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Enhancing Primary Education in Katsina Education Zone: Assessing the Impact of Donor Organizations on Teacher Training and Retraining

¹Aminu Abdulfatah Abdullatif and ²Bagiwa Zulaihat Lawal

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

²Kampala International University, Uganda

Email: aminu.abdulfatah@umyu.edu.ng

ABSTRACT

Primary education lays the foundation for a nation's development, fostering patriotism, fairness, and national unity among children aged 6 to 12. However, challenges such as inadequate funding, ineffective management, and low academic performance persist in Katsina Education Zone, Nigeria. This study investigates the impact of Donor Organizations, including UNICEF, UNESCO, and the World Bank, on the provision of training and retraining for public primary school teachers in Katsina Education Zone. Through a descriptive survey research design, data were collected from 362 respondents, including teachers, administrators, and PTA officials. Findings indicate a positive perception of Donor Organizations' impact on teacher training, with mean scores above the decision mean. Statistical analysis revealed no significant difference in opinions across respondent groups. These findings underscore the importance of external support in addressing educational challenges and suggest decentralization of training selection processes for improved effectiveness.

Keywords: Donor Organisations, Impact and 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). Also, [2] 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, [3] 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.

Objective of the Study

The objective of the study is to:

1. examine the level of impact of Donor Organisations on the provision of training and retraining of public primary school teachers in Katsina Education Zone, Katsina State, 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]. [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.

Features of Donor Organisations

Donor Organisations are characterized by the following:

- i. Culturally oriented organizations, [6]
- ii. Scientifically oriented organisations
- iii. Educationally oriented organisations.
- iv. Goal oriented organizations, [7]
- v. Non – profit oriented organizations, [8]

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, [9], 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 [10], 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. National Policy on Education [11], 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, [11].

- v. It gives solid foundation to kids for Scientific and reflective thinking, [11].

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 Ratio (1:25) as stipulated in the [11], is not being observed; consequently, classrooms in public primary schools are congested as affirmed by [12] who stated that, due to vast population of learners in classrooms, management of classrooms is one of the most serious problems nowadays.
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. [13], laments 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. [14], opines 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. [15], laments 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 dominance 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, [16].

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, [16].

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’, [16]. School Administration has three major elements as opined by Khanna et al [16]. 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 as guided by the research advisor (2006), 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 (H_0) 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		
Within Groups	5253.130	359	14.633	.010	.990
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.

Summary of the Finding

Summary of the finding revealed that:

1. Donor Organisations had positive level of impact on provision of Training and Retraining of Public Primary School Teachers in Katsina Education Zone, Katsina State, Nigeria due to respondents' Positive Mean Score of: 3.14, 3.15 & 3.14 which were all above the Average Decision Mean – 2.5.

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 [17] who conducted a study, titled: "The Impact of Nongovernmental Organizations (NGOs) on Sustainable Development Projects in Katsina Metropolis". It was revealed in the empirical findings 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 [18] who carried out a study titled: "A Study of International Donor Agencies on the Development of Secondary Education in Katsina State". In the findings, it was 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 [19] who carried out a research, titled: "Evaluation of Non – Governmental Organisations in Fostering Women Education in Women Centres in Nigeria" in which it was 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

The study concludes that Donor Organizations have a positive impact on teacher training in Katsina Education Zone, contributing to enhanced school administration and primary education. Despite challenges, stakeholders

recognize the value of external support in addressing educational gaps. Moving forward, decentralization of training selection processes is recommended to ensure inclusivity and efficiency in resource allocation.

RECOMMENDATION

Decentralization of Training Selection: Katsina State Universal Basic Education Board (SUBEB) should involve all school managers and administrators in selecting participants for teacher training programs, ensuring transparency and accountability.

Record Keeping: Establish a robust system for record-keeping to avoid duplication of training efforts and streamline resource allocation.

Continued Collaboration: Foster ongoing collaboration between Donor Organizations, government agencies, and local stakeholders to sustain and expand the impact of teacher training initiatives.

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