



Influence of Contributions of Non-Governmental Organizations on Staff Development in Public Secondary Schools in North-West Geographical Zone, Nigeria

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ABSTRACT

This study explored the Influence of Contributions of Non-Governmental Organizations on Staff Development in Public Secondary Schools in North-west Zone, Nigeria. One research question with corresponding null hypothesis was formulated and tested in the study. The study adopted survey research design. The population of the study consisted of 1440 Ministry of Education Officials, 3078 principals and 50,768 teachers. The sample for this study consisted of 15 NGOs, 306 MOE Officials, 345 principals and 384 teachers totalling 1050 respondents used in the study. This sample size was selected using research advisor. The 20 items instrument tagged "Non-Governmental Organizations Contributions on the Administration of Public Secondary Schools Questionnaire (NGOCAPSSQ) was used for data collection in the study. The validated instrument was pilot tested using Cronbach's Alpha technique and a reliability coefficient of 0.86 was obtained. Data collected in the study were presented in tabular form and responses were analysed in percentages and followed with interpretation. Descriptive statistics; frequency counts, mean scores and standard deviation were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the two null hypotheses at 0.05 level of significance. Findings revealed that the contributions of Non-Governmental Organizations in terms of in-service training, conferences, seminars, workshops, etc, had influence on staff development in public secondary schools in North-West Zone, Nigeria. The study recommends among others that Government should create an enabling environment that will encourage non-governmental organizations to sponsor in-service trainings and skill acquisition programmes in public secondary schools in North West Zone of Nigeria.

ARTICLE INFO

Article History

Received: August, 2024

Received in revised form: November, 2024

Accepted: February, 2025

Published online: March, 2025

KEYWORDS

Non-Governmental organizations, Staff Development. Public Secondary Schools

INTRODUCTION

NGOs are legally constituted corporations created by natural or legal people that operate independently from any form of government. The term originated from the United Nations, and normally refers to organizations that are not a part

of a government and are not conventional for-profit businesses. In the cases in which NGOs are funded totally or partially by governments, the NGO maintains its non-governmental status by excluding government representatives from membership in the organization. In the United

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States, NGOs are typically non-profit organizations. The World Bank sees NGOs as "private, not-for-profit organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, or undertake community development" (Hecht & Tanzi, 1993 cited in Boboya, 2014). Green in Boboya (2014) defines NGOs as "non-profit-making organizations outside of direct state control". These definitions fit the literature that were reviewed for this research work, especially in regards to their non-profit status and their social mission to serve the poor, deliver health services and under-served populations. NGOs that fit these definitions include religious organizations (such as, Christian Association of Nigeria), social welfare organizations (such as, Rotaract Club International), and unions and trade or professional associations.

The term "Administration" does not refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the performance. Okumbe (1999) defines educational administration as a process of acquiring and allocating resources for the achievement of predetermined educational goals. The field ideally distinguishes itself from administration and management through its adherence to guiding principles of educational philosophy. Schools or colleges comprise certain personnel i.e. teaching and non-teaching staff as well as the students. Akinwumi and Jayeoba (2004) define school administration as the scientific organization of human and material resources and programs available for education and using them systematically and meticulously to achieve educational goals. In this case the term educational administration can synonymously be used with the term school administration.

Secondary education is the education children received after the primary education and before the tertiary stage (FRN, 2009). The broad goal of secondary education is to prepare the

individual for useful living within the society and higher education.

Staff development has been accepted as an effective method of increasing the knowledge and skills of staff in order to enable them perform more effectively. According to Lawal (2004), staff development programmes are important aspects of education process that deal with the art of acquiring skills in the profession. Olagboye (2004) affirms that staff development is concern with teaching or providing an employee with the skills needed for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks. Ndu (2007), viewed staff development role performances as the process of behavioural modification or molding of a worker in order to integrate organizational needs with their characteristics. Staff development has also been observed to increase the staff performances as well as quality of teaching and learning in the classroom (Southworth, 2002).

Statement of the Problem

The deplorable state of public secondary schools in North West Geographical Zone, Nigeria which appear to occasioned by obsolete books in the libraries, outdated equipments in the laboratories (if at all there exist), and unattractive school buildings craving for renovation, staff development and maintenance of discipline are. It seems teachers and principals are not sent on refresher courses, seminars, workshops, conferences and in-service training to update and increase their technical know-how. Furthermore the problems of indiscipline in secondary schools are another indicator of ineffectiveness of the education sector, hence the need for NGOs intervention. To achieve educational goals of secondary schools, adequate funding has become imperative. Hence, this study therefore, explored the impact of nongovernmental organizations on management of public secondary schools in North West Zone, Nigeria.

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Objective of the Study

The study was carried out with the objective to:

1. Determine the influence of contributions of Non-Governmental Organizations on staff development in public secondary schools in North-West Geographical Zone, Nigeria; and

Research Question

The following research questions were raised to guide the conduct of this study:

1. Do the Non-Governmental Organizations' contributions have influence on Staff Development in public secondary schools in North-West geographical Zone, Nigeria?

Hypothesis

The following null hypotheses were formulated and tested in the study at 0.05 level of significance:

1. There is no significant difference in the opinions of principals, teachers, Ministry of Education Officials, and Non-Governmental Organizations' officials on the contributions of Non-Governmental Organizations on staff development in public secondary schools in North-West Zone of Nigeria; and

METHODOLOGY

The study adopted survey research design. The population of the study consists of 1440 Ministry of Education Officials, 3078 principals and 50,768 teachers and 37 registered Non-governmental Organisations from North-West geographical Zone, Nigeria. Using cluster sampling technique and research advisor (2006) table for determining sample size, 15 NGOs, 306 MOE Officials, 345

principals and 384 teachers making the total of one thousand and fifty (1050) respondents was used in the study. The instrument tagged "Non-Governmental Organizations Contributions on the Administration of Public Secondary Schools Questionnaire (NGOCAPSSQ)" which was structured based on 5-point Likert Scale was validated by experts in the field of educational administration and planning and used for data collection in the study. The data collected from the pilot study were analysed using Cronbach Alpha technique and a reliability coefficient of 0.86 was obtained. With the aid of the research assistants, the researcher collected the responses from both the principals, teachers, NGOs officials, and ministry officials on the spot so as to avoid loss of the questionnaire and thereafter was taken for analysis. The descriptive statistics of frequency count, mean and standard deviation were used to answer the research questions at the decision rule of 3.00, while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. ANOVA was used because it is an appropriate statistical tool used to compare the response means between groups and it determines whether any of these means are significantly different from each other (Laerd Statistics, 2013). Hence, hypothesis that has Pvalue greater than 0.05 or $p = > 0.05$ was retained and the one with less than 0.05 or $p < 0.05$ was rejected.

RESULT

Research Question: Research question one asks, how do Non-Governmental Organizations contribute to Staff Development in public secondary schools in North-West geographical Zone?

Table 1: Opinions of Respondents on Non-Governmental Organizations' Contributions to Staff Development in Public Secondary Schools in North-West Geographical Zone, Nigeria.

SN	Statement		Mean	SD	Remark
1.	The contribution of NGO offers opportunity for the teachers in public	NGOs MOE Principals	4.47 3.48 3.93	0.516 1.458 0.081	Positive

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SN	Statement		Mean	SD	Remark
	secondary schools in North-West geographical Zone to go for in service training locally.	Teachers	4.07	1.509	
2.	NGOs contributions enable teachers to acquire class management skills.	NGOs	4.27	1.100	
		MOE	3.23	1.540	Positive
		Principals	3.16	0.080	
		Teachers	3.02	1.515	
3.	Teachers in public secondary schools in North-West geographical Zone enjoy sponsorship to local conferences because funds are set aside by NGOs for the purpose.	NGOs	3.17	1.163	
		MOE	3.37	1.430	Positive
		Principals	3.12	0.079	
		Teachers	3.01	1.452	
4.	The contribution of NGOs facilitates induction training for new staff.	NGOs	3.67	1.345	
		MOE	3.37	1.490	Positive
		Principals	2.95	0.079	
		Teachers	2.84	1.473	
5.	Through non-governmental organization, teachers are encouraged to go for higher education to improve their pedagogical skills.	NGOs	4.27	0.799	
		MOE	3.60	1.297	Positive
		Principals	3.21	0.075	
		Teachers	3.12	1.410	
6.	Periodically, the NGO organizes seminars, workshops and conferences to retain teachers which in turn build the capacity of teachers to deliver.	NGOs	4.07	1.280	
		MOE	3.45	1.495	Positive
		Principals	3.24	0.079	
		Teachers	3.20	1.488	
7.	The contribution of NGO helps to sponsor teachers for further training.	NGOs	3.87	1.246	
		MOE	3.27	1.419	Positive
		Principals	2.88	0.079	
		Teachers	2.71	1.459	
8.	NGO contribution provided for staff in North-West geographical Zone to attend international conferences.	NGOs	3.25	0.704	
		MOE	3.20	1.444	Positive
		Principals	3.03	0.076	
		Teachers	2.85	1.423	
9.	NGOs' activities have led to improvement in the rendition of teachers.	NGOs	4.13	1.246	
		MOE	3.44	1.459	Positive
		Principals	3.12	0.078	
		Teachers	3.11	1.487	

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SN	Statement		Mean	SD	Remark
10.	Through NGOs teachers are rewarded and honoured for hardwork, which encourages them to be dedicated to their work and not to go in search of greener pasture.	NGOs MOE Principals Teachers	3.67 3.30 3.13 3.06	0.900 1.426 0.079 1.462	Positive
Response Mean = 3.4					

Table 1 revealed that Non-Governmental Organizations contributed to Staff Development in public secondary schools in North-West Geographical Zone as the average response mean of 3.4 was greater than the rating mean of 3.0. By implication, table 4.3 showed that the contributions of NGOs offers opportunity for the teachers in public secondary schools in North-West Geo-Political Zone to go for in service training locally. Therefore, the first item attracted the highest response mean of 4.47 for the NGOs, 3.48 for MOE, 3.93 for principals and 4.07 for the teachers. Details of item 1 revealed that a total of 7 NGOs strongly agreed with the item while 8 agreed with the item. Also, a total of 81 ministry of education official strongly agreed with the item while 126 of them agreed against 19 that stayed undecided while 25 disagreed with the item and 55 that strongly disagreed with the item. Likewise, 76 principals strongly agreed with this item,

against 125 that agreed, while 39 of them stayed undecided with the item, 63 of them disagreed and 42 principals that strongly disagreed with the item. On the part of teachers, a total of 91 teachers strongly agreed with the item, 135 agreed, 37 stayed undecided, 55 disagreed, while 66 of them strongly disagreed with the item.

Hypothesis: Hypothesis one states that there is no significant difference in the opinions of principals, teachers, NGOs and Ministry of Education Officials on the contributions of Non-Governmental Organizations on staff development in public secondary schools in North-West geographical Zone. Opinions of principals, teachers, NGOs and ministry of education officials were collected and analysed using ANOVA. The summary of hypothesis tested is presented on table 2.

Table 2: Summary of Analysis of Variance (ANOVA) Result on the Contributions of Non-Governmental Organizations on Staff Development in Public Secondary Schools in North-West Geographical Zone, Nigeria

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	3076.210	3	1025.403	11.602	3.71	.000
Within Group	92450.361	1046	88.385			
Total	95526.571	1049				

Table 2 revealed the f-ratio value of (11.602) at 1046 degrees of freedom and at 95% confidence level. The critical value (3.71) is less than f-ratio value (11.602), the probability level of significance P(.000) is less than 0.05. This means

that there is difference in the opinions of principals, teachers, NGOs and Ministry of Education Officials as regards the contributions of Non-Governmental Organizations on staff development in public secondary schools in North-

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West geographical Zone. Consequently, the null hypothesis which stated that there is no significant difference in the opinions of principals, teachers, NGOs and Ministry of Education Officials on the contributions of Non-Governmental Organizations on staff development in public secondary schools in North-West geographical Zone was rejected.

SUMMARY OF FINDINGS

The study revealed that the contributions of Non-Governmental Organizations:

1. In terms of in-service training, conferences, seminars, workshops etc, had influence on staff development in public secondary schools in North-West Geographical Zone, Nigeria. (F-calculated is 11.602, while the F-critical is 3.71 at 95% confidence level, $P=0.000$);

DISCUSSIONS

Findings on research question revealed that Non-Governmental Organizations contributed to Staff Development in public secondary schools in North-West Geographical Zone. By implication the contribution of NGO offers opportunity for the teachers in public secondary schools in North-West Zone to go for in service training locally. However, the outcome of the test on hypothesis one revealed that there was difference in the opinions of principals, teachers, NGOs and Ministry of Education Officials as regards the contributions of Non-Governmental Organizations on staff development in public secondary schools in North-West Geographical Zone. Consequently, hypothesis one was rejected. This finding corroborated the finding of Gani (2013) that development programmes provided have some positive impact on job performances of staff, but acquisition of higher degrees has different levels of positive impact on job performances. It goes to say educational training programmes whether conducted in the universities or other tertiary institutions, increase the knowledge, skills, experiences and understanding of staff and this eventually improves the competence of staff in job

performance. As teachers higher degree programmes are relevant to staff in our public secondary schools because acquisition of more knowledge significantly improve the performance of the staff. Staff development has been accepted as an effective method of increasing the knowledge and skills of staff in order to enable them perform more effectively. Bassey, Bassey, Ojua and Ottong (2011) further support the above statement, staff development programmes are important aspects of education process that deal with the art of acquiring skills in the profession. Ibrahim (2013) also affirms that staff development is concern with teaching or providing an employee with the skills needed for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks. To further support this, Ndu (2007) maintained that staff development role performances as the process of behavioural modification or molding of a worker in order to integrate organizational needs with their characteristics. Staff development has also been observed to increase the staff performances as well as quality of teaching and learning in the classroom (Southworth, 2002). This shared relationship with the issue of staff development in public secondary schools in North-West Zone where reasonable numbers of the teacher had been offered opportunity to go for in service training locally.

CONCLUSIONS

Based on the findings from this study, the following conclusions were drawn:

1. Non-Governmental Organizations contributed to Staff Development in public secondary schools in North-West Geographical Zone;

RECOMMENDATIONS

The study recommends that:

1. Government should create an enabling environment that will encourage non-governmental organizations to sponsor in

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public secondary schools in North West Geographical Zone of Nigeria in areas such as in-service trainings and skill acquisition programmes. This is to develop the teachers through capacity building in order for them to be effective in service delivery;

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