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## **Editorial Comment**

This Edition of the Journal started with the important element to any nation, that is leadership. However, the edition is dominated by very another important element to the development of nation, personel, this twin elements which are all part of Human Capital in Public Administration haven discussed. In addition, support elements like agriculture, health and security were not left out.

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**Dr. MADU Abdulrazak**  
Editor-in-Chief

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# **Analysis of the Relationship between Job Stress and Performance of Academic Staff in University of Ilorin Kwara State, Nigeria**

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## **ABSTRACT**

This study investigated the relationship between job stress and the performance of academic staff at the University of Ilorin, Kwara State, Nigeria. A survey research design was adopted. Data were collected from both primary and secondary sources. The target population comprised 64 lecturers from the Faculty of Management Sciences and 79 lecturers from the Faculty of Social Sciences, totaling 143 lecturers. A sample size of 111 was determined using the Krejcie and Morgan (1970) table. Simple random sampling was employed to select the 111 lecturers from the University of Ilorin for this study. The instrument used was a questionnaire titled "Stress and Employee Performance Questionnaire" (SEPQ). Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). Research questions were answered using frequency counts and simple percentages, while research hypotheses were tested using simple regression analysis. The analysis revealed that academic staff at the University of Ilorin experience high levels of stress

related to workload, time constraints, and a lack of work-life balance, which negatively impacts staff morale and performance. The study also established that stressors are a significant cause of job stress among staff at the University of Ilorin. The study concluded that implementing stress management strategies could effectively reduce job stress among staff at the University of Ilorin.

**Keywords:** Job stress, Job performance, Academic staff, University of Ilorin, Nigeria

## **Introduction**

It is an acknowledged fact that we live in a stressful age. As we navigate the challenges of modern life, individuals are confronted with numerous demands and barriers. Employment is a significant aspect of daily life and can be a major source of stress (Anazodo, Onyeizugbe, & Uchenna, 2012). The impact of job stress on both organizational and individual performance has become increasingly recognized, particularly in professions with high-pressure environments such as healthcare, academia, banking, and law enforcement (Garba & Akilu, 2021). While a certain level of pressure can positively influence performance, excessive stress can lead to negative consequences (Al-Khasawneh & Futa, 2013). According to Adebayo (2017), stress is a physiological response to external or internal factors that necessitate emotional, physical, or mental adjustments. When stress is poorly managed, it can lead to distress. Danis (2016) defines stress as the internal distribution of force within a body in response to external forces, resulting in strain or deformation. In the context of human experience, stress can be understood as the emotional pressure experienced by individuals.

All forms of work and organizational procedures are potential causes of stress, as they often involve conflicting needs and desires (Alabi, Murlala, & Lawal, 2012). Stress is a significant issue that organizations must address to ensure employee well-being and productivity (Warraich, Ahmed, Ahmad, & Khoso, 2014). Approximately three billion people worldwide are employed, and nearly all of them experience stress in their workplaces (Warraich et al., 2014). Individuals of all ages, races, cultures, and socioeconomic backgrounds, including children, are susceptible to stress (Amina & Bako, 2014). A vast body of literature highlights key factors such as work environment, management support, and workload as significant determinants of job stress and its impact on employee physical and mental health (Kishori & Verma, 2018).

Employees are differentially affected by job stress across various work environments. Prolonged exposure to emotionally demanding situations can lead to physical, emotional, and mental health problems. Stress develops gradually, accumulates over time, and can worsen if left unchecked (Iskamto, 2019). In contemporary workplaces, university workers often face increasing workloads and longer hours as they strive to meet rising performance expectations (Mark, 2012). Stress is a multifaceted and dynamic phenomenon. Excessive stress can negatively impact overall organizational performance. To optimize productivity and well-being, managers must effectively manage stress levels. To achieve this goal, it is crucial to identify and measure the factors that contribute to stress (Kamalakumati & Ambika, 2013).

Work stress is a significant health concern that can lead to depression and other serious consequences. It is an unpleasant workplace condition that negatively impacts an individual's overall well-being and performance (Ejaz, Muhammad, & Muhammad, 2014).

Stress can have detrimental effects on both individuals and organizations, including decreased organizational performance, reduced employee productivity, increased error rates, poor work quality, high turnover rates, and absenteeism due to various health issues such as anxiety, emotional disorders, work-life imbalance, and depression. Stress can affect individuals at the physiological, emotional, and behavioral levels, as well as in their personal lives. The impact of stress can be immediate (short-term reactions) or delayed (long-term reactions). Stress can be categorized as either positive (eustress) or negative (distress). Eustress can be motivating, enhancing work performance and encouraging effort. In contrast, distress can have negative effects on workers' health and performance. Workplace stress can adversely affect employee performance, reducing both individual and organizational effectiveness (Jimmieson et al., 2004). Moreover, job stress is often linked to workplace accidents (Moore, 2000).

Staff are valuable assets to any organization. However, when employees experience stress, it can lead to negative consequences such as increased absenteeism, decreased productivity, low motivation, and potential legal liabilities. These factors can adversely impact employee behavior and contribute to counterproductive work behaviors. Stress affects both individuals and organizations. Individuals may experience physiological, emotional, and behavioral symptoms, as well as disruptions to their personal lives. The impact of stress can be immediate or delayed. Physiologically, stress can have a significant impact on the cardiovascular system.

Employee performance is a critical concern for all organizations, regardless of size or industry. Employees are considered valuable assets to their organizations (Qureshi & Ramay, 2006). Strong employee performance contributes to organizational success and effectiveness (Armstrong & Baron, 1998). Stress is a common aspect of modern life. It is a state of strain that can negatively impact a person's emotions, thoughts, and physical health (Jayashree, 2010). Employees at lower levels of organizational hierarchies, who often have less control over their work situations, are particularly susceptible to stress (Beheshtifar & Nazarian, 2013).

Workplace stress has long been a persistent challenge. Human Resources teams are well aware that most employees experience job-related stress at some point in their careers. However, recent changes in our work and personal lives have exacerbated this issue, leading to increased stress levels among staff. If left unchecked, this heightened stress can have significant negative impacts on both mental and physical health. Furthermore, stress can severely undermine workplace productivity, culture, and an organization's ability to achieve its goals. Stressed employees are more likely to make errors, exhibit poor performance, lack motivation, experience mental health issues, burnout, and contribute to workplace conflict. Persistent, unaddressed stress can ultimately lead to higher rates of employee turnover, disengagement, and absenteeism (Odeleye, 2012).

Chronic stress can significantly diminish an individual's interest in daily activities. While stress is an unavoidable aspect of life, particularly in complex organizations, effective stress management is crucial for enhancing staff performance and overall well-being. A stressed employee becomes overwhelmed and overburdened, potentially leading to absenteeism and a decline in productivity. In demanding work environments with numerous tasks and tight deadlines, employees may experience heightened anxiety and insecurity, stifling their creativity and hindering their ability to manage time effectively.

The multifaceted roles of Nigerian academics, encompassing teaching, research, community service, publication, and personal responsibilities, often lead to significant stress. Regardless of gender, academic staff at tertiary institutions consistently dedicate long hours to teaching, marking, and other duties, driven by a commitment to achieving higher education goals. This heavy workload presents substantial challenges for both institutions and individual staff members. Academic staff at the University of Ilorin, in particular, experience considerable stress as they strive for academic excellence. Additionally, the lack of reliable electricity and internet access poses significant obstacles to research, lecture preparation, and general academic pursuits.

Ekundayo and Kolawole (2013) and Nwimo and Onwunaka (2015) identified poor working conditions, strained relationships with superiors, and delayed salary payments as major sources of stress. However, little research has focused specifically on the stress experienced by lecturers. Staff members in Nigerian higher education institutions face numerous challenges, including significant stress. One critical issue is inadequate facilities. A lack of sufficient teaching and learning resources can negatively impact the performance of lecturers in Nigerian universities (Senimetu, 2015). This limitation hinders the adoption of innovative teaching methods, such as cooperative learning, forcing lecturers to rely on basic instructional approaches. Furthermore, some academic staff members are burdened with excessively large class sizes, creating suboptimal learning environments (Babatope, 2010).

Numerous studies have explored the relationship between job stress and employee performance. While some research, like Bewell, Yakubu, Owotunse, and Ojih (2014), suggests a strong link between work-related stress and employee effectiveness and productivity, others, such as Aasia, Hadia, and Sabita (2014), have found no significant impact. Musyoka, Ogutu, and Awino (2012) presented empirical evidence suggesting a positive correlation between stress and corporate performance. Conversely, Qadoos, Ayesha, Tayyab, Toqeer, and Hafiz (2015) identified a moderate positive relationship between job stress and individual employee performance. Despite these varying findings, the precise impact of stress on employee performance remains inconclusive. Moreover, there is a notable dearth of research specifically examining this relationship within Nigerian universities. Consequently, this study aims to investigate the effect of stress on employee performance in this context.

### **Research Questions**

- i. Is there a significant relationship between job stress and academic staff performance at the University of Ilorin
- ii. What are the primary factors contributing to job stress among academic staff at the University of Ilorin?
- iii. What are the potential strategies for mitigating job stress among academic staff at the University of Ilorin?

### **Objective of the Study**

The primary objective of this study is to investigate the impact of job stress on academic staff performance at the University of Ilorin. Specifically, the study aims to:

- i. Examine the relationship between job stress and academic staff performance,
- ii. Identify the key factors contributing to job stress among academic staff, and
- iii. Determine effective strategies for managing job stress among academic staff.

### **Research Hypothesis**

H0: There is no significant relationship between job stress and academic staff performance at the University of Ilorin. The following null hypotheses are formulated to guide the study.

H0: There is no significant relationship between job stress and academic staff performance in University of Ilorin

## **Literature Review**

### **Concept of Job Stress**

Stress refers to the physical, emotional, and mental strain experienced by employees due to work-related factors. This strain can arise from various sources, including excessive workload, interpersonal conflicts, job insecurity, lack of autonomy, or organizational changes. The World Health Organization (2020) defines work-related stress as the response individuals may exhibit when confronted with work demands and pressures that exceed their capabilities and challenge their coping mechanisms. In recent times, globalization and the global financial crisis have exacerbated job stress, impacting individuals across all professions, industries, and countries, as well as their families and communities. Consequently, addressing job stress has become a critical concern in workplaces worldwide. Job stress can be defined as the harmful physical and emotional reactions that occur when job demands outstrip an individual's capabilities, resources, or needs, potentially leading to poor health outcomes and even injuries (Rehman, 2008).

According to American Institute of stress (2013) 'statistical reports from WHO emphasises that, stress related depression is the number one occupational disease of 21<sup>st</sup> century. According to American Association, stress is a factor in more than 75% of sickness today. World Health Organization highlights that stress is America's Number one Medical Health Problem. In 2001 alone heart disease killed an estimated 700,142 people (Centre for Disease Control and Prevention). In jobs where work overload is the cause of the stress, the workers find that they have to a make time off to deal with the stress, only to return to work to find that the already unmanageable workload has substantially increased in their absence, thereby increasing the source of the stress and fuelling a vicious cycle which may ultimately lead to a complete breakdown in health. At time, the work stress becomes so extreme that the workers grow aversive of it and they try to avoid it by withdrawing either psychologically (through disinterest or lack of involvement in the job etc.) or physically through absenteeism frequently reporting late for work and even while working an attitude of lethargy persists.

## **Sources of Stress among University Lecturers in Nigeria**

Stress in the work place can be sources of positive motivation in order to achieve success or it can hinder morale, relation and performance. Olatunji and Akinlabi (2012) Yusoff (2013) identified the following source of stress among university lecturers “Lots of works load, inadequate ventilated office, noisy environment, multiple university problems, inadequate lecture halls, keeping pace with institutional demands, role expectation, emotional demand inter-personal relationship value and belief system. These stressors if not properly handled can be harmful or can cause early life. Queirós, Passos, Bártolo, Marques, da Silva and Pereira (2020), discovered a few attributes outlined as societal and occupational issues, which were linked with tension, anxiousness and fatigueness. Stress is an increasing problem around the world, with significant consequences to people and organizations. It has become a regular and serious difficulty that almost everyone has confronted at some point in their lives. This issue has spread to practically every organization. Family, society, the workplace, affiliations, insufficient resources, and infrastructure are all sources of stress. (Danku, Dzomeku, Dodor, & Adade, 2017)

Workplace stress can be a double-edged sword. While it can serve as positive motivation, it can also negatively impact morale, relationships, and performance. Olatunji and Akinlabi (2012) and Yusoff (2013) identified the following sources of stress among university lecturers: heavy workload, inadequate office ventilation and noise, multiple university problems, insufficient lecture halls, keeping pace with institutional demands, role expectations, emotional demands, interpersonal relationship challenges, value and belief system conflicts. If not managed effectively, these stressors can have detrimental health consequences, including premature aging. Queirós et al. (2020) linked societal and occupational issues with tension, anxiety, and fatigue. Stress is a global issue with significant consequences for individuals and organizations. It has become a common challenge faced by people in various aspects of their lives, including family, society, and the workplace. Danku et al. (2017) identified factors such as insufficient resources and infrastructure as additional sources of stress.

## **Academic Staff Performance**

Academic staff performance has been a significant focus in academic literature and research due to its pivotal role in institutional success (Ojo, 2012). Employees are individuals hired to work part-time or full-time under a formal or informal employment agreement. This agreement typically outlines compensation

and specific job duties within a defined timeframe (Manjunatha & Renukamuthi, 2017). Performance is the accomplishment of assigned tasks within a specified timeframe, measured against predefined performance standards (Dhankar, 2015). Task performance specifically refers to the observable behaviors and actions related to an employee's core job responsibilities, as outlined in their job description (Manjunatha & Renukamuthi, 2017).

Workload, career advancement opportunities, amenities, and work environment have been identified as key drivers of academic staff job effectiveness (Usoro, 2018). Stress has a complex relationship with employee performance, often depicted as an inverted U-shaped curve (Muis, 2021). While moderate stress can enhance performance, excessive stress can lead to a decline. Interestingly, academics have shown a significant positive correlation between work stress and job performance (Muis, 2021). Poor performance can stem from a variety of factors, both internal and external. To address this issue effectively, organizations should equip managers with the necessary training to accurately diagnose the root causes of poor performance and implement appropriate solutions. Employee performance is a critical factor in organizational success. Learning organizations play a vital role in enhancing performance by providing ongoing training and development opportunities for their staff (Gitongu et al., 2016).

### **Relationship between Stress and Staff Performance**

According to the National Institute for Occupational Safety and Health (NIOSH) (2014), stress triggers a physiological response, preparing the body for action. This "fight or flight" response involves the nervous system and hormone release, resulting in heightened alertness and physical readiness. While short-lived stress poses little risk, chronic stress can have detrimental effects on the body, increasing the risk of injury, disease, and reduced overall health. Some employers mistakenly believe that stressful working conditions are necessary for productivity and profitability. However, research consistently demonstrates a negative correlation between stress and employee well-being, leading to increased absenteeism, tardiness, and turnover. Academia is particularly susceptible to high levels of work-related stress. Academics worldwide face significant challenges that contribute to chronic stress, impacting their overall health and job performance.

### **Methodology**

This study employed a descriptive survey research design. The target population consisted of 143 lecturers from the Faculties of Management Sciences and Social Sciences at the University of Ilorin, Nigeria. These faculties were selected due to their large undergraduate and postgraduate student populations, which place significant academic demands on their staff. A sample size of 111 lecturers was determined using the Krejcie and Morgan (1970) table and selected through simple random sampling to ensure fair representation. A researcher-developed questionnaire, the Stress and Employee Performance Questionnaire (SEPMQ), was used to collect data. The questionnaire, adapted from a previous study, was validated by experts and found to have a reliability coefficient of 0.82. Data were collected through direct administration of the questionnaire by the researcher and research assistants. Frequency counts, simple percentages, and multiple regression analysis were used to analyze the data using SPSS.

## Results

**Table 1: Research Question 1: Is there any relationship between Stress and Academic Staff Performance in University of Ilorin?**

S/N	Statements on Stress and Staff Performance	SA	A	D	SD
1	Stress negatively affects academic staff performance in University of Ilorin	63.3	34.9	1.8	-
2	I believe there is a correlation between stress and academic staff performance in University of Ilorin	54.1	45.9	-	-
3	Workload and large class influence the morale of staff which in turn affect their performance	69.7	29.4	0.9	-
4	Reducing stress level would lead to improved staff performance in University of Ilorin.	64.2	33.9	1.8	-

**Source: Field Survey, 2023**

Item 1 in table 1 above revealed that 63.3% of the respondents strongly agree that stress negatively affects staff performance in University of Ilorin, 34.9% of the respondents agree while the remaining 1.8% of the respondents disagree to the statement. Item 2 above showed that 54.1% of the respondents strongly agree that to the fact that they believe there is a correlation between stress and staff performance in University of Ilorin while the remaining 45.9 of them agree with the statement. Item 3 above indicated that 69.7% of the respondent strongly agree with the fact that workload and large class influence the moral of staff which in turn affect their performance, 29.4% of them agree while 0.9 of them disagree with the statement. Item 4 above revealed that 64.2% of the respondents strongly agree that

reducing stress level would lead to improved staff performance in University of Ilorin, 33.9 of them agree while 1.8% of the respondents disagree to the statement. This implies that there is a significant negative relationship between job stress and staff performance in University of Ilorin.

**Table 2: Research Question 2: What are the factors Responsible for Job Stress among Academic Staff in University of Ilorin?**

S/N	Statements on Factors Responsible for job Stress	SA	A	D	SD
1	Inadequate support from superiors is a significant factor contributing to job stress among academic staff of University of Ilorin	60.6	33.0	5.5	0.9
2	High job demands and tight deadlines on academic staff contribute to their job stress in University of Ilorin	60.6	35.8	3.7	-
3	Lack of recognition and appreciation for their work contribute to job stress among academic staff of University of Ilorin	47.7	45.9	6.4	-
4	Inadequate opportunities for career growth and development contribute to job stress among academic staff of University of Ilorin	54.1	35.8	10.1	-

**Source: Field Survey, 2023**

Item 1 in table 2 above revealed that 60.6% of the respondents strongly agree that inadequate support from superiors is a significant factor contributing to job stress among University of Ilorin staff, 33% of the respondents agree, 5.5% of them disagree while the remaining 0.9% of the respondents strongly disagree to the statement. Item 2 above showed that 60.6% of the respondents strongly agree that to the fact that high job demands and tight deadlines contribute to job stress among staff of University of Ilorin, 35.8% of them agree, while the remaining 3.7% of them disagree with the statement. Item 3 above indicated that 47.7% of the respondent strongly agree with the fact that lack of recognition and appreciation for their work contribute to job stress among University of Ilorin staff, 45.9% of them agree while 6.4% of them disagree with the statement. Item 4 above revealed that 54.1% of the respondents strongly agree that insufficient opportunities for career growth and development contribute to job stress among staff of University of Ilorin, 35.8 of them agree while 10.1% of the respondents disagree to the statement. This implies that factors such as inadequate support, high job demands and tight deadlines as well as insufficient opportunities for career growth and development are responsible for job stress among staff in University of Ilorin. From the above analysis it is clear that inadequate support is the most important

factor that influences staff performance in University of Ilorin followed by high job demands and tight deadlines, then insufficient opportunities for career growth and development and the least factor is lack of recognition and appreciation for the work done.

**Table 3: Research Question 3: What are the Possible Paradigms for dealing with Stress among Staff in University of Ilorin?**

S/N	Statements on Paradigms for job Stress	SA	A	D	SD
1	Implementing stress management workshops and training programmes can be an effective paradigm for addressing stress among academic staff of University of Ilorin	51.4	45.0	3.7	-
2	Promoting a culture of work-life balance and flexible scheduling can be a potential paradigm for managing stress among staff of University of Ilorin	60.6	38.5	0.9	-
3	Enhancing communication channels and fostering a supportive work environment can serve as a paradigm for addressing stress among academic staff University of Ilorin	60.6	35.8	2.8	-
4	Providing access to counselling services and mental health support can be a valuable paradigm for managing stress among academic staff of University of Ilorin	54.1	40.4	4.6	-

**Source: Field Survey, 2023**

Item 1 in table 3 above showed that 51.4.3% of the respondents strongly agree that implementing stress management workshops and training programmes can be an effective paradigm for addressing stress among University of Ilorin staff, 45% of the respondents agree while the remaining 3.7% of the respondents disagree to the statement. Item 2 above showed that 60.6% of the respondents strongly agree that to the fact that promoting a culture of work-life balance and flexible scheduling can be a potential paradigm for managing stress among staff of University of Ilorin, 38.5% of them agree, while the remaining 0.9 of the respondents disagree with the statement. Item 3 above indicated that 60.6% of the respondent strongly agree with the fact that enhancing communication channels and fostering a supportive work environment can serve as a paradigm for addressing stress among University of Ilorin staff, 35.8% of them agree while 2.8% of them disagree with the statement. Item 4 above revealed that 54.1% of the respondents strongly agree that providing access to counselling services and mental health

support can be a valuable paradigm for managing stress among staff of University of Ilorin, 40.4% of them agree while 4.6% of the respondents disagree to the statement. The implication of the above analysis is that paradigm such as stress management workshops, culture of work-life balance and flexible scheduling can be used to minimize job stress among staff of University of Ilorin.

**Hypothesis one**

**There is no significant relationship between stress and staff performance in University of Ilorin**

**Table 4: Ho: Relationship between Job Stress and Academic Staff Performance in University of Ilorin.**

	Value	Df	Sig. (2-sided)
Pearson	29.702 <sup>a</sup>	8	.000
Likelihood Ratio	33.569	8	.000
Linear-by-Linear Association	6.648	1	.010
N of Valid Cases	109		

Table 4 above presents summary of the correlation analysis that shows relationship between stress and staff performance in University of Ilorin. The result shows an alpha value of 0.000 which is less than 0.05 significant level (0.000 < 0.05). This indicates that the relationship is significant. Therefore, the null hypothesis which states that “there is no significant relationship between stress and staff performance in University of Ilorin” is rejected because the probability value of the analysis (0.000) is less than 5% significance level and concluded that stress significantly affects the performance of staff in University of Ilorin.

**Discussion of Findings**

The result of the first research question on whether there is a relationship between stress and staff performance revealed that there is a significant relationship between job stress and staff performance in University of Ilorin. This result therefore justified the earlier work of Ahsan, Abdullah, YongGunfle and Alam (2009) who argued that there is a significant relationship between the construct tested, the result also showed that there is significant negative relationship between job stress and job employee performance. The implication of this study is that, there is a negative significant relationship between workload pressure and large class size on the performance of Nigerian University lecturers.

The second research question on factors responsible for job stress among staff of University of Ilorin indicated that factors such as inadequate support, high job demands and tight deadlines as well as insufficient opportunities for career growth and development are responsible for job stress among staff in University of Ilorin. This is in conformity with the study of Ganster & Loghan, (2005) which found out that factors such as work environment, management support, work load etc. in determining how stressful the work can be and its effect on employee physical and mental health. Ekundayo and Kolawole, 2013; Nwimo and Onwunaka, (2015) in their study revealed that poor working condition, poor relations with super ordinate and late payment of salaries were major source of stress, but little has been done on lecturer's stress.

The results of the third research question showed that paradigm such as stress management workshops, culture of work-life balance and flexible scheduling can be used to minimize job stress among staff of University of Ilorin.

## **Conclusions**

The findings of this study indicate a significant negative relationship between job stress and employee performance among lecturers at the University of Ilorin. Staff members reported high levels of stress related to workload, time constraints, and work-life imbalance, which negatively impacts morale and performance. The study further identifies inadequate support, high job demands, tight deadlines, and limited career growth opportunities as key stressors contributing to job stress.

## **Recommendations**

Based on the findings, the following recommendations are proposed:

1. **Workload Reduction:** Reduce the workload of lecturers to a manageable level to enhance performance and job satisfaction.
2. **Improved Learning Facilities:** Provide adequate learning facilities to support the academic activities of staff and students.
3. **Stress Management and Work-Life Balance:** Implement regular stress management workshops and promote work-life balance initiatives to mitigate the negative effects of stress on staff well-being and performance.

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**Bridging the Infrastructure Gap: Exploring Public-Private Partnerships in Education Facility Development in Osun State, Nigeria**

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**Abstract**

This study investigates the role of Public-Private Partnerships (PPPs) in addressing the infrastructure gap in education facilities in Osun State, Nigeria. The research explores the coverage, effects, and challenges, of PPPs in the education sector. It adopts a mixed method of questionnaire administration and interviews. Copies of questionnaire were administered to 267 teachers from selected secondary schools across the three (3) senatorial districts in the State, while in-depth interviews were conducted with the Director of Finance and Account in Osun State Ministry of Finance and the Director of Planning, Research and Statistics in Osun State Ministry of Education; and Head, Investment and Research Unit of Lotus Capital Limited. Data collected were analysed using percentages, chi-square and content analysis. The study reveals that PPPs in Osun State partially cover building provision, procurement of furniture and lab equipment, among others, in education facilities development. These partnerships have demonstrated positive effects, including increased enrollment rates, enhanced teaching-learning activities, and improved teaching environments in public secondary schools. However, challenges such as the lack of a robust policy framework, inadequate stakeholder sensitization, and ambiguous objectives hinder the full potential of PPPs in education facility development. The study recommends enhancing the policy framework, conducting comprehensive stakeholder education programmes, developing partnership skills, strengthening the legal and institutional framework, and implementing rigorous monitoring and evaluation mechanisms.

**Keywords: Public Private Partnership (PPP), Education, Infrastructure, Nigeria**

## **Background to the Study**

The rapid global population growth places significant pressure on governments to meet the increasing demand for public goods while ensuring citizen welfare and stability. This growth exacerbates the strain on existing infrastructure, necessitating the development of new facilities to support public services. However, many developing countries, particularly those in sub-Saharan Africa like Nigeria, grapple with insufficient public goods due to economic challenges and management inefficiencies.

Historically, governments have sought to bridge the gap between revenue and expenditure through tax increases or borrowing, risking budget deficits and criticisms over inadequate public service provision and maintenance. To address these challenges, the concept of New Public Management emerged, advocating for a synergy between the public and private sectors to enhance efficiency and resource utilization. This paradigm shift emphasizes customer service, efficiency, and continuous improvement, contrasting with traditional bureaucratic approaches.

Public-Private Partnerships (PPPs) are a key component of New Public Management, facilitating collaboration between public and private entities to finance, develop, and manage infrastructure and services. In sectors like healthcare, transportation, waste management, and education, PPPs offer long-term commitments to improve or create essential facilities. In the case of education, literacy stands as a fundamental driver of national development, impacting economic growth, poverty reduction, cultural diversity, and democracy.

Despite constitutional mandates for universal education in Nigeria, implementation remains inadequate, with a significant portion of the population still lacking access to quality education. Challenges such as economic instability and governance issues further hinder progress in the education sector. Government-owned schools, in particular, suffer from insufficient funding and inadequate facilities, perpetuating the perception that only economically disadvantaged families rely on them.

While PPPs are not a panacea for public sector challenges, they offer a promising avenue to enhance the accessibility and quality of public infrastructure, including educational facilities. Scholars advocate for their strategic adoption to address specific issues within public administration, recognizing their potential to drive development and improve service delivery. In Osun State, Nigeria, the government's engagement with the private sector through PPPs presents an opportunity to enhance education quality and accessibility, forming the basis for this study's exploration of PPPs in education facility management.

## **Statement of the Problem**

The educational landscape in Nigeria is characterized by a troubling decline in quality, as evidenced by poor student performance in external examinations, particularly at the secondary school level. This decline is underscored by the stark findings of the 2018 West African Examination Council (WAEC) ratings, where only two federal government-owned secondary schools featured among the top 30 schools nationally. Notably, no state-owned secondary school made the list, signalling a systemic neglect of the education sector by state governments.

Numerous studies, including Okoroma (2006), attribute this decline to the poor implementation of educational policies stemming from factors such as discontinuity of programs, lack of political will, and widespread corruption. These issues have undermined national aspirations for development and perpetuated the crisis in the educational system. The situation is exacerbated by inadequate funding, as evidenced by the Nigerian government's persistent failure to meet international benchmarks recommended by UNESCO. Despite UNESCO's recommendation of allocating 15-26% of the budget to education, Nigeria consistently falls short, with allocations of only 7.04%, 7.02%, and 6.7% in the 2018, 2019, and 2020 budgets, respectively.

The crux of improving public schools lies in the effective provision and management of educational facilities, qualified teachers, and a conducive learning environment. However, Nigeria's education system grapples with challenges in these areas, exacerbated by the insufficient attention given to public-private partnerships (PPPs) as a viable solution. Despite advocacy from corporate groups, international aid organizations, and scholars like Hodge & Greve (2016) and Babalola and Hafsatu (2016), PPPs remain underutilized in the Nigerian education sector.

Comparatively, Nigeria lags behind other emerging economies in adopting PPPs for education, reflecting a disappointing reluctance to embrace this model. Thus, this research aims to investigate the extent of PPP coverage in education facility development in Osun State, assessing its impact on secondary school development and identifying barriers to its adoption. By exploring the challenges and opportunities associated with PPPs in education, this study seeks to contribute to the discourse on improving educational infrastructure and quality in Nigeria.

### **An Overview of Public Private Partnership**

Public Private Partnership (PPP) is a strategic collaboration between the public and private sectors aimed at delivering goods and services efficiently while leveraging the strengths of both sectors. PPP entails a long-term partnership where the public sector combines its resources with the technical expertise of the private sector to provide public goods and services at optimal value. This partnership model aligns with the government's objective of promoting public interest and enhancing service delivery (Kasim & Okafor, 2015).

PPP encompasses various cooperative arrangements between the government and private or non-governmental organizations to enhance service delivery and infrastructure development through outsourcing, contracting, or privatization (Fombad, 2013). The private sector's involvement in PPP is crucial for injecting financial resources, and managerial expertise, and fostering competitiveness through improved operational efficiency (Kasim & Okafor, 2015). Oyedele (2014) notes that PPP projects typically involve the private sector in constructing facilities or supplying equipment, with public agencies assuming ownership and operational responsibilities or engaging maintenance companies for service delivery.

The concept of PPP reflects a shift from input-based to output-oriented approaches in public service provision, emphasizing value creation and public interest (Stoker, 1999). It serves as an alternative financing mechanism for infrastructure projects, allowing the public sector to focus on cost-effective infrastructure development while transferring operational responsibilities to private partners (Hood &

McGarvey, 2002). Various PPP models, such as strategic partnerships, joint ventures, and design-build-operate arrangements, offer flexibility in project implementation and risk management (Hood & McGarvey, 2002).

Effective project management and monitoring mechanisms are essential for ensuring the success of PPP projects and achieving value for money (Robinson & Scott, 2009). The criteria for evaluating PPP projects include demonstrating value for money, transferring risk to the private sector, and ensuring genuine private sector investment.

PPP is not synonymous with privatization; it involves continuous government involvement and accountability in partnership with the private sector (Farquharson et al., 2011). The World Bank defines PPP as a long-term contractual relationship where the private sector assumes significant risk and management responsibilities in delivering public services or assets (Public Private Partnerships Reference Guide, 2014). Similarly, the IMF and European Union emphasize the collaborative nature of PPP in infrastructure development and service provision (Public Procurement, 2006). Various PPP models include:

i. **Design-Build (DB)**: Also known as a Turnkey Contract, this model involves the private sector designing and constructing infrastructure according to the public sector's performance terms, typically for a fixed price. This approach transfers the risk of cost overruns to the private sector.

ii. **Operation & Maintenance Contract (O & M)**: In this model, the private partner operates and maintains a publicly-owned asset for an agreed term, while ownership remains with the public sector.

iii. **Operation License**: Under this arrangement, a private operator receives rights or a license to operate a public service for a specified term, often seen in IT projects.

iv. **Build-Operate-Transfer (BOT)**: One of the most popular PPP models, BOT involves the private sector designing, financing, constructing, and operating a new public facility on behalf of the government under a long-term lease agreement. The private partner recovers its investment through user fees during the contract period, after which ownership transfers back to the government.

v. **Build-Own-Operate (BOO)**: In this model, the government transfers ownership and responsibility for an existing facility or contracts with a private partner to build, own, and operate a new facility or service indefinitely.

vi. **Build-Own-Operate-Transfer (BOOT)**: The public sector grants a franchise to a private entity to finance, design, build, and operate a facility with user fees charged for a specified period, after which ownership transfers to the public entity.

vii. **Buy-Build-Operate (BBO)**: This model involves the transfer of a publicly owned asset to a quasi-public or private entity under contract to upgrade and operate the assets for a specified period.

viii. **Build-Lease and Transfer (BLT)**: A private firm is permitted to build and lease out a facility to recover its investment before transferring ownership at an agreed time.

ix. **Investment-Management & Investment Services (IM/IS):** This model allows a private development firm to construct or complete the construction of a facility while an independent investment management firm manages the facility on behalf of both parties, ensuring the facility's quality and eventual transfer to the owner.

In Nigeria, PPP has gained prominence as a strategy to address infrastructure deficits and promote economic development (AfDF, 2010). The establishment of the Infrastructure Concession Regulatory Commission (ICRC) in 2008 signalled a shift towards greater private sector participation in infrastructure projects (National Policy on PPP, 2008). The objectives of PPP in Nigeria include efficient resource utilization, job creation, and improved public service delivery across various sectors (National Policy on PPP, 2008).

Key principles underpinning PPP include value for money, public interest, risk allocation, output requirements, and transparency (National Policy on PPP, 2008). PPP projects are characterized by competitive tender processes, long-term contracts, performance-based payments, and risk sharing between public and private partners (Espen & others, 2014). These characteristics ensure accountability, efficiency, and sustainability in delivering public infrastructure and services through PPP arrangements.

PPP is a strategic partnership that leverages the strengths of the public and private sectors to enhance service delivery, infrastructure development, and economic growth. By adhering to key principles and fostering transparency, PPP can be an effective tool for addressing infrastructure gaps and promoting sustainable development.

### **State of Educational Infrastructure in Developing Countries**

Education serves as the cornerstone of any society, be it developed or developing, exerting profound influence across all economic sectors. However, educational progress in developing nations faces numerous hurdles. Market inefficiencies and equity issues loom large, particularly concerning the stark contrast between urban and rural educational facilities. In rural areas, students often endure long journeys to reach schools, exacerbating educational access challenges caused by resource disparities and prompting rural-urban migration (Abdullah, 2017).

Access to education represents only one facet of the challenge; poor educational quality further impedes learning outcomes. UNESCO's Director General, Irina Bokova, highlights the pervasive issue of illiteracy, with staggering numbers of youth struggling to read fluently (UNESCO, 2016). In Ghana, for instance, educational shortcomings are evident as a significant portion of students fail to complete basic education and even those who do often struggle with basic literacy (Stanford Social Innovation Review, 2012).

Moreover, educational systems in developing nations often overlook the needs of disabled children, hindering their learning experiences (Abdullah, 2017). Insufficient provisions for disabled students reflect broader inadequacies in addressing diverse educational needs, compounded by financial constraints and political instabilities that plague educational policy formulation and implementation (Blanco & Grier, 2009).

Technological advancements offer promising solutions to bridge educational disparities, yet limited access to technology and inadequately trained teachers hinder progress. The state of classrooms, often dilapidated

and overcrowded, further diminishes the learning environment's efficacy (UNESCO, 2016). Duflo (2012) emphasizes the critical role of competent teachers and modern learning tools in achieving educational excellence.

In summary, the educational landscape in developing countries grapples with multifaceted challenges spanning access, quality, inclusivity, technological integration, and resource deficiencies, necessitating holistic reforms to meet international educational standards.

### **Public Private Partnership in the Education Sector**

Public Private Partnership (PPP) in the education sector has become increasingly essential, particularly in developing countries where government finances alone may not suffice for all educational expenditures. The significance of education in national development cannot be overstated, as it directly influences the overall advancement of a society. However, limited government revenue often hampers the allocation of adequate funds to the education sector.

PPP presents a viable solution to alleviate the financial constraints faced by governments. By engaging private entities, PPP enables the leveraging of untapped manpower, financial resources, and specialized skills that may be lacking in government operations. This collaborative approach, as noted by Jandhyala (2016) allows for a more efficient, engaging, up-to-date, and transparent public education system.

Private sector participation in education has witnessed significant growth globally, with the World Bank (2009) highlighting the substantial contribution of the private sector alongside government funding. In various contexts, private partners have been contracted to provide specific education services such as hostel facilities, teacher training, and even managing public schools, with government subsidies often involved.

While private schools may sometimes boast better facilities, studies like those by Termes, Bonal, Zancajo, Verger (2015) and Osorio and Wodon (2014) emphasize that effective management, rather than resource abundance, significantly impacts learning outcomes. Therefore, structuring PPP programs to ensure a certain level of school facilities and resources under government oversight could be beneficial.

PPP in education extends beyond infrastructure and resource provision; it encompasses policy-making, funding, management, evaluation, institution running, special education programs, and more (Jandhyala, 2016). This collaborative model is advocated not only for cost reduction but also for enhancing resource utilization efficiency and service quality, aligning with broader sectoral improvements observed in hospitals, schools, and transport (OECD, 2008).

Despite its benefits, PPP in education is not without challenges. Critics argue that it creates an unequal partnership favouring profit-driven private interests over public service motives (Katarina & Tomasveski, 2006). However, proponents like Untari (2016) argue that PPP can improve education quality, accessibility, and accountability, particularly for vulnerable groups, through scholarships, material provisions, and enhanced infrastructure.

PPP represents a dynamic approach to addressing educational challenges by leveraging private sector resources and expertise while ensuring public oversight and service delivery. As demonstrated in various studies across different countries, when effectively structured and managed, PPP can significantly enhance education accessibility, quality, and outcomes, contributing to broader societal development goals.

### **Challenges of Adopting Public Private Partnerships for Educational Infrastructure Development**

Implementing Public Private Partnership (PPP) for educational infrastructure development faces a myriad of challenges that must be addressed to ensure successful execution. Studies like those by Babatunde, Perera, Udejaja, and Zhou (2016) have categorized these challenges into several key areas, including technological, economic, social, political, legal, and environmental barriers.

Technological barriers pose significant hurdles, with a lack of skilled personnel and experience in both the public and private sectors being a primary concern. Additionally, the unavailability of large construction companies capable of delivering projects adds complexity to PPP initiatives (Babatunde et al., 2016). Economic challenges, such as the failure of local institutions to provide long-term funding and the perception of developing countries as high-risk economies, further hinder PPP implementation (Babatunde et al., 2016).

Social barriers, including public resistance, cultural impediments, and discontent against the private sector, can lead to project cancellations or delays (Babatunde et al., 2016). Political challenges, such as political renegeing and lack of strong political commitment, also contribute to the PPP project.

Legal barriers present another set of challenges, with weak enabling policies, poor regulatory frameworks, and inadequate judicial frameworks affecting PPP execution (Babatunde et al., 2016).

Environmental barriers, encompassing acquisition issues, lack of transparency, accusations of corruption, and corrupt tendencies, further complicate PPP projects (Babatunde et al., 2016). These challenges can impede effective execution and result in public scepticism and trust issues.

Addressing human factors is also crucial, as effective leadership and management play a pivotal role in PPP success (Egboh & Chukwuemeka, 2012). Fombad (2013) emphasized the importance of accountability in PPP arrangements to mitigate socioeconomic, political, fiscal, and societal challenges.

In addition, concerns about corruption, lack of transparency, competition biases, and inadequate financial expertise impact PPP implementation (Fombad, 2013; Singh & Khan, 2015). Limited trust between public and private partners, increased transaction costs, and poor economic viability further complicate PPP endeavours (Chaudhry & Uboweja, 2014).

Mitigating these challenges requires strong regulatory and legal frameworks, transparent processes, financial expertise, and effective governance (Beh, 2010; Chaudhry & Uboweja, 2014). Collaborative efforts between public and private sectors, with shared goals and visions, are essential for successful PPP execution. Additionally, addressing environmental concerns, enhancing public consultation, and promoting competition can improve PPP outcomes (Fombad, 2013).

## Theoretical Framework

The study is underpinned by both systems theory and principal-agent theory, offering valuable insights into how these theoretical frameworks explain Public-Private Partnerships (PPP) in education facility development in Osun State, Nigeria.

Systems theory, as described by Bertalanffy and popularized by Easton, provides a holistic approach to understanding complex systems like educational infrastructure development through PPP. The theory posits that systems are composed of interconnected elements that interact with their environment. In the context of education infrastructure, the economic, social, technological, and legal environments play crucial roles.

1. **Open Systems and Environmental Influences:** Systems can be open or closed, with open systems relying on their environment for inputs. In education infrastructure development, the economic environment determines funding availability, while social acceptance and technological advancements influence the success of PPP initiatives.
2. **Interconnectedness and Feedback Mechanisms:** Systems theory emphasizes the interconnectedness of system components, where changes in one aspect can impact the entire system. Feedback loops help evaluate the effectiveness of PPP strategies and adapt them based on outcomes.

By applying this framework, the study aims to understand the dynamics of PPP projects in Osun State, Nigeria, including how environmental factors impact partnership outcomes. This approach enhances the study's ability to offer comprehensive insights into the complexities of PPP in education infrastructure development.

## Methodology

Primary and secondary data were used for the study. Primary data were collected through the administration of questionnaire and conduct of interviews. Copies of questionnaire were administered to 267 teachers from selected secondary schools across the three (3) senatorial districts in Osun State. In addition, in-depth interviews were conducted with the Director of Finance & Account in Osun State Ministry of Finance and the Director of Planning, Research and Statistics in Osun State Ministry of Education and; Head, Investment and Research Unit of Lotus Capital Limited. Data collected were analysed using percentages, chi-square and content analysis.

## Data Presentation and Analysis

### The Coverage of Public Private Partnership in Education Facility Management in Osun State

The section investigates the coverage of the Public Private Partnership in education facility management in Osun State. The respondents were asked to rate the coverage of the private sector in managing the education facility in Osun state. Table 1 shows the frequency distribution, percentage, mean and standard deviation of each of the facility items. In addition, the mean value ( $\chi$ ) summarizes the strength of the respondents on each of the variables using a decision rule thus: ( $\chi > 2.5$ ), full coverage; ( $\chi > 1.5$ ), partial coverage; where ( $\chi < 1.5$ ), no coverage.

**Table 1: The Coverage of Public Private Partnership in Education Facility Management in Osun State**

Facility	Full Coverage	Partial Coverage	No Coverage	Descriptive Statistics		Decision
	f(%)	f(%)	f(%)	Mean Value	Standard Deviation	
Provision of buildings (classrooms, offices, laboratories e.t.c)	9 (6.8)	68(51.1)	56(42.1)	1.65	0.605	Partial Coverage
Procurement of chairs, tables and chalkboard	17(12.8)	53(39.8)	63(47.4)	1.65	0.697	Partial Coverage
Procurement of laboratory equipment	7 (5.3)	82(61.7)	44(33.1)	1.72	0.555	Partial Coverage
Procurement of laboratory consumables	7(5.3)	63(47.4)	63(47.4)	1.58	0.593	Partial Coverage
Provision of scholarships for outstanding students	4(3)	69(51.9)	60(45.1)	1.85	0.553	Partial Coverage
Provision of training for teachers	2(1.5)	38(28.6)	93(69.9)	1.32	0.498	No Coverage
Provision of managerial functions in schools	3(2.3)	31(23.3)	99(74.4)	1.28	0.498	No Coverage
Maintenance of buildings (classrooms, offices, laboratories)	7(5.3)	35(26.3)	91(68.4)	1.37	0.584	No Coverage
Provision of sporting equipment	7(5.3)	59(44.4)	67(50.4)	1.55	0.596	Partial Coverage

Source: Field Survey, 2022

Based on the item-by-item analysis of Table 1, it could be inferred that the provision of buildings (classrooms, offices, laboratories etc.); chairs, tables and chalkboards; scholarship for outstanding students; sporting equipment; procurement of laboratory equipment and laboratory consumables were partially covered by PPP in the education facility development of Osun State.. Provision of training for teachers; managerial functions in schools and maintenance of buildings (classrooms, offices, laboratories) were not covered. Corroborating the data gathered through questionnaires with the interview, the Head of Investment and Research Unit, Lotus Capital Limited revealed that the arrangement is asset financing. It covers buildings and laboratory equipment. It does not cover the training of teachers. The other two directors interviewed in the Ministry of Finance and the Director of Planning in the Ministry of Education also shed

more light on the involvement of the private sector in the education facility development of Osun State. The Director of Finance and Account in Osun State Ministry of Finance states that:

the arrangement is necessary because of the challenges that come with governance in the twenty-first century, government can't provide for all the needs of the people since the resources at the covers of government are meagre. So, the government of Osun state has entered an agreement with the private sector to provide educational facilities like buildings and laboratory equipment for the schools.

Providing more information on the response of the Director of Finance and Account in Osun State Ministry of Finance, Director of Planning, Research and Statistics in Osun State Ministry of Education reveals that the core education activities in the state like training of teachers, and management of the day-to-day activities in the schools are still with the government those other facilities like logistics are the only aspect given to the private sectors. He further revealed that what he meant by logistics involves the provision of buildings, laboratory equipment and procurement of chairs, tables and chalkboards. He further revealed that apart from the provision of this equipment, the private sector has owned the building for a certain number of years and on rare occasions, takes part in the management of some of these facilities they provided depending on the arrangement between them and the government. In line with this submission, the Head of Investment and Research Unit, Lotus Capital Limited reveals that "public partner is responsible for the management of the facility. The assets, when they are constructed belong to the private partners, but they are under the usage and management of the State government".

Drawing inferences on the analysis of the interview and questionnaire responses, the study reveals that the provision of buildings, procurement of chairs, tables and chalkboards, and procurement of laboratory equipment are the areas of coverage of public private partnerships in the education facility development of Osun State.

### **The Effects of Public Private Partnership Scheme on the Management of Education Facility in Secondary Schools in Osun State**

The section evaluates the effect of PPP on the management of education facilities in Osun State. The respondents were asked to rate the level of effect on the 4-Likert scale. Table 2 shows the frequency distribution, percentage, mean and standard deviation of each of the effects. In addition, the mean value ( $\chi$ ) summarizes the strength of the respondents on each of the effects using a decision rule thus: above ( $\chi > 2.5$ ), more of the respondents agreed, and where ( $\chi < 2.5$ ), more of the respondents disagreed.

**Table 2 The Effects of Public Private Partnership Scheme on the Management of Education Facility in Secondary Schools in Osun State**

Effect	Major Effect	Moderate Effect	Minor Effect	No Effect	Descriptive Statistics		Decision
	f(%)	f(%)	f(%)	f(%)	Mean Value	Standard Deviation	
Promotion of enrolment in public secondary schools	27(20.3)	44(33.1)	33(24.8)	29(21.8)	2.52	1.049	Moderate effect
Improvement of teaching-learning activities in secondary schools	38(28.6)	36(27.1)	31(23.3)	28(21.1)	2.63	1.111	Moderate effect
Reduction of out-of-school children	27(20.3)	31(23.3)	44(33.1)	31(23.3)	2.41	1.059	Minor effect
Reduction in the rate of absenteeism in secondary schools	21(15.8)	24(18)	48(36.1)	40(30.1)	2.20	1.041	Minor effect
Enhancement of teaching environment in secondary schools	49(36.8)	37(27.8)	23(17.3)	24(18)	2.83	1.116	Moderate effect
Increment in access to education	35(26.3)	21(15.8)	39(29.3)	38(28.6)	2.40	1.161	Minor effect
Reduction of education inequality in the State	26(19.5)	22(16.5)	40(30.1)	45(33.8)	2.22	1.117	Minor effect
Improvement of public school students' academic performance in the State.	30(22.6)	28(21.1)	38(28.6)	37(27.8)	2.38	1.12	Minor effect
Improvement of attitude and behaviour of students in the State	24(18)	16(12)	54(40.6)	39(29.3)	2.19	1.053	Minor effect

Source: Field Survey, 2022

In the first effect as shown in Table 2, respondents were asked to evaluate the level of effect of the PPP involvement in education facilities in boosting the enrolment rate in public secondary schools. 27(20.3%) thought that it has had a major effect, 44(33.1%) choose moderate effect, 33(24.8%) picked minor effect and 29(21.8%) believed that it has had no effect. The mean value and standard deviation ( $\chi = 2.52$ ,  $SD = 1.049$ ) which is a little above average show that PPP involvement in education facilities has had a moderate effect on the number of enrolments in the public primary school.

On improvement of teaching-learning activities in the secondary schools, 38(28.6%) of the respondents believed that it has a major effect on teaching-learning activities, 36(27.1%) picked moderate effect, 31(23.3%) minor effect and 28(21.1%) were of the view that PPP in managing education facility does not affect the teaching-learning activities in the secondary schools. The mean value and standard deviation ( $\chi = 2.63$ ,  $SD = 1.111$ ) which is a little above average show that PPP involvement in education facilities has had a moderate effect on the number of enrolments in the public primary school.

On the extent to which PPP involvement in managing education facilities has helped in reducing out-of-school children in secondary schools. 27(20.3%) revealed that it has a major effect, 31(23.3%) revealed it has contributed moderately, 44(33.1%) picked no effect and 31(23.3%) picked no effect. The result revealed that PPP involvement in managing education facilities has a minor effect on the reduction of out-of-school children in the state. The level of effect is further verified by the mean value and standard deviation ( $\chi = 2.41$ ,  $SD = 1.059$ ) which is below the decision rule of 2.5.

On reduction in the rate of absenteeism in secondary schools, 21(15.8%) believed that it has had a major effect on the rate of absenteeism, 24(18%) picked moderate effect, 48(36.1%) selected minor effect and 40(30.1%) believed that it has no effect on the rate of absenteeism in secondary schools. The result revealed that PPP involvement in managing education facilities has a minor effect on the reduction in the rate of absenteeism in secondary schools in the state. The level of effect is further verified by the mean value and standard deviation ( $\chi = 2.20$ ,  $SD = 1.041$ ) which is below the decision rule of 2.5.

With regards to the enhancement of the teaching environment in secondary schools, 49(36.8%) of the respondents revealed that PPP has had a major effect, 37(27.8%) picked moderate effect, 23(17.3%) selected a minor effect and 24(18%) picked no effect. The result revealed that PPP involvement in managing education facilities has a moderate effect on the enhancement of the teaching environment in secondary schools. The level of effect is further verified by the mean value and standard deviation ( $\chi = 2.83$ ,  $SD = 1.116$ ) which is above the decision rule.

Concerning increment of access to education, 35(26.3%) picked major effect, 21(15.8%) selected moderate effect, 39(29.3%) were of the view that it has a minor effect while 38(28.6%) picked no effect. The result revealed that PPP involvement in managing education facilities has a minor effect on the increment of access to education. The level of effect is further verified by the mean value and standard deviation ( $\chi = 2.40$ ,  $SD = 1.161$ ) which is below the decision rule.

In the area of reduction of education inequality in the State, 26(19.5%) revealed that PPP involvement in education facility management has a major effect in reducing education inequality in the state, 22(16.5%) picked moderate effect, 40(30.1%) selected minor effect while 45(33.8%) believed that it has no effect. The level of effect is verified by the mean value and standard deviation ( $\chi = 2.22$ ,  $SD = 1.117$ ) which is below the decision rule.

In terms of Improvement of public school students' academic performance in the State, 30(22.6%) of the respondents believed that PPP involvement has a major effect, 28(21.1%) picked moderate effect, 38(28.6%) selected minor effect while 37(27.8%) no effect. The result revealed that PPP involvement in managing education facilities has a minor effect on the public-school student's academic performance in the state. The level of effect is further verified by the mean value and standard deviation ( $\chi = 2.38$ ,  $SD = 1.12$ ) which is below the decision rule.

On the improvement of attitude and behavior of students in the State 24(18%) of the respondents picked major effect, 16(12%) selected moderate effect, 54(40.6%), and 39(29.3%) picked no effect. The result revealed that PPP involvement in managing education facilities has a minor effect on of attitude and behaviour of students. The level of effect is further verified by the mean value and standard deviation ( $\chi = 2.19$ ,  $SD = 1.053$ ) which is below the decision rule.

The item-by-item analysis of Table 2 shows that increase in the enrolment in public secondary schools, improvement of teaching-learning activities, and the enhancement of the teaching environment in public secondary schools are some of the major effects of public private partnerships on the development of education facilities in secondary schools. The analysis of the interviews conducted shows that PPP has both long-term and short-term effects on the state. The Director of Finance and Account in Osun State Ministry of Finance states that "raising funds from the private sector is a good way of modernizing education facility. This has helped the government in fulfilling its promises of developing public secondary schools across the state. Many secondary schools in the state have a new look, and some of the alumni of those schools are happy to identify with those schools again. He further states that

Before the introduction of the PPP in education facility management, some of the public schools in the state have become the shadow of themselves. Parents prefer to pay a large sum of money to send their wards to private secondary schools to get quality education and compete with the challenges of this generation. But in the last few years, attendance in our secondary schools has increased. Some of these successes may be credited to the introduction of PPP in education facility management.

The Director of Planning, Resources and Statistics in Osun State Ministry of Education also states that the schools' environment has been beautified and the lost glories of some of these schools have been restored. However, he was asked to clarify this argument since he said the private sector only takes part in the provision of buildings, laboratory equipment and the provision of chairs, tables and chalkboards. He explains that

Students in some of these schools before the commencement of PPP were receiving lectures under the trees and some in dilapidated buildings and infrastructures in some of these schools received poor ratings. These made some of the parents and guardians withdraw their wards from the public schools. But our records show that enrolment in these schools has increased geometrically. These may be attributed to the new structures put in place in some of these schools.

In the same vein, the Head of Investment and Research Unit, Lotus Capital Limited states that the focus of PPP is on the modernization of secondary school education which will students to be aware of the economic options available to them in the long run. He also reiterated the importance of the scheme in promoting the enrolment rate in the state. However apart from the view of the other interviewees, he stated that PPP is a win-win for both the government and the private investors. The government has been noted to lose as a result of the process. He emphatically states that "the public has nothing to fear as regards loss of control or ownership. It's a financial arrangement basically, you don't control the entire education system because of a financial arrangement".

He further states that the government, directly and indirectly, is regulating the activities of the private sector and that address the issues of ownership control. He explains that

when the SUKUK bond is raised, it is governed by the agencies of the government such as the Securities and Exchange Commission, so it is not like the private sector relationship with the State government alone, it is well regulated by the agencies of the FGN. The relationship is regulated by the Capital Market regulator as far as raising funds from the private sector is concerned. But the question is still better addressed to the State

Concluding the analysis of the interview and questionnaire responses, the study revealed that the increase in the enrolment in public secondary schools, improvement in teaching-learning activities and enhancement of the teaching environment are the major effects of public private partnership on the development of education facilities in secondary schools in Osun State.

### **Test of Hypothesis**

This section deals with the analysis and interpretation of the hypothesis of the study. The statistical tool used in the analysis is ANOVA. The level of significance used in the analysis was 5% i.e., 0.05. Table 4.6 presents the ANOVA analysis of the effect of Public Private Partnerships on the development of education facilities in Osun state secondary schools. According to the table, the result was positive with (F= 34.755) degree of association which is significant at  $p > 0.05$ . The null hypothesis is therefore rejected and the alternate accepted. This, therefore, suggests that the Public Private Partnership has a significant effect on the development of education facilities in Osun State secondary schools.

**Table 3: Anova Analysis Effect of Public Private Partnership on Development of Education Facility in Osun State Secondary Schools**

Hypothesis			
Public Private Partnership has a significant effect on the development of Education Facilities in Osun State secondary schools	Df	F	Sig
	1	34.755	.000 <sup>b</sup>

Source: Field Survey, 2022

### **The Challenges Facing the Adoption of Public Private Partnership in the Education Facility Management in Osun State**

**Table 4: The Challenges Facing the Adoption of Public Private Partnership in Education Facility Management in Osun State**

Challenges	Major Challenge	Minor Challenge	Not A Challenge	Descriptive Statistics		Decision
	f(%)	f(%)	f(%)	Mean Value	Standard Deviation	
Lack of PPP policy framework in Osun State	94(70.7)	34(25.6)	5(3.8.)	2.71	0.489	Major challenge
Change in government	67(50.4)	53(39.8)	13(9.8)	2.42	0.654	Major challenge
Corruption among government officials	110(82.7)	18(31.5)	5(3.8)	2.82	0.444	Major challenge
Inadequate sensitization on the importance of PPP to actors in the education sector	118(88.7)	11(8.3)	4(3)	2.89	0.365	Major challenge
Lack of transparency and accountability in the PPP process in the education sector	87(65.4)	41(30.8)	5(3.8)	2.63	0.544	Major challenge
Politicization of PPP contracts	87(65.4)	41(30.8)	5(3.8)	2.63	0.544	Major challenge
Ambiguous objectives and obligations laid down by the government	73(54.9)	53(39.8)	7(5.3)	2.52	0.573	Major challenge
Poor and insufficient legal/institutional framework of PPP in the Education sector	65(48.9)	44(33.2)	21(0.8)	2.32	0.755	Major challenge
Lack of partnering skills and good relationships hamper PPP projects in the education sector	117(88)	14(10.5)	2(1.6)	2.88	0.350	Major challenge

Source: Field Survey, 2022

The item-by-item analysis of Table 4 shows that lack of PPP policy framework, change in government, inadequate sensitization on the importance of PPP to actors in the education sector, ambiguous objectives and obligations laid down by the government, poor and insufficient legal/institutional framework of PPP in the education sector, and lack of partnering skills and good relationships hamper PPP projects in the education sector are some challenges facing the adoption of public private partnership in the education facility development in Osun State. The analysis of the interviews conducted shows that PPP challenges are facing the adoption of public private partnerships in the education facility development. In reaction to some of these challenges, the Head of the Investment and Research Unit, Lotus Capital Limited states that the business of government is to provide viable projects such as road infrastructure, rural electrification, health care, and water projects, among others. In a situation where the government does not have the funds to carry out all these functions, the government will fail in discharging its responsibility to the populace. Standing on this, he further reveals that the government of the state is still developing its policy framework on PPP arrangement and this to some extent is affecting PPP arrangement.

The two directors interviewed also stated that what they considered as the challenges do not include policy framework as the House of Assembly in line with the recommendation of the government is building on the existing PPP policy from time to time following the situation of things in the state. They also emphasized that even though there was a change in government in the state about three and half years ago, that does not in any way affect the PPP arrangement in the state. The Head of Investment and Research Unit, Lotus Capital Limited also revealed that "once the relevant laws guiding such arrangement, approval of the state assembly and FGN are in place, there would be no worry/concern for change of government, as it does not affect the kind of partnership". Rather what they considered as challenges are inadequate sensitization on the importance of PPP to actors in the education sector and a lack of partnering skills and good relationships.

Concluding the analysis of the interview and questionnaire responses, the study reveals that the lack of PPP policy framework, inadequate sensitization on the importance of PPP to actors in the education sector, ambiguous objectives and obligations laid down by the government, and lack of partnering skills and good relationships are the major challenges facing the adoption of public private partnership in the education facility development in Osun State.

### **Discussion of Findings**

This section discusses the findings of both qualitative and quantitative analysis of the study. This is done to juxtapose the findings of this study with the existing studies in the literature on the subject being investigated.

Major findings on the coverage of PPP in the education facility development are the provision of buildings, procurement of chairs, tables and chalkboards, and procurement of laboratory equipment are the areas of coverage of public private partnerships in the education facility development of Osun State. The findings are in agreement with the study of the view of Obozuwa (2011) where he presented the various forms of Design-Build (DB), Operation & Maintenance Contract (O & M), Build-Operate-Transfer (BOT), Build-Own-Operate (BOO), Build-Own-Operate-Transfer (BOOT) among others. He argues that for any private-sector arrangement with the public sector to thrive it must follow any of the PPP agreements he posited.

The Major findings on the effect of PPP on education facility development are an increase in the enrolment in public secondary schools, improvement in teaching-learning activities and enhancement of the teaching environment. These findings are in agreement with the study of Untari (2016). His study centred on

secondary schools in Indonesia. The study found that private sector participation will increase the quality of education as well as its accessibility in the form of support to the most vulnerable groups in society through physical education materials and scholarship. Also, the study supports the Foundation Assisted School (FAS) scheme carried out by the World Bank in the developing region. The study revealed that the provision of resources like buildings, classrooms, and chalkboards in the Foundation assisted schools has encouraged an increase in the enrolment of students in such schools (World Bank, 2009).

The Major challenges facing the adoption of public private partnerships are a lack of PPP policy framework, inadequate sensitization on the importance of PPP to actors in the education sector, ambiguous objectives and obligations laid down by the government, and lack of partnering skills and good relationships. These findings are in agreement with the study of Fombad (2013) the information disclosed is limited to the name of the project, PPP type, private partner(s), the government establishments in charge of the project, value of the project, project timeline, capital value of the contracts approved to date and the benefit to the government. His position that the non-disclosure of PPP contracts to the public could further compromise the public's perceptions of the government's transparency shows that inadequate sensitization on the importance of PPP to the general public is one of the challenges of PPP.

### **Conclusion**

The study delved into the landscape of public-private partnerships (PPPs) in education facility development in Osun State, Nigeria. Through a combination of quantitative and qualitative analyses, several key findings emerged. Firstly, the coverage of PPPs in education facility management primarily includes the provision of buildings, procurement of furniture and equipment, and some aspects of infrastructure maintenance. This highlights the selective yet impactful role of PPPs in addressing specific educational infrastructure needs.

Secondly, the effects of PPPs on education facility management in Osun State are notable, with significant improvements in enrollment rates, teaching-learning activities, and the overall teaching environment in public secondary schools. While these effects are promising, there remain challenges that impede the full adoption and optimization of PPPs in the education sector.

### **Recommendations**

- i. **Policy Framework Enhancement:** Develop and strengthen the PPP policy framework specifically tailored for the education sector in Osun State. This framework should outline clear objectives, roles, and obligations for both public and private partners, ensuring transparency and accountability.
- ii. **Stakeholder Sensitization:** Conduct comprehensive sensitization programs to educate all stakeholders, including government officials, educators, students, parents, and the public, about the benefits and importance of PPPs in improving educational infrastructure and outcomes.
- iii. **Partnership Skills Development:** Provide training and capacity-building programs for government officials and private sector partners involved in PPPs. This includes enhancing partnering skills, negotiation techniques, and project management capabilities to facilitate smoother collaborations and project implementation.
- iv. **Legal and Institutional Framework Strengthening:** Address gaps in the legal and institutional framework governing PPPs in education. Clarify ambiguous objectives and obligations, establish

dispute resolution mechanisms, and ensure alignment with international best practices to attract more private investment and ensure project success.

- v. **Continuous Monitoring and Evaluation:** Implement robust monitoring and evaluation mechanisms to track the progress and impact of PPP projects in education. Regular assessments should be conducted to measure key performance indicators, identify challenges early, and make data-driven decisions for continuous improvement.
- vi. **Public-Private Engagement Forum:** Establish a dedicated platform or forum for ongoing dialogue and collaboration between public and private stakeholders in the education sector. This forum can facilitate knowledge sharing, exchange of best practices, and collective problem-solving to overcome barriers and drive sustainable PPP initiatives.

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**ASSESSMENT OF THE CONTRIBUTION OF SUPREME AUDIT INSTITUTION TO  
BUDGET CREDIBILITY IN THE NIGERIA PUBLIC SECTOR**

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## ABSTRACT

The level of accountability is very poor in Nigeria because the attributes of convenience, completeness, and so on are completely not available or partially available for the citizens to assess the performance of public officers and also the management of public funds in terms of how public office holders give accountability report of their stewardship. This paper assessed the contribution of Supreme Audit Institution to Budget Credibility in the Nigeria Public Sector in year 2023. A sample of 83 staff of Ministerial Audit Department and Programme and Performance Audit Department in the Office of Auditor General for the Federation was determine using Krejcie and Morgan approach. The paper employed both questionnaire and interview instruments to collect data. The data collected were analyzed using Multiple Linear Regression model and content analysis. Findings of the study revealed that there is a positive and significant relationship between Auditing Standard (AS) and Budget Credibility (BC) at 5% level of significance in the Nigeria public sector. However, there is positive but insignificant relationship between Timely Auditing (TA) and Budget Credibility (BC) at 5% level of significance in the Nigeria public sector. Therefore, the paper recommends that the Office of Auditor-General for the Federation should embrace the use of ICT IT, staff training and re-training, staff welfare, adequate and skilled manpower, as well as adequate funding.

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Key Words: Auditing, Accountability, Budget, Credibility, Public Sector

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## 1.1 INTRODUCTION

Government budget is the most developmental instrument and has approached the attainment of the nation's socio-political and economic transformation from the perspective of budgeting, among others. In Nigeria, the Federal Government has a constitutional obligation to develop budget every fiscal year as enshrined in Section 81 of the Constitution of the Federal Republic of Nigeria, 1999 as amended. The national budget is therefore, the most important economic policy instrument for the government and it reflects government's priorities regarding social and economic policy more than any other document. In addition, the instrument translates policies, campaign promises, political commitments, and goals into decisions regarding where funds should be spent and how funds should be collected. A well-functioning budget system is vital for the formulation of sustainable fiscal policy and the facilitation of economic growth (Ohanele, 2010). *Budgets are generally considered to be 'credible' when governments implement their revenue and spending plans as budgeted. The ability of a government to meet its revenue and expenditure targets during a financial year determines the credibility of the budget approved by the Legislature (COA, 2022).*

On the other hand, auditing is an essential tool for preventing corruption and promoting good governance. Through audits, organizations identify weaknesses in their systems, procedures and practices and take steps to address them before they lead to corrupt practices. This helps in ensuring

that public institutions operate with integrity and serve the best interests of the people (Anti-corruption Working Group, 2023). Therefore, it is crucial that SAI becomes very essential to the integrity of the country as it is responsible for auditing government income and expenditure, the watchdog over financial integrity and the credibility of information provided (Dye & Stapenhurst, 1998). In fact, the SAIs efforts to lessen corruption are its major contribution in preventing corruption and in supporting accountability and transparency with the main aim of supporting a robust financial-management system (Borge, 1999). “SAIs are autonomous, independent, non-political organizations that audit governments to ensure the proper and effective use of public funds; the development of sound financial management; the proper execution of administrative activities; and the communication of information to public authorities and the general public through the publication of objective reports” (Odia, 2014; Salih & Almajdob, 2019) Governments are entrusted with the power to collect, allocate and spend public resources. Supreme Audit Institutions (SAIs) provide a check on governments’ use of these public resources through regular audits of government budgets, revenues and expenditures. Through their investigations, reporting and recommendations on the use of public resources, SAIs are a key component of any government’s integrity and accountability system. To effectively hold governments to account on their financial activities, SAIs must be independent from the bodies they audit (INTOSAI Development Initiative and Transparency International, 2022).

In Nigeria, the Supreme Audit Institution also constitutes the instrument of control in the financial and administrative process of operating government business. In recent years, however, the entire machinery for applying these control mechanisms by the Offices of the Auditor-General seems to have collapsed, hence, the confirmed financial improprieties virtually in every area of Nigerian public sector (Ejalonibu, 2019). Against this background, the paper assessed the contribution of Supreme Audit Institution in the Nigeria public sector in year 2023.

## **1.2 Problem Statement**

The public sector which is regarded as the manager of public resources, statutes and mechanisms for national development has lost its goodwill in the eye of the citizenry due to lack of proper accountability (IPROJECT, 2020). The absence of adequate financial control measures exposes the accountability of the public sector to certain threats such as; incorrect financial statements, loss of government assets, fraud, mismanagement of government vital documents, incorrect and unreliable financial records which may lead to loss of government integrity, and implementation of accounting policies inconsistent with the applicable legislation (Avery & Obah, 2018).

The level of accountability is very poor in Nigeria because the attributes of convenience, completeness, and so on are completely not available or partially available for the citizens to assess the performance of public officers and also the management of public funds in terms of how public office holders give accountability report of their stewardship. Also, accounts of public sector organizations are characterized by inadequacies such as; improper book keeping of accounts and other necessary records, embezzlement of public funds most especially among top officials (Akinwunmi & Akinola, 2019). According to Okoh and Ohwoyibo (2010) the factors hindering accountability in Nigeria include; poor record keeping system in the various public establishments,

fraudulent practices owing to the existing poverty syndrome in the country, coupled with the poor value systems, poor mode of releasing funds to the public establishments, shortage of facilities in the monitoring units of the public establishments. Appah and Coleman (2009) stated that cases of fraud are rampant in the Nigerian public sector to the extent that every segment of the public service is virtually involved in this act of financial misconduct.

Despite the recognised importance of SAI for development effectiveness in Nigeria, the performance of the office of Auditor-General for the Federation (AuGF) is questionable. It has been proven that the Nigeria Audit Institution is incapable of discharging its functions as prescribed in the constitution (Ejalonibu, 2019). This problem has adverse effects on government budget credibility in Nigeria.

### **1.3 Research Question**

In order to provide solution to the problem stated, the following research questions were raised:

- i.  $H_0$ : Does auditing standard have effect on budget credibility in the Nigeria public sector?
- ii.  $H_0$ : Does timely auditing and evaluation have effect on budget credibility in the Nigeria public sector?

### **1.4 Objective of the Study**

The broad objective of the study is to assess the contribution of Supreme Audit Institution to budget credibility in the Nigeria public sector. The specific objectives are to:

- i. Examine the effect of auditing standard on budget credibility in the Nigeria public sector.
- ii. Examine the effect of timely auditing and evaluation on budget credibility in the Nigeria public sector.

### **1.5 Research Hypothesis**

To achieve the objectives of the study, the following null hypotheses are formulated:

- i. Auditing standard do not have significant effect on budget credibility in the Nigeria public sector.
- ii. Timely auditing and evaluation do not have significant effect on budget credibility in the Nigeria public sector.

## **2.0 LITERATURE REVIEW**

### **2.1 Government Budget Credibility**

A credible budget is made up of realistic estimates, sustainable expenditure programs, and the Legislature provides efficient oversight of the process (Deng & Peng, 2011). A credible budget serves as one of the primary frameworks for the implementation of the economic and other developmental policies of any government. Therefore, it is important to understand how government ministries budget and whether the underlying system and processes are capable of producing a credible budget (Conteh, 2016). A credible budget implies that if an activity has funds allocated to it, it will happen, and if it does not have allocated funds, it will not (Bothale, 2013). It covers every aspect of the government's operations and it is based on realistic estimates of expected revenue streams, and remains relevant throughout the budget period (Folcher, 2006; Whiteman,

2012). A credible budget fulfils three budgetary objectives of fiscal discipline, allocative efficiency, and operational efficiency. For a budget to be credible also means that the budget system functions to serve spending control, management, and planning (Conteh, 2016). Budget credibility crucially depends on having predictable rules and processes in place for the formulation and implementation of the budget, including dealing with changing circumstances. As a whole, budget credibility goes beyond ensuring that numbers contained in the budget are correct and based on a realistic macro-economic foundation. It involves wider ownership of the budget priorities, predictable budget rules, and processes and systems that ensure discipline in implementation (Folcher, 2006; Conteh, 2016).

Similarly, budget credibility is critical for the attainment of greater efficiency and effectiveness in government operations (De Renzio, & Masud, 2011; Helpap, 2015). Folcher (2006) viewed that, a credible budget is one that provides access to information internally and externally through the budgetary process. Governance credibility also demands a clear and effective mechanism for political oversight including oversight by the legislature. Budget credibility crucially depends on having predictable rules and processes in place for the formulation and implementation of budget, including dealing with changing circumstances.

However, in the context of this study, budget credibility refers to adequate auditing of MDAs account by the Office of Auditor General for the Federation to ensure fiscal discipline, allocative efficiency, and operational efficiency in the management of public fund.

## **2.5 Roles and Powers of Supreme Audit Institution on Budget Auditing and Evaluation in Nigeria**

Audits have been defined in various ways by different researchers. Arens and Loebbecke (1988) defined audit as the process by which a competent independent person accumulates and evaluates evidence about quantifiable information relating to a specific economic entity for the purpose of determining and reporting on the degree of correspondence between quantifiable information and established criteria. Similarly, Oremade (1986) sees audit as the independent examination of financial information of any entity whether profit oriented or not, and irrespective of its size, or legal form, when such an examination is conducted with a view to expressing an opinion thereon. The agency responsible for the audit of government accounts is the Office of Auditor-General or what is commonly referred to as Supreme Audit Institution (SAI). Its duty is to oversee the management of public funds and the quality and credibility of governments reported financial data. Dye and Stapenhurst (1998) further argued that Supreme Audit Institutions play a critical role, as they help promote sound financial management and thus accountable and transparent government.

Moreover, the Office of the Auditor-General is one of the formal institutions of financial control over public finance. In some countries the Auditor-General is an agent of parliament, while in others he is independent of both parliament and the executive. The Constitutions of most countries give great recognition to the Office of the Auditor-General in their accountability arrangements.

The basic duty of the Supreme Audit Institution is to oversee the way public funds are managed to ensure that there is financial accountability. They promote accountability by their work as (Dye and Stapenhurst, 1998; Maimako, 2005) observe “Supreme Audit Institutions play a critical role as they help promote sound financial management and thus accountable and transparent government.”

In Nigeria, the Office of the Auditor-General for the Federation (OAuGF) is a separate and independent entity whose existence, powers, duties and responsibilities are provided under section 85 and 86 of the Constitution of the Federal Republic of Nigeria, 1999 as follows: Section 85 (1), there shall be an Auditor-General for the Federation who shall be appointed in accordance with the provisions of section 86 of this Constitution. (2) The public accounts of the Federation and of all offices and courts of the Federation shall be audited and reported on to the Auditor-General who shall submit his reports to the National Assembly; and for that purpose, the Auditor-General or any person authorised by him in that behalf shall have access to all the books, records, returns and other documents relating to those accounts. (3) Nothing in sub-section (2) of this section shall be construed as authorising the Auditor-General to audit the accounts of or appoint auditors for government statutory corporations, commissions, authorities, agencies, including all persons and bodies established by an Act of the National Assembly, but the Auditor-General shall: (a) provide such bodies with; (i) a list of auditors qualified to be appointed by them as external auditors and from which the bodies shall appoint their external auditors, and (ii) guidelines on the level of fees to be paid to external auditors; and (b) comment on their annual accounts and auditor's reports thereon. (4) The Auditor-General shall have power to conduct checks of all government statutory corporations, commissions, authorities, agencies, including all persons and bodies established by an Act of the National Assembly. (5) The Auditor-General shall, within ninety days of receipt of the Accountant-General's financial statement, submit his reports under this section to each House of the National Assembly and each House shall cause the reports to be considered by a committee of the House of the National Assembly responsible for public accounts. (6) In the exercise of his functions under this Constitution, the Auditor-General shall not be subject to the direction or control of any other authority or person. Similarly, Section 86 stated that: (1) The Auditor-General for the Federation shall be appointed by the President on the recommendation of the Federal Civil Service Commission subject to confirmation by the Senate. (2) The power to appoint persons to act in the office of the Auditor-General shall vest in the President. (3) Except with the sanction of a resolution of the Senate, no person shall act in the office of the Auditor-General for a period exceeding six months.

Therefore, the Auditor General is empowered to undertake audits of all income and expenditure of the Federal Government of Nigeria. The mandate of the Office of the Auditor General for the Federation is outlined in the 1999 Constitution of the Federal Republic of Nigeria, as amended (Sections 85 and 86). The Office is required to audit; (i) Public accounts of the Federation, (ii) All Ministries, Agencies and Commissions including Courts. The implication of this is that the Constitution of Nigeria has given the Office of the Auditor-General for the Federation the authority

to carry out the audit of all income and expenditure of the Federal Government of Nigeria. Nothing in the present legislation precludes the Auditor General for the Federation from tracing Federal public monies to any state of the Federation. Each of the 36 states of Nigeria has two Auditors-General, one for the audit of state institutions and the other for the audit of Local Governments within the state. In total, there are 73 Auditors-General in Nigeria, more than the whole of the rest of Africa put together (Ukura, 2016). Thus, the Office of the Auditor General for the Federation has a key role to play in public financial management, especially in terms of public accountability, by ensuring compliance with financial rules and regulations, relevant legislation, ensuring due process in public expenditure and thereby minimizing the incidence of corruption (Ukura, 2016).

## **2.6 Budget Credibility and Financial Control**

Empirical studies on budget credibility and financial control were discussed in this section. For instance, using product-moment correlation, Idoko, Teru & Aminu, (2018) established that there is a high correlation between International Public Sector Accounting Standard (IPSAS) implementation and transparency and accountability in IPSAS practicing organizations in the Nigeria public sector. Adeyemi and Olarewaju (2019) examined the effect of internal control system on financial accountability in South Western Nigeria using a sample of 354 Heads of Units in the Account and Audit Departments. The study revealed that internal control system had a positive effect on financial accountability. Also, control environment, control activities, risk assessment, information and communication as well as monitoring and evaluation significantly impact on financial accountability in the public sector.

Moreover, Averty and Obah (2018) examined the impact of financial control on accountability in the public sector in Nigeria using a sample of 89 workers of Bayelsa State Board of Internal Revenue. The study found insignificant positive relationship between internal control and accountability; while there is significant positive relationship between internal audit and accountability in Nigeria. Maimako (2005) evaluated the effectiveness of checks and balances on public finance in Plateau State, Nigeria using a sample of 160 respondents. The study revealed that public budget is not a significant instrument of legislative control over public finance in Plateau State. Also, the reliance of Auditor-General on the financial statements prepared by the executive arm of government does not significantly influence his performance. The study further revealed that the quality of legislative financial oversight has a significant effect on the State Auditor-General; while qualification of State Treasury staff is independent of the number of financial records kept by them. In their study, Salawu and Agbeja, (2007) examined the procedures and guide lines employed in the audit of public sector accounts in line with statutory and professional requirements in Osun State, Nigeria using a sample of 90 respondents. They revealed that internal control systems in the state are very weak; while audit procedures and accountability are as well ineffective due to political interference and skills of some auditing staff.

## 2.7 Theoretical Framework

The theoretical framework for the study is anchored in policeman theory of auditing. The policeman theory focuses on the role of the auditor as state police on auditing, saddled with the responsibility on ensuring checks and balances on the state's budget. The theory's attention was on ensuring arithmetical accuracy of accounts, preventing and detecting of error and fraudulent practices (Okunola & Oluyombo, 2019). This theory assumes that the auditor is responsible for searching, discovering and preventing fraud (Ittonen, 2010). In the early 20th century this was certainly the case. However, more recently the main focus of auditors has been to provide reasonable assurance and verify the truth and fairness of the financial statements. The detection of fraud is, however, still a hot topic in the debate on the auditor's responsibilities, and typically after events where financial statement frauds have been revealed, the pressure increases on increasing the responsibilities of auditors in detecting fraud (Ittonen, 2010).

Auditors are therefore seen as policemen with the responsibility of ensuring arithmetical accuracy of financial statement, with prevention and detection of fraud on financial records. When an auditor is considered as policeman, it invariably means that he is to prevent, reduce and detect economic and financial crime (Okunola & Oluyombo, 2019). The policeman theory regards auditor as a detective officer rather than of a certifier of financial statements prepared by an agent of an organisation called an accountant. The theory saddles the auditor with the responsibilities of preventing and detecting fraud and material errors in financial statements. This theory can be linked to the expectations set out for quality audit practices and financial reporting within the public sector (Okunola & Oluyombo, 2019).

In the Nigerian context, the policeman theory is applicable in the Nigerian public sector especially in the execution of best audit practices and quality financial reporting. This is so because it is targeted towards protecting the general interest of the citizens or public, through accountability, prevention, reduction and detection of financial crime and mismanagement, bring to justice those who break the law through the invitation of the concerned officer to face the public account committee and maintenance of trust in the society (Okunola & Oluyombo, 2019). Although it is the primary responsibility of those charged with governance as well as the management for the prevention and detection of fraud, ISA 200 asserted that auditor is expected to maintain professional scepticism throughout an audit exercise. this will assist in identifying the chances that a material misstatement as a result of fraud could exist not minding the previous experience of the auditor as to the honesty and integrity of the management team and those responsible for the governance of the entity (Okunola & Oluyombo, 2019).

### 3.0 METHODOLOGY

#### 3.1 Research Design

The study employed mixed method research design. The justification of chosen mixed method is that it is an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. Therefore, the main purpose of mixed method research is triangulation which seeks for convergence, corroboration, and correspondence of results from different methods.

#### 3.2 Population of the Study

The population of the study is constituted by the staff of the Office of Auditor General for the Federation. Two departments out of sixteen were purposely selected. These include Ministerial Audit Department and Programme and Performance Audit Department. The Ministerial Audit Department has 50 staff, while the Programme and Performance Audit Department has 55 staff, making a total of 105 staff as shown in table 3.1.

**Table 3.1: Population for the Study**

Population Category	Number of Staff	Percentage of Staff
Ministerial Audit Department	50	48
Programme and Performance Audit Department	55	52
Total	105	100

*Source: Offices of the Directors, Ministerial Audit Department and, Programme and Performance Audit Department (2023)*

#### 3.3 Sampling and Sampling Technique

In order to determine the appropriate sample size, Krejcie and Morgan approach was employed. Krejcie and Morgan (1970) provide the following formula as specified in equation 3.1:

$$s = \frac{X^2 NP(1-P)}{d^2(N-1)+X^2 P(1-P)} \dots\dots\dots 3.1$$

Where s is required sample size, X<sup>2</sup> is the table value of chi-square for 1 degree of freedom at the desired confidence level, N is the population size, P is the population proportion, and d is the degree of accuracy.

Substituting  $X^2 = 3.841$  at 5% level of significance,  $N = 105$ ,  $P = 0.5$ ,  $d = 0.05$ , the sample size can be calculated as:

$$s = \frac{3.841 \times 105 \times 0.5(1-0.5)}{(0.05)^2(105 - 1) + 3.841 \times 0.5(1-0.5)} \approx 83 \dots\dots\dots 3.2$$

Therefore, the appropriate sample size for the study is approximately 83 staff.

To determine the proportion of the sample for each department, the study employed stratified sampling technique as used by Mathenge, et. al. (2017) specified as:

$$Z = \frac{\alpha}{\beta} \times C \dots\dots\dots 3.3$$

Where  $Z$  = Sample of each strata,  $\alpha$  = Population of each strata,  $\beta$  = Target population, and  $C$  = Sample size. The sample distribution for the study is summarized and presented in table 3.2.

**Table 3.2: Sample Distribution**

Population Category	Number of Staff	Percentage of the Sample
Ministrial Audit Department	40	48
Programme and Performance Audit Department	43	52
Total	83	100

*Source: Author's Computation, 2023*

To easily access the respondents, convenient or accidental sampling technique was adopted. This method of sampling was chosen because it allows the researcher to select any respondent that is conveniently available to him.

### 3.4 Instruments of Data Collection

The study utilized primary data directly collected using both questionnaire and interview instruments of data collection. A total number of 83 questionnaires were administered in the Office of Auditor General for the Federation; 40 questionnaires in the Ministrial Audit Department and 43 in the Programme and Performance Audit Department. The questionnaire was divided into two main sections. Section A contained the demographic information of the staff and section B contained questions related to auditing standard and timely auditing and evaluation. Similarly, semi-structured interview was conducted with the Deputy Director, Ministrial Audit Department and the Director, Programme and Performance Audit Department to corroborate the result as shown in table 3.3.

**Table 3.3: List of Interview Participants**

List of Interviewees	Date and Time of the Interview	Duration of the Interview (Minutes)	Location of the Interview
Deputy Director, Ministerial Audit Department, Office of the Auditor General for the Federation	Wed, Sep 14, 2022: 1: 07	9:05	Office of the Auditor General
Director, Programme and Performance Audit Department, Office of the Auditor General for the Federation	Mon, Sep 12, 2022: 5:01pm	14:37	for the Federation

*Source: Author’s Computation, 2023*

**3.5 Reliability of the Instrument**

In order to measure the internal consistency of the instruments, reliability test was conducted. Reliability test is used to ensure the consistency of the results for the various items being tested using Cronbach’s alpha test. The coefficient of the Cronbach’s alpha was calculated using the formula specified in equation 3.4.

$$\alpha = \frac{N\bar{C}}{\bar{V} + (N-1)\bar{C}} \dots\dots\dots 3.4$$

Where N represents number of items,  $\bar{C}$  represents average inter-item covariance, and  $\bar{V}$  represents average variance.

The resulting  $\alpha$  coefficient of reliability ranges from 0 to 1 in providing this overall assessment of a measure’s reliability. If all of the scale items are entirely independent from one another (that is, they are not correlated or share no covariance), then  $\alpha = 0$ ; and, if all of the items have high covariances, then  $\alpha$  will approach 1 as the number of items in the scale approaches infinity. George and Mallery (2003) cited in Kabir and Shehu (2021) provides the following rules of thumb for Cronbatch’s Alpha values; if  $\alpha \geq 0.9$ , excellent, if  $\alpha \geq$  good, if  $\alpha \geq 0.7$ , acceptable, if  $\alpha \geq 0.6$ , questionable, if  $\alpha \geq 0.5$  poor, and if  $\alpha < 0.5$ , unacceptable. Although the standards for what makes a good  $\alpha$  coefficient are entirely arbitrary and depend on our theoretical knowledge of the scale in question, the study used  $\alpha \geq 0.7$  threshold as considered acceptable in most social science researches.

**3.6 Method of Data Analysis**

The study employed both Multiple Linear Regression (LMR) and content analysis to analyze the result. To examine the effect of auditing standard and timely auditing and evaluation on budget

credibility in Nigeria public sector, Multiple Linear Regression (LMR) was employed as specified in equation 3.5:

$$BC = \alpha_0 + \beta_1 AS + \beta_2 TA + \mu \dots\dots\dots 3.5$$

Where BC represents Budget Credibility, AS represents Auditing Standard, TA represents Timely Auditing and Evaluation,  $\alpha_0$  represents constant or intercept,  $\beta_1$  and  $\beta_2$  represents slope coefficients, and  $\mu$  represents error term.

Similarly, content analysis was used to analyze the qualitative data collected using interview. Content analysis used in order to corroborate the result and triangulation.

#### 4.0 Analysis and Discussion of the Result

##### 4.1 Response Rate

In order to collect data directly from the respondents, e-questionnaire using Google Form was send to the senior staff of the Ministerial Audit Department and Programme and Performance Audit Department, Office of the Auditor General for the Federation. Out of 40 staff, 16 staff filled their questionnaire correctly and returned valid in the Ministerial Audit Department. In the Programme and Performance Audit, 27 staff out of 43 filled their questionnaire and returned valid. as shown in table 4.1.

**Table 4.1: Response Rate**

Office of Auditor General for the Federation			Questionnaire Administered	Percentage
Ministerial Department	Audit	Returned	16	19.2
		Not Returned	24	29.0
	Sub-Total		40	48.2
Programme and Performance Department	Audit	Returned	27	32.5
		Not Returned	16	19.3
	Sub-Total		43	51.8
	Grand Total		83	100

Source: Author's Computation, 2023

##### 4.2 Demographic Characteristics of Respondents

In this section, the demographic characteristics of respondents have been discussed. The result in table 4.2 shows the distribution of respondents based on their socio-demographic characteristics

such as; gender, educational qualification, working experience, department/unit, status/rank or position.

**Table 4.2: Demographic Characteristics of the Staff**

	<b>Frequency</b>	<b>Percentage</b>
<b>Gender of the Respondents</b>		
Male	25	58.1
Female	18	41.9
<b>Total</b>	<b>43</b>	<b>100.0</b>
<b>Educational Qualification</b>		
B Sc/B Ed/HND	29	67.4
M Sc/M Ed	10	23.3
M Phil/P hd	3	7.0
Others	1	2.3
<b>Total</b>	<b>43</b>	<b>100.0</b>
<b>Working Experience</b>		
Less than 5-years	3	7.0
5-9 years	3	7.0
10-14 years	22	51.2
15-24 years	11	25.6
25-29 years	2	4.7
30 years and above	2	4.7
<b>Total</b>	<b>43</b>	<b>100.0</b>
<b>Department/unit of Respondent</b>		
Ministrial Audit Department	16	37.2

Programme and Performance Audit Department	27	62.8
Total	43	100.0
Designations of Respondent		
Auditor I	3	7.0
Auditor II	1	2.3
Auditor in Charge	3	7.0
Principal Auditor	9	20.9
Chief Auditor	5	11.6
Senior Auditor	5	11.6
Deputy Director	2	4.7
Assistant Director	3	7.0
Assistant Chief Auditor	12	27.9
Total	43	100.0

*Source: Author's Computation, 2023*

The gender distribution of the respondents shows that 58.1% of the respondents were males while 41.9% were females. This implies that the proportion of male staff is higher than the proportion female staffs in the Ministerial Audit Department and Programme and Performance Department. The distribution of respondents based on their educational qualifications shows that 67.4% of the respondents possessed B. Sc/B. Ed/HND degree, 23.3% possessed M Sc/M Ed degree, 7.0% possessed M Phil/Ph D, and 2.3% possessed other qualifications. This implies that all the staff in the Ministerial Audit Department and Programme and Performance Department possessed the necessary qualifications to enable them to give out reliable information.

The distribution of respondents according to their working experience shows that 51.2% of the respondents spent 10-14 years in service, 25.6% of the respondents spent 15-24 years in service, 7.0% of the respondents spent less than 5 years and 5-9 years in service each. While 4.7% of the respondents spent 25-29 and 30 years and above respectively. This implies that about 86% of the staff of Ministerial Audit Department and Programme and Performance Audit Department have more than 10 year working experience to enable them to give out reliable information. The distribution of respondents according to their departments shows that 37.2% were from Ministerial Audit Department while 62.8% were from Programme and Performance Audit Department.

Finally, the distribution of respondents according to their designations revealed that 27.9% of the respondents were Assistant Chief Auditors, 20.9% were Principal Auditors, 11.6% were Chief Auditors and Senior Auditors each, 7.0% were Auditor I, Auditor in Charge, and Assistant Directors respectively. Another 4.7% of the respondents were Deputy Directors, while 2.3% was Auditor II. This implies that most the staff of Ministerial Audit Department and Programme and Performance Audit Department has occupied higher positions that enable them to acquire adequate knowledge and give out reliable information about the subject matter of the study.

### 4.3 Effect of Auditing Standard and Timely Auditing and Evaluation on Budget Credibility in the Nigeria Public Sector

In this section, the study examined the effect of auditing standard and timely auditing and evaluation on budget credibility in the Nigeria public sector. The study employed Multiple Linear Regression (MLR) analysis with the aid of SPSS Version 22. The result of the Multiple Linear Regression is presented in table 4.3.

**Table 4. 3: Coefficients**

Dependent Variable: Budget Credibility (BC)					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Prob.
	B	Std. Error	Beta		
Constant	0.216	0.366		0.591	0.558
AS	0.835	0.267	0.452	3.126	0.003
TA	0.065	0.193	0.048	0.335	0.739
R <sup>2</sup>	0.217				
F-Stat (Prob.)	5.545 (0.007)				
DW	2.096				

Source: Author's Computation, 2023

Note: AS represents Auditing Standard, TA represents Timely Auditing of MDAs account

The result shows that there is a positive and significant relationship between Auditing Standard (AS) and Budget Credibility (BC) at 5% level of significance in the Nigeria public sector. A unit increase in Auditing Standard causes Budget Credibility (BC) to increase by about 0.83. Therefore, the null hypothesis that “H<sub>0</sub>: Auditing standard do not have significant effect on budget credibility in the Nigeria public sector”, is rejected at 5% level of significance (P < 0.05). This implies that

auditing and evaluation of public budget by the Office of Auditor General for the Federation to ensure budget credibility in the Nigeria public sector is based on Auditing Standard. This finding is consistent with Avey and Obah (2018) who established that there is a significant positive relationship between internal audit and accountability in Nigeria

Similarly, the result also shows that there is a positive but insignificant relationship between Timely Auditing (TA) and Budget Credibility (BC) at 5% level of significance in the Nigeria public sector. A unit increase in Timely Auditing causes Budget Credibility to increase by about 0.06. Therefore, the null hypothesis that “H<sub>0</sub>: Timely auditing and evaluation do not have significant effect on budget credibility in the Nigeria public sector” could not be rejected at 5% level of significance ( $P > 0.05$ ). This implies that the Office of Auditor General for the Federation do not audit and evaluate public budget on time to ensure budget credibility in the Nigeria public sector. This finding is consistent with Maimako (2005) and Agbeja, (2007). Maimako (2005) established that reliance of Auditor-General on the financial statements prepared by the executive arm of government does not significantly influence his performance in Plateau State. Agbeja, (2007) reported that internal control systems in Osun State are very weak; while audit procedures and accountability are as well ineffective due to political interference and skills of some auditing staff.

Diagnostic check on the result shows that, the coefficient of R<sup>2</sup> value is 0.217 which implies that the independent variables accounted for about 21.7% of variation in the dependent variable while the remaining 78.3 was captured by the residual. The overall model fitness shows that the probability value of F-stat is less than 5% ( $P < 0.05$ ) which implies that the model fits the data. The coefficient of Durbin Watson statistics (DW) is approximately 2, which implies that there is no sign of autocorrelation in the model.

To corroborate the result, interview was conducted with some senior staff in the Office of Auditor General for the Federation which include the Deputy Director, Ministerial Audit Department and the Director, Programme and Performance Audit Department. When they were asked whether the Supreme Audit Institution adequately audit and evaluate budget implementation to ensure budget credibility in the Nigeria public sector, they responded as follows:

I will say yes, but to some extent. This is because, the auditees who are the Ministries, are the people to provide the documents. So, to enables the auditor actually carry out his functions, it depends on those documents provided. As far as this office is concern, the auditors are trained to carry out the audit (Deputy Director, Ministerial Audit Department, 2023).

Fr Yes, because all the MDAs made themselves available for auditing. We point out their errors, Pr report their wrong doings, and in some cases, they are punished. We also query them. That co query we give them is a way of correcting them and calling them back to order. There are be some cases if we have teeth to bite, we would have given them a thorough sanction. The SAI like you ask, is effectively policing the MDAs. Some of my officers are basing in those MDAs and from day to day they monitor their activities and report back to head office (Director, Programme and Performance Audit Department, 2023).

Auditor General for the Federation writes its report quarterly and annually and raises queries for proper action to be taken by the National Assembly. The Public Account Committee of the National Assembly considers this report and called the affected MDAs to defend themselves, and finally write its own report known as Public Account Committee Report and submit to the plenary for proper action. But, the plenary do not consider those reports from 1999 to date. Therefore, it can be concluded that the Office of the Auditor General for the Federation does its work very well.

### **5.0 Conclusion and Recommendation**

The study assessed the contribution of the Supreme Audit Institution to budget credibility in the Nigeria public sector. The conclusion that can be drawn from the study is that auditing and evaluation of public budget by the Office of Auditor General for the Federation to ensure budget credibility in the Nigeria public sector is based on Auditing Standard. However, the Office of the Auditor General for the Federation do not audit and evaluate public budget on time. Therefore, to ensure budget credibility in the Nigeria public sector, the study recommends that the Office of Auditor-General for the Federation should embrace the use of ICT IT, staff training and re-training, staff welfare, adequate and skilled manpower, as well as adequate funding.

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# FEDERAL - STATE FISCAL RELATIONS UNDER A DEMOCRATIC SETTINGS: NIGERIA'S EXPERIENCE

By

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## Abstract

*The principle of Intergovernmental fiscal relations facilitates negotiation; non-hierarchical exchange of information, and cooperation between the levels of government. This article explores the relationship between the federal–state fiscal relations under a democratic setting in Nigeria. The Part II of 1999 Constitution, contains the concurrent legislative list on which both the Federal and State governments can perform both fiscal and revenue/tax responsibilities. Establishing an appropriate legal framework is thus essential to optimize the role of IGR in the Nigerian federal system. Under the current revenue-sharing formula, the federal government takes 52.68 percent, the states 26.72 percent, and the local governments, 20.60 percent with 13 percent of derivation revenue going to the oil-producing states. The paper is a documentary research and it therefore relies on qualitative data obtained from journals, newspapers, textbooks, etc. The data was subsequently analyzed using content analysis. The paper revealed that the contending issues and challenges of fiscal federalism could be in form of a mismatch between revenue sources and the functions of the various tiers of government. The paper concluded that fiscal relations are highly lopsided as they favor the Federal Government against the various state and local governments. The Federal Government always receives a larger amount in the sharing formula and less impact on the people. The lopsided nature of fiscal arrangement has so far generated suspicion, apathy and constant overt and covert conflict between the states by way of sharing responsibilities between the Federal and States. The research recommended that there is need to ensure that the distribution of revenue should encourage each state governments to improve their internally revenue generation by allowing them to collect some taxes, not to constantly and wholly depend on fund coming from the federation account and the issues of intergovernmental fiscal relations should be reviewed and respected so that functions to be performed by each tier of government could be explicitly stated as provided for in the Constitution.*

**Keywords:** Federalism, Intergovernmental relations, fiscal relations, democratic setting

## **Introduction**

Federalism connotes a method of power-sharing in a political system. Thus, Wheare (1953), a foremost classical writer on this concept, and other writers (Elaigwu, 1993; Elaigwu et al., 1994; 2019) have defined a federal state as one in which the Central (National) and state (federating) governments are coordinated, namely, that neither tier of government (Central-state/Regional) is subordinate to the other in legal authority (Jinadu, 2003). In other words, Federalism is the method of dividing powers so that the central and regional governments are each, within a sphere, co-ordinate and independent. He said that the characteristics of this Federal Principle are the division of powers among levels of government, a written constitution showing this division of powers and co-ordinate not sub-ordinate supremacy of the two levels of government concerning their functions (Wheare, 1953). The practice of federalism in Nigeria is one of the legacies the British colonial masters bequeathed the country. The Regional/State governments are born out of federalism because federalism has to do with the division of powers between the central and the Regional/State governments. The State government is a component in a federal system, it is recognized as a second tier of government which are charged with some responsibilities. The State government performs certain functions assigned to it by the constitution and they are to be autonomous on their own to carry out all its responsibilities without interference from the central government.

The evolution of federalism in Nigeria derives from economic, political/constitutional, social and cultural developments that have influenced intergovernmental relations' nature and character (Kpo, 2004). Intergovernmental relations exist between and amongst various levels and organs of government thereby giving rise to the adoption of federalism with overt power sharing true inherent in the exclusive, concurrent and residual legislative lists (Chiamogu, Onwughalu & Chiamogu, 2012; Onwughalu, Obiorah, Chiamogu & Chiamogu, 2019). In a federal system of government, powers and functions are shared and divided vertically and horizontally amongst the levels of government and their agencies respectively.

In Nigeria, inter-governmental relations would mean the relationships between the various government levels from the federal, state to the local government level; between the various ministries and parastatals, etc. There are three discernible levels of intergovernmental relations in a unitary structure, but six levels are in a Federation like Nigeria. These levels are:

- i) Federal-Federal-States
- ii) Federal - State - Local Relations
- iii) Federal - Local Relations
- iv) State - State (Inter-state) Relations
- v) State - State-Locations
- vi) Local - Local (Inter-Local) Relations.

A close look at the political landscape of Nigeria, one will no doubt agree that federalism and inter-governmental relations (IGRs) in the country has been undergoing a series of transformations, particularly from military administration to a democratic dispensation. The essential feature of federal states is the division of “political power” between the federating (states) and central (Federal) governments, with each tier of government having the final say regarding matters belonging to its sphere, (Wheare, 1953) assigned to it by the constitution, meaning that neither tier can abolish the other. However, inter-governmental refers to different layers of government cutting across each other’s domain of specified authorities, and in which they interact cooperatively and/or conflictual to achieve parochial and collective objectives of divisional and general government (Dare, 1979). Since the coming into force of the 1999 Constitution of the Federal Republic of Nigeria on 29th May, which ushered in the Fourth Republic, much controversy has been generated with respect to inter-governmental relations.

The thrust of this paper is to examine the fiscal relationship between the federal and state fiscal relations under a democratic settings in Nigeria. The paper also attempt to establish the assignment of fiscal and revenue/tax responsibilities of both federal and states government during the political dispensation between 1999 to 2019. The 1999 constitution has spelt out the various responsibilities of Federal Government in the Exclusive Legislative list and that of states government in concurrent list. How the seek to establish what are the factors negating the principles of true fiscal federalism? The questions that this paper seek to probe is does fiscal federalism achieve its objective? How does this principle help in nurturing true fiscal federalism in Nigeria?

## **Methodology**

The study is a documentary research. It derives its data from secondary sources i.e. books, journals, official documents of the government, newspapers and magazines and related information downloaded from the internet. The data collected were analyzed using content analysis method.

## **Conceptual Clarifications**

### **Federalism**

The definition of K.C Wheare in his work *Federal Government* first published in 1946 gave federalism a scholarly recognition (Aliff, 2015). He conceived federalism as “a system of government in which authority is divided between national and regional governments so that each remained, within a sphere, coordinate (i.e. legally co-equal) and independent.” (Aliff, 2015). This definition reveals the existence of more than one level of government but there may not, be absolute independence as a level may depend on another tier to carry out some certain responsibilities with each constitutionally enjoying co-equal legal and independent powers.

Federalism can be defined as an effective system with the normative appeal and institutional sophistication to manage complex socio-economic, cultural, and political issues at national, regional, and international levels (Gebeye, 2019). Like democracy, federalism has turned out the most beautiful bride for most plural societies even amidst its adoption and its use as an appellation to galvanize and not integrate a diverse populace (Amobi, 2020).

Federalism is a political concept in which the power to govern is shared between national, state, and local governments, creating what is often called a federation (Arowolo, 2011, Akindele and Olaopa, 2002). Arowolo (2011,) states that “It is a political theory that is divergent in concept, varied in ecology and dynamic in practice”. According to Vincent (2001), the concept of federalism implies that each tier of government is coordinated and independent in its delimited sphere of authority and should also have appropriate taxing powers to exploit its independent sources of revenue.

Scholars have busted its definition from varied angles and facets depicting their orientation and background but no one definition has been adopted as universal. The history of federalism as an

ideology is traceable to American inventors like Madison, Jay, and Hamilton, the authors of the Federalist Papers to the classical formulation of the idea by Kenneth Wheare and its modern-day exponents such as Carl Friedrich, Amitai Etzioni, Ben Nwabueze, Adele Jinadu among others. These scholars share a certain perception about federalism as a division of political power between a central and component units as levels of government where each has its defined area of authority guaranteed by a constitution within a political system.

For Amadi et al (2017), federalism seems “a banal idea - not more than a tool kit of the machinery of government for managing regionally complex centrifugal and centripetal forces in political systems”. This position ordinarily stems from the perception that federalism is a mere principle of governance defining power structure and describing decentralization. It describes federalism but does not explain in plain language the message that an average reader should take home about the concept. Hence, the torchlight beams further to the views of Prof A.V. Dicey and K.C. Wheare as cited in Dikshit (1975) that “federalism is born when political communities in an area desire union without desiring complete unity”. Dicey as cited in Onwughalu, Obiorah, Chiamogu and Chiamogu (2019) defined federalism as “a political contrivance intended to reconcile national unity and power with the maintenance of state rights”. Those views as advanced by these scholars are two-pruned: pointing to the existence of common and parochial interests.

Common interest in this case alludes to the realization by the federating units that there are benefits in collective efforts whereas parochial interest on the other hand portends the desire to retain certain levels of power to attend to issues that the units consider personal. Impliedly, the federating units want to tap the advantages of staying in a kind of loose union that would not preclude their enjoyment of certain traits and forms that are peculiar to them as a group. What is more, we now view the meaning of federalism from its fundamental elements emanating from definitions advanced by some notable scholars. First, Riker (1964) defined federalism as an arrangement where the two levels of government rule the same land and people, each level has at least one area of action in which it is autonomous, and there is some guarantee ... of the autonomy of each government in its own sphere. This definition brings to limelight the context and sphere of power in the affairs of a state where there exist levels of government with defined power structures and configurations. It by implications describes power-sharing where the national government exists at its level while the component units also exist at their levels and exercise their allotted powers

within their spheres. This definition is not farfetched from the classical definition of Wheare (1953, p.10) wherein he observed that “by federal principle I mean the method of dividing powers so that general and regional governments are each within a sphere, co-ordinate and independent”. Emphatically, Wheare as cited in Obi (2019) listed the principles of federalism to include the following: division of powers among levels of government, written constitution showing this division, and coordinated supremacy of the two levels of government with regards to their respective functions.

### **Intergovernmental Relations**

Intergovernmental relations represent federalism in action. It defines the complex network of interrelationships among the levels of government and their structures in a political system. It is the political, fiscal, programmatic, and administrative processes by which the central government shares revenues and other resources with the state and local governments. By implication, intergovernmental relations are the sets of policies and mechanisms by which the interplay between/among levels of government is managed. In that context, therefore, intergovernmental relations describe the processes and institutions through which governments within a political system interact (Phillimore, 2013). In his view, Obi (2004) sees intergovernmental relations to mean the complex patterns of interactions, co-operations, and inter-dependence between two or more levels of government. It is further described as a plethora of formal and informal relationships and transactions that develop among levels of government within a nation state. In Nigeria for instance, it refers to the interactions that exist among the Federal (Central or National) states and local governments, state and state interactions, state and local interactions, or local and local interactions. All these put together refer to the pattern of intergovernmental relations.

The concept has been taken to mean all forms of interactions between and amongst levels of government but is prominently discussed owing to its inherent conflictual form even though the jurisdictional powers of each level of government are delineated in the constitution. The character of intergovernmental arrangements is unique to each federation and depends on such factors as history, geography, population, size, and formal federal arrangements. In the federation of Nigeria, IGR is dominated by the relationship between the federal and state governments, and the state and local governments with minimal interactions between the federal and local governments while interstate relations are less emphasized.

## **Fiscal Relations**

Fiscal federalism in the Nigerian context involves the allocation of expenditure and taxation powers shared among the federal, state and local governments. Akindele and Olaopa(2002) held that fiscal federalism was deeply rooted in the federal system of government. It involves the financial relationship among the three tiers of government. It is the process through which the Nigerian federal government shares the resources of the nation through the transfer of funds such as grants to the state and local governments. In Nigeria's political experience, the local government has not benefited from this system of resource sharing. Consequently, this unfair treatment has undermined the capacity of the local government to act effectively as an independent third tier of government constitutionally vested with certain rights and responsibilities.

## **Assignment of fiscal Responsibilities among the Tiers of Government**

The current assignment of responsibilities among the Federal Government and the other tiers of government or the various units of the Nigerian federal system is set out in Part II of the 1999 constitution of the Federal Republic of Nigeria. The Exclusive Legislative List relates to those on which only the Federal Government can act and the Concurrent Legislative List relates to those on which both the Federal and the State Government can act: and the Fourth Schedule provides the list of functions of the Local Government Councils.

Responsibilities that can be more efficiently undertaken by the Federal Government than the State Government include the following - National defense; Shipping; Federal trunk roads; Aviation; Railways; Posts, telegraphs, and telephones; Police and other security services; Regulation of labour, interstate commerce, telecommunications; Mines and minerals; Social Security; Insurance; National statistical system; National Parks; Guidelines for minimum education standards at all levels; Water resources affecting more than one state;

Responsibilities whose benefit areas are more local than national, but with the possibility of spillover effects beyond regional boundaries are placed on the Concurrent Legislative List are:- Antiquities and monuments; Electricity; industrial, commercial, and agricultural development; scientific and technological research; statistics and surveys; University, technological and post-primary education; Health and social welfare. Under concurrent powers, if a law made by a state government conflicts with a law "validly made" by the federal government, the latter prevails. In

the words of Section 4(5), the former “shall to the extent of the inconsistency be void.” Where, however, a law made by a state is not necessarily inconsistent with a validly enacted federal law but relates to a subject matter in respect of which the federal law has, to use a common parlance, covered the field, the state legislation is not necessarily void but is merely “in abeyance,” and if for a reason, the federal law is repealed, the state legislation “is revived and becomes operational.” 1999 Constitution of the Federal Republic of Nigeria.

It is worthy to note that apart from normal administrative and political-party mechanisms, there are no explicit constitutional mechanisms designed to promote consensual rather than hierarchical resolution of conflicts between the federal government and the constituent governments. However, such conflict resolution is implicit in the establishment and composition of certain bodies, such as the National Council of States and the Federal Character Commission, whose membership consists of federal and state representatives. Conflicts of Power and Jurisdiction between the Federal Government and the States After years of prolonged military rule, Nigeria’s current democratic experience has been beset with intergovernmental conflicts on issues ranging from the authority to prescribe the tenure of local government councils to the authority to enact legislation on corruption. However, the Constitution does not expressly employ any mechanisms to forestall the development of power conflicts between the federal government and the states. The Constitution vests the Supreme Court with the original jurisdiction, to the exclusion of any other court, to determine any legal dispute between the federation and a state or between states. Because the Supreme Court is the court of last resort, this expedites litigation because such cases do not have to wind their way up through the normal, often slow, judicial hierarchy (Ignatius and Daka, 2021).

Responsibilities whose benefit areas are purely local in the chart sense that the benefits accrue in the main to a limited geographic area within the federation are usually assigned to local government councils. These responsibilities include the followings :- Primary, adult, and vocational education; Health services; Development of agriculture and non-mineral natural resources; n Economic planning and development; Cemeteries, and burial grounds; Homes for the destitute and infirm; Markets; Sewage and refuse disposal; Roads, streets, street lighting, drains, other public facilities;

## **Assignment of Revenue/taxing Responsibilities among the Tiers of Government**

Each tier of government shared assigned revenue/tax sources commensurate with its responsibilities. It is very important to reconcile considerations of efficiency (minimization of resource cost) with equity (rationalization of expenditure and revenue needs) Anyanwu, 1997. It is in this light that certain principal principles become imperative: progressive redistributive taxes should be central; taxes suitable for economic stabilization should be central while the lower level taxes should be cyclically stable; tax bases distributed highly equally by jurisdiction should be centralized; taxes on mobile factors of production are best administered at the center; residence based taxes such as sales of consumption goods to consumer or exercises are suited for states; taxes on completely immobile factors are best suited for local level; and benefit taxes and user charges might be appropriately used at all levels (Musgrave, 1959).

It is important in assigning tax/revenue powers to distinguish between those revenue powers which are exercisable by one level of government and the revenue from which accrue to the level of government alone (independent revenue), and those exercisable by the level of government, but the revenues from which accrue to that level of government and other levels of government. The latter refers to revenue that is subject to intergovernmental sharing which today makes the Federation account.

In Nigeria, the assignment of tax powers of the Federal Government according to the Constitution are:- Import duties, Exercise duties, Export duties, Mining rents and royalties, Petroleum profit tax, Companies income tax, Capital gains tax (legal basis), Personal income tax (legal bases), Value added tax (VAT). The state government's assignment of tax includes football pools and other betting taxes, Entertainment taxes and estate duties, Gift tax, land tax other than on agricultural land, Land registration fees, capital gains tax (administration), personal income tax (administration) and stamp duties. The local government taxes includes market and trading licenses and fees, tenant rates, rates, motor park duties, advertisement fees, entertainment tax, and radio/television licenses (1989 Constitution).

Looking at the above paragraph, clearly shows that all the major sources of revenue come under the jurisdiction of the Federal Government. The state and local governments have jurisdiction over minor and poor-yielding revenue sources. The proportion of the combined state and local

government revenues and that of the Federal Government is very wide and therefore, this led to serious over-dependence of lower levels of government (States and Local Governments) on the federal level's finances.

In Nigeria, the non-correspondence of revenue/taxes assignments has recently followed the discernible pattern, with the federal level of government being in a superior position to lower levels of government. For example, the state governments, on average, depending on federal sources of funding for over 70 percent of their recurrent revenue for most of the period. The federal government enjoys a greater ability to raise revenues to meet its functional expenditure obligations than the state governments. It is worthy to note that because of the mismatch between revenue and expenditures, state governments have persistently run fiscal deficits except in states like Lagos and Rivers. In Nigeria today, what exists is a situation in which all the financial resources are centralized at the federal level which are then transferred to the states and local governments through Federation Account and the State Local Government Joint Account respectively.

### **Revenue Allocation.**

Revenue allocation can be refer to as the redistribution of fiscal capacity between the various tiers of government. It is the transfer of financial resources from one level of government to another level that arises because of the revenue advantage which the former has over the latter, mostly as a result of the powers conferred on it over tax revenues (Anyanwu, 1997). Revenue allocation in Nigeria is taken as the distribution of national revenue among the various tiers of government of the federation in such a way as to reflect and obey the structure of fiscal federalism.

In Nigeria, revenue allocation has emerged as one way out not only to enhance economic growth and development but also to promote efficiency, equity, and national unity and minimize inter-governmental tensions. In essence, the existence of federalism, embodying many governmental units necessitates revenue sharing, and what to share depends on the availability and the amount of revenue as well as on the formulae and principles. The formula refers to the system of weights or relative weights (percentages) assigned to the inter-governmental sharing and the principles of inter-governmental sharing. On the other hand, the revenue allocation principles refer to the rules or factors applied in revenue allocation among states and local governments (Anyanwu, 1997).

## **Revenue Allocation Formula in Nigeria since 1992 to Date.**

The revenue allocation formula which was recommended in 1992 was used till the advent of democracy in 1999. It has the following features: FG 48.5%, State 24%, LGCs 20% and Special fund 7.5% (which was distributed: FCT 1%, Ecology 2%, Stabilization 1.5% and Natural Resources 3%).

The first proposal in the Regime of President Olusegun Obasanjo which was submitted to National Assembly from RMAFC had this proposal: FG 41.3%, States 31%, LGCs 16%, and Special Funds 11.7% (i.e. FCT 1.2%, Ecology 1%, Natural Resources 1%, Agriculture and Solid Mineral Development 1.5% and Basic Education 7%). Before the National Assembly could debate that proposal, there was a Supreme Court verdict in April 2002 on the Resources Control Suit which nullified the provision of Special Funds in any given Revenue Allocation formula (Richard and Eme, 2015). With that new development, the formula in operation then (from 1992), had to give way as President Olusegun Obasanjo invoked an Executive Order in May 2002 to redistribute the formula to reflect the verdict.

The Executive order, which is acceptable by law, gave FG 56%, States 24% and LGCs 20%. But when there was an outcry from other tiers against that distribution, the President reviewed the Executive Order in July 2002 with some adjustments by a fraction where the FG had 54.68%, States 24.72%, and LGCs had 20.60%. In March, 2004 the then Minister of Finance, Dr. Okonjo Iweala issued a letter modifying the second Executive Order that increases state allocation to 26.72% and reduces FG to 52.68%. That ministerial circular on the modification has since been the indices for the monthly distributions from the Federation Account. Under the current revenue sharing formula, the federal government takes 52.68 percent, the states 26.72 percent, and the local governments, 20.60 percent with 13 percent of derivation revenue going to the oil-producing states (Richard and Eme, 2015).

## **How Government Distributes Revenue–Sharing Formula**

Fundamentally, there are two components of the revenue allocation formula used for the disbursement of the Federation Account to the three tiers of government.

1. Vertical Allocation Formula (VAF)

## 2. . Horizontal Allocation Formula (HAF)

### **The Vertical Allocation Formula:**

This formula shows the percentage allocated to the three tiers of government i.e. federal, state, and local governments. This formula is applied vertically to the total volume of disposable revenue in the Federation Account at a particular point in time. The VAF allows every tier of government to know what is due to it; the Federal Government on one hand and the 36 States and the FCT and 774 Local Governments on the other.

### **The Horizontal Allocation Formula:**

The formula applies to States and Local Governments only. It provides the basis for sharing the volume of revenue already allocated to the 36 States and 774 Local Governments. Through the application of the principles of the horizontal allocation formula, the allocation due to each State or Local Government is determined.

Thus, it can conveniently be concluded that the vertical allocation formula is for inter-tier sharing between the three tiers of government while the horizontal allocation formula is for intra tier sharing among the 36 States and the 774 Local Governments in Nigeria

The approved Allocation of Revenue (Federation Account, etc.) Act of 2004, states as follows:

The amount standing to the credit of the Federation Account, less the sum equivalent to 13% of the revenue accruing to the Federation Account directly from any natural resources as a first-line charge for distribution to the beneficiaries of the derivation funds, in accordance with the Constitution shall, be distributed among the Federal, States and Local Government Councils in each States of the country on the following basis:

- Federal Government = 56%
- State Government = 24%
- Local Government Councils 20%

After the vertical allocation of the revenue by the Federation accounts Allocation Committee, the horizontal allocation is applied, thus:

### **56% of Federal Government Revenue Distribution**

The 56% of total revenue allocated to the Federal government will be utilized/distributed as follows:

- Federal Government = 48.5%
- General Ecological Problems = 2%
- Federal Capital Territory = 1%
- Stabilization Account = 1.5%
- Development of Natural Resources = 3%

Total = 56%

### **24% of State Government Revenue Distribution**

The 24% standing to the credit of all the states, from the Federation Account shall be distributed among the 36 states of the Federation.

The factors for distribution are specified in the Act as follows:

**(a) Land Mass:** The landmass of a state or local government shall be the proportional area size (PAS) of the State or the Local government to the total size of Nigeria, and shall be donated as follows:

**For each state:**

PAS = (Proportional Area Size of State x 100)/Total Area size of Nigeria

$$\text{PAS (STATE)} = \frac{\text{Area size of state}}{\text{Total area size of Nigeria}} \times 100\%$$

**For each local government:**

PAS = Proportional Area Size of the Local government/Total area size of Nigeria

$$PAS = \frac{\text{Area size of local government area}}{\text{Total area size of Nigeria}} \times 100\%$$

(b) **Terrain:** Allocation due to terrain is made based on the proportional area size of the three identified major terrain types present in the State or Local government area respectively, which are:

- Wetlands/water bodies
- Plain; and
- Highlands

(c) **Education:** This parameter for allocation to Social Development Factor (SDF) shall be measured in terms of primary school enrollment which attracts 60% of the allocation, while the remaining 40% is made using secondary/commercial school enrollment.

The allocation of primary school enrollment is made solely on direct proportion. About 50% of the allocation based on secondary/commercial school enrollment is made in direct proportion while the remaining 50% is made in inverse proportion. School enrollment refers to public-funded schools only.

(d) **Health:** This has a parameter for allocation to social development factor shall be measured in terms of the number of State/Local government hospital beds there. 50% of the allocation to health shall be made in direct proportion to the number of the state hospital beds, while the remaining 50% shall be made in inverse proportion.

(e) **Water:** This as a parameter for allocation to social development factor shall be represented by the mean annual rainfall in the state headquarters and territorial spread of the state.

50% of the allocation to water shall be made in direct proportion to the state territorial spread while the remaining 50% shall be made in inverse proportion to the mean annual rainfall in each state headquarters, using the most current 5-year figures. This is the same for all the states.

The 24% allocation to the 36 states and Abuja treated as a State for this purpose is redistributed, using the following criteria:

- 40% was allocated to the equality of all states
- 40% of the population
- 15% on social development e.g primary school enrollment and;
- 5% on the internally generated revenue effort.

### **Challenges of fiscal Federalism in Nigeria.**

Nigeria as a federation operates a fiscal arrangement that caters to the needs of the federating units. Today, federations are characterized by extensive intergovernmental relations in which federal, state, and local governments work together, seeking to identify policies on which all participants can agree. This can only be true if there is no financial subordination on the part of any of the levels of government. It means that neither the federal nor state or the local government in a true federation should be dependent upon each other in performing the statutory duties and functions devolved upon it in a federal constitution. The challenges of fiscal federalism in Nigeria are indeed enormous. Some of these challenges are discussed under the followings:

#### **i. Factors used in the Revenue Allocation Formula**

The major area of contention and agitation among the tiers of governments is the revenue sharing formula. It has been the manipulation of the area of advantage of each state. For example, some of the criteria such as landmass, terrain, and allocation of high percentages to the population can determine how much a state gets from oil revenue sharing, putting some states in an advantage position even though they make less contribution to the nation's revenue base, while others are

disadvantaged in the areas of landmass and population but the resources come from their region: thus the Niger Delta states contribute from 70% to 80% to the total revenue of Nigeria. These often constitute the primary source of conflicts and separatist agitations in Nigeria. The fiscal federalism of Nigeria is an aberration in the sense that it is different from the fiscal federalism of major federal states. It ignored the productive capacity of the constituent units; the government uses so many criteria that are highly political and controversial to allocate resources; a very high percentage to population and landmass which doesn't come according to how much resources a region can contribute to the center, but largely to draw from it.

Therefore, there have been some challenges at the population census tribunal that the population figures of certain parts of Nigeria are controversial, and all that is because of the oil revenue. For example, the Lagos state government went to court challenging the population figures assigned to it by the federal government through the National Population Commission (NPC) in the last census of 2006 allocation, because they also conducted a parallel population census side by side with the federal government and recorded a slightly higher figure than that assigned to it. So every avenue to challenge the federal government on the indices/ criteria for determining the revenue allocation formulae such as population, which assigned 30% weight in sharing revenue among states, has been opposed by the federal government either by the misinterpretation of the Constitution as the case in the dichotomy between on-shore and off-shore oil revenue, or others backed by the constitution. For example, it is only the federal government through its agency the NPC that can conduct a population census in any part of Nigeria and pronounce how populated a state or local council is.

## **ii. Fiscal Decentralization.**

Fiscal responsibilities in a federal system of government such as Nigeria are vested in both the federal and other tiers of government, which has resulted in a decentralized fiscal system or fiscal federalism. The federal government is the ultimate power in Nigerian intergovernmental relations as the constitution allocated an exclusive legislative list of powers to the federal government with a relatively smaller concurrent list of powers for the state governments and a much smaller residual list for the local governments in the country,

The Constitution assigned certain exclusive legislative, concurrent, and residual lists to the various tiers of governments; there are issues within the exclusive list that both the states and federal can legislate on, and in that case, how much money would be allocated or disbursed to the states would be a function of the balance between the two. For example, within the sphere of defence related to policing, some responsibilities should be given to the state governments to establish state and community policing to complement the efforts of the federal government. Over the years the worsening security situation has shown that the inadequacies of the federal police need to be complemented by the state governments as they are closer to the people than the federal government. Most of the issues on the concurrent list are being handled by the federal government, for example, issues such as federal trunk roads, electric power, scientific and technological research, and university and technological education. The few states that were able to establish universities have no grants from the federal government to complement their efforts.

These are areas in which the federal government should give the responsibilities to the states, not just on paper but by allocating adequate funds to them. All these factors do not inform the allocation of funds; to a large extent it is been done wholesale by the central government, in an attempt to say it is a federation, but a federation in which the center is more equal than the other two components. This is thus a political problem, rooted in the State that we have- the political leadership, and how they perceive politics.

### **iii. Sharing of the National Revenue.**

The country is yet to settle the issue of how the nation's resources are to be allocated vertically among the three tiers of government and horizontally, among the states as well as among the local government units. Some are of the view that the debate on Nigeria's fiscal relations hinges on the fundamental question of who gets what of the 'national cake, when, and how?' ( Odoko,& Nnanna, 2009); To this end, it was opined that this is fundamental, given that Nigeria as a monolithic economy gets over 80 percent of its revenue from crude oil. By virtue of the constitutional provision, this revenue must be disbursed to the three tiers of government. It also explains why the formula for revenue allocation has continued to be at the heart of the public debate, and why public office holders are hardly held accountable for the misuse of revenues derived from the national oil wealth. It was observed that the federal government has not justified its lion share of the country's

revenue with small expenditure assignment, and that is why waste and corruption have become its hallmark. (Nasir, 2011)

The challenges of fiscal federalism in Nigeria hinge on the equity of the expenditure assignment and revenue-raising functions among the three tiers of government. The revenue sharing and expenditure assignment formula has been generally inadequate in addressing the needs and resource gaps in the three tiers of government (Odoko,& Nnanna, 2009). A situation where only the federal government gets 52.68% of the total revenue without a corresponding responsibilities while leaving the states and local governments with 26.72% and 20.60% respectively is neither fair nor just.

#### **iv. Functional and Tax-Raising Power in Nigerian Federalism.**

The allocation of functions among component units of the Nigerian Federal system is spelled out in the Second Schedule of the 1999 constitution of the Federal Republic of Nigeria. The section specifies three main categories of legislative functions. The exclusive legislative list, the concurrent legislative list and the residual legislative list, which is not a list as such but consists of those functions neither specifically mentioned nor included in the exclusive list.

According to the 1999 constitution of the federal Republic of Nigeria, the Federal Government has exclusive constitutional responsibility for functional subjects under the ‘exclusive legislative list’ while both the federal and state governments have control over the ‘concurrent legislative list’ of functional subjects as per part II, Second Schedule of the 1999 Constitution. It is worthy to note that the structure of the functions outlined here for the respective levels of government have remained unchanged throughout the constitutional changes since 1979 constitution to of the federal republic of Nigeria. An important point to note about the allocation of tax-raising powers in Nigeria is the relative long-term stability of the system as there has been no major change in this structure over the last three decades (Onwe, 2011).

The 1999 constitution of the Federal Republic of Nigeria has outlined the procedure for disbursing the ‘Distributable Pool Account to the three levels of government as per section 162(1)(2). Such outlined procedure is theoretically expected to provide adequate financial resources for the different tiers of government to meet their constitutionally assigned functions and responsibilities. Unfortunately, irrespective of this constitutional delineation of responsibilities and functions

among the three tiers of government, the dynamics of federalism have unconsciously or consciously subordinated the apparent lower tiers of government to the center (Bello-Imam, & Agba, 2004)

**v. Corruption and Oil Revenue-Sharing**

The emergence of some local elite and pressure groups as a 'political force has characteristically been propelled by self-seeking and self-styled ethnic, sub-ethnic group political leaders, who are seeking a niche for themselves in the country's enormous "apple pie", to enable them disburse patronage and to divert state resources to corruptly enrich themselves, under a political economy characterized by "pirate capitalism," (Schatz, 1984), and compounded by lack of accountability (Jinadu,2002) It is the belief of most Nigerians that: The elites have hijacked the patronage system and perverted it to serve their own interest. Indeed, it is the integration of a system of patronage with the facades of bureaucracy and officialdom produced by the postcolonial state that facilitates the corruption that is so ubiquitous in Nigeria (Smith, 2007).

Some people argued that there was no adequate correspondence between the responsibilities assigned to various levels of government and the sources of revenue assigned to them, the federal government enjoys a greater ability to raise revenues to meet its functional expenditure obligations than the states and local governments do (Anyanwu, 1995)). Nevertheless, allocations to states and local governments shows that the issue of lack of revenues is only a minor part of socio-economic development crisis in Nigeria, but the major issue at the root of it is the lack of accountability and mismanagement of resources and this is the bane of the development effort at the federal and other tiers of government.

**Conclusion**

This paper analyzed the relationship between federal and state intergovernmental fiscal relations, and also dwelled extensively on the nature and crisis of fiscal relations in Nigeria, and concluded that fiscal relations are highly lopsided as they favor the Federal Government against the various state and local governments. The Federal Government always receives a larger amount in the sharing formula and less impact on the people. The lopsided nature of fiscal arrangement has so far generated suspicion, apathy and constant overt and covert conflict between the states and the central government. Premised on the analysis, it is deducible that the centralist system of fiscal

relations, critical issue of over-dependence on oil revenue, conflicts over sharing principle and disharmonious federal-state relations are obstinate challenges that are threatening harmonious fiscal relations in Nigeria and the continued existence of Nigeria as a federal state. The intractable problems arising from the widely unacceptable and constant conflicting fiscal federalism in Nigeria need urgent correctible measures.

### **Recommendations**

There is an urgent need for constitutional review especially as it relates to federalism. As it is, the Federal Government enjoys unlimited power and too many responsibilities in the exclusive legislative list. The constitution should be amended to devolve some powers to state governments of some of its powers that are becoming increasingly alien in modern-day federal practices.

There should be total reformation of revenue generation expenditure prioritization and better relations among tiers of government. State governments should be constitutionally empowered to control their God's given natural resources and to raise taxes/revenues to fund development projects thereby reducing the ubiquity of the Federal government and allowing state governments to develop at their own pace in line with their peculiar aspirations

The appropriate strategies for raising the necessary funds should be adopted while the formula for the distribution of federally collected revenue, need to be further amended to increase the share of state. This is because, the state governments have certain developmental functions that are vital to the people, therefore, Revenue/Tax responsibilities should translate to fiscal responsibilities.

There is need to ensure that the distribution of the revenue encourages each state government to improve internal revenue generation, not to constantly and wholly depending on the fund coming from the federation account. In this case, the tax administration should be decentralize to enhance the fiscal capacity of state governments to carry out their constitutional responsibilities

That lasting solutions to problems confronting the Nigerian federation lie in the readjustment of the tax revenue sharing power of the federation in an equitable manner among the component units which currently skew in the favor of the federal government. Also, it is imperative to embark on radical diversification of Nigerian economy to other viable and productive sectors of the economy, such as agriculture, mining, industry, and human development.

The establishment of an appropriate legal framework is essential to optimize the benefits of intergovernmental relationship between the tiers of government. This legal framework must contain detailed principles of cooperation in the course of concurrent or overlapping responsibilities. An independent institution should be established whose mandate is mainly to organize IGR on shared programs. Federations are expected to respond both to central priorities and state and local governments' priorities, and each negotiation should be done on the spirit of partnership and equality rather than hierarchy.

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**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.

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<sup>2</sup> 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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# **STAKEHOLDERS' CONSIDERATION ON SCHOOL PLANT PLANNING IN PUBLIC SENIOR SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA**

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## **Abstract**

This study investigated Stakeholders' Consideration on School Plant Planning in Public Senior Secondary Schools in North-West Zone, Nigeria". It aimed at determining stakeholders' consideration on administrative facilities planning in public senior secondary schools in North-west Zone, Nigeria and examining stakeholders' consideration on facilities for convenience planning in public senior secondary schools in North-west Zone, Nigeria. The research questions were set according to the stated objectives. A descriptive survey research design was adopted to collect data from the respondents. The total aggregate population for the study was 34,038 while the total sample size was 381. The instrument used for the collection of data was questionnaire. The questionnaire was self-designed and was validated by experts in educational administration and planning. Descriptive statistics was used to interpret data which were collected from the field. However, weighted mean of 3.0 was used to analyze responses of the respondents to the research questions. By implication, a bench mark of 3.0 and above was set for acceptance while anything less than 3.0 was set for rejection of the item statements. The findings of the study revealed that stakeholders considered that administrative facilities planning in public senior secondary schools in North-West Zone, Nigeria were not appropriately planned. This was supported by the aggregate mean of 2.8 on table 4 and facilities for convenience in public senior secondary schools in North-West Zone, Nigeria were relatively adequate, with school cafeteria, staff bus and hand washing facilities not properly planned for. This was supported by the aggregate mean of 3.2 on table 5. It was therefore recommended that when planning school plant, administrative facilities should be appropriately designed and the buildings should be central to the school and visitor access because it is school's access control point, so visibility and easy way finding is important and it is advised that convenience facilities such as school buses, canteen and toilet facilities should be adequately

planned for in public senior secondary schools in North-west Zone Nigeria. There should be a collaborative effort between the state ministries of education and private individuals to facilitate in planning and provision of convenience facilities in schools in public senior secondary schools in Northwest zone Nigeria.

**Key words: stakeholders, consideration, school plant, planning, secondary school**

## **Introduction**

Over time, the concept of school plant planning in secondary schools has been embraced worldwide because of its perceived contributions to the realization of educational goals. This is because of the fact that secondary education plays a crucial role of preparing students for higher education and useful living in the society. It is considered by many Nigerians as education that would enable them prepare for living a “balanced socio-economic life”. This accounts for why many parents work hard in providing the resources needed to send their children to quality schools. To many of them, the quality of a school depends largely on the physical, technical and stock of educative facilities that a school has per time. These further accounts for why successive governments at the Federal and State levels allocate a huge sum of money to education from its yearly budget to develop a better school plant that would provide qualitative education to the citizens in the country.

The impact of quality education on the contemporary society cannot be over emphasized. This is obvious because of the immense contributions of education to the technological and socio-economic advancement of the world of today. Basically, education equips the child with the needed skills, knowledge and attitudes to function effectively in the society. This is the crux of the human capacity thesis, which is at the vanguard of education as instrument par excellence for manpower development, and by extension, the development of the society. In view of this, educational institutions have been established at basic, upper basic and tertiary levels, with the objective that a nation’s human resources would be transformed into competent and productive

agents of development in all the sectors of the economy. This is the reason why government, private individuals and organizations are investing heavily in education as a veritable tool for national development.

Furthermore, school plant planning entails the planning of school site, instructional facilities, administrative facilities, convenience facilities, circulation facilities, accessories, welfare facilities and among others. The extent to which these facilities could enhance teaching and learning depends on how they are appropriately planned. Consequently, school plant planning in this study encompasses administrative facilities planning, facilities for convenience planning, play grounds, instructional facilities planning, Health/Welfare facilities planning practices, library facilities planning as well as school site planning in public senior secondary schools in North-west Zone Nigeria. The extent to which students' learning could be enhanced depends on how such facilities are appropriately designed within the school environment, the structure of their classroom, availability of instructional facilities and accessories (Irele, 2003). It is therefore assumed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students. The extent to which the aforementioned variables of school plant planning are designed determines whether or not the products of our public senior secondary schools are adequately prepared for higher education and useful living within the society.

### **Statement of the Problem**

Public secondary schools in North western part of Nigeria were observed to be faced with combined challenges of deteriorating school plant, out-of-date design and capacity utilization pressures. The effects of these deteriorating conditions and poor maintenance of school infrastructure are threats to school management, curriculum delivery and the entire school

performance. Many studies have revealed that poor educational standard lags in shabby school buildings, inappropriate siting of schools, poor or ill-equipped science laboratory and technical workshops, inadequate and poorly maintained instructional facilities and overcrowding (Soraj, 2017). Nigeria as a developing country is striving hard to advance in new modern ways of school plant planning considering the fact that the quality of any education rests more squarely on how such education is been properly planned.

There have been series of reports about the state of school plant in Nigerian secondary schools and more worrisome is their planning. Akinyemi (2013) reported with dismay that specifically, teaching space such as classrooms, libraries, technical workshops and laboratories are structurally defective, that is, classrooms were not spacious enough. He added that there were inadequate ventilation and lighting, classrooms located very close to technical workshops and main road. There were inadequacies in laboratory equipment and workshops while furniture, fittings and tools were not provided. These inadequacies made teaching and workshops to be jeopardized. Despite tremendous efforts by the government to ensure effective school plant planning in the country. Ahmed (2018) observed that most secondary schools were faced with poor planning leading to leaking roofs, gaping holes for windows, unreadable black boards instead of whiteboards in the 21st century, no visual teaching aids or wall posters, no libraries or teaching facilities and many others.

In recent times, a lot is being said about lack of equipment and other facilities in our schools due to lack of proper planning in our secondary schools. These inadequacies have hindered effective teaching and learning process and consequently affected the performance of students. Adebayo (2009) in his findings stated that “a casual visit to any public school in Nigeria would reveal the extent to which these educational institutions have decayed”. Educational facilities at all levels

are in a terrible shape; schools are littered with battered structures; worn out equipment (where they are available at all); overcrowded classrooms; inadequate manpower in quantity and quality; instability in the academic calendar owing to strikes; very low teacher (staff) morale due to poor planning, remuneration and working conditions”.

### **Objectives of the Study**

This study was set to:

1. Determine stakeholders’ consideration on administrative facilities planning in public senior secondary schools in North-West Zone, Nigeria;
2. Investigate stakeholders’ consideration on facilities for convenience planning in public senior secondary schools in North-West Zone, Nigeria;

### **Research Questions**

The following research questions were set for the study:

1. How do stakeholders considered administrative facilities planning in public senior secondary schools in North-West Zone, Nigeria?
2. In what ways have stakeholders considered facilities for convenience planning in public senior secondary schools in North-West Zone, Nigeria?

### **Significance of the Study**

It is also anticipated that this study will be of great importance to educational planners, educational evaluators and or officials of state ministries of education, researchers, school administrators, teachers, policy makers, scholars/academicians, general public and the government.

When this research work is presented in conferences, the findings of the study would help educational planners to see the need for adjustments and flexibility in school plant planning

practices and formulate effective strategies to improve and embrace school plant planning in secondary schools as a tool for effective provision of quality education.

When a communiqué is written to the government, the findings of the study will be of great importance to educational evaluators in particular and the entire officials of State Ministries of Education in North-Western States, Nigeria, in recognizing the need for effective school plant planning for qualitative education in the country. In addition, it would help in setting up inspectorate team to inspect secondary schools and provide reports on how to improve school plant planning in order to avoid waste, duplication, and misuses of scarce resources and to avoid under and over-estimation of school projects. It is intended that this study will provide some insights for researchers in the field of educational administration and planning in advancement of knowledge and in their search for solutions to some of the school plant planning problems besieging the secondary schools in North-West Zone and provide a document that will serve as an academic reference for the subsequent researchers who may wish to carry out a similar research especially when the research work is published in a peer reviewed journal and or published online.

Through presenting this research work in a workshop, the study would be significant to school administrators and other relevant stakeholders to revisit and enrich with new knowledge, theories, methodologies and practical behaviors to ensure effective school plant planning in North-West Zone, Nigeria. The findings may also be relevant to teachers as they may give them courage in the provision of quality education to students. Through the findings of this study, policy makers may gain from the information on the need to re-strategize the school plant planning in order to make education more effective and efficient to its users and would be provided with relevant information needed in providing the lacked planning aspects in secondary schools system. Scholars and academicians may equally use this study as a source for further

study especially if the write up is presented in a seminar, conference or workshop. Besides, the entire public would be guided on the area where complementary effort is actually required.

## **Research Methodology**

A descriptive survey research design was adopted for this study. Orodho and Kombo (2002) maintained that descriptive survey research design is an efficient method of collecting original data from a wide range of respondents and provides an opportunity for the researcher to study and explore the status and current situations in the school. The population of this study consisted of two thousand and thirty eight (2,052) senior secondary school principals, thirty thousand nine hundred and thirty eight (30,938) senior secondary school teachers and one thousand and forty eight (1,048) quality evaluators in the quality assurance section under the ministries of education in north-west zone, Nigeria. Therefore, the total aggregate population was thirty four thousand and thirty eight (34,038). Moreover, Research Academic Advisors (2006) at 0.05 Confidence level was used to determine the sample size of principals, quality evaluators and teachers of public senior secondary schools in the selected States in North-west Zone, Nigeria. In view of this, the total sample size for the study was three hundred and eighty one (381) comprising twenty three (23) principals, three hundred and forty four (344) teachers and fourteen (14) quality evaluators of public senior secondary schools in North-west Zone, Nigeria. In addition, stratified random sampling technique was applied in order to reduce the potential for any bias in the selection of cases to be included in the sample. This helped in getting principals, teachers and quality evaluators who were relevant and rich in information regarding school plant planning in public senior secondary schools in North-west Zone, Nigeria. In addition, simple random sampling technique was applied in the selection of four sample States which represented the entire States in the Northwest Zone. In this regard, the States that were randomly selected included Kano, Jigawa, Zamfara and Sokoto States respectively.

The research instrument used for this study was questionnaire. Orodho (2009) maintained that questionnaire is the best instrument used to gather data, which allows measurement for or against a particular viewpoint. The questionnaire was self-designed and was validated by experts in educational administration and planning. Weighted mean of 3.0 was used to analyse responses of the respondents to the research questions. To test the postulated hypotheses of this research,

### Answers to Research Questions

The researcher used 3.0 as the weighted mean otherwise known as decision mean since the instrument was structured along a modified five point Likert scale options to take decision on whether to accept or reject the responses of the respondents to item statement. Therefore, a mean score of 3.0 and above indicate positive responses to the item statements and showing acceptance; while a mean score below 3.0 indicate negative answers to the item statement implying rejection. This is shown as follows: SA = 5 points, A= 4 points, UD= 3 points, D= 2 points, SD= 1 point.

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

### Research Question One: In what ways have Stakeholders Considered Administrative Facilities Planning in Public Senior Secondary Schools in North-West Zone, Nigeria?

The research question relates to items 1-10 of the questionnaire. The responses of all the respondents were collated, analyzed and presented in a table. Details are captured in table 1.

**Table 1: Mean Scores of Respondents on Consideration of Stakeholders on Administrative Facilities Planning in Public Senior Secondary Schools in North-West Zone, Nigeria**

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	School principal's office with enough equipments for work is provided in the school planning document	Principals	-	5	2	14	1	22	2.5
		Teachers	58	10	2	106	142	331	1.1
		Evaluators	-	-	2	10	-	12	2.3
2	Staff room has been scheduled in school planning schedules	Principals	2	10	-	7	3	22	3.0
		Teachers	50	220	-	26	37	331	3.6
		Evaluators	2	10	-	-	-	12	3.3

3	Examination office is provided in the school planning document	Principals	10	10	-	1	1	22	4.2
		Teachers	70	38	-	115	110	331	2.5
		Evaluators	-	2	-	10	-	12	2.3
4	Conference hall is considered in the school's future planning schedules	Principals	-	2	1	16	1	22	2.0
		Teachers	32	21	5	227	51	331	2.4
		Evaluators	-	3	-	7	1	12	2.3
5	Account office is planned spaciouly for better record keeping	Principals	5	-	2	10	5	22	2.5
		Teachers	38	53	2	179	61	331	2.5
		Evaluators	-	2	2	7	1	12	2.4
6	School vice principal's office is provided in the school's future planning schedule	Principals	10	10	-	1	1	22	4.7
		Teachers	154	42	-	41	78	331	3.6
		Evaluators	1	10-	-	1	-	12	4.6
7	ICT office with enough facilities is included in the school's future planning document	Principals	-	1	1	20	-	22	2.2
		Teachers	27	28	7	165	106	331	2.2
		Evaluators	1	-	-	10	1	12	2.2
8	Maintenance office is projected in the school planning document	Principals	2	2	1	11	6	22	2.2
		Teachers	11	100	6	144	72	331	2.5
		Evaluators	-	3	-	7	2	12	2.3
9	Multipurpose room is included in the school planning schedules	Principals	2	5	-	14	1	22	2.7
		Teachers	47	38	-	170	78	331	2.1
		Evaluators	2	-	-	9	1	12	3.4
10	Guidance and counselling centre is scheduled in school planning schedules	Principals	9	10	-	2	1	22	4.0
		Teachers	143	96	-	86	58	331	3.0
		Evaluators	2	7	-	3	-	12	3.1

**Aggregate mean= 2.8**

Table 1 shows the responses of respondents on stakeholders' consideration on administrative facilities planning in public senior secondary schools in North-West Zone, Nigeria. Item 1 showed that it was rejected by all the respondents with principals having mean score of 2.5, teachers 1.1 and evaluators 2.3. This implies that school principal's offices with enough equipment for work were not provided in the school planning document. Item 2 showed that principals have mean score of 3.0, teachers 3.6 and supervisors 3.3 which indicated that the item statement was accepted by all the respondents. It shows that Staff rooms were scheduled in school planning document. Item 3 was rejected by the respondents with the mean score for principals 4.2, teacher 2.5 and evaluators 2.3. This implies that Examination offices were provided in the school planning schedules. Item 4 was further rejected with the mean score of 2.0, 2.4 and 2.9 for principals, teachers and evaluators representatively; this implies that Conference halls were not considered in the school's future

planning document. Item 5 had mean score for principals 2.5, teachers 2.5 and evaluators 2.4 which imply it was rejected meaning that, account office was not planned spaciously for better record keeping. Item 6 showed that principals had mean score of 4.7, teachers 3.6 and evaluators 4.6 which was accepted implying that school vice principal's office is provided in the school's future planning schedule. .Item 7 was rejected by principals, teachers and supervisors with the respective mean scores of 2.2, 2.2, and 2.2. Item 8 have the mean score of 2.2, 2.5 and 2.3 for principals, teachers and evaluators accordingly, indicating that maintenance office was projected in the school planning document. Item 9 have the means score of 2.7, 2.1 and 3.4 for principals, teachers and evaluators respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 4.0, 3.0 and 3.1 for principals, teachers and evaluators. By this analysis, it was revealed that stakeholders considered administrative facilities planning as inappropriate in most public senior secondary schools in North-West Zone, Nigeria.

**Research Question Two: what is the Consideration of Stakeholders on Facilities for Convenience Planning in Public Senior Secondary Schools in North-West Zone, Nigeria?**

The research question relates to items 1-10 of the questionnaire. The responses of all the respondents were collated, analyzed and presented in a table. Thus, table 2 gives the details.

**Table 2: Mean Scores of Respondents on Consideration of Stakeholders on Facilities for Convenience Planning in Public Senior Secondary Schools in North-West Zone, Nigeria**

S/n	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	School cafeteria is included in the school's future planning activities	Principals	2	5	-	10	5	22	2.4
		Teachers	53	52	-	170	58	331	2.6
		Evaluators	-	3	-	6	3	12	2.3
2	Toilet facilities for students are scheduled in the school planning document	Principals	20	-	-	1	1	22	4.6
		Teachers	110	60	-	96	67	331	3.2
		Evaluators	2	6	-	2	2	12	3.9
3	Toilet facilities for staff are considered in the school planning activities	Principals	5	10	-	3	4	22	3.4
		Teachers	159	108	-	60	23	331	4.2
		Evaluators	6	1	-	3	2	12	3.5

4	Buses for staff and students' use are included in the school's future planning schedules	Principals	1	3	-	19	1	22	2.5
		Teachers	32	43	-	132	120	331	2.2
		Evaluators	-	2	1	7	2	12	2.3
5	Hand washing facilities are provided in all convenience spaces in the school plans document	Principals	1	9	-	11	1	22	2.9
		Teachers	45	90	2	129	68	331	2.5
		Evaluators	7	1	-	2	2	12	4.2
6	Canteen is scheduled in the school planning document	Principals	1	1	-	11	9	22	1.8
		Teachers	54	42	-	135	96	331	2.4
		Evaluators	-	7	-	5	-	12	3.1
7	Corridors for relaxation are considered in the school planning document	Principals	10	6	2	2	2	22	3.9
		Teachers	120	135	7	35	30	331	3.7
		Evaluators	2	6	-	1	3	12	3.3
8	Dormitory facilities for students' use are designed in the school planning document	Principals	10	2	1	-	9	22	3.3
		Teachers	61	64	6	144	55	331	2.9
		Evaluators	7	1	-	2	2	12	3.4
9	Necessary devices for toilet facility are included in the school planning schedules	Principals	2	15	-	5	-	22	3.6
		Teachers	115	52	-	70	80	331	4.1
		Evaluators	6	1	-	4	-	12	2.4
10	Staff and students' common rooms are scheduled in the school planning document	Principals	12	6	-	2	2	22	4.0
		Teachers	103	96	-	120	58	331	3.6
		Evaluators	3	4	-	2	3	12	3.0

**Aggregate mean= 3.2**

Table 2 shows the responses of respondents on consideration of stakeholders on facilities for convenience planning in public senior secondary schools in North-West Zone, Nigeria. Item 1 was rejected by all the respondents with principals having mean score of 2.4, teachers 2.6 and evaluators 2.3. This implies that School cafeteria was not included in the school's future planning activities.. Item 2 showed that principals have mean score of 4.6, teaches 3.2 and evaluators 3.9 which indicate that the item statement was accepted by all the respondents. It shows that toilet facilities for students were scheduled in the school planning document. Item 3 was retained by all the respondents with the mean score for principals 3.4, teacher 4.2 and evaluators 3.5. This implies that Toilet facilities for staff were considered in the school planning practices. Item 4 was rejected with the mean score of 2.5, 2.2 and 2.3 for principals, teachers and evaluators respectively this implies that Buses for staff and students' use were not included in the school's future planning schedules. Item 5 had mean score for principals 2.9, teachers 2.5 and evaluators 4.2 meaning that, hand washing facilities were not adequately are provided in all convenience spaces in the school

plans document. Item 6 showed that principals had mean score of 1.8, teachers 2.4 and evaluators 3.1 which was rejected implying that canteen was not scheduled in the school planning document. Item 7 was accepted by principals, teachers and evaluators with the respective mean scores of 3.9, 3.7, and 3.3. Item 8 have the mean score of 3.3, 2.9 and 3.4 for principals, teachers and evaluators accordingly, indicating that Dormitory facilities for students' use were designed in the school planning document. Item 9 have the means score of 3.6, 4.1 and 2.4 for principals, teachers and evaluators respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 4.0, 3.6 and 3.0 for principals, teachers and evaluators. By this analysis, it was revealed that facilities for convenience in public senior secondary schools in North-West Zone were provided in the school planning schedules.

### **Summary of the Findings**

The findings of the study revealed that;

1. Stakeholders considered that administrative facilities in public senior secondary schools in North-West Zone, Nigeria were not adequately planned for. This was supported by the aggregate mean of 2.8 on table 1.
2. Stakeholders considered that facilities for convenience in public senior secondary schools in North-West Zone, Nigeria were relatively adequate. This was supported by the aggregate mean of 3.2 on table 2.

### **Discussions of the Findings**

This study was able to establish that; Stakeholders considered that administrative facilities in public senior secondary schools in North-West Zone, Nigeria were not adequately planned for. This was support by the aggregate mean of 3.2 on table 1. It was revealed that conference hall was not considered in the school's future planning practices and account offices were not planned

spaciously for better record keeping. In addition, there were no ICT offices with enough equipment neither were they included in the school's future planning document. It was also revealed that multipurpose rooms were not included in the school planning schedules in public senior secondary schools in North-West Zone, Nigeria.

This study was able to establish that; Stakeholders considered that facilities for convenience in public senior secondary schools in North-West Zone, Nigeria were relatively adequate but school cafeteria; staff bus and hand washing facilities were not properly planned for. It was revealed that toilet facilities for students were scheduled in the school planning document and toilet facilities for staff were considered in the school planning activities. In addition, Corridors for relaxation were considered in the school planning document. It was also revealed that Dormitory facilities for students' use were designed in the school planning document and that necessary devices for toilet facility were included in the school planning schedule in public senior secondary schools in North-West Zone, Nigeria. This was supported by the aggregate mean of 3.2 on table 2.

### **Recommendations**

In view of the findings, the following recommendations were proffered:

1. When planning school plant, administrative facilities should be appropriately planned. The buildings should be central to the school and visitor access because it is school's access control point, so visibility and easy way finding is important. This will aid effective management of all activities in public senior secondary schools in North-West Zone, Nigeria.
2. Convenience facilities such as school buses, canteen and toilet facilities should be adequately planned for in public senior secondary schools in North-west Zone Nigeria. There should be a

collaborative effort between the states ministries of education and private individuals to facilitate in planning and provision of convenience facilities in schools.

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**EFFECT OF GRASSROOTS' DEMOCRACY ON SERVICE DELIVERY IN BOSSO  
LOCAL GOVERNMENT, NIGER STATE**

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***Abstract***

*Local Governments are established to promote grassroots' democracy through imbibing the general principles of democracy thereby enhancing service delivery which will make the performance of any Local Government visible to the people. The study assessed the effects of grassroots' democracy (representation and grassroots' participation) on service delivery in Bosso Local Government between 2015 to 2020. The study used both primary and secondary sources of data. For the primary source, questionnaire and interview were the instruments used. For the secondary source, journals and publications were used. A sample population size of 212 respondents were selected from the total of 450 population size of the study, theory of Democratic participatory school was adopted as theoretical framework for the study. The result of the study revealed that representative leadership has significantly affected service delivery in Bosso Local Government; in the same vein, the study also found that grassroots' participation" has significantly affected service delivery in Bosso Local Government. The study recommended among others the need for efforts to be directed at ensuring that elections continue to be conducted in a free and fair atmosphere in order to boost representative leadership. More ways should be paved for easy mobilization of the general masses at the grassroots on decisions that concern the socio-political and economic development of their environment.*

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**Keywords:** *Grassroots*Democracy, Leadership, Participation, service delivery, Representation and Local Government.

## **Introduction**

Local Governments are established to promote grassroots' democracy through imbibing the general principles of democracy thereby enhancing service delivery which will make the performance of any Local Government visible to the people. Local Governments in Nigeria are potentially very important for socio-economic roles that the constitution bestows on them as they generate revenue and encourage civil involvement, as well as creating a visible link between taxes and service delivery. According to Uhunmwangho & Epelle (2017), every local jurisdiction has its unique economic, social and physical characteristics and its historical tradition which are better understood by its people. Thus, the Local Government Areas are created to provide the services which the Federal and State Governments cannot easily undertake due to their remoteness from the local communities. That is why Dumandu (2016), gave some characteristics of Local Government as the best way to identify a Local Government is: "a level of government with philosophical commitment to democratic participation in the governing process at the grassroots level".

It is important at this juncture to state, that the philosophical roots of decentralization and local level administration can be traced to writings of a French philosopher Jean Jacques Rousseau. Rousseau (1920) who became impressed by the emerging democratic practices and principles in operation in Sweden at that time, argued that Local Government is a good training ground for democratic development and effective performance.

This formed a core philosophical basis in the opinion of Gingrich cited in Olowu and Wunsch (2018) who observed that: “We must decentralize power and programmes away from the Central Government; we must liberate individuals, neighborhood Local and State Governments so they can experiment with new and better methods of getting the job done – improving service delivery”. On this basis, Altmann (2019) also opined that decentralization of governance to local level can lead to increased efficiencies, effectiveness and economy. Besides, decentralization offers a number of benefits, according to the logic of markets. When Local Governments compete to attract citizens, those that fail to perform will be crowded out (Donahue, 1997).

The term ‘Grassroots/Local democracy’ refers to the decentralization of power and responsibility to democratic institutions at village, municipal, city, town, district, county and equivalent local levels (McMann 2020). It is however, argued that democracy is intended to ensure that local policies reflect the needs and preferences of local communities. Effective grassroots democracy can facilitate public participation, improve service delivery, strengthen communities, and improve development outcomes. Besides, effective grassroots democracy is increasingly recognized as a prerequisite for ensuring sustainable and equitable economic and social development, promoting good governance and encouraging democratic values.

For some, the attractions of local democracy are intrinsic: regardless of its effect on outcomes, the value of local democracy lies in the opportunity for increased participation, which strengthens civic culture, builds social capital and enables people to act as more active citizens. Others take a more instrumental view of the benefits of local democracy, focusing on the ability of local democracy to improve service delivery and developmental outcomes through increased public

accountability (International IDEA 2013). The above assertion made Afolabi and Awofeso (2019) to stress that:

One major ground, on which the existence of Local Government has been justified by scholars, is its essentiality for democratic climate. The existence of Local Government is to promote the spread of democratic norms: representation, participation and accountability, to mention just a few.

This study assessed the effect of grassroots' democracy on service delivery in Bosso Local Government and the magnitude of effects it made on service delivery between 2015 to 2020.

### **Statement of the Research Problem**

Considering the constitutionally stipulated structure of governance in Nigeria, Local Governments ought to be the primary political structures for addressing the concerns and socio-economic demands of people at the grassroots. However, systematic gap by higher levels of government and the constrain of Local Government officials, among other factors, have contributed to making this level of governance ineffective.

Local Government is premised on the idea that it is the level of government that is better placed for effective performance at local level (to effectively formulate and implement development policies and programmes that can effectively solve problems of service delivery at local level). However, this idea seems defeated by some inadequacies of the leaders such as poor representation by the local leaders and Non-involvement of the Local people in decision making as well as other challenges facing the Local Government system in Nigeria. This is in consonance with the assertion of Adedeji, (1999) that: "No democracy can become dynamic, acceptable and sustainable if the system of governance at the grassroots level is not people oriented, friendly, participatory and accountable"

Representatives in most Local Governments Area in Niger State prioritize their own interests at the expense of the broader populace. The 2019 report by the Niger State Monitoring Committee on Local Government Performance indicates that only a small proportion of the population in various Local Government Areas feels adequately represented. This challenge stems from internal segregation among districts, where elected officials favor their own districts thereby perpetuating inequality and neglect in other areas.

In the same vein, non-involvement (participation) of the Local people (starting from the level of initiation, to planning, implementation and to monitoring and evaluation) in decision making has been reported to be one of the hindering factors to service delivery in some Local Governments in Niger State. In essence, the system of governance in some Local Governments, Niger State is not people oriented which has made most decisions flow from the leaders not sustainable thereby hindering the performance of some Local Government (Niger State Monitoring Committee report on Local Government's Performance, 2017). It is based on this, that this paper is set out to assess the effect of grassroots democracy on service delivery in Bosso Local Government Niger state, Nigeria.

This research will answer the following research questions:

### **Research Question**

- i. To what extent does representative leadership affect service delivery in Bosso Local Government?
- ii. What is the effect of grassroots' participation in local decision on service delivery in Bosso Local Government?

## **Research Objectives**

The overall objective of the study is to assess the effect of grassroots' democracy on service delivery in Bosso Local Government, Niger State. The specific objectives of this study are;

- i. To examine the extent to which representative leadership affect service delivery in Bosso Local Government.
- ii. To assess the extent to which grassroots' participation affects service delivery in Bosso Local Government.

## **Research Hypotheses**

**Ho<sub>1</sub>** Representative leadership has no significant effect on service delivery in Bosso Local Government.

**Ho<sub>2</sub>** Grassroots' participation has no significant effect on service delivery in Bosso Local Government.

## **Literature Review**

### **Local Government Performance**

'Local Government performance' could be defined as the delivery of both the mandatory and concurrent functions. Generally, performance could be regarded as one of the key determining factors widely used in measuring the success or failure of organizations. Although several research works have been carried out on performance related issues as it affects organizations or firms but its definition has been challenging to researchers. According to Roger and Wright (1998),

performance is probably the most widely used variable in organizational research today, yet it remains one of the vaguest and loosely defined constructs. They further confirmed that the struggle to establish a meaning of performance has been ongoing for many years and it is not limited to academicians.

Gavrea, Ilies and Stegorean (2011), confirmed the fact that defining performance has been very challenging to researchers because of its many meanings. However, they traced the history of the attempted definitions of performance as noted by other researchers between 1950s and 2006. In the 50s organizational performance was defined by Georgopolis and Tannebaman (1957) as the extent to which organizations fulfilled their objectives. In this era, performance evaluation focused on work, people and invariably, staff performance.

However, there are a number of measures that can be taken into consideration when measuring performance for example, using productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 2012). Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002).

It is increasingly achieving better products and services at a progressively more competitive price (Stoner, 1996).

According to McLennan (2009) performance is commonly understood to mean “the provision of goods or services by a government or other organizations to those who need or demand them”. Such performance by whoever is constitutionally responsible takes into consideration numerous social factors. This includes evenly rearrangement and reallocation of resources, social equality, and improvement of people’s living condition and stimulating economy to ensure service provision sustainability.

Berry (2004) opines that performance is conceptualized as the relationship between policy makers, service providers and poor people. It encompasses services and their supporting systems that are typically regarded as a state responsibility. These include social services (primary education and basic health services), infrastructure (water and sanitation, roads and bridges) and services that promote personal security (justice, police). Similarly, World Bank (2004) sees Local government performance as:

A relationship of accountability between users, providers and policy-makers and proposes a possible framework for conceptualizing pro-poor service delivery that examines the relationships of accountability between the policy maker, the provider and the citizen – indicating the central role of the public institutions (e.g. Local Government) in guaranteeing the provision of pro-poor services and the role of politics in this process.

VNG International (2007) opines that performance is measured by service delivery which is an essential function of the relationship between governmental bodies and citizens. This has over the years, categorized the citizens as customers and has changes the way governments think and act. In the world of government therefore, (particular, in the world of Local Government) customers

have a right to demand services from their suppliers that meet their needs: fast, accessible, of good quality and at modest cost, and all wrapped in friendly treatment. This applies particularly to the government as a supplier of key public services. Kuye (2005), sees performance of Local Government to imply the provision of tangible and intangible goods and services by the government in order to improve the wellbeing of the citizenry. These include social services (primary education and basic health services), infrastructure (water, sanitation, roads and bridges).

### **Conceptualizing Representative Government**

Manin (1997) defined representative government by presuming that the purpose of representative government is to represent the will of the people in some way by translating popular sentiment or public interest into policy. It therefore presumes that a good measure of the performance of representative democracy, at least in its representative capacity, involves comparing policy results with public opinion as it is or as it should be. The classic study of Miller and Stokes (2013) focused on "the extent of policy agreement between legislator and district". Another definition of representative government hinges on the responsiveness of elected politicians to the preferences and interests of their constituents" (Bartels 1991). Occasionally the notion of responsiveness is examined in more depth by Manin (1997) and Przeworski, and Stokes (2016) by stressing that "the purpose of representative government is to be an instrument of the popular will".

We could therefore, conclude that Dahl (2005) is surely right to suggest that the notion of responsiveness is central to any understanding of modern democracy. He added that the purpose of representative government is to multiply and challenge governmental claims to represent the people. Recently, Loeper (2016) came up with a broad definition of representative government by asserting thus:

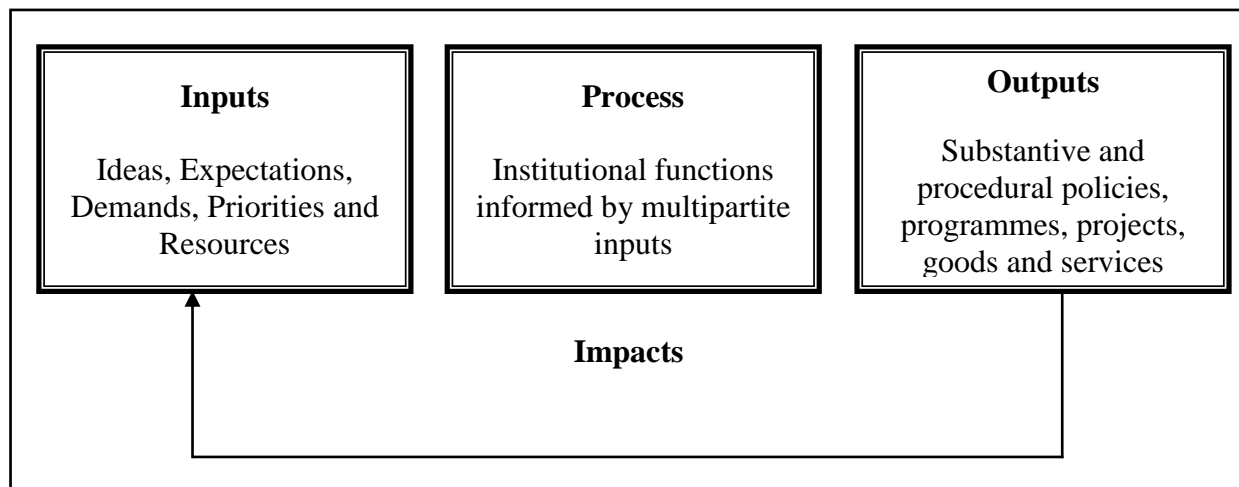
Representative government also known as indirect democracy, is a type of government founded on the elected persons representing a group of people which can function as an element of both parliamentary and the presidential systems of government (manifested in the low chambers known as house of representatives in Nigeria and house of commons in the United Kingdom).

In general, we refer to governments in which those institutions are present as "representative." In the final analysis, though, it is not the term "representation" that is important here. It will simply be a question of analyzing the elements and consequences of the combination of arrangements, whatever name we give it.

### **Concept of Grassroots' Participation**

The concept of democratic participation as applied to both national and Local Government discourses has various meanings. In a more generic sense, it can be understood to refer to the manner in which governmental institutions allow communities to take part in the decision making process intended to delineate their operations. It involves a multipartite approach to decision-making in the interest of all (Houston, Mpanyane, & Liebenberg, (2001). It is about incorporating the values of democracy in dealing with communities. It emphasizes institutional operations that are responsive to community needs thereby making sure that service delivery is consistent with community expectations. Thus, democratic participation involves going out to the communities to find out what their needs are and rationalizing these with institutional objective conditions in terms of financial and technical capacity and then concocting a mixture of goods and services that have a community flavor. This analysis presupposes a systemic approach to understanding democratic participation. The figure 1 testifies to this.

**Figure 1 Systemic Approach to Understanding Democratic Participation**



*Source:* Adapted from Nsingo and Kuye, 2015.

Figure 1 is a systemic approach to understanding democratic participation encapsulating the inputs (i.e. ideas, expectations, demands, priorities and resources needed from the people), the process (i.e. the institutional functions informed by multipartite inputs) and outputs (i.e. substantive and procedural policies, programmes, projects, goods and services). If the inputs are not sufficiently taken from the general public, the outputs might not be the priorities (i.e. the needs and aspirations of the citizens).

Summarily, democratic participation informs Local Government to accept democracy as a way of life for these local level institutions and that the participation of communities should be an indispensable phenomenon of this life. There is no room for maneuvering. Thus, democratic participation implies active citizenship and ownership. It is part of civic engagement and citizenship, which is a major principle of good local governance. It captures the poor and marginalized to have interest in local affairs, to take control of local resources, and make decisions

to utilize them in a sustainable manner (World Bank, 2003). Democratic participation should ensure a commitment to the provision of high quality services to the community; responsiveness to the needs of the community; representativeness of all sectors of the community; a commitment to the training and development of all public employees; and the entrenchment of democracy in the internal procedures of the institution and its relation with the community (Nel, 1996).

## **Service Delivery**

According to McLennan (2009) service delivery is commonly understood to mean “the provision of goods or services by a government or other organizations to those who need or demand them”. Such delivery of services by whoever is constitutionally responsible takes into consideration numerous social factors. This includes evenly rearrangement and reallocation of resources, social equality, and improvement of people’s living condition and stimulating economy to ensure service provision sustainability.

Berry (2004) opines that service delivery is conceptualized as the relationship between policy makers, service providers and poor people. It encompasses services and their supporting systems that are typically regarded as a state responsibility. These include social services (primary education and basic health services), infrastructure (water and sanitation, roads and bridges) and services that promote personal security (justice, police). Similarly, World Bank (2004) sees service delivery as:

A relationship of accountability between users, providers and policy-makers and proposes a possible framework for conceptualising pro-poor service delivery that examines the relationships of accountability between the policy maker, the provider and the citizen – indicating the central role of the public

institutions in guaranteeing the provision of pro-poor services and the role of politics in this process. Wilson, C. (2012)

VNG International (2007) opines that service delivery is an essential function of the relationship between government bodies and citizens. This has over the years, categorised the citizens as customers and has changes the way governments think and act. In the world of government therefore, (particular, in the world of local government) customers have a right to demand services from their suppliers that meet their needs: fast, accessible, of good quality and at modest cost, and all wrapped in friendly treatment. This applies particularly to the government as a supplier of key public services. However, since the study constrained service delivery within the confines of primary health care delivery, the need to conceptualize primary health care. Awofeso (2019), posits, Service Delivery to imply tangible and intangible goods and services provided by the government in order to improve the wellbeing of the citizenry. These include social services (primary education and basic health services), infrastructure (water, sanitation, roads and bridges). Bello-Imam & Roberts (2001), agree with this understanding of Service Delivery when they noted that local service delivery is the provision of services intended to alleviate human suffering and by extension, enhance the quality of life of the citizens.

### **The Nexus between Grassroots' Democracy and Local Government Performance**

Nsingo and Kuye (2015) summed the linkage between grassroots' democracy and Local Government performance by stating that local development can only be meaningful to the local people if they are given the opportunity to participate in the determination of programmes and projects initiated to contribute to their development. In line with the argument of Nsingo and Kuye, Maddick (1963) averred that the exercise of democracy and human rights can only be meaningful if demands and policies can be translated into physical development including the provision of basic socio-economic services. Some of these are basic health, basic education, agriculture and

revenue raising and regulating functions. He added that people expect such services to be delivered to make any meaning of democracy and bureaucracy at the local level thereby making the performance visible.

In providing socio-economic services, Local Governments have to work with community groups and the citizenry to harness community energies and input into development. A greater part of the developmental initiatives and effectiveness in Local Government is a function of community development or self-help groups. The argument of Maddick on taken the citizenry along as input for development made Cavaye (2000) to make the following assertion:

The role of Local Government in socioeconomic development include: creating a “vehicle” for local people to express and act on existing concerns; judging appropriate interaction with communities from “consultation” to genuine partnership and facilitation; personal relationships between local public servants and community members is crucial to government’s involvement in local affairs and capacity development; moulding formal “structures” that mediate community involvement with a grassroots culture of local participation; community members “unlearning” the role of government solely as a “provider” and government “unlearning” the historical technical assistance approach to communities; fostering relationships between community members and government workers by increasing the “networking” role of public servants in communities and initiating contact with a greater diversity of clients.

## **Review of Related Studies**

Nsingo and Kuye (2015) explored democratic Participation for Service Delivery in Local Government in Zimbabwe: Humanising structural configurations and legal provisions. The study adopted exploratory research design depending on organizational documents that describe the performance of Local Government institutions in Zimbabwe. The paper argued that it is vital to show commitment to the democratic process through implementable plans that compel councilors in Zimbabwe’s rural district councils (RDCs) to involve communities in the service delivery

process. The paper acknowledges that although Zimbabwe has arguably adopted commendable Local Government policies and has established appropriate structures for democratic participation, the practice does not justify the effort. The study also found that RDCs tend to minimize or underplay the role of communities in service delivery. The study recommended among others the need for local effort and commitment to ‘humanize’ these policies and structures through mobilizing the ultimate beneficiaries of RDC action to participate in processes of service delivery. The gap between their study and this study is in the methodology used, while they depended on secondary source of data, this study adopted an exploratory sequential mixed method research design using one finding to complement the other.

Awofeso and Afolabi (2019) examined the extent to which democratic values and practices have permeated politics and administration at the grassroots level in Nigeria. The paper identifies the disparities between democratic ideals and actual practices at the Local Government level in Nigeria, especially in the areas of election, accountability and responsibility. The study was entirely conceptual relying on the viewpoints of scholars on the concepts of democracy and grassroots democracy. The study realized that democratic values are yet to be fully integrated into the grassroots administration in Nigeria because elections are still massively rigged, corruption still pervasive, government officials still remain irresponsible and the masses still languish in abject poverty. The study recommended that all efforts should be directed at ensuring that elections is conducted in a free and fair atmosphere; corruption should be fought in order to be reduced to its bearest minimum, government officials should be legally held accountable while in office and after leaving office. The study by Awofeso and Afolabi(2019) is too general often with little regards to the differences inherent in the political culture of the individual states in Nigeria, hence

the gap between their study and the current study is in narrowing the case study to a local government in Nigeria.

Madumo (2014) evaluates the importance of public participation in Fostering effective service delivery at Local Government level in South Africa. The study explored the relevance of public participation in the discipline of Public Administration in the strive for service delivery. The study is a pure qualitative study relying on face-to-face interview from executives of Youth Association and few staff of the Local Government for quarrying totaling 18 respondents sampled purposively. The data for the study was thematically analysed. The study found out some of the challenges facing public participation in the Local Government sphere to include apathy among community residence as a result of non-involvement in decision making. The gap between the extant study and this study is on the operationalization of grassroots democracy as representative leadership and grassroots participation, this is because grassroots participation is proportional to effective leaders representation since they control policy making process and implementation.

### **Theoretical framework: Democratic Participatory School of Thought:**

The influence of 'Democratic Participatory School has been largely the work of John Stuart Mill (1975) especially with his work on Utilitarianism, Liberty and Representative Government. 'Democratic Participatory School of Thought' is a major theoretical exposition on which the existence of Local Government has been justified for its ability to enhance grassroots democracy through popular participation, effective accountability and political representation. These three elements: (participation, accountability and representation) incidentally, are the tripod on which an enduring democratic practice is erected in any civilized society. So inextricable is the relationship between Local Government and democracy that Adeyeye (2015) declared that only a

democratic Local Government system can usher in full-blown democracy. To this end, many scholars have elaborately theorized on the relationship between Local Government and democracy. Notable among such scholars is Mills (1975) who justified the existence of Local Government on three major grounds, each of which has fundamental relevance to democratic practice.

The first, was the need for certain concerns or interests which are commonly shared by a section of the community, as against those interests shared by the entire country men, to be managed or administered by the people's representatives who by all means also share the communities' interests. This argument posits that, there are certain desires or wants which are of utmost priority to all community, and the provision of which can best be appreciated by their elected representatives who possibly understood them most, since they form part of the community. On the contrary, it is believed that an 'outsider' such as a deconcentrated agent of the federal or even the state government, who does not share this common aspiration with the community might misinterpret them to the extent of presenting them inaccurately which in the long run can invite chaos. This position was equally amplified by Gboyega (2016) when he observed that since not all local needs and wants can be met, choice and the determination of priorities are important functions that have to be performed on behalf of the community. If these functions are performed by agents of the central government, the subjective needs of the community may not be accurately reflected.

The second ground on which the existence of Local Government was justified by Mill (1975) is that Local Government provides political education, which according to Wilson (2012) is a function of participation. This implies that participation in Local Government affords political

education, and by extension in the views of Mackenzie (1961) among others, constitutes a training ground for national politicians and better leaders.

The third ground on the existence of Local Government enhances accountability. Local officials (councilors and chairmen inclusive) are susceptible to local control and easily held accountable for their actions while in office by local voters because of the short lines of communication that exist between them, and the very fact that elected local government officials depend on the support of the electorates to retain their political offices as justified by Mills (1975).

A concise summary of theoretical justification for Local Government existence on democratic values was presented by Olowu (1995), when he stated that:

Local Governments are reputed to help to educate citizens in the art and discipline of democracy. They also help to recruit and train the political leadership... Local Governments also make it easier for citizens to demand accountable performance from their officials because of their geographical and psychological proximity to the people compared to the national government ... In short Local Governments provide an atmosphere that is conducive to democracy.

### **Relevance of the Democratic Participatory theory to the Study:**

Democratic participatory school of thought appears to be pertinent in the role local governments should play. This argument seems attractive. The point however is that, sustainability of service delivery at the grassroots depends on grassroots participation. That is why Maddick (1996) puts it as, “the clash between efficiency and popular control”. How much of democracy is needed to provide efficient services at the local level. This is about “optimum administration”Maddick (1996) sum up the cross-fertilisation between democracy and service delivery when he wrote. The

argument is that there is need in society for civic consciousness and political maturity if programs for both the locality and the state are going to be carried through adequately, with enthusiasm and in fact in some cases without outbreak of violence. The spread of political maturity should bring with it through political participation responsive governments which translate needs into politics, which can harness local energies, because it is a popular government, and which is acceptable by periodically having to show results for activities. Going by the elements of the democratic participatory school that emphasized the enhancement of grassroots democracy through the tripod elements of popular participation, effective accountability and political representation thereby, enhancing the service delivery of Local Government. This study anchors on the problems of poor performance (inefficient service delivery) of Bosso Local Government, Niger State resulting from the tradition of non-involvement of the beneficiaries in decision making and non-proper representation of the leaders. Given the operational guidelines of democratic participatory theory of Local Government against the backdrop of the declaration made by some authors like Adeyeye (2015) that only a democratic Local Government system can usher in full-blown democracy, it is rather pertinent to apply the democratic participatory theory of Local Government to the study.

## **Methodology**

This study adopted sequential mixed method 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). Table 2 below highlights the population of the study.

**Table 2 Target Population of the Study**

<b>S/No.</b>	<b>Respondents Category</b>	<b>Population</b>
1.	Chairperson and Councilors of Bosso Local Government	12
2.	Administrative staff of Bosso Local Government	337
3.	Major party leaders/Assistants, Bosso Local Government	8
4.	District Heads, Bosso Local Government	4
5.	Co-opted members of the Four Districts	15 × 4 = 60
6.	Executives of Bosso Women Associations	15
7.	Co-opted members of Bosso Women Association	14
**	<b>Total</b>	<b>450</b>

*Source:* Staff Register, Bosso Local Government Area (2020), Membership register of Bosso Women Association and Political Parties Membership register, Niger State (2018).

### **Sampling Technique**

The study adopted random sampling technique to determine representative sample size.

Where: 
$$\mathbf{n} = \frac{\mathbf{N}}{1+\mathbf{N}(\mathbf{e})^2}$$

**n** = Sample size required

**N** = Number of people in the population

**e** = Allowable error or Level of Precision ( $\pm 5\%$ )

Where  $N = 450$ , with  $\pm 5\%$  precision with 95% confidence level and  $p$  value = 0.5, then sample

$$\text{size (n)} = \frac{450}{1+450(0.05)^2} = \mathbf{212}$$

### **Sample Size for the Study**

As shown in the above calculations, the sample size is two-hundred and twelve (212). Among this sample size, some respondents like the principal staff of Bosso Local Government including four (4) District Heads and four (4) party leaders in addition to the six (6) executives of Bosso Women Association were interviewed for corroboration of information generated through questionnaire. Simply put, four (4) respondents were interviewed face-to-face while six (6) executives of Bosso Women Association were interviewed as focus group. Taro Yamane (1976)

### **Instruments of Data Collection/ Data Analysis**

The instruments of data collection are both primary and secondary data. While questionnaire, Focus Group Discussion (FGD) and interview were the primary methods of data. For the secondary data, reliable documents (e.g. Staff Register, Bosso Local Government Area (2020); Membership register of Bosso Women Association; Niger State Monitoring Committee report on Local Government's Performance, 2015; and Political Parties Membership register, Niger State (2018) other extant literature were equally utilized. The primary (quantitative) data was analyzed using multiple regression and the interview responses were thematically presented and analyzed.

## Data Presentation and Analysis

A total of 212 copies of questionnaire were administered to respondents (including the staff, party leaders and executives of Bosso Women Association.) Though, two-hundred and twelve (212) questionnaires were administered 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. Therefore, 190 questionnaires formed the basis for analysis and interpretation.

## Presentation of Results

**Table 3: Multiple regression (ANOVA) between grassroots democracy and service delivery**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1802.639	3	600.880	3476.407	.000 <sup>b</sup>
	Residual	67.237	389	.173		
	Total	1869.876	392			

a. Dependent Variable: service delivery

b. Predictors: (Constant), leader's representation and grassroots' participation

*Source:* SPSS Output, 2023

Table 3; shows the result from the multiple regression analysis which tests the effects of the independent variables (representative leadership and grassroots' participation) on service delivery. The F-statistic for analysis of variance (ANOVA) which measures the adequacy and goodness of fit of the model and test the joint significance of the variables in the study model stood at 3476.407

with a p-value of 0.000<sup>b</sup> which is significant at 5%; this shows that the model is absolutely fit for the data.

**Table 4** Linear regression result between grassroots’ democracy and service delivery

**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), leader’s\_representation and grassroots’\_participation

b. dependent variable: service delivery

**Source:** SPSS Output, 2023

Table 4 above depicts 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>, i.e. the multiple coefficient stood at 0.964 indicating that about 96.4% of the total variation in Local Government performance in Bosso Local Government is explained by variations in the ‘independent variables’ – (representative leadership and grassroots’ participation) 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.

**Table 5 Linear regression result between grassroots' democracy and service delivery**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.036	.104		-.348	.728
1 REPRESENTATIVE LEADERSHIP	.606	.022	.837	27.385	.000
GRASSROOTS' PARTICIPATION	.149	.018	.199	8.248	.000

a. Dependent Variable: service delivery

*Source:* SPSS Output, 2023

Table 5 depicts the outcome of the respective variables on Local Government performance. 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 5 are discussed as follows:

**H<sub>01</sub>** Representative leadership has no significant effect on service delivery in Bosso Local Government. The coefficient of “representative leadership” stood at 0.606 which is positive. This implies that an increase in representative leadership would lead to an increase in Local Government performance in Bosso Local Government. However, the significance of this can be judged from the P value represented as “sig”.

The t statistics of “representative leadership” stood at 27.385 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<sub>01</sub>, which states that: Representative leadership has no significant effects on Local Government performance in Bosso Local Government.

**H<sub>02</sub>** Grassroots’ participation has no significant effect on service delivery in Bosso Local Government. The coefficient of “grassroots’ participation” stood at 0.149 which is positive. This implies that an increase in grassroots’ participation would invariably increase Local Government performance in Bosso Local Government. However, the significance of this can be judged from the P value represented as “sig”.

The t statistics of “grassroots’ participation” 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<sub>02</sub>, which states that: Grassroots’ participation has no significant effect on service delivery in Bosso Local Government.

### **Analysis of Interview Responses Using Thematic Analysis**

#### **Socio-Demographic Data of Interview Respondents**

<b>S/N</b>	<b>Position</b>	<b>Code</b>	<b>Date</b>
1.	Two District Head Heads	(R <sub>1</sub> , & 2)	23/06/2023
2.	APC Leader and Deputy	(R <sub>3</sub> & R <sub>4</sub> )	23/06/2023
3.	PDP Leader and Deputy	(R <sub>5</sub> & R <sub>6</sub> )	23/06/2023
4.	Executives of Bosso Women Association	(FGD <sub>1</sub> )	24/06/2023

**Source:** Field Survey 2023.

### **Theme I: Representative Government and service delivery in Bosso Local Government**

**Sub-Theme I (a):** Elective principles and improvement in service delivery in Bosso Local Government

There is unanimous agreement among the respondents that:

Elective principles adopted in recent political activities has enhanced democracy which in turn enhanced Local Government performance in Bosso Local Government. This is because, majority choice is chosen to represent them at Local Government and NNULGE. This has made the staff motivated as their demands are quickly attended to (R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>, R<sub>5</sub>, R<sub>6</sub>, and FGD<sub>1</sub>).

**Sub-Theme I (b):** The performance of Bosso Local Government is enhanced through deliberative decisions by the general public.

According to the respondents, deliberative decisions by general public are the reasons there is appropriate representation. The public do have congress meetings before sending their representatives to take the decided ideas when converging with other council members to make relevant decisions (R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>, R<sub>5</sub>, R<sub>6</sub>, and FGD<sub>1</sub>).

**Theme II: Grassroots' Participation and service delivery in Bosso Local Government**

**Sub-Theme II (a):** Grassroots' participation in planning of public decisions and enhancement of Bosso Local Government performance

The respondents asserted thus:

Grassroots' participation in planning of public decisions is always key to the enhancement of Bosso Local Government performance. The public recently rank-ordered their problems and needs; designed Community Action Plan and logical framework. The decision taken from the ranking and Community Plan of Action is conveyed to the representatives to be acted upon (R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>, R<sub>5</sub>, R<sub>6</sub>, and FGD<sub>1</sub>).

**Sub-Theme I (b):** Grassroots’ participation in the implementation of public decisions on service delivery in Bosso Local Government

Stating in their words, they stated thus:

We have not been involved in implementation of public decisions, we felt if our plans and ideas are conveyed to our representatives and is acted upon, we are satisfied even if we not partaking in its implementation. Additionally, our children, brothers and sisters (who are staff of works department) are part of the implementation process (R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>, R<sub>5</sub>, R<sub>6</sub>, and FGD<sub>1</sub>).

### **Summary of Findings**

From the analyses of data, a number of findings were arrived at which are discussed below:

The study found that

- i. The study found that representative leadership with 0.606 coefficient has significantly affected Local Government performance in Bosso Local Government. However, the significance of this can be judged from the P value represented as “sig”. This is supported by interview responses in sub-theme I (a & b).
- ii. The study also found that grassroots’ participation” with 0.149 coefficient has significantly affected Local Government performance in Bosso Local Government. However, the significance of this can be judged from the P value represented as “sig”. This is supported by interview responses in sub-theme II (a & b).

## **Conclusion**

Local development can only be meaningful to the local people if they are given the opportunity to participate in the determination of programs and projects initiated to contribute to their development and the leaders are as well representative. This study assessed the effects of democratic governance (operationalized into representative leadership and grassroots' participation) on Local Government performance. From the presentation and analysis of result, the study concludes that democratic governance through representative leadership and grassroots' participation have a positive significant effect on Local Government performance in Bosso Local Government, Niger State.

## **Recommendations**

The research findings discovered in this study necessitate some recommendations. They include the following:

- i. To boost representative leadership, it is therefore our suggestions that all efforts must be directed at ensuring that elections continue to be conducted in a free and fair atmosphere.
- ii. In respect to grassroots' participation, more ways should be paved for easy mobilization of the general masses at the grassroots who by their new-found intellectual education and level of awareness are now willing to contribute to the socio-political and economic development of their environment.

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## APPENDICES

### Appendix (a): Questionnaire for the Local Government Staff

Dear Respondent,

I am undertaking a study on the topic: “**Effects of Grassroots’ Democracy on service delivery in Bosso Local Government**”. Your responses shall be used only for the purpose of this research and will be treated with utmost confidentiality.

Thank you.

#### Major Issues Relating to the Objectives and Hypotheses

effects of grassroots’ democracy on Local Government performance in Bosso Local Government (2014-2018); please indicate the extent to which you agree or disagree with the following statement by ticking (√) the appropriate response.

*Note:* Strongly Agreed = (SA) – 5; agreed = (A) – 4; Undecided = (U) – 3; Disagree = (D) – 2 and Strongly Disagreed = (SD) – 1

Assessment Criteria		Rating Scale				
		1	2	3	4	5
	<i>Effects of the following elements of grassroots’ democracy have been assessed as under:</i>	SD	D	U	A	SA
<b>A.</b>	<b>Representative Government (V<sub>1</sub>)</b>					
1.	Direct regular election is the means of appointing Local Government leaders in Bosso Local Government					
2.	The wishes of the electorate have a high degree of independence over decision making in Bosso Local Government					
3.	Public decisions undergo the trial of debate before the final decision is taken in Bosso Local Government					
<b>B.</b>	<b>Grassroots’ Participation (IV<sub>2</sub>)</b>					
1.	There is involvement of local communities in decision making and service delivery					
2.	There is participation of local communities in planning local programmes and policies					
3.	There is participation of local communities in implementation local programmes and policies					
4.	There is participation of local communities in monitoring and evaluation of local programmes and policies					
<b>C.</b>	<b>Service delivery(DV)</b>					
1.	There is provision of high quality services to the local communities in Bosso Local Government, eg primary education.					
2.	There are enough and functional boreholes constructed in Bosso Local Government					
3.	Enough primary healthcare centres are established and functioning in Bosso Local Government					

*Source:* Adapted from Toyin & Oluwaleye (2014).

## **Appendix (b): Interview Schedule**

### **Theme I: Representative Government and service delivery in Bosso Local Government**

- a. How have elective principles improved service delivery in Bosso Local Government?
- b. How has deliberation of decisions to general public enhanced service delivery in Bosso Local Government?

### **Theme II: Grassroots' Participation and service delivery in Bosso Local Government**

- a. Comment on the fact that grassroots' participation in planning of public decisions has enhanced the performance of Bosso Local Government.
- b. Comment on the fact that grassroots' participation in implementation of public decisions has enhanced the performance of Bosso Local Government.

**EFFECT OF UNICEF FUNDING ON PRIMARY HEALTHCARE SERVICES IN TAFI  
AND SULEJA LOCAL GOVERNMENT AREAS OF NIGER STATE (2015-2022)**

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## **ABSTRACT**

The study is on the Effect of UNICEF Funding on Primary Healthcare in Tafa and Suleja Local Government Areas of Niger State. Prior to UNICEF's intervention programme in Primary Health-Care Tafa and Suleja Local Government Area were confronted with issues of late release of funds and inaccurate channel of programme funds from state to the LGAs. The study aimed: to ascertain how UNICEF funding has improved Primary Health Care Services in Tafa and Suleja Local Government Areas of Niger state. The data for the study were collected from both primary and secondary sources. The primary sources of data that was used for this study are administration of questionnaire; observation and the conduct of in depth interview to elicit respondent opinion on the Effect of UNICEF Funding on Primary Healthcare in Tafa and Suleja Local Government Areas of Niger State. While the secondary sources of information for this study are textbook, newspaper, government gazettes, seminar papers, articles and report from the PHC in the state. Information from dissertations, theses, estimated store received and store issued voucher, medical records, m and e register and staff inventory were also used. The demographic data and the descriptive statistics of the study were conducted through the aid of tables and simple percentages, while the hypotheses of the study were tested using Multiple Regression. The study found out that the provision of adequate finance has the tendency of significantly improving maternal and child healthcare services in Tafa and Suleja Local Government Areas of Niger State. The study recommended that, UNICEF should increase funding and ensure that the fund has been spent judiciously to improve maternal and child healthcare services in Tafa and Suleja Local Government Areas of Niger State.

**Keyword: Effect, UNICEF, Funding, Primary HealthCare and services.**

### **1.0 Introduction**

Primary Healthcare as an essential wellness program is based on practical, scientifically sound, and socially acceptable methods and technology, made universally accessible to individuals and families in the community through their full participation, and at a cost that the community and the country can afford to maintain at every stage of development in the spirit of self-reliance and Self - determination.

Over the years, the global target of Health for All was declared in 1978, Primary Health Care (PHC) has been adopted and accepted universally to be the approach to achieving this lofty goal. The world will only become healthy when we achieve Health for all, the developed and developing nations alike, the poor and the rich, the literate and the uneducated, old and young women, children and the elderly. The primary health care system is a grass-root approach meant to address the main health problems in the community, by providing preventive, curative and rehabilitative services (Gofin, 2005, Olise, 2012; Oyekale 2017).

The National Primary Health Care Development Agency (NPHCDA) is a parastatal of Nigeria's Federal Ministry of Health. The agency was established in 1992 and merged with the National Programme on Immunization (NPI) in 2007. The NPHCDA was established following the recommendation of a high-level World Health Organization review team through Decree 29 of 1992 to capitalize on major achievements in primary health care delivery in Nigeria beginning from 1986 to 1992 which has resulted in the country being ranked amongst the top in the world in terms of primary healthcare, relative to other countries.

Since its inception, the agency has made remarkable and innovative progress in the development of primary health care and improving the health and quality of life of Nigerians especially in developing communities.

In Nigeria, primary healthcare was adopted in the National Health Policy of 1988 (FMOH, 2004) as the cornerstone of the Nigerian health system and part of efforts to improve equity in access and utilization of basic health services. Since then, primary health care in Nigeria has evolved through various stages of development. In 2005, primary health care facilities were found to make up over 85% of health care facilities in Nigeria (FMOH, 2010).

Historically, there were three major attempts at evolving and sustaining a community and people-oriented health system in Nigeria. The first attempt occurred between 1975 and 1980. The fulcrum of this period was the introduction of the Basic Health Services Scheme (BHSS). The Basic Health Services Scheme came into being in 1975 as an integral part of Nigeria's Third National Development Plan (1975–79) (Dungy, 1979, Adeyomo, 2005) and was structured along "basic health units" which consisted of 20 health clinics spread across each LGA, which were backed-up by four (4) primary

health care centers and supported by mobile clinics serving an approximate population of 150,000 each. The drawback of this attempt was the non-involvement of local communities who were the beneficiaries of the services. This led to the inability to sustain the Scheme at the close of the third national development plan period.

A second attempt which was led by late Professor Olukoye Ransome-Kuti occurred between 1986 and 1992 (Kuti et al, 1991). This period was characterized by the development of model primary health care in fifty-two (52) pilot local government areas all of which were implementing all eight components of primary health care. A key result of this dispensation was the attainment of 80% immunization coverage for fully immunized under-five children. Meticulous application of the principle of active community participation and focus on issues relating to health systems strengthening (HSS) was largely responsible for the success recorded.

The National Primary Healthcare Development Agency (NPHCDA) was established in 1992 and heralded the third attempt to make basic healthcare accessible to the grassroots. During this period, which spanned through 2001, the Ward Health System (WHS) which utilizes the electoral ward (with a representative councilor) as the basic operational unit for primary health care delivery was instituted. This was in response to the devolution of Primary Healthcare to the Local Governments by the then military government. The Ward Minimum Health Care Package (WMHCP) which outlines a set of cost-effective health interventions with significant impact on morbidity and mortality was also developed. The package took into cognizance the nation's burden of disease, current trends in disease prevalence and priority diseases of national importance. The Ward Minimum Health Care Package was developed within context of the Ward Health System and aligned with the millennium development goal (MDG) targets of Nigeria. To drive this new policy over 500 hundred model health centers were established across the nation by the federal government (NPHCDA, 2012). These centers served as a fulcrum for the establishment of the Ward Health System and the community mobilization as Ward Development Committees, which is constituted of selected community representatives, were established around the model primary health care centers.

UNICEF in Nigeria is committed to realizing the rights of all children to help them build a strong foundation and have the best chance of fulfilling their potential. We believe that ensuring a happy and healthy child begins before birth: from ensuring his/her mother has access to good neonatal care and delivering in a clean, safe environment to reaching adulthood as a responsible, healthy and informed

parent to the next generation. This journey relies on a child having access to shelter, good nutrition, clean water and sanitation, healthcare and education, child protection, social policy, emergencies, communication for development, health & HIV and vaccine provision.

In Niger State, Common problems that contribute to the poor access to primary health care services include the lack of compliance of services with defined standards, the shortage of supplies, infrastructural problems like poor roads and lack of facilities, deficiency in detection and management of complications or emergency cases, and poor client-provider interaction. WHO/UNICEF/UNFPA (2001) added that maternal health services are also underutilized when they are perceived to violate women's rights and needs, or are not adapted to the cultural contexts of the people. Therefore, the provision of good-quality care is one of the most effective ways of ensuring that maternal health services are used, and that women's lives are saved. This can be achieved by ensuring high standards of care, decreasing barriers to care, ensuring the empowerment and satisfaction of users and motivation of providers by involving them in decision-making. Thus, improving provider responsiveness to cultural and social norms is an important tool towards ensuring the provision of good quality and women friendly services and as well ensures effective assess for primary health care services. This “women-friendly” approach focuses on the rights of women to have access to quality care for themselves as individuals and as mothers, and for their infants. It is part of a broader strategy to reduce maternal and neonatal morbidity and mortality and requires strong partnerships between governments, health systems and communities. These burdens of maternal mortality and morbidity have been variously reported to be influenced by ignorance, access to care, quality of care, poverty, cultural and religious factors among other things.

Due to the fact that Suleja and Tafa local government are transit Local Government area that borders with Kaduna and Abuja and which are prone to transmission of child killer disease and other health issues. The migration of people from all other high-risk state who are settlers and have low or no knowledge about routine immunization and other health intervention that prevents child killer disease and reduces child /Maternal Mortality.

Therefore, the study intends to examine the effect of UNICEF funding on Primary healthcare in Tafa and Suleja Local Government Areas of Niger State.

In the light of the above, one fundamental question this study seeks to answer is; “To what extent has UNICEF funding improved Primary Health-Care Services in Tafa and Suleja Local Government Areas of Niger State?.

The objectives of the study is to, ascertain how UNICEF Funding has improved Primary Health-Care Services in Tafa and Suleja Local Government Areas of Niger State.

The study hypothesized that;“ there is no significant effect between UNICEF Funding and Primary Health -Care Services in Tafa and Suleja Local Government Area of Niger State.

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

### **2.1 Concept of UNICEF**

United Nations International Children’s Emergency Fund (UNICEF) is an intergovernmental organization was established by the United Nations to cater mostly for the emergency needs of every child in post war nations. It was established December 11, 1946 in New York by the UN relief rehabilitation administration. Its aims and objectives are “to advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.” UNICEF initiates programs and projects to achieve these aims and objectives. (UNICEF 2008). Within the context of this study, United Nations Children’s Emergency Fund (UNICEF) is used to refer to an international organization responsible for providing humanitarian and developmental aid to children and women worldwide.

The United Nations International Children’s Emergency Fund, strives to promote children’s emotional and physical well-being in underdeveloped and disaster-affected Areas. It is currently active in more than 190 countries and promotes health and development, child protection, social inclusion and gender equality. Ongoing health programs include mass immunizations to prevent disease, the promotion of breastfeeding for improved nourishment in infants, the fight against HIV/AIDS to reduce infection and care for the infected and the procurement of healthy drinking water and nourishment.

UNICEF recognizes the importance of education for personal development and advancement and promotes equal opportunities for both genders. In advocating for children’s rights, the fund strives

to protect children from violence and abuse in the family, child labor, child trafficking for labor and sexual exploitation. During natural disasters, warfare and crises, UNICEF provides humanitarian relief, shelter, nourishment and psychosocial support. When circumstances allow, the fund organizes educational facilities for children in affected Areas. UNICEF runs separate programs for the well-being of adolescents, including health, HIV education and prevention and the acquisition of skills and abilities for financial independence. UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children. It insists that the survival, protection and development of children are universal development imperatives that are integral to human progress. It mobilizes political will and material resources to help countries, particularly developing countries, ensure a "first call for children" and to build their capacity to form appropriate policies and deliver services for children and their families. UNICEF is committed to ensuring special protection for the most disadvantaged children – victims of war, disasters, extreme poverty, all forms of violence and exploitation, and those with disabilities (UNICEF 2012)

UNICEF responds in emergencies to protect the rights of children in coordination with United Nations partners and humanitarian agencies which makes its a unique facility for rapid response available to its partners to relieve the suffering of children and those who provide their care. UNICEF is non-partisan and its cooperation is free of discrimination. In everything it does, the most disadvantaged children and the countries in greatest need have priority. It aims through its country programmes to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities. UNICEF works with all its partners towards the attainment of the sustainable human development goals adopted by the world community and the realization of the vision of peace and social progress enshrined in the Charter of the United Nations (UNICEF 2012).

## **2.2 Concept of Funding**

Funding has been defined by Ikya (2000) as the process of providing an institution and, a project, organization among others. with money to carry out its activities. Funding in this study refers to financial support for immunization at the Local Government level. "Funding" has been broken down into following measurable indicators: volume of funding of immunization, regular disbursement of fund for immunization, incentive for immunization.

Funding in this study refers to financial or monetary support provided to create awareness for all health interventions provided by UNICEF at the state level down to the local government level areas which includes support for maternal and child health activities using the health camp personnel to administer drugs and treatments for pregnant women and children, immunization activities (Routine immunization and supplemental immunization activities) and social mobilization activities which includes activities such as community dialogues, compound meetings, sensitization meeting, theater for development and advocacies.

### **2.2.3 Healthcare Financing**

National health expenditures are defined to include health care services and supplies, research, and construction supplies related to healthcare. Health care services and supplies include personal healthcare services, the cost of administering private and public health insurance programme, and government public health expenditures. Personal health services are by far the largest component of national health expenditures. The methods used to finance personal health care services play a major role in shaping a country's health care system. Personal health care includes services such as hospital care, physician care, dental services, and drugs that are provided directly to individuals. How this care is financed influences how people access health care, the types of health care provided, and the mechanisms used to allocate health care services. Financing method also influence how the costs of health care are distributed among members of society by income and by health status. The nature of healthcare financing systems varies widely across developed countries. With the exception of the United States and South Africa, all of the developed countries have implemented some kind of National Health Care Insurance System (NHIS); that is, they have established programs to ensure that majority of their citizens have access to the health care services with minimal cost sharing. Some

countries (such as Germany and France) require employers and employees to purchase health insurance with payroll taxes as the major source of funding for this. In others countries, such as Canada, general tax revenues supply the major source of funding for their health insurance systems. (Omoloke, 2015).

Within the context of this study, healthcare financing is used to refer to all expenditures related healthcare services, supplies, research, and construction such as construction of healthcare facilities, staffing them, equipping them, diagnosing patients, as well as treating and medicating them accordingly.

### **2.3 Concept of Primary Healthcare**

Primary Health Care (PHC) is the key for achieving the goal of health for all and a strategy for achieving affordable universal health services coverage represents one of the major health reforms in the last century (WHO, 2000). Realizing the inequalities in health services of many developing countries, the WHO in a world conference at Alma-Ata held in 1978 introduced the primary health care whose uniqueness lies in its proposed comprehensiveness, global coverage, community participation and application of all relevant resources in pursuit of health for all (Whitehead & Dahlgren, 2006). The philosophy of primary health care represented and continues to represent a radical strategic shift in the way people think about health and health care, implying as it does the use of strategies such as intersectoral collaboration, legislative reform, reassessment and reallocation of human resources and the application of cost-effective health interventions (WHO/UNICEF, 2008). Since 1978, the primary health care movement has had tremendous influence on the way national health systems in many developing countries view health development and provides health services to the people (Wagstaff & Claeson, 2004). It will continue to be a valid approach to the provision of health care services regardless of the terminologies that may be applied to the tools and strategies of its implementation in different places and at various times.

The main premises of the 1978 declaration of Primary Health Care at Alma-Ata are that disparities in access to health services and in the health status of the people are unacceptable. Thus, the declaration specified that by the year 2000 A.D, everybody would have attained a level of health which will make them lead productive lives through PHC which was defined as: essential health care based on practical, scientifically sound and socially acceptable methods and technology made universally accessible to

individual, families and community, through their full participation and at a cost that the country and community can afford to maintain at every stage of their development in the spirit of self-reliance and determination (WHO, 1978). The fundamental aim of PHC is to ensure universal access to available resources in order to provide adequate coverage of the basic health needs of the (Ejembi, et al, 2002; Abdulraheem et al, 2012). In addition, the declaration of PHC specified its main areas of concern as:

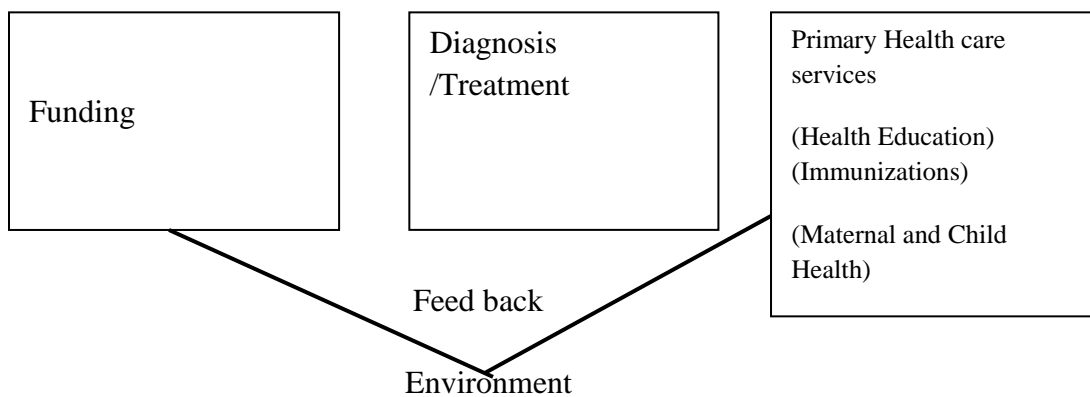
Primary health care should include at least education concerning prevailing health problems and the methods of identifying, preventing and controlling them, promotion of food supply and proper nutrition; an adequate supply of safe water and basic sanitation; maternal and child health care including family planning; immunization against the major infectious diseases; appropriate treatment of common diseases and injuries; promotion of mental health and provision of essential drugs (Hellandendu, 1991). Primary Health Care is founded on the concept that health is a fundamental human right and the attainment of the highest possible level of health is a most important world-wide social goal whose realization requires the action of many other social and economic sectors in addition to the health sector. The declaration identified health as a fundamental human right for which national governments and the international community should be responsible, citing inequalities in health between nations as a matter for the utmost concern (Rogers & Veale, 2003). The thrust of PHC has been to extend health services coverage to especially the underserved rural populations through the expansion and strengthening of primary health care services provision at local government level and promotion of community participation aimed at raising awareness, harnessing local resources to augment government funding and promoting increased demand for health services (Ransome –Kuti, Sorungbe, Oyegbite & Bamisaiye, 1990, Mike 2010). It is a universal concept with infinite adaptability to any region, culture and stage of development (Basavanthappa, 2008).

## **2.4 Theoretical Framework**

The study adopted systems theory propounded by Easton (1965) an approach to the analysis of political system. Easton defines the political system as ‘a set of interaction as abstracted from the totality of the social behaviour, through which values are authoritatively allocated for society. David Easton argues that all political systems are closely connected with other social systems. In his analysis, there is a regular flow of influences from the environment to the system and system to the environment. The flow of influences from the environment to the system is called input, whereas the flow of influences from the system to the environment is called output.

The Importance of the system theory for the study of UNICEF intervention programmes to primary health care services is however limited based on several factors. It has been argued that, this input model appears to be too simplistic to serve as a useful aid to understanding the intervention of UNICEF to primary health care services. The Estonian theory also ignores an important element of primary health care programmes namely, the voluntary associations, community participation, NGOs and other institutions have considerable potential in influencing the environment within which they operate. Likewise, the integrated nature of PHC has not been taken care of by the theory. The traditional input-output model sees the UNICEF intervention programmes to primary health care services as calculated activities and will be in line with wishes of the entire members of the society and it is not always true. Furthermore, it is argued that, both political and bureaucratic elite intervention to PHC services fashion mass opinion more than the healthcare manager’s view. Thus, UNICEF intervention programmes to primary healthcare services may be attributed more to the political and administrative elite redefined of their own views than a product of the demand and support from the environment. Despite the above weakness of the systems theory, the approach has been taken valuable for both theory and practice. It offers the advantage of analyzing any problem in the political system in terms of relationship between technical and social variables within the system. It also forces scholars and practioners in the field to be constantly aware that, one element phenomenon or problem should not be treated without regards for its interacting influence with other elements. The system theory views political system within its environments and emphasizes the importance of multiple channels of interaction. It also recognizes the interdependence of the various activities within the policy cycle.

Figure 2.1: Application of System Theory



**Source: Author’s Computation (2023)**

### 3.0 Methodology

The study employed mixed methods i.e. quantitative and qualitative method techniques to allow the study cover a large population through the instrument of questionnaire and interview which was used to collect data once at a time from respondents and to achieve research objectives. The population of this study comprise of women of child bearing age of the sampled Local Government Areas under study (i.e. Suleja and Tafa L.G). A multi stage categorization of Local Government (Rural –Urban criteria) here was used to arrive at this selection, The Sample Size of 377 was used in arriving at the sample size according to Krejcie and Morgan (1970). The sample size was proportionately distributed among the two (2) selected Local Government Areas of Niger State., Data for the study was collected from both primary and secondary sources. The primary sources of data that were used for this study are administration of questionnaire; and the conduct of in depth interview from the respondent. while the hypotheses of the study were tested through the aid of Multiple Regression via the Statistical Package for the Social Sciences (SPSS) Version 26.0 after which the results were appropriately interpreted for a generalized conclusions and recommendations.

### 4.0 Data Analysis and Interpretation

#### Reliability Analysis

The reliability of research questionnaire is popularly and best measured by the Cronbach's Alpha statistics (Pallant, 2007). The reliability results of all the variables used in the study are presented in table 4.4.1:

**Table 4.1:** Summary of Reliability Analysis of Independent and Dependent Variables

Variables	No. of items	Cronbach's Alpha
<b>Independent Variables</b>		
<b>1.Independent name</b>		
UNICEF Funding	4	.778
UNICEF Vaccine Provision	4	.755
UNICEF Capacity Building	4	.768



**Table 4.3 UNICEF Disburse funds for programme.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	18	6.0	6.0	6.0
	Neutral	35	11.7	11.7	17.8
	Agree	215	72.1	72.1	89.9
	Strongly Agree	30	10.1	10.1	100.0
	Total	298	100.0	100.0	

**Source:** Field Survey (2023)

The Table above presents the responses of the respondents on UNICEF disbursement of funds for primary healthcare services. The data revealed that 18 respondents representing 6.0% disagreed with the assertion that UNICEF disburses funds for programmes such as primary healthcare services, 35 respondents representing 11.7% are neutral, 215 respondents representing 72.1% agreed with the assertion, while the remaining 30 respondents representing 10.1% strongly agreed with the assertion that UNICEF disburse funds for primary healthcare services. This is an indication that UNICEF disburse funds for primary healthcare services in Suleja and Tafa Local Government Area of Niger State.

**Table 4.4 The Funds are adequately provided**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	20	6.7	6.7	6.7
	Neutral	65	21.8	21.8	28.5
	Agree	191	64.1	64.1	92.6
	Strongly Agree	22	7.4	7.4	100.0
	Total	298	100.0	100.0	

**Source:** Field Survey (2023)

The Table above presents the responses of the respondents on the adequacy of the funds provided by UNICEF to primary healthcare services. The data shows that 20 respondents representing 6.7%

disagreed with the assertion that the funds provided are adequately provided to primary healthcare services, 65 respondents representing 21.8% are neutral, 191 respondents representing 64.1% agreed with the assertion, while the remaining 22 respondents representing 7.4% strongly agreed with the assertion that funds are adequately provided by UNICEF to primary healthcare services. This is an indication that funds are adequately provided to primary healthcare services in Suleja and Tafa Local Government Area of Niger State.

**Table 4.5 Funds for programme are released on time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	3.0	3.0	3.0
	Neutral	25	8.4	8.4	11.4
	Agree	226	75.8	75.8	87.2
	Strongly Agree	38	12.8	12.8	100.0
	Total	298	100.0	100.0	

**Source:** Field Survey (2023)

Table above presents the responses of the respondents on the timeliness of the funds released by UNICEF for primary healthcare services programmes. The data revealed that 9 respondents representing 3.0% disagreed with the assertion that funds for primary healthcare programmes are released on time, 25 respondents representing 8.4% were neutral, 226 respondents representing 75.8% agreed with the assertion, while the remaining 38 respondents representing 12.8% strongly agreed with the assertion that funds for programmes are released on time to primary healthcare services by UNICEF. This is an indication that funds for programme are released on a timely basis by UNICEF to primary healthcare services in Suleja and Tafa Local Government Area of Niger State.

**Table 4.5 The funds are effectively utilized**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.7	.7	.7
	Disagree	13	4.4	4.4	5.0
	Neutral	50	16.8	16.8	21.8
	Agree	206	69.1	69.1	90.9
	Strongly Agree	27	9.1	9.1	100.0
	Total	298	100.0	100.0	

**Source:** Field Survey (2023)

The Table above presents the responses of the respondents on the effectiveness in the utilization of the funds provided by UNICEF for primary healthcare services. The data revealed that 2 respondents representing 7% strongly disagree with the assertion that the funds are effectively utilized for primary healthcare services, 13 respondents representing 4.4% disagree with the assertion, 50 respondents representing 16.8% are neutral, 206 respondents representing 69.1% agree with the assertion, while the remaining 27 respondents representing 9.1% strongly agree with the assertion that the funds provided by UNICEF are effectively utilized for primary healthcare services. This is an indication that funds are effectively utilized for primary healthcare services in Suleja and Tafa Local Government Area of Niger State.

**Test of Hypothesis**

**H0<sub>1</sub>:** There is no significant effect between UNICEF Funding and Primary Health Care Services in Tafa and Suleja Local Government Area of Niger State.

**Table 4.6: Model Summary**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.637 <sup>a</sup>	.406	.400		.36594	1.478

a. Predictors: (Constant), Capacity Building, Funding, Vaccine Provision

b. Dependent Variable: Primary Healthcare Service

Source: SPSS Version 26.0 output (2023)

Table above shows the summary of the Multiple Regression analysis. The empirical findings show that R, the multiple correlation coefficient stood at 0.637 which indicates a high correlation between the independents and dependent variables. R<sup>2</sup>, the multiple coefficients of determination of the variables stood at 0.406 indicating that about 40.6% of the total variation in primary healthcare service delivery in Suleja and Tafa local Government Areas of Nigeria State is explained by variations in the independent variables (funding, vaccine provision and capacity building) captured in the study. The adjusted R<sup>2</sup> being 0.400 also indicates that the independent variables will still explain 40% of the total variations in employee performance even if other variables were added to the study.

**Table 4.6 Analysis of Variance (ANOVA<sup>a</sup>)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	26.898	3	8.966	66.954	.000 <sup>b</sup>
	Residual	39.371	294	.134		
	Total	66.269	297			

a. Dependent Variable: Primary Healthcare Service

b. Predictors: (Constant), Capacity Building, Funding, Vaccine Provision

Source: SPSS Version 26.0 Output (2023)

Table above shows the results from the Multiple Regression analysis which tests the effects of the independent variables (funding, vaccine provision and capacity building) on the dependent Variable (primary healthcare service) is shown. The F-statistic which measures the adequacy and fitness of the model used in the study stood at 66.954 with a p-value of 0.000<sup>b</sup> which is significant at 5%; this shows that the model is fit for the study.

**Table 4.7 Correlation Coefficient (Coefficients<sup>a</sup>)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.214	.170		7.138	.000		
	UNICEF Funding	.394	.048	.424	8.249	.000	.764	1.308
	UNICEF Vaccine Provision	.093	.047	.132	1.980	.049	.454	2.201
	UNICEF Capacity Building	.162	.045	.225	3.647	.000	.530	1.886

a. Dependent Variable: Primary Healthcare Service

Source: SPSS Output Version 26.0 (2023)

Table above shows the outcome of the respective independent variables (funding, vaccine provision and capacity building) on the dependent variable (primary healthcare service). These are discussed under the test of hypotheses section.

#### **4.1 Analysis and Interpretation of Interview Result**

This section contains the analysis and interpretation of interview result. To corroborate the result, interview was conducted with the Health Educator, Monitoring and evaluation officers (M&E) and Local Government Immunization Officer (LIO).

The Health Educators of Tafa and Suleja Local Government Areas were asked whether UNICEF disburse funds timely to support immunization activities in Tafa and Suleja Local Government Areas of Niger State. They said:

“For every immunization activities the Local Government, specific funds are disbursed for timely intervention to avoid the wide spread of the diseases and key preventive measures disseminated at all level. Sometimes, disburse of funds for some activities are not sent timely due to some protocols and due process that are done at the state level before it gets to the LGA level. (Health Educators of Tafa and Suleja Local Government Areas)

#### **4.2 Discussion of Major Findings**

The study examined the effect of UNICEF funding on Primary Health Care Services in Tafa and Suleja Local Government Areas of Niger State. Based on the result of the analysis, the study revealed that:

- i. There is a significant relationship between UNICEF Funding and Primary Health Care Services in Tafa and Suleja Local Government Area of Niger State. In other words, a unit increase in UNICEF funding will bring about a corresponding increase of 39.4% at 5% significant level in primary healthcare service in Suleja and Tafa Local Government Areas of Niger State, Nigeria. This corroborates the study of Omoloke (2015) who revealed that the provision of adequate finance has the tendency of significantly improving healthcare service delivery in both rural and urban areas.

#### **5.0 Conclusion and Recommendation**

The study assessed the effect of UNICEF funding on primary healthcare services in Suleja and Tafa Local Government Areas of Niger State. The key conclusion that can be drawn from the study is that UNICEF has perform well in the areas of funding, to improve healthcare services in Tafa and Suleja Local Government Areas of Niger State.

The study recommended that, Even though there is evidence of funding for programmes, UNICEF should increase funding and ensure that the fund has been spent judiciously to improve healthcare service in Tafa and Suleja Local Government Areas of Niger State.

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## Section “A” Respondents Bio- Data

Please tick and fill as appropriate your responses for the under listed items

1. Name of Local Government Area: (a) Suleja [ ] (b) Tafa [ ]
2. Gender (a) Male (b) Female
3. Age (a) 20-30years (b) 31-40 years (c) 41-50years (d) 50 above
4. Educational status (a) SSCE (b) ND/NCE/DIPLOMA (c) HND/B.ED/DEGREE (d) POST GRADUATES

**Section B: Overview of the IV and DVs**

**SA=Strongly Agree**

**A=Agree**

**U=Undecided**

**D=Disagree**

**SD=Strongly Disagree**

**FUNDING**

S/NO	QUESTION	SA	A	U	D	SD
	UNICEF disburses funds for programme.					
	The Funds are adequately provided.					
	Funds for programme are released on time.					
	The funds are effectively utilized.					

# EFFECT OF IN-SERVICE TRAINING ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KADUNA STATE

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## **Abstract**

*Teachers play a crucial and fundamental role in ensuring quality education around the world. They help to facilitate the transfer of knowledge, skills and abilities to members of the society. Over the years, research has shown that many teachers in the educational system are ill-equipped to effectively and efficiently facilitate the transfer of quality education in learners. Poor teachers' performance is displayed in their ability to perform their basic roles and responsibilities. Empirical evidence revealed that most teachers in public secondary schools, particularly Kaduna State have not attended adequate State-organized seminars, conferences and workshops needed to improve their performance. Thus, the study examined the effect of in-service training on teachers' performance in public secondary schools in Sabon Gari local Government Area of Kaduna State. This study adopted survey research design. The population consists of employees of 129 sampled teachers from the sampled public secondary schools in Sabon Gari Local Government Area of Kaduna State. Primary data were collected through the use of a structured questionnaire from 129 sampled teachers from the sampled population under study. The questionnaire was distributed*

*through the use of Simple Random Sampling Technique. Multiple Regression was used to analyse the data collected through the use of Statistical Package for the Social Sciences (SPSS) Version 26.0. The study found out that there is a positive and significant relationship between in-service training and teachers' performance in public secondary schools in Sabon Gari local Government Area of Kaduna State. On this basis, the study recommended that the Ministry of Education in collaboration with public secondary school administrators should well to ensure that newly recruited teachers, as well as old ones are constantly trained while on the job so as to keep them abreast with new knowledge and method of teaching that will not only improve their performance, but also significantly improve students' academic achievements.*

**Keyword:** In-service training, seminars, conference, workshops and teachers' performance

## **Introduction**

Teachers remain the pillars of education in any society, they determine the success or failure of the education system. This fact is established by Anulika (2020) as well as Umar and Salihu (2015) who stated that the quality of education in every society depends on the quality of teachers. But for quality to be achieved, teachers have to be adequately trained to deliver. This training must involve in-service training programmes such as seminars, conferences and workshops that have the capacity of improving their performance. These training help to ensure that teachers possess the right set of skills, abilities and competence in order to bring about a positive change in behaviour of learners. It is important to note that the Kaduna State Teachers Service Board which is responsible for the employment of teachers within the state has employed several secondary school teachers who have never had the chance of further training apart from their pre-service training before employment. This is a deficiency that calls for action. In fact, the National Policy on Education made provision for teachers' training, and recommended that there shall be an in-service training programmes for teachers which shall be regulated as the need arises. In view of the above, the fundamental need for in-service training in the form of seminars, conferences and workshops cannot be overemphasized (Alston, 2019).

Seminar is a form of academic instruction at an educational institution or a commercial or professional organization where specific subjects affecting members such as adopting and utilizing new methods and tools of teaching are discussed (Alston, 2019). A seminar is a part of a retraining exercise to update teachers' knowledge and skills with the new ideas and methods of teaching on a particular subject (Afshan, Sobia, Kamran & Nasri 2012). Over the years, the Kaduna State Government have failed to organize seminars for its teachers due to high cost,

thereby compelling its teachers to sort for others ways of improving their performance by attending other related and unrelated seminars (Alston, 2019), however, the impact of these seminars has not been empirically examined, thus, the need for this study.

Similarly, a conference which is a formal meeting whose basic objective is aimed at discussion, problem solving, or consultation on particular issues affecting a particular group of people such as teachers plays a key and fundamental role in their training. An academic conference is a place where academicians and researchers present and discuss their work. Innovative ideas and new information about things and ways of doing things are usually exchanged during all types of conferences. However, Kaduna State Government have failed to conduct adequate conferences for its teachers and this has hampered their ability to perform better on the job, thus, in view of remedying this gap many teachers have sought for other cheaper means of training such as attending related and unrelated conferences that may or may not improve their performance (Alston, 2019). As such, assessing the impact of these conferences cannot be overemphasized.

In the same way, teachers also usually attend self-sponsored workshops that they believe have the capacity of improving their performance on the job. Workshops are usually conducted in order to impart new practical skills such as the effective utilization of teaching tools in teaching by teachers in this modern world. However, the government have failed to provide this opportunity for teachers' training. Thus, they many a times opt for alternative workshops that have little capacity of improving their performance (Alston, 2019). As such, assessing this aspect of training cannot be over emphasized. The poor performance of teachers despite these training programmes is worrisome. Many teachers in public secondary school in Nigeria cannot properly prepare a good lesson plan, adopt appropriate teaching methods and tools, and also effectively manage their classroom (Francis & Oluwatoyin, 2019). The lack of adequate in-service training in this aspect has, over the years, hampered their ability to improve their performance on the job. Thus, the relevance of teachers' in-service training therefore needs to be examined. This therefore calls for an empirical investigation of the effect of in-service training on teachers' performance in public secondary schools in Kaduna State. It is against this background that this study is conducted.

### Statement of the Problem

In Kaduna State, Nigeria, the quality of education in public secondary schools has been a subject of concern, with declining academic performance and teacher effectiveness becoming prominent issues. Many scholars and academics opined that the poor level of teachers' performance in public secondary schools can be attributed to lack of proper and adequate in-service training (Joseph, 2019). Many public secondary school teachers in Kaduna State have never attended seminar, conferences or workshops since their recruitment. This implies that they have worked as public secondary school teachers without been trained on how to properly prepare a good lesson plan, adopt appropriate teaching methods and tools, and also effectively manage their classroom. This lack of adequate in-service training can be evident in their poor performance.

Similarly, the huge cost associated with in-service training can be attribute to the rationale for the inability of government to invest in teachers' training programmes. This therefore compels many teachers to opt for alternative means of developing themselves and advancing their careers by participating in formal and informal seminars, conferences and workshops that may have little or no direct effect on their ability as teachers to perform in the classroom. The inability of government or educational administrators to assess the effect of these seminars, conferences and workshops therefore calls for a timely in-service training in view of improving their ability to effectively prepare quality lesson plan, adopt good teaching methods and tools, as well as management their classroom effectively and efficiently thereby leading to their job performance.

However, the effectiveness of in-service training programs on teachers' performance remains a subject of debate and requires thorough investigation. It is on this note that this study is conducted to investigate the relationship between in-service training and teachers' performance in public secondary schools in Kaduna State.

### Research Questions

From the aforementioned, the following questions are hereby raised:

- i. To what extent does seminars influence teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State?
- ii. To what extent does conferences influence teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State

- iii. To what extent does workshops influence teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State

### Objectives of the Study

The primary objective of the study is to examine the effect of in-service training on teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State. The specific objectives of the study are:

- i. To examine the influence of seminars on teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State.
- ii. To determine the influence of conferences on teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State.
- iii. To assess the influence of workshops on teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State.

### Hypotheses of the Study

The following hypotheses are developed in null forms to guide the study:

**HO1:** There is no significant relationship between seminars and teachers' performance in public secondary schools in Sabon Gari local Government Area of Kaduna State.

**HO2:** There is no significant relationship between conferences and teachers' performance in public secondary schools in Sabon Gari local Government Area of Kaduna State.

**HO3:** There is no significant relationship between workshops and teachers' performance in public secondary schools in Sabon Gari local Government Area of Kaduna State.

### Literature Review:

#### **Concept of Teacher Performance**

According to Virgana (2021) teacher performance otherwise called teacher job performance is the achievement of teacher work both qualitatively and quantitatively with indicators: professional,

pedagogical, personal, social, and the achievement of learning outcomes. Teachers' performance is the ability of the teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students' learning and achievements. It denotes teachers' ability to function effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using a sound pedagogical content that leads to student's understanding and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, have the knowledge of different and appropriate pedagogies, learning styles of learners and perceive their own strengths and weaknesses in teaching in order to perform their teaching responsibilities effectively (Bashir, Alias, Saleh, & Halizah, 2017). Nsirim (2019) further added that teachers' performance simply refers to a collection of characteristics, competencies, and behavior of teachers at all levels of education that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. Within the context of this study, teachers' performance means the ability of teachers to attend to their classes as stipulated in the time-table, punctuality to class, ability to give tests, assignments, and examine students on what was taught, as well as, mark such and give back feedback duly.

### Concept of In-Service Training

In-service training is a planned organizational activity aimed at improving and increasing teachers' skill, knowledge, concept, attitudes and behaviour to enable them to meet the demands of the teaching job. It focuses on improving the conceptual skill; intellectual and abilities needed to do a better job. In-Service training programme in an organisation is a development by which people are taught with skills and given the necessary information or attitude to enable them to carry out their duties to the required standard in the present job and to assume greater and more demanding roles for effective job performance (Akpan, 2009; Anulika, 2020). While Nakpodia (2008), on the other hand, sees teachers' in-service training programme as the process for continuous updating of teacher's knowledge, skills and interests in chosen field.

Adding light to the concept, Osamwonyi (2016) opined that in-service training otherwise called in-service education simply refers to those relevant courses and activities in which a serving

teacher may participate in order to upgrade his or her professional knowledge, skills, and competence in the teaching profession. This therefore means that in-service training encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. To Anulika (2020), in-service training serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. To him, in-service training helps to ensure that teachers meet their future needs by equipping themselves with the right knowledge, skills, attitude and competence that will result in significant positive behaviour that not only have the tendency of improving teachers' performance but also students' academic performance.

In highly populated schools, coupled with situations where schools are short-staffed, in-service training is necessary for optimal performance. It is more needed where teachers are required to teach subjects outside their area of specialization or meet up with the dynamic needs of the society. In situations where schools are short-staffed, or where unqualified or unprofessional teachers are recruited, in-service training via seminars, conferences and workshops are usually conducted to correct these deviances or abnormalities thereby improving their performance (Anulika, 2020). Retraining programmes for teachers such as seminars, conferences and workshops helps to improve their ability to prepare quality lesson plan, adopt suitable teaching method, and tools, and adopt ensure effective classroom management (Okechukwu, 2013). To Okechukwu (2013), all these aspects of in-service training, i.e., seminars, conferences and workshops help to improve teachers' effectiveness, and performance. Thus, their need cannot be overemphasized.

### Concept of Seminar

A seminar is a form of academic instruction at an educational institution or a commercial or professional organization. Seminar is usually academic by nature. Seminars are generally recurring meetings that focus on specific subjects each time they take place. The attendees at a seminar are expected to actively participate in the meetings. Active participation are usually achieved through engaging in discussion about the topic at hand. A seminar is usually lead by a leader or instructor who direct and coordinate the discussion. Although seminars are generally academic in nature, however they can be classified into academic seminars, business seminars, etc. (Alston, 2019).

Seminar is a group meeting led by an expert that focuses on a specific topic or discipline. It is one of the important factors in the business world because it increases the efficiency and the effectiveness of both staffs and the organizations. A seminar is a topic-oriented event designed to educate and inform an audience about a broad subject of interest (Altalib, 1993). Seminars are simply a group of people coming together for the discussion and learning of specific techniques and topics. Usually there are several keynote speakers within each seminar, and these speakers are usually experts in their own fields, or topics. Several topic reviews are scheduled each day throughout the seminar, and attendees can usually make their choice or topic from among these scheduled events (Afshan, Sobia, Kamran & Nasri 2012). Simply put seminar is a part of a retraining exercise to update teachers' knowledge and skills with the new ideas and methods of teaching on a particular subject (Afshan, Sobia, Kamran & Nasri 2012).

### Concept of Conferences

A conference is a formal meeting whose basic objective is aimed discussion, problem solving, or consultation. It is a platform where people confer about a particular topic. Conferences can take several days before their completion. Conference can take various forms ranging from business, trade, academic or press related among others. It is also important to note that just like seminars, there are also various types of conferences ranging from academic ones, trade, business, media and religious conferences among others. An academic conference is a place where academicians and researchers present and discuss their work. Innovative ideas and new information about things and ways of doing things are usually exchanged during all types of conferences. However, discussions are not allowed in some conferences. Conferences are most of the time organized under a particular format. Speakers at a conference are usually preselected. In an academic conference there is a keynote speaker who will deliver the keynote speech (Alston, 2019).

Conference can be defined as a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. (Joseph, 2019). According to Ezene (1998) conferences are usually used to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussion, workshop etc. Conferences therefore, have a very

important place in the work place. The work place is rapidly changing and information needs to be customized in order to meet the diverse of all organization.

### Concept of Workshop

A workshop on the other hand refers to a meeting in which a group of people engage in an intensive discussion and activity on a particular subject. Workshops are usually conducted in order to impart new practical skills in individuals. It is most a times conducted as a way of solving a particular problem, developing a particular plan of action, skill acquisition, etc. In an academic setting, workshops are usually conducted in order to impart into academic staff the skill of using a particular application or teaching aids (Alston, 2019).

Indeed, it is a large official gathering, usually lasting for a few days at which people with the same work or interests come together to discuss their professional views. Thus, the importance of workshop training is to enable individuals acquire the skills to do what they have not been able to do before on the job, as well as become better at carrying out the responsibilities (Afshan, Sobia, Kamran & Nasri 2012).

Workshop training is necessary to ensure an adequate supply of teachers that are technically and socially competent and capable of career development into specialists or experts. Workshop plays a vital role in improving performance as well as increasing productivity, and eventually putting institutions in the best position to face future challenges and needs of the society. Workshop training is a type of activity which is planned, systematic and it results in enhanced levels of skill, knowledge and competency that are necessary to perform work effectively. Workshop can be organised to develop certain skills of teachers. Attending workshop has great effect on teachers' performance (Afshan, Sobia, Kamran & Nasri 2012).

### Review of related empirical studies

In other to provide a holistic understanding of the relationship between the variables under study, related literatures are examined.

Chukwueze (2021) in his study investigated the influence of staff development programmes on teachers' job performance in Abia State public secondary schools. Four research questions guided

the study and four null hypotheses were tested at 0.05 level of significance. The study employed descriptive survey research design. The population of the study comprised 3,233 teachers in the three education zones in Abia State. A sample of 679 teachers were selected for the study through stratified, purposive and simple random sampling techniques. Primary data were collected through the use of a structured questionnaire. The study revealed that open and distant learning programmes, workshops, seminars and conferences significantly influence teachers' job performance to a high extent in Abia State public secondary schools. The study therefore recommended that there is a need for teachers to go for in-service training programmes like open and distant learning, workshops, seminars, conferences since their performance are enhanced through such training programmes.

The study of Chukwueze (2021) failed to examine the crucial role played by the dimensions of in-service training, i.e., seminars, conferences and workshops on teachers' performance on the job. The study did not also use a robust statistical tool in analysing the data collected. Thus, this study was conducted to cover this lacuna by examining the effect of seminar, conference and workshops on teachers' performance in public secondary schools in Kaduna State. Multiple Regression will also be used in analysing the data collected.

Amie-Ogan and Unachukwu (2021) in their study examined the relationship between staff development programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The study adopted Correlational research design. Primary data were collected through the use of a structured questionnaire from the sampled population of the study. The total population for this study was 2,055 respondents consisting of 105 principals and 1950 teachers. A sample of 693 respondents was drawn using the multi-stage sampling technique. The hypotheses of the study were tested using t-Transformation statistics at 0.05 level of significance with a critical value of  $\pm 1.96$ . The study revealed that there is a high and positive relationship between coaching/mentoring, computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers state. It was recommended that coaching and mentoring of teachers should be adopted by school administrators as well as by professionals in educational institutions. Government should also adopt more innovative computer-based programmes for public senior secondary school teachers for improved, effective and efficient results in instructional delivery.

Amie-Ogan and Unachukwu (2021) failed to examine the crucial role played by the dimensions of in-service training, i.e., seminars, conferences and workshops in improving teachers' performance. The study did not also use a robust statistical tool in analysing the data collected. Thus, this study was conducted to cover this empirical gap by examining the effect of seminar, conference and workshops on teachers' performance in public secondary schools in Kaduna State. Multiple Regression will also be used in analysing the data collected.

Mahulae, Lumbanraja and Siahaan (2020) investigated the effect of Professionalism and Competence of Teachers on Teacher Performance and Its Impact on Student Learning Outcomes at Harapan Mandiri College. The study adopted Descriptive research design. Path Analysis was used in testing the hypotheses of the study. The result of the analysis revealed that professionalism has a positive and significant effect on teacher performance. It also revealed that competence has a significant and dominant positive effect on teacher performance. Teacher performance has a positive and significant effect on student learning outcomes.

Amie-Ogan and Unachukwu (2021) failed to examine the crucial role played by the dimensions of in-service training, i.e., seminars, conferences and workshops in improving teachers' performance. The study did not also use a robust statistical tool in analysing the data collected. Thus, this study was conducted to cover this empirical gap by examining the effect of seminar, conference and workshops on teachers' performance in public secondary schools in Kaduna State. Multiple Regression will also be used in analysing the data collected.

Nda (2020) examined the influence of staff development programmes on teachers' performance in public primary schools in Gokana and Khana Local Government Areas of Rivers State. The study adopted descriptive research design. The total population was 648 teachers consisting of 239 males and 409 females in 122 public primary schools in Gokana and Khana Local Government Areas. A sample size of 340 teachers consisting of 166 males and 184 females in 50 out of 122 public primary schools were selected through stratified and simple random sampling techniques. The study revealed that staff development programmes such as conference and workshop to a very high extent influence teacher's performance in public primary schools in Gokana and Khana Local Government Areas of River State. Based on the findings, it was recommended that Rivers State Government should frequently organize conferences for teachers in public primary schools in Gokana and Khana Local Government Areas to enable them perform effectively. In addition, the

Rivers State Universal Basic Education Board should often organize post-service training for teachers in public primary schools in Gokana and Khana Local Government Areas to enable them gain requisite knowledge to enhance their performance.

Nda (2020) in his study failed to examine the key role played by seminars, conferences and workshops as dimensions of in-service training in improving teachers' performance. The study did not also use a robust statistical tool in analysing the data collected. Thus, this study was conducted to cover this empirical gap by examining the effect of seminar, conference and workshops on teachers' performance in public secondary schools in Kaduna State. Multiple Regression will also be used in analysing the data collected.

Anulika (2020) examined how in-service training correlates of teachers' job performance in public secondary schools in Enugu State, Nigeria. The study adopted a Correlational Research Design. Primary data were collected from 619 sampled population through the use of Stratified Simple Random Sampling technique. Regression analysis was used to test the hypothesis of the study. The major findings of the study showed that teachers mean rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average, and there were strong positive and significant relationships between teacher professional in-service training, teacher workshop training, teacher orientation and conference attendance and job performance in public secondary schools in Enugu State, Nigeria. From the study it was concluded that in-service training has strong correlation on teacher job performance in public secondary schools. Based on the findings, the following some recommendations were made- opportunities for in-service training programme should be made available to all categories of teachers, all stakeholders should revitalize the organization of regular seminars, workshops and conferences for old and newly employed teachers and government should bear the financial burden for teachers' in- service training programmes by making budgeting allocation for that purpose among others. Also, distance supported e-learning at school level should be encouraged.

Anulika (2020) in his study failed to operationalize in-service training, as such, he did not examine the crucial role played by other dimensions of in-service training, i.e., seminars, conferences and workshops in improving teachers' performance. The study did not also use a robust statistical tool in analysing the data collected. Thus, this study was conducted to cover this empirical gap by examining the effect of seminar, conference and workshops on teachers'

performance in public secondary schools in Kaduna State. Multiple Regression will also be used in analysing the data collected.

From the empirical review of the aforementioned literatures, there exists an empirical paucity and lacuna as to the simultaneous effect of seminars, conferences and workshops on teachers' performance in public secondary schools in Kaduna State. Thus, the need to investigate the effect of this variables cannot be overemphasized. Similarly, some of the studies did not adopt the use of advanced and robust statistical technique such as Multiple Regression is testing the hypotheses of the study. It is against this background that this study is conducted to examine the effect of in-service training on teachers' performance in public secondary schools in Kaduna State.

### Theoretical Framework

The study adopted the Social Learning Theory developed by Albert Bandura (1977). The theory is one of the most influential theories of learning and development. According to the theory, humans learn by observing, modelling and imitating others in a social setting such as seminars, conferences and workshops. In other words, learning generally takes place within a social context such as seminars, conferences and workshops when more competent teachers or experts use verbal or non-verbal gestures to teach less competent teachers how to perform a particular role or responsibility. The core tenet of the theory is that people learn by observing others in seminars, conferences and workshops.

Social learning theory is adopted because it takes thought processes into consideration and acknowledges the salient roles they play in deciding if the behaviour exhibited by a model is to be imitated or not in a seminars, conferences and workshops. As such, the theory is considered more suitable because it provides a highly comprehensive explanation of how humans learn by acknowledging and recognizing the key role played by mediational processes in seminars, conferences and workshops (Dharmaraj 2021). It further concludes that during seminars, conferences and workshops, teachers can improve their performance by simply observing and imitating other more knowledgeable and experienced teachers. The study encourages that experienced and professional teachers should be teamed with less experienced or professional teachers so that they can effectively observe, and imitate how to how to prepare quality lesson

plan, adopt a suitable mixture of teaching methods and techniques, also further achieve effective classroom management.

## Methodology

Survey Research Design was adopted by the study. The design was adopted because it enables the study to collect first-hand information from the actual population under study. It also enables it to collect valid, reliable and factual data on the relationship between in-service training and teacher's performance in public secondary schools in Kaduna State.

The population of the study comprises of 386 teachers in ten (10) public secondary schools in Sabon Gari Local Government Area of Kaduna State. The sampled public secondary schools used in the study with their corresponding population include; Government Secondary School Aminu, Sabon Gari, Zaria (43); Government Junior Secondary School Kwangila (37); Government Junior Secondary School Samaru (44); Government Junior Secondary School Basawa (40); Government Junior Secondary School Bomo (42); Government Junior Secondary School Chindit Barracks (38); Government Senior Secondary School Chindit Barracks (36); Government Girls Senior Secondary School Dogon Bauchi, Sabon Gari Zaria (36); Government Girls Junior Secondary School Dogon Bauchi, Sabon Gari Zaria (38); and Government Junior Secondary School Chikaji (32). The total population equals 386.

The sample size of the study was calculated using the Taro Yamane (1967) formula for determining sample size of a given population. The sample size is calculated below:

$$n = \frac{N}{1+N(e)^2}$$

Where, n = sample size, N = total population size, e = error term or tolerable level of

significance, and 1 = unity Thus,  $n = \frac{386}{1+386(0.05)^2}$

$$n = \frac{386}{1+386(0.0025)}$$

$$n = \frac{386}{1+0.965}$$

$$n = \frac{386}{1.965}$$

$$n = 196.44$$

$$n \cong 197$$

The sample size of the study comprises of 197 qualified public secondary school teachers in Sabon Gari Local Government Area of Kaduna State. Simple Random Sampling Technique was used in selecting the respondents of the study so as to give every member of the population an equal chance of participating in the study.

Multiple Regression via the Statistical Package for the Social Sciences (SPSS) Version 26.0 was used in testing the hypotheses of the study. The method is considered suitable due to the multiplicity of variables in the study. The tool is also adopted due to its ability to determine the collective and individual influence of the independent variables (seminars, conferences and workshops) on the dependent variable, i.e., teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State. The model of the study is stated below:

$$\text{TeachPerf} = f(\text{In-SerT})$$

$$\text{In-SerT} = f(\text{seminars, conferences, workshops})$$

Where, TeachPerf = Teacher Performance, and In-SerT = In-Service Training

The model is represented in econometric as:  $\text{TeachPerf} = \alpha + \beta_1\text{Seminars} + \beta_2\text{Conferences} + \beta_3\text{Workshops} + \epsilon$  Where:

$\alpha$  = Constant Term,  $\beta_1$  to  $\beta_3$  = Beta coefficient of independent variables, and  $\epsilon$  = Error Term

## Data Presentation and Analysis

Out of the 197 copies of structured questionnaires distributed, 129 copies representing 65.48% were adequately filled and returned.

### Validity Test

The research work is based on the face and content validity as it is highly developed based on the views of other researches which were analyzed, the questionnaires were also scrutinized by the researcher's supervisor and specialists in the Measurement and Evaluation and all corrections made are adequately implemented. To ensure its validity the questionnaires were also designed to reflect the research questions, objectives and hypotheses of the study in view of ascertaining the actual views of the respondents in the institutions under study on the subject matter. As such, the instrument is considered valid enough for this research because it is expected that the instrument will measure what it was expected to measure at the end of this survey (Otaha, 2016).

### Reliability Test

To ensure the reliability of the instrument, the researcher subjected the data collected to Cronbach Alpha Correlation Coefficient. This is to ascertain the internal consistency of the instrument thereby measuring the extent to which the instrument measures the phenomenon accurately and consistently (Otaha, 2016). The reliability of the study is shown below:

**Table 1:** Reliability tests of the variables under study

S/N	Variable	Cronbach Alpha Coefficient	Number of Items	Comment
1	Seminars	0.812	3	Reliable
2	Conferences	0.840	3	Reliable
3	Workshops	0.872	3	Reliable
4	Teachers' Performance	0.740	4	Reliable

Source: SPSS Output Version 26.0 (2023)

The results possess a high reliability standard judging from Cronbach's alpha, which stood at 0.812 for seminars, 0.840 for conferences, 0.872 for workshops and 0.740 for teachers'

performance. This corroborate the assertions of Spiegel (1992); Stevens (1986), and Olayiwola (2010) who posit that an instrument is considered reliable if its reliability coefficient lies between 0 and 1; the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms that the reliability of the data collection instrument used is suitable and fit for the study.

## Result

Out of the 197 copies of questionnaires that were distributed, 129 copies were properly filled and returned by the public secondary schools in Sabon Gari Local Government Area of Kaduna State.

Table 2: Seminar

Parameters	SA	A	U	D	SD
1 Seminars helps teachers in meeting their teaching needs	74 57.4%	49 38%	4 4.1%	1 0.8%	1 0.8%
2 Seminars helps in refreshing the mental capacity of teachers	65 50.4%	53 41.1%	0 0%	8 8.2%	3 2.3%
3 Seminars enable teachers to improve their effectiveness in teaching	68 52.7%	52 40.3%	6 4.7%	3 2.3%	0 0%

Source: Field Survey (2023)

Table 2 shows that 57.4% of the respondents strongly agreed with the assertion that seminars help teachers in meeting their teaching needs, 38% also agreed with the assertion, 4.1% were undecided, while the remaining 1.6% disagreed with the assertion. This implies that majority of the teachers are of the opinion that seminars help them in meeting their teaching needs.

The table also shows that 50.4% of the respondents opined that seminar helps in refreshing the mental capacity of teachers, 41.1% of the respondents also agreed with the assertion, while the remaining 8.2% and 2.3% disagreed and strongly disagreed with the assertion. This implies that majority of the respondents are of the opinion that seminars help in refreshing the mental capacity of teachers.

The table further revealed that 52.7% of the respondents assert that seminars enable teachers to improve their effectiveness in teaching, 45.7% also agreed with the above assertion, 6.2% were undecided, while the remaining 1.6% disagreed. This implies that seminars enable teachers to improve their effectiveness in teaching. These ultimately implies that seminars play a key and

fundamental role in the ability of teachers to perform their basic roles and responsibilities in the classroom.

**Table 3: Conference**

Parameters	SA	A	U	D	SD
1 Conferences enable teachers to discuss issues that will facilitate their efficiency in teaching	79 61.2%	41 31.8%	6 4.7%	3 2.3%	0 0%
2 Discussions and suggestions at conferences helps in improving teachers' teaching delivery	78 60.5%	44 34.1%	5 3.9%	2 1.6%	0 0%
3 Conferences help to keep teachers abreast with changes that will improve their teaching delivery	60 46.5%	54 41.9%	13 10.1%	2 1.6%	0 0%

Source: Field Survey (2023)

Table 3 depict that 61.2% strongly agreed with the assertion that conferences enable teachers to discuss issues that will facilitate their efficiency in teaching, 31.8% also agreed with the assertion, 4.7% were undecided, while the remaining 2.3% disagreed with the assertion. This implies that majority of the respondents are of the opinion that conferences enable teachers to discuss issues that will facilitate their efficiency in teaching.

The table further depict that 60.5% strongly agreed with the assertion that discussions and suggestions at conferences helps in improving teachers' teaching delivery, 34.1% of the respondents also agreed with the assertion, 3.9% were undecided, while the remaining 1.6% disagreed with the assertion. This implies that majority of the respondents are of the opinion that discussions and suggestions at conferences helps in improving teachers' teaching delivery.

In the same way, the table revealed that 46.5% of the respondents assert that conferences help to keep teachers abreast with changes that will improve their teaching delivery, 41.9% also agreed with the assertion, 10.1% on the other hand are undecided, while the remaining 1.6% disagreed with the assertion. This implies that majority of the respondents are of the opinion that conferences help to keep teachers abreast with changes that will improve their teaching delivery. These invariably implies that conferences also play a crucial and fundamental role in the general performance of public secondary school teachers in Sabon Gari Local Government Area of Kaduna State.

Table 4: Workshop

Parameters	SA	A	U	D	SD
1 Workshops enhances teachers' knowledge and technique of teaching	55 42.6%	53 41.1%	6 4.7%	13 10.1%	2 1.6%
2 Workshop improves teachers' effectiveness in using teaching aids	51 39.5%	59 45.7%	11 8.5%	7 5.4%	1 0.8%
3 Workshops enhances teachers' ability to lecture, evaluate and assess students	48 37.2%	59 45.7%	15 11.6%	7 5.4%	0 0%

Source: Research Survey (2023)

Table 4 depict that 42.6% strongly agreed with the assertion that workshops enhance teachers' knowledge and technique of teaching, 41.1% also agreed with the assertion, 4.7% were undecided, while the remaining 11.7% disagreed with the assertion. This implies that majority of the respondents in the study are of the opinion that workshops enhance teachers' knowledge and technique of teaching.

The table further depict that 39.5% strongly agreed with the assertion that workshop improves teachers' effectiveness in using teaching aids, 45.7% also agreed with the assertion, 8.5% were undecided, while the remaining 6.2% disagreed. This implies that majority of the respondents are of the opinion that workshop improves teachers' effectiveness in using teaching aids.

In the same way, the table revealed that 37.2% of the respondents assert workshops enhances teachers' ability to lecture, evaluate and assess students, 45.7% also agreed with the assertion, 11.6% on the other hand were undecided, while the remaining 5.4% disagreed with the assertion. This implies that majority of the respondents are of the opinion that workshops enhance teachers' ability to lecture, evaluate and assess students.

Table 5: Teacher Performance

Parameters	SA	A	U	D	SD
1 I attend my lessons according to the time-table	73 56.6%	53 41.1%	2 1.6%	1 0.8%	0 0%
2 I attend to my lessons always	61 47%	63 48.8%	5 3.9%	0 0%	0 0%
3 I give test, assignment and field/practical works to the students in every course I teach	57 44.2%	60 40.5%	9 7%	2 1.6%	1 0.8%
4 I mark all the assignments given to students.	47 36.4%	60 46.5%	15 11.6%	6 4.7%	1 0.8%

Source: Research Survey, 2023

Table 5 depict that 56.6% of the respondents assert that they attend to their lessons according to the set time-table, 41.1% also agreed with the assertion, 1.6% were undecided, while the remaining 0.8% disagreed with the assertion. This implies that teachers in public secondary schools in Kaduna State are committed towards delivering quality education to learners.

In the same way, 47% of the respondents further revealed that they always attend their lessons, 48.8% also agreed with the assertion, while the remaining 3.9% were undecided. This simply implies that teachers in public secondary schools in Kaduna State are committed to delivering quality education to learners by ensuring they always attend their classes as detailed in the time-table.

In agreement, 44.25% of the respondents revealed that they usually give tests, assignments, and field/practical works to learners in every course they teach so as to ensure that they are assessed and retain what they were taught, 40.5% also agreed with the assertion, 7% were undecided, while the remaining 1.6% and 0.8% disagreed and strongly disagreed with the assertion. This implies that teachers in public secondary schools in Kaduna State always give tests, assignments, and field/practical works to learners in every course they teach so as to ensure that they are assessed and retain what they were taught. This ultimately helps to improve the quality of teaching, learning and education in general.

In furtherance, the table revealed that 36.4% strongly agreed with the assertion that teachers always mark all the assignments given to students on lessons taught so as to assess their understanding and retention, 46.5% also agreed with the assertion, 11.6% were undecided, while the remaining 4.7% and 0.8% disagreed and strongly disagreed with the assertion. This implies that through the aid of quality training, teachers can help to ensure proper understanding and retention of what was taught to them thereby improving the quality of education.

### Multiple Regression Results

Multiple Regression was used to test the relationship between the dimensions of in-service training i.e., seminars, conferences and workshops and teachers' performance in sampled public secondary schools in Sabon Gari Local Government Area of Kaduna State. The results of the analysis are presented as follows:

Table 6: Model Summary<sup>b</sup> of the Multiple Regression Analysis (Model Summary<sup>b</sup>)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.771 <sub>a</sub>	.595	.585	.33900	2.034

a. Predictors: (Constant), Workshop, Seminar, Conference

b. Dependent Variable: Teacher Performance

Source: SPSS Output Version 26.0 (2023)

Table 6 shows that R, the Multiple Correlation Coefficient stood at 0.771 which indicates a high correlation between seminars, conferences, workshops and teachers' performance. R<sup>2</sup>, the Coefficient of Determination of seminars, conferences, workshops stood at 0.595 indicating that 59.5% of the total variation in teacher performance in public secondary schools in Sabon Gari LGA of Kaduna State is explained by variations in the independent variable; seminars, conferences, workshops captured in the study. The adjusted R<sup>2</sup> being 0.585 also indicates that the independent variable will still explain 58.5% of the variations in teachers' performance in public secondary schools in Sabon Gari LGA of Kaduna State even if other variables were added to the study. Also, the Durbin-Watson (DW) statistics recorded a value of 2.034 which is approximately 2. This implies that there is no autocorrelation since d\* is approximately equal to two. Therefore, the variables in the model are not autocorrelated and that the model is reliable for further predictions.

Table 7: Analysis of Variance (ANOVA<sup>a</sup>) Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.086	3	7.029	61.161	.000 <sub>b</sub>
	Residual	14.365	125	.115		
	Total	35.452	128			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Workshop, Seminar, Conference

Source: SPSS Output Version 26.0 (2023)

Table 7 shows that F-statistic which measures the adequacy and fitness of the model used in the study stood at 61.161 with a p-value of 0.000<sup>b</sup> which is positive and significant at 5%; this shows that the model is fit for the study and that the independent variables (seminars, conferences and

workshops) have significant relationship with the dependent variable (teachers' performance). In other words, seminars, conferences and workshops can collectively explain variations in teacher performance in public secondary schools in Sabon Gari LGA of Kaduna State.

Table 8: Coefficients of the Multiple Regression (Coefficients<sup>a</sup>)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	.918	.267		3.431	.001
	Seminar	.453	.066	.474	6.845	.000
	Conference	.169	.072	.190	2.340	.021
	Workshop	.166	.052	.246	3.166	.002

a. Dependent Variable: Teachers Performance

Source: SPSS Output Version 26.0 (2023)

Table 8 further indicates that Seminars has a beta value of 0.453 and t-statistics value of 6.845 with a probability value of 0.000 which is positive and statistically significant. This implies that Seminars has significant and positive effect on teachers' performance in public secondary schools in Kaduna State. In other words, a unit increase in the quality of Seminars will bring about 45.3% increase in teachers' performance in public secondary schools in Kaduna State. This corroborates the study of Ali (2021) who revealed that effective in-service training helps to improve teachers' performance in the classroom. In the same way, Francis and Oluwatoyin (2019) concluded that teachers' performances can be positively improved through effective and efficient in-training programmes.

The table also indicated that Conferences has a beta value of 0.169 and t-statistics value of 2.845 with a probability value of 0.021 which is positive and statistically significant. This implies that Conferences has significant and positive effect on teachers' performance in public secondary schools in Kaduna State. In other words, a unit increase in the quality of Conference will bring about 16.9% increase in teachers' performance in public secondary schools in Kaduna State. This aligns with the study of Ezemba, Stanley, Anyaeji and Aloysius (2021); and Mustapha, Bashehu and Ikandirwa (2020) who revealed there is a significant relationship between conference and teachers' performance in public secondary school in Enugu state. To them, teachers' performance tends to increase positively and significantly as their in-service training increases.

The table further indicated that Workshops has a beta value of 0.166 and t-statistics value of 3.166 with a probability value of 0.002 which is positive and statistically significant. This implies that Workshops has significant and positive effect on teachers' performance in public secondary schools in Kaduna State. In other words, a unit increase in the quality of Workshops will bring about 16.6% increase in teachers' performance in public secondary schools in Kaduna State.

### Summary of Major Findings

From the analysis and test of the hypotheses of the study, the following conclusions are made:

- i. There is a positive and significant relationship between Seminars and teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State. The study also found out that;
- ii. There is a positive and significant relationship between Conferences and teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State. In furtherance, the study found out that;
- iii. There is a positive and significant relationship between Workshops and teachers' performance in public secondary schools in Sabon Gari Local Government Area of Kaduna State.

### Conclusion

Based on the analysis of the data collected, the study concluded that there is a positive and significant relationship between seminars, conferences, workshops and teachers' performance in public secondary schools in Sabon Gari local Government Area of Kaduna State.

### Recommendations

Based on the findings and conclusions, the study recommended that the Ministry of Education in collaboration with public secondary school administrators should ensure that newly recruited teachers, as well as old ones constantly attend seminars, conferences and workshops that have the capacity to keep them up-to-date with modern ways of developing quality lesson plan, selecting

suitable teaching methods and tools and also achieving effective classroom management in view of improving their performance.

The study also recommended that teachers in public secondary schools should try to attend some of the reputable seminars, conferences and workshops that have the capacity of improving their performance.

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