, 6(1.7%) undecided and a mean of 2.46. Item 7 of the questionnaire sought to determine whether Community Based Organizations provided learning materials in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 228(64.9%) disagreed, 3(0.9%) undecided and a mean of 2.56. Item 8 of the questionnaire sought to determine whether Community Based Organizations provided school furniture in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 266(75.8%) disagreed, 1(0.3%) undecided and a mean of 2.33. Item 9 of the

questionnaire sought to determine whether Community Based Organizations provided laboratory equipment in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 282(80.3%) disagreed, 4(1.1%) undecided and a mean of 2.19. Item 10 of the questionnaire sought to determine whether Community Based Organizations provided ICTs facilities in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 271(77.2%) disagreed, 4(1.1%) undecided and a mean of 2.26. lastly, items 1 – 10 revealed that the respondents disagreed that NGOs participate in the provision of material resources to public secondary schools in Zamfara State with 2649 (75.5%) disagreed and a mean of 2.31.

4.8 Opinions of Respondents on the Roles of NGOs in Developing School-Community Relationship

The sixth objective of the study was to examine the roles of Non-Governmental Organizations in developing school-community relationship in public secondary schools in Zamfara State, Nigeria. The research question raised along this objective sought for opinions of respondents on the issue.

4.8.1 Opinions of Respondents on the Role of NGOs In Developing School-Community Relationship

The NGOs that participated in developing school-community relationship in schools in Zamfara State include Faith Based Organizations (FBOs), Civic Society Organizations (CSOs), Community Based Organizations (CBOs) and Social Clubs. In order to examine the roles of the previously mentioned NGOs in developing school-community relationship in public secondary schools in Zamfara State, ten (10) items on in this regard were adopted. The items tackled providing advisory role, sensitization campaign, linking school management with traditional leaders, linking school

management with religious leaders, community participation in school ceremonies, school participation in community festivals, liaising with philantrophies to finance school projects, programmes on school-community relationship, participation in school decision making and promoting gradual school ownership by community. The opinions of the respondents on the items were presented in Table 11.

Table 11: Opinions of Respondents on the Roles of NGOs in Developing School-Community Relationship in Public Secondary Schools in Zamfara State

S/N	Item statements	Agree		Undecided		Disagree		Total		Mean
		F	%	F	%	F	%	F	%	
1.	**Faith Based Organizations (FBOs)** provide an advisory role to the school on school-community relationship.	136	38.7	10	2.8	205	58.5	351	100	**2.77**
2.	**Faith Based Organizations** sensitise community on school-community relationship	138	39.3	5	1.4	208	59.2	351	100	**2.77**
3.	**Community Based Organizations** link school management with traditional leaders.	160	45.6	1	0.3	190	54.2	351	100	**2.90**
4.	**Community Based Organizations** link school management with religious leaders.	153	43.6	2	0.6	196	55.8	351	100	**2.86**
5.	**Community Based Organizations** encourage community participation in occasions and celebration programmes of the school.	136	38.7	5	1.4	210	59.8	351	100	**2.77**
6.	**Community Based Organizations** support participation of the school in community festivals and ceremonies.	73	20.8	6	1.7	272	77.5	351	100	**2.44**
7.	**Community Based Organizations** liaise with philanthropies to finance school projects.	97	27.6	7	2.0	247	70.4	351	100	**2.29**
8.	**Social Clubs** organize programmes aimed at improving school-community relationship.	132	37.6	4	1.1	215	61.2	351	100	**2.68**
9.	**Community Based Organizations** encourage participation of community leaders in the school's decision-making.	120	34.2	3	0.9	228	65.0	351	100	**2.56**
10.	**Community Based Organizations** promote gradual school ownership by community.	97	27.6	12	3.4	242	68.9	351	100	**2.44**
	Total	**1242**	**35.4**	**55**	**1.6**	**2213**	**63.0**	**3510**	**100**	**2.65**

Statistical result from table 1 shows the responses of the three groups of respondents on the roles of Non-Governmental Organizations in developing school-community relationship in public secondary schools in Zamfara State. Item 1 of the questionnaire sought to determine whether Faith Based Organizations (FBOs) provided an advisory role to the public secondary schools in Zamfara State on school-community relationship. The responses to this item showed that principals, teachers and officials of SBMC (respondents) disagreed with 205(58.5%) disagreed, 10(2.8%) undecided and a mean of 2.77. Similarly, item 2 of the questionnaire sought to determine whether Faith Based Organizations sensitised community on school-community relationship. The responses to this item showed that the respondents disagreed with 208(59.2%) disagreed, 5(1.4%) undecided and a mean of 2.77. Item 3 of the questionnaire sought to determine whether Community Based Organizations linked management of public secondary schools in Zamfara State with traditional leaders. The responses to this item showed that the respondents disagreed with 190(54.2%) disagreed, 1(0.3%) undecided and a mean of 2.90. Item 4 of the questionnaire sought to determine whether Community Based Organizations linked management of public secondary schools in Zamfara State with religious leaders. The responses to this item showed that the respondents disagreed with 196(55.8%) disagreed, 2(0.6%) undecided and a mean of 2.86. Item 5 of the questionnaire sought to determine whether Community Based Organizations encouraged community participation in occasions and celebration programmes of the public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 210(59.8%) disagreed, 5(1.4%) undecided and a mean of 2.77.

Furthermore, item 6 of the questionnaire sought to determine whether Community Based Organizations support participation of the public secondary schools

in community festivals and ceremonies. The responses to this item showed that the respondents disagreed with 272(77.5%) disagreed, 6(1.7%) undecided and a mean of 2.44. Item 7 of the questionnaire sought to determine whether Community Based Organizations liaise with philanthropies to finance projects of the public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 247(70.4%) disagreed, 7(2.0%) undecided and a mean of 2.29. Item 8 of the questionnaire sought to determine whether Social Clubs organize programmes aimed at improving school-community relationship in the public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 215(61.2%) disagreed, 4(1.1%) undecided and a mean of 2.68. Item 9 of the questionnaire sought to determine whether Community Based Organizations encouraged participation of community leaders in the decision-making of public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 228(65%) disagreed, 3(0.9%) undecided and a mean of 2.56. Item 10 of the questionnaire sought to determine whether Community Based Organizations promote gradual public secondary schools ownership by community or not. The responses to this item showed that the respondents disagreed with 242(68.9%) disagreed, 12(3.4%) undecided and a mean of 2.44. In a nutshell, items 1 – 10 revealed that the respondents disagreed that NGOs participate in developing school-community relationship in public secondary schools in Zamfara State with 2213(63.0%) and a mean of 2.65.

4.9 Opinions of Respondents on the NGOs' Roles in Enrolment and Retention

The seventh objective of the study was to assess the roles of Non-Governmental Organizations in enrolment and retention in public secondary schools in Zamfara State,

Nigeria. The research question raised along this objective sought for the respondents' opinions for the matter.

4.9.1 Opinions of Respondents on the Role of NGOs in Enrolment and Retention of Students in Public Secondary Schools in Zamfara State

The NGOs that participate in improving the enrolment and retention in schools in Zamfara State include Civic Society Organizations (CSOs), Community Based Organizations (CBOs), and Old Boys Associations. The researcher assessed the role of the previously mentioned NGOs on enrolment and retention in public secondary schools in Zamfara State, and opinions of the respondents were presented in Table 12.

Table 12: Opinions of Respondents on the Roles of NGOs in Enrolment and Retention in Public Secondary Schools in Zamfara State

S/N	Item statements	Agree		Undecided		Disagree		Total		Mean
		F	%	F	%	F	%	F	%	
1.	**Civic Society Organizations (CSOs)** sensitize the public on children education.	140	39.9	1	0.3	210	59.9	351	100	**2.78**
2.	**Civic Society Organizations** sensitise the public on girl child education.	185	52.7	6	1.7	160	45.6	351	100	**3.04**
3.	**Foundations** provide students with welfare aimed at improving enrolment and retention.	115	32.6	9	2.6	227	64.6	351	100	**2.59**
4.	**Civic Society Organizations** interact with religious leaders on students' enrolment.	134	38.2	3	0.9	214	61.0	351	100	**2.72**
5.	**Civic Society Organizations** interact with traditional leaders on enrolment and retention.	120	34.2	2	0.6	229	65.3	351	100	**2.61**
6.	**Community Based Organizations** advise the school on how to improve enrolment.	147	41.9	3	0.9	201	57.2	351	100	**2.77**
7.	**Old Boys Associations** organize co-curricular activities aimed at improving enrolment.	94	268	5	1.4	252	71.8	351	100	**2.49**
8.	**Civic Society Organizations** provide services aimed at improving enrolment & retention.	79	22.5	8	2.3	264	75.2	351	100	**2.20**
9.	**Old Boys Associations** provide services aimed at improving enrolment & retention.	59	16.8	6	1.7	286	81.5	351	100	**2.20**
10.	**CSOs** help in avoidance of school dropout.	91	25.9	3	0.9	257	73.2	351	100	**2.40**
	Total	**1164**	**33.2**	**46**	**1.3**	**2300**	**65.5**	**3510**	**100**	**2.58**

Table 12 shows the responses of the three groups of respondents on the roles of Non-Governmental Organizations in enrolment and retention in public secondary schools in Zamfara State. Item 1 of the questionnaire sought to determine whether Civic Society Organizations (CSOs) sensitize the public on children education. The responses to this item showed that principals, teachers and officials of SBMC (respondents) disagreed with 210(58.5%) disagreed, 1(0.3%) undecided and a mean of 2.78. Item 2 of the questionnaire sought to determine whether Civic Society Organizations sensitise the public on girl child education. The responses to this item showed that the respondents agreed with 185(52.7%) agreed, 6(1.7%) undecided and a mean of 3.04. Item 3 of the questionnaire sought to determine whether Foundations provided students with welfare aimed at improving enrolment and retention in public secondary in Zamfara State. The responses to this item showed that the respondents disagreed with 227(64.6%) disagreed, 9(2.6%) undecided and a mean of 2.59. Item 4 of the questionnaire sought to determine whether Civic Society Organizations interacted with religious leaders on students' enrolment and retention in public secondary in Zamfara State. The responses to this item showed that the respondents disagreed with 214(61%) disagreed, 3(0.9%) undecided and a mean of 2.72. Item 5 of the questionnaire sought to determine whether Civic Society Organizations interacted with traditional leaders on enrolment and retention in public secondary in Zamfara State. The responses to this item showed that the respondents disagreed with 229(66.3%) disagreed, 2(0.6%) undecided and a mean of 2.61.

Moreover, item 6 of the questionnaire sought to determine whether Community Based Organizations advise public secondary schools in Zamfara State on how to improve enrolment and retention. The responses to this item showed that the respondents disagreed with 201(57.2%) disagreed, 3(0.9%) undecided and a mean of

2.77. Item 7 of the questionnaire sought to determine whether Old Boys Associations organized co-curricular activities aimed at improving enrolment and retention in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 252(71.8%) disagreed, 5(1.4%) undecided and a mean of 2.49. Item 8 of the questionnaire sought to determine whether Civic Society Organizations provided services aimed at improving enrolment & retention in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 264(75.2%) disagreed, 8(2.3%) undecided and a mean of 2.32. Item 9 of the questionnaire sought to determine whether Old Boys Associations provide services aimed at improving enrolment & retention in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 286(81.5%) disagreed, 6(1.7%) undecided and a mean of 2.20. Item 10 of the questionnaire sought to determine whether CSOs help in avoidance of school dropout in public secondary schools in Zamfara State. The responses to this item showed that the respondents disagreed with 257(73.2%) disagreed, 3(0.9%) undecided and a mean of 2.40. In a nutshell, items 1 – 10 revealed that the respondents disagreed that NGOs participate in improving enrolment and retention in public secondary schools in Zamfara State with 2300(65.5%) with a mean of 2.58.

Table 13: Summary of Opinions of Respondents on the Contributions of NGOs in the Management of Public Secondary Schools in Zamfara State, Nigeria

S/N	Item Statement	Category of Respondents	Responses: Agree F	Agree %	Undecided F	Undecided %	Disagree F	Disagree %	Mean
1	Opinions of respondents on the involvement of NGOs' in the Supervision of Secondary Schools in Zamfara State.	Principals, Teachers & SBMC Officials	1371	39.1	49	1.4	2090	59.5	**2.74**
2	Opinions of Respondents on the roles of NGOs in funding public secondary schools in Zamfara State	Principals, Teachers & SBMC Officials	914	26.0	45	1.3	2551	72.7	**2.41**
3	Opinions of respondents on the roles of NGOs' in providing human resource to public secondary schools in Zamfara State.	Principals, Teachers & SBMC Officials	876	25.0	39	1.1	2595	73.9	**2.38**
4	Opinions of respondents on the roles of NGOs in staff development in public secondary schools of Zamfara state.	Principals, Teachers & SBMC Officials	886	25.2	65	1.9	2559	72.9	**2.44**
5	Opinions of Respondents on the roles of NGOs in providing material resources to public secondary schools in Zamfara State.	Principals, Teachers & SBMC Officials	840	23.9	33	0.9	2637	75.1	**2.31**
6	Opinions of respondents on the roles of NGOs in developing school-community relationship in public secondary schools in Zamfara State	Principals, Teachers & SBMC Officials	1242	35.4	55	1.6	2213	63.0	**2.65**
7	Opinions of respondents on the roles of NGOs in Enrolment and Retention in public secondary schools in Zamfara State.	Principals, Teachers & SBMC Officials	1164	33.2	46	1.3	2300	65.5	**2.58**

4.10 Hypotheses Testing.

The null hypotheses for the research denoted that there is no significant difference in the opinions of principals, teachers, and officials of SBMC (respondents) on the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State. The researcher raised seven null hypotheses based on the seven variables of the research. One-way between groups Analyses of Variance (ANOVA) was conducted with the aid of Statistical Package of Social Sciences (SPSS). The researcher tested the null hypotheses against 0.05 level of significance. In the calculation, if the significant value (p) of calculated one-way ANOVA $p > 0.05$ then there is no significant difference in the opinions of respondents on the contributions of Non-Governmental Organizations in the management of secondary schools in Zamfara State; therefore, the null hypotheses is retain. And if the significant value (p) of calculated one-way ANOVA $p <$ or $= 0.05$ then there is a significant difference between group of respondents (principal, teachers and SBMC officials) in their opinions on the contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State, therefore the null hypotheses would be rejected.

4.10.1 Null Hypothesis One

Ho1: There is no significant difference in the opinions of principals, teachers and officials of SBMC on the involvements of Non-Governmental Organizations in the supervision of secondary schools in Zamfara State.

The analysis of the Ho1 was conducted with one-way between-groups analyses of variance (ANOVA) to explore the differences between principals, teachers, and officials of SBMC (respondents) in their opinions on the involvement of Non-

Governmental Organizations in the supervision of secondary schools in Zamfara State and the table 14 displays result of the test.

Table 14: One-way Analyses of Variance (ANOVA) on the NGOs' Involvements in the Supervision of Public Secondary Schools in Zamfara State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	105.484	2	52.742	.898	.409
Within Groups	20448.949	348	58.761		
Total	20554.433	350			

Result from the table 14 reveals the scoring of F = .898, p = 0.409. With the scores of p value > 0.05 that means there is no significant difference between the groups of respondents (principals, teachers and officials of SBMC) in their opinion on the involvement of NGOs in the supervision of public secondary schools in Zamfara State, the null hypotheses is therefore accepted.

4.10.2 Null Hypothesis Two

Ho2: There is no significant difference in the opinions of respondents, on the contributions of Non-Governmental Organizations in funding secondary schools in Zamfara State.

Analysis of the Ho2 was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the difference between the groups of principals, teachers, and officials of SBMC in their opinions on the contributions of Non-Governmental Organizations in funding public secondary schools in Zamfara State and the table 15 displays result of the test.

Table 15: One-way Analyses of Variance (ANOVA) on the Contributions of NGOs in Funding Public Secondary Schools in Zamfara State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	608.042	2	304.021	5.417	.005
Within Groups	19531.451	348	56.125		
Total	20139.493	350			

Observation from the above result reveals the scoring of F = 5.417, p = 0.005. With the scores of p value < 0.05 that means there is significant difference between the groups of respondents (principals, teachers and officials of SBMC) in their opinions on the contributions of Non-Governmental Organizations in funding public secondary schools in Zamfara State, the null hypotheses is therefore rejected.

Table 16: Post-hoc Test on the Contributions of NGOs in Funding Secondary Schools in Zamfara State

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	5.65064*	1.98894	.013	.9691	10.3322
	SBMC Official	3.71532	2.12134	.188	-1.2779	8.7085
Teacher	Principal	-5.65064*	1.98894	.013	-10.3322	-.9691
	SBMC Official	-1.93532	.98624	.123	-4.2567	.3861
SBMC Official	Principal	-3.71532	2.12134	.188	-8.7085	1.2779
	Teacher	1.93532	.98624	.123	-.3861	4.2567

* The mean difference is significant at the 0.05 level.

In order to determine where the difference among the groups occur, post-hoc test was conducted as indicated in table 16. In the result presented above, as indicated by the asterisks (*) appeared on Mean Difference, only principals and teachers are statistically significantly different from one another in their opinions on the contributions of Non-Governmental Organizations in funding public secondary schools in Zamfara State.

4.10.3 Null Hypothesis Three

Ho3: There is no significant difference in the opinions of respondents, on the roles of Non-Governmental Organizations in providing human resource to public secondary schools in Zamfara State.

Analysis of the Ho3 was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the differences between principals, teachers and officials of SBMC in their opinions on the roles of Non-Governmental Organizations in

providing human resource to public secondary schools in Zamfara State and the table 18 below displays result of the test.

Table 17: One-way Analyses of Variance (ANOVA) on the Roles of NGOs in Providing Human Resource to Public Secondary Schools in Zamfara State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	315.384	2	157.692	3.029	.054
Within Groups.	18117.015	348	52.060		
Total	18432.399	350			

Observation from the above result reveals the scoring of F = 3.029, p = 0.054. With the scores of p value > 0.05 that means there is no significant difference between the groups of respondents (principals, teachers and officials of SBMC) in their opinions on the roles of Non-Governmental Organizations in providing human resource to secondary schools in Zamfara State, the null hypotheses is therefore accepted.

4.10.4 Null Hypothesis Four

Ho4: There is no significant difference in the opinions of respondents, on the roles of Non-Governmental Organizations in staff development, in secondary schools in Zamfara State.

Analysis of the Ho4 was conducted with the one-way between-groups analyses of variance (ANOVA) to explore the difference between principals, teachers and officials of SBMC in their opinions on the roles of Non-Governmental Organizations in staff development in public secondary schools in Zamfara State and the table 18 displays result of the test.

Table 18: One-way Analyses of Variance (ANOVA) on the Roles of NGOs in Staff Development in Secondary Schools in Zamfara State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	60.806	2	30.403	.535	.586
Within Groups	19791.234	348	56.871		
Total	19852.040	350			

Observation from the above result reveals the scoring of F = .535, p = .586. With the scores of p value > 0.05 that means there is no significant difference between the opinions of the groups of respondents (principals, teachers and officials of SBMC) in their opinions on the roles of Non-Governmental Organizations in staff development in public secondary schools in Zamfara State, the null hypotheses is therefore accepted.

4.10.5 Null Hypothesis Five

Ho5: There is no significant difference in the opinions of respondents on the roles of Non-Governmental Organizations in providing material resources to public secondary schools in Zamfara State.

Analysis of the Ho5 was tested with the one-way between-groups Analyses of Variance (ANOVA) to explore the differences between principals, teachers and officials of SBMC in their opinions on the roles of Non-Governmental Organizations in providing material resources to public secondary schools in Zamfara State and the table 19 displays result of the test.

Table 19: One-way Analyses of Variance (ANOVA) on the Roles of NGOs in Providing Material Resources to Secondary Schools in Zamfara State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	156.261	2	78.131	1.310	.271
Within Groups	20761.471	348	59.659		
Total	20917.732	350			

Observation from the above result reveals the scoring of F = 1.310, p = 0.271. With the scores of p value > 0.05 that means there is no significant difference between

the opinions of the groups of respondents (principals, teachers and officials of SBMC) in their opinions on the roles of Non-Governmental Organizations in providing material resources in public secondary schools in Zamfara State, the null hypotheses is therefore accepted.

4.10.6 Null Hypothesis Six

Ho6: There is no significant difference in the opinions of respondents, on the roles of Non-Governmental Organizations in developing school-community relationship in public secondary schools in Zamfara State.

Analysis of the Ho6 was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the differences between principals, teachers and officials of SBMC in their opinions on the roles of Non-Governmental Organizations in developing school-community relationship in public secondary schools in Zamfara State and the table 20 displays result of the test.

Table 20: One-way Analyses of Variance (ANOVA) on the Roles of NGOs in Developing School-Community Relationship in Secondary Schools in Zamfara State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	-402.489	2	201.245	2.911	.056
Within Groups	24059.055	348	69.135		
Total	24461.544	350			

Observation from table 20 result reveals the scoring of F = 2.911, p = 0.056. With the scores of p value > 0.05 that means there is no significant difference between the opinions of the groups of respondents (principals, teachers and officials of SBMC) in their opinions on the roles of Non-Governmental Organizations in developing public school-community relationship in Zamfara State, the null hypotheses is therefore accepted.

4.10.7 Null Hypothesis Seven

Ho7: There is no significant difference in the opinions of respondents on the roles of Non-Governmental Organizations in enrolment and retention in public secondary schools in Zamfara State.

Analyses of the Ho7 was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the differences between principals, teachers and officials of SBMC in their opinions on the roles of Non-Governmental Organizations in enrolment and retention in public secondary schools in Zamfara State and the table 21 displays result of the test.

Table 21: One-way Analyses of Variance (ANOVA) on the Roles of NGOs in Enrolment and Retention in Secondary Schools in Zamfara State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	455.353	2	227.677	3.342	.037
Within Groups	23638.407	347	68.122		
Total	24093.760	349			

Observation from table 21 reveals the scoring of F = 3.342, p = 0.037. With the scores of p value < 0.05 that means there is significant difference between the groups of respondents (principals, teachers and officials of SBMC) in their opinions on the roles of Non-Governmental Organizations in enrolment and retention in public secondary schools in Zamfara State, the null hypotheses is therefore rejected. In order to determine where the difference among the groups occur, post-hoc test was conducted as indicated in table 23.

Table 22: **Post-Hoc Test on the Roles of NGOs in Enrolment and Retention in Public Secondary Schools in Zamfara State**

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	5.46590*	2.19146	.035	.3076	10.6242
	SBMC Official	4.43333	2.33710	.141	-1.0678	9.9344
Teacher	Principal	-5.46590*	2.19146	.035	-10.6242	-.3076
	SBMC Official	-1.03257	1.08700	.609	-3.5912	1.5260
SBMC Official	Principal	-4.43333	2.33710	.141	-9.9344	1.0678
	Teacher	1.03257	1.08700	.609	-1.5260	3.5912

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

In the result presented above, as indicated by the asterisks (*) appeared on Mean Difference, only principals and teachers are statistically significantly different from one another in their opinions on the roles of Non-Governmental Organizations in enrolment and retention in secondary schools in Zamfara State.

4.11 Summary of Hypotheses Testing

The study employed the use of One-way Analysis of Variance (ANOVA) to analyse the data in determining level of significance. The seven null hypotheses for the study were tested against p = 0.05 level of significance. Five of the hypotheses were accepted (retained) and two other hypotheses were rejected as displayed by table 23.

Table 23: Summary of Hypotheses Testing

S/N	Hypotheses Statement	Respondents	Sig.	P Value	Decision
1	There is no significant difference in the opinions of respondents on the involvements of NGOs in the supervision of secondary schools in Zamfara state	Principals, Teachers, Officials of SBMC	0.409	p > 0.05	Ho1 Accepted
2	There is no significant difference in the opinions of respondents on the contributions of NGOs in funding secondary schools in Zamfara state.	Principals, Teachers, Officials of SBMC	0.005	p < 0.05	Ho2 Rejected
3	There is no significant difference in the opinions of respondents on the roles of NGOs in providing human resource to secondary schools in Zamfara state.	Principals, Teachers, Officials of SBMC	0.054	p > 0.05	Ho3 Accepted
4	There is no significant difference in the opinions of respondents, on the roles of NGOs in staff development, in secondary schools in Zamfara state.	Principals, Teachers, Officials of SBMC	0.586	p > 0.05	Ho4 Accepted
5	There is no significant difference in the opinions of respondents on the roles of NGOs in providing material resources to secondary schools in Zamfara state.	Principals, Teachers, Officials of SBMC	0.271	p > 0.05	Ho5 Accepted
6	There is no significant difference in the opinions of respondents on the roles of NGOs in developing school-community relationship in secondary schools in Zamfara state.	Principals, Teachers, Officials of SBMC	0.056	p > 0.05	Ho6 Accepted
7	There is no significant difference in the opinions of respondents on the roles of NGOs in enrolment and retention in secondary schools in Zamfara state.	Principals, Teachers, Officials of SBMC	0.037	p < 0.05	Ho7 Rejected

4.12 Summary of Findings

The study revealed that there was:

1) low level of NGOs' participation in the supervision of public secondary schools in Zamfara State. ;
2) very low level of NGOs' contributions in funding public secondary schools in Zamfara State.
3) very low level of NGOs' participation in providing human resource in public secondary schools in Zamfara State.
4) insignificant contributions of NGOs in providing staff development in public secondary schools in Zamfara State;
5) minimal level of NGOs' participation in the provision of material resource in public secondary schools in Zamfara State;
6) low level of NGOs' contributions in developing school-community relationship in public secondary schools in Zamfara State; and
7) low level of NGOs' participation in sensitizing the public in Zamfara State on secondary education, girl child education and other services aimed at improving enrolment, and retention in public secondary schools in Zamfara State, Nigeria.

4.12 Discussions of the Findings

The study was specifically designed to assess the contributions of Non-Governmental Organizations (NGOs) in the Management of Public Secondary Schools in Zamfara State. The discussions of the research findings comprised discussions on the findings from the responses of the respondents and results of the tested hypotheses.

Supervision is very critical to the improvement of teaching and learning and the conditions that affect them. Despite the presence of Health-focussed NGOs, PTA, Old

Boys Associations, and Security Associations in Zamfara state, but findings of the study shown low level of NGOs' participation in the supervision of public secondary schools in Zamfara state. The areas of supervision assessed by the study comprised of day-to-day administration, security, safety, health conditions, growth, & development of students, students' discipline, classroom's instructions, teachers, and students' evaluations. This findings is similar to what UBEC (2010) discovered in Basic Education in Zamfara state. 2010 Basic Education Profile, National, and Regional Statistics revealed that in north-west states of Nigeria, Zamfara state recorded the lowest percentage of LGEA staff in school supervision with 21 percent and Kaduna state recorded the highest with 41 percent. Considering the paramount importance of supervision in the management of schools, government and NGOs as well as all education stakeholders need to act positively in addressing supervision of public secondary schools in Zamfara state.

Another area that NGOs and community participated in the management and development of education is funding. A research conducted by Yahaya (2010) shown a good level of community participation in funding the provision of instructional materials like computers, chalk, textbooks, and excursion centre. However, findings of this study shown a very low level of NGOs contributions in funding public secondary schools in Zamfara State of Nigeria. The funding areas investigated by the study encompassed general administration, building classrooms, building laboratories, instructional materials, staff development staff welfare, students' welfare, extra-curricular activities, health services delivery, and students clubs and associations. The result showed a very low level of contributions from NGOs to the schools on all these funding areas. Education has been considered as expensive social services that requires adequate funding from government and NGOs. National Policy on Education also

admits that financing education is a joint responsibility of public and private sector, "in this connection, government welcomes and encourages the participation of local communities, individuals and other organization" (NPE 2004, p. 43).

Hiring qualified teaching and non-teaching staff is very crucial in the management of schools. Despite the presence of Voluntary Organizations, Old Boys Associations, Security Associations, Community Based Organizations, Social Clubs, and Civil Society Organizations in Zamfara state, the findings of this study revealed very low level NGOs' participation in providing human resource in public secondary schools in Zamfara State. Personnel like professional staff, security and guards, volunteers, non-teaching staff, social expertise workers, counsellors, and cleaners were some of the human resource that NGOs can provide to schools, but the findings revealed a very low contribution from the NGOs to the public secondary schools in Zamfara State.

Results of the study revealed that NGOs provides support in staff development in public secondary schools in Zamfara State, but the support is very low. The findings shown that NGOs like Foundations and Civil Society Organizations provides minimum support for teachers who are qualified for in-service training. They also encourages teachers for workshop, organizes seminars etc. Quality of teachers in Zamfara State became an issue for worry due to facts and finding that revealed low quality. UBEC (2010) revealed that the percentage of quality of teachers in Early Childcare Development (ECD) in Zamfara State is 52%. This is very low considering the need for quality education and percentage from other states in Nigeria.

Result of the study revealed minimal level of NGOs' participation in the provision of material resource i.e classrooms, offices, hostels for students, laboratories, alternative source of water supply, electricity facilities, teaching materials, learning

materials, school furniture, laboratory equipment, and ICTs facilities in public secondary schools in Zamfara State. Provision of material resources formed part of the areas that NGOs role in education. Yahaya (2012) discovered that PTA, individuals and other NGOs have influenced positively on the development of secondary schools in Kano by providing a means of raising fund for school, building of units of classrooms, sink boreholes to mention but few.

Willems and Gonzalez-DeHass (2012, p. 9) asserted "the opportunities school-community partnerships pose for students' learning continue to generate the attention of educational stakeholders." Indeed school community relationship plays a great role in the development of schools. Unfortunately, the result of the study found very low level of NGOs' contributions in developing school community relationship in public secondary schools in Zamfara State. Similarly, Bakwai (2013) discovered major challenges of school community relationship being faced by Zamfara State Senior Scondary Schools. According to Bakwai (2013) the challenges include the following:

a) Lack of initiatives among administrators;
b) Poor value on education;
c) Attitude of depending on government; and
d) Lack of devotion among teachers and community members

Students' enrolment in both basic and secondary education schools in Zamfara state is very low compared to other neighbouring state. UBEC (2010) revealed that in North West states of Nigeria Kebbi and Zamfara states recorded the lowest ECD pupil enrolment in Basic Education schools. Despite this scenario, the findings of this study also revealed low level of NGOs' participation in sensitizing the public in Zamfara state

on secondary education, girl child education and other services aimed at improving enrolment, and retention in public secondary schools in Zamfara State.

The test of the first hypotheses in the study revealed that the respondents did not differ in their opinion on the involvement of NGOs in the supervision of public secondary schools in Zamfara State. It was observed that both principals, teachers and officials of SBMC have the same view on the subject matter. However, the second hypotheses discovered significant difference between principals and teachers in their opinions on the contributions of Non-Governmental Organizations in funding public secondary schools in Zamfara State. Similarly, the test of third hypotheses in the study revealed that there is no significant difference between the groups of respondents in their opinions on the roles of Non-Governmental Organizations in providing human resource to secondary schools in Zamfara State. From the fourth test of the hypotheses, the study discover no difference between the opinions of the groups of respondents in their opinions on the roles of Non-Governmental Organizations in staff development in public secondary schools in Zamfara State. Similarly, the test of the fifth hypotheses of the study revealed that there is no significant differences between the opinions of the groups of respondents in their opinions on the roles of Non-Governmental Organizations in providing material resources in public secondary schools in Zamfara State. Moreover, the six hypotheses also find no significant difference between the opinions of the respondents in their opinions on the roles of Non-Governmental Organizations in developing school-community relationship in public secondary schools Zamfara State. That is to say principals, teachers and officials of SBMC have the same view on the matter. However, the seven hypotheses revealed significant differences between principals and teachers in their opinions on the roles of Non-Governmental

Organizations in enrolment and retention in public secondary schools in Zamfara State, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the research on the assessment of contributions of Non-Governmental Organizations in the management of public secondary schools in Zamfara State with summery of the research report. The chapter also presented a conclusion, recommendations, and suggestions for further research.

5.2 Summary

The study assessed the contributions of Non-Governmental Organizations (NGOs) in the management of public secondary schools in Zamfara State, Nigeria. The study was structured into five chapters. Chapter one titled introduction comprised background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study and scope of the study. Chapter two consisted of the review of related literature to the study and in the chapter, key concepts have been identified and explained to facilitate understanding of all the necessary concepts, and definitions of NGOs as indicated by different authors and experts; moreover, theories related to this study were fully reviewed. Chapter three tackle research methodology adopted for the study and the chapter explained research design, population of the study, sample and sampling techniques, instrumentation, data collection methods and methods of data analyses. Chapter four was made-up presentations and analyses of data, and chapter five comprised summery, conclusion and recommendations.

5.3 Conclusions

In conclusion, the findings of the study have discovered an overall low-level of NGOs' contribution in the management of public secondary schools in Zamfara State. The low-level of NGOs contribution discovered comprised contributions in the area of supervision, funding, human resource management, staff development, provision of material resources, development of vibrant school-community relationship and improvement of enrolment and retention. It was recommended that there should be proactive and enhanced contributions from the NGOs in the management of public secondary schools in Zamfara State, Nigeria. It is hoped that implementation of recommendations of the study will improve contributions of NGOs in the management of public secondary schools in Zamfara State.

5.4 Recommendations

In line with the findings and conclusion of this study, the researcher made the following recommendations:

1) NGOs should actively improve their participation in the supervision of public secondary schools in Zamfara State, and this can be achieved through holding a round-table with the relevant government officials on agreed areas of supervision that NGOs can be involved. Perhaps, such areas may include health related issues, security and safety, and developing guidelines and models for effective school supervision.

2) NGOs should improve their contributions in funding public secondary schools in Zamfara State. The areas that NGOs can fund the schools include general administration, building classrooms, building laboratories, instructional

materials, staff development, staff welfare, students' welfare, extra-curricular activities, health services delivery, students' clubs and associations.

3) NGOs should work in partnership with the state government in providing adequate teachers, professional staff, security guards, volunteers, non-teaching staff, social expertise workers, counsellors, and cleaners in public secondary schools in Zamfara State. This will improve teachers – students ration and teaching activities in the schools

4) In order to improve the present level of quality of teachers in public secondary schools in Zamfara State, NGOs should work in partnership with the state government in providing workshop, seminar, and other capacity building opportunities to the staff of the schools.

5) NGOs should improve their participation in the provision of material resources in public secondary schools in Zamfara State. presently there is dearth need of material resources in the schools and schools need NGOs support for classrooms, offices, hostels for students, laboratories, alternative source of water supply, electricity facilities, teaching materials, learning materials, school furniture, laboratory equipment, and ICTs facilities.

6) NGOs should provide good level of contributions in developing school-community relationship in public secondary schools in Zamfara State. This can be realized through the following strategies:

    a) holding a round-table with government officials on the need of improve school-community relationship in public secondary schools in Zamfara State;

b) converging a Stakeholders Conference on the relevant of School-Community Relationship in effective management of schools; and

c) organizing a periodic seminar to principals and managers of the public secondary schools on Essential Knowledge and Skills of Building and Developing a School-community for Effective Organizations of Schools; and

7) NGOs should actively participate in sensitization campaign to the public in Zamfara State, on secondary education, girl child education, and other services aimed at improving enrolment, and retention in public secondary schools in Zamfara State.

5.5 Suggestions for Further Studies

NGOs are involved in the management and development of education nationally and globally and this study discovered low contributions from NGOs in the management of public secondary schools in Zamfara State. Therefore is need for further studies on the following:

a) Factors affecting participation of NGOs in the management of public secondary schools in Zamfara State.

b) Factors affecting public secondary schools in accessing contributions from NGOs in Zamfara state.

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APPENDIX I

Questionnaire

Educational Administration and Planning Section,
Department of Educational Foundations & Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.
Kaduna State

8th September, 2015

Dear Respondent,

LETTER OF INTRODUCTION

I am a postgraduate student of Ahmadu Bello University, Zaria carrying out a research on the "Assessment of Contributions of Non-Governmental Organizations in the Management of Public Secondary Schools in Zamfara state, Nigeria." The attached questionnaire is purely for academic research purpose.

The items of the questionnaire were designed to elicit right response based on your objective opinion. The reliability of the study depends on your sincerity and solemn judgement.

Thank you for your time and responses.

Yours faithfully,

Musa-Umar, Nuruddeen
M.Ed./EDUC/31958/2012-2013

QUESTIONNAIRE ON THE ASSESSMENT OF CONTRIBUTIONS OF NON-GOVERNMENTAL ORGANIZATIONS IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ZAMFARA STATE, NIGERIA.

SECTION A: BIO-DATA OF RESPONDENTS

Please tick in the appropriate box that relate you:

1) **STATUS**

Principal [ ].

Teacher [ ].

SBMC Official [ ].

2) **GENDER:**

Male [ ].

Female [ ].

3) **ZONAL LOCATION**

Zone A (Anka) [ ]

Zone B (Gusau) [ ]

Zone C (Kauran Namoda) [ ]

Zone D (Talata Mafara) [ ]

4) **TYPE OF SCHOOL:**

Day [ ].

Boarding [ ].

5) **LOCATION OF SCHOOL:**

Rural [ ].

Urban [ ]

SECTION B – H: Please tick in the appropriate column that relates to your opinion.

SECTION B: Involvement of NGOs in the Supervision of Public Secondary Schools in Zamfara St

S/N	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	**Parent Teachers Associations (PTA)** serve a supervisory role in day-to-day administration of my school.					
2.	**Security Associations** serve a supervisory role on security and safety of my school.					
3.	**Health-Focussed NGOs** participates in supervising health conditions of the school.					
4.	**PTA** participate in supervising growth & development of students of the school.					
5.	**PTA** participate in supervising students' discipline.					
6.	**PTA** participate in supervising classroom's instructions.					
7.	**PTA** participate in ensuring the keeping and updating of the school records.					
8.	**Old Boys Associations** participate in supervising students' evaluation.					
9.	**PTA** participate in ensuring that teachers only teach areas they specialised.					
10.	**Old Boys Associations** pay (any other) supervisory visit to the school.					

SECTION C: Contributions of NGOs in Funding Public Secondary Schools in Zamfara state.

S/N	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11.	**Community Based Organizations** contribute fund for general administration of my school.					
12.	**Community Based Organizations** provide fund for building classrooms.					
13.	**Community Based Organizations** provide fund for building laboratories.					
14.	**Community Based Organizations** provide fund for instructional materials.					
15.	**Community Based Organizations** provide financial support for staff development.					
16.	**Community Based Organizations** provide funds for staff welfare.					
17.	**Community Based Organizations** provide fund for students' welfare.					
18.	**Community Based Organizations** provide fund for extra-curricular activities.					
19.	**Health-Focussed NGOs** provide fund for health services delivery in the school.					
20.	**Foundations** provide financial support to clubs and associations in my school.					

SECTION D: Roles of NGOs in Providing Human Resources to Public Secondary Sch. in Zamfara

S/N	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21.	**Voluntary Organizations** deploy teachers to my school.					
22.	**Old Boys Associations** provide technical or other professional staff to the school.					
23.	**Security Associations** provide security guards to the school.					
24.	**Voluntary Organizations** provide volunteers to serve in the school.					
25.	**Community Based Organizations** participate in providing non-teaching staff.					
26.	**Social Clubs** provide social expertise workers					
27.	**Voluntary Organizations** provide guidance counsellors.					
28.	**Community Based Organizations** provide cleaners to the school.					
29.	**Civic Society Organizations** link the school with institutions that deploys staff to schools.					
30.	**Civic Society Organizations** advice the school on how to manage human resource.					

SECTION E: Roles of NGOs in Staff Development in Public Secondary Schools in Zamfara State.

S/N	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31.	**Foundations** support teachers who are qualified for in-service training.					
32.	**Civic Society Organizations** encourage and support teachers for workshop.					
33.	**Civic Society Organizations** support non-academic staff for workshop & seminars.					
34.	**Civic Society Organizations** participate in conducting school training needs analyses.					
35.	**Civic Society Organizations** organise seminars and workshop for teachers.					
36.	**Civic Society Organizations** organise seminars and workshop for non-academic.					
37.	**Civic Society Organizations** encourage and support experienced teachers to mentor the inexperienced ones.					
38.	**Civic Society Organizations** provide technical aid to the school.					
39.	**Civic Society Organizations** organise sensitization campaign to the staff.					
40.	**Civic Society Organizations** link the school management with institutions that provides staff development opportunities					

SECTION F: Roles of NGOs in Providing Material Resources in Public Secondary Schools

S/N	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41.	**Community Based Organizations** provide classrooms and offices in my school.					
42.	**Community Based Organizations** provide hostels for students.					
43.	**Community Based Organizations** build laboratories in the school					
44.	**Community Based Organizations** provide alternative source of water supply.					
45.	**Community Based Organizations** provide electricity facilities.					
46.	**Community Based Organizations** provide teaching materials.					
47.	**Community Based Organizations** provide learning materials.					
48.	**Community Based Organizations** provide school furniture.					
49.	**Community Based Organizations** provide laboratory equipment.					
50.	**CBOs** provide ICTs facilities.					

SECTION G: Roles of NGOs in Developing School-community Relationship in Secondary Sch.

S/N	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51.	**Faith Based Organizations (FBOs)** provide an advisory role to the school on school-community relationship.					
52.	**Faith Based Organizations** sensitise community on school-community relationship					
53.	**Community Based Organizations** link school management with traditional leaders.					
54.	**Community Based Organizations** link school management with religious leaders.					
55.	**Community Based Organizations** encourage community participation in occasions and celebration programmes of the school.					
56.	**Community Based Organizations** support participation of the school in community festivals and ceremonies.					
57.	**Community Based Organizations** liaise with philanthropies to finance school projects.					
58.	**Social Clubs** organize programmes aimed at improving school-community relationship.					
59.	**Community Based Organizations** encourage participation of community leaders in the school's decision-making.					
60.	**Community Based Organizations** promote gradual school ownership by community.					

SECTION H: Roles of NGOs in Enrolment and Retention in Public Secondary Schools in Zamfara

S/N	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
61.	**Civic Society Organizations (CSOs)** sensitize the public on children education.					
62.	**Civic Society Organizations** sensitise the public on girl child education.					
63.	**Foundations** provide students with welfare aimed at improving enrolment and retention.					
64.	**Civic Society Organizations** interact with religious leaders on students' enrolment.					
65.	**Civic Society Organizations** interact with traditional leaders on enrolment and retention.					
66.	**Community Based Organizations** advise the school on how to improve enrolment.					
67.	**Old Boys Associations** organize co-curricular activities aimed at improving enrolment.					
68.	**Civic Society Organizations** provide services aimed at improving enrolment & retention.					
69.	**Old Boys Associations** provide services aimed at improving enrolment & retention.					
70.	**CSOs** help in avoidance of school dropout.					

APPENDIX II

NGOs in Zamfara state under the Banner of Zamfara State Coalition of NGOs:

1) Advocacy Nigeria Zamfara State
2) Arewa Citizens Action For Change
3) Adolescent Health Center
4) Advance Youth Forum
5) Animal Rights Organisation
6) Annur Women Association
7) Association of Concerned Citizens
8) Association of Nigeria Authors
9) Bright Capacity Initiative for Community Enhancement
10) Budget and Procurement Watch
11) Capture Nigeria
12) Center for Peace and Democracy
13) Center for Public Health Awareness
14) Center for Renewable Energy and Action on Climate Change
15) Centre for Rights of Women and Children
16) Citizen Platform for Change and Development
17) Community Based Development Center
18) Community Enlightenment and Development Centre
19) Community Enlightenment and Development Initiatives
20) Community Health Incorporated
21) Concerned Org. for Democracy, Sustainability Dev. and Good Governance
22) Conference of Leaders in Reproductive Health
23) Council of Igala Muslim Community
24) Crescent Mission of Nigeria
25) Democratic Progressive Movement
26) Environmental Action Group
27) Family Health and Community Development
28) Federation of Muslim Women Associations of Nigeria.

29) Future Hope Foundation
30) Gender Equity Initiative
31) Global Network For Islamic Justice
32) Global Peace and Political Dialogue Forum
33) Grass Root Action for Sustainable Development
34) Green Vision Environmental Protection Initiative
35) Humanity Development and Peace Initiative
36) Integrated Development and Information Project
37) International Care for the Physically Challenged Initiative
38) Islamic Medical Association of Nigeria
39) Jamaatu Nasril Islam
40) Joint Action Against HIV Scourge
41) Likkafani Helping Hand
42) Man O War Nigeria (Zamfara Command)
43) National Council for Women Societies
44) Network For Justice
45) Nigeria Association of Women Journalist
46) Nigeria Cadet Corps
47) Nigerian Girls Guide Association
48) Organization for Muslim Women and Girl Child Education
49) Partnership for Muslim Health
50) Peace Corps of Nigeria
51) Peer Health Educators Project
52) People Governed By Shari'a Rules
53) Real Aids Project
54) Red Cross Society of Nigeria
55) Save Mother and Children Initiative
56) Save the Society Initiative.
57) Scout Association of Nigeria
58) Society For Health and Development Projects

59) United Action for Democracy
60) Viral Hepatitis Association of Nigeria
61) Voluntary Aid Initiative
62) Women in Education
63) Women Skills Development Association(Gidan Dawa)
64) Young Generation Association Dauran
65) Youth and Women Empowerment Initiative
66) Youth Awareness, Advancement and Patriotic Association
67) Youth Development Association
68) Youth Friendly and Development Centre
69) Youth Movement of Nigeria
70) Youth Skills and Educational Development Foundation
71) Youth Solidarity Association
72) Youth Sport Domination of Nigeria
73) Zamfara Educational Transformation Society

Source: Zamfara Coalition of NGOs; http://www.zamfaracso.com/ngos.php

APPENDIX III

LIST OF PUBLIC SECONDARY SCHOOLS IN ZAMFARA STATE

S/N	LGA	School Name
1.	Anka	Government Day Secondary School, Barayar Zaki
2.	Anka	Government Secondary School, Anka
3.	Anka	Government Day Secondary School, Waramu
4.	Anka	Government Day Secondary School, Bagega
5.	Anka	Government Day Secondary School, Sabon Birni Anka
6.	Anka	Government Day Secondary School, Anka
7.	Anka	Government Girls Day Secondary School, Anka
8.	Anka	Government Day Secondary School, Wuya
10.	Bakura	Government Science Secondary School, Bakura
11.	Bakura	Government Day Secondary School, Danmanau
12.	Bakura	Government Day Secondary School, Dakko, Bakura
13.	Bakura	Government Day Secondary School, Bakura
14.	Bakura	Government Girls Day Secondary School, Bakura
15.	Bakura	Government Day Secondary School, Birnin Tudu
16.	Bakura	Government Day Secondary School, Damri, Bakura
17.	Bakura	Government Day Secondary School, Dambo
18.	Birnin Magaji	Government Day Secondary School, Sabon Birnin, Dan Ali
19.	Birnin Magaji	Government Girls Day Secondary School, Birnin Magaji
20.	Birnin Magaji	Government Day Secondary School, Gora
21.	Birnin Magaji	Government Secondary School, Birnin Magaji
22.	Birnin Magaji	Government Day Secondary School, Nasarawa Mailayi
23.	Birnin Magaji	Government Day Secondary School, N/Godel
24.	Birnin Magaji	Government Day Secondary School, Modomowa
25.	Bukkuyum	Government Science Secondary School, Bukkuyum
26.	Bukkuyum	Government Day Secondary School, Gwashi
27.	Bukkuyum	Government Girls Secondary School, Bukkuyum
28.	Bukkuyum	Government Secondary School, Gadar Zaima
29.	Bukkuyum	Government Secondary School, Zugu
30.	Bukkuyum	Government Secondary School, Nasarawa
31.	Bukkuyum	Government Secondary School, Masamar Mudi
32.	Bungudu	Government Secondary School, Tofa
33.	Bungudu	Government Secondary School, Ribeh
34.	Bungudu	Government Day Secondary School, Furfuri
35.	Bungudu	Government Day Secondary School, Bela
36.	Bungudu	Government Day Secondary School, Dashi
37.	Bungudu	Government Day Secondary School, Rawayya
38.	Bungudu	Government Day Secondary School, Nahuce
39.	Bungudu	Government Day Secondary School, Karakkai
40.	Bungudu	Government Day Secondary School, K/Koshi
41.	Bungudu	Government Girls Secondary School, Kwatarkwashi
42.	Bungudu	Government Day Secondary School, Sankalawa
43.	Bungudu	Government Day Secondary School, Gulubba
44.	Bungudu	Government Girls Day Secondary School, Bungudu
45.	Bungudu	Usman Dan Gwaggo Secondary School, Bungudu
46.	Gummi	Government Unity Secondary School, Gummi

47.	Gummi	Government Day Secondary School, Birnin Magaji,
48.	Gummi	Government Day Secondary School, Gwalli
49.	Gummi	Government Day Secondary School, Gayari
50.	Gummi	Government Day Secondary School, Daki Takwas
51.	Gummi	Government Day Secondary School, Birnin Tudu
52.	Gummi	Government Day Secondary School, Gyalange
53.	Gummi	Government Day Secondary School, Bardoki
54.	Gummi	Government Day Secondary School, Falale
55.	Gummi	Government Day Secondary School, Gummi
56.	Gummi	Government Girls Day Secondary School, Gummi
57.	Gusau	Government Day Secondary School, Birnin Ruwa
58.	Gusau	Danturai Secondary School, Gusau
59.	Gusau	Government Day Secondary School, Janyau
60.	Gusau	Government Day Secondary School, Magami
61.	Gusau	Government Day Secondary School, Ruwan Bore
62.	Gusau	Ibrahim Gusau Day Secondary School, Gusau
63.	Gusau	Government Day Secondary School, Unguwar Gwaza
64.	Gusau	Sambo Secondary School, Tudun Wada
65.	Gusau	Government Day Secondary School, Unguwar Dan Baba
66.	Gusau	Government Day Secondary School, Mada
67.	Gusau	Government Day Secondary School, Wanke
68.	Gusau	Sarkin Kudu Government Day Secondary School, Gusau
69.	Gusau	Government Girls Day Secondary School, Samaru
70.	Gusau	Government Girls Day Secondary School, Gada Biyu
71.	Gusau	Government Girls Day Secondary School, Galadima
72.	Gusau	Government Girls Arabic Secondary School, Gusau
73.	Gusau	Government Girls Day Secondary School, Tudun Wada
74.	Gusau	Government Science Secondary School, Gusau
75.	Gusau	Government Day Secondary School, Millennium Quarters
76.	Gusau	Government Technical College, Gusau
77.	Gusau	Government Day Secondary School, Sabon Gari
78.	Gusau	Government Day Secondary School, Shemori
79.	Gusau	School for Continue Education, (Women), Gusau
80.	Gusau	Government Day Secondary School, Damba
81.	Kaura Namoda	Government Day Secondary School, Dogon Kade
82.	Kaura Namoda	Government Day Secondary School, Kuryar Madaro
83.	Kaura Namoda	Government Day Secondary School, Kasuwar Daji
84.	Kaura Namoda	Government Day Secondary School, Rututu
85.	Kaura Namoda	Government Day Secondary School, Sabon Garin K/Namoda
86.	Kaura Namoda	Government Girls Day Secondary School, Kaura Namoda
87.	Kaura Namoda	Government Secondary School, Kaura Namoda
88.	Kaura Namoda	Government Technical College, Kaura Namoda
89.	Kaura Namoda	Government Day Secondary School, Dan Isah
90.	Kaura Namoda	Government Day Secondary School, Katsauri
91.	Kaura Namoda	Government Day Secondary School, Mai Lalle
92.	Kaura Namoda	Namoda Secondary School, Kaura Namoda
93.	Maradun	Government Day Secondary School, Maradun
94.	Maradun	Government Day Secondary School, Gidan Goga
95.	Maradun	Government Girls Day Secondary School, Maradun

96.	Maradun	Government Day Secondary School, Kaya
97.	Maradun	Government Day Secondary School, Faru
98.	Maradun	Mu'Allah Yedi Arabic Secondary School, Maradun
99.	Maru	Government Science Secondary School, Dansadau
100.	Maru	Government Girls Day Secondary School, Maru
101.	Maru	Government Day Secondary School, Mayanchi
102.	Maru	Government Day Secondary School, Ruwan Doruwa
103.	Maru	Government Day Secondary School, Jabaka
104.	Maru	Government Day Secondary School, Kanoma
105.	Maru	Government Day Secondary School, Dangulbi
106.	Maru	Government Day Secondary School, Dansadau
107.	Maru	Government Secondary School, Maru
108.	Maru	Government Day Secondary School, Bingi
109.	Shinkafi	Government Girls Day Secondary School, Shinkafi
110.	Shinkafi	Government Science Secondary School, Shinkafi
111.	Shinkafi	Government Day Secondary School, Badarawa
112.	Shinkafi	Government Day Secondary School, Katuru
113.	Shinkafi	Government Day Secondary School, Galadi
114.	Shinkafi	Government Day Secondary School, K/Shinkafi
115.	Shinkafi	Government Day Secondary School, Jangeru
116.	Shinkafi	Government Day Secondary School, Shanawa
117.	Shinkafi	Government Day Secondary School, Birnin Yero
118.	Shinkafi	Government Day Secondary School, Shinkafi
119.	Talata Mafara	Agwaragi Secondary School, Talata Mafara
120.	Talata Mafara	Government Day Secondary School, Jangebe
121.	Talata Mafara	Government Day Secondary School, Kagara
122.	Talata Mafara	Government Day Secondary School, Morai
123.	Talata Mafara	Government Girls College, Talata Mafara
124.	Talata Mafara	Government Girls Day Secondary School, Talata Mafara
125.	Talata Mafara	Government Day Secondary School, Garbadu
126.	Talata Mafara	Government Day Secondary School, Gurbi
127.	Talata Mafara	Government Day Secondary School, Gwaram
128.	Talata Mafara	Government Day Secondary School, Ruwan Gora
129.	Talata Mafara	Government Day Secondary School, Take Tsaba
130.	Talata Mafara	School for Islamic Education, Talata Mafara
131.	Tsafe	Government Day Secondary School, Kwaran Ganuwa
132.	Tsafe	Government Day Secondary School, Dan Jibga
133.	Tsafe	Government Day Secondary School, Kunchin Kalgo
134.	Tsafe	Senior Secondary School, Magazu
135.	Tsafe	Government Day Secondary School, Keta
136.	Tsafe	Government Day Secondary School, Yankuzo
137.	Tsafe	Government Day Secondary School, Yandoto
138.	Tsafe	Government Day Secondary School, Yanware
139.	Tsafe	Government Day Secondary School, SDP, Tsafe
140.	Tsafe	Government Day Secondary School, Tsafe
141.	Tsafe	Government Day Secondary School, Bilbis
142.	Tsafe	Government Girls Day Secondary School, Tsafe
143.	Tsafe	Government Secondary School, Tsafe
144.	Zurmi	Government Arabic Secondary School, Nasarawa, Zurmi

145.	Zurmi	Government Girls Day Secondary School, Nasarawa, Zurmi
146.	Zurmi	Government Day Secondary School, Moriki
147.	Zurmi	Government Day Secondary School, Yankubi
148.	Zurmi	Institute of Arabic and Islamic Education, Zurmi
149.	Zurmi	Government Day Secondary School, Boko
150.	Zurmi	Government Day Secondary School, Dauran
151.	Zurmi	Government Day Secondary School, Kanwa
152.	Zurmi	Government Girls Comprehensive Secondary School, Moriki
153.	Zurmi	Government Day Secondary School, Birnin Tsaba
154.	Zurmi	Government Day Secondary School, Gulbin Bore
1	Gusau	Federal Government Girls' College, Gusau
2	Anka	Federal Government College, Anka

Sources: MOE, Gusau (2014)

APPENDIX IV

EDUCATIONAL ZONES IN ZAMFARA STATE

S/N	Zone	Name of Zone	Local Government
1	A	Anka	Anka
			Bukkuyum
			Gumi
2	B	Gusau	Bungudu
			Gusau
			Maru
			Tsafe
3	C	Kaura Namoda	Birnin Magaji
			Kaura Namoda
			Shinkafi
			Zurmi
4	D	Talata Mafara	Bakura
			Maradun
			Talata Mafara

Source: Talata Mafara Zonal Education Office.

APPENDIX V

SELECTED PUBLIC SECONDARY SCHOOLS FROM ALL LOCAL GOVERNMENTS & EDUCATIONAL ZONES OF ZAMFARA STATE

S/N	Selected Schools	No of Respondents	Local Government	Zone
1	GSS, Anka	9	Anka	Anka
2	GDSS, Anka	9	Anka	Anka
3	GGSS, Bukkuyum	9	Bukkuyum	Anka
4	GSS, Gadar Zaima	9	Bukkuyum	Anka
5	GUSS, Gumi	9	Gumi	Anka
6	GDSS, Gumi	9	Gumi	Anka
7	GDSS, Sankalawa	9	Bungudu	Gusau
8	GGDSS, Bungudu	9	Bungudu	Gusau
9	UDGSS, Bungudu	9	Bungudu	Gusau
10	GDSS, Janyau	9	Gusau	Gusau
11	IGDSS, Gusau	9	Gusau	Gusau
12	SKGDSS, Gusau	9	Gusau	Gusau
13	GGDSS, Samaru	9	Gusau	Gusau
14	GGDSS, Gada Biyu	9	Gusau	Gusau
15	GSSS, Gusau	9	Gusau	Gusau
16	GGDSS, Maru	9	Maru	Gusau
17	GDSS, R/Doruwa	9	Maru	Gusau
18	GSS, Maru	9	Maru	Gusau
19	GDSS, Yandoto	9	Tsafe	Gusau
20	GDSS, Bilbis	9	Tsafe	Gusau
21	GDSS, Tsafe	9	Tsafe	Gusau
22	GGDSS, B/Magaji	9	Birnin Magaji	Kaura Namoda
23	GSS, B/Magaji	9	Birnin Magaji	Kaura Namoda
24	GDSS, K/Namoda	9	Kaura Namoda	Kaura Namoda
25	GSS, K/Namoda	9	Kaura Namoda	Kaura Namoda
26	GTC, K/Namoda	9	Kaura Namoda	Kaura Namoda
27	GSSS, Shinkafi	9	Shinkafi	Kaura Namoda
28	GDSS, Shinkafi	9	Shinkafi	Kaura Namoda
29	GDSS, Jangeu	9	Shinkafi	Kaura Namoda
30	GASS, Zurmi	9	Zurmi	Kaura Namoda
31	GGDSS, Zurmi	9	Zurmi	Kaura Namoda
32	IAIE, Zurmi	9	Zurmi	Kaura Namoda
33	GSSS, Bakura	9	Bakura	Talata Mafara
34	GGDSS, Bakura	9	Bakura	Talata Mafara
35	GDSS, Maradun	9	Maradun	Talata Mafara
36	MYASS Maradun	9	Maradun	Talata Mafara
37	GGC, T/Mafara	9	Talata Mafara	Talata Mafara
38	GGDSS T/Mafara	9	Talata Mafara	Talata Mafara
39	GDSS, Gurbi	9	Talata Mafara	Talata Mafara

APPENDIX VI

FREQUENCY OF SELECTED SCHOOLS

Zones	Population of Schools	Sample Size (Schools)
Zone A: Anka	25	**6**
Zone B: Gusau	61	**15**
Zone C: Kauran Namoda	42	**11**
Zone D: Talata Mafara	26	**7**
Total	154	**39**

APPENDIX VII

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	150	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	382	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	**4000**	**351**
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	630	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	275	50000	381
200	132	1000	278	75000	382
210	136	1400	285	100000	384

Note: - N is Population Size. S is Sample Size

Source: Krejcie & Morgan (1970)