
**INFLUENCE OF THE CONTRIBUTION OF NON-GOVERNMENTAL
ORGANIZATIONS ON FUNDING AND HUMAN RESOURCE
MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN BENUE
STATE, NIGERIA**

***Dr. J. E. Ejeh**

*Department of Educational Administration and Planning, Joseph Sarwuan Tarka University
Makurdi.*

Article Received: 02 June 2026

Article Revised: 22 June 2026

Published on: 11 July 2026

***Corresponding Author: Dr. J. E. Ejeh**

Department of Educational Administration and Planning, Joseph Sarwuan Tarka
University Makurdi.

DOI: <https://doi-doi.org/101555/ijrpa.2023>

ABSTRACT

The study examined the influence of the contribution of Non-Governmental Organization on the funding and human resource management of public secondary schools in Benue state, Nigeria. The study focused on school funding and provision of human resources. The study adopted survey research design. The study was carried out in Benue State, Nigeria. The population of the study is 4888 principals and teachers. The population is made up of 301 principals and 4587 teachers in Benue State. The sample size is 370 respondents. The sample size was determined by the use of Taro Yamen formula. A structured questionnaire titled Contributions of Non-Governmental Organization on the Management of public secondary schools questionnaire (CNGOMPSSQ) was used for data collection in the study. The data collected were analyzed using mean and standard deviation to answer the research questions while Chi-square was used to test the null hypotheses at 0.05 level of significance. After the analysis of the data collected, the study revealed that Non-Governmental Organization have positive influence on the management of public secondary schools in Benue state through their substantial contribution to school funding and provision of human resources. Based on the finding of the study, the study recommended among others that Government at all levels should create an enabling environment for Non-Governmental Organization to thrive and also to encourage partnership between Non-Governmental Organization and secondary schools in Benue state.

INTRODUCTION

Education has become one of the most powerful instruments through which a child acquires knowledge, skills, habits, values and attitudes in modern societies. It is also used for laying the foundation for sustainable growth and development of a nation. This explains why the National Policy on Education of the Federal Republic of Nigeria (2013) stipulates that every Nigerian child has a right to education for the purpose of engendering national development. National development is achieved through pre-primary, primary, secondary and tertiary levels of education. A secondary school describes an institution that provides secondary education and also usually includes the building where this takes place (Ihiamatalor, 2011). Secondary schools follow on from primary schools and prepare for vocational or tertiary education (Omofonmwan & Odia, 2009). Maduwesi (2005) opines that children need a sound education as much as a house needs real solid foundation in order to stand and to achieve a goal. The National Policy on Education (2014) reveals that secondary education aims at achieving educational goals. The goals according to the National Policy on Education are: preparation of individual for useful living within the society and preparation of students for higher Education. However, Ochai (2012) argues that there are challenges to the goals and objectives of secondary education as outlined in the National Policy of Education.

The challenges encountered by the management of public secondary schools are the gap created by the withdrawal of government control institutions for the provision of development and management of public secondary schools. Therefore, the role played by non-governmental organisations is underlined as being just as significant especially when it comes to the provision of social services to public secondary schools. Chen (2001) opines that the non-formal approaches have been advantageous in the sense they give room for flexibility, innovation, effectiveness and they adhered to quality standards.

The issue of Non-governmental organisations work in Nigeria especially in the provision of quality education and management of public secondary schools have been a matter of great concern. According to Misokia and Mihayo (2009), government who isolate NGO's might not meet the needs of providing quality education to its people. Pan and Chen (2008) suggest that more efforts on the provision of quality education by reducing the problems facing education sectors such as lack of classrooms and insufficient number of teachers among others, be addressed by involving NGO's in the concerted efforts. These has made Misokia and Mihayo (2009) to add that quality education is deteriorating day after day, though the government tries to make some efforts to reduce such tragedy by opening the doors more stakeholders to intrude in education sector, therefore the only immediate solution was to

actively involve NGO's for supporting the provision of quality education and management of public secondary schools.

Embracing the role of different Non-governmental organisations in Nigeria has been equally significant in the road to attaining development particularly in the educational sector. According to Adeyemi and Adu (2010), in Nigeria it is widely accepted that education has being one of the leading instrument for promoting economic development as it encompasses some processes individuals go through to help them develop and utilise their potentials. That has being the key reason why NGO's who are concerned with the provision of quality education are encouraged. Further, Okeke (2011) points out that, through education, individuals acquire knowledge, skills, and attitude that are necessary for effective living. This is the reason why in all modern nations, investment in education of the youth is considered most vital.

The reasons for embarking on this study is that, universal access to basic education still remains an unfulfilled pledge by the government despite pronouncements at various educational agencies, Efa (2000) asserts that the Jomtian Declaration provided an expanded vision for basic education, to include early childhood, care up to secondary school level program of learning to ensure quality in schooling and acceptable learning levels. The declaration also called for strengthening partnership in the provision of education with Non-governmental organisations, the private sectors and local communities. Despite all these declarations, there is an outcry that many persons are deprived of education, based on the above, this study seeks to investigate the influence of the contributions of Non-governmental organisations on the management of public secondary schools in Benue state.

NGOs are highly diverse groups of organizations engaged in a wide range of activities, and take different forms in different parts of the world and in Nigeria. Some may have charitable status, while others may be registered for tax exemption based on recognition of social purposes (Mwanza, 2013). Others may be fronts for educational, political, religious or other interests. Non-Government Organizations (NGOs) are difficult to define and the term NGOs is rarely used consistently. As a result, there are many different classifications in use. The most common focus is on the contributions and management of public secondary schools. .

An NGOs level of operation indicates the scale at which an organization works, such as local, regional, national or international. NGO's are usually understood to engage in development and poverty reduction work at local, national and global levels, around the world. Jaffery (2012) observes that the role of NGO's in Basic Education in most countries and Africa

which is also the donor-supported programme for education and also play significant roles in the management of education. The author maintains that NGO's have not limited their education activities to services-delivery; they are also involved in funding, equipping the human resources, staff development, provision of material resources and school-community relationship through sensitization campaigns for the community to actively participate in education in many African countries (Ishfag, 2015). The Non-Governmental Organizations (NGOs) are exercising a very pervasive influence on the pace and directions of educational development in Nigeria. Hence they can play significant roles in the management of secondary schools such as in the area of funding.

Funds are money that are collected and kept for a particular purpose. It is also money provided for an activity, organization, event for the purpose of executing the organizational task (Onyedineke, 2011). In other words, funds refer to money or credit that is available to firms and individuals. It can take the form of credit or project. Ogbonnaya (2015) sees fund as sum made available for a particular purpose. It could be called money or financial resources. Adeyemi (2011) argues that no organization could carry out its functions effectively without adequate financial resources at its disposal. With the rapid development in the educational sector and the projected increase in sizes and demand for education, there is need to effectively channel managers' attention towards the function and usefulness of human resources in a given organization (Arop, Maduakwe & Owen, 2019). If formal education must achieve its laudable goals and objectives as entrenched in the National Policy on Education, its priorities such as funding by the government and participation by the private sector have to be addressed. Appraisal of the role of non-governmental organizations towards funding is an attempt to evaluate the extent to which non-governmental organizations existing in the communities meet up with their funding obligations to public secondary schools, putting into consideration certain bench marks for non-governmental organizations participations in the funding of public secondary schools in the area in which they exist.

The actualization of goals and objectives of education require the provision, maximum utilization and appropriate management of school facilities. Learning does not occur in a vacuum but takes place where students and staff thrive in an orderly, clean, safe environment and classrooms. Also, in well ventilated and equipped, suitably lighted and spacious, and properly maintained environment which facilitate teaching and learning processes. The issues of educational facilities management at public secondary school level has been a major challenge by the government by ensuring effective management, stakeholders has to be involved. In other to ensure proper procurement of good quality materials, safe keeping of

facilities' records during implementation and evaluation, and ensuring that facilities are handled in the best ways while maintenance and improvement services are integrated. This is because, an excellent academic performance and indeed sustainable development of educational system is dependent on effective and efficient management of school facilities. In secondary schools, facilities are not available and some cases, inadequate due to lack of government efforts in providing them (Miller & Spoolman, 2011). This creates vacuum for the intervention of other private sector like the NGO. According to Onyedineke (2011), NGOs have helped schools with the provision of various school facilities ranging from school buses, ICT facilities and Laboratory equipment. The increase in enrolment in some schools has overstretched the available facilities. Therefore, NGOs participation in bridging the gap needed to not only repair the old dilapidated ones but also add more classrooms, and kitchens, boreholes and water tanks to meet the demand (Duru-Uremadu, 2017).

Statement of the Problem

It is crystal clear in Nigeria today, that education is the greatest instrument and asset which could be utilized for solving the various socio economic problems facing the nation and for fullest realization of the potentials and aspirations of the people. The government now perceives education as an investment in human capital, with the sole aim of wiping out ills such as ignorance, disease, malnutrition, corruption, bribery, tribalism, nepotism, super corruption, belief, unemployment, poverty, inequality, mortality, political instability and economic stagnation that usually plague an illiterate society. Basically, Non-governmental organisations are meant to support the government in attaining quality education.

Despite the efforts by Non-governmental organizations in promoting quality education of public secondary schools in the country, there are several challenges that hinder their support in promoting quality education such as funding, provision of human resource and management, provision of infrastructural facilities and enhancing school community relationship on the management of secondary schools. This study therefore examined the challenges facing Non-governmental organizations in the promotion of quality education as well as its influence towards the contributions and management of public secondary schools in Benue state.

Objectives of the Study

The study investigated the influence of the contributions of Non-Government Organizations on the management of public secondary schools in Benue State, Nigeria. Specifically, the study:

1. Determined the influence of the contribution of Non-Governmental Organizations on the funding of public secondary schools in Benue State.
2. Found out the influence of the contributions of Non-Governmental Organizations in human resources provision on the management of public secondary schools in Benue State.

Research Questions

The following research questions were raised to guide the study.

1. What is the influence of the contributions of Non-Governmental Organizations in school funding on the management of public secondary schools in Benue State?
2. What is the influence of the contributions of Non-Governmental Organizations in the provision of human resource on the management of public secondary schools in Benue State?

Statement of Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance:

1. The contributions of Non-Governmental Organizations in school funding have no significant influence on the management of public secondary schools in Benue State.
2. The contributions of Non-Governmental Organizations in the provision of human resources have no significant influence on the management of public secondary schools in Benue State.

METHODOLOGY

This study adopted survey research design. The study was carried out in Benue State, Nigeria. The population of the study is 4888 principals and teachers. The population is made up of 301 principals and 4587 teachers in Benue State (TSB, 2016). The sample size is 370 respondents. The sample size was determined by the use of Taro Yamen formula. Multi-stage sampling procedure was used for the study and this was because each stage involves different sampling methods. The instrument used for data collection was a structured questionnaire titled "Contributions of Non-Governmental Organization on the Management of Public

Secondary Schools Questionnaire” (CNGOMPSSQ) developed by the researcher. The instrument is a 20-item questionnaire with items that elicited information relating to the objectives of the study. The items were stated in a very simple and clear language with the desired responses tabulated on a four-point rating scale with a response mode of Strongly Agree (4) Agree (3) Disagree (2) Strongly Disagree (1), respectively. The instrument was face and content validated by three experts, two in the field of educational administration and planning and one in Test, Measurement and Evaluation. The overall reliability estimate obtained for the instrument was 0.89 which shows that the instrument is reliable, and will measure what it is supposed to measure. The direct delivery approach was used to collect data from the respondents. Descriptive statistics of mean and standard deviation were used to answer the research questions. Any mean score of 2.50 and above were taken as agreed to, while any mean score less than 2.50 were regarded as disagreed to. Chi-square was used in testing the null hypotheses at 0.05 alpha level of significance. When the Sig. value is less than or equal to the set Alpha value of 0.05, the null hypothesis was rejected and when the Sig. value is greater than the set Alpha value of 0.05, the null hypothesis was not rejected.

RESULTS AND DISCUSSION

This section presents the results of data analysis and the discussion of findings. The presentation follows the sequences of the research questions posed and the corresponding hypotheses that guided the study.

Research Question 1

What is the influence of the contributions of Non-Governmental Organizations in school funding on the management of public secondary schools in Benue State?

Table 1: Mean and Standard Deviation of NGO Contribution in School Funding and Management of Schools in Benue State.

S/N	Items	$\bar{x}$	S.D
Decision			
1.	Non-Governmental Organizations contributes fund for general administration of my school	3.75	0.47
2.	Non-Governmental Organizations provide fund for building classrooms	3.50	0.60
3.	Non-Governmental Organizations provide fund for building laboratories	3.41	0.59
4.	Non-Governmental Organizations provide fund instructional	3.33	0.63
Agreed			

5.	materials Non-Governmental Organizations provide financial support Agreed for staff development	3.16	0.54
6.	Non-Governmental Organizations provide fund for staff welfare Agreed	3.14	0.58
7.	Non-Governmental Organizations provide fund for students' Agreed	3.00	0.57
8.	welfare Non-Governmental Organizations provide fund for Agreed extra-curricular activities	2.99	0.57
9.	Health-focused NGOs provide fund for health services Agreed delivery in the school	2.91	0.69
10.	Foundations provide financial support to clubs and associations Agreed in my school	2.97	0.69
	Grand Mean Agreed	3.22	0.59

Table 1 shows how the contributions of Non-Governmental Organizations in terms of school funding influence the management of public secondary schools in Benue State. Item 1 which state that Non-Governmental Organizations contributes fund for general administration of my school had the highest mean score of 3.75 with standard deviation of 0.47. Item 2 had the mean score of 3.50 with standard deviation of 0.60. Item 3 had the mean score of 3.41 with standard deviation of 0.59. Item 4 had the mean score of 3.33 with standard deviation of 0.63. Item 5 had the mean score of 3.16 with standard deviation of 0.54. Item 6 had mean score of 3.14 with standard deviation of 0.58. Item 7 had the mean score of 3.00 with standard deviation of 0.57. Item 8 had the mean score of 2.99 with standard deviation of 0.57. Item 9 had the mean score of 2.91 with standard deviation of 0.69. Item 10 had the mean score of 2.97 with standard deviation of 0.69. All the items in table 1 have a mean score above the bench mark score of 2.50 and the grand mean is 3.22 with standard deviation of 0.59. This implies that, Non-Governmental Organizations' contributions in school funding have positive influence on the management of public secondary schools in Benue State.

Research Question 2

What is the influence of the contributions of Non-Governmental Organizations in the provision of human resources on the management of public secondary schools in Benue State?

Table 2: Mean and Standard Deviation of NGO Contribution in Providing Human Resources and Management of Schools in Benue State.

S/N	Items	$\bar{x}$	S.D
Decision			
1.	Voluntary Organizations deploy teachers to my school	3.54	0.60
Agreed			
2.	Old Boys Associations provide technical or other	3.43	0.59
Agreed			
	professional staff to the school		
3.	Peace Corps provide security guards to the school	3.31	0.65
Agreed			
4.	Lottery clubs provide volunteers to serve in the school	3.32	0.64
Agreed			
5.	Community Based Organizations participate in providing	3.31	0.64
Agreed			
	non-teaching staff		
6.	Social clubs provide social expertise workers	3.18	0.62
Agreed			
7.	Voluntary Organizations provide guidance counsellors	3.16	0.69
Agreed			
8.	Community Based Organizations provide cleaners to the school	3.09	0.63
Agreed			
9.	Civic Society Organizations link the school with institutions that	3.08	0.70
Agreed			
	deploys staff to schools		
10.	Civic Society Organizations advice the school on how to manage	3.05	0.66
Agreed			
	Human resource		
Grand Mean		3.25	0.64
Agreed			

Table 2 shows the level of influence the contributions of Non-Governmental Organizations in relation to the provision of human resources has on the management of public secondary schools in Benue State. Item which states that, voluntary organizations deploy teachers to my school had the highest mean score of 3.54 with standard deviation of 0.60. Item 2 had the mean score of 3.43 with standard deviation of 0.59. Item 3 had the mean score of 3.31 with standard deviation of 0.65. Item 4 had the mean score of 3.32 with standard deviation of 0.64. Item 5 had the mean score of 3.31 with standard deviation of 0.64. Item 6 had the mean score of 3.18 with standard deviation of 0.62. Item 7 had the mean score of 3.16 with standard deviation of 0.69. Item 8 had the mean score of 3.09 with standard deviation of 0.63. Item 9 had the mean score of 3.08 with standard deviation of 0.70. Item 10 had the mean score of 3.05 with standard deviation of 0.66. Hence, all the items in table 2 were agreed with mean scores above the average bench mark of 2.50. The grand mean score in table 2 however was

calculated to 3.25 with standard deviation of 0.64. This simply means that, the management of public secondary schools in Benue State is positive influenced by Non-Governmental Organizations' contributions in providing human resources to public schools.

Research Hypothesis 1: The contributions of Non-Governmental Organizations in school funding have no significant influence on the management of public secondary schools in Benue State.

Table 3: Chi-Square Showing the Analysis of School Funding by NGOs and School Management in Benue State.

	Observed N	Expected N	df	Asymp. sig	Sig. value	Remark
SD	77	92.5	3	0.00	0.05	S, Reject H_{01}
D	43	92.5				
A	107	92.5				
SA	143	92.5				
Total	370					

df= degree of freedom, S= significant

The result presented on Table 3 shows that the Asymp. Sig value of 0.00 is less than the set significant value of 0.05 and this shows that the test of hypothesis is significant. This implies that, the contributions of Non-Governmental Organizations in school funding have a significant influence on the management of public secondary schools in Benue State.

Research Hypothesis 2: The contributions of Non-Governmental Organizations in the provision of human resources have no significant influence on the management of public secondary schools in Benue State.

Table 4: Chi-Square Showing the Analysis of Provision of Human Resources by NGOs and School Management in Benue State.

	Observed N	Expected N	df	Asymp. sig	Sig. value	Remark
SD	79	92.5	3	0.00	0.05	S, Reject H_{02}
D	91	92.5				
A	99	92.5				
SA	101	92.5				
Total	370					

df= degree of freedom, S= significant

The result presented on Table 4 shows that the Asymp. Sig value of 0.00 is less than the set significant value of 0.05 and this shows that the test of hypothesis is significant. Therefore, the hypothesis is rejected. This implies that, the contributions of Non-Governmental

Organizations in the provision of human resources have a significant influence on the management of public secondary schools in Benue State.

Discussion of Findings

Result of hypothesis 1 in table 3 shows that, the contributions of Non-Governmental Organizations in school funding have a significant influence on the management of public secondary schools in Benue State. This simply means that, NGOs play a crucial role in shaping the management of public secondary schools through their substantial financial contributions. Findings from table 1 also indicated that, Non-Governmental Organizations' contributions in terms of school funding have a level of influence on the management of public secondary schools in Benue State. The implication of this finding suggests that, NGOs' contribution to school funding have far-reaching consequences for the management of public secondary schools. These may encompass improved infrastructure, enhanced educational resources, and increased opportunities for students, ultimately leading to a more effective and sustainable environment. The result of this finding is consistent with the findings of Idoko et al. (2019) who investigated the influence of funding public secondary schools for quality assurance in Benue State, Nigeria and concluded that, funding had significant influence on supervision and classroom management for quality assurance of secondary schools. This finding also agrees with the findings of Onyeachu (2006) who stated that, no organization functions effectively without funds and the inadequate allocation of funds to schools have affected the effective management of such schools.

Result from table 4 shows that, the contributions of Non-Governmental Organizations in the provision of human resources have a significant influence on the management of public secondary schools in Benue State. This indicates that, NGOs exert a notable impact on the management of public secondary schools by providing essential human resources. The findings from table 2 also revealed that, the management of public secondary schools in Benue State is influenced by Non-Governmental Organizations' contributions in providing human resources to public schools. The implication of this finding is that, NGOs contributing to human resources for public secondary schools imply potential benefits such as increased staffing, expertise, and support. This can lead to improved teaching quality, enhanced administrative capabilities, and overall positive effects on the management and functioning of these schools. This finding is in agreement to the findings of Aderounmu and Ehiemetator (2005) who states that, human resource management plays several roles in the process of achieving the goals of the schools which include: to select and recruit professional qualified

staff and supporting staff, staff development, staff orientation, staff promotion, transfer, staff retention, termination and staff evaluation and that the importance of employing qualified personnel cannot be overemphasized.

CONCLUSION

Based on the findings, the study concluded that Non-Governmental Organization have positive influence on management of public secondary schools in Benue state through their substantial contribution to school funding and provision of human resources.

Recommendations

Based on the finding of the study, the following recommendations were made;

1. Public secondary schools in Benue State should foster stronger partnerships with NGOs to enhance funding and resource allocation.
2. Schools should work with NGOs to create training programs aimed at upskilling local teachers and staff. This will help build a sustainable workforce that can continue supporting school management, even when NGO support is less available.

REFERENCES

1. Adeogun, A. A. (2010). Instructional resources and school effectiveness in private and public secondary schools in Lagos State. *Journal of Educational Administration and Planning*, 7(1):2-89.
2. Adeogun, A. A. (2010). School plant planning and facilities management. 1st edition, Lagos: Frank Unity (Nig) Ltd. pp. 12-16.
3. Adeyemi, P. & Adu, O. (2010). Current problems of Educational development in Nigeria. *Ilorin journal of Education* pp 12; 1-11.
4. Agi, U.K. and Adiele, E.E. (2009). *Educational Management*. Port Harcourt. Shapea Publishers.
5. Akinwale, M. A. (2008). Examining the relationship between training, motivation and employees job performance. The moderating role of person job fit. *Journal of Basic and Applied Scientific Research*, 2(12):12177-12183.
6. Akpakwa, O.S. (2008). Lifelong Learning in Sustainable Development Goals 4: what does it mean for UNESCO rights-based approach to adult learning and education? *International review of education*.
7. Akpakwu, O. J. (2012). Complementarity of interpersonal behaviors in dyadic interactions. *Personality and Social Psychology Bulletin*, 29, 1082-1090.

8. Akpakwu, O. S. (2013). *Human resource management in educational organizations*. 3rd edition, Makurdi: Eagle Prints. pp. 56-60.
9. Amadi, E.C. (2008). *Administration and personnel development in adult and community education*. A module. Port Harcourt: Harey Publications.
10. Amin, A. Duje, O., and Yahaya, O. (2013). The impact of employees training on the job performance in education sector of Pakistan. *Middle-East Journal of Scientific Research*, 17(9):1273-1278.
11. Anukam, I.L. and Anukam, H.O. (2006). *Further, Administrative Functions*. The hidden Curriculum and School Administration. Owerri. Treasure Books/Skill Mark Ltd.
12. Anukam, I.L. et al (2010). *Basic Text on Educational Management*. Owerri. Eettech Versatile.
13. Arop F. O. Owan V. J., and Madukwe E. C. (2019). Human Resource Management and Teachers' Job Performance in Secondary Schools in Akamkpa Local Government Area of Cross River State, Nigeria. *International Journal of Social Sciences and Management Research*, 5(2):27-34.
14. Asuke, D. (2012). Impact of motivation on employee performance with effect of training: Specific to education sector in Pakistan. *International Journal of Scientific and Research Publications*, 3(9):1-9.
15. Ayeni, T. (2010). Effects of human resource training and development on productivity in Nigerian hospitality industry. *International Journal of Public Administration and Management Research (IJPAMR)*, 2(2):80-87.
16. Elnaga, A. and Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5 (4):137-147.
17. Emaikwu, S. O. (2015). *Fundamentals of research methodology and statistics*. 2nd edition, Makurdi: Selfers Academic Press Limited.
18. Emenike, O (2003), *Parents Teachers Association and School Management. Theory and Practice*. Enugu: JAMOE Enterprices.
19. Essien, A. H., Akpa, K. and Obot, M. (2016). Effect of training dimensions on employee's work performance: A case of Mumias sugar company in Kakamega County. *International Journal of Business and Management Invention*, 2(9):138-149.
20. Fab, O. O. (2014). *Human resource management (3rd Ed.)*. Enugu: University of Nigeria Press Limited. pp 51-55.
21. Fafunwa, A. B. (2012). *History of education in Nigeria*. Ibadan: NPS Educational Publishers Limited.

22. Jaffery, Z. (2012). Making Education Accessible: A Dual Case Study of Instructional Practices, Management, and Equity in a Rural and an Urban NGO School in Pakistan. Dissertation and Theses. Paper 409. Portland State University 2012, http://pdxscholar.library.pdx.edu/open_access_etds
23. Lewis, O. (2011). Universal basic educational policy implementation in Nigeria. KEDI journal of Educational policy, 13(2), 137-158.
24. Ngala, F. B., and Odebero, S. O. (2010). Teachers' perception of staff development programmes as it relates to teachers' effectiveness: A study of rural primary schools in Kenya. *Educational Research and Review*, 5(1): 27-36.
25. Ochai, G. (2012). The Scope of Educational Administration. Makurdi; Success world. pp.57-60.
26. Ogbonnaya, N. (2015). The effect of an economic crisis on educational outcomes: An Economic frame work and Review of the Evidence. *Current issues in comparative Education*, 12 (2) 5-15.
27. Pari, B.I, & Chen I.D (2008). Assessment of the Impact of recession on humans. Newyork: brown publisher Coy Ltd.
28. Pawlas, G.E. (2005). *The Administration guide to School Community Relations* (2nd ed). Library of Cataloguing in Publication. Retrieved 23rd August, 2014 from <http://books.google/Ca/book?id>.
29. Peretornode, V.F. (2013). Introduction to educational administration, planning and supervision. Lagos: Joja Educational Research Publishers. Pp. 13-18.
30. Pfeifer, C., Janssen, S., Yang, P. and Backes-Gellner, U. (2011). Effects of training on employee suggestions and promotions in an internal labour market. Working Paper Series in Economics No. 202, University of Lüneburg. pp. 41-46.
31. Sadker, M.P. (2005). *Teachers, Schools and Society* (7th ed). Boston McGraw Hill.
32. Sahinidis, A. G. and Bouris, J. (2008). Employee perceived training effectiveness relationship to employee attitudes. *Journal of European Industrial Training*, 32 (1):63-76