



PERCEPTION OF THE IMPACT OF NON-GOVERNMENTAL ORGANIZATION DONATIONS AS ALTERNATIVE FUNDING STRATEGIES FOR MATERIAL RESOURCES IN FEDERAL UNIVERSITIES, NORTH-CENTRAL, NIGERIA



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Abstract

This paper examined the impact of non-governmental organization donations as alternative funding strategies for material resources in federal universities, north-central, Nigeria. A research question and hypothesis was formulated for the study. The literatures were reviewed on the key variables and concepts of the study. The study adopted a descriptive survey research design with a population of 17,919 and sample size of 398. The questionnaire was used to collect data for the study. The instrument was validated and its reliability was 0.87. Frequency counts, mean, and standard deviation were used to answer the research questions while ANOVA was used to test the hypothesis. The results revealed that donations impacted significantly on the provision of material resources in the study area. The paper recommends that the government should create an enabling environment that will encourage non-governmental organizations' donations to continually impact positively for material resources in federal universities in the north-central zone, Nigeria

Key words: *Non-governmental organization, alternative funding strategies, material resources, federal universities, perceived impact.*

Introduction

Education, if properly funded, can be a cure for all societal ailments. Without education, development cannot occur. It is the only educated population that can command the skills needed to start the engine of national growth and sustainable development. It should always be in the mind of Nigerians that government alone can no longer fund our education due to the increase in yearly enrolment and the high cost of material resources, which is one of the essentials needed for the success of the educational industry. This is obvious because despite the huge amount of money that the Nigerian government committed to education, yet 26% of annual national budget has not been met by the government (UNESCO, 1998). The inadequate fund has led the federal universities into so many crises; this is evidence in their frequent industrial actions. Ibukun (2004) reported that between 1987 and 1997, average expenditure on education by the Federal Government as a percentage of the annual budget was 5.1%. In addition, Arikewuyo (2009) reported that since the advent of democracy in 1999, funding of education dropped from 1.12 to 1.8% in 2003 and it has not risen beyond 13%.

The Generation of alternative revenue has become a global trend and is viewed as a practical solution to funding higher education. Federal universities cannot fulfil their fundamental roles without delving into alternative income sources for institutional funding. The clear result of the dwindling



financial resources is a significant decline in the quality of both teaching and learning. Alternative ways to generate methods revenue can enhance sustainability (World Bank, 2010). These alternative income streams entail universities creating their own financial resources through services related to vocational training, continuing education programmes (both degree and nondegree), or expertise and research services (World Bank, 2010). Material resources are tangible resources that are very important for the start and continuous operations of university operation. They are tangible resources that can easily be seen and observed in any educational institutions such as classrooms, staff office, vehicles, health centres, libraries, laboratories, instructional facilities, and so on, which directly and indirectly contributes to the achievement of educational goals and objectives. According to Maitarfsir (2003), the absence of instructional materials as teaching aids in the classroom, which are essential for enhancing a swift comprehension of the subject matter, represents a major obstacle to creating an optimal learning environment. Materials resources in schools include a range of resources, such as textbooks, educational media (including library materials in print, non-print, and electronic formats), computer software, videotapes, films, DVDs, and educational television programmes. These resources serve as essential tools for schools to improve teaching, advance knowledge acquisition, and offer meaningful educational experiences for both classroom groups and individual students.

The term ‘non-governmental organisation’ was created by the United Nations in 1945 (Willetts, 2002). Non-governmental organisations (NGOs) are one group of players who are active in the efforts of international development and increasing the welfare of poor people in poor countries. NGOs work independently and alongside bilateral aid agencies from developed countries, private-sector infrastructure operators, self-help associations, and local governments. Willetts (2002) points out that at the United Nations, nearly all the types of private bodies can be recognised as NGOs as long as they are independent from government control, not seeking to challenge governments either as a political party or by a narrow focus on human rights, non-profit making, and noncriminal. NGOs are legally constituted corporations created by natural or legal people that operate independently of any form of government.

Statement of the Problem

UNESCO in 1998 recommended 26% of the total budget of a nation to be allocated to education so as to purchase the facilities needed in the schools such as Information and Communication Technology (ICT) facilities, maintenance of physical facilities, staff maintenance, and so forth, but contrary to this, Longe commission of 1991 revealed that the percentage of budgeting allocation to education has not exceeded 10% (Ekundayo & Ajayi, 2009). The inadequate fund has led the federal universities into so many crises; this is evidence in their frequent industrial actions (strikes).

In response to this challenge of underfunding, many scholars have conducted a number of research on alternative funding strategies to complement the government’s funding effort, for instance, Okpa (2019), Onyeche (2018), Adeniran (2017), Jimoh (2017), who focus their studies on “alternative revenue for school-based funding and sustainability; alternative sources of funding and management of public universities in Niger Delta; exploring innovative approach to financing functional higher education in Nigeria and the impact of funding on the management of state colleges of education in the geo-political zone northwest, Nigeria”.

There appears to be little or no research work “on Perceived impact of Non Governmental Organization donations as Alternative Funding Strategies for Material Resources in Federal Universities, North central, Nigeria. Therefore, this research work focused on the latter topic.

Objective of the Study

The objective of the study is to determine the perceived impact of Non-Governmental Organization donations from non-governmental organizations as alternative funding strategies for material resources in Federal Universities, North-central, Nigeria.



Research Question

To what extent do donations as alternative funding strategies impact material resources in Federal Universities, north-central zone, Nigeria?

Research Hypothesis

There is no significant difference in the opinions of management, teaching and non-teaching staff on the perceived influence of non-governmental organisations donations as alternative funding strategies for material resources in Federal Universities in the North-Central Zone, Nigeria.

Methodology

Descriptive survey research design which seeks the views of people about a particular issue that concern them (Abdullahi, Ojulari, & Jadas, 2012) was used for this study. This is also justified in the assertion of Sambo (2005) who believes that survey research can be used when the total population cannot be accessed, in such instances, information is gathered on a representative sample from which inferences are made on the whole population. The population of the study is seventeen thousand nine hundred and nineteen (17,919) which consist of six thousand and twenty-eight (6,028) teaching staff, eleven thousand eight hundred and fifty-six (11,856) non-teaching staff, and thirty-five (35) management staff in the seven federal universities in the north central zone and thirty-five (35) management staff in the seven federal universities in the north-central zone. The distribution of the teaching and non-teaching staff and management population in the federal universities in the north-central zone, Nigeria is shown in Table 1

Table 1: Distribution of the Population of Management, Teaching and Non-Teaching Personal of Federal Universities in North-Central Zone of Nigeria

S/N	Federal Universities in North-Central Zone	State	Teaching Staff	Non-Teaching Staff	Management Staff
	University of Ilorin	Kwara	1,397	2,492	05
	Federal University of Technology, Minna	Niger	903	1,500	05
	Federal University of Agriculture, Makurdi	Benue	784	1,237	05
	University of Jos	Jos	1,621	3,100	05
	Federal University, Lokoja	Kogi	400	810	05
	Federal University, Lafia	Nasarawa	269	919	05
	University of Abuja	FCT	654	1,798	05
	Total	7	6,028	11,856	35

Source: Federal Universities, north-central Zone, Nigeria, 2022.

In the study a sample size of 300 and ninety-eight (398) respondents was used in the study. The sampling technique used in the study is the multistage sampling technique as follows:

Stage 1 involves the selection of 4 universities. A Purpose sampling technique was used to select 4 federal universities in the North-Central Zone which are: University of Jos, University of Abuja, University of Ilorin, and Federal University Lokoja. The Reason for the choice of the 4 universities is because they are similar, being conventional universities, while Federal University, Minna and Federal University of Agriculture, Makurdi are specialised Universities.

Stage 2 involves the selection of samples. A simple random sampling technique was used to select the required samples for the study. To arrive at an unbiased sample size, the study adopted the recommendation of Research Advisors (2006) sample size table (see Appendix B) to select the required sample size from each of the Federal Universities in North-Central Zone. Therefore, the sample for this



study consists of one hundred and twenty-six (126) teaching staff, two hundred and fifty-two (252) non-teaching staff, and twenty (20) management staff, making a total of three hundred and ninety-eight (398). The sample to be used in the study is presented in Table 2:

Table 2: Sample size for the Study

S/N	Sampled Universities	State	Sampled Teaching Staff	Sampled Non-Teaching	Sampled Mgt. Staff	Total Sample Size
	University of Jos	Jos	50	95	5	150
	University of Abuja	Abuja	20	55	5	80
	University of Ilorin	Kwara	43	77	5	125
	Federal University, Lokoja	Kogi	13	25	5	43
	Total	4	126	252	20	398

The researcher used an adapted instrument for the study titled “Perceived influence of Non-Governmental Organization donations from non-governmental organization as Alternative Funding Strategies for Material Resources in federal universities, north central, Nigeria Questionnaire. The questionnaire was developed by B.A.Maina and adapted by the researcher to gather data from management, teaching and nonteaching staff of the concerned federal universities in the study area. Likert five scale. The instrument for this study was validated by an expert in the field of educational administration and planning. The Reliability of the instrument was determined at 0.87, using Cronbach Alpha technique to analyse data from 20 teaching and non-teaching staff and 5 management staff of Federal University of Agriculture, Markudi. The researcher employed three research assistants and organised a three day training session for them. After the training session, the instrument was later administered to the respondents with the help of research assistance, using the spot collection technique in order to avoid loss of the questionnaire. Research question was analysed using frequency counts, mean, percentage, and standard deviation, while ANOVA was used to test the hypothesis.

Results, Analyses, And Discussion

The data generated were illustrated and presented in tables using the descriptive statistics of the frequency, mean, and standard deviation.

Table 3: Perceived impact of Non-Governmental Organization donations from non-governmental organizations as alternative funding strategies for Material Resources in Federal Universities, North-Central, Nigeria.

SN	Item Statements	Respondents	A	U	D	Mean	SD
1.	Donations from non-governmental organisations is used to provide laboratory facilities in this university.	Management	17(85%)	1(5%)	2(10%)	3.800	0.695
		Teaching	44(34.9%)	13(10.3%)	69(54.8%)	3.341	1.036
		Non-Teaching	167(66.3%)	12(4.8%)	73(28.9%)	3.373	1.352
2.	Donations from non-governmental organisations is used to provide educational media in this university.	Management	11(55%)	2(10%)	7(35%)	3.200	1.105
		Teaching	52(41.3%)	22(17.5%)	52(41.3%)	3.658	1.160
		Non-Teaching	151(59.9%)	49(19.4%)	52(20.6%)	3.301	1.098
3.	Donations from non-governmental	Management	11(55%)	4(20%)	5(25%)	3.250	0.966
		Teaching	63(50%)	13(10.3%)	50(39.7%)	3.738	1.201



	organisations is used to provide chemical and specimen in a science laboratory in this university.	Non-Teaching	165(65.5%)	22(8.7%)	65(25.8%)	3.230	1.260
4.	Through donations from non-governmental organisations, office equipment are provided in this university.	Management Teaching Non-Teaching	12(60%) 87(69%) 147(58.3%)	3(15%) 17(13.5%) 48(19%)	5(25%) 22(17.5%) 57(22.6%)	3.350 3.950 4.309	0.875 1.259 0.989
5.	Through donations from non-governmental organisations, sport facilities are provided in this university.	Management Teaching Non-Teaching	6(30%) 49(38.9%) 121(48%)	2(10%) 14(11.1%) 59(23.4%)	12(60%) 63(50%) 72(28.6%)	2.700 2.952 3.226	0.923 1.337 2.231
6.	Donations from non-governmental organisations is used to provide electricity in this university.	Management Teaching Non-Teaching	6(30%) 65(51.6%) 137(54.4%)	14(70%) 36(28.6%) 72(28.6%)	0(0%) 25(19.8%) 43(17%)	2.900 2.182 3.373	1.410 1.405 0.916
7.	The contribution of nongovernmental organisations is used to provide print, nonprint, and electronic resources in this university.	Management Teaching Non-Teaching	15(75%) 51(40.5%) 115(45.6%)	2(10%) 11(8.7%) 56(22.2%)	3(15%) 64(50.8%) 61(24.2%)	3.250 3.412 3.004	0.716 0.887 1.199
8.	Through donations from non-governmental organisations, security equipment is provided in this university.	Management Teaching Non-Teaching	4(20%) 50(39.7%) 125(49.6%)	1(5%) 45(35.7%) 32(12.7%)	15(75%) 31(24.6%) 95(37.7%)	2.900 2.777 3.087	1.651 1.137 1.170
9.	Through donations from non-governmental organisations, technological devices are provided in this university.	Management Teaching Non-Teaching	17(85%) 41(32.5%) 135(53.6%)	0(0%) 20(15.9%) 43(17.1%)	3(15%) 65(51.6%) 74(29.3%)	3.600 3.658 3.123	1.095 1.089 1.219



10.	Through donations from non-governmental organisations, television is provided in common room.	Management Teaching Non-Teaching	19(95%) 32(25.4%) 103(40.9%)	0(0%) 17(13.5%) 52(20.6%)	1(5%) 77(61.1%) 97(38.5%)	3.255 3.571 3.870	1.145 1.382 1.257
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Average Response Mean = 3.31

Table 3 presents the mean average response of 3.31 which is greater than the rating of 3.0. Most of the items stated about this research question recorded a positive response mean greater than the rating mean of 3.0, indicating strong agreement on the part of the participants. For instance, item number 4 on the table revealed that through donations from non-governmental organisations, office equipment are provided in this university. The item recorded the response means of 3.350, 3.950, and 4.309 by the management staff, teaching and nonteaching staff, respectively. Moreover, the donation as alternative funding strategies affected material resources in Federal Universities in the north-Central Zone, Nigeria.

Hypothesis Testing

Table 4: Summary of ANOVA statistics on the Perceived impact of Non-Governmental Organization donations from nongovernmental organizations as alternative funding strategies for Material Resources in federal universities, north-central, Nigeria.

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	36.705	2	18.352	12.307	2.61	.000
Within Groups	511.506	396	1.491			
Total	548.211	398				

Table 4 showed the f-ratio value of (12.307) at 396 degrees of freedom. The critical value (2.61) is less than the f-ratio value (12.307) and the probability value (.000) is less than level of significance. This implied that the donation as alternative funding strategies impacted material resources in Federal Universities in the North-Central Zone, Nigeria. Hence, the null hypothesis which states that there is no significant difference in the opinions of management, teaching, and nonteaching staff on the donations from Non-Governmental Organizations in provision of material resources in the Federal Universities in the North-Central Zone, Nigeria was rejected. The source of this difference is presented in Table 5.

Table 5: Summary of Scheffe’s post-hoc test on the perceived impact of Non-Governmental Organisations donations from non-governmental organisations as alternative strategies for material resources in Federal Universities in the North-Central Zone, Nigeria

Respondents	N	Mean
Management staff	20	2.109
Teaching staff	126	1.733
Non-Teaching staff	252	4.226

Table 5 shows that the response mean of nonteaching staff was found to be higher than that of management and teaching staff, implying that the difference in the opinions of non-teaching staff was significant compared to that of management and teaching staff. The implication of this result is that non-teaching staff had high-variant positive opinions regarding the perceived influence of Non-Governmental Organisations donation as alternative funding strategies for material resources in Federal Universities in the North-Central Zone, Nigeria.



Summary of Findings

In the opinions of management, teaching and nonteaching staff, the Non-Governmental Organisations donations as alternative funding strategies impacted positively for material resources, such as laboratory facilities, educational media, office equipment, television, etc., in most Federal Universities in the North-Central Zone, Nigeria. This is because the p-value of .000 is less than the 0.05 level of significance.

Discussion of Findings

The findings of the hypothesis revealed that donations as alternative funding strategies had a significant impact on material resources in federal universities in the North-Central Zone, Nigeria. The respondents agreed that through nongovernmental organizations donations, office equipment was provided in the university. Therefore, Hypothesis seven, which states that there is no significant difference in the opinions of management, teaching, and non-teaching staff on perceived impact of non-governmental organisations donations as alternative strategies for material resources in the Federal Universities in the North-Central Zone, Nigeria was rejected. This finding is in agreement with the findings of Yakubu (2019), which revealed that nongovernmental organizations contributed enormously to the provision of infrastructural facilities, and welfare facilities in schools. In addition, Boboya (2014) revealed that nongovernmental organisations meticulously donated their yearly funding to the provision of school facilities consisting of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking. On the other hand, the finding of the current study also contradicts the findings of Yakubu (2019), which disclosed that nongovernmental organizations made no contribution to the provision of instructional materials and games/recreational facilities in schools.

Conclusion

The paper concludes that, through nongovernmental organizations' donations, material resources are provided in Federal Universities in the North-Central Zone, Nigeria.

Recommendations

Government should create an enabling environment that will encourage nongovernmental organizations to contribute toward provision of material resources in Federal Universities in the North Central Zone, Nigeria. This will help complement the efforts of the lecturers to better understand the concepts taught in the classrooms

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