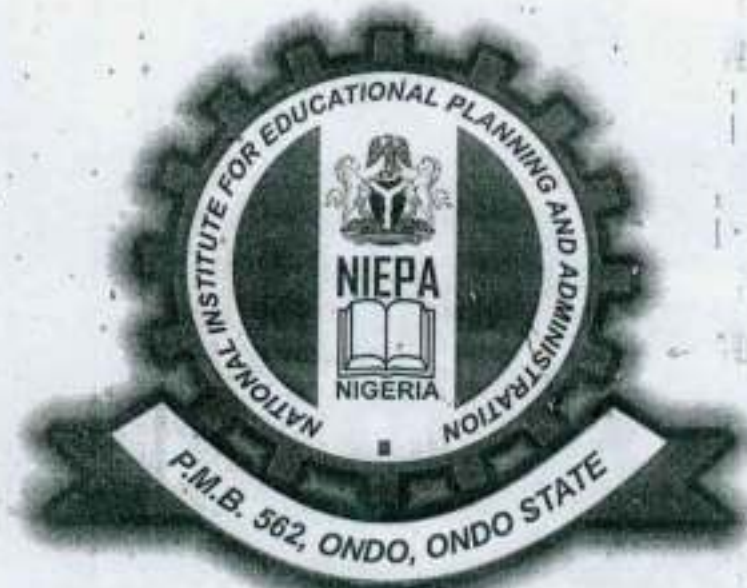




**JOURNAL OF EDUCATIONAL
LEADERSHIP & MANAGEMENT (JELMA)**

Vol. 2 [2]



JOURNAL OF EDUCATIONAL LEADERSHIP AND MANAGEMENT (JELMA)

Volume 2 No 2, September, 2021

ISSN: 1119-3239

**NATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
AND ADMINISTRATION (NIEPA), ONDO, NIGERIA**

Copyright: © JELMA 2021
Training and Research Department,
National Institute for Educational Planning and Administration
Nigeria

*All right reserved except for brief quotations in critical reviews of art
this publication may be reproduced, stored in a retrieval system or
any form or by any means: electronics, mechanical, photocopying,
otherwise, without prior written permission of the publisher.*

Published by:
Department of Training and Research Department
National Institute for Educational Planning and Administration
Nigeria.

ISSN: 1119-3239

Printed in Nigeria by
SANMIGHT PRINTS, ONDO CITY
08137437674

EDITORIAL BOARD

1 **Editor-in-Chief** - Prof. Olivet, I. W. Jagusah, *mni*

2 **Managing Editor** - Dr Sunday O. Adegbesan

3 **Editorial Team**

Dr Taiwo Omotayo,
Dr Ibitola D. Eyarefe,
Dr Opeyemi Oyekan,
Dr Samson Oyeromi

NIEPA, Ondo
NIEPA, Ondo
NIEPA, Ondo
NIEPA, Ondo

4 **Consulting Editors**

Prof Odumade Akorede
Prof Y. A. Oguntimehin
Prof Liljan I. Salami
Prof David Durosaro
Prof Lasun Gbadamosi
Prof Kola Adeyemi
Prof A.Y Abdulkareem
Prof Stella Omiunu
Prof Joel Babalola

Tai Solarin University of Education, Nigeria
Olabisi Onabanjo University, Nigeria
University of Benin
University of Ilorin, Nigeria
Olabisi Onabanjo University, Nigeria
University of Benin, Nigeria
University of Ilorin, Nigeria
University of Benin, Nigeria
University of Ibadan, Nigeria

TABLE OF CONTENTS

EDITORIAL BOARD	
EDITORIAL NOTE	
CONTRIBUTORS	
TABLE OF CONTENTS	
RELATIONSHIP BETWEEN SCHOOL PRINCIPALS' LEADERSHIP STYLES AND EFFICIENCY IN ADMINISTRATION OF SECONDARY SCHOOLS IN SOKOTO STATE, NIGERIA - <i>Abd O. Bolatito, Ph.D & Saratu M. Mera, Ph.D</i>	
ASSESSING STAKEHOLDERS' PERCEPTION OF GLOBAL CLASSROOM NETWORKS IN STATE EDUCATION SYSTEM - <i>Adeleke F. Oluwaseye</i>	
INFLUENCE OF UNIVERSITY EDUCATION ON STUDENTS' JOB CREATION ABILITY IN NIGERIA: IMPLICATION FOR COMMUNITIES DEVELOPMENT - <i>Chukelu C. Nwo Ebohon V. Sunday</i>	
CUSTOMER SELECTION AND SEGMENTATION AS TOOLS FOR ORGANISATIONAL PERFORMANCE IN THE HOSPITALITY INDUSTRY IN OGUN STATE - <i>Ogunkoya Olu Hassan Banjo A. & Ajayi H. Adefunso</i>	
EFFECT OF DRAMA TECHNIQUE ON STUDENTS' ATTITUDE TOWARDS READING COMPREHENSION IN JUNIOR SECONDARY SCHOOL - <i>Oluseun F. Lawal</i>	
ECONOMICS OF ENTREPRENEURSHIP EDUCATION IN NIGERIAN UNIVERSITIES: SUSTAINABLE DEVELOPMENT AND HUMAN CAPITAL MANAGEMENT - <i>Oyeleke Iyommo, Ph.D</i>	
AN ANALYSIS OF EDUCATION PLANNING IN NIGERIA: ISSUES, PROBLEMS AND TOWARDS - <i>Abbas A. Muhammad</i>	
TOWARDS EFFECTIVE UTILIZATION AND MAINTENANCE OF PHYSICAL FACILITIES IN OSUN STATE COLLEGE OF EDUCATION, ILA-ORANGUN - <i>Olayiwola R. Oparinde Felicia B. Bamimore, Ph.D & Adedapo A. Atolagbe, Ph.D</i>	
LEADERSHIP CHARACTERISTICS AND SERVICE DELIVERY OF NON-TEACHING STAFF IN FEDERAL COLLEGE OF EDUCATION, OSIELE ABEOKUTA, NIGERIA - <i>Ayabami A. & Yemisi O. Olatunbosun</i>	
AN INVESTIGATION INTO WASTAGE IN EDUCATION IN TWO SELECTED PUBLIC SECONDARY SCHOOLS IN IFEDORE LOCAL GOVERNMENT AREA OF ONDO STATE, NIGERIA - <i>Opadele J. Lasisi</i>	
MANAGING COST OF UNIVERSITY EDUCATION IN NIGERIA - <i>Ogbeide A. Kelechi Obano J. Ezeimwenghian</i>	
PRIVATE PARTICIPATION: A CATALYST FOR SECONDARY SCHOOLS DEVELOPMENT IN ILORIN METROPOLIS, KWARA STATE, NIGERIA - <i>Tijani A. Adebayo, Ph.D & Bolakoko, Ph.D</i>	
IMPACT OF ACADEMIC STAFF UNION OF UNIVERSITIES (ASUU) STRIKES ON UNIVERSITY EDUCATION IN NIGERIA: AN OVERVIEW - <i>Victor Ekwukowa, Ph.D & Oluwaseun Osagiolare, Ph.D</i>	
LEADERSHIP STYLES OF HEADTEACHERS AND TEACHERS' JOB SATISFACTION IN PRIMARY SCHOOLS IN IJEBU ODE METROPOLIS, OGUN STATE, NIGERIA - <i>Ugwumaduka, Ph.D & Moyib O. Kehinde, Ph.D</i>	
INCREASE IN RATE OF PLAGIARISM: DOES POST-GRADUATE STUDENTS HAVE KNOWLEDGE OF WHAT CONSTITUTES PLAGIARISM - <i>Hassan O. A., Ifamuy Hassan H. A. & Hassan Banjo A.</i>	
CULTURAL IMPEDIMENTS TO GROWTH OF WOMEN ENTREPRENEURSHIP IN NIGERIA - <i>H. A. Hassan, B. A. Hasan, Ph.D, Ikechukwu F. M., Ph.D, & Ariyo & Elizabeth A. Adetayo</i>	

PARTICIPATION: A CATALYST FOR SECONDARY SCHOOLS DEVELOPMENT IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

BY

Abdulganiyu Adebayo PhD.
DEPARTMENT OF EDUCATIONAL
MANAGEMENT, FACULTY OF
EDUCATION
UNIVERSITY OF ILORIN, ILORIN,
NIGERIA.

Phone: 08033772540, Email:
a.abdulganly@gmail.com

&
BALOGUN, ZAINAB BOLAJOKO. PhD
MINISTRY OF EDUCATION AND
HUMAN CAPITAL DEVELOPMENT
ILORIN, KWARA STATE.
Phone: 08033801564, Email:
Bazaraleducationalfoundation@gmail.com

examined the existing relationship between private participations in secondary schools and their development in Ilorin metropolis, Kwara State, Nigeria. Descriptive research correlation type was adopted for the study. The target population comprised all 45 senior secondary schools in Ilorin Metropolis 200 respondents and 20 schools sample size chosen with method of stratified random sampling techniques from the Government Areas made up of Ilorin Metropolis. The instrument tagged Private Participation and Secondary school Development Questionnaire (PRSSDQ) was developed by the researcher. The instrument was validated by three experts from university of Ilorin. The reliability coefficient of 0.81 was obtained using test, re-test method to ascertain the reliability of the instrument. The two research questions raised were answered by descriptive method of mean and standard deviation. However, the three formulated hypotheses were analyzed using inferential statistics of Person product-moment statistics. Among the finding of this study were (i) there was a positive and significant relationship between private participation and secondary schools development in Ilorin metropolis with calculated r -value of $.149 > 0.05$ significance level. (ii) there is high relationship between PTA and school development in Ilorin metropolis with r -value of $.198 > 0.05$ level of significance. (iii) there was a positive and high relationship between community participation and secondary school development in Ilorin metropolis with calculated r -value of $.134 > 0.05$ level significance. Among the recommendations made were that artisan organizations and religious organization should contribute more to the school development. Government should also increase allocation to enhance the school development in Ilorin metropolis, Kwara State.

Private participation, PTA and school development

Introduction
The history of modern education in Nigeria could be traced to the efforts of Christian organizations especially the missions. Although Fafunwa (1981) affirms that "the missionaries' exception used the schools as a means of conversion" there is no doubt that the schools served as a springboard for the emergence of nationalized education at schools in Nigeria. The issue of government's neglect of educational development is not a new phenomenon.

Fafunwa (1981) reported that up to 1982, the colonial government in Nigeria paid little or no attention to the educational needs of the people, and the field was left entirely to the missions. This period can therefore be justifiably termed the era of exclusive Christian Missionary Society (CMS), the Western Methodist Missionary Society, the Roman Catholic Mission, the United Presbyterian Church of Scotland, the Qua Ibo Mission, firmly established themselves with each having a school for teaching their devotees. In addition to the

teaching of their religious doctrines however, Fafunwa (1981) confirms that subjects like carpentry, bricklaying, ginny and agriculture were taught especially at missionary schools located in places like Abeokuta, Onitsha, Lokoja and Calabar. By the end of 1912, there were already ninety-one mission schools in Southern Nigeria.

Secondary education level has experienced a tremendous development over the past five decades in terms of number and enrolments. The grammar and comprehensive high schools gave way to the 6-years junior and secondary school system all over the country. The boost in enrolment has necessitated the establishment of new schools in both rural and urban areas. School size has grown beyond elastic limit to the extent that some schools have more than 2000 students and more than 100 teachers. The school attendance shift system of morning and afternoon has given way to large compound schools with several buildings. Inadequate provision of appropriate instructional materials continues to militate against quality teaching. Currently the 6-3-3-4 education system has also been reviewed in such a way that junior secondary segment is now part of the Universal Basic Education (UBE) Scheme. Consequently in public schools, there are schools without enough classrooms, classroom without chairs and tables, science schools without laboratories and libraries with books older than the readers. In such a situation, can children acquire appropriate skill? In public schools, teachers are largely neglected, despised, degraded, looked upon with pity and contempt and often denied their salaries. This treatment causes frequent strike actions by teachers. The utmost neglect of public schools by the government leads to the private participation in the development of secondary schools in Ilorin Metropolis and Kwara State at large.

Private Participa

Stakeholder participate in the decision making education system key players and who actively involve in the outputs of the education system. This is why it is called stakeholder ship. The level of participation in education. The stakeholders in education.

Partnership relationship, an agreement or collaboration among several individuals, parties etc. with determined competence, expertise with the sole purpose together to achieve a common objective. Partnership wide range areas education, professional development, health information service, social service, information technologies development, innovation and networking insurance intergovernment activity - focused expertise, experience the stakeholders desired result (B)

Taylor (2) public partnership private individual government to a of a defined quality a specific partnership (PP) the government to its citizen by private sector arrangement the

performs part of the service delivery on behalf of the government while bearing associated risks. In return, the private sector receives fees from the government based on pre-determined performance targets. Such payment comes out of the government budget or through the government or a combination of both. Bello (2007) described PPP as a government or private business venture which is owned and operated through a partnership with government and one or more private sector companies. PPP includes partnership where private organizations support the education sector through philanthropic activities and high resources. Tony (2004) described PPP as the involvement of the private individuals, non-governmental organizations, social organizations and enterprises and public which involves the contributions from the government towards the provision of necessary financial structure to different level of education system. The involvement also extends to the education in the management of human resources in the school system. Ogunwole (2009) defined PPP as the involvement of the private organization in the provision and maintenance of the resources to complement government efforts in the management of school resources management in the interest of goal achievement.

Ned (2009) defined public-private partnership (PPPs) as a form that is legally enforceable between the public and private sectors, which requires new investments by the private contractor (money, technology, expertise / time, education etc.), in which payments are made in exchange for performance for the purpose of delivering a service additionally provided by the public sector. Zakari (2007) defined PPP as a contract between a public sector institution and private party, in which the private party acquires the uses of state property for its own purposes. Zakari (2007) opined that PPP is a contractual

agreement formed between a government agency and a private sector entity that allows for a greater private participation in the delivery of public infrastructure projects. PPP can also be referred to as collaboration between public bodies and private companies. Ogunwole (2009) opined that PPP involves a contract between a public authority and a private party, in which the private party provides a public service or project and assumes substantial financial, technical and operational risk in the project.

Ajayi (2002) defined PPP as a special interaction and communication which implies the sharing of power and active involvement of the target private organization and the public in the planning, design and control of programmes and projects in the educational system. Therefore, public-private partnership is becoming an obvious facilitator and approach to sustainable national development of any society.

The call however gives sample opportunities for the private and public to come together to provide standard educational system for Nigeria. The call also brings about recognition of Parent Teachers' Association, community-school relationship, school based management, and private-public participation in the educational system.

School Development

The private partner under PPP contract can provide the following range of service separately or in various combinations for the attainment of school development.

- (a) Infrastructure facility services (designing, building and maintenance of school buildings).
- (b) Non-educational service (catering, transportation of students etc.)

- (c) Support service (ICT facility, library, playfield, gymnasium etc.)
- (d) Providing spaces or land for buildings.
- (e) Teachers' training, furnishing and or equipping existing libraries.
- (f) Management of public schools (with the existing staff and facilities)
- (g) Providing maintenance services and utilities.
- (h) Educational services
- (i) Teachers' training
- (j) Operation public schools (provision of teaching and non-teaching services including staff)
- (k) Redirecting aspects of infrastructure for private usage.

Provision of infrastructure: The private partner builds, owns and operates the infrastructure facilities and the government uses these facilities for running the school through a long term agreement. The private sector has to arrange for finances and has the responsibility to build and maintain the infrastructure in lieu of which it is paid a fee over the period of the contract which is generally long term between 20 to 30 years.

Provision of Support Services: Under this model, the private sector provides certain support services in the school like school meals, Internet facilities, laboratory, transport facilities, etc. for which payment is made by government. These support services can be bundled along with building infrastructure or can be separately provided for. This is advantageous as the private partner with expertise in particular core areas would be able to provide such services in an efficient manner. For example, an established caterer would be able to provide school meals to a school or a

group of schools more at a lower cost than if the service was provided by the school in-house. This model also leaves the school free to concentrate on the educational activities rather than having to provide for support services which they have no core competency in.

Infrastructure, support and educational services: In this model, the entire school is set up by the private partner. The private partner constructs the school, provides the infrastructure, and provides educational services. The private partner has full control of the school including recruitment and staff.

Construction of Classrooms: In this model, where classrooms are not available, effective teaching-learning may be hindered. Jibowu (2000) stressed the importance of classrooms in a school by stressing that adequate classrooms should be provided so that teaching and learning could be achieved.

Purchase of school furniture: In this model, furniture (chairs, tables) is one of the basic facilities for proper teaching and learning. In the case of student desks, Ojo (2000) expressed that governments have not been able to supply. Students are forced to bring their own school to purchase for from home. The latter is expensive. Such furniture now comes in different sizes presenting a problem in the classroom. Therefore, for private participation, funds are made available for construction of school furniture from chairs, desks, boards, laboratory tables.

Purchase of library: In this model, the library and the library are supplied by the private partner.

dy and at
e arrange
angement
more time
educational
verted to
for which

ices and
his model
managed by
includes
ding and
ices and
ite partner
ent of the
of teachers

: A school
equate an
ocess may
stated the
secondary
ficient and
provided so
objectives

ire: school
(and so on)
needed for
take place.
iture, Ijaya
ome state
handed off
pay to the
they bring
re popular.
all shapes
sight in the
ere is need
asure that
for the
re ranging
and notice
io on.

als: School
rable twins

that one ceases to function well without other. Functional library improves curricular activities of the school system by encouraging private study which is required by the students and staff. Hence, there is no gainsaying that inadequate library materials hinder educational management in Nigeria. Inadequate access to library materials such as textbooks, general and special encyclopedias and dictionaries, books of idioms and proverbs, maps, gazetteers, periodicals, dailies and audio-visual materials like tape recorded among others prevent effective teaching teaching process in the nation's secondary schools.

Professional services: certain professional services like teachers training, quality assessment, student evaluation and other supplementary services can be contracted out by the government to a private partner. This helps in building up core competency in specific areas in the private sector and several private players can compete with each other so as to raise the standards and to lower the costs. Also the school will be free to spend more time on actual running of the school than concentrating on lateral services.

Purchase of school bus: Private partners do participate in the provision of school physical facilities like concerned with the purchase of bus. Ajayi (2002) stated that commission after commission has drawn attention to the importance of school bus in secondary schools. Students and staff need to be commuted within and outside the school to perform some functions on behalf of the school.

Payment of examination fees and giving of scholarship to deserving students: Private initiative could be of help in area of payment of examination fees to deserving students. Ajayi (2002) stressed that many entrepreneurs have been awarding scholarship, bursaries and prizes to the deserving students on

regular basis. These financial incentives have contributed substantially to the successful completion of academic programmes of beneficiary.

Purpose of the Study

The main purpose of the study is to examine whether or not there is significant relationship between private participants and secondary school development in Ilorin metropolis of Kwara State.

Other Purpose were:-

- i. To find out the numbers of private participants to the development of secondary schools in Ilorin metropolis.
- ii. To find out the areas of contributions of private participants to the development of secondary school in Ilorin metropolis, Kwara State, Nigeria.
- iii. To investigate the existing relationship each of private participants, PTA and community organization and secondary school development in Ilorin metropolis of Kwara State, Nigeria.

Research Question

The following research questions were raised to guide the study

1. What types of private participants are in partnership with secondary schools in Ilorin metropolis?
2. Which area of assistance do they rendered with secondary schools in Ilorin metropolis.

Research Hypothesis

The following hypotheses were generated to guide the study.

H₀: There is no significant relationship between private participants and secondary school development in Ilorin metropolis.

H₁: There is no significant relationship between Parent-Teacher Association (PTA) participation and

secondary school development in Ilorin metropolis.

H₂: There is no significant relationship between community participation and secondary school development in Ilorin metropolis.

Research Methodology

Descriptive research design was adopted for the study. The choice of this design enables the researcher to collect adequate data needed to investigate the relationship between the private participants in school as an independent variable and secondary school development as a dependent variable. Hence, the study was a descriptive design of correlation type.

The population for the study comprised all teachers in the 45 senior secondary schools in Ilorin metropolis. Two hundred (200) teachers and twenty (20) senior secondary schools were the sample selected through stratified random sampling techniques. Principals and administrative staff were among the 200 respondents so as to be able to collect relevant information required.

Questionnaire tagged "Private Participants and School Development (PPSD)" was purposively design by the researcher". This was divided to two sections. Section A was used to find out

the bio-data of the respondents. The section B was information on the school development from the respondent

The instrument was developed from three expects from literature. The instrument was from the department of education and evaluation. The method was adopted to test the reliability of the instrument. The instrument was school outside the metropolis within three weeks. The data obtained were test re-test product moment correlation. Coefficient of correlation obtained signifying the instrument. The instrument questions raised were descriptive statistical standard deviation research hypotheses subject to Pearson correlation statistic values were compared of significance to acceptability or other hypotheses.

Result and Discussion

Research question: What are the private participants in school with secondary schools in Ilorin metropolis?

Table 1: Types and ranking of private participants available to secondary schools in Ilorin metropolis.

Private Participants	N	Means (x)	SD	F
Philanthropist	50	1.74	0.565	
PTA	50	3.12	0.435	
Religious organization	60	1.30	0.463	
Artisan organization	60	0.68	0.513	
Community	60	2.54	0.463	

Table 1: shows the private participants in the development of secondary schools in

Ilorin metropolis. It shows the contributions from

Association (PTA) with means (x) score of 3.12. This is follow by community participation in secondary school development with mean (x) rating of 2.54. Philanthropists and religious organizations ranked third and fourth; respectively, while Artisan organization,

has a lowest contribution to the secondary school development in Ilorin metropolis.

Research question 2: which areas are the private participants contribute towards secondary schools development in Ilorin metropolis?

Table 2: Area of contributions of private participants in secondary school development in Ilorin metropolis.

Areas of contribution	N	Means (x)	SD	Rank
construction of classroom	60	3.94	0.505	5
Provision of school furniture	60	4.30	0.563	2
Provision of library materials	60	3.98	0.428	4
Provision of laboratory material	60	4.16	0.522	3
Purchase of school busses	60	4.46	0.647	1
Payment of students exam fees	60	2.98	0.108	8
Giving scholarship to students	60	3.30	0.647	7
Professional service to teachers	60	2.75	0.406	9
Construction of administrative blocks	60	3.40	0.605	6

Table 2: shows the mean rating of the areas in which private stakeholders contribute to the development of secondary school in Ilorin metropolis. Purchase of schools busses was ranked first with mean score of 4.46. This is followed by provision of school furniture (4.30). Provisions of school laboratory materials and library materials occupied third and fourth position respectively in the ranking order. Private stakeholders contributed lowest to the professional services of teachers.

This finding might be as a result of the fact that most government owned secondary schools lack schools busses which are provided by private stakeholders. Classroom were built for the community owned schools and other school facilities are provided to make teaching and learning conducive.

Research Hypotheses

H₁: There is no significant relationship between private participation and secondary school development in Ilorin metropolis.

Table 3: Relationship between private participation and secondary school development in Ilorin metropolis.

Variable	N	Means (x)	SD	DF	calculated R-Value	Decision
Private Participation	200	14.93	8.632	198	.149	significant
Secondary School						
Development	200	27.00	9.320			
r > 0.05						

Table 3: Shows that there is a positive significant relationship between private participation and secondary school

development in Ilorin metropolis of Kwara state. The calculated r-value of .149 is greater than 0.05 level of significance at

198 degree of freedom, hence the null hypothesis which state that there is no significant relationship between private participation and secondary school development in Ilorin metropolis is hereby rejected. Thus there is a strong and positive relationship between the two variables. The application of this finding is that the contribution of private participations such as PTA, philanthropist, community and other agencies, brought

about a greater development to secondary schools in Ilorin metropolis Kwara State, Nigeria.

Hypothesis (H₁): There is no significant relationship between Parent-Teacher Association (PTA) and secondary school development in Ilorin metropolis, Kwara State, Nigeria.

Table 4: Relationship between PTA and school development in Ilorin metropolis Kwara State.

Variable	N	Means (x)	SD	DF	calculated r-Value	Decision
Parent - Teacher Association	200	20.9	8.74	198	.194	significant
Secondary School Development	200	42.65	9.96			
$r > 0.05$						

Table 4: Reveals that the relationship between PTA and secondary school development in Ilorin metropolis was significant, high and positive. This is because the calculated r-value of .198 is higher than 0.05 level of significance and thus rejected the hypothesis which states that there is no significant relationship between Parent-Teacher Association (PTA) and secondary school development in Ilorin metropolis of Kwara state. This high and positive significance indicated that the PTA has a greater contribution to secondary school development. Their contributions are informed of purchase of school busses, provision of laboratory

equipment, purchase of school furniture among other and hence bring immeasurable development to secondary schools in Ilorin metropolis. The researcher also noted that renovated some classrooms blown down as a result of rain storms and also engaged in building examination hall for some schools and thus bring about the development.

Hypothesis 3: (H₂): There is no significant relationship between community participation and secondary school development in Ilorin metropolis Kwara State, Nigeria.

participants such as the Parent Teacher Association. Community organizations and philanthropists are determinants of secondary school development in Ilorin metropolis, Kwara State, Nigeria. The private sector serves as partnership to the government in the area of secondary school development. This is stem from the National Policy of Education (2013) which state that education is a huge investment the burden of which cannot be borne by government alone. Hence, private participants comes in with it provision of facilities and materials to the schools to compliment the efforts of the state government for the secondary school development in Ilorin metropolis, Kwara State, Nigeria.

Recommendation

From the findings of this study, the following recommendations were made:

- Other private stakeholders such as Artisan and various religious organizations should emulates their counterparts like PTA and community organization to increase their contributions to the secondary school to enhance more development in the secondary schools.
- Government should also pay more attention to the delapidated schools structures and provide more essential facilities to the schools by not totally rely on private participants.
- The school authorities should always set aside amount of money for the maintenance of schools.
- Professional services to the teachers such as workshop, conferences and in-service training should also be prioritized to enhance teacher job performance so as to improve on Students Academic Performance.

References

- Ajayi, LA (2000). "Cost and Quality of secondary education in Ado-Ekiti Local Government Area of Ekiti State" *Journal of Education Foundation and Management*. Vol. 2. PP 12-18
- Ajayi, T. (2002). *Revamping Public Secondary Education*. Paper presented on the need for capacity building of school managers and teachers in Nigeria. Micom Ada Osun State.
- Bello, O.T (2009). *Relevance of Public Private Partnership (PPP) in Education*. University of Ilorin: Unpublished seminar paper, University of Ilorin.
- Boladale, G.O (2010). *Public-Private Partnership and provision of physical facilities in Surulere Local Government Area Senior Secondary Schools, Lagos State*. Unpublished M. Ed project, University of Ilorin.
- Fafunwa, A.B. (1981). *History of Education in Nigeria*, Macmillan Publishers, Lagos.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC
- Ijaiya, N.Y.S. (2000). *Belief systems of secondary school principals and vice-principal about productivity of teachers in Ilorin metropolis, Kwara State*. In Fagbamigbe and D.O. Durosara (eds). *Education and productivity in Nigeria*. Ilorin: Haytee.
- Jibowu, O.B (2007) "Public-Private Partnership: Development in Education" A regional Conference on Secondary Education in Africa (SEIA).
- Ned, W. (2009). *Institute of public private partnership: the John Hopkins University Press*.
- Ogunwale, V.Y. (2009). *PPP Participation and Healthcare Delivery in Kwara State*. Institution, Ife unpublished HND medical information, University of Ife.

- Onuka, A.O.U (2004). Analysis of finding pattern in federal universities in Nigeria (1992-2002). A paper presented at the 1st National Conference of the Institution of Education; Olabisi Onabanjo University, Ago-Iwoye, Nigeria.
- Tijani, A.A (2011). Utilization of teachers for school effectiveness. *International Journal of Educational Management*, University of Ilorin 11(i): 61-70.
- Tony, S.T. (2004). Private Public Sector, and Nigeria Economy, <http://ren.ng.org> Retrieved on 19th July, 1998.
- Zakari, M. (2007). Public-private partnership in Nigeria schools libraries: planning and development, 45th Nigerian Library Conference. Feb. 18-20.