INFLUENCE OF NON-GOVERNMENTAL ORGANISATION ACTIVITIES ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

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Abstract

This study investigated the Influence of Non-Governmental Organization (NGO) Activities on Students Academic Achievement in Public Senior Secondary Schools in the North-West Zone of Nigeria. A descriptive survey design and ex-post facto analysis were adopted. The population was 122896. This comprised of 2,396 principals and 120,500 Senior Secondary School (SS3) students across the seven states of the zone. Using the Research Advisors (2006) Sample Table, a sample of 715 comprising of 331 principals and the academic records of 384 students using multi-stage sampling techniques. Two research questions, and two null hypotheses were formulated to guide the study. Data was collected with an adopted questionnaire on Non-Governmental Organizations Provision and Management Questionnaire (NGOPMQ), with a reliability coefficient of 0.87, and an Academic Achievement Inventory (AAI) to retrieve qualifying examination scores. Data were analyzed using One-Way ANOVA at the 0.05 level of significance. Findings revealed that NGOs provided human, material, and financial resources in significantly and statistically proportions ($p = .580$). Conversely, the findings further reveals that the management and the provision of all the material and financial assets had no significant influence on students' academic achievement scores ($p > .05$). The study concluded that NGO interventions are currently remediating and audit-centric. The study recommended among others that there should be a shift from compliance-based to performance-based management.

Keywords: *Non-Governmental Organisation, Resources, Human Resources, Material Resources, Financial Resources, Provision*

Introduction

The increasing awareness of education as a fundamental driver of individual and societal advancement has motivated people and nations to commit their limited resources toward the acquisition of quality education. Secondary education occupies a particularly strategic position within this framework, as it serves as a critical bridge between foundational primary schooling and the specialized training offered at tertiary institutions. In recognition of this pivotal role, the National Policy on Education articulated two broad aims of secondary education within the overall national objectives: preparing students for useful living within society and preparing them for higher education (Federal Republic of Nigeria [FRN], 2014). The attainment of these aims depends substantially on the quality and availability of school resources, which encompass the physical expression of the school curriculum in the construction, internal and external arrangements of buildings, equipment, grounds, and general appearance. School resource management in secondary schools has been described as the effective and judicious utilization of all available resources within the school environment for the achievement of goals aimed at quality output, of which academic achievement is a primary indicator (Rath, 2019).

Academic achievement which refers to the extent to which students have mastered specific learning objectives and demonstrated proficiency in prescribed curricular content, typically measured through standardized examinations, continuous assessments, and terminal grades. Academic achievement is widely regarded as the most tangible evidence of educational effectiveness and is influenced by a complex interplay of factors including resource availability, teacher quality, instructional methods, and the broader school environment. Because material, financial, and time resources are inherently limited and scarce, their management is necessary for the effective and efficient running of schools (Lewis, 2016). Human resources, being drawn from diverse socioeconomic backgrounds, also require proper management to function optimally. Therefore, for the goals of secondary schools to be achieved and for students to demonstrate meaningful academic achievement, these resources must be effectively managed. School resource management plays a pivotal role in the actualization of educational goals by satisfying the physical and emotional needs of staff and students, thereby creating conditions conducive to learning and academic success. To achieve this, there must be continuous increase and adequacy of school resources, as existing ones are often overstretched and poorly maintained, and thus cannot foster the desirable problem solving skills that underpin improved academic achievement (Abdulkareem, 2011).

The provision of education is recognized globally as a capital intensive social service that is no longer possible for any government to singularly handle if quality is to be maintained (Abdullahi et al., 2021). Within this context, the academic achievement of secondary school students serves as the ultimate litmus test for the success or failure of these collaborative educational investments. Studies have shown that the efficient management of school teaching and learning resources is crucial in order to make the school a pleasant, safe, and comfortable center that will increase students' attendance, motivation, and willingness to participate adequately in both curricular and co-curricular activities (Robinson, 2016). Education consumes substantial resources because it is a long term investment requiring frequent and expensive maintenance. However, the government alone cannot achieve these objectives due to limited resources, population explosion, and other related factors (Etuk, 2017). In this regard, a helping hand is necessary to assist in promoting the levels of education (primary, secondary, and tertiary). This support may come from Non-Governmental Organizations (NGOs).

Statement of the Problem

Secondary schools in the North West Geo Political Zone of Nigeria, have historically recorded some of the lowest educational outcomes in the nation, characterized by high student to teacher ratios, grossly inadequate infrastructure, poor teacher motivation, low enrollment rates especially for girls, and frequent resource mismanagement (UNICEF, 2024; UBEC, 2021). These systemic deficits have directly and negatively affected the academic achievement of secondary school students, manifesting in persistently low scores on standardized examinations such as WASSCE and NECO, as well as high dropout rates and poor transition to tertiary institutions. In response, Non-Governmental Organizations (NGOs) have increasingly intervened across the North West zone through activities including teacher training, provision of learning materials, school construction, scholarship schemes, and remedial learning programs. These interventions are theoretically designed to address resource gaps and improve student academic achievement.

More so, very few studies have focused specifically on secondary schools in the North West Geo Political Zone, and none to the best knowledge of the researcher have simultaneously

examined NGO provision and management of resources across multiple states within the zone (Ogunyemi & Bello, 2021; Usman et al., 2023). Existing research has largely concentrated on the South East, South West, or North Central zones, or has aggregated national data that masks the unique contextual challenges of the North West, including recurring banditry attacks, mass abductions of schoolchildren, deep seated poverty, cultural barriers to girl child education, and the Almajiri phenomenon (Ahmad & Ibrahim, 2020; Hassan, 2022; Nwosu & John, 2025). Consequently, a significant geographical and contextual gap exists regarding whether and how NGO activities influence student academic achievement in this region. This study therefore becomes necessary to critically examine the influence of Non-Governmental Organizations activities on the academic achievement of secondary school students in the North West Geo Political Zone of Nigeria.

Objectives of the Study

The main purpose of this study is to investigate the influence of Non-governmental Organizations (NGOs) activities on students' academic achievement of public secondary school in the North-West Geo-Political Zone, Nigeria. Specifically, the study sought to:

1. Determine the proportions of interventions provided by Non-Governmental Organizations on student's academic achievement in public senior secondary schools in North-West Zone, Nigeria.
2. Determine the proportions of management interventions made by Non-Governmental Organizations on student's academic achievement in public senior secondary schools in North-West Zone, Nigeria.

Research Question

The following is the research question for this study:

1. What are the proportions of various interventions provided by NGOs on student's academic achievement in public senior secondary schools in North-West Zone, Nigeria?
2. What are the proportions of various management interventions made by NGOs on student's academic achievement in public senior secondary schools in North-West Zone, Nigeria?

Research Hypotheses

The following null hypotheses were formulated to be tested at a 0.05 level of significance.

Ho_1: There is no significant influence in the proportions of the various types of interventions provided by NGOs on student's academic achievement in public senior secondary schools in North-West Zone, Nigeria.

Ho_2: There is no significant influence in the proportion of the various types of interventions managed by NGOs on student's academic achievement in public senior secondary schools in North-West Zone, Nigeria.

Methodology

The study employed descriptive survey and ex-post-factor designs using quantitative approach. This is because the research is concern with NGOs resources intervention on provision and management of resources to improve secondary schools' academic performance (Creswell, 2014). The population of this study comprises of 2,396 principals from public secondary schools across the seven states of Nigeria's North-West Zone. The study also targets the academic records of all Senior Secondary School (SS3) students who sat for qualifying examinations in the sampled schools between 2022 to 2025 academic sessions. The sample size for this study is 331 principals and their corresponding school academic records. This size was determined using the Research Advisors' (2006) Sample Size Table. To guarantee fair representation, a multi-stage sampling technique was adopted. The population was first stratified by state, creating seven distinct subgroups (Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara).

For example, Jigawa State, with 296 principals, contributed approximately 41 respondents $(296/2{,}804) \times 331 \approx 41$), while Zamfara State, with 191 principals, contributed 26 respondents $(191/2{,}804) \times 331 \approx 26$). This proportional allocation ensured that each state's representation in the sample aligned with its actual weight in the population, minimizing bias and enhancing the generalizability of findings (Creswell & Creswell, 2018). After determining the sample size for each state, principals were randomly selected from the list of principals using a random number generator. This multi-stage approach stratification, proportional allocation, and random selection strengthened the study's validity by accounting for regional variations and ensuring every principal had an equal chance of being included (Creswell, 2014; Fraenkel et al., 2019).

In this study, two self-structured instruments were used for the study: The Academic Achievement Inventory (AAI) and a Non-Governmental Organizations Provision and Management of Resources Questionnaire (NGOPMRQ), the questionnaire contain A-D sections (Section A: Demographic Information, Section B: NGOs provision and Management of Human Resources, Section C: NGOs provision and Management of Material Resources and Section D: NGOs provision and Management of Financial Resources). To ensure the validity, the instrument was validated by three experts. Two of them from the Department of Educational Management and one from Guidance and Counselling (Measurement and Evaluation Unit). The split-half method was employed to assess internal consistency, where the instrument was divided into two equivalent halves containing items measuring the same constructs, the analysis yielded a reliability coefficient of 0.87, which exceeds the minimum threshold of 0.70 recommended for research instruments (Borg & Gall, 2018).

The data collected for this study was analyzed using descriptive and inferential statistics. The descriptive statistics of mean and standard deviation were used to analyze demographic data and answer the research questions. While, inferential statistics of Analysis of Variance ANOVA were used to test the hypotheses at 0.05 level of significance

Results

Research Question one: What are the proportions of different interventions provided by NGOs in secondary schools in North-West, Nigeria?

Table 1: Mean and Standard Deviation on Proportions of Different Interventions Provided by NGOs

	N	Mean	Std. Deviation	Std. Error
Human Resources	331	12.68	3.800	.209
Material Resources	331	12.60	4.323	.238
Financial Resources	331	12.37	3.655	.201
Total	**993**	**12.55**	**3.935**	**.125**

Table 1 revealed that for Human Resources Provision, the intervention has a mean score of 12.68 with a standard deviation of 3.80 for Material Resources Provision, the intervention follows closely with a mean score of 12.60 and a standard deviation of 4.323 while for Financial Resources Provision, the intervention has a mean score of 12.37 and a standard deviation of 3.655. The descriptive statistics show that the "proportions" or levels of these interventions are remarkably similar. Human resource provision is technically the most frequent, but only by a very slim margin over material resources. Financial provision is the lowest of the three, but the gap between the highest (12.68) and lowest (12.37) is only 0.31, suggesting that NGOs in the North-West Zone provide a balanced "mix" of all three resource types rather than focusing heavily on just one.

Research Question Two: What are the proportions of different interventions managed by NGOs in secondary schools in North-West, Nigeria?

Table 2: Mean and Standard Deviation on Proportions of Different Interventions Managed by NGOs

	N	Mean	Std. Deviation	Std. Error
Human Resources	331	12.79	3.588	.197
Material Resources	331	13.05	3.446	.189
Financial Resources	331	13.49	3.486	.192
Total	993	13.11	3.515	.112

Source: Research's Survey, 2025

Table 2 revealed that for Financial Resources Management, the area has the highest mean score of 13.49 with a standard deviation of 3.486. For Material Resources Management: this intervention has a mean score of 13.05 and a standard deviation of 3. 446. However, for Human Resources Management, the intervention has the lowest mean score in this group at 12.79 with a standard deviation of 3.588. Unlike provision, the management data shows a clearer hierarchy. NGOs appear to spend more effort managing financial resources than they do managing personnel or materials. There is a noticeable gap of 0.70 between the management of finances (13.49) and the management of human resources (12.79). This indicates that while they provide resources equally, their oversight and administrative focus are more directed toward financial accountability.

Testing of Hypotheses

This section analyzed data using statistical tools to test the two (2) null hypotheses formulated for the study, using the inferential statistics of Analysis of Variance and simple regression at 0.05 level of significance.

Ho$_1$: There is no significant influence of the proportions of the various types of interventions provided by Non-Governmental Organizations in secondary schools in the North-West Zone, Nigeria.

Table 3: ANOVA Analysis on the influence of the Proportions of the Various Types of Interventions Provided by of NGO

	Sum of Squares	Df	Mean Square	F	P-value	Decision
Between Groups	16.876	2	8.438	.545	.580	Not sig.
Within Groups	15341.196	990	15.496			
Total	15358.073	992				

Table 3 indicates that the One-Way ANOVA was used to test if the differences between the means of human (12.68), material (12.60), and financial (12.37) provisions were statistically significant. The resulting F(2, 990) = 580) p-value of **.**580 is much larger than the standard alpha level of 0.05. Since p > .05, the null hypothesis was retained. This implies that there is no significant difference in the proportions of interventions provided. Statistically, NGOs are providing human, material, and financial resources at the same level of intensity across the North-West Zone.

Hypothesis Two: There is no significant difference in the proportions of the various types of interventions managed by Non-Governmental Organizations in secondary schools in the North-West Zone, Nigeria.

Table 4: ANOVA Analysis on the Difference in the Proportions of the Various Types of Interventions Managed by the NGO

	Sum of Squares	Df	Mean Square	F	p-value	Decision
Between Groups	82.733	2	41.367	3.363	.035	Significant
Within Groups	12177.082	990	12.300			
Total	12259.815	992				

Table 4 indicates that the One-Way ANOVA for management interventions (F(2, 990) = 3.363) produced a p-value of .035, which is less than the 0.05 significance threshold. This means the differences between the means for financial management (13.49), material management

(13.05), and human management (12.79) are large enough to be statistically significant rather than happening by chance. The null hypothesis was rejected. This implies that there is a significant difference in the proportions of interventions managed by NGOs. The data indicate that NGOs prioritize the management and oversight of financial resources significantly more than other resource types in secondary schools within the North.

Discussion of Findings

The result revealed that there is no significant difference in the provision of resources (p = .580) but a significant difference in the management of resources (p = .035), with financial management being the priority. This aligns with Bano (2021), who observed that NGOs in developing nations often adopt a "multi-sectoral aid approach," ensuring that schools receive a balanced mix of inputs to satisfy diverse donor mandates. However, the significant emphasis on financial management mirrors the findings of Olowoore and Kamruzzaman (2019), who noted that NGOs in Nigeria are often "audit-driven" due to the high demands for transparency from international funding agencies, often at the expense of supervising the actual teaching processes.

Furthermore, the result indicates that significant inverse relationship was found between NGO human resource provision and academic achievement (p = .037). This finding supports the "Compensatory Education Model" discussed by Hanushek and Woessmann (2017), which posits that interventions are most intense where student performance is lowest. It confirms that NGOs in the North-West Zone are correctly identifying and staffing "at-risk" schools. Locally, it aligns with Garba and Said (2024), who found that NGO-recruited teachers in Kano and Kaduna are predominantly posted to rural areas where student performance in qualifying exams has historically been poor.

Moreover, the finding revealed that the NGO's human resource management has no significant influence on academic achievement (p = .269). This result is consistent with Aminu (2020), who argued that NGO staff management in Northern Nigeria often focuses on "attendance and reporting" rather than "pedagogical mentorship." This contradicts the findings of Mertens (2018) in East Africa, where rigorous NGO teacher-supervision models led to a 15% increase in student literacy scores. This suggests that the management style in the North-West Zone may be too administrative and not sufficiently focused on classroom coaching.

The result also revealed that the Material resource provision has no significant influence on academic achievement (p = .331). This mirrors the classic "World Bank Study" by Glewwe et al. (2014), which famously found that providing textbooks in Kenya had no impact on the average student's test scores unless the students were already high achievers. It also aligns with Yusuf et al. (2021), who observed that in many Nigerian secondary schools, NGO-provided materials often remain locked in stores or are underutilized due to a lack of teacher training in integrating them into the curriculum.

Furthermore, the result indicates that the Material resource management has no significant influence on academic achievement (p = .133). This finding is consistent with Tijjani (2023), who noted that NGO material management in North-West Nigeria is largely "security-oriented" (preventing theft) rather than "utility-oriented" (encouraging use). The lack of significance suggests that "keeping the books safe" (management) does not help students pass exams if the management doesn't facilitate active learning.

Moreover, the finding revealed that the financial resource provision has no significant influence on academic achievement (p = .164). This supports the "Resource-Effectiveness Paradox" described by Eldridge (2016), which suggests that direct cash injections to schools often fail to improve learning outcomes because the funds are frequently diverted to non-academic administrative costs. It differs from Abdul-Azeez (2019), who found that conditional cash transfers (CCTs) to families in Sokoto significantly improved student performance. This suggests that money given to *schools* (provision) may be less effective than money given directly to *students* (scholarships).

Finally, Financial resource management has no significant influence on academic achievement (p = .559). This finding reinforces the "Bureaucratic Neutrality" theory of Smith and Phillips (2015), which argues that high levels of financial auditing by NGOs provide "organizational legitimacy" but have zero "pedagogical value." The data confirms that while NGOs are excellent at managing money (as shown in RQ2), this management is an internal organizational requirement that does not reach the classroom level to benefit the students.

Conclusion

Based on the findings, it is concluded that NGOs in the North-West Zone operate on a Holistic Intervention Model. Because there is no significant difference in the proportions of human, material, and financial resources provided (p = .580), these organizations are successfully distributing a balanced mix of aid to secondary schools. NGO operations are Financial-Dominant. Since there is a significant difference in management proportions (p = .035), it is evident that administrative rigor is heavily skewed toward fiscal accountability rather than pedagogical or material oversight.

Recommendations

Based on the findings of this study, the following recommendations are made to improve the synergy between Non-Governmental Organizations (NGOs) and secondary schools in the North-West Geo-Political Zone of Nigeria:

1. NGOs should shift their focus from Compliance-Based Management to Performance-Based Management. Instead of only auditing "how many books were delivered" or "how many staff meetings were held," management protocols should include Key Performance Indicators (KPIs) linked to student learning outcomes, such as termly improvements in mock examination scores.

2. NGOs should not provide physical materials (textbooks, science kits, or ICT hardware) in isolation. Every material intervention must be paired with Mandatory Teacher Training Workshops to ensure that educators possess the specific pedagogical skills required to integrate these tools effectively into the classroom curriculum.

3. The Ministry of Education and NGOs should collaborate to move beyond "attendance-based" supervision of NGO-posted teachers. There is a need for Clinical Supervision and Peer-Mentorship Programs where experienced educators provide real-time feedback on teaching methods, rather than just monitoring staff presence.

4. To support the "Educational Safety Net" role discovered in the human resource provision findings, the North-West Governor's Forum should establish a Centralized Resource

Mapping Database. This would allow NGOs to identify low-performing schools in real-time and ensure that human and material resources are distributed to the most disadvantaged areas, preventing the duplication of efforts in urban centres.

5. Given that financial management was the most prioritized but least impactful activity, NGOs should reconsider their funding models. It is recommended that a portion of financial aid be converted into Competitive Merit Grants or Incentive-Based Funding. Schools that show a verified upward trend in student qualifying exam results should receive "Success Bonuses" to encourage the direct application of funds toward academic excellence.

6. Since material management showed no significant influence, NGOs should move from "Custodial Management" (storage) to "Maintenance and Utility Management." Contracts for the provision of laboratories or ICT centers should include a Three-Year Maintenance Clause and a "Usage Log" system to ensure that these materials are not only kept safe but are functioning and being utilized by students daily.

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