

## **Role of Non-Governmental Organisations (NGOs) On Human Development in Bauchi State, Nigeria**

<sup>1</sup>SADEEQ LAUNI (Ph.D.) & <sup>2</sup>BALA UMAR

<sup>1 & 2</sup>*Department of Public Administration, School Of Business Studies, Federal Polytechnic Bauchi, Bauchi State – Nigeria*

<sup>2</sup>*Corresponding Author: Bala Umar*

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### **ABSTRACT**

NGOs, the world over, have been recognized as part of the institutions that complement government activities in providing services to the people, particularly in respect of human development. This study assessed the role of NGOs on human development in Bauchi State, Nigeria. With specific focus on access to basic education and income generation. Two hypotheses were tested in line with the variables under study. Being a survey research, data were generated from both primary and secondary sources with questionnaires and interviews as the instruments for generating the primary data. The population of the study was made up of the staff of the selected NGOs, beneficiaries and school teachers in Bauchi State. The sample was drawn from these categories. Stratified and simple random sampling techniques were adopted for NGOs staff, school teachers and beneficiaries respectively. Data were analyzed quantitatively and qualitatively, while hypotheses were tested using Pearson Chi-square test through SPSS. The study revealed amongst other that NGOs have contributed immensely towards provision of educational facilities in the study area. It was also discovered that NGOs provided gainful employment and supported in uplifting sources of income of the benefitting community members through skills acquisition programmes and credit facilities. Therefore, it was recommended that more efforts should be made by the NGOs to provide more facilities and services to the education sector. This will go a long way in making basic education more affordable and accessible to the people at the grassroots level and it would curtail the problem of out of schools children in the study area. People should also be more committed to entrepreneurial development so as to tap more from the NGOs that render services in the area of entrepreneurial development in Bauchi state. Finally, Since NGOs are found worthy in contributions to training and development of Staff in the education sector in Bauchi state, both government and the community members should be more cooperative by providing an enabling environment for them to operate so as to encourage them in their complementary roles towards human development.

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### **I. INTRODUCTION**

Human development in recent times has been an area of concern to most countries around the globe especially the developing countries. It is central to the attainment of a nation's development, thus adequate investment in human development, which involves provision of healthcare services, education, skill, income and general improvement in choices and capacities of people in a given country is required. Scholars of Development like Ovenseri and Ogbomo 2006, Essien, 2000, Becker 1993; and Thirdwall 1986, were of the opinion that to achieve economic growth and development in any nation, human development must be made the focal point of a development programme.

Successive administrations in Nigeria since independence have designed and embarked on various development programmes for the attainment of human development. These include First National Development Plan (1962 – 1968), Second National Development Plan (1970 – 1974), Third National Development Plan (1975 – 1980) and fourth national Development Plan (1981-85). Others include Better Life Programme (BLP) of 1987, Family Support Programme (FSP) of 1994, Family Economic Advancement Programme (FEAP)-1997, National Directorate of Employment (NDE)-1986, National Poverty Eradication Programme (NAPEP), Millennium Development Goals (MDGs) and National Economic Empowerment and Development Strategy (NEEDS) 2004 and the like.

However, most of these policies/programmes and measures that aimed at improving the human development recorded low success due to top-bottom approach adopted in the process of formulation and implementation. The conception, planning and implementation of these measures were largely done by the central government with little or no input from the grassroots.

The incidence of poverty in the country using United States Dollar US\$ 1 per day (a benchmark for measuring incidence of poverty by the UN) increased from 28.1 percent in 1980 to 46.3 percent in 1985 and declined to 42.7% in 1992. The number increased to 66 percent in 1996 and to about 70% in 2000. Although the report of the National Planning Commission (NPC) indicates that the poverty level has reduced to about 54% in 2019. It further rose to about 69% in 2020 (NBS, 2020). In fact, the United Nation (UN) Human Development Report (HDR) of 2019 rated Nigeria's poverty rate between 1990 and 2019 to be 70.8% of the population. This trend is far above the Sub-Saharan Africa (SSA) average of 41.1 percent in 2020. In fact the 2019 HDR of the United Nation revealed that using \$ 1.25 as poverty line, the Nigerian poverty rate between 2010 and 2020 was set at 64.4 percent of the entire populace, but if put at \$2, the percentage would be 83.9 percent. Precisely the human poverty index rated Nigeria as the 23<sup>rd</sup> poor country of the 85 developing countries in term of human poverty. In 2005, she was also ranked as 75<sup>th</sup> out of 103 developing countries, and 114<sup>th</sup> out of 134 in 2019 (Saleh: 2020).

The above facts clearly indicate the challenges facing human development in developing countries like Nigeria. To eliminate this challenge the roles of various organizations, government, private and civil society organizations are considered vital. Thus, recognition of the failure of government efforts to adequately improve human development led to the participation of the NGOs as development partners. In this respect, Non-Governmental Organizations (NGOs) are considered as major partners in the process of improving human development in some developing countries. International agencies are considered as alternative institutional mechanism for the transfer of resources. Delisle (2005), submits that "NGOs have contributed to the development of communities around the world and are important actors of many governments".

Nigeria's human development record has been over the years on the decline trend. Available data shows that the country has not shown remarkable improvement as the trend of human development in Nigeria from 1990 to 2019 depicts that the country is not making significant improvement. The indicators for measuring human development have tended to fluctuate towards negative ends, as the country was ranked 152 out of 189 countries with the HDI value of 0.514 in 2014. The country was also placed at 152 in 2015 and 2016 with the HDI value of 0.527 and 0.521 respectively. Similarly, the Human Development Report of 2017 positioned Nigeria at 157<sup>th</sup> with the HDI score of 0.532 and in 2018, the country was ranked 158<sup>th</sup> with the HDI value of 0.534. This indicates that Nigeria is among the countries with low level of human development and is making a sluggish improvement in terms of human development.

The United Nations Human Poverty Index (HPI) of 2019 rated Nigeria as the 23<sup>rd</sup> poorest out of 85 developing countries in term of human poverty in addition the country was expressed to be the country with the highest number of poor people in Africa and third in the whole world after China and India (Igbuzor, 2018). According to National Human Development Report of 2008/2009 as given by the National Bureau of Statistics, the human poverty index of Bauchi state stands at 48.8% with an HDI of 0.291.

The report of Bauchi State Economic Empowerment Strategy (2019) stated that, "of the 4.5 million people who live in Bauchi State and who are supposed to be stake holders of the state, 2 million people still live under N50 per day. 1 million live under N100 per day and only about 1 million people live above N150 per day less than a Dollar per day. An estimated 2 million people go hungry every day. 3 out of every 5 people who work full time do not earn enough to keep their family above the poverty level. Almost 4 out of every 5 children live in poverty (NBS, 2019).

On the other hand, the interventions from Non-Governmental Organizations (NGOs) have been growing significantly towards the end of the 20<sup>th</sup> century. The NGOs are perceived as development partners in Nigeria coming to fill the gap left by the government. Available record shows that there are over 300 Non-Governmental Organizations in Nigeria making positive contribution within the country towards human development (Parker, 1992). In 1987, an international NGO transferred \$55 billion from the industrial to the developing countries nearly \$1 billion more than the International Development fund (UNDP, 1990). In same year, the total amount transferred by NGOs to developing countries was put at US \$505 billion (World Bank, 1991); and it grew from 0.7 percent to about 5 percent between 1993 to 1994 (Dhakal, 2002), an indication of improvement in funding for human development .

Despite all these commitments by Government and interventions from both international and local NGOs, Bauchi State is still characterized by a decline in terms of HD, such as high level of illiteracy, high rate school dropout, low enrolment, poor health, malnutrition, disease, high infant mortality rate, low level of life expectancy, poverty, unemployment, inadequate shelter and so on. Thus, have the NGOs contributed to human development in Bauchi state?

Therefore, this study is set to examine whether NGOs have contributed to human development in Bauchi State. In doing this, the study specifically sought to ascertain whether the NGOs have improved access to basic education in Bauchi State and assess the NGOs' contribution to income generation by the people in Bauchi State. In order to achieve the objective of this study two hypotheses were formulated including; H<sub>0</sub>1:

NGOs have not significantly improved access to basic education in Bauchi State. H0<sub>2</sub>: NGOs' have not significantly improved income level of people in Bauchi State.

## II. LITERATURE REVIEW

Issues of NGOs and their roles in human development especially in this century have increasingly become issues of concern by many scholars and researchers in both private and public institutions. Various organizations and individuals have made a lot of inquiry on the issue under different dimensions and indeed a lot of literatures have been documented in the area.

### **The Concept and Nature of Human Development**

Human development as perceived by FRN (2010) is all activities and interventions as well as processes aimed at expanding people's choices and enhancing their capabilities. It is the total wellbeing of a country's citizens in terms of life expectancy, knowledge and standard of living. It is also concerned with the extent to which human capital drives the development process and acts as wealth creator.

However, the first UNDP report of 1990 conceptualized Human development as the process of enlarging people's choices. The most critical ones are to lead a long and healthy life, to be educated and to enjoy a decent standard of living. Additional choices include political freedom, guaranteed human rights and self-respect. In this regard, Human Development denotes both the *process* of widening people's choices and the *level* of their achieved well-being. It also helps to distinguish clearly between two sides of human development. One is the formation of human capabilities, such as improved health or knowledge. The other is the use that people make of their acquired capabilities, for work or leisure.

Human development can be simply defined as a process of enlarging choices. Everyday human beings make a series of choices – some economic, some social, some political, some cultural. If people are the proper focus of development efforts, then these efforts should be geared to enhancing the range of choices in all areas of human Endeavour for every human being. Human development is both a process and an outcome. It is concerned with the process through which choices are enlarged, but it also focuses on the outcomes of enhanced choices.

Human development is thus defined represents a simple notion, but one with far-reaching implications. First, human choices are enlarged when people acquire more capabilities and enjoy more opportunities to use those capabilities. Human development seeks not only to increase both capabilities and opportunities but also to ensure an appropriate balance between them in order to avoid the frustration that a mismatch between the two can create. Second, as already implied, economic growth needs to be seen as a means, albeit an important one, and not the ultimate goal, of development. Income makes an important contribution to human well-being, broadly conceived, if its benefits are translated into more fulfilled human lives, but the growth of income is not an end in itself. Third, the human development concept, by concentrating on choices, implies that people must influence the processes that shape their lives. They must participate in various decision-making processes, the implementation of those decisions, and their monitoring and adjustment to improve outcomes where necessary.

According to UNDP (2010) Human development makes explicit the objectives that many economists, political leaders, citizens and activists have acknowledged in different ways across time. The objectives are:

**Well-being:** A focus on expanding people's real freedoms and enabling people to flourish. It is also called Opportunity freedom

**Agency:** Supporting people and groups as actors and helping them to help themselves. It is seen here as process freedom

**Justice:** Seeking to expand well-being and agency in ways that expand equity, sustain outcomes across time, respect human rights, limit environmental destruction and respect other goals of a society. It is thus called Plural Principles

Therefore, Human Development aims to expand people's freedoms – the worthwhile capabilities they value – and to empower people to engage actively in development processes. In addition, it seeks to do so in ways that appropriately advance equity, efficiency, sustainability and other key principles. The last objective, related to principles of justice, is important. On a daily basis, policy makers choose between policy options. Some options are better for poverty reduction, for human rights and for sustainability. Other policy choices favour the existing elite, dismiss freedoms of information or association and deplete natural resources. Human development anticipates the likely impacts of policy choices on poor and marginalised communities and on future generations. This is done by evaluating policy options according to principles like efficiency, equity and sustainability. Policy makers do not need to agree precisely what justice is; they do need to rule out clearly undesirable options. Principles of justice help them do just that.

In practice, human development analyses are multidimensional, dynamic and holistic. They focus on identifying how to expand intrinsically valuable ends. Advancing those ends requires deep curiosity about effective means. These means include economic growth, stability and good governance. For some people, health

and education are both an end and a means at the same time. As Sen – who calls these ‘instrumental freedoms’ observes, “Human beings are the agents, beneficiaries and adjudicators of progress, but they also happen to be—directly or indirectly—the primary means of all production.” (Sen 1989) The human development perspective, thus, has the key relevant variables in view at the same time. It relates ends and means, short term and long term goals, macroeconomic, sectoral and bottom-up processes. Human development analyses synergies and identifies high impact pathways to expand key capabilities. It recognizes that the interconnectedness between social, economic and political phenomenon matters for effective policy.

According to Christian, Ronald and Hans-Dieter (2003) Human development has three components. Their conception follows Welzel (2002), arguing that socioeconomic development, rising emancipative values and effective democracy work together in promoting human choice among societies. Socioeconomic development includes a bundle of processes (e.g., urbanization, social mobilization and occupational differentiation) that increase social complexity and multiply social transactions between human beings (Bendix 1974; Durkheim 1988; Simmel 1984; Blau 1994). These tendencies help to emancipate people from closed in-group discipline, to weaken vertical authority relations and to strengthen horizontal bargaining relations, giving people greater autonomy over their resources. Moreover, socioeconomic development not only individualizes available resources, it also enlarges these resources: rising incomes, skills and information facilities increase people’s physical and intellectual resources. Socioeconomic development diminishes the most existential constraints on human choice by increasing individual resources. These resources give people the objective means of choice. This view is as old as Aristotle and has been argued from Adam Smith and Karl Marx to Amartya Sen. Emancipative cultural change is the second component relevant to human choice. When growing individual resources widen the scope of possible human activities, they strive for self-realization, autonomy and emancipation finds greater leverage, strengthening people’s desire to have free choice and control over their lives. Rising *emancipative values* direct people’s subjective orientations towards human choice, contributing the *motives* component to this theme. This is consistent with the notion that choice is not only a matter of one’s means but also of one’s mind and motivation (Rokeach 1960). Democracy is the third component of human development. It is related to human choice because it institutionalizes legal rights that guarantee choices in people’s private and public activity. However, it is important that these rights are not only formally guaranteed but work effectively in practice. This is what distinguishes effective democracy from formal democracy. Effective democracy contributes effective rights to human choice and thus represents its rules component. Effective democratization, in this sense, is any extension of people’s effective rights. This notion can be traced back to Mill and Dewey who saw effective opportunities for ‘individual self-development’.

### **The Concept of NGOs**

NGO is an umbrella term, which encompasses a broad array of organisations, varying enormously according to their purpose, philosophy, sectoral expertise and scope of activities. In the development field, NGOs range from the large international organisations and charities (mostly based in developed countries) to small community based self-help groups in developing countries.

NGOs have also been classified according to whether they are more relief or development-oriented; whether they are religious or secular; whether they stress service delivery or participation, and whether they are more public or private-oriented (Zacharia and George, 2008). According to Wagona’s (2007) NGOs are non-membership support organizations involved in relief, rehabilitation or community development work in developed and especially developing or Third World countries. They are part of the civil arena which provides a third approach to development in addition, but not exclusive alternative to the market and the state.

NGOs are private, self-governing, non-profit organisations promoting people-centred development. They are responsible to their donors and to the communities they work for (Davids et al., 2005). Their primary objective is to render assistance to individuals or developing communities in order to promote sustainable development at grassroots.

According to Jaggernath and Reddy (1995) NGOs are defined as “private, self-governing, voluntary, non-profit distributing organisations operating, not for commercial purposes, but in the public interest for the promotion of social welfare and development, religion, charity, education and research. Specifically excluded are organisations that promote the interests of specified individuals”.

NGOs are generally accepted to be organisations which have not been established by governments or agreements among governments (Burgess, 2005). She further says NGOs have regularly scheduled meetings of their members’ representatives, specified decision-making procedures and a permanent staff. Their members are usually individuals and private associations, rather than states, and they may be formally established networks of other organisations.

### **The concept of Literacy**

Literacy has been identified as an important instrument through which any country can attain development. It is on this belief that government and people of Nigeria have taken the issue of how to increase literacy rates among children and adults as an important one.

According to Omolewa (2006), if we want to conquer poverty, ignorance and disease, we must first conquer illiteracy. He added that illiteracy is the most serious handicap for economic, political, social and individual development that we know. Ampene (1980:2) claims that the usefulness of literacy cannot be denied, the new literate, if properly instructed and made aware that literacy is a tool for liberation and enriched living, gains confidence and dignity. Bholá (1983) argues that without literacy there cannot be development. He further sees literacy as a necessary tool for the reduction of poverty.

Literacy as defined by UNESCO (2010) is the ability of a person to function in all the activities in which literacy is required for effective functioning of his/her group and the community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development. Many writers have alluded to the potency of literacy for individual and societal development. The traditional definition of literacy is the ability to read and write, listen and speak and enumerate. However, in the modern context literacy involves the ability to use and communicate in a diverse range of technologies. In general terms, literacy is a condition whereby one can successfully function at certain levels in a society where literacy plays a role in providing access to power. Essien (2005) maintains that literacy is concerned with the ability to read and write in a language. A literate person is, therefore, someone who is able to read and write in a language or languages. Thus, the standards for what level constitutes 'literacy' differ from society to society.

Literacy has also been expanded to include skills in computer, basic numeracy, sound, still and moving images and graphical elements in digital based communication. Also, it is reported that the National Council of Teachers of English (NCTE) and the International Reading Association (2008) have added "visually representing" to the list of communicative competences that constitute literacy.

The condition whether one has achieved a certain degree of literacy differs and is dependent on who is defining the standard and why. Functional literacy achieved through basic education, is the key to a nation's ability to develop and achieve sustainable developmental targets. Functional literacy is an intellectual equipment for an individual to enable him or her not only literate, but also perform other tasks that are of benefit to him/her and to the society in which he or she lives (Asiedu and Oyedéji, 1985). It enables people to use their acquired knowledge to promote activities for economic gains or academic performance or gains.

### **Review of Empirical Studies**

Various researches were conducted on the issues of NGOs and their operations however, the gap still exist upon which this study sought to fill. Mohammed (2008), conducted a study on the Role of NGOs in the Development process of Katsina State. He examined whether the NGOs in Katsina State have contributed to the development processes of the state. The study revealed that all the NGOs studied can be described as developmental NGOs based on the fact that all their objectives touch on basic needs provisions, job creation, and income enhancement, among others. In the same vein, Similarly, Casmir (1997) conducted a study on the NGOs and Rural Development in Nigeria. His study focuses on selected activities including agriculture and rural infrastructures. This research intends to fill the gaps left by the aforementioned studies; however, from the best knowledge of the researcher, there is no research carried out on the roles of NGOs in human development especially in the areas of education reproductive health and micro credit. This research would therefore be very unique and of significance by serving as a bridge of the gap of knowledge that exists in respect of such issues not extensively addressed by previous studies.

## **III. METHODOLOGY**

This research adopts a survey research method. This method focuses on population in which data collected from the said population are used for intensive study and analysis. A sample from a subset of population is carefully selected to represent the characteristic of the population. This provides the opportunity to generalize the findings of the study for the whole population.

### **Sources and Methods of Data Collection**

Data were sourced from both the primary and secondary sources. The primary data were gathered through the instruments of questionnaire, interview. While the secondary data include data or information regarding the various projects and activities undertaken by the NGOs, the number of beneficiaries reached, funding of the various interventions etc. Other forms of secondary data to be explored included: official publications of National Bureau of Statistics (NBS), Central Bank of Nigeria (CBN), and reports of various studies carried out by government alone or in collaboration with other NGOs; united Nations Reports, Daily

Newspapers, Magazines, scholarly articles, text books, unpublished research materials, Websites and other related materials.

### Population and Sample Size

The population of this study covers the entire staff and the beneficiaries of the selected NGOs, this population were further divided into two, first are the staff of the Selected NGOs in Bauchi State. The NGOs under study are Development Exchange Centre (DEC) and Rahama Women Development Programme (RWDP). The second are beneficiaries of the NGOs, interventions on micro credit in the Bauchi State.

### Population and Sample Size

S/N	Category	Population	Sample Size
	Respondents on Education		
1	Primary School Teachers	1,807	306
2	NGOs staff	65	11
	Total	1,872	317
	Respondents on Income		
1	NGOs staff	65	2
2	Beneficiaries RWDP	163	5
3	Beneficiaries of DEC programmes	11,210	368
	Total	11,438	375

Source: field survey, 2021

### Sampling Techniques

For the purpose of this research, stratified sampling technique will be applied to the NGOs staff and the beneficiaries. The population under study will be divided in to strata.

### Administration of Questionnaire

Two sets of questionnaires will be administered; one to the staff of the NGOs; another to the beneficiaries of the NGOs on income generation. The questionnaires were self-administered by the researcher with the aid of research assistants. These questionnaires consisted of fixed alternative (close-ended) questions. The adoption of this was due to the fact that, respondents will find it easy to answer such form of questions and it allowed them to answer many questions within limited time.

### Method of Data Analysis

In this study, both the qualitative and the quantitative methods of data analysis will be employed; two types of analyses would be carried out on the data collected. These included: descriptive statistics analysis using simple percentages in analysing and interpreting the data collected.

### Testing of Hypothesis

For the purpose of testing the hypothesis earlier formulated; Inferential statistical tool of analysis of Pearson Chi-square was adopted using SPSS computer package in testing the hypothesis.

### Result Interpretation

The decision rule in using the  $X^2$  distribution for testing hypothesis is as follows: Accept the null hypothesis ( $H_0$ ) if  $X^2$  calculated value is less than  $X^2$  tabulated value using degrees of freedom at 0.05 level of significance and reject the alternative hypothesis ( $H_a$ ). However, if  $X^2$  calculated value is greater than  $X^2$  tabulated value; then, reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ).

## IV. DATA PRESENTATION AND ANALYSIS

In this section, both primary and secondary data generated in the course of the study were presented, analysed and interpreted. It further captures the details of questionnaire administered and rate of returns, analysis of data relating to the hypotheses; test of hypotheses using Pearson chi-square statistical tool; and the summary of findings of the study.

### Rate of Questionnaire Returns

The study had three categories of respondents from the population of the study and questionnaires were administered to each of the categories of the respondents. However, out of the 306 units of questionnaire administered to the primary schools teachers in the study area, 291 were duly completed and returned. In respect of the NGOs staff 11 questionnaires were administered and all of them were returned. On the other hand a total of 368 questionnaires administered to the beneficiaries of DEC and 354 were retrieved. For the beneficiaries of

RWDP; all the 5 questionnaires administered were returned. Finally, 2 units of questionnaires were administered to NGOs staff and retrieved. These details are summarised below:

S/N	Category	Sample Size	Questionnaires returned	Percentage
	<b>Respondents on Education</b>			
1	Primary School Teachers	306	291	95.1%
2	NGOs staff	11	11	100%
	<b>Total</b>	<b>317</b>	<b>302</b>	
	<b>Respondents on Income</b>			
1	NGOs staff	2	2	100%
2	Beneficiaries of RWDP	5	5	100%
3	Beneficiaries of DEC programmes	368	354	96.2%
	<b>Total</b>	<b>375</b>	<b>361</b>	

Source: field Survey, 2021

From the table above, 95.1% of the questionnaires administered to the primary school teachers were returned, while those that were retrieved from the NGO's staff were 100. However, 95.1% of the questionnaires administered to the primary school teachers were returned. For the NGOs' staff sample, 100%.

Similarly, on the other hand, the total number of questionnaires administered to the beneficiaries of DEC; 96.2% were retrieved. For the beneficiaries of RWDP and NGOs staff 100% were returned for each. Thus, the percentages of returns from all categories of respondents are considered reasonable enough for comprehensive analysis and generalization.

**Data Presentation and Analysis on Access to Education;** certain questions related to access to education were raised by the researcher with a view to determine whether the NGOs under study have actually contributed on access to education in the study area through their programmes, the responses obtained through questionnaires and interview were presented and analysed below;

#### **NGOs' Contribution to Educational Facilities**

Both schools teachers and NGOs staff were asked to express their level of agreement on the provision of educational facilities in their areas. The responses are tabulated below;

#### **Responses on NGOs' Contribution to Educational Facilities**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agreed	78	25.8%
Agreed	171	56.6
Undecided	11	3.6
Disagreed	29	9.6
Strongly Disagreed	13	4.3
<b>Total</b>	<b>302</b>	<b>100</b>

Source :field survey 2021

From the table above, we shall see that 25.8% of the respondents from the school teachers and NGOs staff strongly agreed that NGOs have made contribution to the education facilities in the study area. In a similar vein, 56.6% of the respondents respectively agreed with the assertion. Those that were undecided from the samples were 3.6%. However, 9.6% and 4.3% of disagreed with the assertion while the remaining 4.3% expressed their strong disagreement. Therefore, we shall accept that NGOs have contributed in the provisions of education facilities in the study area.

#### **Training and Development Contribution of the NGOs**

The respondents were asked to indicate whether they agreed with the fact that NGOs contributed to the training and development of staff in the education sector. The responses generated are tabulated below:

**Responses on Training and Development Contribution by the NGOs**

Response	Frequency	Percentage
Strongly Agreed	69	22.8%
Agreed	148	49.0%
Undecided	18	6.0%
Disagreed	39	12.9%
Strongly Disagreed	28	9.3%
<b>Total</b>	<b>302</b>	<b>100</b>

Source: field survey 2021

From the table above, we shall see that, 22.8% of the school teachers strongly agreed that NGOs in Bauchi State have contributed towards training of primary school teachers. Those who agreed with the assertion constituted about 49.0%. 6% remained undecided. However, 12.9% and 9.3% of the respondents disagreed and strongly disagreed respectively with the assertion NGOs have contributed in training of primary school teachers in the study area. Therefore, we shall say that NGOs to some extent contributed towards training and development of staff in the education sectors in Bauchi state.

However, based on the documents and interview conducted to the staff of RWDP it was seen that a lot has been done in respect of training

The DEC engaged in Mobilization on girl-child education in 21 LGAs of Bauchi State since 1995 this programme is funded by UNICEF. 6 LGAs of Bauchi State including Zaki, Itas-Gadau, Jama'are, Ganjuwa, Darazo, and T/Balewa benefited from the programme of DEC on training of teachers and PTA chairmen on how to improve Primary Education funded by UNICEF. Furthermore, in an attempt to assist in providing qualitative primary education the NGOs under study have been training GEB teachers in 6 LGA on preventable diseases.

The researcher has interviewed the respondents on the roles played by the NGOs under study on the issue of primary education, the respondents revealed the DEC has been engaging in mobilisation and sensitisation on the importance of the girl child education in various communities in Bauchi State from 2012—date. RWDP has been organizing a Literacy and Numeracy programme where women are taught how to read and write 1987 to date. This shows that the NGOs under study have been playing significant role in improving access to education in the study area.

**Test of Hypothesis I**

The first hypothesis states that,  $H_0$ : NGOs have not significantly improved access to basic education in Bauchi State. Our independent variable here is “programmes of DEC and RWDP” while the dependent variable is “access to education”. However, responses on Services of NGOs in the areas of education were used in measuring the variable of “programmes of the selected NGOs on accessibility of Education in measuring the “improved access to education”.

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	183.572(a)	16	.000
Likelihood Ratio	180.947	16	.000
Linear-by-Linear Association	50.013	1	.000
N of Valid Cases	302		

Source: field survey 2021

From the Chi-square, output on the table above, our calculated  $\chi^2$  value is 183.572 while the critical value at 16 degree of freedom and 0.05 level of significance is 26.296. The calculated  $\chi^2$  value is greater than the critical or table value. Based on the decision rule guiding us, we reject the null hypothesis ( $H_0$ ), if calculated value is greater than critical value and accept the alternate hypotheses ( $H_1$ ). Hence, in this case the null hypothesis ( $H_0$ ) which states that, “NGOs have not significantly improved access to basic education in Bauchi State” is rejected. Therefore, we concluded that NGOs have significantly improved access to basic education in Bauchi State.



**Data Presentation and Analysis on the role of the NGOs under study on income generation;** in an attempt to obtain valid information on the contribution of the NGOs under study in income generation, the researcher therefore, asked certain questions specifically on income generation, the views of the respondents of both the questionnaires and interview were presented and analysed as seen in the tables below;

**Provision of Gainful Employment by NGOs**

Beneficiaries of micro-credits from NGOs were required to indicate their level of agreement on the assertion that NGOs have provided gainful employment to people. The responses are presented in the table below;

**Responses on Provision of Gainful Employment by NGOs**

Response	Frequency	Percentage
Strongly Agreed	76	21.1
Agreed	153	42.2
Undecided	16	4.6
Disagreed	66	18.4
Strongly Disagree	50	13.8
<b>Total</b>	<b>361</b>	<b>100</b>

Source: field survey 2021

From the table above, we shall see that 21.1% of the respondents strongly agreed with the assertion that NGOs provide gainful employment to community members. 42.2% agreed with such expression only 4.6% of the respondents were undecided. A set of 18.4% of the respondents disagreed with the expression. The remaining 13.8% also expressed their strong disagreement on the issues. This implies that NGOs have contributed to the provision of gainful employment in the study area.

**Effectiveness of NGOs Intervention in Entrepreneurial Development**

Beneficiaries of Microcredit facilities of the NGOs were also required to indicate what they perceive as the effective of NGOs in entrepreneurial development in this area. The responses are tabulated below:

**Responses on the Effectiveness of NGOs Intervention in Entrepreneurial Development**

Response	Frequency	Percentage
Very Effective	33	9.2
Effective	119	33.0
Undecided	23	6.4
Ineffective	146	40.4
Very ineffective	40	11.0
<b>Total</b>	<b>361</b>	<b>100</b>

Source: field survey 2021

From the table above, it is clear that 9.2% of the respondents rated the effective of NGOs in entrepreneurial development as very effective while 33.0% rated it as effective, 6.4% were undertaken. However, about 40.4% of the respondents rated such level to be ineffective while the remaining 11.0% rated it as very ineffective. Although majority rated the effectiveness of NGOs in entrepreneurial development as ineffective, we can still say that, NGOs to some extent have intervened in developing entrepreneurship in the study area.

**NGOs Support in Uplifting Income level**

Respondents from the beneficiary (microcredit) were also asked to express their level of agreement on the assertion that the support they receive has uplifted their income source. The responses generated are tabulated below:

**Responses on NGOs Support to Uplifting Sources of Income**

Response	Frequency	Percentage
Strongly Agreed	60	16.5
Agreed	186	51.4
Undecided	20	5.5
Disagreed	69	19.3

Strongly Disagree	26	7.3
<b>Total</b>	<b>361</b>	<b>100</b>

Source: field survey 2021

From the table above, 16.5% of the respondents argued that they strongly disagreed with the assertion that NGOs support has uplifted their income source. A set of 51.4% expressed their agreement on the issue. Also 5.5% were undecided. However, a set of 19.3% disagreed with such assertion. But the remaining 7.3% expressed their strong disagreement. Thus, we can infer here that, NGOs support to commonly members has assisted in uplifting their income source.

**Test of Hypothesis II**

The third hypothesis for this research states that, H<sub>0</sub>: NGOs’ have not significantly improved income level of people in Bauchi State.

Our independent variable here is “programmes of DEC and RWDP” while the dependent variable is “income generation”. However, responses on the Services of NGOs in the Areas of Income Generation was used in measuring the variable of “Activities of selected NGOs” while responses on Provision of Gainful Employment by NGOs in measuring the “Income Generation”.

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59.330(a)	16	.000
Likelihood Ratio	72.074	16	.000
Linear-by-Linear Association	.234	1	.629
N of Valid Cases	361		

Source: field survey, 2021

From the Chi-square output on the table above, our calculated  $\chi^2$  value is 59.330 while the critical value at 16 degree of freedom and 0.05 level of significance is 26.296. The calculated  $\chi^2$  value is greater than the critical or table value. The decision rule guiding this is that we reject null hypotheses (H<sub>0</sub>), if calculated value is greater than critical value and accept the alternate hypothesis (H<sub>1</sub>).

Hence, in this case the null hypothesis (H<sub>0</sub>) which states that, “NGOs’ have not significantly improved income level of people in Bauchi State.” is rejected. Therefore, we concluded that NGOs activities contributed to income generation among people in Bauchi state.

**Major Findings of the Study**

Based on the data presented and analysed, the study arrived at the following findings;

- i. NGOs have contributed significantly towards the provision of educational facilities, enrolment drive campaigns and training of primary school teachers in the study area.
- ii. NGOs provided gainful employment and supported in uplifting sources of income of the benefitting community members through giving out credit facilities, skills acquisition programmes and entrepreneurial development of people in the study area.

**V. CONCLUSION AND RECOMMENDATIONS**

It has been widely accepted that NGOs are agents of development in virtually all countries around the globe with their impact being felt in different spheres of human endeavour. Their services complement those of the government and to some extent those of the private sector. It was empirically verified by this study that NGOs in Bauchi state, have been rendering services covering the spheres of education and income generation to the people of the states. Their operations in Bauchi state have indeed contributed to the supply of facilities in the educational sectors and training and developing manpower in the education sector. These are in addition to the enhancement of the income source of the people in the area. Therefore this study concluded that NGOs have significantly contributed towards improving the human development indices in Bauchi state.

The study therefore, recommended that more efforts should be made by the NGOs to provide more facilities and services to the education sector. This will go a long way in making basic education more affordable and accessible to the people at the grassroots level and it would curtail the incidences of out of schools children in the study area. Secondly, people should also be more committed to entrepreneurial development and skills acquisition so as to tap more from the NGOs that render services in the area of entrepreneurial development in Bauchi state. Finally, since NGOs are found worthy in contributions to training and development of Staff in the education sector in Bauchi state, both government and the community members should be more cooperative by providing an enabling environment for them to operate so as to encourage them in their complementary roles towards human development.

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