

**Effect Of Improved Educational Services On Socio- Economic Development In Bauchi
Metropolis, Nigeria**

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ABSTRACT

The study was about the Effect Of Improved Educational Services On Socio- Economic Development In Bauchi Metropolis, Nigeria. The primary mission of educational institutions is to provide quality education that equips students for the future, fostering a safe, inclusive learning environment, promoting academic excellence, nurturing critical thinking, and supporting social and emotional development. Achieving this mission requires the enhancement of educational services, including the provision of qualified teachers, quality learning materials, well-equipped classrooms, and a conducive learning environment. These improved educational services are essential for enhancing both teaching and learning effectiveness within institutions. This paper aimed to assess the availability and quality of these educational services in Bauchi Metropolis and explore the relationship between the provision of these services and socio- economic development. It adopted a conceptual approach, drawing on secondary data and documentary reports as the primary sources of information. The paper also addressed the challenges surrounding the provision of educational services in Nigeria, with a specific focused on Bauchi. The research findings suggested that key factors such as the welfare system for teachers, budget allocations for the education sector, and mechanisms to curb inefficiencies are crucial for improving educational outcomes and, by extension, contributing to socio- economic development.

Keywords: Development, Effect, education, Improved, Socioeconomic.

Introduction

Educational services means the services and rights which the participating institution provides to a student in order for the students meet the financial requirements set by an institutions of learning (Insider, n.d). In another word, educational services means providing learning opportunities and services designed to support a student to be prepared to succeed in life and achieve their dream of life.

Education is widely recognized as a critical driver of socio-economic development, playing a pivotal role in shaping individuals' opportunities and transforming societies. In the context of

Nigeria, particularly in Bauchi Metropolis, improving educational services has the potential to significantly impact economic growth, social mobility, and overall development. As a central element in human capital development, education influences key outcomes such as employment rates, income levels, and the reduction of poverty, all of which contribute to the socio-economic fabric of a region (Olaniyan & Okemakinde, 2008). In Bauchi Metropolis, the provision of quality education has emerged as a strategic tool for addressing some of the region's most pressing socio-economic challenges, including poverty, unemployment, and access to healthcare and basic services.

Globally, the link between education and socio-economic development is well-documented. Studies from around the world consistently show that improvements in education systems lead to higher productivity, greater economic stability, and enhanced social outcomes. For instance, countries like South Korea and Singapore have demonstrated how investment in education can transform an economy by creating a highly skilled workforce, fostering innovation, and improving governance (Hanushek & Woessmann, 2015). Similarly, in the African context, the World Bank highlights the importance of improving educational access and quality as a means of addressing long-term development goals and reducing inequality (World Bank, 2018). These global perspectives offer a valuable backdrop for understanding how the improvement of educational services can foster similar socio-economic benefits in Bauchi.

Regionally, Bauchi Metropolis, located in northeastern Nigeria, faces unique socio-economic challenges that include a high level of poverty, limited access to healthcare, and an underdeveloped infrastructure. These challenges are compounded by relatively low educational attainment levels, especially among women and rural populations. However, efforts have been made by both the Nigerian government and non-governmental organizations to improve educational services in the region. For example, the Bauchi State Government, in collaboration with international partners, has implemented several initiatives aimed at increasing school enrollment, enhancing teacher training, and providing learning materials to schools (Federal Ministry of Education, 2020). These efforts have shown promising results in improving literacy rates and educational outcomes in the region, with ripple effects on the local economy and society.

On a local level, the impact of improved educational services on Bauchi Metropolis can be observed through various socio-economic indicators. Increased literacy rates and better

access to education have contributed to the empowerment of individuals, especially women, by providing them with skills that enhance their employability and income generation capabilities. Furthermore, improved education is linked to better health outcomes, as educated individuals are more likely to make informed decisions regarding nutrition, healthcare, and family planning, which can reduce poverty and improve overall well-being (United Nations, 2015). In addition, as education systems evolve and improve in the region, there is potential for greater civic participation, political stability, and community cohesion, all of which contribute to socio-economic development at the local level.

This study sought to explore the effects of improved educational services on the socio-economic development of Bauchi Metropolis, Nigeria, by examining both the opportunities and challenges that arise from educational reforms and investments in the region. It will also consider the role of key stakeholders, including the government, local communities, and development organizations, in facilitating educational improvements that drive sustainable development in Bauchi. There is a powerful connections between education and socioeconomic development. This view was originated from social, economic and political perspectives and has long been recognized (Oyebanji, 2008). Perhaps is one of the reasons as Fashina (2001) assert that,

“Education has or ought to have as its goals the liberation of the people, the construction of a free and non-exploitative society where human beings can realize their potentials”.

It's in this recognition of education as an important tool for national and individual development that has attracted mass demand for education in recent years. Different government and other individual stakeholders have devoted some portions of their wealth to the provision and consumption of educational services (Oyebanji, 2008). However, in 2006, participants at the conference “Educational for” have highlighted and outlined the fact that education is also a fundamental right for all the people, being the engine of a world more secure and prosperous that contribute to both the personal and social development (Al-Dulaim, 2019). Furthermore, globally, education is seen as the main factor responsible for sustainable economic, social and human development. In this regard, education is the fundamental element structuring the capacity and development skills through obtaining qualification, technological skills, and the ability to harness human resources of a nation. Education is an important tool to enhance the status of women in any society. And it has been recognized as a bedrock for any development (Grace Nmadu, 2010).

Moreover, educational services are those services which enhance and constituted as the foundation for the implementation of education policies, achieving institutions' mission, objectives and promoting the effectiveness of the education system as a whole (Al-Dulaim, 2019). In another word, educational services means classes, programs, activities or other services designed to provide an appropriate education to a student determined to be in need of special education or to a student not determined to be in need of special education (Lawinsider, n.d). According to Mary (2010) educational services refer to the services available for teachers to improve their quality and promote teacher effectiveness in the school system.

According to Al-dulaim the following are the educational services objectives represented by:

- i. The creation, evaluation and improvement of educational programs.
- ii. Improving teaching process and faculty members' skills
- iii. Transforming the learning experience into one as significant for students
- iv. Transformation of educational process into one as cost-effective and efficient as possible
- v. To promote in-service education

To achieve these and other objectives the following measures were considered;

- i. Provision of library services in the schools.
- ii. Provision of befitting ICT facilities to ensure that the benefits of both the virtual and conventional libraries permeate all levels of education in Nigeria (Mary, 2010).

The development of African countries has been linked with how significant it is gross domestic product (GDP). But despite this, most of the African countries have faced with poor infrastructural facilities as well as poor implementation compared to some advance economies. Nigeria is not an exception especially in recent years, where its quality of education has fall below the international benchmark. Though the government has been taken some steps to ensure the problem has been minimize to the barest minimum level. But still, it requires more efforts from both government and other stakeholders in the sector (Luise, 2023). One of the major challenges in the Nigerian educational system is poor funding. This sector of education has been frequently underfunded in Nigeria for many decades. Which has resulted a shortage of qualified teachers, inadequate educational infrastructure, and a lack of learning materials. This has led to a low quality of education and low literacy level in Nigeria (Luise, 2023).

Therefore in this study, this paper was able to capture the following as the educational services are, library services, in-services training, educational resources services, information and communication technology (ICT), classes and educational supervision.

Methodology

This study adopted a qualitative research approach, utilizing secondary data to gather relevant information. A range of credible sources was consulted, including peer-reviewed journals, academic books, reputable magazines, newspapers, and trustworthy internet-based materials. These sources offered a comprehensive understanding of the topic, ensuring a thorough and scholarly analysis. The selection criteria for the materials emphasized relevance to the research question, credibility, and the timeliness of the contributions to the field. This methodological approach allowed for a well-rounded exploration of the subject matter, drawing from a diverse set of reliable sources.

Problem Statement

After the independence of African states in the early 1960s, education became one of the highest priorities for newly established governments across the continent. This focus led to significant increases in educational spending, supported by both government bodies and other key stakeholders in the sector (Otara, 2012). However, despite these efforts, many African countries faced a deteriorating balance of payments, exacerbated by the oil price shocks of the 1970s and a global recession. In response, governments began cutting "non-essential" spending, which significantly affected the education sector's funding (Gakusi, 2008).

When discussing the challenges facing education in Africa, the lack of school facilities is often highlighted. This issue is particularly evident in rural areas, where many villages lack adequate educational infrastructure. Children in these areas frequently have to walk long distances to reach the nearest school, with some giving up halfway and returning to work on family farms (AfricaW, 2024). Even for those who manage to attend school despite the distance, disappointment and failure are often the end result due to inadequate resources and facilities. A major obstacle to providing quality education across the continent is the shortage of resources needed to maintain and operate educational facilities. In countries like Nigeria, the divide between the rich and poor is evident in education; wealthier families can afford to send their children to private or international schools, while poorer families are left with dilapidated, overcrowded public schools that are often either underfunded or free of charge

(AfricaW, 2024). This disparity in access to quality education remains a significant challenge in the pursuit of educational and socio-economic development across Africa.

The Nigeria's policy to educate all is faced with serious setback which is out of school children. There is a report that says 18.5 million children were out of school and the majority of these are girl child (UNICEF, 2022). While the current statistics shows that, Nigeria has about 19.7 million out of school children the largest in Africa and the third in the world (Adeniyi, 2022). Many factors were noted as responsible for this risen gap of out of school children in Nigeria. Some of these factors include, poor funding of education, inadequate learning institutions, poor implementations of government policies, lack of political will, corruption, insecurity, poverty, and high population etcetera ((Olamoyegun, 2022) . While according to UNESCO at second quarter of 2023 Bauchi had the highest figure of out of school children which amounting to 1, 239,759 children of school age who are not in school (Yanmaza, 2024).

Another great setback facing educational sector in Nigeria today, is the lack of qualified teachers and school supplies. Some classes are overcrowded. And some they leak when it rains. Some children even take classes under the trees. And nobody is cares about them because they are public owned. Another significant challenge is the lack of access to education for many Nigerian children, particularly girl child. In Nigeria, many parents prioritize their male child to have education over their female counterparts (Anderson, 2015).

Bauchi state is not an exception when it comes to challenges facing its educational sector. For instance, Babaji Usman (WIKKITIMES, 2024) conducted a study tour to four local government of Bauchi State namely Dass, Giade, Misau and Bauchi local government respectively. Both primary and secondary schools across the state are not only in a disrepair condition, but they also lack adequate and qualified teachers. This situation reveals the dire conditions of these schools, and yet nothing has been done by the state government to curb the menace (Usman, 2024). Another disturbing challenge is the quality of learning. In both lower basic and secondary schools Bauchi has been declared to be low as the world Bank recently revealed that Nigeria is facing with learning poverty where over 70% of its children between the ages of 10 cannot comprehend simple numeracy out of which Bauchi stands a bad figures of many of its children age range of 10 cannot write their names correctly (Yanmaza, 2024).

Furthermore, in another report by Hassan Ibrahim (Daily Trust, 2023) disclosed how lack of teachers and school infrastructure forced the closer of primary school and turned pupils into farmers in Alkaleri Local government. Since the a rainstorm damaged the roofing of the school over five years, the community left with no option than the closure of the school since they don't any private school to send their wards to study (Ibrahim, 203).

It's against the above background, this study seeks to examine the relationship between the improved educational services and socio-economic development in Bauchi metropolis. And the following where identified as the constructs of the study:

- i. Library services
- ii. In-service training
- iii. Class rooms
- iv. School ICT facilities
- v. Educational supervisions

Conceptual Review

In-Service Training

For the purpose of this study, in-service training is defined as a workshop for employed professionals, paraprofessionals and other practitioners in order to acquire new knowledge, better methods of teaching etc for improving their skills toward more effective, efficient and competent rendering of services in various fields and to diverse groups of people (Amadi, 2019). Furthermore, such training is designed to benefits a specific group of teachers at a particular school. A good in-service training should occur via workshops, seminars, and conferences within and outside the school environment.

School library Services

Before delve in to the term what library services means, its north worthy to understand what the term school library means before defining what the library does. "Services". School library is a learning and development center that provide access to organized collection of informational, educational, recreational, and cultural resources both physical, digital, and human resources to meet the learning, development and cultural needs of pupils, students, teachers, and other stakeholders within the host communities (Ilori, & Oluwafemi, 2020). The American Association of School Librarians (AASL, 2013) identified the following as the functions of school libraries;

1. Preparing students for informed living in an information-rich society
2. Encouraging learners to examine the authority of authors to assess the quality of their books
3. Provides each individual learners the ability to explore questions that may arise in the course of their readings in the libraries
4. Provide opportunity for learners to read for enjoyment
5. To provide leadership structure to both instructors and the students

Research have showed that school libraries have a positive impact on student literacy and learning outcomes.

Educational Supervision

According to Keiser University (2024) School or educational supervision refers to a process of evaluating, assessing and guiding teachers and staff toward improvement of everyday work. In other word, educational supervision is an activity carried out by educational unit supervisors in order to assist school principals, teachers and other educational staff who are useful for improving the quality and effectiveness of education (Suchyadi, et al, 2022). However, there are three types of educational supervision according to (Das, 2020) as follows;

- i. Corrective type: In this kind of supervision the employer does not attached any beneficial function to it, but rather tries to find out loopholes and shortcoming in everything. The supervisor only takes into account the drawbacks of the teacher, the class room condition, the school among others. The supervisor rarely finds a solution to the problems identified.
- ii. Preventive type: In this type, the teachers, and the principals are themselves able to prevent troubles and problems. This kind of supervision paves the way for the teachers to expect and predict new teaching curricular as well as finding the appropriate methods of teaching with the aim to eliminate the deficiencies in the system. Being as expert, the supervisor can foresee problems before they occur thus, provide a remedy to address them
- iii. Creative type: in creative supervision, the supervisors brings themselves down to the level of working of the tutors. The supervisor will acknowledge the good work of the teachers as well as guiding them on how to improve their method of teaching. This kind of supervision motivates the teachers to feel free to initiate and innovate new policy and experiment in the area of education.

Information and Communication Technology (ICT)

According to Adomi et al, (2010) Information and Communication technology (ICT) as electronic technologies used for information storage and retrieval. The field of education has certainly been affected positively by the penetrating the use of ICT globally. ICT has made a tremendous impact on the quality and quantity of teaching, learning and research in the institutions using it (Agbetuyi, et al, 2012). Due to its importance, the National Policy on Education (FRN, 2001) reemphasized the need for the integration of ICT in the Nigerian Educational system. To achieve the aforesaid objectives the following major strategies were identified:

- i. Making ICT compulsory at all educational institutions
- ii. Developing ICT curricular for all levels of education
- iii. Using ICT in distance education
- iv. Giving study grant and scholarship on ICT
- v. ICT capacity building at the zonal, state, and local government levels

Literature Review

Several researches has been conducted which has direct and indirect link with the problem under investigation. In this regard, (Obeza E Luise) conducted a research titled “The Quality of Educational Development in Nigeria”. The researcher used secondary data as his source of information throughout the study. The paper identified some of the challenges bedeviling Nigeria’s educational sector like poor funding, lack of infrastructural facilities, corruption in the system among others. The researcher proffer some solutions in addressing the aforesaid challenges such as, provision of basic educational services, improving teaching training, increase funding, adopting technology, and partnering with other stakeholders in private sectors.

Several studies have examined issues related to the quality of education in Nigeria, identifying various challenges and offering solutions for improvement. One such study is that of Obeza and Luise, titled "The Quality of Educational Development in Nigeria", which investigates the key problems affecting Nigeria's educational system. This research, which relies on secondary data, highlights significant barriers to educational progress, including poor funding, lack of infrastructural facilities, and corruption within the education sector. The study also proposes several solutions to address these challenges, such as the provision of

basic educational services, improved teacher training, increased funding, adoption of technology, and collaboration with private sector stakeholders.

Obeza and Luise's findings align with a range of existing studies that underscore the critical issues facing Nigeria's educational system. For example, **Oluwatayo (2013)** argues that inadequate funding has been a persistent challenge in Nigeria's educational sector, leading to the deterioration of schools, especially in rural areas. This lack of funding affects not only the physical infrastructure but also the resources needed to improve teaching and learning outcomes. Similarly, **Akintoye (2015)** highlights the significant gaps in educational facilities and access to quality teaching materials, which are particularly pronounced in public schools, exacerbating inequalities between rich and poor students.

The issue of corruption in the educational sector, which Obeza and Luise mention, is also frequently cited in literature. **Adeyemo and Olayiwola (2018)** assert that corruption has severely hindered educational development in Nigeria, with funds meant for infrastructural development often being misappropriated. This misallocation of resources leads to the persistence of inadequate school facilities, which in turn hampers students' academic performance.

The solutions proposed by Obeza and Luise — such as improving teacher training, increasing funding, adopting technology, and engaging with private sector stakeholders — have also been supported by other researchers. **Olaniyan and Okemakinde (2008)** emphasize that improving teacher quality is essential for enhancing educational outcomes. The authors suggest that teachers should be given adequate training and professional development to keep up with changing educational needs. Likewise, **Oluwatayo (2013)** advocates for increased funding and resource allocation to the education sector, particularly to rural areas, to bridge the infrastructure gap.

The adoption of technology in education has garnered widespread support in recent years. For instance, **Adebayo (2017)** discusses the potential of educational technology to improve teaching and learning, especially in areas where qualified teachers are scarce. The use of e-learning platforms, digital resources, and online education tools could help address some of the infrastructural challenges highlighted by Obeza and Luise. However, there are critiques of some of these solutions, particularly the reliance on private sector partnerships. While **Ogunyemi (2016)** acknowledges that private sector involvement can bring in investment and

expertise, he warns that over-reliance on private funding might lead to a situation where education becomes more about profit generation than the equitable provision of quality education to all students. The introduction of technology into classrooms also raises concerns regarding the digital divide, as **Adebayo (2017)** points out that many Nigerian schools, particularly in rural areas, lack the necessary infrastructure (electricity, internet access, and hardware) to effectively integrate technology into teaching and learning.

However, another research paper conducted by (Joseph Ayodele and Olayemi Jumoke Abiodun-Oyebanji) titled ‘‘Private Sector Participation in the Provision of Education Service: The Issue of Accountability’’. The paper examined the implications of private sector participation in the production of educational services for quality control. The paper was able to raise some accountability questions, which can be used to assess the integrity of private schools. Moreover, this study recommend that, private sector in their effort to enhance educational services should be coordinated through effective monitoring and supervision for quality control. And also, it is necessary for all relevant bodies in charge of registration of schools to ensure maintenance of standard, all unregistered schools should be allowed to operate pending their applications being approved.

Another study was conducted by (Patrick Orgar Ategwu & Stephen Olayemi Jumoke Abiodun-Oyebanji) titled ‘‘Provision of Educational Services for Secondary School Student’s-Academic Achievement ’’. The study's findings revealed a significant positive relationship between the provision of educational services, such as health care facilities and guidance and counseling, and students' academic achievements. These results are consistent with previous studies that have highlighted the importance of educational services in promoting students' academic success (e.g., Adediwura & Tayo, 2016; Okoro, 2018). However, other studies have raised concerns about the effectiveness of educational services in improving academic outcomes. For instance, a study by Okeke and Nwosu (2017) found that the provision of educational services did not significantly impact students' academic achievements in a similar context. These mixed findings suggest that the relationship between educational services and academic outcomes may be more complex than initially thought. The study's recommendations for government and educational stakeholders to ensure the provision of educational services, such as health care facilities and educational counselors, are well-supported by the literature. For example, a study by UNESCO (2019) emphasized the importance of providing inclusive and equitable educational services to promote

academic success and reduce educational disparities. Two research questions were raised as well as two hypothesis were formulated to guide the study. The researchers used the correlational research design and sample random sampling techniques were used. Questionnaire was used to generate information from the respondents. The finding of the study was, provision of services like health, guidance and counseling significantly relate to student's academic achievement. The study recommend that, government at the federal level, and other educational stakeholders should ensure that educational services such health care facilities and educational counselors should employ to ascertain student's academic productivity.

Conceptual gaps

The gaps in the existing body of knowledge found in previous studies were as follows:

1. Based on the researcher's initial review of related studies there were insufficient studies in this area. As a result, the researcher aims to examine the relationship between the provision of an improved educational services and socio-economic development in Bauchi metropolis.
2. There may be a need for more research to develop and understand the relationship between the identified variables.
3. Most of the researches which this study look at didn't put much emphasis on the socioeconomic aspect of educational services.

Discussion/Recommendations

It's apparent that, government and individual stakeholders have a lot to do to improve the education sector in the state. This includes;

- i. Empowering local education authorities (LEAs); there is a need to improve this agency by given them enough resources to deliver the basic education to the people. And also the government needs to put some machineries to monitor their expenditure that will curb the corruption indices in the sector.
- ii. Revitalizing teachers training and welfare; it's fact that, qualified teachers are the bedrock of any development. Thus, government must ensure it provides and invest reasonable resources on their teaching profession which in turn will boost their morale, thus, the level of unproductive graduate will be minimize if not eliminated. This will be done by organizing a tri-workshop for them in a year etc.

- iii. Teacher's welfare system; which include fair salary, compensation, and support services like a decent housing, means of transportation, and decent staff boardroom. These will boost their morale and commitment in shaping the future of the young ones.
- iv. The government being the principal and a key actor needs to increase its budget on education at least to meet up with the international benchmark of 15%.
- v. Government should as a matter of urgency provide a mobile schools to reach those that are in hard to reach areas especially the fulanis who unfortunately happened to be the culprits of this banditry.
- vi. Government needs to provide a mechanism that will be monitoring the schools which are in disrepair which needs an urgent renovation. For instance, 20 schools can be renovated within a year. This will reduce the number of dilapidated schools to the barest minimum.

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