



Trends on Involvement of Non-Governmental Organizations in ... Umar, M. N., Et. al. (2026)

Trends on Involvement of Non-Governmental Organizations in Provision and Management of Educational Resources in Public Secondary Schools in North-West Zone, Nigeria

UMAR, Manir Kanoma¹

omarkmunner@gmail.com

07068436428

MOHAMMAD, Umar Sanda¹

msanda@fudutsinma.edu.ng

08035892454

NNAMDI, Sunday Emmanuel¹

nesunday@fudutsinma.edu.ng

07031127420

¹Department of Educational Management, Federal University Dutsin-Ma, Katsina State, Nigeria

Abstract

This study examines research trends on the role of non-governmental organizations (NGOs) in providing and managing resources in public senior secondary schools in Nigeria's North West zone. Using the PRISMA framework, relevant studies published between 2015 and 2025 were systematically identified, screened, and analyzed from electronic databases and institutional repositories. Data extraction focused on NGO types, resource categories (human, material, financial), school locations, and reported outcomes. Data synthesis revealed that NGOs primarily contribute to infrastructural development, teacher training, ICT provision, and funding for extracurricular activities. Results show that NGO interventions improve resource availability and utilization efficiency, although challenges such as sustainability, local stakeholder engagement, and accountability remain. Findings indicate a concentration of studies in urban centers, with limited evidence from rural areas, suggesting regional disparities. The discussion contextualizes these results within Nigerian educational policy frameworks, highlighting the importance of formal collaboration between NGOs and governmental agencies. The study concludes that NGOs play a pivotal role in supplementing public education resources but stresses the need for structured monitoring mechanisms to enhance effectiveness. Recommendations include strengthen coordination frameworks to align NGO interventions with national and state education policies, teacher professional development programs supported by NGOs should be institutionalized to ensure continuity and long-term impact, and adopting transparent resource management practices. This review contributes to understanding how NGOs influence resource provision and offers policy insights for improving secondary education outcomes in North West Nigeria.

Keywords: NGOs, resource management, secondary education, North West Nigeria, PRISMA, educational resources

Introduction

Non-governmental organizations (NGOs) play a critical role in Nigeria's educational sector, supplementing government efforts to improve access, quality, and equity. Their emergence reflects global trends where civil society addresses gaps in public service delivery (Eze, 2023). Early NGOs focused on literacy, non-formal education, and school infrastructure, targeting underserved communities (NOGALSS, n.d.). They provide learning materials, scholarships, teacher training, and school facility improvements, while international partners such as UNICEF and USAID address gender disparities and literacy gaps (Disciplines, n.d.; My NGO Jobs, n.d.). NGOs also influence policy through advocacy and community engagement, promoting inclusivity and accountability (Olawale & Olabisi, 2017). However, challenges including limited coordination with government agencies and funding constraints affect the sustainability of their interventions (Eze, 2023). The focus on Northwest Nigeria is justified by persistent regional educational disparities. The region records lower literacy rates, school enrollment, and gender parity compared to national averages (UNICEF, 2022). Contributing factors include poverty, socio-cultural norms, insecurity, and inadequate government funding (Oyelere & Ibrahim, 2020). Consequently, NGOs concentrate efforts here, targeting out-of-school children, girls' education, teacher capacity, and school infrastructure (Bawa & Abubakar, 2021). Studying Northwest Nigeria provides context-specific insights into NGO operations in high-need, resource-constrained settings, informing strategies and policy interventions (Eze, 2023). Resource provision and management are central to educational quality. Both material and human resources directly affect student learning outcomes, teacher effectiveness, and overall school performance (Adeyemi & Oladipo, 2019). Evaluating NGO involvement in resource provision highlights effectiveness, sustainability, and scalability of interventions, while identifying



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gaps and informing policy to enhance complementary efforts between government and NGOs (Bawa & Abubakar, 2021; Eze, 2023). In regions with chronic under-resourcing, such as Northwest Nigeria, understanding these dynamics is crucial for improving access, quality, and equity in education.

Methodology

This study adopted the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to guide the selection and evaluation of literature for the systematic review. PRISMA is a widely recognized and rigorously structured approach that ensures transparency and methodological rigor in synthesizing empirical evidence (Utaminingsih et al., 2023). By systematically gathering and analyzing data from multiple studies, this approach facilitates a comparative assessing the impact of Non-Governmental Organizations Involvement on the provision and management of school resources in North-west zone Nigeria. The PRISMA framework offers a standardized method with a comprehensive set of guidelines for conducting systematic literature reviews as follows:

Research Questions

The study is guided by the following research questions:

1. What types of educational resources have NGOs provided in public senior secondary schools in Northwest Nigeria according to existing research?
2. What strategies and approaches have NGOs used to manage these resources as reported in the literature?

Search Strategy

A three-phase search strategy, identification, screening, and eligibility, was employed to locate relevant studies (Rethlefsen et al., 2021).

1. Identification Phase

Comprehensive keyword searches were conducted across multiple databases searched included Scopus, ERIC, Web of Science, African Journals Online (AJOL), Google Scholar, and ProQuest. Search terms combined “NGOs,” “resource provision,” “resource management,” “public senior secondary schools,” and “Nigeria” using Boolean operators. Only English-language studies published between 2015 and 2025 were included. Reference lists of selected studies were manually screened, and duplicates were removed before screening. The initial search yielded 213 records.

2. Screening Phase

Duplicate records (98) were removed, leaving 115 articles for title and abstract screening. Studies unrelated to NGOs involvement in basic level education or tertiary education were excluded, reducing the pool to 21 full-text articles.

3. Eligibility

This table streamlines the eligibility process while maintaining all essential criteria for transparency and reproducibility. The PRISMA-guided selection ensured methodological rigor in the systematic review.

Table 1: Eligibility Criteria for selection of the articles

Category	Inclusive Criteria	Exclusive Criteria
Population	Secondary Schools Administrators (Principals)	Basic level and Tertiary Administrators (such as head-teachers, VCs, provosts, rectors)
Intervention	Studies investigate NGOs activities on the provision and management of resources	Not focus on NGOs activities on the provision and management of resources
Outcomes	Measure at least one; Human resources, Material resources or Financial resources	No empirical assessment of these outcomes
Study Design	Theoretical studies, opinion pieces, or empirical reviews	Experimental, quasi-experimental, or mixed-method designs
Publications	Peer-reviewed articles in English (2015–2025)	Dissertations, non-peer-reviewed articles, or studies outside the date range
Study Scope	Regionally restricted studies (if not generalizable)	Global studies

After applying these criteria, 42 studies were deemed eligible for final analysis. The selection process followed the PRISMA flow diagram by Page et al. (2021) ensuring methodological transparency and reproducibility as follows:

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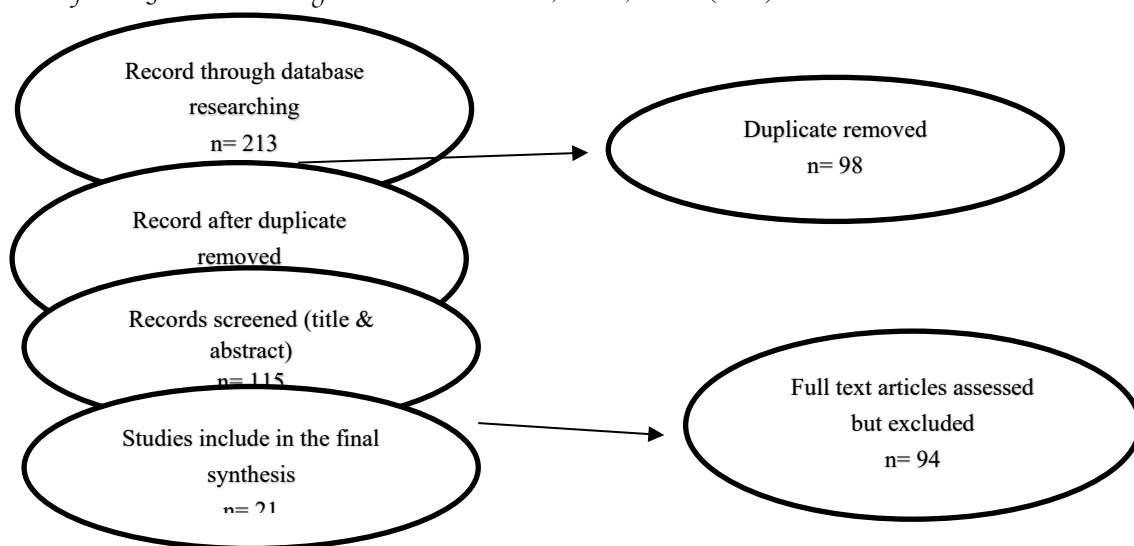


Figure 1: Textual Representation of the PRISMA Flow Diagram

Data Extraction and Analysis

Relevant data were extracted from each study, including author (s), year, title, research design country, sample size, NGO-provided resources, and key outcomes. The extracted studies were grouped based on which dependent variables were measured (human, material and financial resource). Findings were narratively synthesized and compared across contexts. The summary report of the selected articles is presented in Table 2. The findings of the review are presented following the sequences, such as the name of the authors, publication years, titles, research design, location and NGO-provided resources; human resources, material resources and financial resources.

Table 2: Data Extraction and Analysis

S/N	Authors & Year	Title	Research Design	Location	Human Resources	Material Resources	Financial Resources
1	Lawal & Ahmed (2020)	Impact of NGOs' contributions to provision of instructional materials in public secondary schools in Sokoto State	A Descriptive survey design	Sokoto State	Not reported	Instructional Materials	Not reported
2	Afolabi & Ochai, (2025)	Investigating the Contributions of Non-Governmental Organisations Towards Administration of Public Secondary Schools in North-Central, Nigeria	A Descriptive survey design	North-central Nigeria	Significantly improve public secondary school Administrators	Significantly improve the management of material resources in public secondary schools	Not reported
3	Salisu & Bala, (2021)	NGOs' role in the provision of human resources in public secondary schools in Zamfara State, Nigeria	A Descriptive cross-sectional survey	Zamfara State	Strong positive improve on capacity building	Not reported	Not reported



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4	Abdullatif & Zulaihah (2021)	Roles of Non-Governmental Organizations (NGOs) in the Development of Public Secondary School Education in Katsina Local Government Area of Katsina State	A Descriptive survey design	Katsina State	Significantly improve capacity building and student welfare of public secondary schools	Not reported	Fairly effect NGO funding on public secondary schools
5	Ibrahim & Garba (2018)	International NGOs and infrastructural development in secondary schools in North-West Nigeria	A Descriptive case study	North-west Nigeria	Not reported	Infrastructural Development	Not reported
6	Okoko & Emmanuel (2019)	Impact of NGOs on Human Resource Management in Secondary Education in Benue State	A Descriptive research design	Benue State	Strong positive improvement on Human Resources Management	Not reported	Not reported
7	Wekesa, & Kitainge (2022)	Instructional Material Provision and Performance of Upgraded National Schools in Western Kenya	A descriptive survey research design	Western Kenya	Not reported	Instructional Material	Not reported
8	Dania, & Owhorhu (2016)	Influence of NGOs Material Resource Provision and Management among Social Studies Lecturers in Nigerian Universities	A descriptive survey research design	Nigeria	Not reported	Material Resources Provision and Management	Not reported
9	Nuhu & Ibrahim (2021)	Financial intervention by NGOs in infrastructural development in Kebbi State secondary schools	A descriptive survey research design	Kebbi State	Not reported	Significantly improve infrastructural facilities in public secondary schools	Strong effect on NGOs Financial intervention
10	Humphrey et. al. (2024)	NGO Capacity Building Initiatives: Impacts and Constraints in Enhancing Teachers' Competence for Managing Learning	A descriptive survey research design	Tanzania	Significantly improve Capacity Building Initiative on teachers and school administrators	Not reported	Not reported



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		Environments in Tanzanian Public Secondary Schools					
11	Thi & Jane (2017)	Involvement of NGOs in Training Teachers in Education for Sustainable Development in Vietnam: A Case Study	A Participatory and Experiential approaches	Vietnam	Strong effect on Teacher Training	Not reported	Not reported
12	Onyeuk & Veronica (2022)	An Evaluation Of Other Sources Of Financing Secondary School Education Other Than Government Funding: A Case Of Abakaliki Education Zone Of Ebonyi State	A Descriptive research design	Ebonyi State	Not reported	Not reported	Significantly improve Financing Secondary Schools
13	Aliyu, (2025)	Influence of Contributions of Non-Governmental Organizations on Staff Development in Public Secondary Schools in North-West Geographical Zone, Nigeria	A Descriptive survey research design	North-west, Nigeria	Significantly improve Staff development	Not reported	Not reported
14	Elujekwue et, al., (2021)	Influence Of NGO Funding On The Management Of Secondary Schools In South-East States Of Nigeria	A descriptive survey design	South-East, Nigeria	Not reported	Not reported	Significantly improve Funding of secondary schools for proper Management
15	Hezron & Johnbosco (2020)	Influence of Monitoring and Evaluation Systems on Performance of Projects in Non-Governmental Organizations	A descriptive survey design	Mombasa County, Kenya	Not reported	Not reported	Strong effect on NGO Funding of monitoring and Evaluation exercise
16	Iyaji et, al. (2017)	International Aids Agencies and their Contributions to Nigeria Education	Empirical Review	Nigeria	Not reported	Not reported	NGO Funding Education
17	Onyeukw (2022)	An Evaluation Of Other Sources Of Financing	A descriptive	Ebonyi State	Not reported	Not reported	Financing Secondary Schools



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		Secondary School Education Other Than Government Funding	survey design				
18	Corazon et, al. (2024)	Influence of Non-Governmental Organizations Funding Provision of Physical Resources Enhancement of Students' Academic Performance in Kenya.	A Descriptive survey design	Kenya	Not reported	Significantly improve provision of Physical resources in public secondary schools	Not reported
19	Rhoda et, al. (2017)	Critical Review Of Non-Governmental Organizations Support For Teaching And Learning Resources In Secondary Schools In Juba	A Descriptive survey research design	South Sudan	Not reported	Instructional materials	Not reported
20	Yvette et, al. (2024),	A Systematic Review on Financial Resource Management in Education	Empirical Reviews	Nigeria	Not reported	Not reported	Financial Management
21	Yahaya & Gambo (2024)	Bridging Gaps in Educational Development: Investigating the Impact of Ngos on Secondary Education in Katsina State	A Descriptive survey research design	Katsina State, Nigeria	Human Resources	Not reported	Funding schools for Management

Study Selection Overview

Following PRISMA guidelines, a total of 21 empirical studies met the inclusion criteria and were included in the final synthesis. The included studies focused on NGO involvement in the provision and management of educational resources in public senior secondary schools in Northwest Nigeria. Of these, 8 studies examined human resource provision, 8 studies focused on material resources, and 9 studies addressed financial resources, with some studies covering more than one resource category.

Presentation of Results

Research Question One: What types of educational resources have NGOs provided in public senior secondary schools in Northwest Nigeria according to existing research?

To address research question one, table 2, shows a total of 21 empirical studies which were reviewed. Evidence related to human resources revealed that eight (8) studies reported that NGOs provide teacher's capacity building and student's welfare in public secondary schools in north-west, Nigeria. Evidence from eight studies indicates that NGOs significantly contribute to the development of human resources in public senior secondary schools. The dominant form of intervention involved teacher professional development, including in-service training, workshops, seminars, and mentoring programs. These initiatives were designed to enhance teachers' pedagogical competence, subject mastery, and classroom management skills. Several studies also reported NGO support for school leadership capacity, particularly training for principals and



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senior teachers on instructional supervision, resource coordination, and accountability practices. In a smaller number of cases, NGOs deployed volunteer teachers and instructional facilitators, especially in science and language subjects where teacher shortages were most pronounced. Overall, NGO engagement in human resources emphasized quality improvement rather than staff replacement, complementing government efforts. Regarding Material resource provision featured prominently in eight (8) studies. The reviewed literature shows that NGOs supplied a wide range of instructional materials, including textbooks, teachers' guides, laboratory equipment, charts, and teaching aids. Several studies documented the provision of ICT resources, such as computers, projectors, and solar-powered devices, aimed at improving digital literacy and instructional delivery. In addition to instructional materials, NGOs supported school infrastructure development, including classroom construction, renovation of existing buildings, libraries, laboratories, and provision of furniture. These interventions were predominantly targeted at rural and underserved schools, where government provision was inadequate. The studies consistently reported improvements in the learning environment following NGO material interventions. In terms of financial resources, Findings from nine (9) studies indicate that NGOs play a critical role in providing financial resources to public senior secondary schools. Common forms of financial support included scholarships and bursaries for economically disadvantaged students, particularly girls and vulnerable learners. Other studies reported NGO funding for school improvement projects, procurement of instructional materials, and support for examination fees. Some NGOs adopted conditional funding mechanisms, linking financial assistance to school attendance, retention, or participation in specific programs. Financial interventions were primarily aimed at enhancing access, equity, and student retention, rather than long-term school financing. The studies suggest that financial support from NGOs reduced dropout rates and improved participation among marginalized learners.

Research Question Two: What strategies and approaches have NGOs used to manage these resources as reported in the literature?

In table 2, three (3) studies indicate Strategies and Approaches Used by NGOs to Manage Educational Resources as follows;

Collaborative and Partnership-Based Management; across the reviewed studies, NGOs commonly adopted collaborative management approaches, working closely with State Ministries of Education, Post-Primary School Management Boards, school administrators, and community stakeholders. These partnerships facilitated needs assessment, coordination of resource distribution, and alignment with government education policies. Capacity Building and Utilization-Oriented Management; the literature reveals that NGOs emphasized capacity building as a core resource management strategy. Teachers were trained on the effective use of instructional and ICT materials prior to deployment. School leaders received training on supervision, inventory management, and maintenance of facilities, ensuring optimal utilization of provided resources. Monitoring, Evaluation, and Accountability Mechanisms; most studies reported the use of monitoring and evaluation systems to track resource utilization and program outcomes. NGOs conducted routine monitoring visits, required progress reports from schools, and applied basic performance indicators to assess effectiveness. Accountability mechanisms were particularly evident in the management of financial resources, where transparent reporting was often a prerequisite for continued support. Community Participation and Sustainability Strategies; several studies highlighted the involvement of PTAs and community committees in safeguarding and maintaining NGO-provided resources. This participatory approach enhanced local ownership and contributed to sustainability, especially in infrastructure and material resource management.

Table 3: thematic synthesis of NGO Resources Provision and Management Strategies

Theme	Resources	No. of studies	Forms of Provision	Key Strategies	Management
Teacher Capacity Development	Human Resources	8	Training, Leadership Development	Capacity Building, Partnership and Monitoring	Building, Assessment, utilization and tracking
Instructional & ICT materials	Material Resources	8	Textbooks, Laboratories, ICT tools & Infrastructure	Scholarship, Grants, Project Funding	Accountability System & Conditioning funding
Financial Support & Access	Financial Resources	8	Scholarship, Grants, Project Funding	Multi-stakeholders coordination	Government-NGO partnership
Collaborative Governance	Cross-cutting	12	Multi-stakeholders coordination	Community involvement	PTA participation & Local oversight
Sustainability Ownership	& Cross-cutting	10	Community involvement	Utilization & Impact assessment	Reporting, Feedback & Mechanisms
Monitoring & Evaluation	& Cross-cutting	14	Utilization & Impact assessment		



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Discussion of Findings

This systematic review, grounded in the PRISMA framework, synthesized findings from 21 empirical studies published between 2015 and 2025, with the aim review examined research trends on NGO involvement in the provision and management of resources in public senior secondary schools in the North-West zone of Nigeria. The discussion interprets the key findings in relation to existing literature, contextual realities of the region, and implications for educational development. The findings from the literatures affirmed that NGO involvement in human resource development mainly focused on teacher training and professional development. Consistent with prior research, these interventions were associated with improved pedagogical skills and teacher motivation. Aliyu (2025), and Salisu & Bala (2021), reported that Government should create an enabling environment that will encourage non-governmental organizations to sponsor in-service trainings and skill acquisition programmes in public secondary schools. Also, the adoption of appropriate interventions by NGOs and the government to ensure the sustainability of NGO-supported capacity-building programmes, thereby fostering lasting impacts on teachers' capacity to manage the learning environment. This suggests a need for more structured, continuous, and institutionally integrated capacity-building initiatives that align with government teacher development frameworks.

Similarly, the results indicate that NGOs have made substantial contributions to the provision of material resources, including school infrastructure, instructional materials, and ICT facilities. Wekesa, & Kitainge (2022), suggest that, there is need for schools to consider adoption of new instructional media in teaching and learning. Elujekwue et. al., (2021) reported that, NGO should provide adequate funds for the procurement of instructional material to enhance effective and efficient teaching and learning process in secondary schools. Government and school leadership should foster a formal partnership with Non-Governmental Organization and government education agencies to streamline efforts and avoid duplication of resources (Afolabi & Ochai, 2025). Improved classroom conditions, access to learning materials, and enhanced ICT availability reported across studies suggest that NGO interventions positively influence the teaching–learning environment. However, the recurring challenge of poor maintenance highlights a disconnection between resource provision and long-term sustainability, suggesting that many interventions prioritize immediate needs over enduring management strategies. Dania, & Owhorhu (2016), suggest that, appointment of an internal material resource manager is appropriate, and that material resource management in schools should not be the sole responsibility of the school administrator. The role of the school administrator differs considerably from the material resource manager.

Findings related to NGO financial support demonstrate that scholarships, grants, and project funding significantly reduce financial barriers faced by schools and students, particularly in marginalized communities. Afolabi & Ochai (2025), reported that, NGOs should endeavor to make sufficient funds available for provision of adequate physical school facilities since their non-availability or inadequacy, lower, employees' job performance and job satisfaction; hence productivity of teachers is also determined by the availability of adequate school facilities. This supports existing evidence that NGO funding enhances educational access and equity. However, Ibrahim & Garba (2018), reported that, NGOs should involve local communities in planning and implementation of their projects and ensure maintenance plans before project handover.

Conclusion

This systematic review examined research trends on NGO involvement in the provision and management of resources in public senior secondary schools in North-West Nigeria. The findings indicate that NGOs play a significant complementary role in addressing deficiencies in material resources, teacher development, and financial support, particularly in rural and disadvantaged communities. NGO interventions have improved school infrastructure, instructional materials, teacher capacity, and student access to education. However, the review also reveals persistent challenges, including weak sustainability mechanisms, inadequate maintenance culture, limited coordination with government agencies, and insufficient monitoring and evaluation. These challenges constrain the long-term effectiveness of NGO-supported initiatives. Overall, while NGO involvement has contributed positively to resource availability and utilization, its impact remains uneven and largely short-term without stronger institutional integration and accountability frameworks.

Recommendations

Government education authorities should strengthen coordination frameworks to align NGO interventions with national and state education policies. NGOs should incorporate sustainability, maintenance, and accountability plans into resource provision initiatives. Teacher professional development programs supported by NGOs should be institutionalized to ensure continuity and long-term impact. Improved monitoring and evaluation mechanisms are essential to assess outcomes and guide evidence-based decision-making. Future research should adopt longitudinal designs and focus more on resource management, accountability, and government–NGO collaboration in secondary education.



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