



Impact of International Organizations on Education Development in Federal Capital Territory, Abuja: A Case of FCT Basic Education

Esther Amina Akuh

Department of Educational Foundations, Federal University Lokoja, Nigeria

Corresponding Author: Esther Amina Akuh amina.akuh@fulokoja.edu.ng

ARTICLE INFO

Keywords: Education, International Organizations, Basic Education

Received : 26 October

Revised : 26 November

Accepted: 26 December

©2024 Akuh: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This article examined the impact of international organizations on educational development in the Federal Capital Territory of Abuja, using FCT Basic Education as a case study. The study used a correlational type descriptive research design. The sample for this study consisted of 63 principals and 260 teachers. As of December 2023, the population included 99 school principals and 8,321 teachers in the district councils surveyed. The multi-stage procedure was used for the investigation. Using random sampling technique, three of the six area councils (Abaji, Gwagwalada and Bwari area councils in FCT) in the area were selected. In this study, the International Questionnaire (IQ) was used to collect information from both school principals and teachers. Three lecturers from the Department of Educational Management, University of Abuja and two specialists in educational research, measurement and evaluation determined the face validity and content of the instruments. The study used the test-retest method for reliability. The IQ yielded a reliability coefficient of 0.65 and 0.75 for IQ, respectively. Inferential and descriptive statistics were used to analyze the data for the study. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using simple regression analysis for the main hypothesis and Pearson product moment correlation statistics (PPMC) for the operational hypotheses. The hypotheses were confirmed at 05 levels of significance. The paper revealed that international organizations in the Federal Capital Territory of Abuja have contributed to the development of education (basic education) in FCT and it was also found that there is a significant relationship between international organizations and the development of education (basic education) in FCT, Abuja, Nigeria. Based on the findings of this study, the paper recommends that the Nigerian government should establish more diplomatic relations with more developed countries to attract more aid for the education system. Governments should establish a commission responsible for coordinating international organizations based in Nigeria to better manage their donations for the development of education.

1. INTRODUCTION

Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or crèche, Fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector. Basic education is the education that is meant to give elementary education to the children. Basic education is an organized education given before junior secondary school (Federal Republic of Nigeria, 2014). This is because access to education can empower people to provide for their basic needs (Ayeni, Sani, Idris, & Uzoigwe, 2019). The ground norm of education is coterminous with development. Thus, it was noted that it was the educated population of a developed country like Canada that they had exhibited through active participation in the input and output political system that influenced the political actors to build strong institutions that support economic growth over time (Ayeni, Abdullahi, Andeshi, 2021, p. 42). Education has been noted to play an active role in the development process of every society.

The goals of Basic Education are to: a. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and e. provide opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability (Federal Republic of Nigeria 2014). The goal of education is to embark on training that enhances the correction of deficiency. Thus, it has been noted that training improves the performance of individuals on their jobs by correcting any deficiency in human effort (Ogunode & Ayeni, 2023). The failure of education to correct deficiencies in human effort can be attributed to leadership. The above is affirmed in this manner, the extent of success or failure of any human society has its roots in leadership at all levels (Muhammed, & Ayeni, 2018).

Consequently, scholars have attributed failure in human society to the challenge of governance. This is because governance is the effective use of state resources for the benefit of citizens (Ayeni & Sani, 2021, p. 149). Others have also linked the challenge of human society to corruption. Corruption has almost been accepted by people as a way of life (Ayeni, Tusayi, Joseph & Obatayo, 2018). Following the above, basic education in the Federal Capital Territory, Abuja has been receiving different support from the various international organizations residing in Abuja. Abuja is home to many international organizations like US Agency for International Development, the Canadian International Development Agency, The Swedish International Development

Cooperation Agency, the Department for International Development (DFID), the World Bank, the Japan International Cooperation Agency (JICA) the German Organization for Technical Cooperation and the United Nations. According to Ogunode (2024), international organizations can be grouped into many forms such as non-governmental organizations, international development agencies and foundations. They are all formed to provide special human services. They are established to help improve society's development. The National Open University of Nigeria (2013) defines nongovernmental organizations (NGOs) as organizations that operate freely and supplement the government for the good of society. These organizations are typically transnational and non-profit. NGOs take a variety of approaches, from campaigning and lobbying to operations and project-oriented organizations. Non-governmental organizations (NGOs) have been widespread in both rich and developing nations since they entered the field of international economic development in the early 1980s. Ogunode, & Offia (2024) defined Non-governmental organisations (NGOs) as institutions that are locally or internationally owned and established to provide services that are not profit-making inclined.

The leadership role of an international organization can serve as a magic wand. Therefore the activities of these leaders can either enhance national development or retard development (Asaju & Ayeni, 2020). International organizations carry out a wide range of tasks, such as maintaining international laws, promoting viable progress, promoting human security, and promoting peace. Additional duties include offering services and assistance, gathering data keeping an eye on trends, and setting up platforms for negotiating and resolving conflicts. International organizations can promote cooperative behaviour by giving states the political institutions they need to cooperate to accomplish shared goals. International government organizations are also beneficial to individual nations, which frequently utilize them as tools of foreign policy to justify their acts and control the conduct of other governments (Ogunode, Ayeni, & Ogwuche 2023).

Even though it is the responsibility of the government to provide those amenities that benefit the people (Ayeni, Sani, Idris, & Uzoigwe, 2019, p. 264), the role of international organizations in the education sector cannot be overemphasized, as they help in the development of education sector in Nigeria (Ogunode, Ayeni, & Ogwuche, 2023). The international organization lend a helping hand because of the inability of the governance system to perform its roles that hurt the educational system (Ogunode, Ayeni, & Olorundare, 2024; Ayeni & Nwaorgu, 2018; Joseph, Cinjel & Ayeni, 2017). International organizations serve diverse functions including maintaining peace and security, safeguarding human rights, delivering humanitarian aid, supporting sustainable development, and upholding international laws. They also collect information, monitor trends, provide services and aid, and offer forums for dispute resolution. By providing political institutions for states to collaborate towards common objectives, international organizations promote cooperative

behaviour and serve as instruments for states to legitimize their actions and influence the behaviour of others (Ogunode, Ukozor, & Agbo, 2024).

There have been different investigations on the activities and programmes of these international organizations. For instance, Adeniyi (2016) looked at the activities and programmes of international organizations in Nigeria while Ojo (2017) and Adepegba, (2022) assessed the problems militating against the implementation of international organizations in Nigeria. Also, Femi, (2018); Mohammed, and Ogunode (2024) investigated the contributions of international organizations to education in Nigeria and Channy, and Ogunniran, (2019) discussed a comparative Analysis of the Role of International Organizations in Financing the Higher Education System. Also, Chidiebere and Hui, (2018) looked at China-Nigeria Cooperation in education and training: A Comparative Analysis. There appears to be no research on the impact of international organizations on education development in the federal capital territory, of Abuja, Nigeria. It is based on this that this paper seeks to assess the impact of the impact of International Organization on Education Development in Federal Capital Territory, Abuja: A Case of FCT Basic Education.

1.1. Purpose of the Study

The purpose of the study is to examine the impact of international organizations on education development in Federal Capital Territory, Abuja: A Case of FCT Basic Education. The specific objectives include; To find out the impact of international organizations on education development in FCT Basic Education, Federal Capital Territory, Abuja.

1.2. Research Questions

This research question was raised to guide the study.

1 What is the impact of international organizations on education development in the Federal Capital Territory, Abuja?

1.3. Research Hypothesis

This research hypothesis was formulated in the study

1. There is no significant relationship between international organizations and the development of education (Basic education) in FCT, Abuja, Nigeria.

2. METHODOLOGY

The study adopted a descriptive research design of correlation type. This type of research design is suitable for studying individuals groups or organisations as units of analysis (Ayeni, Saman, & Sani, 2019). The sample size for this study consisted of 63 head teachers and 260 teachers in the entire Basic schools in Federal Capital Territory, Abuja, Nigeria. The target population comprised 99 head teachers and 8321 teachers in the sampled area councils as of December 2023. The Multi-stage procedure was used for the study. The Random sampling technique was used to select three (Abaji, Gwagwalada & Bwari area councils in FCT) out of the entire six area councils in the Territory. Three area councils were selected from the six because they share similar features and they are closer to each other. A proportionate sample technique

was used to select 19, 21 and 23 head teachers in Abaji, Gwagwalada and Bwari area councils and 73, 85 and 102 teachers in the three areas councils using the research advisor (2006) table for determining sample size from population. In this study, the “International Questionnaire” (IQ) was used to collect information from both head teachers and teachers. The questionnaire consists of sections A and B. Section A was designed to obtain demographic data of both head teachers and teachers while section B consists of items on statements which were responded to by the head teachers and teachers in the selected public Basic schools in FCT. The content and face validity of the instruments were ascertained by the three lecturers in the Department of Educational Management, University of Abuja and two experts in the field of Education Research, Measurement and Evaluation. Test-retest method of reliability was adopted in the study. IQ yielded a reliability coefficient of 0.65 and 0.75 for IQ respectively. The Statistical Package for the Social Sciences (SPSS), a computerized application was used to carry out all the analyses in the research work. Inferential and descriptive statistics were used to analyse the data for the study. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using simple regression analysis for the main hypothesis and Pearson’s Product-Moment Correlation (PPMC) statistic for the operational hypotheses. The hypotheses were attested at a .05 level of significance.

3. RESEARCH AND RESULT

Data presentation and analysis

Table 1: Analysis of responses on the impact of international organizations on education development in FCT: A case study of Basic education.

N= 323

S/N	Impact of international organization on education development in FCT	X	S.D	Decision
	The international organizations.....			
1.	Provides financial assistance to Basic school in FCT	2.59	0.91	Agreed
2.	Support facilities development in Basic schools in FCT	2.73	1.11	Agreed
3.	Provide capacity building for Basic school teachers in FCT	2.83	1.02	Agreed
4.	Provide instructional materials for pupils of Basic schools in FCT	2.69	1.17	Agreed
5.	Support basic schools with technical assistance in data management	3.05	1.09	Agreed
6.	Assist in reducing out of children in Basic schools in FCT	2.91	0.98	Agreed
7.	Support teachers in Basic schools in FCT with instructional aids.	2.72	0.94	Agreed
	Average	2.97	1.07	Agreed

Table 4.1 shows that respondents agree that international organizations in Federal Capital Territory, Abuja provide financial assistance to Basic school in FCT (item 1, X = 2.59), support facilities development in Basic schools in FCT (item 2, X= 2.73), Provide capacity building for Basic schools teachers in FCT (item 3, X = 2.83), provide instructional materials for pupils of Basic schools in FCT (item 4, X = 2.69), Support basic schools with technical assistance on data management (item 5, X= 3.05), Assist to reduce out of children in Basic schools in FCT (item 6, X = 2.91). Support teachers in Basic schools in FCT with instructional aids (item 7, X = 2.72).

Table 1 shows an overall mean score of 2.97, this means that international organizations have impacted the development of education (Basic education) positively in the Federal Capital Territory, Abuja, Nigeria.

Hypothesis Testing

There is no significant relationship between international organizations and the development of education (Basic education) in FCT, Abuja, Nigeria.

Table 2
Pearson Correlation between international organizations and the development of education (Basic education)

Variables	N	Mean	SD	R_{cal}	R_{table}
International organizations	323	10.49	1.84		
	323	13.32	3.99	0.294*	0.179
Development of education (Basic education)					

Table 2 reveals that rcal (0.294) is greater than rtable (0.179) at a 0.05 level of significance. The null hypothesis is rejected. This implies that there is a significant relationship between international organizations and the development of education (Basic education) in FCT, Abuja, Nigeria.

4. DISCUSSION

The result also showed that international organizations in Federal Capital Territory, Abuja provided financial assistance to Basic schools in FCT, supported infrastructure facilities development in Basic schools in FCT, provided capacity building for Basic school teachers in FCT, provided instructional materials for pupils of Basic schools in FCT, supported Basic schools with technical assistance on data management, assisted in the reduction in number of out of children in Basic schools in FCT and support teachers in Basic schools in FCT with instructional aids.

The paper also established that there is a significant relationship between international organizations and the development of education (Basic education) in FCT, Abuja, Nigeria. This implies that international organizations like the Korea International Cooperation Agency (KOICA), British Council, United

Nations International Children's Education Fund (UNICEF), Department for International Development (DFID), United Nations Educational, Scientific and Cultural Organization (UNESCO), United State Agency for International Development (USAID), Chinese Government Cooperation (CGC) and World-Bank have carried out different programme and projects in FCT towards the development of education. These findings are in agreement with the discovery of Ogunode, Ukozor, & Agbo, (2024); Adekunle, (2022; Channy, and Ogunniran (2019); Chidiebere, and Hui, (2018) found that international organizations residing in Nigeria have contributed to the development of education through the provision of technical assistance, facilities development, training of teachers and provision of financial aids to schools. Also, Olalekan (2024); Adedigba, (2019) and Omoruyi, Yao, Abah and Mvuh (2017) concluded that international organizations in Nigeria have positively influenced education development in Nigeria through capacity building and technological development.

5. CONCLUSION AND RECOMMENDATION

From the findings of this research, it can be concluded that international organizations in Federal Capital Territory, Abuja like Department for International Development (DFID), United Nation Educational, Scientific and Cultural Organization (UNESCO), Korea International Cooperation Agency (KOICA), British council, United Nations International Children Education Fund (UNICEF), World-Bank, Department for International Development (DFID) and Chinese Government Cooperation (CGC) have provided financial assistance to Basic school in FCT, supported infrastructure facilities development in Basic schools in FCT, provided capacity building for Basic schools teachers in FCT, provided instructional materials for pupils of Basic schools in FCT, supported Basic schools with technical assistance on data management, assisted in the reduction in number of out of children in Basic schools in FCT and support teachers in Basic schools in FCT with instructional aids and it was also established that there was significant relationship between international organizations and development of education (Basic education) in FCT, Abuja, Nigeria.

Based on the findings of this study, the paper recommends that the Nigerian government should establish more diplomatic relationships with more developed Countries to attract more aid to the educational system. Governments should establish a commission to be responsible for the coordination of international organizations residing in Nigeria for better management of their donations for the development of education.

REFERENCES

- Adedigba, A. (2019). UNICEF to assist with an enrolment of one million Nigerian girls in schools organizations in Financing Higher Education System: A Case Study of Nigeria and Cambodia. *US-China. Education Review*, 9 (1), 1-17
- Adekunle, A. (2022). Uk aids Nigerian girls' education with funds. <https://asknigeria.com/uk-aids-Nigerian-girls-education-with-funds>
- Adeniyi, Y. (2016). An investigation into activities and programmes of international organizations Lagos, in Nigeria. *JSSE*, 2(4), 12-22
- Adepegba, A. (2022). UK pledges £.6m grant to Nigerian 20 schools, others. <https://punchng.com/uk-pledges-6m-grant-to-nigerian-20-schools-others/>
- Asaju, K., & Ayeni, E. O. (2020). Public bureaucracy and national development: Issues and challenges. *Nigerian Journal of Political and Public Administration*, 5(1), 69-90.
- Ayeni, E. O., & Nwaorgu, H. C (2018). Corruption and national development in the Nigeria Fourth Republic. *Lafia Journal of History and International Development*, 1 (2), 83-100.
- Ayeni, E. O., & Sani, K (2021). Democratic governance and the challenges of peacebuilding in Nigeria, 2011-2020. *Jalingo Journal of Peace Science and Conflict Management*, 1(1), 149-159.
- Ayeni, E. O., Saman, U. P., & Sani, K. (2019). Facts and fiction in positivism and neo positivism. *Research on Humanities and Social Sciences*, 9(4), 21-33. DOI: 10.7176/RHSS/9-4-03.
- Ayeni, E. O., Sani, K., Idris, A., & Uzoigwe, M.O. (2019). Stomach infrastructure and politics of redistribution in Africa: A study of N-power and vote-buying in Nigeria (2014-2019). *Unilorin Journal of Administration and Development*, 5(2), 54-61.
- Ayeni, E. O., Tusayi, Z.T., Joseph, D., & Obatayo, O. T. (2018). Failure of Democracy in the Nigeria Fourth Republic: 1999-2016. *FUWGESTJ: Journal of the General Studies Unit, Federal University Wukari*, 2 (1), 120-127.
- Ayeni, E.O., Abdullahi, N.A., & Andeshi, C.A. (2021). Economic growth and economic development in Canada: Lesson for Nigeria. *Journal of the Management Sciences (JOMAS)*, 57 (1), 38-47.
- Channy, D. Y., & Ogunniran, M. O. (2019). A Comparative Analysis of the Role of International
- Chidiebere, E. E., & Hui, W. (2018). China-Nigeria Cooperation In Education And Training: A Comparative Analysis. *North American academic research*, 1(7), 144-165
- Federal Republic of Nigeria (2014). National Policy on Education. Lagos: Federal Government

- Femi, T. (2018). International organizations and developmental issues in Nigeria. Lagos.
- Joseph, D., Cinjel, D. N., & Ayeni, E. O. (2017). Political party rivalry and the growth of insecurity of democracy in Nigeria (2010-2016). *Wukari Journal of Public Sector Management*, 1 (1), 293-311.
- Mohammed, A., & Ogunode, N. J (2024). International Organizations and Development of Tertiary Education in Nigeria. *American Journal of Open University Education*,1(1), 36-44
- Muhammed, F. (2019). International Organizations and Funding Model in Nigeria. Abuja.
- Muhammed, I. B., & Ayeni, E. O. (2018). Political leadership in Nigeria: Our National Anthem and National Pledge. In *Africology: The Journal of Pan African Studies*, 12 (1), 310-324
- Mukaddas M., T. (2020). Effect of foreign aid on educational development in nigeria. *Quest Journal of Management and Social Sciences*, I(2), 211-218.
- National Open University of Nigeria (2013). Education finance. Abuja.
- National Open University of Nigeria (NOUN) (2015). Politics of development and underdevelopment. *Zamfara Journal of Politics and Development*, 3 (2); 12-23.
- Ogunode N. J., Ukozor, C. U., & Agbo, R. C (2024). International organization programmes implementation in Nigeria: Problems and ways forward. *International Journal of Global Sustainable Research (IJGSR)*. 2(3),133-142
- Ogunode, N. J, Cletus, N., A, Bitrus, E. & Kauna, S (2024). China and Nigeria Cooperation on Tertiary Education Development. *American Journal of Open University Education*, 1(6),
- Ogunode, N. J., & Ayeni, E.O. (2023). Vice Chancellors and university education sustainability in Nigeria: Challenges and way forward. *European Journal of Higher Education and Academic Advancement*, 1(7), 12-22
- Ogunode, N. J., & Offia O, J. (2024). Examining China-Nigeria Cooperation on Development of Education in Nigeria. *International Journal of Development and Public Policy* 4(2),
- Ogunode, N. J., Ayeni, E. O., & Olorundare, A. S. (2024). Roles of Tertiary Institutions in Curbing Banditry, Kidnapping and Terrorism in Nigeria. *International Journal of Sharia Economics and Financial Literacy*, 1(1), 19-28.
- Ogunode, N. J., Ayeni, E.O. & Ogwuche (2023). Contributions of international organizations to the development of Education in Nigeria. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*. 2(4), 345-356.
- Ogunode, N.J., Ayeni, E.O., & Ogwuche, J. (2023). Contribution of international organisations to the development of education in Nigeria. *Jurnal Ilmiah*

- Pendidikan Holistik (JIPH), 2 (4), 345-356.
<https://journal.formaspublisher.org/index.php/jiph>
- Ojo, T. (2017) Assessment of problems militating against implementation of international organization programme in Lagos, Nigeria. *JMS*, 1(1), 30-42
- Okoro, O. G., & Ezeaku, B. C (2023). Foreign aids and human capital development in Nigeria. *Magna Scientia Advanced Research and Reviews*, 2023, 09(02), 092-106.
- Olalekan A. B. (2024). Africa-China cooperation: Forging a path to a shared future, <https://www.premiumtimesng.com/opinion/688847-africa-china-cooperation-forging-a-path-to-a-shared-future-by-olalekan-a-babatunde.html>
- Omoruyi, M.M.E., Yao, J.J., Abah, B.A.S., & Mvuh Z. (2017). China Enhancing Education Development in Africa: A Case Study of Cameroon. *Research on Humanities and Social Science*