

Appraisal of Educational Donor Organizations' Activities and their Impact on Development of Primary Education in Katsina Education Zone, Katsina State, Nigeria

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Abstract

Using survey design, the study appraised educational donor organizations' activities and their impact on development of primary education in Katsina Education Zone, Katsina State, Nigeria. It was guided by a research question and a hypothesis. The instrument was a validated questionnaire titled "Impact of Educational Donor Organisations' Activities Questionnaire" (IEDOAQ). The population was 4,825; while the sample size was 362, which comprised 343 Primary School Teachers, 9 Administrators of Local Government Education Authorities and 10 Parents' Teachers Association's officials. The instrument had a reliability index of 0.797 obtained using Cronbach Alpha. Data analysis was done using mean, standard deviation and ANOVA. The findings indicated that Educational Donor Organisations' Activities had positive impact on the provision of teaching and learning materials to public primary schools in Katsina Education Zone, Katsina State Nigeria. It was recommended that Katsina State Universal Basic Education Board should put more efforts on the provision of teaching and learning materials to public primary schools in Katsina Education Zone.

Keywords: appraisal, educational, donor, organisations, activities

Introduction

Education is like human in nature because it survives with continual support so as to maintain its effectiveness and efficiency. Thus, education is a system which demands huge resources because it is a long term investment which requires a high cost of maintenance to remain healthy, safe and possibly alive. Education, as opined by Jumare (2020), is a systematic process through which the young and the old gain skills and knowledge which make them live and assist in the development of the individual persons and the society for the rest of their lives. Therefore, Education is a tool for national development which begins from the primary school education (Clement & Mowette, 2017).

There has been a high demand for education in Nigeria, purposely because of its vast population and purposely because the primary education is compulsory and free for all Nigerian children, who at least attain the age of six years. In 2006, the population of Nigeria was estimated at 140,003,542, an increase of 63% from 1991 census, where 71,709,859 were males and 68,293,683 were females (Torsen & Oaya, 2018). But in 2022, population growth rate was estimated to 216,746, 934, a 2.53% increase from 2021 (United Nations, 2022). This is a big problem for the country, as the education system has not been able to fully enrol the rapidly growing population. Nigeria's basic education sector, for example, is overwhelmed by rapid population growth; unfortunately for the Nigerian States, the only source of their funding education remains the Federal Government's grant which is being

disbursed to the State Ministries of Education and other Education Boards in the State. In Katsina State, the Ministry of Education and other Education Boards, such as Teachers' Service Board, Science and Technical Education Board, State Universal Basic Education Board, among others do not have any other means of funds other than the Federal Government's subventions which are normally received through the State Government to pay the workers' salaries across the State.

There has been a high demand for education in Nigeria due to its rapid population growth as a result of high birth rate. In 2021, the Nigerian population growth rate was estimated to be 211,401,000, an increase of 2.55% from 2020 (United Nations, 2022), while the Katsina State population growth rate was estimated at 9,994,288, with an increase of 3.61% from the previous year, which was 9,369,059 (National Population Commission, 2022). As clearly stated in the National Policy on Education (FRN, 2014), in Section 2 and Article 19, primary school education is officially free and compulsory. The primary education is also for children aged 6 to 12 years in order to promote the spirit of patriotism, fairness, understanding and national unity; yet, about 1.5 million children of primary school age were not attending any school, while recent researches indicated that about 10.5 million children in the country are out of school and only 61% of 6 – 11 year old attend primary schools (UNICEF, 2013).

However, Nigeria declares that there shall be free, mandatory and universal primary education, to promote science and technology; eradicates illiteracy and to provide equal and appropriate educational opportunities at all levels, (Nigerian Constitution, 1999). Despite this declaration, meagre resources, regarding the nation's economy have rendered the educational sector ineffective, particularly at the level of primary education in Katsina Education Zone, where the population of two classrooms are seen in one classroom; inexperienced teachers are allowed to teach the primary pupils, as described by Ezinwa (2011) who in his study states that:

“There has been expansion in the school system and pupil population grows without corresponding growth in the number of essential facilities to match the change”.

More so, the problem of poor school infrastructures, inadequate instructional resources, and inadequate resources of the state government, coupled with a vast population and high demand for education attract stakeholders, especially the educational donor agencies to intervene, especially in the development of primary education, which is the paramount level among other levels of education. Such donor agencies include: international donor agencies like World Bank, UNICEF, UNESCO, and other donor organizations like Pleasant Library and Book Club (PLBC) and Council of *Ulama* of Nigeria operating in Katsina Education Zone.

This study, therefore appraised educational donor organizations' activities and their impact on the development of primary education in Katsina Education Zone. There are numerous educational donor organizations in Nigeria whose scope of operation goes beyond the local level, because their educational interventions are widely acknowledged. This means that, they occupy both national and international levels with regard to their scope of intervention on education projects. Such donor agencies, as cited in Abdu (2019), include World Bank, United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Children's Emergency Fund (UNICEF).

Statement of the problem

There has been over dependency on crude oil by the Federal Government of Nigeria, coupled with Nigerian vast populations as well as corrupt practices, which result to inadequacies in the provision of teaching and learning materials to public primary schools in Katsina Education Zone. These factors might not be unconnected to the problem of development of primary education in Katsina Education Zone, Katsina State, Nigeria. These problems resulted to the emergence of helping hands like relevant educational stakeholders, especially the educational donor agencies to intervene, especially in the development of public primary education. The relevant stakeholders include: international donor agencies like World Bank, UNICEF, UNESCO, and other donor organizations like Pleasant Library and Book Club (PLBC) and Council of *Ulama* of Nigeria operating in Katsina Education Zone. This study, therefore appraises educational donor organizations' activities and their impact on the development of public primary education in Katsina Education Zone.

Research question

1. What is the impact of educational donor organizations' activities on provision of teaching and learning materials to public primary schools in Katsina Education Zone?

Hypothesis

The following null hypothesis was formulated to guide the study and was tested at a significant level of 0.05.

H₀₁: There is no significant difference among the clusters of respondents on the perceived impact of educational donor organizations' activities on the provision of teaching and learning materials to public primary schools in Katsina Education Zone.

Methodology

The study adopted a survey research design. The design is considered suitable for the study because the variable under investigation cannot be manipulated, rather, it requires the opinions/responses from the stakeholders. In any study where no manipulation of variable can take place, such study is considered as a non-experimental like survey research design. In a survey research design, the researcher constructs/adapts/adopts a questionnaire to solicit response from the target population and subject the data collected to relevant statistical analysis so as to find out the nature of the variable within the population. The implication of proposing survey research design in this study is therefore to enable the researchers to find out the different opinions respondents have with regard to activities of educational donor organizations in Katsina Education Zone.

The population of the study encompasses classroom-teachers, administrators of Local Education Authorities, who serve as the head of: Social Mobilization; Academic Services; Quality Assurance; Planning, Research and Statistics; Administration and Supply and Physical Planning and Treasurers in Katsina Education Zone, and officials or members of Parent Teachers Associations that hold the positions of: Chairman, Vice Chairman, Secretary, Assistant Secretary, Treasurer and Financial Secretary of the Association. The Katsina Education Zone consists of six (6) Local Government Areas, which include: Batagarawa, Charanchi, Jibia, Kaita, Katsina and Rimi.

Table 1: Population of the Study

S/N	Respondents	No. of Respondents
1	Primary School Teachers in Batagarawa	760
2	Primary School Teachers in Charanchi	462
3	Primary School Teachers in Jibia	450
4	Primary School Teachers in Kaita	608
5	Primary School Teachers in Katsina	1716
6	Primary School Teachers in Rimi	751
7	L.G.E.A Administrator Batagarawa	07
8	L.G.E.A Administrator Charanchi	07
9	L.G.E.A Administrator Jibia	07
10	L.G.E.A Administrator Kaita	07
11	L.G.E.A Administrator Katsina	07
12	L.G.E.A Administrator Rimi	07
13	P.T.A. Official in Batagarawa	06
14	P.T.A. Official in Charanchi	06
15	P.T.A. Official in Jibia	06
16	P.T.A. Official in Kaita	06
17	P.T.A. Official in Katsina	06
18	P.T.A. Official in Rimi	06
TOTAL		4825

Source: Katsina State Universal Basic Education (2021)

However, a sample size of 362 was taken from the population of 4,825, as guided by a Table of Sample Selection (Research Advisors, 2006).

Table 2: Sample size

S/N	Respondents	No. of Respondents
1	Primary School Teachers in Batagarawa	56
2	Primary School Teachers in Charanchi	34
3	Primary School Teachers in Jibia	33
4	Primary School Teachers in Kaita	44
5	Primary School Teachers in Katsina	119
6	Primary School Teachers in Rimi	57
7	L.G.E.A Administrator Batagarawa	01
8	L.G.E.A Administrator Charanchi	01
9	L.G.E.A Administrator Jibia	01
10	L.G.E.A Administrator Kaita	01
11	L.G.E.A Administrator Katsina	03
12	L.G.E.A Administrator Rimi	02
13	P.T.A. Official in Batagarawa	01
14	P.T.A. Official in Charanchi	01
15	P.T.A. Official in Jibia	03
16	P.T.A. Official in Kaita	01
17	P.T.A. Official in Katsina	01
18	P.T.A. Official in Rimi	03
TOTAL		362

Considering the nature of the study, the researchers constructed a self-structured questionnaire, titled “Impact of Educational Donor Organizations’ Activities Questionnaire” (IEDOQ) for sourcing the needed data. Four (4) Likert Scale was adopted to answer the questions with: Strongly Agree (SA) which is decoded as Four (4); Agree (A) which is decoded as Three (3); Disagree (D), which is decoded as Two (2) and Strongly Disagree (SD) which is decoded as One (1). The self – structured questionnaire however, is made up of Section A and B. In Section A, respondents were required to provide their personal information, while in Sections B, 8 items related to provision of teaching and learning materials to public primary schools were given. The self – structured questionnaire was validated by experts, who are lecturers in the Faculty of Education of Umaru Musa Yar’adua University, Katsina State. Reliability of the instrument in the study is equally important simply due to the needed consistency and accuracy between the parameters in the procedure. Also, the sameness of the questionnaire contents attracted similar answers from the respondents. Dada (2016) opines that reliability of instrument is done purposely to ensure that the adopted research tool uniformly measures what it is expected to measure to yield the desired results. In this regard, the data obtained from the pilot testing, which was conducted outside the population of the study was subjected to reliability test, using SPSS V. 23.0 to analyze the data; consequently, Cronbach alpha value of 0.797 was obtained. According to Arip and Ahmad (2015), if the reliability index > 0.70, the tool is highly reliable for carrying out a research work.

Descriptive (mean and standard deviation) and inferential statistics were both used to analyze the data obtained from the questionnaires filled in by respondents. Distribution tables and simple percentages were employed to analyze the Biodata of the participants. The implication of employing the inferential statistics is that a sample of the population was used to make generalization. The expected class midpoint was 2.5 (decision mean), while the null hypothesis (Ho) was tested using Analysis of Variance (ANOVA) at 0.05 level of significance, with the assistance of Statistical Package for Social Sciences - SPSS (23.0 V).

Presentation of results

The data collected was collated, and organized for the purpose of the analysis. The demographic information of the participants is presented in table 3, 4, and 5.

Table 3: Frequency count and percentage of participants’ status

S/N	Participants	N	Percent (%)
1	L.G.E.A Administrator	9	2.5
2	Teachers	343	94.8
3	P.T.A Officials	10	2.7
	Total	362	100.0

As indicated on table 3, the 9 L.G.E.A administrators participated in the study which covers 2.5% of the sample used in the study. Also, it can be seen from the table that a total number of 343 teachers responded to the instrument which covered 94.8% of the respondents. While 10 P.T.A officials participated which covered 2.7% of the sample. It can be noticed

from the table that more classroom teachers participated in the study than the L.G.E.A administrators and P.T.A. officials.

Table 4: Frequency count and percentage of participants' qualification

S/N	Participants	N	Percent (%)
1	B. A./ Sc. Ed.	84	23
2	N.C.E	259	71
3	Others	22	6.
	Total	362	100.0

Table 4, showed that majority of the participants 259 (71%) were N.C.E holders and that only 84 (23%) of the participants were B. A. / Sc. Ed. holders. The rest of the sampled respondents (22 representing 6%) were teachers with qualifications other than degree and N.C.E.

Table: 5: Frequency count and percentage of participants' experience in service

S/N	Participants	N	Percent (%)
1	1-10 years	222	61.3
2	11-20 years	81	22.4
3	21-30 years	39	10.8
4	31 years and above	20	5.5
	Total	362	100.0

Table 5 showed that majority of the participants 222 (61.3%) were with least experience of 1-10 years in service. A total of 81 participants (22.4%) have been in service for 11-20 years. The participants in the third category, 39 (10.8%,) have been in the profession for 21-30 years. The last group of the participants were the ones with higher working experience of above 30 years. The table showed that majority of the participants have least working experience.

Research question: What is the impact of educational donor activities on provision of teaching and learning materials to public primary schools in Katsina Education Zone?

Table 6: Descriptive statistics of participants' opinions on the impact of educational donor organizations on provision of teaching and learning materials to public primary schools in Katsina Education Zone

S/N	Statement	Status	SA	A	D	SD	Mean	Std. dev.	N
1.	Teaching and learning materials are being provided to my primary school by educational donor organizations.	LGEA	2	6	1	0	3.11	0.60	9
		Admns	146	158	28	11	3.28	0.75	343
		PTA officials	3	6	1	0	3.20	0.63	10
2.	Teaching materials being provided by	LGEA	3	5	1	0	3.22	0.67	9
		Admns.							

S/N	Statement	Status	SA	A	D	SD	Mean	Std. dev.	N
	the educational donor organizations motivate both teachers' and pupils in my school.	Teachers	128	181	28	6	3.26	0.68	343
		PTA officials	2	7	1	0	3.10	0.57	10
3.	Teaching materials being provided by educational donor organizations help teachers convey knowledge to pupils effectively and efficiently.	LGEA	3	6	0	0	3.33	0.50	9
		Admns. Teachers	141	176	21	5	3.32	0.65	343
4.	Learning materials being provided by educational donor organizations help in achieving educational goals and objectives in my school.	PTA officials	5	5	0	0	3.50	0.53	10
		LGEA	3	6	0	0	3.33	0.50	9
5.	Learning materials help pupils develop skills and abilities to acquire the required knowledge in my School.	Admns. Teachers	129	185	24	5	3.28	0.65	343
		PTA officials	4	4	2	0	3.20	0.79	10
6.	Teaching and learning materials are being provided by the educational donor organizations are always accessible to both teachers and pupils in my school.	LGEA	6	2	1	0	3.56	0.73	9
		Admns. Teachers	164	159	15	5	3.41	0.65	343
7.	Teaching and learning materials being provided by educational donor organizations are fully utilized in my school.	PTA officials	4	6	0	0	3.40	0.52	10
		LGEA	2	6	0	1	3.00	0.87	9
8.	Activities of educational donor	Admns. Teachers	107	170	52	14	3.08	0.79	343
		PTA officials	2	4	4	0	2.80	0.79	10
		LGEA	2	6	0	1	3.00	0.87	9
		Admns. Teachers	91	172	65	15	2.99	0.79	343
		PTA officials	3	4	3	0	3.00	0.82	10
		LGEA	3	5	1	0	3.22	0.67	9
		Admns.							

S/N	Statement	Status	SA	A	D	SD	Mean	Std. dev.	N
	organizations have immensely improved the provision of teaching and learning materials in my School.	Teachers	90	196	41	16	3.05	0.75	343
		PTA officials	1	8	1	0	3.00	0.47	10

Table 6 indicated mean and standard deviation scores regarding the participants' opinions on the impact of educational donor organizations' activities in the provision of teaching and learning materials to public primary schools in Katsina Education Zone. The subscale was in 4 point Likert Scale. It can be noticed from the table that based on the analyses, the mean of administrators of LGEAs (3.22), public primary school teachers (3.21) and P.T.A official (3.15) were all greater than the decision mean (2.5). In this regard, the participants' opinions regarding the impact of educational donor organizations' activities in the provision of teaching learning materials to public primary schools in Katsina Education Zone indicated acceptance, as the mean scores of all the three clusters – administrators of LGEAs, public primary school teachers and P.T.A officials were all above the decision mean (2.5).

H₀₁: There is no significant difference among the clusters of respondents on the perceived impact of educational donor organizations' activities on the provision of teaching and learning materials to public primary schools in Katsina Education Zone.

Table 7: Analysis of Variance (ANOVA) of participants' opinions in respect of educational donor organizations' activities in the provision of teaching and learning materials to public primary schools in Katsina Education Zone

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.180	2	1.090	.110	.896
Within Groups	3556.561	359	9.907		
Total	3558.740	361			

Table 7 indicated that the scores on mean square for the three groups of participants, L.G.E.A. Administrators, teachers and P.T.A Officials, were between the groups 1.090 and 9.907 within the groups. The degree of freedom was 359, the F-calculated was 0.110 while the p-value obtained was 0.896 at significant value of 0.05. Hence, the null hypothesis which earlier stated that there is no significant difference in the opinions of the respondents concerning the impact of educational donor organizations' activities on the provision of teaching and learning materials to public primary schools in Katsina Education Zone is hereby retained. The reason for retaining the hypothesis is that the analysis indicated that the p-value obtained (0.896) was greater than the significant value (0.05) which indicated that there was no significant difference between and within their opinions.

Discussion of the findings

The study appraises the impact of educational donor organizations' activities on development of primary education in Katsina Education Zone, Katsina State, Nigeria. More so, the biodata of the participants was analyzed, using frequency tables and simple percentages. Again, one (1) research question was descriptively answered, using mean and standard deviation, so as to ascertain the degree of participants' responses. This finding however concurred with the findings of Abdu (2019) who found out that the activities of the educational donor organisations in relation to the provision of teaching and learning materials to public secondary schools in Katsina State were effectively positive. The study finding however aligned with that of Paul (2018) who revealed in his empirical study that the provision of learning material to public primary schools in Marich Zone, West Pokot County, Kenya by donor organisations had positive impact on development of education. Also, the findings of the study are in line with that of Mohammed (2015) who found out that there was a significant impact of educational donor organisations' activities on the provision of educational facilities for development of education in Nigeria.

The field experience revealed to the researchers that educational donor organisations had been supplying teaching and learning materials to public primary schools in Katsina Education Zone, yet some of the supplied resources were not being properly utilized by the concerned authorities. It was also allegedly reported by some teachers that trucks were being sighted, offloading the supplied educational materials like android tabs, laptops and briefcases at a store belongs to the government in Katsina Local Government Area, unfortunately a few number of teachers were being given those materials. Teachers who handle core subjects like English and Mathematics were being left without any significant teaching aids.

With regard to the impact of educational donor organizations' activities on provision of teaching and learning materials to public primary schools in Katsina Education Zone, it was earlier hypothesized that, there was no significant difference in the opinions of the respondents. In table 6, the opinions of the respondents (Administrators of LGEAs, public primary teachers and P.T.A officials) denoted positive mean score of 3.22, 3.21 and 3.15 which were all above the decision mean of 2.5.

Conclusion

The study has appraised educational donor organizations' activities and their impact on development of primary education in Katsina Education Zone, Katsina State, Nigeria. In this regard, the study found that there was no significant difference in the opinions of participants on the impact of educational donor organizations' activities on provision of teaching and learning materials to public primary schools in Katsina Education Zone. It can therefore be concluded that the activities (provision of teaching and learning materials to primary schools) of educational donor organizations had positive impact for the development of public primary education in Katsina Education Zone.

Recommendation

Based on the finding of the study, it is recommended that:

- i. Katsina State Universal Basic Education Board (SUBEB) in conjunction with relevant stakeholders such as local and international educational donor organizations operating in Katsina Education Zone should put more efforts on provision of teaching and learning materials to public primary schools in Katsina Education Zone, considering population explosion which the zone is facing.

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