

**CONTRIBUTION OF DONOR AGENCIES IN PROVISION OF FACILITIES ON ACADEMIC
ACHIEVEMENT OF FINANCIAL ACCOUNTING IN SECONDARY SCHOOLS IN KANO
STATE NIGERIA**

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Abstract

This study examined the contribution of donor agencies in the provision of facilities on the academic achievement of Financial Accounting students in secondary schools in Kano State. Specifically, the study had three objectives, three research questions and three null hypotheses respectively. The study used descriptive survey research design for the study. The population comprised of 11324 respondents which includes the principals, Financial Accounting teachers, and Senior Secondary II students in public secondary schools in Kano State. Out of these population a sample of 375 using Krejcie and Morgan (1970) sampling technique respectively. A structured questionnaire was used as an instrument for data collection, and the data obtained were analyzed using both descriptive and inferential statistics respectively. The descriptive statistics of mean and standard deviation were used to answer the research questions. While inferential statistics of Pearson Product Moment Correlation were used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that there is a positive relationship between contribution of NGOs in classroom renovation and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. The study therefore concluded that there exists a strong relationship between the provision of educational facilities and the academic achievement of Financial Accounting students. Based on this, the study recommended that the State Government should also key in to classroom renovation as does by the non-governmental organizations. Because it was found to be positively related with students' academic achievement in financial accounting in senior secondary schools in Kano State, Nigeria.

Key Words: Donor agencies, Provision of facilities, academic achievement, financial accounting,

INTRODUCTION

Background of the Study

Education is globally acknowledged as a key driver of socio-economic development, human capital formation, and national productivity. At the secondary school level, the availability and adequacy of educational facilities are critical determinants of effective teaching and learning. In Nigeria, however, many public secondary schools continue to face challenges such as dilapidated classrooms, overcrowding, inadequate instructional facilities, and poor sanitary conditions, which negatively affect students' academic achievement (Akinwale & Bello, 2024; Okenema & Timila, 2025). These challenges are more pronounced in northern Nigeria, including Kano State, where rapid population growth, and limited public funding have strained the capacity of government to adequately provide and maintain school facilities. Given these constraints, donor agencies have become increasingly important partners in the provision of educational facilities in Nigeria.

Donor agencies are organizations that provide financial, material, technical, and institutional support to governments, institutions, and communities to promote social and economic development. In the education sector, donor agencies intervene to address gaps in funding, infrastructure, and human capacity that hinder effective teaching and learning outcomes, particularly in developing countries. These agencies often operate as development partners, collaborating with national and sub national governments to implement education reforms and improve school quality (OECD, 2023; INEE, 2023). In the context of secondary education in Nigeria, donor agencies play a critical role in supporting educational development through the provision of physical facilities, instructional resources, and capacity building programmes. Such interventions which are particularly relevant in resourced constrained states like Kano, where public funding alone may be insufficient to meet the growing demand for quality secondary education. By supporting infrastructure development, donor agencies contribute to improved learning environments, which are essential for effective instruction in skills-oriented subjects such as Financial Accounting (World Bank, 2024). For instance, In Kano State, one of the most prominent donor-supported education interventions is the Adolescent Girls Initiative for Learning and Empowerment (AGILE) programme. AGILE is a World Bank-supported project implemented in collaboration with the Federal Ministry of Education and participating state governments, including Kano State. The programme is designed to increase enrolment, retention, and completion of secondary education among adolescent girls by improving access to quality learning environments and reducing socio-cultural and infrastructural barriers to education (World Bank, 2023). As part of its infrastructural component, AGILE has supported the construction and renovation of classrooms, provision of school furniture, digital learning tools, and installation of solar power systems in selected secondary schools across Kano State (Kano Focus, 2025).

Evidence from programme reports indicates that AGILE has renovated and upgraded learning facilities in over 1,300 schools in Kano State, while also providing computers, internet connectivity, and instructional materials aimed at improving teaching effectiveness and learner participation (News Agency of Nigeria [NAN], 2025). These facility-based interventions are expected to create safer, more inclusive, and more conducive learning environments that enhance students' concentration, motivation, and academic achievement. For Financial Accounting students, improved classrooms and access to instructional resources can facilitate better understanding of accounting principles, record-keeping practices, and problem-solving skills. Beyond infrastructure directly related to instruction, donor agencies also contribute indirectly to academic achievement through improvements in school health and sanitation. According to the WHO/UNICEF Joint Monitoring Programme, schools with adequate sanitation and hygiene facilities record improved attendance, better learner well-being, and enhanced academic engagement (UNICEF & WHO, 2024). In Kano

State, donor-supported sanitation projects, including those aligned with WHO standards, complement educational infrastructure initiatives such as AGILE by ensuring that students remain healthy and able to participate fully in classroom activities.

Overall, the combined efforts of donor agencies such as AGILE and international organizations like WHO demonstrate a multidimensional approach to improving secondary school education in Kano State. By addressing both instructional facilities (classroom construction and renovation) and supportive facilities (sanitation and health-related infrastructure), donor agencies contribute to creating an enabling learning environment. This environment is crucial for improving the academic achievement of students in subjects like Financial Accounting, where sustained attention, regular attendance, and access to appropriate learning resources are vital for academic success. According to NPE, (2013) government welcome the participation of voluntary agencies communities, and private individuals in financing post basic education provided set standard are met. It is stated further in the policy no. 153 that education is a capital intensives social service which requires adequate financial provisions from all tiers of government for successful implementation of its program. Government ultimate goals is to make education free at all levels and in addition to assistance from international and local development partners, grant for research and the other donor agencies, and in policy no.154, it is stated that the financing of education is a joint responsibility of the federal, states and local governments and the private sectors. In this connection, government welcomes and encourages the participation of local communities, individuals and organizations.

Statement of the Problem

Despite the recognized importance of secondary education in preparing students for higher education and the world of work, many public secondary schools in Kano State continue to experience serious infrastructural deficiencies. Inadequate classroom spaces, poorly maintained buildings, overcrowded learning environments, and insufficient sanitary facilities have remained persistent challenges confronting effective teaching and learning. (Abdulrahman, Sulaiman, & Yusuf, 2022). In Kano State, these issues are further exacerbated by rapid population growth and limited government funding. However, it is observed by the researcher that the current state of affairs of the facilities in senior schools in Kano state is deplorable. Most of the secondary schools' classes, students have no enough seats, black board is dilapidating, classrooms are deteriorating, libraries have no books in stock and where the books are found, are obsolete, laboratories are hideout of rats and other pet especially in the outskirts of the city. This corresponds to the report of Adolescent Girls Initiative for Learning Empowerment (AGILE, 2023) which stated that majority of the school facilities especially the classrooms are dilapidated with open roof and windows, insufficient classroom chairs and desks, unrestricted access to the premises dues to unavailability of perimeter fences.

These challenges are particularly detrimental to the teaching of Financial Accounting, a subject that requires concentration, structured instruction, and access to supportive learning facilities for students to grasp abstract concepts and develop practical skills. Consequently, the gap between infrastructural demand and supply in secondary schools has widened, resulting in poor learning conditions that negatively affect students' academic achievement (Abubakar & Musa, 2024; Okenema & Timila, 2025).

Purpose of the Study

The purpose of the study was to determine the contribution of Donor Agencies in the provision and of facilities on academic achievement of accounting students in secondary schools in Kano State, Nigeria. Specifically, the study seeks to:

1. Determine the contribution of donor agencies in the classroom renovation on academic achievement of financial accounting students in secondary schools in Kano.
2. Determine the donor agencies contribution in the classroom construction of on academic achievement of accounting students in secondary schools in Kano.
3. Determine the donor agencies contribution in the provision of computer facilities on academic achievement of accounting students in secondary schools in Kano.

Research Questions

The following research questions were formulated in line with purpose of the study:

1. What is the contribution of donor agencies in the classroom renovation on academic achievement of financial accounting students in secondary schools in Kano.
2. What is the donor agencies contribution in the classroom construction of on academic achievement of accounting students in secondary schools in Kano.
3. What is the donor agencies contribution in the provision of computer facilities on academic achievement of accounting students in secondary schools in Kano.

Null Hypotheses

The following hypotheses were formulated in line with purpose of the study to serve as a guide the conduct of the study.

- Ho₁: There is no significant relationship between classroom renovation provided by Donor Agencies and academic achievement of financial accounting students in secondary schools in Kano.
- Ho₂: There is no significant relationship between classroom construction provided by Donor Agencies and academic achievement of financial accounting students in secondary schools in Kano.
- Ho₃: There is no significant relationship between computer facilities provided by Donor Agencies and academic achievement of financial accounting students in secondary schools in Kano.

METHODOLOGY

Survey Research design and Ex post Facto design were adopted for the study. The population of this study was 355 comprising of 127 Principals, 125 Teachers and 127 Examinations officers, in secondary schools offering financial accounting in Kano state, Nigeria. The sample size of the study was 355 thus, census sampling technique was used for the study being the population is manageable. Self-structured instrument was used for data collection. The questionnaire items were subjected to face and content validation by three experts from Modibbo Adama University, Yola. The questionnaire instrument was trial tested in three secondary schools at Zaria, Kaduna State, using 30 respondents. Split-half method was used as a method of data collection. The result from the two data were analyzed using Cronbach's Alpha, and a reliability coefficient of 0.87 was obtained which adjudged the instrument as reliable for data collection. The researcher used a structured questionnaire to collect data. The collected data were analyzed using both descriptive and inferential statistics. The descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of correlational analysis of Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significant. The p-value was used

as a benchmark, all the hypotheses with the p-value of less than 0.05 level of significant were rejected while those hypotheses with a p-value of more than 0.05 level of significant were retained. The findings of the study revealed that there is a positive relationship between contribution of NGOs in classroom renovation and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria, with P-value (0.751). The study therefore concluded that there exists a strong relationship between the provision of educational facilities and the academic achievement of Financial Accounting students. Based on this, the study recommended that the State Government should also key in to classroom renovation as does by the non-governmental organizations. Because it was found to be positively related with students' academic achievement in financial accounting in senior secondary schools in Kano State, Nigeria.

Research Question One: What is the NGOs contribution in classroom renovation on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria?

Table 1: Analysis of Mean Responded on the NGOs Contribution in Classroom Renovation on Academic Achievement of Financial Accounting Students In Secondary Schools In Kano State, Nigeria

S/n	Questionnaire Items	N	Mean	Std. Div	Rmks
1	To what extent does NGO's reconfiguration of walls improve students' academic achievement in accounting	370	3.41	.841	HE
2	To what extent does NGO's floor replacement improve students' academic achievement in accounting	370	3.44	.803	HE
3	To what extent does NGO's provision of sound absorbing improve students' academic achievement in accounting	370	3.41	.854	HE
4	To what extent does NGO's furniture replacement improve students' academic achievement in accounting	370	3.12	.837	HE
5	To what extent does NGO's ceiling replacement improve students' academic achievement in accounting	370	2.98	.741	HE
6	To what extent does NGO's renovation of roofing improve students' academic achievement in accounting	370	2.90	.742	HE
7	To what extent does NGO's temperature control improve students' academic achievement in accounting	370	3.02	.663	HE
Total			3.18	0.78	HE

Results from Table 1 show the mean rating and standard deviation for the NGOs contribution in the classroom renovation on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria? The table revealed that all the 7 items had their mean values ranged from 2.90 to 3.44 were above the cut-off point of mean 2.50 indicating that all the items were in agreement with the research question one that there is a positive impact of NGOs contribution in the classroom renovation on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. The table further revealed that the standard deviation of all the 7 items ranged from .663 to .854 which imply that there was less variability in the opinion of the respondents. The grand mean is 3.18 which is again above the cutoff point of 2.50. This also implies that there is a positive impact of NGOs contribution in the classroom renovation on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria

Research Question Two: What is the NGOs contribution in classroom construction on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria?

Table 2: Analysis of Mean Responded on the NGOs Contribution in Classroom Construction on Academic Achievement of Financial Accounting Students in Secondary Schools in Kano State, Nigeria

S/n	Questionnaire Items	N	Mean	Std. Div	Rmks
1	To what extent does NGO's provision of desk and chairs improve students' academic achievement in accounting	370	2.95	.701	HE
2	To what extent does NGO's provision of well lighting classroom improve students' academic achievement in accounting	370	2.91	.736	HE
3	To what extent does NGO's provision of well-ventilated improves students' academic achievement in accounting	370	2.85	.838	HE
4	To what extent does NGO's provision of doors and windows improve students' academic achievement in accounting	370	2.89	.805	HE
5	To what extent does NGO's provision of electrical outlet contribute positively to students' academic achievement in accounting	370	2.91	.807	HE
6	To what extent does NGO's provision of audio equipment improve students' academic achievement in accounting	370	2.96	.755	HE
7	To what extent does NGO's provision of black board/white boards improve students' academic achievement in accounting	370	2.91	.706	HE
Total			2.91	0.76	HE

Results from Table 2 show the mean rating and standard deviation for the NGOs contribution in the classroom construction on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. The table revealed that all the 7 items had their mean values ranged from 2.85 to 2.91 were above the cut-off point of mean 2.50 indicating that all the items were in agreement with the research question two that there is a positive impact of NGOs contribution in the classroom construction on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. The table further revealed that the standard deviation of all the 7 items ranged from .701 to .838 which imply that there was less variability in the opinion of the respondents. The grand mean is 2.91 which is again above the cutoff point of 2.50. This further implies that there is a positive impact of NGOs contribution in the classroom construction on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria.

Research Question Three: What is the NGOs contribution in provision of computer facilities on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria?

Table 3: Analysis of Mean Responded on the NGOs Contribution in Provision of Computer Facilities on Academic Achievement of Financial Accounting Students in Secondary Schools in Kano State, Nigeria

S/n	Questionnaire Items	N	Mean	Std. Div	Rmks
1	To what extent does NGO's provision of computers improve students' academic achievement in accounting	370	2.91	.736	HE
2	To what extent does NGO's provision of projectors improve students' academic achievement in accounting	370	3.00	.798	HE
3	To what extent does NGO's provision of smart boards improve students' academic achievement in accounting	370	2.99	.763	HE
4	To what extent does NGO's provision of speakers relate to students' academic achievement in accounting	370	2.99	.791	HE

5	To what extent does NGO's provision of microphones for teaching in a large classroom improves students' academic achievement in accounting	370	2.93	.782	HE
6	To what extent does NGO's power supply improve students' academic achievement in accounting	370	2.90	.813	HE
7	To what extent does NGO's provision of internet access improve students' academic achievement in accounting	370	2.91	.794	HE
Total			2.95	0.78	HE

Results from Table 3 show the mean rating and standard deviation for the NGOs contribution in the provision of computer laboratory facilities on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. The table revealed that all the 7 items had their mean values ranged from 2.91 to 3.00 were above the cut-off point of mean 2.50 indicating that all the items were in agreement with the research question three that there is a positive impact of NGOs contribution in the provision of computer laboratory facilities on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. The table further revealed that the standard deviation of all the 7 items ranged from .736 to .813 which imply that there was less variability in the opinion of the respondents. The grand mean is 2.95 which is again above the cutoff point of 2.50. This further implies that there is a positive impact of NGOs contribution in the provision of computer laboratory facilities on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria.

Test of Null Hypotheses

H0₄: There is no significant relationship between contributions of Donor Agencies in classroom renovation on academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria

Table 4: Test of Correlational Analysis on the Relationship between Contribution of Donor Agencies in Classroom Renovation and Academic Achievement of Financial Accounting Students in Secondary Schools in Kano State, Nigeria

		Classroom Renovation	Academic Achievement
Classroom Renovation	Pearson Correlation	1	.248**
	Sig. (2-tailed)		0.000
	N	370	370
Academic Achievement	Pearson Correlation	0.248**	1
	Sig. (2-tailed)	0.000	
	N	370	370

** . Correlation is significant at the 0.01 level (2-tailed).

The result of the analysis in table 4 of the correlational analysis revealed a positive relationship between contribution of Donor Agencies in classroom renovation and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This can be seeing from the symmetrical matrix of the two variables, that is P – value (0.00) positive ($r = 0.247$) relationship between classroom renovation and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This implies that increase in the classroom renovation had led to the increase in the student's academic achievement in financial accounting in secondary

schools in Kano State, Nigeria. The finding of the study revealed that donor agencies made considerable contributions to the classroom renovation which in turn led to academic achievement as well as educational development across various areas in Kano State.

HO₅: There is no significant relationship between contributions of Donor Agencies in classroom construction on academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria

Table 5: Test of Correlational Analysis on the Relationship between Contribution of Donor Agencies in Classroom Construction and Academic Achievement of Financial Accounting Students in Secondary Schools in Kano State, Nigeria

		Classroom Construction	Academic Achievement
Classroom Construction	Pearson Correlation	1	0.247**
	Sig. (2-tailed)		0.000
	N	370	370
Academic Achievement	Pearson Correlation	0.247**	1
	Sig. (2-tailed)	.000	
	N	370	370

** . Correlation is significant at the 0.01 level (2-tailed).

The result of the analysis in table 5 of the correlational analysis revealed a positive relationship between contribution of Donor Agencies in classroom construction and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This can be seen from the symmetrical matrix of the two variables, that is P – value (0.00) positive ($r = 0.247$) relationship between classroom construction and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This implies that increase in the classroom construction had led to the increase in the student’s academic achievement in financial accounting in secondary schools in Kano State, Nigeria. The finding of the study revealed that donor agencies made considerable contributions to the classroom construction which in turn led to academic achievement as well as educational development across various areas in Kano State.

HO₆: There is no significant relationship between contributions of Donor Agencies in provision of computer facilities on academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria.

Table 6: Test of Correlational Analysis on the Relationship between Contribution of Donor Agencies in Provision of Computer Facilities and Academic Achievement of Financial Accounting Students in Secondary Schools in Kano State, Nigeria

		Computer Facilities	Academic Achievement
Computer Facilities	Pearson Correlation	1	0.256**
	Sig. (2-tailed)		0.000
	N	370	370
Academic Achievement	Pearson Correlation	0.256**	1
	Sig. (2-tailed)	.000	

N

370

370

** Correlation is significant at the 0.01 level (2-tailed).

The result of the analysis in table 6 of the correlational analysis revealed a positive relationship between contribution of Donor Agencies in provision of computer facilities and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This can be seen from the symmetrical matrix of the two variables, that is P – value (0.00) positive ($r = 0.256$) relationship between provision of computer facilities and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This implies that increase in the provision of computer facilities had led to the increase in the student's academic achievement in financial accounting in secondary schools in Kano State, Nigeria. The finding of the study revealed that donor agencies made considerable contributions to the provision of computer facilities which in turn led to academic achievement as well as educational development across various areas in Kano State.

Discussion of the Major Findings

From the findings of the research question one which revealed that there is a positive impact of NGOs contribution in the classroom renovation on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. This is also supported by the findings from the test of null hypothesis one, which revealed that there is a positive relationship between contribution of NGOs in classroom renovation and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This corresponds with the finding in the study of Afolabi et. al (2024) which revealed that the findings of the study revealed that Non-Governmental Organization has played a significant role in the provision and maintenance of educational facilities in Public Secondary Schools in North-Central Nigeria. It also aligns with the finding in the study of Mohammed and Usman (2023) which maintained that renovated classrooms correlated with higher student performance and students reported more motivation and satisfaction with the learning environment.

From the findings of the research question two which revealed that there is a positive impact of NGOs contribution in the classroom construction on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. This is also supported by the findings from the test of null hypothesis two, which revealed that there is a positive relationship between contribution of NGOs in classroom construction and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This corresponds to the finding of the study of Musa and Okoye (2023) which revealed that newly constructed classrooms were better lit, ventilated and equipped, students in newly built classrooms performed significantly better in math and sciences and improved teacher morale due to more functional teaching spaces, and also that of Nwachukwu and Ibrahim (2022) revealed that there is positive correlation between newly constructed classrooms and student performance, overcrowding significantly reduced in schools with newly built classrooms and teachers' engagement and monitoring improved.

From the findings of the research question three which revealed that there is a positive impact of NGOs contribution in the provision of computer laboratory facilities on academic achievement of financial accounting students in secondary schools in Kano State, Nigeria. This is also supported by the findings from the test of null hypothesis three, which revealed that there is a positive relationship between contribution of NGOs in provision of computer facilities and academic achievement of financial accounting students in Secondary Schools in Kano State, Nigeria. This aligns with the study of Okonkwo and Ibrahim which the finding revealed that

significant relationship was found between well-equipped computer labs and higher academic achievement, students in schools with labs had better exposure to digital tools and research skills and teachers in such schools were more likely to adopt student-centered teaching approaches. Recommendations of the study were, government should provide sustainable funding for digital infrastructure in secondary schools, routine maintenance of existing computer labs must be enforced and collaborative programs with NGOs and private tech firms can enhance resource availability. And also the finding of the study of Adediran and Yusuf (2023) revealed that there were significant improvement in academic performance among students using computer labs, higher digital competence and interest in ICT-related subjects and better student-teacher interaction in tech-enabled classrooms.

Conclusion

Based on the findings of the study, it can be concluded that there exists a strong relationship between the provision of educational facilities and the academic achievement of Financial Accounting students. The study established that when Donor Agencies invest in facilities such as well- equipped classrooms, libraries, computer laboratories, sanitary environments and provision of instructional materials; students tend to perform better academically. The contribution of Donor Agencies has been instrumental in bridging infrastructural and instructional gaps in public secondary schools.

Recommendations

In light of the findings and conclusion, the following recommendations were made:

1. The State Government should also key in to classroom renovation as does by the non-governmental organizations. Because it was found to be positively related with students' academic achievement in financial accounting in senior secondary schools in Kano State, Nigeria.
2. The State Government should also join in to more classroom construction as does by the non-governmental organizations. Because it was found to be positively related with students' academic achievement in financial accounting in senior secondary schools in Kano State, Nigeria.
3. The State Government should also join in to provision of more computer facilities as does by the non-governmental organizations. Because it was found to be positively related with students' academic achievement in financial accounting in senior secondary schools in Kano State, Nigeria.

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