

**PARTICIPATION OF NGOs IN EDUCATION AND THE SUSTAINABLE  
DEVELOPMENT OF INSTRUCTIONAL AND HEALTH FACILITIES:  
SCHOOL MANAGEMENT PERSPECTIVE**

*Egwuasi, Princewill Ikehukwu*  
*Department of Curriculum Studies*  
*Educational Management and Planning*  
*University of Uyo, Uyo*  
*Akwa Ibom State*

*Dr. Felicia S. Ekpu*  
*Department of Physical & Health Education*  
*University of Uyo, Uyo*  
*Akwa Ibom State*

*and*

*Okodoko, Diepriye*  
*Faculty of Education*  
*Niger Delta University*  
*Bayelsa State*

**Abstract**

This study is a bold attempt at examining the extent of NGOs' participation in the management of secondary schools. The study population was all the 241 public secondary school principals in Akwa Ibom State, with a sample of 80 which were selected through the random sampling technique. A researcher-developed questionnaire titled "Participation of NGO and the State of Instructional and Health Facilities Questionnaire (PNSIHFQ)" was employed for data collection while the simple percentage and chi-square ( $X^2$ ) were the statistical tools employed for data analysis. The study found out that there is no significant presence of NGOs and their participation towards the provision of instructional and health facilities in schools, and that there is no significant presence of NGOs and their participation towards the maintenance of existing instructional and health facilities in schools. The study recommended among other things that government should enact enabling laws that could compel registered NGOs to contribute to the management of schools, especially the secondary schools.

**Introduction**

The Federal Republic of Nigeria (2004) in section 13 paragraph 121 of the

National Policy on Education stated that "... in this connection, government welcomes and encourages the participation

of local communities, individuals and other organizations towards the financing and management of education in Nigeria". The above assertion by government is simply an indication that government has decentralized to its citizenry the funding and management of education, which was originally meant to be the sole responsibility of the government. Apart from this, if government calls for support especially from the Non-Governmental Organizations (NGOs), it (government) should do everything to make sure that there is full participation by such organizations. According to Ademogun and Aigboje (2005),

In order to encourage better maximum participation of the NGOs in education funding and management, there is the need to make them have representation in government agencies, provision of infrastructural facilities and decentralization of government activities.

Ayani, Atanda and Akinsolu (2005) argued that since education can be found to no more be a private enterprise such that it is only to be provided by the government, there is the need for the NGOs, communities, religious groups and entrepreneurs to be involved and made responsible to providing and managing the education enterprise and also provide health services. It is universally recognized that the health of school children deserves special attention (Lucas & Gilles, 2003). In order to derive maximum benefit from the educational programmes, the child must be healthy physically, mentally and

emotionally. Because children at school are exposed to several hazards, ranging from accidents, communicable diseases, etc., there is the need to provide health facilities to take care of the children.

For the avoidance of doubt and clarity of purpose, it is not the concern of this paper to examine internationally recognized NGOs such as UNESCO, UNDP, UNICEF among others, rather the paper is interested in NGOs that are formed by individuals and group of persons living and residing within our local environments, these NGOs may or may not necessarily be registered with the Corporate Affairs Commission or Akwa Ibom State Ministry of Youths and Sports.

According to the Wikipedia (2008), a Non-Governmental Organization (NGO) is a legally constituted organization created by private persons or organizations with no participation or representation of any government. Furthermore, Business Dictionary (2008) stated that NGOs are private sector voluntary (and usually non-profit and non-sectarian) organizations that contribute to or participate in, corporation, projects, education, training or other humanitarian progressive or watchdog activities. In the view of Ademogun and Aigboje (2005), "NGOs vary in scope from local to nationwide and multinational, in terms of membership, client spread on area of operating. NGOs' nature and composition vary from gender, religion, occupation, age, general interest, cultural, social, to community-based agencies. Furthermore, NGOs tend to value their authority and independence and possess the advantages of greater capacity

to encourage grass root participation, people centeredness, flexibility of methods and execution of projects at lower costs”.

From a study conducted by FGN / UNICEF cited by Olagboye (1997), in Ademogun and Aigboje (2005), the contributions of NGOs to Nigerian education include;

- Provision of equipment;
- Provision of teaching and learning materials;
- Establishment of schools;
- Encouragement of technical education;
- Administrative support;
- Promotion of mass literacy and group education projects;
- Giving education grants; and
- Promotion of exchange programmes and education research.

In congruent, Ikoya and Ikoya (2005) citing Cheema (1982), Dickinson Institute (1999) and Ikoya (2003), stated that Non-Government Organizations (NGOs) provide a wide range of educational services at pre-primary, primary and secondary in many sub-Saharan African countries. The former Minister of Education in Nigeria, Mrs. Chinwe Nara Obaji, while delivering a speech at the United Nations Girls' Education Initiative Technical Consultation held in Beijing, China, observed that the contributions of NGOs to the educational growth of Nigeria is largely in the area of gender disparity and control, and girl child education. These, she noted, are usually done through

enlightenment campaigns, seminars and workshops.

In Akwa Ibom State of Nigeria, there are no availability of materials or records and studies to show the contributions of NGOs to the development of education in the State. Hence, the researcher was not able to state the extent of participation of NGOs in this regard, especially, at the secondary schools. However, the noticeable and few known NGOs in Akwa Ibom State are;

- Friends of the Needy Organization;
  - First Love Foundation Organization;
  - Girl-Child Initiative Organization;
- and many more that may not have been mentioned above.

### **Statement of the Problem**

The researchers strongly observed from their visitations and teachings in several secondary schools in Akwa Ibom State the seemingly lack of presence of the NGOs in secondary schools. Their noticeable contributions have been in the area of mounting of campaigns against HIV/AIDS, female genital mutilation, child trafficking/prostitution, and right to marriage among other things without an attempt to provide other necessary teaching and learning facilities that would affect the students, their health, schools and the society at large. The study sought to find out the true state of NGOs presence and participation in the provision, funding and management of schools, especially the secondary schools in Akwa Ibom State. Some of the reasons for government's call and invitation of private participation in the provision and management of

education were the issues of inadequate provision of instructional and administrative equipment, training and retraining of teachers, inability to fund the schools properly, inability to cater for the needs of the students who increase above estimated budgets, and decentralization of policy and decision making process among others. Consequently, it is the aim of this paper to ascertain if the NGOs have lived up to expectations of this call to serve.

It is against this backdrop that this paper is an attempt to examine if there is the presence of the NGOs in our secondary schools and what role exactly the NGOs play in our secondary schools where their presence are felt.

#### **Purpose of the Study**

The purpose of this study was to examine the presence of NGOs in secondary schools in Akwa Ibom State. Specifically, the study aimed at the following;

- To ascertain whether NGOs are involved in the administration of secondary schools in Akwa Ibom State.
- To determine the NGOs contributions towards the provision and maintenance of existing instructional and health facilities in secondary schools in Akwa Ibom State.

#### **Research Questions**

The following research questions were asked to guide the study. These include;

- Are NGOs involved in the administration of secondary schools in Akwa Ibom State?
- Do NGOs contribute to the provision and maintenance of existing instructional and health facilities in secondary schools in Akwa Ibom State?

#### **Statement of Hypotheses**

The study hypotheses were;

- There is no significant involvement of NGOs in the administration of secondary schools in Akwa Ibom State.
- There is no significant contributions of NGOs in the provision and maintenance of existing instructional and health facilities in secondary schools in Akwa Ibom State.

#### **Method**

The study used the ex-post facto research design. The population for the study was all the 241 public secondary school principals in Akwa Ibom State. 80 principals selected through the random sampling technique constituted the sample for the study. The questionnaire was the instrument for data collection. The instrument, "NGOs' Participation and the State of Instructional and Health Facilities Questionnaire (NPSIHFAQ)" had a 2-point scale with Yes and No options. The questionnaire had 10 items, made up of three sections. Section A sought demographic information of the respondents. Section B, which had 5 items, sought information on the knowledge and

identification of NGOs by the principals, while Section C, which also had 5 items, Sought the efforts of NGOs involvement and the provision and maintenance of existing instructional and health facilities in secondary schools in Akwa Ibom State.

To ascertain the validity of NPSIHFQ, the researchers subjected the instrument to face and content validation among colleagues, whose suggestions and criticisms were strictly incorporated into modifying the instrument. To ascertain the reliability, the researchers carried out a test-retest study, with 10 respondents who were not part of the sample size. The questionnaire was administered on them, and within one to two weeks, were re-administered to the same respondents again. The two different scores were correlated and in the end, the reliability index of the instrument stood at .72, hence, the instrument was considered reliable for the study. The study employed the simple percentage and chi-square ( $X^2$ ) statistical tools for data analyses at .05 level of significance.

**Presentation of Results**

**RQ<sub>1</sub>:** Are NGOs involved in the administration of secondary schools in Akwa Ibom State?

**Table 1: Reponses to Question**

Response	Frequency	Percentage
Yes	45	56%
No	35	44%
<b>Total</b>	<b>80</b>	<b>100%</b>

**Hypothesis 1:** There is no significant involvement of NGOs in the administration of secondary schools in Akwa Ibom State.

**Table 2: Chi-square Computation to test Hypothesis One**

Response	Observed Frequency	Expected Frequency	(FO – FE)	(FO – FE) <sup>2</sup>	(FO – FE) <sup>2</sup>
					FE
Yes	45	40	5	25	0.625
No	35	40	- 5	25	0.625
<b>Total</b>	<b>80</b>	<b>80</b>			<b>1.25</b>

Calculated text:  $X^2 = 1.25$

df = 1

Level of significance = .05

Critical  $X^2 = 3.84$

The result of the test of hypothesis one as shown in table 2 revealed that the calculated  $X^2$  value stood at 1.25, while the critical value stood at 3.84, at .05 level of significance and degree of freedom of 1. The interpretation of this is that since the critical value of 1.25 is less than the critical value of 3.84, the null hypothesis is not rejected while the alternate hypothesis is rejected, meaning that there is no significant involvement of NGOs in the administration of secondary schools in Akwa Ibom State.

**RQ<sub>2</sub>:** Do NGOs contribute to the provision and maintenance of existing instructional and health facilities in secondary schools in Akwa Ibom State?

**Table 3: Responses to Question**

Response	Frequency	Percentage
Yes	42	52%
No	38	48%
<b>Total</b>	<b>80</b>	<b>100%</b>

**Hypothesis 2:** There is no significant contributions of NGOs in the provision and maintenance of existing instructional and health facilities in secondary schools in Akwa Ibom State.

**Table 4: Chi-square Computation to test Hypothesis Two**

Response	Observed Frequency	Expected Frequency	(FO - FE)	(FO - FE) <sup>2</sup>	(FO - FE) <sup>2</sup>
					FE
Yes	42	40	2	4	0.1
No	38	40	-2	4	0.1
<b>Total</b>	<b>80</b>	<b>80</b>			<b>0.2</b>

Calculated text:  $X^2 = 0.2$

df = 1

Level of significance = .05

Critical  $X^2 = 3.84$

The result of the test of hypothesis two as shown in table 4 revealed that the calculated  $X^2$  value stood at 0.2, while the critical value stood at 3.84, at .05 level of significance and degree of freedom of 1. Since the critical  $X^2$  value of 0.2 is less than the critical value of 3.84, the null hypothesis is accepted while the alternate hypothesis is rejected, meaning that there is no significant contributions of NGOs in the provision and maintenance of existing instructional and health facilities in secondary schools in Akwa Ibom State.

### Discussion of Findings

The result of the findings from table 1 showed that the calculated  $X^2$  value stood at 0.25, while the critical value stood at 3.84 at .05 level of significance and at degree of freedom of 1, hence, there was no significant involvement of NGOs in the administration of secondary schools in Akwa Ibom State. This result was in total disagreement with the study conducted by FGN / UNICEF cited by Olagboye (1997), in Ademogun and Aigboje (2005), which stated that the contributions of NGOs to Nigerian education include: provision of equipment; provision of teaching and learning materials; establishment of schools; encouragement of technical education; administrative support; promotion of mass literacy and group education projects; giving education grants; and promotion of exchange programmes and education research.

Result from the table 2 analysis revealed that the critical value stood at 3.84, while the calculated value stood at 0.2 at .05 level of significance and degree of freedom of 1. The result was also surprising to the researchers because they had anticipated that the NGOs would contribute to the provision and maintenance of existing instructional and health facilities. Thus, the findings was in total disagreement with the assertion of Ikoya and Ikoya (2005) who stated that NGOs have provided a wide range of educational services at pre-primary, primary and secondary levels. Though the assertion of Ikoya and Ikoya (2005), did not specifically show the area of the school needs where these contributions took

place. This result is so in Akwa Ibom State probably due to the inability of the NGOs to fully understand the role that they should play towards the sustainability and development of instructional and health facilities especially in Akwa Ibom State.

### Conclusion

This study was an attempt to examine the involvement of Non-Governmental Organizations (NGOs) towards the sustainability and development of educational facilities in secondary schools in Akwa Ibom State. The study also reviewed the scanty literature in this regard and found out that studies have not been carried out by interested scholars. The study further concludes that for the NGOs to participate in the funding and management of education as invited by the Federal Government of Nigeria, there must be laws enacted by the federal and state legislative arms to compel these NGOs for total compliance.

### Recommendations

The following recommendations became necessary;

1. The federal and state legislative arms should enact laws that would compel the participation of NGOs in the administration of schools.
2. The principals should approach NGOs rather than waiting for the NGOs to visit their schools.
3. The NGOs themselves should visit other areas of school needs such as the provision and maintenance of existing instructional and health

facilities in secondary schools in Akwa Ibom State.

4. The NGOs should also be monitored to ascertain their level of involvement in the development of secondary schools in Akwa Ibom State.

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#### Questionnaire

NGOs' Participation and the State of Instructional and Health Facilities Questionnaire (NPSIHFQ).

#### Section A: Demographic Information

Name of school: .....

Location: Urban  Rural

Sex of respondent: Male  Female

Age: .....

Position held in school: .....

Years of experience: .....

**Section B:** Principals' knowledge of NGOs and their Presence in Secondary Schools.

**Instruction:** Please tick ( ✓ ) which answer is best applicable in every option.

1. Have you ever heard about NGOs? Yes   
No



2. Do you know of any NGO around? Yes   
No
3. If yes, have they ever visited your school for any interaction? Yes  No
4. In your opinion, do you think NGOs are contributing to the educational growth of your school in the area of health? Yes  No
5. If no, do you recommend they do so by law? Yes  No
8. If yes, is it in terms of provision of instructional facilities? Yes  No
9. Has any NGO ever rebuilt, repaired or refurbished any broken down facility in your school clinic? Yes  No
10. Do you also wish these NGOs to be part of your school growth in these regards? Yes  No