

FUNDING AND QUALITY EDUCATION DELIVERY IN PRIVATE SECONDARY SCHOOLS IN KATSINA METROPOLIS, KATSINA STATE, NIGERIA

BY

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Abstract

This paper examined the impact of funding on quality educational delivery in Private Secondary Schools in Katsina Metropolis, Katsina State, Nigeria. Six objectives were formulated to guide the study and six research questions were answered in the study. The study adopted a cross-sectional survey research design. The population of the study comprised of 229 participants (proprietors, principals and teachers) across eight private secondary schools located in Katsina Metropolis. The sample size of 155 respondents from for the study using a combination of stratified random sampling, proportionate to size sampling, and simple random sampling techniques. Three set of instruments were used to collect data for this study. These are: Private Secondary School Infrastructure Checklist (PSSIC), Private Secondary School Funding for Quality Education Delivery Principals/Proprietors' Questionnaire (PSSFQED-PPQ), Private Secondary School Funding for Quality Education Delivery Teachers' Questionnaire (PSSFQEDTQ). These instruments for data collection were adapted from Garira, Howie and Plomp (2019). The reliability test using Cronbach alpha reliability method yielded a coefficient index of 0.741 and 0.868. Face to face method of data collection was used. All the research questions were answered using mean and standard deviation. Findings revealed that funding influence the recruitment of qualified teachers in private secondary schools in Katsina metropolis, that school fees and school proprietor/proprietress were the highest sources of funding, Lack of prompt payment of school fees affects funding of private secondary schools in Katsina Metropolis; funding influence the availability of infrastructural facilities for quality education delivery in private secondary schools in Katsina Metropolis, and there is quality teaching delivery in private secondary schools in Katsina Metropolis among others. Based on the findings, some recommendations were made such as; Internally generated revenue (IGR) projects, fund raising and government grants should be encouraged among others.

Keywords: Funding, Quality, Educational Delivery, Private Secondary Schools, Katsina Metropolis

Introduction

Private secondary schools have become increasingly popular in Nigeria, as parents seek alternatives to the public education system (Angwaomaodoko, 2024). In Katsina Metropolis, private schools have emerged as a viable option for parents seeking quality education for their children. However, financial issues often affect the quality of education delivery in private schools as they rely on various sources of financing, including tuition fees, grants, donations, and other sources of funding. Private schools in Katsina Metropolis face substantial financial difficulties that impede their capacity to provide quality education. These challenges are rooted in inadequate funding sources which are particularly pronounced in low-income areas. The high costs associated with educational materials and infrastructure, combined with restricted access to loans and grants further intensify these financial struggles. As a result, these schools frequently operate under resource constraints which inevitably affect the educational quality

they can offer to students. The scarcity of resources not only impacts the overall educational environment, but also affects key elements such as teacher quality, school infrastructure and parental involvement. These factors are crucial for delivering high quality education and their impairment can significantly undermine the effectiveness of educational institutions.

Quality education delivery refers to the administrative, teaching and learning activities that take place in the school environment through non-teaching, teaching staff, standard curriculum, and learning environment that enhance students' holistic (Social, emotional and academic) performance. **The** United Nations Educational, Scientific and Cultural Organization (UNESCO) cited in Opetti, Walker and Zhang (2014) defined quality education through a broad lens that includes outcomes, equity, and the processes involved in teaching and learning. According to Opetti, Walker and Zhang (2014), quality education should ensure the development of cognitive skills as well as broader social, emotional, and physical outcomes. Despite the concerted efforts of stakeholders to enhance educational quality, the delivery remains unsatisfactory due to inadequate student outcomes. The challenges of financing and ensuring quality education in private schools within Katsina Metropolis have profound implications for both policy formulation and practical implementation in Nigeria's education sector. Addressing these challenges will require a multi-pronged approach, including exploring various financing options, improving teacher quality and training, enhancing school infrastructure, and increasing parental involvement.

Funding education refers to the financial support provided for educational institutions, programmes and initiatives to ensure the accessibility and quality of education (Gust, Hanushek & Woessmann, 2024). Funding of education is next to health care that is seriously underfunded in Nigeria. In 2018, only 7% of the national budget was allocated to education, far below UNESCO'S recommended 15% - 26%. In 2020, it was worse as education got 6.7% as allocation. Many schools in Nigeria are owned and funded by the government, it is also a sector that is heavily privatized making schools expensive and out of reach for most Nigerians who live below poverty line. Public schools, which are funded by the government, are generally cheaper but they typically lack quality facilities, learning tools and conducive environment. Classrooms are usually in disrepair and many public schools are falling apart. In many privately-owned secondary schools, teachers are not well paid or sometimes under paid when schools go on holidays. The education sector got ₦3.52 trillion representing about 7.3% of the ₦49.7trillion in the 2025 budget (Yakubu, 2024, December 18). The total sum allocated to the sector for infrastructure was ₦826.9 billion and ₦738 billion for Universal Basic Education Commission, among others. In view of the forgoing, it is evident that funds allocated to Nigeria's education on yearly basis are not enough for the smooth running of our educational affairs. This results in lack of proper instructional materials, poor teachers' welfare packages, poor infrastructure and absence of training for teachers (Omolewa, 2017).

The challenge becomes even more pronounced for private schools which lack the financial backing of the government. These institutions must cover both capital and operational expenses from their own funds while also aiming to generate profits. This raises questions about whether such funding models can ensure job satisfaction among teachers through adequate salaries and benefits, enhance teacher motivation for effective teaching processes, maintain quality control in educational delivery and effectively assess student performance. The quality of education in private secondary schools within Katsina Metropolis is substantially influenced by the availability of funding.

Insufficient financial resources may result in several challenges, such as inadequate facilities, poorly maintained infrastructure and a shortage of essential educational materials and technology. These deficiencies may compromise private schools' ability to create an optimal learning environment, effectively engage students and retain qualified teachers. This paper therefore aims to investigate how funding impacts the quality of education in private secondary schools within in Katsina State, Nigeria.

Objectives of the Study

The aim of the study is to examine funding and quality education delivery in private secondary schools in Katsina Metropolis, Katsina State, Nigeria. Specific objectives are to:

1. identify the different funding sources available to private secondary schools in Katsina Metropolis.
2. identify factors affecting funding of private secondary schools in Katsina Metropolis.
3. examine how funding affects the recruitment of qualified teachers for quality education delivery in private secondary schools within Katsina Metropolis.
4. assess how funding affects the availability of infrastructural facilities for quality education delivery in private secondary schools within Katsina Metropolis.
5. examine the role of funding on availability of instructional materials for quality education delivery in private secondary schools in Katsina Metropolis.
6. assess the extent of quality teaching delivery in private secondary schools within Katsina Metropolis.

Research Questions

The following research questions were raised to guide the study:

1. What are the different funding sources available to private secondary schools in Katsina Metropolis?
2. What are the challenges affecting funding of private secondary schools in Katsina Metropolis?
3. How does the level of funding influence the recruitment of qualified teachers in private secondary schools in Katsina Metropolis?
4. How does the level of funding influence the availability of infrastructural facilities for quality education delivery in private secondary schools in Katsina Metropolis?
5. What is the role of funding on availability of instructional materials for quality education delivery in private secondary schools in Katsina Metropolis?

6. To what extent is the quality teaching delivery in private secondary schools in Katsina Metropolis?

Methodology

This section discusses the methods and procedure that was used in conducting the research. This study adopted a cross-sectional survey research design. The population of the study comprised of 229 participants across eight private secondary schools located in Katsina Metropolis. This population includes 213 teachers, 8 school proprietors and 8 principals. The sample for the study consisted of 8 private secondary schools, 8 proprietors/proprietresses, 8 principals, and 139 teachers, making up 30% of the total population. This result in a sample size of 155 respondents from within Katsina Metropolis, Using a combination of stratified random sampling, proportionate to size sampling, and simple random sampling techniques. Three set of instruments were used to collect data for this study. These are: Private Secondary School Infrastructure Checklist (PSSIC), Private Secondary School Funding for Quality Education Delivery Principals/Proprietors' Questionnaire (PSSFQED-PPQ), Private Secondary School Funding for Quality Education Delivery Teachers' Questionnaire (PSSFQEDTQ). These instruments for data collection were adapted from Garira, Howie and Plomp (2019). The content and construct validity of the instrument were conducted and the reliability test using Cronbach alpha reliability method yielded a reliability coefficient of 0.741 and 0.868 which proved that the instruments were reliable. Face to face method of data collection was used. All the research questions were answered using mean and standard deviation, percentages, frequency counts and tables.

Results

Research Question One

What are the different funding sources available to private secondary schools in Katsina Metropolis?

Table 1

Funding Sources Available to Private Secondary Schools in Katsina Metropolis

S/N	STATEMENT	SD	D	A	SA	MEAN	STD	Remarks
1	Government grants are source of funding for private secondary schools in Katsina Metropolis	4	3	1	0	1.43	0.53	Disagree
2	Private donations from individuals and organizations are source of funding for private secondary schools in Katsina	3	3	1	1	1.86	1.07	Disagree

Metropolis								
3	School fees is a source of funding for private secondary schools in Katsina Metropolis	1	0	0	7	4.00	0.00	Agree
4	NGOs, corporate sponsorships are source of funding for private secondary schools in Katsina Metropolis	3	4	0	0	1.57	0.53	Disagree
5	Religious institutions are sources of funding for private secondary schools in Katsina Metropolis	3	4	0	0	1.57	0.53	Disagree
6	School proprietor/proprietress are source of funding for private secondary schools in Katsina Metropolis	0	0	3	4	3.86	0.38	Agree
Grand Mean						2.38	0.51	Disagree

Table 1 shows the Funding Sources Available to Private Secondary Schools in Katsina Metropolis. Based respondents' response mean and standard deviation, on statements: School fees is a source of funding for private secondary schools in Katsina Metropolis with 4.00 ± 0.00 was ranked first; School proprietor/proprietress with 3.86 ± 0.38 was ranked second; Private donations from individuals and organizations are source of funding for private secondary schools in Katsina Metropolis with 1.86 ± 1.07 was ranked third; Government grants are source of funding for private secondary schools in Katsina Metropolis with 1.43 ± 0.53 was ranked fourth; while "NGOs, corporate sponsorships are source of funding for private secondary schools in Katsina Metropolis" and "Religious institutions are sources of funding for private secondary schools in Katsina Metropolis" with 1.57 ± 0.53 were ranked fifth; while the grand means of 2.38 ± 0.51 . This implies that school fees, and School proprietor/proprietress were the highest sources of funding, while least were NGOs, corporate sponsorships and religious organizations.

Research Question Two

What are the challenges affecting funding of private secondary schools in Katsina Metropolis?

Table 2

Challenges Affecting Funding of Private Secondary Schools in Katsina Metropolis

S/N	STATEMENT	SD	D	A	SA	MEAN	STD	Remarks
7	Lack of prompt payment of school fees affects funding of private secondary schools in Katsina Metropolis	0	1	0	7	4.00	0.00	Agree
8	Increase in rent by owners of the school building affects funding of private secondary schools in Katsina Metropolis	1	1	2	3	3.00	1.15	Agree
9	Difficulty in access to soft loan from commercial banks affects funding of private secondary schools in Katsina Metropolis	1	0	4	3	3.43	0.53	Agree
10	Non-payment of School fees affects funding of private secondary schools in Katsina Metropolis	1	0	2	5	3.71	0.49	Agree
11	Withdrawal of students from school affects funding of private secondary schools in Katsina Metropolis	1	0	3	4	3.57	0.53	Agree
12	Economic recession affects funding of private secondary schools in Katsina Metropolis	1	0	2	5	3.71	0.49	Agree
Grand Mean						3.57	0.53	Agree

Table 2 shows the Challenges Affecting Funding of Private Secondary Schools in Katsina Metropolis. Based respondents' response mean and standard deviation, on statements: Lack of prompt payment of school fees affects funding of private secondary schools in Katsina Metropolis with 4.00 ± 0.00 was ranked first; "Non-payment of

School fees affects funding of private secondary schools in Katsina Metropolis” and “Economic recession affects funding of private secondary schools in Katsina Metropolis” with 3.71 ± 0.49 were ranked second; “Withdrawal of students from school affects funding of private secondary schools in Katsina Metropolis” with 3.57 ± 0.53 was ranked third; “Difficulty in access to soft loan from commercial banks affects funding of private secondary schools in Katsina Metropolis” with 3.43 ± 0.53 was ranked fourth; and the least was Increase in rent by owners of the school building affects funding of private secondary schools in Katsina Metropolis with 3.00 ± 1.15 was ranked fifth, while the grand means of 3.57 ± 0.53 . This implies that to a high extent Lack of prompt payment of school fees affects funding of private secondary schools in Katsina Metropolis; “Non-payment of School fees affects funding of private secondary schools in Katsina Metropolis” and “Economic recession affects funding of private secondary schools in Katsina Metropolis were the major challenges and the least was was Increase in rent by owners of the school building affects funding of private secondary schools in Katsina Metropolis.

Research Question Three

How does the level of funding influence the recruitment of qualified teachers in private secondary schools in Katsina Metropolis?

Table 3

Level of Funding Influence the Recruitment of Qualified Teachers in Private Secondary Schools in Katsina Metropolis

S/N	STATEMENT	SD	D	A	SA	Mean	StD	Remarks
4	Adequate funding attracts qualified teachers to private secondary schools in Katsina Metropolis	2	3	54	96	3.57	0.60	Agree
5	Adequate funding helps in retaining qualified teachers in private secondary schools	2	3	50	100	3.60	0.60	Agree
6	Funding supports teacher training and development in private secondary school	3	59	0	89	3.60	0.55	Agree
7	Funding helps in teacher capacity building in delivering quality education	4	3	59	89	3.50	0.67	Agree
8	Funding affects teacher motivation in private secondary schools	23	10	55	67	3.07	1.05	Agree

9	Funding affect teacher job satisfaction in private secondary schools	7	29	74	45	3.01	0.81	Agree
10	Funding impacts the quality of education delivery in private secondary schools	3	3	81	67	3.38	0.63	Agree
11	Funding helps in ensuring the availability of qualified teachers for quality education delivery	2	12	56	85	3.45	0.69	Agree
Grand Mean						3.40	0.70	Agree

Table 3 shows the level of funding influence the recruitment of qualified teachers in private secondary schools in Katsina Metropolis. Based on respondents' response mean and standard deviation, on statements: "Adequate funding helps in retaining qualified teachers in private secondary schools" and "Funding supports teacher training and development in private secondary school" with 3.60 ± 0.55 were ranked first; Adequate funding attracts qualified teachers to private secondary schools in Katsina Metropolis with 3.57 ± 0.60 was ranked second; Funding helps in teacher capacity building in delivering quality education with 3.50 ± 0.67 was ranked third; Funding helps in ensuring the availability of qualified teachers for quality education delivery with 3.45 ± 0.69 was ranked fourth; Funding impacts the quality of education delivery in private secondary schools with 3.38 ± 0.63 was ranked fifth; while "Funding affects teacher motivation in private secondary schools" and "Funding affect teacher job satisfaction in private secondary schools" with 3.07 ± 1.05 and 3.01 ± 0.81 were ranked sixth; while the grand means of 3.40 ± 0.70 . This implies that to moderate extent Level of Funding Influence the Recruitment of Qualified Teachers in Private Secondary Schools in Katsina Metropolis.

Research Question Four

How does the level of funding influence the availability of infrastructural facilities for quality education delivery in private secondary schools in Katsina Metropolis?

Table 4

Level of Funding Influence the Availability of Infrastructural Facilities for Quality Education Delivery in Private Secondary Schools in Katsina Metropolis

S/N	STATEMENT	SD	D	A	SA	MEAN	STD	Remarks
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19	Funding affects the availability of well-maintained classrooms in private secondary schools	1	0	1	6	3.86	0.38	Agree
20	Funding helps in the provision of modern learning facilities (e.g. laboratories, libraries)?	1	0	1	6	4.00	0.00	Agree
21	Funding influences the condition and maintenance of school buildings	1	1	2	4	3.43	0.79	Agree
22	Funding helps in ensuring safe and secure school environments	1	0	1	6	3.86	0.38	Agree
Grand Mean						3.79	0.39	Agree

Table 4 shows the Level of Funding Influence the Availability of Infrastructural Facilities for Quality Education Delivery in Private Secondary Schools in Katsina Metropolis. Based respondents' response mean and standard deviation, on statements: Funding influences the condition and maintenance of school buildings with 3.43 ± 0.79 was ranked first; Funding helps in the provision of modern learning facilities (e.g. laboratories, libraries) with 4.00 ± 0.00 was ranked second; "Funding affects the availability of well-maintained classrooms in private secondary schools" and "Funding helps in ensuring safe and secure school environments" with 3.86 ± 0.38 were ranked third; while the grand means of 3.79 ± 0.39 . This implies that to a moderate level Funding Influence the Availability of Infrastructural Facilities for Quality Education Delivery in Private Secondary Schools in Katsina Metropolis.

Research Question Five

What is the role of funding on availability of instructional materials for quality education delivery in private secondary schools in Katsina Metropolis?

Table 5

Role of Funding on Availability of Instructional Materials for Quality Education Delivery in Private Secondary Schools in Katsina Metropolis

S/N	STATEMENT	SD	D	A	SA	Mean	STD	Remark
15	Funding affects the availability of textbooks and educational resources in private secondary	18	18	65	54	3.00	0.97	Agree

	schools							
16	Funding affects the quality and relevance of textbooks and educational resources	1	22	62	70	3.30	0.73	Agree
17	Funding influences the availability of technological resources (e.g. computers, internet) for instructional purposes	1	13	51	90	3.48	0.68	Agree
18	Funding helps in ensuring students' access to digital learning resources and tools	1	14	60	80	3.41	0.68	Agree
19	Funding affects the availability of laboratory equipment and materials for science and technology subjects	2	23	53	77	3.32	0.77	Agree
20	Funding affects the quality and functionality of laboratory equipment and materials	14	23	65	53	3.01	0.93	Agree
21	Funding influences the availability and quality of library resources (e.g. books, journals, databases)	1	32	53	69	3.23	0.79	Agree
22	Funding helps in ensuring students' access to library resources and services	0	39	63	53	3.09	0.77	Agree
Grand Mean						3.23	0.79	Agree

Table 5 shows Role of Funding on Availability of Instructional Materials for Quality Education Delivery in Private Secondary Schools in Katsina Metropolis. based on respondents' response mean and standard deviation, on statements: Funding influences the availability of technological resources (e.g. computers, internet) for instructional purposes with 3.48 ± 0.68 was ranked first; Funding helps in ensuring students' access to digital learning resources and tools with 3.41 ± 0.68 was ranked second; Funding affects the availability of laboratory equipment and materials

for science and technology subjects with 3.32 ± 0.77 was ranked third; “Funding affects the quality and relevance of textbooks and educational resources” with 3.30 ± 0.73 was ranked fourth’ Funding affects the availability of laboratory equipment and materials for science and technology subjects with 3.23 ± 0.79 was ranked fifth; while “Funding helps in ensuring students' access to library resources and services”, “Funding affects the quality and functionality of laboratory equipment and materials” and “Funding affects the availability of textbooks and educational resources in private secondary schools” with 3.09 ± 0.77 , 3.01 ± 0.93 , and 3.00 ± 0.97 were ranked the least; while the grand means of 3.23 ± 0.79 . This implies that to a moderate extent funding play a major role on availability of instructional materials for quality education delivery in private secondary schools in Katsina Metropolis.

Research Question Six

To what extent is the quality teaching delivery in private secondary schools in Katsina Metropolis?

Table 6
Extent to which there are Quality Teaching Delivery in Private Secondary Schools in Katsina Metropolis

S/N	Statement	SD	D	A	SA	Mean	STD	Remarks
29	Teachers in private secondary schools possess the necessary qualifications and expertise to deliver quality education	9	9	36	101	3.48	0.85	Agree
30	Teachers' have the subject matter expertise in private secondary schools	4	22	68	61	3.20	0.78	Agree
31	Teachers in private secondary schools use effective teaching methods and strategies to promote student learning	4	11	48	92	3.47	0.74	Agree
32	Teachers' use of technology to support teaching and learning in private secondary schools	4	9	70	72	3.35	0.71	Agree
33	Teachers in private secondary schools effectively manage and organize their classrooms to promote student learning	3	19	61	72	3.30	0.76	Agree

34	Teachers' have the ability to create a conducive learning environment in private secondary schools	4	23	57	71	3.26	0.80	Agree
35	Teachers in private secondary schools use appropriate assessment methods to measure student learning	3	4	72	76	3.43	0.64	Agree
36	Teachers provide constructive feedback to students in private secondary schools	3	19	61	72	3.30	0.76	Agree
37	Teachers in private secondary schools are responsive to the diverse needs of students	5	12	91	47	3.16	0.70	Agree
Grand Mean						3.33	0.75	Agree

Table 6 shows the extent to which there are quality teaching delivery in Private Secondary Schools in Katsina Metropolis based on respondents' response mean and standard deviation, on statements: Teachers in private secondary schools possess the necessary qualifications and expertise to deliver quality education with 3.46 ± 0.85 was ranked first; Teachers in private secondary schools use effective teaching methods and strategies to promote student learning with 3.47 ± 0.74 was ranked second; Teachers in private secondary schools use appropriate assessment methods to measure student learning with 3.43 ± 0.64 was ranked third; Teachers' use of technology to support teaching and learning in private secondary schools with 3.35 ± 0.71 was ranked fourth; "Teachers in private secondary schools effectively manage and organize their classrooms to promote student learning" and "Teachers provide constructive feedback to students in private secondary schools" with 3.30 ± 0.76 respectively were ranked fifth; Teachers' use of technology to support teaching and learning in private secondary schools with 3.35 ± 0.71 was ranked sixth; Teachers' have the ability to create a conducive learning environment in private secondary schools with 3.26 ± 0.80 was ranked seventh and the least was on that "Teachers' have the subject matter expertise in private secondary schools" with 3.20 ± 0.78 , while the grand means of 3.33 ± 0.75 . This implies that to a high extent there is quality teaching delivery in private secondary schools in Katsina Metropolis.

Discussion

The finding revealed that Funding Sources are Available to Private Secondary Schools in Katsina Metropolis, Katsina State. The findings for Research Question One show that school fees and School proprietor/proprietress were the highest sources of funding, while the least was NGOs, corporate sponsorships and religious organizations. This agrees with Nwuke and Okwu (2024) who identified the sources of financing private schools as tuition fees, administration fees, examination fees, loans, donations, Parent Teachers Association (PTA) fees, sales of services, sales of products (like uniforms, vest, brooms, hoes, etc) giving out facilities for rentage and extra-mural lesson. The finding showed that to a high extent lack of prompt payment of school fees affects funding of private secondary schools in Katsina Metropolis; and “Economic recession” as well as increase in rent by owners of the school building were challenges affecting funding of private secondary schools in Katsina Metropolis. This findings is in agreement with (Nnenna & Ejiofor, 2024) who stated In prompt payment of school fees and running of school fees (debt) by some parent to another school, Increase in rent by owners of the building the proprietors of school use , Heavy Levy/Taxation/Registration; Increase of levy and multiple taxes by the three tiers of government and her agencies on private schools, Difficulty in access to soft loan from commercial banks as challenges facing adequate funding of private schools. The finding also showed that to a moderate level of funding influence the recruitment of qualified teachers in private secondary schools in Katsina Metropolis. Also, the finding showed that to a moderate level Funding Influence the Availability of Infrastructural Facilities and instructional materials for Quality Education Delivery in Private Secondary Schools in Katsina Metropolis. This is intern dent with Aliyu (2018) who notes that no organization functions effectively without funds. A situation where there is no money for payment of teachers' salaries, purchase of equipment, books, furniture and other facilities that enhance teaching and learning, teachers cannot perform effectively. The finding also revealed that to a high extent there is quality teaching delivery in private secondary schools in Katsina Metropolis.

Conclusion

Education funding has been and continues to be a general concern for all education systems and the backbone of all educational planning. Adequate funding is a basis for the effective functioning of every aspect of education, including secondary education. If adequate funds are made available to secondary education whether public or private ownership the quality of learning would be enhanced, no organization can survive or carry out its functions effectively without adequate financial resources at its disposal. Therefore, lack of funds in any education programme means the failure of the programme.

Recommendations

1. Internally generated revenue (IGR) projects should be intensified.
2. Fund raising programmes and appeal funds from individuals and corporate bodies would help.
3. Government grants to private schools should be encouraged.
4. Tax free and more effective monitoring strategies to avoid multiple taxes.

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