

**ASSESSMENT OF THE CONTRIBUTIONS OF UMARU MUSA YAR'ADUA  
UNIVERSITY'S (UMYU) COMMUNITY SERVICE TO THE DEVELOPMENT OF  
BATAGARAWA COMMUNITY, KATSINA STATE, NIGERIA**

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**Abstract**

*Universities world over are known for three complementary missions (three cardinal objectives), namely teaching, research, and community service. Thus, the community engagement component of the University's traditional three-track mandate disposes Universities towards Social Responsibilities. It is against this background that the paper assessed the contribution of Umaru Musa Yar'adua University's (UMYU) Community Service to the Development of Batagarawa Community, Katsina State. The study made use of Questionnaire and Focus Group Discussion to obtain primary data necessary for the study. Secondary data was derived from relevant documents to complement the primary data. Quantitative data collected through questionnaire was analysed both descriptively and inferentially. The inferential statistical tool for the study is multiple regression technique with the help of Statistical package for Social Science (SPSS) version 25.0. On the other hand, the responses of Focus Group Discussion were thematically analyzed. The study found among others that UMYU's community healthcare services and educational services has positively contributed to the development of Batagarawa community. However, the significance of this can be judged from the P value represented as "sig" and the t statistics. The paper therefore recommended among others the need for UMYU management to collaborate with the community stakeholders for the maintenance of health centres and the class rooms renovated in the community schools. The paper also recommends the need for continuous provision of scholarship and other incentives, especially to indigent community members and children should be encouraged.*

**Keywords:** Community, Development, Education, Health and Community Services.

## **Introduction**

Globally, Universities have three complementary missions, namely teaching, research and community service. In essence, we are saying that Universities everywhere are being forced to carefully reconsider their role in the society and to evaluate their relationships with various constituencies, stakeholders, and communities. As such, community service' programme is referred to as the third cardinal programme of the tertiary institutions generally and Universities particularly. Community Service occupies an important place in our contemporary world as it has become an urgent responsibility that falls on the shoulders of various organizations, whether they are of commercial or service organizations. Universities come as one of the service organizations whose role should not be limited to education, although it represents its basic mission that everyone knows of the great importance it entails in building the individual and society. Rather, its role extends to society, as a solution to its problems, and as a contribution to its development. Community Service is an important social development factor as it helps in building the society by improving the structure of the community and also impacting positively on the volunteers of the services to the community.

Universities make a lot of impact on their host communities (conglomeration of communities within the operational area (catchment area) of the university) like provision of infrastructural services, such as healthcare service, electrical service and educational service for the community inhabitants. Universities, as the centres of knowledge generation and sharing, play a very important role in solving societal problems by ensuring a sustainable tomorrow. However, it is questionable whether universities are concerned about social responsibility performance. As they tend to focus only on teaching social responsibility in terms of social responsibility initiatives and do not go beyond this by attempting to improve their communities (Atakan & Eker, 2007).

According to UMYU's strategic plan (2009-2013), the University aspires to be one of the best universities in Nigeria with an established reputation for high quality teaching and research and innovative learning delivery techniques and to be in full harmony with its host community as the formulator of its hopes and aspirations and the promoter of its core cultural and spiritual values. No doubt, the University recognizes its potential to provide community service to the immediate community as part of its cardinal responsibilities. It is against this background that the paper

assessed the contribution of Umaru Musa Yar'adua University's (UMYU) Community Service on the development of Batagarawa community, Katsina State.

### **Statement of the Problem**

The role of Universities in Community Service (CS) is under researched, as substantial numbers of studies on CS tend to focus on the private sector and there are relatively fewer studies that explore CS in the public sector, especially in the context of University (Nejati, 2011). This is the theoretical motivation for the present study.

Commendable efforts have been done by the Government to develop university education in Nigeria. The numbers of universities, enrolment and funding have observably risen to the point of sighting universities in each of the state in the country. Their activities invariably have an impact on the natural environment of the host communities. It is believed, that little or no community service is done to compensate these communities by the universities. Such as, contributing towards developing the communities particularly as it concerns the provision and maintenance of social amenities. The notion is that, community service drains its financial resources and therefore they tend to ignore their responsibilities towards society or simply refuse to engage in Community service.

Umaru Musa Yar'adua University (UMYU) commenced well in terms of provision of infrastructural service like educational service, and healthcare service to the neighbouring communities (particularly Batagarawa Community – the immediate host-community). However, Community Service is made mandatory to all Universities after making it the third cardinal objectives of Universities all over the world and Nigeria in particular, but recently, Batagarawa Development Association's report (2018) showed otherwise; the report showed little or no community service is done to compensate the neighbouring communities by UMYU. The report went further to state that most infrastructural facilities (healthcare facilities, electricity facilities and educational facilities) are non-functional; the little functional ones are dilapidated (UMYU-Batagarawa Development Association's report, 2018).

### **Research Questions**

- i. To what extent has UMYU's community healthcare service contributed to the development of Batagarawa community of Katsina State, Nigeria?

- ii. To what extent has UMYU's community educational service contributed to the development of Batagarawa community of Katsina State, Nigeria?

### **Research Hypotheses**

The following hypotheses are formulated in null form to guide this study:

**H<sub>01</sub>** UMYU's community healthcare service has no significant contribution to the development of Batagarawa community Katsina State, Nigeria.

**H<sub>02</sub>** UMYU's community educational service has no significant contribution to the development of Batagarawa community Katsina State, Nigeria.

### **Literature Review and Theoretical Framework**

#### **Concept of Healthcare Services**

The World Health Organization (WHO) defines health as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity' (WHO, 1948). Dubos, in his (1959) humanistic book, *The Mirage of Health*, rebelled against the idea that health could be attained by technological means. He instead defined good health as the condition best suited for each individual to reach his or her personal and social goals. However, one of the concurrent functions of Local Government among others is provision of health care service to local communities. Local Government is supposed to do this in conjunction with state and Federal Government. This has always been a traditional function of local government even right from colonial times. Very modest showing was made in areas like dispensing, drugs and treatment though auxiliary staff involvement, health education and immunization. From 1988 however, the responsibilities of local government have expanded with the Federal Government redefining the focus of local government in health care delivery. Local Governments were now to focus more on primary health care whose content is dominated by preventive health services (Odoh, 1989, cited in Odoh, 2014).

Healthcare services according to the study is defined as services meant to promote healthcare service delivery like conducting health sensitization programmes, building of healthcare centers and provision of healthcare facilities to Batagarawa community.

## **Concept of Educational Services**

Education is the conscious effort to prepare people through mentoring, teaching and training for their role in the future by providing the structure and other necessary facilities that are conducive for learning which may occur in a deliberate and institutionalized to generate social sustainability. This process involves the oversight and development of minors and the group in which they lived (John, 2011). According to Veli (2014) Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution.

Clearly, the educational provisions within any given country represent one of the main determinants of the composition and growth of that country's output and exports and constitute an important ingredient in a system's capacity to borrow foreign technology effectively. For example: primary and secondary education all raise the productivity of workers, rural and urban; secondary education, including vocational, facilitates the acquisition of skills and managerial capacity; tertiary education supports the development of basic science, the appropriate selection of technology imports and the domestic adaptation and development of technologies; secondary and tertiary education also represent critical elements in the development of key institutions, of government, the law, and the financial system, among others, all essential for economic growth.

In our study, the proxies of educational services include scholarship benefits to residents of Batagarawa community; donation of learning materials e.g. books; provision of computers and accessories to promote computer literacy; material assistance for construction of new schools and construction of community new classroom blocks to Batagarawa community.

## **The Concept of Community Services**

Community services, as a concept, have been defined differently, by different people. As such, there exist several approaches or models of community service. For example, Furco (2016) has developed a typology of community service programs based on "two structural dimensions: (1)

the degree to which service is integrated with community needs and aspirations. ... [and] (2) the institution [for example, community or agency] where the program is based.” Furco’s typology of service program goals provides a useful summary of rationales and their relationship to community needs, the nature of the local community, and the type of services.

As noted by Socyberty (2012), Community service is when you do something for someone else without the intentions of getting a reward or money. This service should benefit someone other than yourself and it should be done because you would like to help and not because you are required to. Additionally, community service can impact you as a citizen in your own community by helping to boost your appearance in your neighborhood. From the above definitions, we could conclude that “Community service is work done by a person or group of people that benefits others.

Community service in this study refers to the provision of infrastructural services that support the physical and social needs of the community. They include basic services like health and education.

### **Empirical Review**

Abdulmalik and Letswa (2018) examined the Impact of Lapai community on the Ibrahim Badamasi Babangida University’s Management in achieving its development research goal. The study used mixed methods in data collection and analysis. Statistical Package for Social Sciences (SPSS) version 20 was used for descriptive and inferential analysis (simple regression test) on the other hand, content analysis was used to analyze the interview. The study discovered that Lapai host community has provided a friendly environment for the realization of research development by IBB University without reciprocal benefit being received by the host community. Therefore, the study recommended that researchers in the University should give emphasis to host community-oriented research efforts.

Egwu, Mbah, Emesini and Orede (2019) examined ways Nigerian universities impact on their host communities for mutual co-existence and development Ebonyi State University EBSU in focus. Three research questions and three hypotheses guided the study that adopted a descriptive survey design approach. The population of the study was one thousand, two hundred and twenty-one (1,221) made up of 100 lecturers and 1, 121 third and final year students of 2016/2017 academic session. Simple Random Sampling Technique was used to draw a sample size of 350;

50 lecturers and 300 students. A structured questionnaire with 28 items was the instrument for data collection that was duly validated and its reliability determined using Cronbach Alpha Procedure. It yielded a reliability index of 0.79 which was considered reliable for use in the study. The findings revealed that the presence of Ebonyi State University, Abakaliki has helped in the physical, educational and the economic development of the host communities. Again, there was no significant differences in the mean opinions of the lecturers and the students on the impact EBSU has made on its host communities. Based on the findings of the study, the following recommendations are made: Ebonyi State University authority should identify and employ the inhabitants of the host communities that have passed through the programmes of the university and excelled. The Ebonyi State University authority should mount scholarship programmes for the indigenes of the host communities that are excelling in academic studies and moral lives to strengthen the university – community relationship.

Akpotor (2018) evaluates the impact of tertiary institutions on their host communities. The study is a non-empirical research which depends majorly on previous studies. The study found that towns that host tertiary institutions are predisposed to unique challenges such as upsurge in crimes of various shades, high cost of living, pressure on available amenities, indecent dressing and clashes between these institutions and hosts communities which were non-existent prior to the establishment of these institutions. Based on these, challenges, the paper recommends among others that to sustain the rapport between “town” and “gown”, there is the need for increased communication, partnership and goodwill between these institutions and host communities as the gains of this relation are enormous.

There exists plethora of studies on the issues investigated, however, in terms of substance and methodology, these studies differed remarkably from the current study. For example, Abdulmalik and Letswa (2018) examined the impact of Lapai community on the Ibrahim Badamasi Babangida University’s Management in achieving its development research goal; Egwu, Mbah, Emesini & Orede (2019) examined ways Nigerian universities impact on their host communities for mutual co-existence and development with focus on Ebonyi State University. Abdulmalik and Letswa (2018) adopted a mixed method of both quantitative and qualitative data collection techniques. While the quantitative data were analyzed using descriptive and inferential statistics (simple regression technique); the qualitative data generated via interview, on the other hand, was content analyzed. In another study, Egwu, Mbah, Emesini & Orede (2019) adopted a

descriptive survey design approach relying solely on questionnaire method which is a quantitative method of data collection and descriptive analysis was adopted. However, this paper adopted a sequential mixed method with interview responses thematically analyzed for a rich and robust data on the contributions of University to her host community in Batagarawa, Katsina State towards enhancing its corporate social responsibility.

**Theoretical Framework**

The study adopted theory of change as its framework, propounded by Connell and Kubisch (1998), and the theory was used by Torero (2014) and Julian (2015). The “Theory of change” is used to analyze and evaluate activities, services, initiatives, or interventions. Theories of change are believed to provide solutions to a number of complex socio-economic problems and they have been widely used in a number of Initiatives to Solve Community Problems (INSP, 2005). Two components make up the theory of change framework:

- a) First we need to conceptualize and operationalize the three core frames. The three core frames include the input; interventions that will be carried out to produce the output; and lastly the outcomes (INSP, 2005).
- b) The second component encompasses an understanding of how the three core components inter-relate with each other. This relationship is shown diagrammatically (INSP, 2005).

**Figure 2 Pathways to Change**



*Source:* Adapted from Julian (2015).

The “theory of change” refers to the ideas that change in a community as a result of change of events that are driven by specific actions. It is a description of how and why a desired change is expected to happen in a particular context.

In the context of university community development service initiatives, the theory of change could be applied to assess how these initiatives lead to changes in the host communities. For

example, the University Clinic has in one way or the other improved the health of Batagarawa community through the provision of primary health care, vaccination and other essential services; it also led to decrease in preventable diseases. On the part of education, the initiatives e.g. distribution of textbooks, renovation of dilapidated primary and secondary school blocks introduced by the University led to increase in literacy rates, as well as improved employment opportunities for the citizens of the host community. The relevance of this theory, “Theory of Change” as a theoretical framework for the development process is essential because it provides a more detailed analysis of the interrelationship between University community and community development. Based on Torero (2014) and Julian (2015) assertions, the theory presents a pathway of change, from the inputs-to-expected impact of development. This pathway of change can be separated into an implementation side and a results side. The former, groups the inputs (including financial and human resources) and the activities such as healthcare services, and educational services aimed at delivering expected outcomes and impacts.

### **Methodology**

This paper adopted sequential mixed research design. Sequential mixed method procedures are those in which the researcher seeks to expand on the findings of one method with another method. This involved beginning with a quantitative method (e.g. questionnaire results) and followed by a qualitative method involving detailed exploration with a few individuals (Cresswell, 2009). The target population comprised the project management staff of UMYU, Batagarawa community residents who are well-versed in the history of the community and practically experienced in community service in the community and the leadership of community groups (including Batagarawa Youth Concern Group, Batagarawa Women Association and Batagarawa Development Association. The target population is summarized in table 1 below:

**Table 1: Target Population of the Study**

<b>S/No.</b>	<b>Respondents Category</b>	<b>Population</b>
1.	Batagarawa Development Association [BDA] (Executive and Active Members)	90
2.	Batagarawa Youth Concern Group [BYCG] (Executive and Active Members)	136
3.	Batagarawa Women Association [BWA] (Executive and Active Members)	197
4.	Project Management Staff of UMYU	27
<b>5.</b>	<b>Total</b>	<b>450</b>

*Source:* BDA, BYCG, BWA Membership Register 2018 and UMYU staff register, 2019

## **Sample Size Determination**

This study adopted the Krejcie and Morgan (1970) “*sample size determination table*”. This however, limits the sample size of the study to Two Hundred and Ten (210) which serve as the representative of the whole population.

## **Sampling Technique**

Among the sample size, were key respondents made up of management staff of UMYU, and the executives of the aforementioned associations, selected via purposive sampling because they are well-versed in the history of the community and practically experienced in community service in the community, and interviewed Face-to-Face to corroborate the data obtained from questionnaire. Therefore, the questionnaire for the survey was distributed via probability proportionate cluster sampling technique by dividing the total by the number of cluster. The rationale behind the use of proportionate cluster sampling technique to distribute the questionnaire is to ensure that the sample is representative of the entire population. In essence, this helps to ensure that the sample is not biased towards any particular group or subgroup.

## **Methods of Data Collection/ Analysis**

The sources of data for this paper are both primary and secondary data. While questionnaire and Focus Group Discussion (FGD) were the instruments of collecting primary data; reliable documents (e.g. UMYU’s strategic plan (2009-2013); Batagarawa Concern Groups’ Community Development report 2018; Batagarawa Women Association report 2015; Batagarawa Development Association Evaluation report 2014, formed the secondary data for the study. However, the primary (quantitative) data was analyzed both descriptively and inferentially.

## **Data Presentation**

A total of 210 copies of questionnaire were administered to respondents. Though, 210 questionnaires were distributed, but 190 representing 89.61% of the total questionnaire were duly filled and returned, while 22 representing 10.37% of the total questionnaire were not returned. As such, there is 89.61% response rate which is sufficient for the analysis of the paper. Therefore, 190 questionnaires formed the basis for analysis and interpretation.

## Data Analysis

**Table 2: UMYU conduct health sensitization programmes in Batagarawa community**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	60	31.6	31.6	31.6
Agree	94	49.5	49.5	81.1
Undecided	14	7.4	7.4	88.5
Disagree	10	5.3	5.3	93.8
Strongly disagree	12	6.3	6.3	100
<b>Total</b>	<b>190</b>	<b>100</b>	<b>100</b>	

*Source:* Field Survey, 2023.

Table 2 shows the analysis of data with respect to whether UMYU conduct health sensitization programmes in Batagarawa community. The result revealed that 94 and 60 respondents representing 49.5% and 31.6% respondents giving a cumulative percent of 81.1% of respondents strongly agree and agree that UMYU conduct health sensitization programmes in Batagarawa community; 14 respondents representing 7.4% of the respondents are undecided; while 10 respondents representing 5.3% and 12 respondents representing 6.3% giving a cumulative percent of 11.6% of the respondents strongly disagree and disagree respectively. Based on the response in this table, we may come to a conclusion that UMYU conduct health sensitization programmes in Batagarawa community.

**Table 3: UMYU built healthcare centers in Batagarawa community**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	62	32.6	32.6	32.6
Agree	92	48.4	48.4	81.0
Undecided	14	7.4	7.4	88.4
Disagree	10	5.3	5.3	93.7
Strongly disagree	12	6.3	6.3	100
<b>Total</b>	<b>190</b>	<b>100</b>	<b>100</b>	

*Source:* Field Survey, 2023.

Table 3 shows the analysis of data with respect to whether UMYU built healthcare centers in Batagarawa community. The result revealed that 92 and 62 respondents representing 48.4% and 32.6% respondents giving a cumulative percent of 81.0% of respondents strongly agree and agree that UMYU built healthcare centers in Batagarawa community; 14 respondents representing 7.4% of the respondents are undecided; while 10 respondents representing 5.3% and 12 respondents representing 6.3% given a cumulative percent of 11.6% of the respondents strongly disagree and disagree respectively. Based on the response in this table, we may come to

a conclusion that UMYU built healthcare centers in Batagarawa community.

**Table 4: UMYU awarded scholarship to residents of Batagarawa community**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	64	33.7	33.7	33.7
agree	90	47.4	47.4	81.1
Undecided	14	7.4	7.4	88.5
Disagree	10	5.3	5.3	93.8
Strongly disagree	12	6.3	6.3	100
<b>Total</b>	<b>190</b>	<b>100</b>	<b>100</b>	

*Source:* Field Survey, 2023

Table 4 shows the analysis of data with respect to whether UMYU awarded scholarship to residents of Batagarawa community. The result revealed that 90 and 64 respondents representing 47.4% and 33.7% respondents with a cumulative percent of 81.1% of respondents strongly agree and agree that UMYU awarded scholarship to residents of Batagarawa community; 14 respondents representing 7.4% of the respondents are undecided; while 10 respondents representing 5.3% and 12 respondents representing 6.3% giving a cumulative percent of 11.6% of the respondents strongly disagree and disagree respectively. Based on the response in this table, we have come to a conclusion that UMYU awarded scholarship to residents of Batagarawa community.

**Table 5: UMYU donates learning materials e.g. books, biros, pencils to residents of Batagarawa community**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	60	31.6	31.6	31.6
Agree	94	49.5	49.5	81.1
Undecided	14	7.4	7.4	88.5
Disagree	10	5.3	5.3	93.8
Strongly disagree	12	6.3	6.3	100
<b>Total</b>	<b>190</b>	<b>100</b>	<b>100</b>	

*Source:* Field Survey, 2023.

Table 5 shows the analysis of data with respect to whether UMYU donates learning materials e.g. books, biros, and pencils to residents of Batagarawa community. The result revealed that 94 and 60 respondents representing 49.5% and 31.6% respondents with a cumulative percent of 81.1% of respondents strongly agree and agree that UMYU donates learning materials e.g. books, biros, pencils to residents of Batagarawa community; 14 respondents representing 7.4% of the respondents are undecided; while 10 respondents representing 5.3% and 12 respondents

representing 6.3% given a cumulative percent of 11.6% of the respondents strongly disagree and disagree respectively. Based on the response in this table, we have come to a conclusion that UMYU donates learning materials e.g. books, biros, pencils to residents of Batagarawa community.

**Test of Hypotheses**

**Table 6: Regression Output 1**

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1802.639	2	600.880	3476.407	.000 <sup>b</sup>
Residual	67.237	389	.173		
Total	1869.876	392			

a. Dependent Variable: DEVELOPMENT\_OF\_BATAGARAWA\_COMMUNITY

b. Predictors: (Constant), HEALTHCARE AND EDUCATIONAL \_SERVICES

Source: SPSS Output, 2023.

Table 6 shows the results from the multiple regression analysis which tests the effects of the independent variables (i.e. healthcare and educational services) on the development of Batagarawa Community. The F-statistic which measures the adequacy and fitness of the model used in the study stood at 138.744 with a p-value of 0.000<sup>b</sup> which is significant at 5%; this shows that the model is fit for the data.

**Table 7: Regression Output 2**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.982 <sup>a</sup>	.964	.964	.41575	1.65

a. Predictors: (Constant), HEALTHCARE AND EDUCATIONAL \_SERVICES

b. Dependent Variable: DEVELOPMENT\_OF\_BATAGARAWA\_COMMUNITY

Source: SPSS Output, 2023.

Table 7 shows the summary of the multiple regression analysis. The empirical findings show that R – the multiple correlation coefficient, stood at 0.982<sup>a</sup> which indicates a correlation; R<sup>2</sup>, the multiple coefficient of determining the variables stood at 0.964 indicating that about 96.4% of the total variation in development of Batagarawa Community, is explained by variations in the ‘independent variables’ (i.e. healthcare and educational services) captured in the study. Thus, the remaining 3.6% of the variation in the dependent variable can be explained by other variables not

captured in the study. The adjusted  $R^2$  being 0.964 also indicates that the independent variables will still explain 96.4% of the variations in development of Batagarawa Community even if other variables were added to the study.

The rough rule of Durbin-Watson statistics state that – if the Durbin-Watson statistics is substantially less than 2 but above 1, there is evidence of positive serial correlation, but on the contrary, from the same rough rule of thumb, if Durbin-Watson statistics is less than 1.0, there may be cause for alarm. From our result, the Durbin-Watson statistics stood at 1.65 which means that there is positive serial correlation between the Independent Variables (IVs) and the Dependent Variable (DV).

**Table 8: Regression Output 3**

Model	Coefficients <sup>a</sup>				T	Sig.
	Unstandardized Coefficients		Standardized Coefficients	Beta		
	B	Std. Error				
(Constant)	.036	.104		.348	.728	
HEALTHCARE_SERVICES	.149	.018	.199	8.248	.000	
EDUCATIONAL__SERVICES	.133	.022	.042	5.640	.000	

a. Dependent Variable: DEVELOPMENT\_OF\_BATAGARAWA\_COMMUNITY

*Source:* SPSS Output, 2023.

Table 8 shows the outcome of the respective variables on development of Batagarawa Community. Upon the fulfilment of the assumptions of regression analysis, multiple regression analysis was considered suitable in testing the research hypotheses. The respective hypotheses as tested in table 4 are discussed as follows:

### **Test of Hypothesis**

**Ho<sub>1</sub> UMYU’s community healthcare service has no significant contribution to the development of Batagarawa community of Katsina Stae.**

The unstandardized coefficient of “UMYU’s healthcare service” stood at 0.149 which is positive. This implies that development of Batagarawa community is significantly affected by UMYU’s community healthcare service. However, the significance of this can be judged from the P value represented as “sig”.

The t statistics of “UMYU’s community healthcare service” stood at 8.248 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis  $H_{01}$ , which states that “UMYU’s community healthcare service has no significant contribution to the development of Batagarawa community”. Because UMYU’s community healthcare services has positively contributed to the development of Batagarawa community. The interview responses even strongly supported this as the respondents stated that UMYU’s community healthcare service has reduced the spread of communicable diseases, it has reduced water borne diseases through the provision of curative and preventive service to Batagarawa community members as they provided free access to the school’s health care facility to members of the community.

**$H_{02}$  UMYU’s community educational service has no significant contribution to the development of Batagarawa community of Katsina State.**

The unstandardized coefficient of “UMYU’s community educational service” stood at 0.133 which is also positive. This implies that development of Batagarawa community is significantly affected by UMYU’s community educational service. . However, the significance of this can be judged from the P value represented as “sig”.

The t statistics of “UMYU’s community educational services” stood at 5.640 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis  $H_{02}$ , which states that “UMYU’s educational service has no significant contribution on the development of Batagarawa community”. UMYU’s community educational service has significantly contributed to development of Batagarawa community. The University has built classroom blocks for Demonstration Primary and Secondary Schools, and provided some instructional materials to selected schools e.g. donation of computers and other learning materials.

**Table 9: Interview Analysis of Interview Responses Using Thematic Analysis**

S/No.	Position	Gender	Code	Date
1.	DVC, Admin	M	(R <sub>1</sub> )	12/03/2023
2.	UMYU's Ag. Registrar	M	(R <sub>2</sub> )	12/03/2023
3.	Maintenance Officer	M	(R <sub>3</sub> )	14/03/2023
4.	Director Physical Planning and Development	M	(R <sub>4</sub> )	15/03/2023
5.	Executives of Batagarawa Youth Concern Group	M <sub>5</sub> and F <sub>4</sub>	(FGD <sub>1</sub> )	15/03/2023
6.	Executives of Batagarawa Women Association	M <sub>6</sub> and F <sub>4</sub>	(FGD <sub>2</sub> )	16/03/2023
7.	Executives of Batagarawa Development Association	M <sub>5</sub> and F <sub>5</sub>	(FGD <sub>3</sub> )	16/03/2023

**Source:** Field Survey 2023.

**Theme 1** UMYU's Community Healthcare Service and its contribution to Batagarawa community development.

**Sub-theme 1 (a)** Description of UMYU's community healthcare services to Batagarawa community members.

In the view of majority of the respondents, UMYU's community healthcare services though are not excellent in its entirety, but when compared with the healthcare service hitherto provided by the Government health centres, they affirmed that UMYU's community healthcare service are by far much sufficient. They added that UMYU's community healthcare service has reduced the communicability of most communicable diseases, it has reduced water borne diseases through the provision of curative and preventive services to Batagarawa community members as they provided free access to the school's health care facility to members of the community (R<sub>1</sub>, R<sub>2</sub>, FGD<sub>1</sub> FGD<sub>2</sub> and FGD<sub>3</sub>).

On the contrary, few of the respondents negated the assertion previously affirmed by other respondents as they stated thus:

UMYU's community healthcare service are similar to what was available in our community, the bad aspect of UMYU's community healthcare service is the procedure to be followed before been attended to. In most cases, the community residence even with complete registration and hospital card, will have to go through rigorous process before been attended to. This has led to delay in medical treatments leading to death of our children (R<sub>3</sub> and R<sub>4</sub>).

**Sub-theme 1 (b)** UMYU's Community Healthcare Services and its contribution to Batagarawa community development.

The respondents unanimously stressed that:

Healthcare services been one of the most important services to human beings, cannot be underrated in development process. There is therefore, no community that will be partially free from the need for healthcare service. The healthcare services provided by UMYU have increased the choices of Batagarawa people over the choice of preferred health centres to visit for medical issues. They added

that aside from increased choices, it has provided avenue for some business opportunities which economists call 'Forward Integration' (R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>, R<sub>5</sub>, R<sub>6</sub>, R<sub>7</sub>, R<sub>8</sub>, and R<sub>9</sub>).

From the responses overhead; we summed that UMYU's Community Healthcare Services have greatly contributed to Batagarawa community's development through increased choices and provision of business opportunities.

**Theme 2** UMYU's Educational Community Service and its contribution to Batagarawa community's development.

**Sub-theme 2 (a)** The importance of UMYU's community educational services on Batagarawa community's development

The respondents overwhelmingly stated that:

UMYU's educational community service is an important part of UMYU. The University has built classroom blocks for Demonstration Primary and Secondary Schools, Batagarawa Community Secondary School, and provided some instructional materials to selected schools e.g. donation of computers and other learning materials (given to different schools annually). The selection process is based on academic performance of the schools measured through their West African Examination Council Exams results. More so, the University Lecturers voluntarily teach in community schools as part of requirement for their promotion (R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>, R<sub>5</sub>, R<sub>6</sub>, R<sub>7</sub>, and R<sub>9</sub>).

A respondent added thus:

The steps taken by UMYU has not only brought about competition among students (pupils) but also among teachers and head teachers as they all strive to win the gifts of UMYU; this in the long run has the tendency of affecting enrolments (R<sub>8</sub>).

From the responses overhead; we summed that UMYU's educational community service have greatly contributed to Batagarawa community's development through making the students/pupils and teachers work towards better performance.

### **Summary of Major Findings**

The paper assessed the contributions of UMYU's community services to the development of Batagarawa community, Katsina State. From the presentation and analyses of data a number of findings were arrived at which is discussed below. These findings were discovered from both questionnaire analysis and interview reports above under their respective themes.

- i. As regard to hypothesis I, it was found that UMYU's community healthcare service has

positively contributed to the development of Batagarawa community. However, the significance of this can be judged from the P value represented as “sig”. Additionally, the p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This is in line with the responses from group discussions.

- ii. The study also found that UMYU’s community educational services with unstandardized coefficient of 0.133 have significantly contributed to development of Batagarawa community. However, the significance of this can be judged from the P value represented as “sig”. This is in accordance with the responses from group discussions. As the respondents asserted that the University have built classroom blocks for Demonstration Primary and Secondary Schools, Batagarawa Community Secondary School, and provided some instructional materials to selected schools.

## **Conclusion**

In view of the findings, we therefore, concluded that UMYU’s community healthcare services, and an educational service has positively contributed to the development of Batagarawa community, Katsina State.

## **Recommendations**

The following recommendations were made in order to promote the immense contributions of UMYU towards community development of Batagarawa community, Katsina State and other communities.

1. For sustainability, UMYU management are urged to collaborate with the community stakeholders for the maintenance of health centres and the class rooms renovated in the community schools. Infact, through this, the community would begin to have sense of ownership of the projects executed in their community by the University.
2. Continuous provision of scholarship and other incentives, especially to indigent community members and children should be encouraged.

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