

Influence of Privatisation of University Staff Primary Schools on Teachers' Effectiveness in the South Western Region of Nigeria

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Abstract

Survey design was adopted to investigate the influence of the privatisation of University staff primary schools on teachers' effectiveness in the South Western Region of Nigeria. Three research questions and two hypotheses tested at 0.05 alpha level guided the study. The sample consisted of 183 participants comprising of 3 Headteachers, 97 teachers and 83 parents from all university staff primary schools in the South Western region. Four validated instrument (class teacher effectiveness questionnaire (CTEQ), Class Teachers Perception Questionnaire (CTPQ), Staff school institutional questionnaire (SSIQ) and Parents' perception questionnaire (PPQ)), were used for data collection and was analysed by item response theory calibration using Rating scale model. The result showed, among others, that on the average, the estimated effectiveness score of the teachers before the privatisation process was higher than during the privatisation process of the university staff schools. Thus, the privatisation and commercialisation of education remains greatest threats to the achievement of quality, inclusive and equitable education for all, it is very important that the federal government and other stakeholders in education should ensure that appropriate planning measures and considerations are put in place before taking such decisions in the future if the need arises.

Keywords: privatisation, university, staff, primary, schools, teacher, effectiveness

Introduction

The privatisation of primary education as well as other levels of education has become a global phenomenon with multiple manifestations. Countries with very different educational traditions and regulatory frameworks have promoted pro-privatisation reforms for many reasons such as social, political, economic, and educational purposes (Kitaev, 2003). According to Belfield and Levin (2003), Olaniyan (2001) and Psacharopolous and Woodhall (1997), privatisation of education is seen with

different names as privatisation, deregulation, public-private partnership, increasing the responsibility of parents in the management of education and private investment with the focus on cost recovery. From the above definitions, privatisation of education means handing over of assets, possession and control of government owned institutions or schools from the state to the private organisations or sector. According to the Economic Times (2020), it could also mean liberalisation of the educational sector for private participation.

The university staff primary schools in Nigeria were approved in the 1980s and they were created and funded as an integral part of faculties of education with a view to carrying out researches on how to improve teaching and learning in primary and secondary schools in Nigeria. For many, the schools are a stepping stone into university. The schools were originally created, with the permission of the National Universities Commission (NUC), to achieve two broad objectives. The first was for the schools to be research units for education faculty staff to come up with findings on how to improve, for example, syllabuses and the educational environment. These findings are usually presented at an annual meeting of the National Council of Education, a policy organ for government agencies in the education sector at the federal and regional levels. Second, given the schools' proximity to universities, they serve as schools for the children of university staff.

Lately, the federal government planned to withdraw funding from university-based primary schools and demonstration secondary schools on all campuses in Nigeria (Ndukwe & Nwakamma, 2015). This decision by government was met with sharp resistance from parents, some university staff, university based unions and university management. The Unions warned and embarked on industrial actions and disrupted academic activities. They argued that privatisation of the university staff schools will mean that many primary school teachers will lose their jobs, fees will be charged in line with fees in private primary schools, and children of staff, especially the junior staff, who are unable to pay the higher fees will have to withdraw their children. Pertinently, the effectiveness of the teachers in the staff primary schools will experience a decline if the process of the privatisation is done the way it was proposed by the federal government. It is important to note that academic performance of the pupils of the staff primary school will also be affected as well because pupils' academic performance is the measure of the development of their social, cognitive, cultural, emotional and physical skills according to the best of their abilities (Jones, 2008). In addition, academic performance of pupils is used to measure the accomplishment of the stated goals and objectives of the primary schools, and the potentials of the pupils (Jones, 2008).

Amongst the factors that will enhance a qualitative and quality primary education as well as the academic performance of primary school pupils include provision of adequate funding and needs for the management of primary education, as well as the engagement and adequate remuneration of qualified teachers in order to enhance the competence and effectiveness of teachers (Darling-Hammond, Wise & Pease, 1986). Pertinently, Primary Education is the type of learning a child receives from the primary school within the age of 5 to 11 years before proceeding to the secondary school and it is the foremost and basic right of every child. According to Locus Assignments (2020), the main objective of the primary education is to bring awareness among the children, open avenues of opportunities along with self-development and reduce inter-generational poverty. It is the first step in the making of welfare and society. That is why Education for All (EFA), Universal Basic Education (UBE) mandated nations of the world that Primary education is the foremost and basic right of every child; therefore, every child should be given a qualitative and quality education that would enhance the teaching and learning process as well as their academic performance.

In addition, a vital factor that could enhance effective process of teaching/learning and the academic performance of pupils in primary schools is the competence and effectiveness of the classroom teacher. The professional teacher understands the subject matter they teach and its relation to other subjects in the curriculum (Kishwar, 2016). They also have the desire to help pupils to increase their skills and self-confidence as well as the skills to achieve these goals including being able to adapt the curriculum to fit the needs of their students. However, schools cannot attract and retain professional teachers unless they provide the support that professionals need and can find in other occupations. This support includes competitive salaries, opportunities for professional development and significant control over the time, space, materials and curriculum needed to teach effectively.

Over the years, concern has been raised on primary education as well as other levels of education and other sectors of the economy in Nigeria because of the diminishing capacity of the government to cope with the delivery of public services. Several policies such as the National Economic Empowerment and Development Strategy (NEEDS), the Millennium Development Goals (MDGs), the Seven Point Agenda, the Sustainable Development Goals (SDG) etc, were initiated and implemented by the federal government in order to provide qualitative and quality education that will increase pupils' enrolment and access to primary schools in Nigeria (Raji, Nurhaizal & Muhammed, 2016). Unfortunately, the catalogue of inefficiency and poor performance that is often associated with the delivery of many public services in the country has called for public sector reform and improved strategies for sustainable growth and development, which would have lasting effect on poverty reduction

(Olomola, Akande, Adesanya., Wadinga., Adeagbo, Carim-Sanni, & Alonge, 2009). As a result of this reform, lately, the university staff primary schools in Nigeria were proposed to be privatised by the federal government in order to achieve the perceived associated benefits of making services more available, accessible and of good quality to it and intending pupils (Olomola et al., 2009).

Critics of privatisation argue that some services such as education, health care utilities and law enforcement should be in the public sector to enable greater control and ensure more equitable access. At the same time, however, privatisation policies tend to generate opposition and political dispute. Significant education stakeholders saw the proposed privatisation as a key challenge to the concept of education as a basic human right and a public good. Furthermore, privatisation is a policy that runs the risk of undermining educational equity, and whose presupposed benefits whether in terms of efficiency or quality gains have not been empirically and rigorously tested globally (Tech Target Resources, 2020). Not surprisingly, different types of organisations, including teachers' unions, associations, and civil society groups, tend to organise themselves against education reforms when they involve education privatisation measures. Of all of the opponents to privatisation reforms, teachers' unions tend to be the most active because, aside from the potential risks for education quality and equity, privatisation can directly undermine the labour conditions and rights of their members, as well as the status of the teaching profession. Kalama, Etebu, Charles and John (2011) conducted a study to determine the Impact of Unregulated Privatisation of Education in Nigeria: An Appraisal of the Lead City University National Universities Commission Dispute. The findings revealed that the privatisation of education that took place between 1980 and 1990 through the granting of private licenses to individuals was done indiscriminately without proper supervision and monitoring; thus, making it difficult to ensure compliance (standards). The study also revealed that while monitoring, regulation and control of tertiary institutions in the country is effective through the National Universities Commission (NUC), regulation and control is completely absent at the nursery, primary, and secondary school levels. With fewer or less studies that have been conducted, thus, this study investigated the influence of the proposed privatisation of the university staff primary schools on teachers' effectiveness in the south western region of Nigerian.

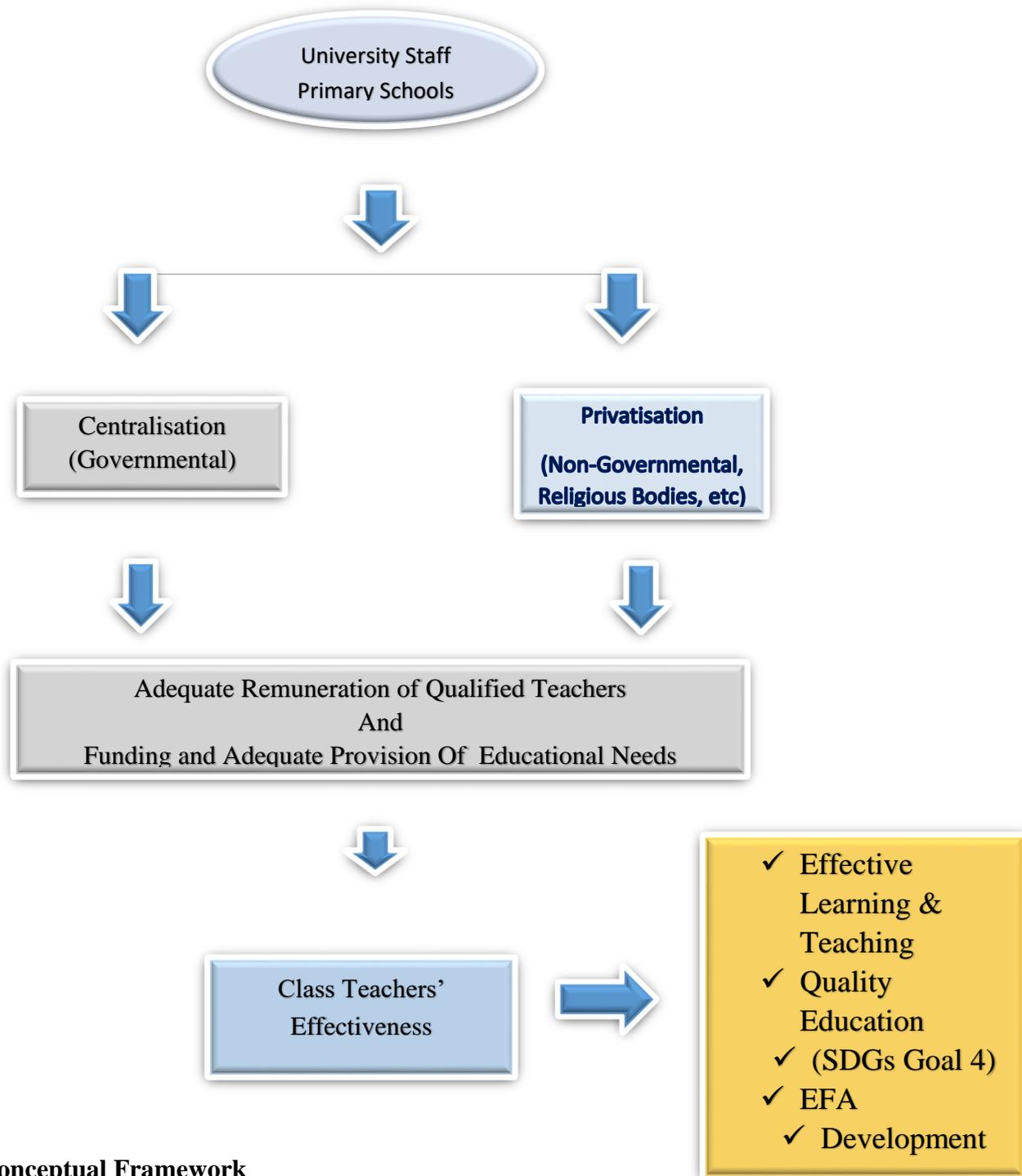


Fig 1. Conceptual Framework
Source: Developed by the Researcher

The framework in figure 1 illustrates the process and casual linkages amongst University staff primary schools, type of ownership (which could either be owned by the government or private organisation, religious institutions), the class teachers' effectiveness that can enhance the quality of education. The type of ownership of the school can also determine the effect of managing and running of affairs in the school which is a strong determinant of achieving quality education. In order to achieve the schools' stated goals and objectives, the provision of the required needs of the school which includes funding, adequate teaching and learning materials, curriculum, teacher's welfare such as remuneration or salary, job security, among others, are key requirements for the schools' success and achievement of the stated goals and objectives. The effectiveness of the classroom teacher can determine the level of teaching and learning within the classroom. The achievement of goal 4 of the sustainable development goals (SDGs) as well as Education for All (EFA) can only be achieved when effective teaching and learning are adequately provided to its citizens.

Statement of the problem

Lately, the University staff primary schools in Nigeria had raised so much concern amongst its stakeholders because the federal government announced the privatisation of the university primary schools in 2009. The federal government affirmed the privatisation of the university staff primary schools because of lack of adequate funding to manage the schools and as a way of cutting cost and wastage. Also, the federal government insisted that the schools were private businesses of the universities, making profit for the institutions and therefore should be funded by the universities. As a result of this development, the teachers of university staff primary schools in Nigeria were meant to work without pay for over 24 months because both the federal government and the university management refused to pay the salaries of the teachers in the primary school. In addition, the federal government intended to disengage these teachers as part of the privatisation process. The teachers and other non-academic staff of the universities in Nigeria had embarked on a warning strike to express their agitation against these decisions. During the period of the strike, the staff primary schools were shut down which disrupted both teaching and learning.

However, it becomes necessary to question the effectiveness of teachers in those schools after issues of stoppage of teachers' salaries for over 24 months during and after the intended privatisation of the university staff primary schools have been settled. Also, the effects of the prolonged period of staying at home of pupils in the staff school cannot be unconnected to the pupils' academic performance. Therefore, this study determined the influence of University Staff Primary Schools' intended Privatisation on teachers' effectiveness in south-west region of Nigeria. In addition, the perception of the teachers and parents were investigated in order to determine if

governments' decisions over the university staff schools are adequate enough to enhance a qualitative and quality primary education of its pupils.

Objectives of the Study

The main objective of this study is to determine the influence of the intended privatisation of the university staff primary schools on the school teacher's effectiveness. Other objectives of the study include:

1. To determine the level of teachers' effectiveness before and during the intended privatisation of the University Staff schools in the south western region of Nigeria.
2. Ascertain the overall perception of parents on the pupils' academic performance, teacher's effectiveness before and during the intended privatisation of the University staff primary schools in the south western region of Nigeria.
3. Determine the staff school teachers' and school administrator's perception on the intended privatisation of university staff primary schools in the south western region of Nigeria.

Research questions

In order to achieve the purpose of this study, the following research questions were raised:

1. What is the level of teacher's effectiveness before and during the process of privatisation of University staff primary schools in the south western region of Nigeria?
2. What are the overall perceptions of parents on the pupils' academic performance, teachers' effectiveness before and during the privatisation process of the university staff primary schools in the south western region of Nigeria?
3. What are the teachers and school administrators' overall perception on the privatisation of the university staff primary schools in the south western region of Nigeria?

Hypotheses

Ho1: There is no significant difference between teacher's effectiveness before and during the process of privatisation of Universities staff primary schools in the south western region.

Ho2: There is no significant difference between perception of parents on the pupils' academic performance and teachers' effectiveness before and during the privatisation process of the university staff primary schools in south western region of Nigeria.

Significance of the study

The study will be of great significance to the federal government, University staff primary school management, pupils, teachers and parents on the intended privatisation of the University staff primary schools in Nigeria. Findings from the study concerning the influence of the intended privatisation of the university staff primary schools on the teachers' effectiveness, will be useful for adequate planning and decision making by the government, the institution, teachers, pupils and parents.

Methodology

The study is a survey type where both primary and secondary data that was used to obtain information on the influence of the privatisation on teacher effectiveness in University staff primary schools in south-western Nigeria. All six University Staff Primary Schools in the South Western region in Nigeria formed the population of the study. The sample consisted of 183 participants comprising of 3 Headteachers, 97 teachers and 83 parents from all university staff primary schools in the South Western region. Four instruments were designed and used to answer the research questions. Questionnaires were used to collect information from the School HeadTeachers, Teachers, and Parents, to gather information on the influence of the privatization of university staff primary schools in the South western region of Nigeria. Also, the instruments developed and adapted by the researcher were given to experts for face and content validity. Four instruments were designed by the researcher to answer the research questions, which includes: Class Teacher Effectiveness Questionnaire (CTEQ) was designed for the school headteachers or administrators to evaluate the teaching effectiveness of the sampled teachers in each school. The questionnaires sought information on the teachers' effectiveness in the areas of subject mastery, lesson preparation and presentation, punctuality and attendance in class, clear communication, adequate use of instructional materials, creativity and resourcefulness, adequacy of teachers' evaluation of students' academic work and teachers' concern for students, pre and post the privatisation of the schools. Other instruments used in this study include Class Teachers Perception Questionnaire (CTPQ) which comprises of 24 items, which measures the Class Teachers' Perception on the privatisation of the university staff schools; Staff School Institutional Questionnaire (SSIQ) comprises of 27 items, which assessed the influence of privatisation of the schools on the pupil's academic performance, and Parents' Perception Questionnaire (PPQ), which comprises of 16 items that measured the performance of the teachers and the academic performance of the pupils during the period of the privatisation of the university staff schools. Both Descriptive and inferential statistics which include percentages, mean, standard deviation and t-test were used to analyse the data generated. To test the hypothesis, the estimated

effectiveness score obtained from the rating scale model was subjected to paired sampled t-test.

Presentation of results

Table 1: Responses based on institutions

Institution	PPQ		CCPQ		CTEQ		SSIQ	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
UniLag	32	38.6%	37	42.5%	35	36.1%	1	33.33%
OAU	24	28.9%	27	31.0%	33	34.0%	1	33.33%
FUNAAB	27	32.5%	23	26.4%	29	29.9%	1	33.33%
Total	83	100.0	87	100.0	97	100.0	3	100.0

Key

- CTPQ – Class Teacher Perception Questionnaire
- PPQ - Parents Perception Questionnaire
- CTEQ – Class Teachers’ Effectiveness Questionnaire
- SSIQ - Staff School Institutional Questionnaire

Research question 1: What is the level of teacher’s effectiveness before and during the process of privatisation of Universities staff primary schools in the south western region?

To answer this research question, two levels of analysis were conducted. First, the responses of the respondents were subjected to item response theory calibration using Rating scale model. The obtained trait scores for each respondent was used in judging teachers’ effectiveness. This in turn was used in the judgment of the effectiveness of the teachers before and during privatisation of federal university staff schools. To achieve this, the rating scale model trait scores which is calibrated on the scale ranging between -3 and 3, with smaller values indicating low effectiveness and high value indicating higher effectiveness. The average estimated trait score of the effectiveness of the teachers were obtained before and during the proposed privatisation. The estimated trait scores of the teachers before the categorization can be seen in Table 2. This result is presented on Table 2.

Table 2: Federal staff school teachers’ effectiveness before and during the privatisation process of the university staff primary schools in south western region of Nigeria

	Before	During
Mean	-0.09	-0.19
Std. Deviation	1.513	1.990

Table 2 shows the estimated effectiveness of federal staff schools' teachers. The table shows that on the average, the estimated effectiveness score of the teachers before the privatisation process of the university staff primary schools in south western region of Nigeria was higher (mean = -0.09, STD = 1.513) than during the privatisation process of the university staff primary schools in south western region of Nigeria (mean = -0.19, STD = 1.990). The result showed that staff school teachers were more effective before the privatisation process of the university staff primary schools in south western region of Nigeria than during the privatisation process of the university staff primary schools in south western region of Nigeria.

Ho1: There is no significant difference between teacher's effectiveness before and during the process of privatisation of Universities staff primary schools in the south western region?

To test this hypothesis, the estimated effectiveness score obtained from the rating scale model was subjected to paired sampled t-test. The result is presented in Table 3.

Table 3: Paired sampled t-test of teachers' effectiveness before and during staff schools privatization

	Paired Differences		t	Df	p-value
	Mean	STD			
Before	-0.09	1.513	0.588	96	0.558
During	-0.19	1.990			

Table 3 shows the relative effectiveness of staff schools teachers before and during privatization of the schools. The table shows that the difference observed in the mean scores of effectiveness of teachers before and during privatization of the staff schools were not significant (mean difference = 0.09). The result showed that the difference in observed teachers' effectiveness before and during privatization of staff schools was not statistically significant. The implication of the result is that the effectiveness of the teachers is independent of whether or not the staff schools are privatized.

Research question 2: What are the overall perceptions of parents on the pupils' academic performance, teachers' effectiveness before and during the privatisation process of the university staff primary schools in south western region of Nigeria?

To answer this research question, the responses of parents of selected pupils of staff schools to perception scale were subjected to the rating scale model and thereafter estimated trait score for the teachers were averaged. Table 4 presents the result.

Table 4: Perception of parents on the pupils’ academic performance, teachers’ effectiveness before and during the privatisation process of the university staff primary schools in south western region of Nigeria

	Mean	Std. Deviation
BEFORE	0.00	0.402
AFTER	0.00	0.381

Table 4 shows the estimated parents’ perception of effectiveness of federal staff schools teachers. The table shows that on the average, the estimated perceived effectiveness of the teachers before the privatisation process of the university staff primary schools in south western region of Nigeria was the same (mean = 0.02, STD = 0.381) with the perceived effectiveness of the teacher by the parents during the privatisation process of the university staff primary schools in south western region of Nigeria (mean = 0.00, STD = 0.402). The result showed that parents of pupils in staff school did not see any difference in the effectiveness of the teachers and their pupils’ academic performance before and during the privatisation process of the university staff primary schools in south western region of Nigeria.

Ho2: There is no significant difference between perception of parents on the pupils’ academic performance and teachers’ effectiveness before and during the privatisation process of the university staff primary schools in south western region of Nigeria.

To test this hypothesis, the estimated effectiveness score obtained from the rating scale model was subjected to paired sampled t-test. The result is presented in Table 5.

Table 5: Paired sampled t-test of parents’ perception of teachers’ effectiveness before and during staff schools privatization

	Paired Differences		t	Df	p-value
	Mean	STD			
Before	-0.002	0.402	-0.037	83	0.97
During	0.000	0.381			

Table 5 shows the relative effectiveness of staff schools teachers before and during privatization of the schools as perceived by parents. The table shows that the difference observed in the mean scores of parents’ perception of effectiveness of teachers before and during privatization of the staff schools were not significant (mean difference = -0.002). The result showed that the difference observed in teachers’ effectiveness before and during privatization of staff schools as perceived by parents was not statistically significant. The implication of the result is that the parents indicated that

the effectiveness of the teachers has not changed appreciably as a result of staff schools' privatization.

Research question 3: What is the staff school stakeholders' (teachers and school administrators) perception on the privatisation of university staff primary schools in the universities of south western region?

To answer this research question, the responses of the teachers were subjected to rating scale model analysis and the school administrators were subjected to descriptive statistics analysis. The result is presented as follows.

Table 6: Teachers' perception on the privatisation of university staff primary schools in the universities of south western region

	Mean	Std. Deviation
BEFORE	0.00	0.347
DURING	0.00	0.598

Table 6 shows the estimated teachers' perception of their effectiveness. The table shows that on the average, the estimated perceived effectiveness of the teachers of their effectiveness before the privatisation process of the university staff primary schools in south western region of Nigeria was the same (mean = 0.00, STD = 0.347) with their perceived effectiveness during the privatisation process of the university staff primary schools in south western region of Nigeria (mean = 0.00, STD = 0.598). The result showed that the teachers in staff schools did not see any difference in their effectiveness before and during the privatisation process of the university staff primary schools in south western region of Nigeria.

The results further revealed the school administrators' perception on the privatisation of university staff primary schools in the universities of south western region. Before the privatisation of staff schools, all the school administrators perceived school's physical working environment as conducive for teaching and learning, but during the privatisation of the staff schools, only 50% of the school administrators perceived the school environment to be conducive for teaching and learning; before the privatisation of staff schools, all the school administrators perceived that teaching and learning materials are adequately provided, but during the privatisation of the staff schools, only 50% of the school administration perceived that teaching and learning materials are adequately provided; before the privatisation of staff schools, 75% of the school administrators perceived that the staff school is adequately funded by the government, but during the privatisation of the staff schools, only 25% of the school administration perceived that the staff school is adequately funded by the government; before the

privatisation of staff schools, all the school administrators perceived that Teaching is effectively done by the teachers, but during the privatisation of the staff schools, 25% of the school administration perceived that Teaching was not effectively done by the teachers; before the privatisation of staff schools, all the school administrators indicated that all teachers come to school regularly, but during the privatisation of the staff schools, 25% of the school administration indicated that teachers do not come to school regularly; before the privatisation of staff schools, all the school administrators indicated that pupils' parents do not complain of their children's academic performance regularly, but during the privatisation of the staff schools, 25% of the school administration indicated that pupils' parents complain of their children's academic performance regularly; The result showed that the staff school administrators perceived that the privatisation of the staff schools adversely affected the teachers' teaching effectiveness and the general school organisation and administration of staff schools in south-western Nigeria.

Discussion of the findings

The findings from this study revealed that on the average, the estimated effectiveness score of the teachers before the privatisation process of the university staff primary schools in south western region of Nigeria was higher before than during the privatisation process of the university staff primary schools in south western region of Nigeria. However the difference in observed teachers' effectiveness before and during privatization of staff schools was not statistically significant which implies that the effectiveness of the teachers is independent of whether or not the staff schools are privatised and the teachers' salaries were stopped for over a period of 24 months.

In addition, the findings showed that the difference observed in teachers' effectiveness before and during privatization of staff schools as perceived by parents was not statistically significant. The implication of the result is that the parents indicated that the effectiveness of the teachers has not changed appreciably as a result of the staff schools' attempted privatisation by the federal government.

On the other hand, the results showed that the staff school Administrators/Head Teachers perceived that the challenges encountered adversely affected effective teaching and learning which was as a result of the privatisation of the staff schools. This also adversely affected the general school organisation and administration of staff schools in south-western Nigeria. This results corroborates the findings of Kalama, Etebu, Charles and John (2011) who conducted a study to determine the Impact of Unregulated Privatisation of Education in Nigeria: An Appraisal of the Lead City University National Universities Commission Dispute. The findings revealed that the privatisation of education that took place between 1980 and 1990 through the granting

of private licenses to individuals was done indiscriminately without proper supervision and monitoring; thus, making it difficult to ensure compliance (standards). The study also revealed that while monitoring, regulation and control of tertiary institutions in the country is effective through the National Universities Commission (NUC), regulation and control is completely absent at the nursery, primary, and secondary school levels.

Conclusion

The following conclusions were deduced based on the findings of this study: the privatisation of the university staff primary schools in south western, Nigeria does not have a statistically significant influence on teachers' effectiveness. However, the challenges of lack of funding, and other teaching materials in the schools hindered the teaching effectiveness in the university staff primary schools in the south western region of Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made:

i. The privatisation and commercialisation of education remains the greatest threat to the achievement of quality, inclusive and equitable education for all, which is SDG4. Thus, it is very important that the federal government and other stakeholders of education should ensure that appropriate planning measures and considerations are put in place before such decisions are taken in the future if the need arises.

ii. Although the intended privatisation of the university staff primary schools have been discontinued by the federal government, it is crucial that government should take the class teachers' welfare such as condition of service, remuneration and job security into great importance because it can increase the effectiveness and commitment of the teacher to classroom teaching and learning.

iii. Also, regular and adequate provision of funding and teaching materials should be provided by the government to enhance teachers' effectiveness as well as the quality of education in the federal university staff primary schools in the south western region of Nigeria

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