

## BRIDGING GAPS IN EDUCATIONAL DEVELOPMENT: INVESTIGATING THE IMPACT OF NGOS ON SECONDARY EDUCATION IN KATSINA STATE

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**Abstract:** Non-governmental organizations (NGOs) have played a significant role in the development of educational systems worldwide, particularly in places where government resources are limited. This study examines the impact of NGOs on secondary education in Katsina State, Nigeria, focusing on various aspects of educational development including administration, infrastructure, laboratory equipment, teacher training, and provision of learning materials. A sample of 322 of principals, teachers, ministry of education officials and school-based management committee Officials was selected from the population of 2,417 using sample random sampling technique. A self-designed questionnaire titled 'impact of non-governmental organizations on the development of secondary education questionnaire (INGODSEQ) was used for data collection. Through a comprehensive literature review and empirical data collection, the study identifies the contributions of both local and international NGOs in enhancing educational quality and accessibility. Findings indicate among others that while NGOs have made substantial contributions, there is a significant difference in the impact of NGOs among respondents in funding secondary schools in Katsina state. The study concludes with recommendations for improving NGO effectiveness in educational development and suggests areas for future research to further explore this critical partnership.

**Keywords:** NGOs, Education Management, Secondary Education, Katsina State, Educational Development

### Introduction

Non-governmental organizations (NGOs) have become central entities in global development and poverty alleviation. As described by Lewis (2005), NGOs are involved in a wide array of developmental initiatives spanning local, national, and international levels. Their contributions to educational development have been notably significant over the recent decades, covering various geographical areas and educational levels, from primary to tertiary education. In Nigeria, multinational and local NGOs work closely with governmental bodies and other NGOs to enhance the educational frameworks.

The educational sector in Nigeria, especially secondary education, encounters numerous obstacles that impede its efficacy and efficiency. While the government's endeavors are noteworthy, they often fall short of addressing the many issues afflicting the system. For example, the problem of overcrowded classrooms persists, with reports from the United Nations Children's Fund (UNICEF) in 2018 indicating instances of up to 200 students per classroom, well beyond the national policy's recommendation of a 35:1 student-teacher ratio for primary and secondary schools (FGN, 2016). Moreover, the quality of education suffers due to the inadequate qualifications of many educators and the absence of continuous professional development to meet evolving educational requirements. The effective management of educational resources in Nigeria is another critical area that demands immediate attention. The educational landscape is intricate, encompassing millions of students, thousands of

teachers, and a multitude of resources. Efficient management is essential to optimize these resources and enhance educational outcomes. In Katsina State, deficiencies in the management of the educational system manifest in various ways, such as inadequate infrastructure, lack of facilities, and inadequate teacher training. These challenges are exacerbated by the limited documentation and evaluation of the NGOs' impact in this particular region.

This research endeavor seeks to bridge the scholarly gap by examining the impact of NGOs on the development secondary education in Katsina State, focusing particularly on the Katsina Zonal Quality Assurance Centre. The study investigates several critical areas, including the assessment of NGOs' involvement in educational programmes, the evaluation of their contributions to teacher capacity building, the analysis of their impact on student learning outcomes, and the exploration of challenges faced by NGOs in promoting educational quality. Furthermore, the research aims to provide recommendations for enhancing the collaboration between NGOs, government bodies, and other stakeholders in the education sector to foster sustainable development and poverty alleviation through quality education.

### **Statement of the Problems**

Despite the role NGOs played, their presence and impact are not fully evaluated, recognized and appreciated by many governments and community members. As indicated by Brophy (2020) that, although there are benefits for governments to work with NGOs, there are also significant problems. These can be attested to, taking into consideration the phenomenal growth of the educational system and the complexity of its management. Furthermore, the rising number of students and the need for the provision of quality education, have led to an annual increase in expenditure on education in Nigeria and Katsina State. Also, as the number of students increased, the per capita expenditure also grows with little or no significant commensurate output; as measured by the number of students who are offered admission into universities and other tertiary academic institutions of learning. To help improve the outcome, Katsina State government imposed many policies including qualification-for-sitting criteria. Despite all these efforts, the number of students who sat for and obtained five credits and above inclusive of English and Mathematics has not shown significant rise since 2016.

The identified roles played by the NGOs, still their presence and impact on the development of education in Katsina State have not been fully documented. It is, thus, in an attempt to fill in the scholarly gap that this study shall focus on the role of NGOs in the development of Secondary education. Thus, this study attempts to examine whether the support given by the NGOs have any impact in addressing the above-mentioned challenges of education in Katsina State. particularly in secondary education using Katsina zonal Quality assurance center as the study area. Similarly, the study shall make appropriate suggestions on the workable model for rendering effective assistant by the NGOs.

### **Objectives**

The following areas are the main focus of the research is to examine;

1. The impact of NGOs in funding of public secondary schools in Katsina State
2. The impact of NGOs on staff development in secondary schools in Katsina State
3. The impact of NGOs in the provision of educational resources in secondary school in Katsina State
4. The impact of NGOs in improving student's enrollment and retention in secondary schools in Katsina State.

### **Literature Review**

#### **Concept of Non-Governmental Organizations (NGOs)**

The concept of Non-Governmental Organizations (NGOs) has been the subject of considerable debate and interpretation within academic and professional circles. Within the academic and professional circles, there has been a significant amount of discussion and analysis regarding the concept of Non-Governmental Organizations (NGOs). These organizations are often known by a variety of names depending on the geographical context and

the specific focus of their activities.

Depending on the specific areas of work, Non-Governmental Organizations (NGOs) are commonly referred to using different terms such as Non-Profit Organizations (NPOs), Voluntary Organizations (VOs), and Civil Society Organizations (CSOs). These terms, including Non-Profit Organizations (NPOs), Voluntary Organizations (VOs), and Civil Society Organizations (CSOs), are frequently used interchangeably with NGOs Omofonmwan and Odia (2009). According to Dhakal (2002), these various terms are indicative of the diverse nature and objectives of such organizations. Dhakal (2002) suggests that these different terminologies reflect the diverse nature and objectives of Non-Governmental Organizations (NGOs). Generally, these organizations typically operate independently from government oversight and are often guided by a mission to address specific social, economic, or environmental issues.

### **Educational NGOs in Katsina State**

In Katsina State, educational NGOs have been instrumental in addressing the various challenges facing the education sector. These organizations work to improve access to education, enhance the quality of teaching, and provide the necessary infrastructure and resources for effective learning. The Adolescent Girl Initiative for Learning and Empowerment (AGILE) operates in Katsina State, targeting communities where adolescent girls face significant educational challenges. The Pleasant Library and Book Club (PLBC) is another notable NGO in Katsina State. It provides educational assistance and addresses socio-economic issues to build a better and empowered society. By focusing on infrastructure development, teacher training, and community engagement, NGOs like PLBC contribute significantly to the educational development of Katsina State. Overall, NGOs play a pivotal role in the educational landscape of Katsina State by addressing critical issues such as infrastructure deficits, teacher training, and community engagement. Their efforts are essential in bridging the gaps left by government resources and ensuring that education is accessible to all, particularly marginalized and underserved communities.

### **Research Methodology**

The methodology employed in this study was designed to assess the impact of Non-Governmental Organizations (NGOs) on the development of secondary education in Katsina State. A mixed-methods approach was adopted to gather quantitative and qualitative data, providing a holistic understanding of the impact of NGOs in this sector.

### **Research Design**

This research utilized a descriptive survey design. The survey method is appropriate for collecting a large amount of data from a sizeable population in a relatively short period. This design is particularly suitable for studies aimed at understanding the impact and effectiveness of interventions across different settings.

### **Population and Sampling Techniques**

The population for this study comprised 37 secondary school principals, 2,195 teachers, 175 School-Based Management Committee (SBMC) officials, and 10 Ministry of Education (MOE) officials in Katsina State. A multistage sampling technique was employed to select the participants.

### **Data Collection Instruments**

Data was collected using a structured questionnaire titled "Impact of Non-Governmental Organizations on the Development of Secondary Education Questionnaire" (INGODSEDUQ). The questionnaire was designed to capture various dimensions of NGO involvement, including administration, infrastructure provision, laboratory equipment, teacher training, and the supply of chairs and desks.

## Data Analysis

The collected data was analyzed using both descriptive and inferential statistics: Descriptive Statistics, Inferential Statistics and Qualitative Data Analysis with the help of Statistical Package for Social Sciences (SPSS version 23) at 0.05 level of significance.

## Result and Discussion

Descriptive statistics of frequencies, percentages and standard deviation for the various components of the instrument were used to summarize the data. Altogether, the instrument was administered to three hundred and twenty-two (322) subjects and two hundred and ninety-five (295) were successfully retrieved. The summary was presented in the table below:

**Table 1: Number of Questionnaires Distributed and Retrieved**

Types of Respondents	Number of Questionnaires distributed	Number of Questionnaires Retrieved
Principals	37 (11.5%)	33 (10.2%)
Teachers	200 (62.1%)	185 (57.4%)
MOE officials	10 (3.1%)	9 (2.8%)
SBMC officials	75 (23.3%)	68 (21.1%)
<b>Total</b>	<b>322 (100%)</b>	<b>295 (91.4%)</b>

Table 1: showed that 322 (100%) questionnaires were distributed and 295 (91.6%) were retrieved. Therefore, this showed that 37 (11.5%) were dispatched to principals, 200 (62.1%) were dispatched to teachers, 10 (3.1%) were dispatched to MOE officials and 75 (23.3%) were dispatched to SBMC Officials. Similarly, 33 (10.2%) questionnaires from principals, 185 (57.5) from teachers, 9 (2.8%) from MOE officials and 68 (21.1%) from MOE Officials were retrieved

**Table 2: Distribution of Respondents by Designation**

Designation	Frequency	Percentage
Principals	33	11.2%
Teachers	185	62.8%
MOE officials	9	3.0%
SBMC officials	68	23.0%
<b>Total</b>	<b>295</b>	<b>100%</b>

Table 2: showed that a total of 33 (11.2%), principals, 185 (62.8%) teachers, 9 (3.0%) MOE Officials and 68 (23.0%) SBMC Officials were used in the study. This result clearly showed that teachers were more represented followed by SBMC Officials, principals then MOE Officials.

**Table 3: Distribution of Respondents by Years of Experience**

Years of Experience	Frequency	Percentage
1-5	20	6.7%
6-10	37	12.5%
11-14	41	13.8%
16-20	70	23.7%
Above 20 years	127	43.3
<b>Total</b>	<b>295</b>	<b>100%</b>

Table 3: above showed that 20 (6.7%) of the respondent have 1-5 years working experience, 37 (12.5) 6-10 years, 41 (13.8%) 11-14 years, 70 (23.7%) 15-20 years while 127 (43.3%) have more than 20 years working experience.

**Table 4: Descriptive Statistics of the raw data collected on the contribution of NGOs to funding Secondary Schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria.**

S/N	Item	Designation	SA	A	D	SD	Mean	STD	N
1	NGOs provide grants for the general administration in my secondary school.	Principals	11	14	6	2	3.03	0.883	33
		Teachers	37	85	49	14	2.78	0.85	185
		MOE Officials	2	1	6	0	2.56	0.88	9
		SBMC Officials	17	35	14	2	2.985	0.763	68
2	NGOs provide funds for building infrastructural facilities in my secondary school	Principals	12	19	2	0	3.303	0.585	33
		Teachers	66	98	15	6	3.211	0.725	185
		MOE Officials	2	2	5	0	2.667	0.866	9
		SBMC Officials	29	34	5	0	3.353	0.617	68
3	NGOs provide funds for equipping laboratories in my secondary school	Principals	2	17	12	2	2.576	0.708	33
		Teachers	40	86	55	4	2.876	0.767	185
		MOE Officials	0	4	5	0	2.444	0.527	9
		SBMC Officials	10	30	21	7	2.632	0.862	68
4	NGOs provide financial support for re-training of teachers in my secondary school	Principals	6	15	12	0	2.818	0.727	33
		Teachers	24	97	48	16	2.697	0.804	185
		MOE Officials	2	1	6	0	2.556	0.882	9
		SBMC Officials	17	20	29	2	2.765	0.866	68
5	NGOs provide funds for students' chairs and desks in my secondary school	Principals	14	12	7	0	3.212	0.781	33
		Teachers	41	117	23	4	3.054	0.657	185
		MOE Officials	2	2	5	0	2.667	0.866	9
		SBMC Officials	29	27	2	10	3.103	1.024	68
6	NGOs provide funds for sanitary infrastructure (toilet and dustbin) in my secondary school	Principals	15	11	7	0	3.242	0.792	33
		Teachers	61	87	37	0	3.13	0.718	185
		MOE Officials	3	2	4	0	2.889	0.928	9
		SBMC Officials	23	29	13	3	3.059	0.844	68
7	NGOs provide financial support to SBMC in my secondary school	Principals	7	14	10	2	2.788	0.857	33
		Teachers	33	109	29	14	2.87	0.79	185
		MOE Officials	2	3	4	0	2.778	0.833	9
		SBMC Officials	27	27	10	4	3.132	0.879	68
8	NGOs provide water supply (borehole or well) in my secondary school	Principals	8	19	6	0	3.061	0.659	33
		Teachers	67	101	15	2	3.259	0.649	185
		MOE Officials	2	5	2	0	3	0.707	9
		SBMC Officials	31	35	2	0	3.426	0.555	68
Average Mean		Principals					2.98		
		Teachers					2.98		
		MOE Officials					2.71		
		SBMC Officials					2.93		

Table 5 above showed that, the mean scores for the principals were 3.03, 3.30, 2.57, 2.81, 3.21, 3.24, 3.78, 3.06. Teachers have mean scores of 2.78, 3.21, 2.87, 2.69, 3.05, 3.13, 2.87, 3.25. MOE Officials have mean scores of 2.56, 2.66, 2.44, 2.55, 2.66, 2.88, 2.77, 3, and SBMC Officials have mean scores of 2.98, 3.35, 2.63, 2.76, 3.10, 3.05, 3.13, 3.42. Therefore, the average means for principals, teachers, MOE Officials and SBMC Officials were 2.98, 2.98, 2.71 and 2.93 respectively. This indicated that, the average means for all respondents were greater than the decision mean of 2.5. Therefore, it can be said that all respondents have agreed that NGOs make impact to funding of secondary school in Katsina Zonal Quality assurance, Katsina State, Nigeria.

**Table 6: Descriptive Statistics of the raw data collected on the impact of NGOs In the provision of teachers in Secondary Schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria.**

S/N	Item	Designation	SA	A	D	SD	Mean	STD	N
9	NGOs employ teacher to schools to my secondary school	Principals	8	12	13	0	2.848	0.795	33
		Teachers	28	53	68	36	2.395	0.967	185
		MOE Officials	0	2	4	3	1.889	0.782	9
		SBMC Officials	14	26	24	4	2.735	0.857	68
10	NGOs provide technical or other professional staff to my school	Principals	3	9	19	2	2.394	0.747	33
		Teachers	15	42	100	28	2.238	0.806	185
		MOE Officials	0	4	4	1	2.333	0.707	9
		SBMC Officials	13	14	30	11	2.426	0.982	68
11	NGOs mobilize volunteer teachers to serve in my secondary school	Principals	2	12	17	2	2.424	0.708	33
		Teachers	8	43	100	34	2.135	0.758	185
		MOE Officials	0	4	5	0	2.444	0.527	9
		SBMC Officials	5	22	30	11	2.309	0.833	68
12	NGOs advocate for the availability of teachers to my school	Principals	4	9	20	0	2.515	0.712	33
		Teachers	10	88	69	18	2.486	0.745	185
		MOE Officials	2	2	5	0	2.667	0.866	9
		SBMC Officials	6	32	24	6	2.559	0.78	68
13	NGOs motivate teachers in my secondary school	Principals	4	14	15	0	2.667	0.692	33
		Teachers	6	105	62	12	2.568	0.665	185
		MOE Officials	0	4	5	0	2.444	0.527	9
		SBMC Officials	9	35	21	3	2.735	0.745	68
14	NGOs provide guidance and counselling services to my secondary school	Principals	11	16	6	0	3.152	0.712	33
		Teachers	18	100	45	22	2.616	0.82	185
		MOE Officials	0	4	5	0	2.444	0.527	9
		SBMC Officials	19	32	12	5	2.956	0.871	68
15	NGOs provide rewards for good performance to teachers of my secondary school	Principals	14	57	79	35	2.27	0.855	185
		Teachers	7	8	16	2	2.606	0.899	33
		MOE Officials	0	1	5	3	1.778	0.667	9
		SBMC Officials	12	8	35	13	2.279	0.975	68
16	NGOs advocate for the recruitment of qualified teachers to my school.	Principals	4	10	15	4	2.424	0.867	33
		Teachers	4	78	87	16	2.378	0.674	185
		MOE Officials	3	1	4	1	2.667	1.118	9
		SBMC Officials	12	24	19	13	2.515	1	68
Average Mean		Principals					2.57		
		Teachers					2.42		
		MOE Officials					2.32		
		SBMC O officials					2.55		

Table 6 above showed that, the mean scores for the principals were 2.84, 2.39, 2.42, 2.51, 2.66, 3.15, 2.27, 2.42. Teachers have mean scores of 2.39, 2.23, 2.13, 2.48, 2.56, 2.61, 2.60, 2.37. MOE Officials have mean scores of 1.88, 2.33, 2.44, 2.66, 2.44, 2.44, 1.77, 2.66. SBMC Officials have mean scores of 2.73, 2.42, 2.30, 2.55, 2.73, 2.95, 2.27, 2.51. Therefore, the average mean for principals, teachers, MOE Officials and SBMC Officials was 2.57, 2.42, 2.32 and 2.55 respectively. This indicated that, only principals and SBMC Officials with average mean of 2.57 and 2.55 respectively, have agreed that NGOs make impact in the provision of teachers to secondary school in Katsina Zonal Quality assurance, Katsina State, Nigeria.



**Table 7: Descriptive Statistics of the raw data collected on the impact of NGOs In staff development in Secondary Schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria.**

S/N	Item	Designation	SA	A	D	SD	Mean	STD	N
17	NGOs organize seminars and workshops for teachers in my secondary school	Principals	4	15	10	4	2.576	0.867	33
		Teachers	36	108	29	12	2.908	0.778	185
		MOE Officials	2	4	3	0	2.889	0.782	9
		SBMC Officials	17	35	8	8	2.897	0.917	68
18	NGOs organize classroom management training for teachers in my secondary school	Principals	6	9	16	2	2.576	0.867	33
		Teachers	27	70	80	8	2.627	0.785	185
		MOE Officials	2	5	2	0	3	0.707	9
		SBMC Officials	15	29	15	9	2.735	0.956	68
19	NGOs provide training for digital literacy to teachers of secondary school	Principals	10	13	10	0	3	0.791	33
		Teachers	56	79	42	8	2.989	0.84	185
		MOE Officials	2	5	2	0	3	0.707	9
		SBMC Officials	25	19	22	2	2.985	0.906	68
20	NGOs organize workshops & seminars for school managers in my secondary school	Principals	6	11	12	4	2.576	0.936	33
		Teachers	36	98	43	8	2.876	0.767	185
		MOE Officials	2	5	2	0	3	0.707	9
		SBMC Officials	17	31	18	2	2.926	0.798	68
21	NGOs encourage teachers to collaborate and share their experience in my secondary school	Principals	5	15	7	6	2.576	0.969	33
		Teachers	36	75	58	16	2.708	0.879	185
		MOE Officials	2	3	4	0	2.778	0.833	9
		SBMC Officials	9	33	20	6	2.662	0.822	68
22	NGOs provide technical support to staff my secondary school	Principals	3	9	17	4	2.333	0.816	33
		Teachers	17	61	92	15	2.432	0.771	185
		MOE Officials	2	1	6	0	2.556	0.882	9
		SBMC Officials	7	18	37	6	2.382	0.792	68
23	NGOs organize capacity building competition among teachers of my secondary school	Principals	4	15	10	4	2.576	0.867	33
		Teachers	16	58	77	32	2.346	0.902	183
		MOE Officials	2	2	5	0	2.667	0.866	9
		SBMC Officials	10	19	30	9	2.441	0.904	68
24	NGOs organize curriculum implementation training for teachers in my secondary school	Principals	4	11	14	4	2.455	0.869	33
		Teachers	16	52	95	22	2.335	0.798	185
		MOE Officials	2	2	4	1	2.556	1.014	9
		SBMC Officials	5	22	39	2	2.441	0.678	68
Average mean		Principals					2.57		
		Teachers					2.64		
		MOE Officials					2/80		
		SBMC Officials					2.66		

Table 7 above showed that, the mean scores for the principals were 2.57, 2.57, 3, 2.57, 2.57, 2.33, 2.57, 2.45. Teachers have mean scores of 2.90, 2.62, 2.98, 2.87, 2.70, 2.43, 2.34, 2.33. MOE Officials have mean scores of 2.88, 3, 3, 3, 2.77, 2.55, 2.66, and 2.55. SBMC Officials have mean scores of 2.89, 2.73, 2.98, 2.92, 2.66, 2.38, 2.44 and 2.44. Therefore, the average mean for principals, teachers, MOE Officials and SBMC Officials was 2.57, 2.64, 2.80, and 2.66 respectively. Therefore, it can be said that all respondents have agreed that NGOs make impact on staff development in secondary school in Katsina Zonal Quality assurance, Katsina State, Nigeria.

**Table 8: Descriptive Statistics of the raw data collected on the impact of NGOs In the provision of educational resources in Katsina Zonal Quality Assurance, Katsina State, Nigeria.**

S/N	Item	Designation	SA	A	D	SD	Mean	STD	N
25	NGOs provide stationaries such as chalk, biros and cardboard papers to my school schools in Katsina Zonal Education Quality Assurance	Principals	4	12	17	0	2.606	0.704	33
		Teachers	18	82	57	28	2.486	0.867	185
		MOE Officials	0	0	5	4	1.556	0.527	9
		SBMC Officials	11	19	24	14	2.397	0.995	68
26	NGOs provide laboratories facilities to my school in Katsina Zonal Education Quality Assurance	Principals	2	16	9	6	2.424	0.867	33
		Teachers	8	71	76	30	2.308	0.792	185
		MOE Officials	0	3	4	2	2.111	0.782	9
		SBMC Officials	10	28	24	6	2.618	0.847	68
27	NGOs provide game facilities to my school in Katsina Zonal Education Quality Assurance	Principals	6	15	8	4	2.697	0.918	33
		Teachers	43	97	41	4	2.968	0.736	185
		MOE Officials	3	2	3	1	2.778	1.093	9
		SBMC Officials	21	27	13	7	2.912	0.958	69
28	NGOs provide projectors and interactive boards to my secondary school	Principals	4	15	10	4	2.576	0.867	33
		Teachers	24	75	58	28	2.514	0.904	185
		MOE Officials	2	2	4	1	2.556	1.014	9
		SBMC Officials	4	27	30	7	2.412	0.758	68
29	NGOs provide educational software and online platforms for students learning in my secondary school	Principals	0	20	9	4	2.485	0.712	33
		Teachers	10	105	50	20	2.568	0.757	185
		MOE Officials	0	2	6	1	2.111	0.601	9
		SBMC Officials	12	21	20	15	2.441	1.028	68
30	NGOs provide sports and physical education facilities to my secondary school	Principals	4	21	8	0	2.879	0.6	33
		Teachers	32	99	46	8	2.838	0.756	185
		MOE Officials	2	3	3	1	2.667	1	9
		SBMC Officials	13	29	20	6	2.721	0.878	68
31	NGOs provide white board to my school in Katsina Zonal Education Quality Assurance	Principals	12	13	8	0	3.121	0.781	33
		Teachers	70	74	26	15	3.076	0.918	185
		MOE Officials	2	3	4	0	2.778	0.833	9
		SBMC Officials	25	31	9	3	3.147	0.815	68
32	NGOs provide chairs and desks to my school in Katsina Zonal Education Quality Assurance	Principals	9	18	6	0	3.091	0.678	33
		Teachers	9	18	6	0	3.091	0.678	33
		MOE Officials	3	2	4	0	2.889	0.928	9
		SBMC Officials	27	33	5	3	3.235	0.775	68
Average mean		Principals					2.73		
		Teachers					2.72		
		MOE					2.42		
		SBMC					2.73		

Table 8 above showed that, the mean scores for the principals were 2.60, 2.42, 2.69, 2.57, 2.48, 2.87, 3.12, 3.09. Teachers have mean scores of 2.48, 2.30, 2.96, 2.51, 2.56, 2.83, 3.07, 3.09. MOE Officials have mean scores of 1.55, 2.11, 2.77, 2.55, 2.11, 2.66, 2.77, 2.88. SBMC Officials have mean scores of 2.39, 2.61, 2.91, 2.41, 2.44, 2.72, 3.14, 3.23. Therefore, the average mean for principals, teachers, MOE Officials and SBMC Officials was 2.73, 2.72, 2.42 and 2.73 respectively. This indicated that, the average means for all respondents were greater than the decision mean of 2.5. Therefore, it can be said that all the respondents have agreed that NGOs make impact on the provision of educational resources in secondary school in Katsina Zonal Quality assurance, Katsina State, Nigeria.



**Table 9: Descriptive Statistics of the raw data collected on the impact of NGOs in improving students' enrollment and retention in Secondary Schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria**

S/N	Item	Designation	SA	A	D	SD	Mean	STD	N	
33	NGOs provide guidance and counselling services to motivate students in my secondary school	Principals	11	18	4	0	3.212	0.65	33	
		Teachers	11	128	28	18	2.714	0.722	185	
		MOE Officials	2	2	5	0	2.667	0.866	9	
		SBMC Officials	11	19	24	14	2.397	0.995	68	
34	NGOs organize Radio program to enlighten the public on the importance of children education in Katsina	Principals	3	20	6	4	2.667	0.816	33	
		Teachers	45	92	46	2	2.973	0.733	185	
		MOE Officials	2	1	6	0	2.556	0.882	9	
		SBMC Officials	10	28	24	6	2.618	0.847	68	
35	NGOs provide scholarship for secondary school students in my secondary school	Principals	7	18	4	4	2.848	0.906	33	
		Teachers	49	82	46	8	2.93	0.828	185	
		MOE Officials	3	2	4	0	2.889	0.928	9	
		SBMC Officials	21	27	13	7	2.912	0.958	68	
36	NGOs organize workshops to sensitize religious leaders on students' enrolment in Katsina zonal Quality Assurance	Principals	4	17	8	4	2.636	0.859	33	
		Teachers	16	107	46	16	2.665	0.756	185	
		MOE Officials	2	2	5	0	2.667	0.866	9	
		SBMC Officials	4	27	30	7	2.412	0.758	68	
37	NGOs organize town hall meetings with parents on enrolment and retention of students in secondary schools	Principals	6	17	8	2	2.818	0.808	33	
		Teachers	24	72	78	11	2.589	0.79	185	
		MOE Officials	2	2	5	0	2.667	0.866	9	
		SBMC Officials	12	21	20	15	2.441	1.028	68	
38	NGOs provide support for educational facilities to improve student's enrollment and retention in Katsina Zonal Education Quality Assurance	Principals	10	17	6	0	3.121	0.696	33	
		Teachers	29	102	50	4	2.843	0.701	185	
		MOE Officials	2	2	5	0	2.667	0.866	9	
		SBMC Officials	13	29	20	6	2.721	0.878	68	
39	NGOs organize sensitization program to curtail school dropout in my secondary school	Principals	6	21	6	0	3	0.612	33	
		Teachers	29	91	63	2	2.795	0.708	185	
		MOE Officials	2	3	4	0	2.778	0.833	9	
		SBMC Officials	25	31	9	3	3.147	0.815	68	
40	NGOs organize lectures to educational stakeholders against gender disparities in my secondary school	Principals	4	18	11	0	2.788	0.65	33	
		Teachers	24	113	46	2	2.859	0.636	185	
		MOE Officials	2	2	5	0	2.667	0.866	9	
		SBMC Officials	27	33	5	3	3.235	0.775	68	
Average Mean		Principals					2.88			
		Teachers					2.79			
		MOE Officials					2.68			
		SBMC Officials					2.62			

Table 9 above showed that, the mean scores for the principals were 3.21, 2.66, 2.84, 2.63, 2.81, 3.12, 3, 2.78. Teachers have mean scores of 2.71, 2.97, 2.93, 2.66, 2.58, 2.84, 2.79, 2.85. MOE Officials have mean scores of 2.66, 2.55, 2.88, 2.66, 2.66, 2.66, 2.77, 2.66. SBMC Officials have mean scores of 2.39, 2.61, 2.91, 2.41, 2.44, 2.73, 3.14, 3.23. The average mean for principals, teachers, MOE Officials and SBMC Officials was 2.88, 2.79, 2.68 and 2.62 respectively. This indicated that, the average means for all respondents were greater than the decision mean of 2.5. Therefore, it can be said that all the respondents have agreed that NGOs make impact on students'

enrollment and retention in secondary school in Katsina Zonal Quality assurance, Katsina State, Nigeria.

### Hypothesis Testing

To be able to test the stated hypothesis, the use of inferential statistic was necessary. In this regard, the researcher used Analysis of Variance statistic. The use of this statistic was based on the fact that the data collected was polytomous in nature. So, it was recommended by Norman (2010) that parametric analysis (such as t-test, ANOVA, regression, correlation etc.) not only can be used with ordinal data such as data from Likert scales, but also, they are generally more robust than non-parametric test. Therefore, based on this recommendation, Analysis of Variance statistic was employed, and all the hypotheses were tested at 5% level of significance.

**HO<sub>1</sub>:** There is no significant difference on the impact of non-governmental organizations among the respondents in funding public secondary schools in Katsina Zonal Quality assurance, Katsina state, Nigeria.

**Table 10: One-way Analysis of variance (ANOVA) on the impact of NGOs in Funding Secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria.**

Source	Sum of Square	Df	Mean Square	F	Sig.
Between Groups	242.352	3	80.784	4.164	.007
Within Groups	5645.017	291	19.399		
<b>Total</b>	<b>5887.369</b>	<b>294</b>			

From the table 10 above, showed that  $F=4.164$  and  $p=.007$ . now since the p-value (.007) is less than the alpha value of (.05). the null hypothesis is hereby rejected in favor of alternate hypothesis. Therefore, the researcher concluded that there is a significant difference among the respondents on the impact of NGOs in the provision of teachers in secondary Schools in Katsina Zonal Quality assurance, Katsina State, Nigeria. Since significant difference was observed, there is need to conduct the post Hoc test to find out where the difference occurs.

**Table 11: post hoc scheffe test for homogeneous sub set of group means**

Designations	Frequency	Mean
MOE Officials	9	19.4444
Teachers	185	23.3405
Principals	33	24.0303
SBMC Officials	68	24.6029
Total	295	

The test was conducted and it was found out from the table 3.7.2. above that, only the mean score of MOE Officials 19.444 was significantly different with that of teachers, principals and SBMC Officials with the mean scores of 23.3402, 24.0303 and 24.6029 respectively.

**HO<sub>2</sub>:** There is no significant difference among the respondents on the impact of NGOs on staff Development in Secondary Schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria.

**Table 12: One-way Analysis of variance (ANOVA) on the impact of NGOs on Staff development in Secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria**

Source	Sum of squares	Df	Mean Square	F	Sig.
Between Groups	66.622	3	22.207	.935	.424
Within Groups	6910.280	291	23.747		

Total	6976.902	294
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From the table 12 above, result shows that,  $F=.935$  and  $p=.424$ . now since the p-value (.424) is greater than the alpha value of (.05). the null hypothesis is hereby retained. Therefore, the researcher concluded that there is no significant difference among the respondents on the impact of NGOs on staff development in secondary Schools in Katsina Zonal Quality assurance, Katsina State, Nigeria

**HO<sub>3</sub>:** there is no significant difference among the respondents on the impact of NGOs in the provision of educational resources in secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria.

**Table 13: One-way Analysis of variance (ANOVA) on the impact of impact of NGOs in the provision of educational resources to secondary School in Katsina Zonal Quality Assurance, Katsina State, Nigeria.**

Source	Sum of Square	Df	Mean Square	F	Sig.
Between Groups	55.329	3	18.443	1.124	.340
Within Groups	4775.905	291	16.412		
Total	4831.234	294			

From the table 14 above, result has shown that,  $F=1.124$  and  $p=.340$ . now since the p-value (.340) is greater than the alpha value of (.05). the null hypothesis is hereby retained. Therefore, the researcher concluded that there is no significant difference on the impact of NGOs among the respondents in the provision of educational resources in secondary Schools in Katsina Zonal Quality assurance, Katsina State, Nigeria.

**HO<sub>4</sub>** there is no significant difference among the respondents on the impact of NGOs in improving students' enrollment and retention in secondary school in Katsina Zonal Quality Assurance, Katsina state, Nigeria

**Table 3.7.5: One-way Analysis of variance (ANOVA) on the impact of NGOs in Improving Students' enrollment and retention in Secondary school in Katsina Zonal Quality Assurance, Katsina State, Nigeria**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	109.712	3	36.571	2.192	.089
Within Groups	4855.190	291	16.685		
Total	4964.902	294			

From the table 3.7.5 above, it showed that,  $F=2.195$  and  $p=.089$  now since the p-value (.089) is greater than the alpha value of (.05), the null hypothesis is hereby retained. Therefore, the researcher concluded that there is no significant difference among the respondents on the impact of NGOs in improving students' enrollment and retention in secondary Schools in Katsina Zonal Quality assurance, Katsina State, Nigeria.

### Findings

The study was aimed at assessing the Impact of Non-Governmental Organizations on the development of Secondary Education in Katsina Zonal Quality assurance, Katsina State, Nigeria. The discussions of the research findings comprised discussions on the findings from the responses of the respondents and results of the tested hypotheses.

Hypothesis one assessed the significant difference on the Impact of NGOs among the respondents in funding secondary schools in Katsina Zonal Quality Assurance, Nigeria. The funding area investigated by the study encompassed general administration, building of infrastructural facilities, equipping of laboratories, retraining of teachers among others. As recommended by Gabrenya in Sani (2016), if **p value** is less than alpha value (0.05), the null hypothesis may be rejected. Consequently, alternate hypothesis may be accepted. Therefore, the result showed that, there is a significant difference among the respondents in the impact of NGOs in funding secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria. This is because it was found that, NGOs

contributed to the funding of secondary schools and that, there is significant difference among the respondents in the impact of NGOs in funding secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria. Education has been considered as expensive social services that requires adequate funding from government and NGOs. Research conducted by Yahaya (2012) discovered that PTA, individuals and other NGOs have influenced positively on the development of secondary schools in Kano by providing a means of raising fund for school, building of units of classrooms, sink boreholes to mention but few. National Policy on Education also admits that financing education is a joint responsibility of public and private sector, "in this connection, government welcomes and encourages the participation of local communities, individuals and other organization" (NPE 2004, p. 43).

Hypothesis two assessed the significant difference in the Impact of NGOs among the respondents on staff development in secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria. The area investigated by the study include among others; organize workshops and seminars for teachers, organize capacity building competition for teachers, provide digital literacy training for teachers. The findings revealed that there is no significant difference on the Impact of NGOs among the respondents in staff development in secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria, and the null hypothesis was retained. This is because it was found out that NGOs contributed to the staff development in secondary schools and that, there is no significant difference among the respondents on the Impact on staff development in secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria. Marrie (2010) observes that various NGOs provides minimum support for teachers who are qualified for in-service training. They also encourage teachers for workshops and seminars. Staff development is crucial to the success of any organization. Marries (2010) defined staff development as it is concerned with helping people to grow within the organization in which they are employed. And there is a direct relationship between staff development and staff performance.

Hypothesis three assessed the significant difference in the Impact of NGOs among the respondents in the provision of educational resources in secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria. The finding of the study revealed that there is no significant difference in the impact of NGOs among the respondents in the provision of educational resources in secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria. And the null hypothesis was retained. Result of the study revealed minimal level of NGOs' participation in the provision of educational resource i.e. desk, chairs classrooms, offices, hostels for students, laboratories, alternative source of water supply, electricity facilities, teaching materials, learning materials, school furniture, laboratory equipment, and ICTs facilities in public secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria. Provision of material resources formed part of the areas that NGOs play role in education. Obanya (2009) states that schools devoid of these facilities cannot operate successfully. Weather one is principal or a teacher, inadequate provision of educational resources affects job performance negatively.

Hypothesis four assessed the significant difference on the impact of NGOs among the respondents in improving students' enrollment and retention in secondary school in Katsina Zonal Quality Assurance. Similarly, the result of the study revealed that there is no significant difference on the impact of NGOs among the respondents in improving students' enrollment and retention in secondary school in Katsina Zonal Quality Assurance, Katsina state, Nigeria, and null hypothesis was retained. This is because the result showed that NGOs contributed to the improvement of student's enrollment and retention in secondary schools and that there is no significant difference among the respondents in the impact of NGOs in student's enrollment and retention. Students' enrolment in both basic and secondary education schools in Katsina state is very low compared to other state. UBEC (2010) revealed that Katsina states recorded low student enrolment in lower and upper Basic Education with 45.9 percent. Despite this scenario, the findings of this study also revealed low level of NGOs' participation in sensitizing the public on secondary education, girl child education and other services aimed at improving enrolment, and retention in public secondary schools in Katsina Zonal Quality Assurance, Katsina State, Nigeria.

## Conclusion

In conclusion, the findings of the study have discovered a significant difference in the impact of NGOs among the respondents in funding and provision of teachers in secondary schools in Katsina Zonal Quality assurance, Katsina State, Nigeria. and discovered that, there is no significant difference in the impact of NGOs in staff

development, provision of educational resources and improvement of student's enrolment and retention in secondary schools in Katsina Zonal Quality assurance, Katsina State, Nigeria. It was recommended that there should be proactive and enhanced contributions from the NGOs in the areas of staff development, provision of educational resources and improvement of enrolment and retention in secondary schools in Katsina Zonal Quality assurance, Katsina State, Nigeria. It is hoped that implementation of recommendations of the study will improve the contributions of NGOs in the development of secondary schools in Katsina State.

### Recommendations

With the findings of the study, the researcher wishes to make the following recommendations:

1. It is recommended that NGOs should improve their support in funding public secondary schools in Katsina Zonal Quality Assurance, Katsina State.
2. NGOs should work in partnership with the state government in providing more teachers, in Katsina Zonal Quality Assurance, Katsina state.
3. In order to improve the present level of quality of staff in public secondary schools in Katsina Zonal Quality Assurance State, NGOs should work in partnership with the state government in organizing workshop, seminar, and other capacity building training to the staff of the secondary schools in Katsina Zonal Quality Assurance, Nigeria.
4. It is recommended that provision of educational resources should be the duty of both the Government and other proprietors with NGOs only supplementing and the reverse should not be the case.
5. NGOs should participate more in sensitization campaign (such as girl child education, children vulnerable to insecurity and related services) in Katsina Zonal Quality Assurance, to improve enrolment, and retention in public secondary schools in the State.

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