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Evaluating the Donor Organizations' Impact on School Administration with Reference to Primary Education in Katsina Education Zone, Katsina State of Nigeria

¹Aminu Abdulfatah Abdullatif and ²Bagiwa Zulaihat Lawal

¹Umaru Musa Yar'adua University, Katsina State, Nigeria

²Department of Educational Foundations, Faculty of Education. Kampala International University, Western Campus Uganda.

Email: aminu.abdulfatah@umyu.edu.ng

ABSTRACT

This study explores the donor organisations' impact on school administration with reference to primary education in Katsina education zone, Katsina State of Nigeria. Descriptive Survey Research Design and self-structured questionnaires were adopted in the study. The total population was 4,825, while the sample of the study comprised 343 primary school teachers, 7 administrators of local government education authorities and 10 P.T.A. officials was 362 as guided. Consequently, R – value of 0.97 was obtained using Cronbach Alpha Value, which depicted the suitability of the instrument. Descriptive statistics of mean and standard deviations (SD) as well as inferential statistics (Analysis of Variance (ANOVA) and SPSS V 23.0 as the statistical tools for analyzing the data. The study found that donor organisations' impact on the provision of training and retraining of public primary school teachers in Katsina education zone was positive. The null hypothesis was retained, because the P. value was greater than the 0.05 significant Level. It was also recommended that Katsina State Universal Basic Education Board – SUBEB should decentralize and democratize its processes of selecting participants in training and retraining, thereby involving all school administrators in Katsina Education zone in selecting public primary school teachers to participate in any training and retraining.

Keywords: Academic performance, Donor Organisations, Impact, Primary education, School Administration

INTRODUCTION

Primary education is the level of education 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 do not attend any school, while a recent body of research indicated that about 10. 5 million children in the country are out of school and only 61% of 6 - 11-year attend primary schools[1]. In addition, various measures are being taken by the Katsina state government regarding low academic performance of pupils, especially in the national common entrance examinations, yet problems associated with inadequate funds, ineffective management as well as low academic performance of pupils persist in Katsina education zone, as reported by the State Educational Strategic Plan – SESP (2011 - 2020)[2]. Also, Ibrahim and Lawal[3] revealed in his study that school facilities were readily obtainable in Katsina Education Zone, though were insufficient. Again, in respect of rates of Pupils' enrolment, attendance and dropout in Katsina Education Zone. Abdullatif and Lawal[1] in their empirical study stated that one hundred and fifty-one thousand, five hundred and ten (515,510) pupils were enrolled in 2017; eighty-five thousand, two hundred and eighty-seven (56.29%) were in attendance, while sixty-six thousand, two hundred and twenty-three (43.71%) pupils were dropouts. The highlighted stated problems attract stakeholders, especially the donor organisations to intervene, especially in the development of primary education for effective school administration. Such donor organisations include: international donor organisations like World Bank, UNICEF and UNESCO that operate in Katsina Education Zone, Katsina State, Nigeria. Therefore, the scope of the study was Katsina Education Zone, which comprises six local government areas, namely: Batagarawa, Charanchi, Jibia, Kaita, Katsina, and Rimi and it was delimited to educational activities by only United Nations International Children Fund (UNICEF), United Nations Education and Scientific Cultural Organisation (UNESCO), and World

Bank (WB) in public primary schools in Katsina Education Zone, Katsina State, Nigeria. This study evaluated the donor organizations' impact on school administration with reference to primary education in Katsina education zone of Nigeria

Hypothesis

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

H₀ There is no significant difference in the opinions of respondents in the level of impact of Donor Organisations on provision of training and retraining of public primary school teachers in Katsina education zone, Katsina State, Nigeria.

Literature Review Donor Organisations

Donor Organisations are informal organisations, aiming at improving the condition of human environments as well the condition of lives of the poor. They are also said to be essentially significant educationists that aim at enhancing education and Scientific research in our environment[4]. Sule, Wurobokki and Sambo[5] stated that there were about fifty International Donor Organisations operating in Nigeria. These donor organisations include among others are: Canadian International Development (CID); Department for International Development (DFID); United State Agency for International Development (USAID); United Kingdom Agency for International Development (UKAID); European Union (EU); Save the Children; United Nations Education and Scientific Cultural Organisations (UNESCO) and United Nations Children International Fund (UNICEF) among others.

Significance of Donor Organisations Operating in Katsina Education Zone, Katsina State

Without any doubt, the existence of Donor Organisations in Katsina Education Zone, Katsina State, Nigeria is essentially significant purposely because:

- i. Donor Organisations bridge the existing vacuums in the educational sector for the State Government's is not sufficient[6], especially in the area of training and retraining of public primary school teachers in Katsina Education Zone, Katsina State.
- ii. They endow poor pupils with educational resources such as learning materials.
- iii. They directly or indirectly (through their partners) assist in providing educational funds to public primary schools.

Forms of Donor Organisations

Donor organisations are classified into different forms according to their reputations, financial strength and operational scopes. As viewed by Abdullatif and Lawal[1] they are termed as:

- i. Universal Donor Organisations
- ii. Continental Donor Organisations
- iii. National Donor Organisations
- iv. Domestic Donor Organisations
- v. Other Donor Organisations

Primary Education

Primary Education refers to a level of education for kids over the age of 6. It is the basic level and most important level among other levels of education in Nigeria. Nakijoba et al.[7] defines Primary Education as the level of education given to children aged 6 – 12 years, with the aim of providing pupils with literacy, numeracy skills as well as effective communication skills.

Significance of Primary Education

Primary Education is essentially significant, simply because:

- i. It assists in equipping children with numeracy and literacy skills at early age.
- ii. It exposes kids to good communication skills.
- iii. It enables pupils to be aware of societal norms and values.
- iv. It assists in shaping the characters of children, (NPE, 2014).
- v. It gives solid foundation to kids for Scientific and reflective thinking, (NPE, 2014).

Problems Associated with Primary Education in Katsina Education Zone, Katsina State

There are different and various problems being faced by Primary Education in Katsina Education Zone, Katsina State, Nigeria. Some of these problems are associated with the following:

1. **Teacher – pupils' ratio:** The actual teacher – pupils ration (1:25) as stipulated in the NPE (2014) is not being observed; consequently, classrooms in public primary schools are congested, and due to vast population of learners in classrooms, management of classrooms is one of the most serious problems nowadays[8].
2. **Insufficient funds by educational leaders in Katsina education zone**

Funds meant for our educational sector are insufficient and are not being utilized by educational leaders. Jacob, Chinwuba and Ayoko[9] lament that millions of children are out of school in Nigeria as a result of insufficient educational funds and materials.

3. **Corrupt practices by educational leaders in Katsina education zone**

Corruption has become a normal affair in civil service and has come to stay, due to government's inability to do the needful. Nimota and Kadir[10] opine that corrupt practices in education is a universal problem and has been legalized through various means that give a room for embezzlement of educational funds.

4. **Poor performance in leaderships in Katsina education zone**

Poor performance of leaders in educational leaderships make every sector's wheels' malfunction. Dunmade et al.[11] lament that leaders in Nigeria lack commitments to the masses and that has become a serious problem for the smooth running of the country's affairs.

5. **Lack of God – fearing by educational leaders in Katsina education zone**

God – fearing is a key success in any human affair and serves as an illuminating object in the human affairs; unfortunately, some educational leaders in Katsina education zone are not God – fearing in discharging their respective assigned responsibilities. For instances, recruitments of primary teachers are sometimes affected and hindered by tribal and sectional sentiments. Some leaders want dominancy in every sector, using their village people to fill in the existing vacuums at any cost, without minding the effect of their selfish interests.

School administration

A school is said to be a conducive environment where minds and characters of learners are shaped. It is defined as a 'training ground' where pupils' minds are moulded [12].

Administration is a process of utilizing and regularizing of human and material elements in order to achieve the set goals and objectives in any organisation. It is said to be an 'art' by which human and material resources are utilized[13].

School administration is a process, aiming at arranging the entire elements of a school system based on priorities, to ensure effective and efficient results. It is also defined as the integration of human and material resources as well as principles and thoughts into a whole[14]. School Administration has three major elements as opined by Karkan et al.[15]. The three major elements are:

1. Human resources that are normally arranged into classes; teaching and non – teaching personnel, pupils and students.
2. Material resources, which are usually arranged into administrative blocks; classrooms; laboratories, libraries, public conveniences and other relevant buildings in schools.
3. Principles and thoughts, which refer to arrangements, regarding curriculum; academic calendars; timetables and other curricular and extra-curricular activities in schools.

With these, there have been credible interventions by donor organisations in respect of human and material resources, thereby assisting in training and retraining of teaching personnel and making provision of teaching and learning materials to public primary schools in Katsina Education, Zone, Katsina State, Nigeria.

METHODOLOGY

Descriptive survey research design was used in the study, to enable the researchers find out the different opinions respondents have with regard level of Donor Organisations' impact on school administration with reference to primary education in Katsina Education Zone, Katsina State, Nigeria. The total population of the study is 4,825, while the sample of the study is 362, which comprises public primary school teachers (343), heads of: Social Mobilization; Academic Services; Quality Assurance; Planning, Research and Statistics; Administration and Supply and Physical Planning and Treasurers (9) in Local Government Education Authorities – L.G.E.As in Katsina Education Zone and 10 officials of Parents – Teachers Association that hold the positions of: Chairman, Vice – Chairman, Secretary, Assistant Secretary, Treasurer and Financial Secretary of the Association in the 6 Local Government Areas, namely Batagarawa, Charanchi, Jibia, Kaita, Katsina and Rimi. A modified 4 Likert's Scale was adopted to answer the questions with: Strongly Agree (SA) which was decoded as 4; Agree (A) which was decoded as 3; Disagree (D), which was decoded as 2 and Strongly Disagree (SD) which was decoded as 1. The self – structured questionnaire also consists of section A and B. In section A, respondents were asked to give their personal information, while in sections B, there were 8 declarative statements associated with provision of training and retraining of public primary school teachers by Donor Organisations in Katsina Education Zone, Katsina State, Nigeria. The decision mean score was 2.5, while the null hypothesis (H_{01}) was tested using Analysis of Variance -ANOVA at 0.05 level of significance, with the aid of Statistical Package for Social Sciences - SPSS (23.0 V).

Presentations of Data

The following table 1 presents the data, regarding the opinions of the respondents on the level of impact of Donor Organisations on provision of training and retraining of public primary school teachers in Katsina Education Zone, Katsina State, Nigeria.

Table 1: Descriptive statistics of respondents' opinions on the level of impact of donor organisations on provision of training and retraining of teachers of public primary schools in Katsina education zone

S/N	Statement	Status	SA	A	D	SD	Mean	Std. dev.	N
1.	Donor Organisations train and retrain Public Primary School Teachers in your School.	LG.EA Adm	4	5	0	0	3.44	0.53	9
		Teachers	127	146	47	23	3.10	0.88	343
		PTA officials	3	3	2	2	2.70	1.16	10
2.	Training and Retraining of teachers being conducted by Donor Organisations improve Professional Competency of Targeted Primary School Teachers in your School.	LG.EA Adm	3	6	0	0	3.33	0.50	9
		Teachers	118	181	32	12	3.18	0.74	343
		PTA officials	3	5	1	1	3.00	0.94	10
3.	Training and Retraining of Teachers being conducted by Donor Organisations improve generally the targeted Public Primary School Teachers' Capacity and Writing Skills in your School.	LG.EA Adm	3	5	1	0	3.22	0.67	9
		Teachers	131	159	44	9	3.20	0.76	343
		PTA officials	4	5	1	0	3.30	0.67	10
4.	Training and Retraining of Teachers being conducted by Donor Organisations help public primary teachers to overcome challenges being faced while dealing with different individual pupils in your School.	LG.EA Adm	3	4	2	0	3.11	0.78	9
		Teachers	116	190	35	2	3.22	0.64	343
		PTA officials	5	4	1	0	3.40	0.70	10
5.	Training and Retraining of public Primary School Teachers being conducted by Donor Organisations stimulates good pupils' learning in your School.	LG.EA Adm	1	7	1	0	3.00	0.50	9
		Teachers	105	197	35	6	3.17	0.67	343
		PTA officials	4	5	1	0	3.30	0.67	10
6.	Training and Retraining of Public Primary School Teachers being conducted by Donor Organisations assist in mitigating pupils' learning difficulties in your School.	LG.EA Adm	3	5	1	0	3.22	0.67	9
		Teachers	106	172	57	8	3.10	0.75	343
		PTA officials	1	7	2	0	2.90	0.57	10
7.	Training and Retraining of Public Primary School Teachers being conducted by Donor Organisations assist in mitigating pupils' learning difficulties in your School.	LG.EA Adm	1	5	3	0	2.78	0.67	9
		Teachers	116	185	33	9	3.19	0.71	343
		PTA officials	5	3	2	0	3.30	0.82	10
8.	Donor Organisations have immensely impacted the provision of Training and Retraining of Public Primary School Teachers in your School.	LG.EA Adm	1	7	1	0	3.00	0.50	9
		Teachers	95	191	44	13	3.07	0.74	343
		PTA officials	3	6	1	0	3.20	0.63	10

Table 1 above indicated mean and standard deviation scores regarding the respondents' opinions on the level of impact of donor organisations in the provision of training and retraining of public primary school teachers 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 average mean of administrators of LGEAs (3.14), public primary school teachers (3.15) and P.T.A officials (3.14) were all greater than the **decision mean (2.5)**. In this regard, the respondents' opinions regarding the level of impact of donor organisations in the provision of training and retraining of public primary school teachers in Katsina education zone indicated acceptance, for the means of all the three Clusters – administrators of LGEAs, public primary school teachers and P.T.A officials were all above average of the decision Mean (2.5).

The null hypothesis (H₀) of the study stated that there is no significant difference in the opinions of respondents on the level of impact of donor organisations on the provision of training and retraining of public primary school teachers in Katsina education zone.

Table 2: Analysis of variance (ANOVA) of respondents' opinions in respect of the level of impact of donor organizations on provision of training and retraining of public primary school teachers in Katsina education zone

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.295	2	.148	.010	.990
Within Groups	5253.130	359	14.633		
Total	5253.425	361			

Table 2 showed that the means square for the three groups of the participants (LGEA Administrators, teachers and P.T.A officials) were between the groups 0.148 and 14.633 within the groups. The degree of freedom was 359 and the F-calculated was 0.010 and the p-value obtained was 0.990; the significance value was 0.05. Hence, the null hypothesis which earlier stated that that, there is no significant difference in the level of impact of donor organisations on the provision of training and retraining of public primary school teachers in Katsina education zone is hereby retained, simply because the analysis indicated that the p-value obtained (0.990) was greater than the significant value (0.05) which however indicated no significant difference between and within the views of the three groups of the participants.

DISCUSSION OF THE FINDING

Donor organisations' impact on provision of training and retraining of public primary school teachers in Katsina Education Zone. Katsina State, Nigeria was hypothesized that, there was no significant difference in the opinions of the respondents. In **table 1**, the opinions of the respondents (Admin. of LGEAs, public primary school teachers and P.T.A Officials) showed positive mean Score of **3.14**, **3.15** & **3.14** which were above the average **decision mean – 2.5**. In this respect, the finding was not in disagreement with that of Mohammed[16] who revealed that there was direct impact of provision of training/retraining of manpower conducted by donor organisations in the Katsina Metropolis. Again, the finding of the current study is line with that of Nja[17] who revealed that international donor organisations had positive impact on development of education in Katsina State. More so, it was further stated that the international donor organisations were able to train a large number of teachers through workshop in Katsina State in the year 2016. The finding of this study however coincides with the finding of Adewale and Bamiro[18] who revealed that donor organisations did immensely contribute towards skills acquisition at various women centres in Nigeria, through provision of needed materials and provision of well-trained manpower.

CONCLUSION AND RECOMMENDATION

The Study found that there was no significant difference in the opinions of respondents regarding the Donor Organisations' impact on provision of training and retraining of public primary school teachers in Katsina Education Zone, Katsina State, Nigeria. It is in the conclusion of this Study that, the Donor Organisations' impact on the Provision of: training and retraining of public primary school teachers had positive level of impact on school administration with reference to primary education in Katsina Education Zone, Katsina State, Nigeria. based on this conclusion, the article calls for the Katsina State Universal Basic Education Board – SUBEB shall decentralize and democratize its processes of selecting participants in training and retraining, thereby involving all school managers and school administrators in Katsina Education Zone in selecting public primary school teachers for any training and retraining. More so, records of all the nominated participants should be safely kept in order to avoid repetition and duplication of the records.

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