

**ASSESSMENT OF THE PERFORMANCE OF BAUCHI STATE CIVIL SERVICE ON  
SERVICE DELIVERY (FROM 2007 TO 2015)**

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**MARCH, 2016**

**DECLARATION**

I declare that the work in this dissertation entitled Assessment of The Performance Of Bauchi State Civil Service on Service Delivery (From 2007 to 2015) has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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Student's name

signature

Date

## CERTIFICATION

This dissertation entitle ASSESSMENT OF THE PERFORMANCE OF BAUCHI STATE CIVIL SERVICE ON SERVICE DELIVERY by Lumi MUSA meets the regulation governing the Award of Master of Science in Public Administration of the Ahmadu Bello University Zaria, and is approved for contribution to knowledge and literary presentation.

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## **DEDICATION**

I dedicate this project to my mother Marha John M who stood by me to see that I was not only educated but attain University education.

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## **LIST OF ABBREVIATION AND THEIR MEANING**

<b>ABBREVIATION</b>	<b>MEANINGS</b>
PM	Project Management
MBO	Management by Objectives
UNTAD	United Nations Council on Trade and Development
UNEP	United Nations Environmental Programme
GDP	Gross Domestic Product
UGSS	Unified Grading Salary System
FCT	Federal Capital Territory
BMPIU	Budget Monitoring and Price Intelligence Unit
NITEL	Nigeria Telecommunications
BCC	Benue Cement Company
PAN	Peugeot Automobile Nigeria
PFA	Pension Fund Administration
PACs	Pension Fund Custodians
PenCom	National Pension commission
EFCC	Economic and Financial Crime Commission
ICPC	Independent Corrupt Practices Commission
NHIS	National Health Insurance Scheme
NFIU	Nigeria financial Intelligence Unit
NCE	National Council on Education
NUC	National University Commission
TEC	Tertiary Education Commission
UBEC	Universal Basic Education Commission
SUBEB	State Universal Education Board

NBTE	National Board of Technical Education
PTDF	Petroleum Technology Development Fund
NCCE	National Commission for Colleges of Education
GWMA	Gurara Water Management Authority (GWMA);
NIWRMC	Nigeria Integrated Water Resources Management Commission
NIWA	National Inland Waterways Authority
CADD	Commercial Law Department; and Centre for Automotive Design and Development
CPC	Consumer Protection Council
NOA	National Orientation Agency
NICO	National Institute for Cultural Orientation
NIHOTOUR	Nigerian Institute for Hospitality and Tourism Studies
ECN	Energy Commission of Nigeria
NARICT	National Research Institute for Chemical Technology
NABD	National Biotechnology Development Agency
NBRR	Nigerian Building and Road Research Institute
NREA	National Rural Electrification Agency
DTCA	Directorate of Technical Cooperation in Africa
IPCR	Institute for Peace and Conflict Resolution
NERFUND	National Economic Recovery Fund
NOSDRA	National Oil Spill Detection and Response Agency
NIMG	Nigerian Institute of Mining and Geosciences
NSRMEA	National Steel Raw Materials Exploration Agency
NTA	Nigeria Television Authority
FRCN	Federal Radio Corporation of Nigeria

NCDMB	Nigerian Content Development and Monitoring Board
FRC	Fiscal Responsibility Commission
NSIWC	National Salaries, Income and Wages Commission
RMAFC	Revenue Mobilisation, Allocation and Fiscal Commission
SMEDAN	Small and Medium Enterprises Development Agency of Nigeria
NDE	National Directorate of Employment
NAJCE	National Agency for job Creation and Empowerment
NYSC	National Youth Service Corps
MDAs	Ministries, Departments, Agencies
SA	Strongly Agree
A	Agree
DA	Disagree
SDA	Strongly Disagree
SSG	Secretary to the State Government
SMC	Senior Management Committee
GRA	Government reserves Area
UK	United Kingdom
CMB	College of Management and Business
Uni	University
A.B.U	Ahmadu Bello University
USA	United States of America
BSADP	Bauchi State Agricultural Development Programme
DPU	Director of Public Utility

Exec.	Executive
C/Acct	Chief Accountant
HOS	Head of Civil Service
PS	Permanent Secretary
GA	General Administration
Sec	Secretary
DAF	Director Administration and Finance
Hort	Horticulture
Off	Officer
Dir	Director
Acct	Accountant
Conf	Confidential
O/C	Officer in Charge of Expenditure
CSO	Chief Store officer
M	Matters
NCE	National Certificate in Education
HND	Higher National Diploma
SSCE	Senior Secondary School Examination
Pg	page



## ABSTRACT

*Civil service is a vital instrument to the survival of any governmental setting and indeed service delivery. The effectiveness and productivity of any government to a larger extent depends on the efficiency of the civil service. Overtime, the performance of the Civil service has been repleted with varying contradictions in Bauchi State due certain factors. The study is build to assess the performance of Bauchi State Civil Service in service delivery; and to identify the factors undermining the efficiency of Civil Service in promoting service delivery in Bauchi State. Survey research was used as research method; data were collected through primary and secondary sources, data were presented through simple percentage, tables, and content analysis. The finding indicates that Civil Service has a great function to play in promoting service delivery in Bauchi State. The findings also revealed that ideological and innovative factors, economic and political challenges and inadequate teachers are undermining the efficiency of the Civil service in promoting service delivery in Bauchi State. As way forward, there should be proper setting of ideological and innovative factor for the civil service. There should be proper funding of education by providing the basic learning facilities like books, equip laboratories, libraries, technical equipments, teaching aids. Construction of adequate classroom to accommodate the teaming students; and they should be prompt payment of teachers' salaries, and the teachers' salaries need to be increase to make the teaching profession attractive. There should be less political interference in the employment of teachers; merits should be the bases where civil servants are employed. Appointment of head of schools Teachers should be base on merit and seniority in line with civil service rules. Awarding of contract should follow due process and sincerity of purpose. Teachers need to be retrained in order to upgrade their teaching skills. Aptitude test should be conducted among the teachers by and independent and qualified body in order to screen quack teacher and get qualified teachers that can teach in our dear state who can impact the children and close monitoring and supervision should be given to the teachers while discharging their responsibilities in the various places of assignment*

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**MARCH, 2016**

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.3 Background to the Study**

Civil service is a vital instrument to the survival of any governmental setting and indeed service delivery. The effectiveness and productivity of any government to a larger extent, depends on the efficiency of the civil service. As the administrative and technical support to the governing apparatus, the civil service remains the only viable mechanism for policy initiation or formulation, policy advice and policy implementation. This probably explains why Q'Connell (1981:164) aptly posited that "political leadership without administrative and technical support is power in a vacuum; and administration without political leadership is only tidiness in stagnation". It simply means that the civil service is sine-qua-non in any political system because it constitutes' the engine of development. The calibre of persons within the Civil Service is high, diverse and in many respects comparable with their private sector counterparts. There are administrators, planners, managements Analysts, Engineers, Geologists, Surveyors, Agriculturist, Lawyer, Scientists, Medical personal, Scientists, Secretaries, Town planner's etc. The core values of the Civil Service are permanency, continuity, impartiality, integrity, anonymity, expertise, courage, accountability, loyalty and commitment, fairness and justice, courtesy, cooperation, tact, industry etc. (Federal Republic of Nigeria Civil Service Manual).

The role of Civil Service in promoting service delivery cannot be overemphasised especially amongst the developing countries like Nigeria. The role of Civil Service is primarily to offer professional and transparent service, playing a pivotal role in the formulation and implementation of programs and projects for the sustainable development of the country

especially among the developing countries like Nigeria and Bauchi State in particular. The role of Civil Service is being accomplished through advising government on public plans, undertaking research for effective formulation, implementation and monitoring of public policies, coordinating, evaluating, and renewing public policies and plans. It also ensures that policies are translated into practical and cost efficient programmes and projects and maintains vigilant, oversight of the implementation of policies by the various government departments, parastatals, and agencies assigned with this responsibility. In addition to, other responsibilities are assigned to it from time to time. The duties and responsibilities of the civil service are set by the direction of the government wants to take or go. Also, the Civil Service plays the role of the stabilising influence on political life of the country especially during transition from military to civilian government or from one system of government to another system of government.

The roles of the Civil Service are carried out through sector ministries or agencies which are responsible for policy issues, manpower, and financial matters as well as exercising overall supervisory, monitoring and coordinating powers over technical departments in the respective sectors, ministries are organised into various departments in accordance to their functions and tasks. Furthermore, there are various departments and agencies under the ministries which are responsible for the implementation of the policies, plans and programmes of the ministry peculiar to them.

Bauchi State too is not left out, for the need to promote and attain economic growth and development. The State established Civil Service not only to maintain law and order but to provide quality service delivery of the State by participating in policy formulation and implementation through providing social service, education, health, human capital development, employment opportunities, infrastructure, public utilities, micro loans etc. This shows that Civil

Service is paramount in promoting service delivery of the state. Bauchi State Civil Service was set up as a result of the need to employ people to manage the affairs of the state. The civil service is set up to manage men, money, material and time for the purpose of achieving government targeted objective. The civil service is to be manned by people recruited by the civil service commission, under the Nigerian constitution. The agreed and approved conditions of service include security of tenure; permanence, political neutrality, anonymity and expertise. Bauchi State Civil Service has rapidly increased both in population as well as expansion on government institutions and activities to meet the needs of the people. These changes situated in rules and procedures of even restructuring of the civil service and redesigning the shapes, size sometimes salaries and wages review. Other attempt at institutional objectives of all these exercise was to give new direction in order to; focus on development administration, establish a civil service that is result-oriented, build a virile economy and democratic policy, and establish a just and egalitarian society.

Civil Service in Nigeria has undergone series of structural reforms since independence, some of these Civil Service reforms are the Morgan salaries and wages commission (1963); the commission recommended a review of grading officers and corresponding salary structure to take care of the discrepancies in various parts of the country on a uniform salary grade level, conditions of service and uniform remuneration for officers performing the same duty in different parts of the country. It also recommended the award of a minimum living wage although; this was turned down by the government. Some of the commission's recommendations were turned down, and the implementation of the accepted ones did not achieve the intended goal that continued to result performance in the Civil Service.

The Adebo Commission (1971); it made a number of recommendations on the structure and organization of the Civil Service. Udoji Public Service Review Commission of 1974. The Dotun Philips Civil Service Reform Commission of 1988 was set up by the Babangida regime, under the chairmanship of Dotun Philips. Allison Ayida Civil Service Reform (1995, Obasanjo Public Service Reforms, and Oronsaye Reports on Public Service had recommended the elevation of the Code of Conduct Tribunal to Anti-Corruption Tribunal to try all graft cases. With this development, regular courts (where more than 55 cases are stalled) will no longer try corruption-related matters among others.

All these reform are pointer to development of a better system of Civil Service that can promote service delivery from the federal government down to the state government. Though there is peculiarity depending on the state, not all the reforms that were completely implemented by the Bauchi State Government, though some were implemented in the State.

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

The public sector in Nigeria exists, among other functions, to provide services and to guard against the control of the economy from foreign domination and exploitation but, the performance of the sector has been replete with varying contradictions (Adeyemo and Salami, 2008). The civil service in Nigeria for example, seems unable to cope with the prevailing ideological, political and economic changes as well as the management innovations; such that the institutional and capacity weakness of the civil service is considered one of the fundamental causes of socio-political upheavals and economic crisis (Chukwuemeka and Eme, 2011:17). Okpala (2012:114) reported that Nigeria lost several hundred billions of Naira over the last few

decades due to flagrant abuse of procedures, lack of transparency and merit in the award of contracts in the public sector.

According to Briggs (2007) the efficiency and effectiveness of any workplace (whether the private or the public sector) largely depend on the caliber of the workforce. Civil service is the workforce in the public sector that the efficiency of the public sector largely depends on it. In spite of government's best efforts to address ethical issues in the public sector (with limited success) through civil service reforms (Ogunrotifa, 2012) and privatization (Adeyemo and Salami, 2008), what is left of government's stake in the public sector is still grappling with challenges that tends to undermine the efficiency of Civil Service in promoting service delivery in the long run which Bauchi State is not excluded.

The Bauchi State civil service was set up to manage men, money, material and time for the purpose of achieving government targeted objective. It was equally established to focus on development administration; to be a result-oriented service, to build a virile economy and a sharing democratic policy, to establish a just and egalitarian society through initiating and implanting policies and programmes of government.

Bauchi State is among the state where over 80% of its population lives below poverty line of less than \$1 a day. 85% of the populations are in rural areas with low literacy level and more than 65% classified as very poor (United Nation Development Programme Report 2005). Civil Service in Bauchi State might have been plagued with ideological, political and economic challenges that tend to undermine its performance in promoting service delivery. This point to the direction that much is needed to be done by the Bauchi State Government through the Civil Service to implement policies and programmes that will improve the service delivery

Various attempts had been made in addressing the challenges in the Civil Service in Nigeria from the Federal Government down to State Government level which Bauchi State is not excluded. Despite all these attempts, there is no great improvement in the quality of service delivery, and the performance of the civil service has been far below expectation. It is against this background that this research assesses the performance of the Bauchi State Civil Service in promoting service delivery.

### **1.3 Research Questions**

The study raised the following questions:

- i. What are the functions of Civil Service on educational service delivery in Bauchi State?
- ii. How does ideological and innovation challenges undermining the performance of the Civil service in Service delivery on education in Bauchi State?
- iii. To what extent have economic and political setting affects the performance of Civil Service on Service Delivery in Bauchi State?

### **1.4 Objectives of the Study**

The study aims at assessing Civil Service in promoting service delivery on education in Bauchi State. The research is built to achieve the following specific objectives:

- i. To examine the funtions of Civil Service in promoting service delivery on education in Bauchi State.
- ii. To identify how ideological and innovative challenges undermining the efficiency of the Civil Service in promoting service delivery in Bauchi State.



- iv. To identify how economic and political setting affects the performance of Civil Service on Service Delivery in Bauchi State.

### **1.5 Research assumptions**

The research is built on the following assumptions:

- i. Civil Service in Bauchi State have no functions on service delivery in Bauchi State.
- ii. There are no ideological and innovative challenges undermining the efficiency of the Civil Service in promoting service delivery in Bauchi State.
- iii. There are no economic and political challenges of Civil Service in service delivery on education in Bauchi State.

### **1.6 Scope and Limitations of Study**

The study is restricted to the assessment of the performance of Civil Service on service delivery in Bauchi State. The study concentrates itself to education sector. This is due to time and financial constraints that would not allowed us to consider other public service like health ect. This study is designed to cover the period from 2007 to 2015. These years give room for any policy and programme of government to be mature and effective to some extent and it served a two terms of Governor Isa Yuguda as Governor of Bauchi State from 29 May 2007 to 29 May 2015.

The study is limited to the role of civil service in promoting service delivery on education in Bauchi State n primary and secondary education.. The study is unable to study the tertiary education and to considered the performance of Bauchi State students in Unify

Tertiary Matriculation Examination (UTME), West African Examination Council (WAEC), National Examination Council (NECO) among others.

The researchers adopted the structural functionalist and efficiency theories. Elegant as the structural functionalist theory seems, it has been criticized for its over reliance on issues of stability and equilibrium or system maintenance. It looks at the society as a stable entity with everybody living together harmoniously, and with each structure performing its requisite function. However, this contradicts the underlying principle of political studies which is premised on power relationships, producing more often conflict and instability. In essence, functionalism in a way is anti-Marxism which believes strongly in the existence of contradictions and change in society. The criticism notwithstanding, structural functionalism best explains the civil service in Bauchi State and its contributions to socioeconomic development.

### **1:7 Significance of the study**

Khurshid(2006) in his write up ‘Public policy, Training and Civil Service Reforms focus on the need for international and regional civil service reforms and particular reference to Pakistan. Lawal & Oluwatoyin(2011) wrote on the Civil Service and Sustainable Development in Nigeria, its concentrates on role and contribution to national development. It discussed national development in general not specific while development is multidimensional. Nwanou and Chidubem(2012) in their studies on “The Nigeria Civil Service and Promotion of sustainable Human Development: A Critical Analysis”, centred on sustainable human development in Nigeria. Anazodot,(2012) in his writes up Civil Service Reforms in Nigeria: the Journey so far in service delivery. The emphasis in their work is on previous Civil Service Reforms from 1963 to 1999 in Nigeria. The Study would cover the gap by discussing the performance of Civil

Service on service delivery in Bauchi State in education. That is the study would focus on the performance of Bauchi State Civil Service in implementing policies and programmes that stimulate service delivery.

The findings and recommendations in this research work would be of great significant. First to the Bauchi State Government; the findings in this work would open the eyes of the government on performance of Bauchi Civil Service on service delivery in education. The recommendation would enable government to restructure the Civil Service to facilitate rapid service delivery in the state.

More so, to the Bauchi State Civil Service, the study would motivate and encourage the servants on how to operate efficiently and effectively. And let them be aware of the significance of their career service delivery in Bauchi State. The study would serve as a valuable reference material for upcoming researchers in the field of Public Administration and other social sciences.

### **1.8 Definition of Concepts**

**Civil Service:** People who are employed by the government to maintain day to day activities and facilitate public policy making and implementation of government programmes who are often career servants paid from the government treasury, irrespective of which government or party is in power.

**Service:** The act of carrying out duties by an institutions, the performance of duties by the civil service.

**Delivery:** The act of rendering service to the right people at the right time with the best quality.

**Performance:** The act of doing something successful by civil service, the ability to carry out task or role effectively.

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**Public:** Government institutions like ministries, departments, agencies and parastatals; general people within the country.

**Development:** The act of developing or disclosing that which is unknown; a gradual unfolding process by which anything is developed, as a plan or method, gradual advancement or growth through a series of progressive changes; also, the result of developing, or a developed state. Act of improving by expanding or enlarging or refining.

**Function:** A prescribed or expected behavior associated with a particular position or status in a group, organization or nation.

**Policies and Programmes:** Government action and activities; plan of actions or things.

**Reform:** To improve an organization by making changes to make it better.

**Challenges:** Difficult task that need to be carry-out.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORITICAL FRAMEWORK**

#### **2.1 Introduction**

The civil service is an engine room of every government irrespective of types of government being practice in the country. This chapter reviews some related literature on civil service that include the concept of civil service, features of civil service, concept of socio-economic development, roles of civil service in promoting socio-economic development, structure of civil service, civil service reforms in Nigeria from 1963 to 2009. Structural functionalist theory was use as theoretical frame work.

#### **2.2 Literature Review:**

##### **2.2.1 The concept of Civil Service**

The civil service according to the 1999 constitution, section 318 sub sections 1 is : Service of the Federation (state) in a civil capacity, staff of the office of the President, (Governor), the vice President, (Deputy Governor), a ministry or department of the federation (state), assigned with the responsibility for any business of the government of the federation (state), (FRN,1999). Civil service and public service as established by the Nigerian constitution are provided for in sections 169, 171, 206, 208 and 318 and in section 10 of the Third Schedule of the 1999 constitution. These constitutional provisions do not recognize the term “the Nigerian public service”. They only recognize the public service of the Federation, at the federal level; and at the state level, the public service of the states of the federation, which includes the local government council services. The constitution also provides for the civil service of the

federation, and distinct from it, the personal staff of the president. Section 318 of the 1999 constitution defines the civil service of the federation as Service of the federation in a civil capacity as staff of the office of the President, the Vice President, ministry or department of the government of the federation assigned with the responsibility for any business of the Government of the Federation (FRN, 1999). The above definition of the federal civil service is clearly spelt out in sections 169, 170 and 171 of the Constitution, and by the provisions establishing the powers of the Federal Civil Service Commission in Section 10 of the third schedule of the Constitution. This section states that the Federal Civil Service Commission shall have the power to appoint persons to offices in the Federal Civil Service; and to dismiss and exercise disciplinary control over persons holding such offices.

The term civil service is normally used when referring to the body of men and women employed in a civil capacity and non-political career basis by Governments primarily to render and faithfully to assist in decisions and implementation of policies and programme (Ipinlaiye, 2001). The career officers normally derive their appointment from the civil service commission, which also exercises power of delegating duties and responsibilities to department in accordance with laid down rules.

The civil service could be seen as a complex organization with a body of seemingly permanent officials appointed in a capacity to assist the political executives in the formulation, execution and implementation of the government policies in Ministries and Extra-Ministerial Departments within which the specific government works are carried out. These men and women constitute the permanent staff of the departments of governments. They are professional administrators. Some people refer collectively to these personnel as public administration or the bureaucracy, or public service.

Ogunna(1999) conceived Civil Service as large scale of organization of permanent government paid officials who are recruited in civil capacity by the Civil service Commission , charged with the responsibility of exercising the executive authority of government and whose activities by certain rules of procedures and operating in a systematic interrelated pattern to achieve the complex objectives of its government. According to Olaopa (2008:35), the term “civil service”, although commonly used, is usually misunderstood and so often misused as it really has no standard definition; domestic law, practices and conventions, influence its definition considerably”. According to Lawson, (1974:127) “the civil service is the term used to describe servants of the state or the central government employed as civilians”. It does not cover ministers, cabinet members, or the Judiciary; in some countries, it does not cover local government employees or the staff of public enterprises. In this context, the civil service will embrace civilian employees of federal and state governments only, excluding cabinet ministers and the judiciary. Idode, (1986:11), on the other hand defines civil service as the “array of administrative and professional staff employed, on permanent and pensionable basis to established posts, by the state, to advise on and execute its policies.

According to Adamolekun (2002:17), the term that is most commonly used as the synonym of the machinery of government is the civil service. In Britain and other commonwealth countries, the term “civil service” is used in two ways. First, it refers to the body of permanent officials appointed to assist the political executive in formulating and implementing governmental policies. These officials are called civil servants. Again, the term refers to the ministries and departments within which public administration takes place, excluding the local government. The members of staff of the local government are referred to as local government officials.

Ezeani (2006:190) defines civil service as “the administrative machine within which the work of government is carried out”. Civil Service are career officers employed by the government to carry out public activities.

### **2.2.2 Features and structure of Civil Service**

Bhugwan and Bhushan(2010) identified the features of Civil Service as follows:

- i. **Professionals:** Civil service is characterized by professional officials who are trained and skillful in different specialization from different fields.
- ii. **Hierarchy:** Each officials has a clearly define competence within a hierarchical division of labour and is answerable for its performance to a superior. That is every lower official is under the supervision of the senior ones.
- iii. **Continuity:** The office constitutes a full-time salaried occupation, with a career structure, which offers the prospect of regular advancements.
- iv. **Expertise:** Officials are selected according to merit, best on specialization and professionalization. Are trained for their function and control access to the knowledge stored in the files
- v. **Impersonality:** The work is conducted according to prescribe rules, without arbitrariness or favoritism and a written record is kept of each transaction.
- vi. **Division of Labour:** There is usually a clear cut division of labour based on specialization; hence, individuals become experts in the respective functional areas.



- vii. Clear define responsibility and humility:** The duties of each official are clearly spelt out and lines of authority and accountability are clear. Span of command and responsibility are identifiable and limited.
- viii. Discipline:** There is an acceptable system of discipline where officials are subject to strict control and discipline in discharging their duties.
- ix. Security of job:** The official work constitutes a career and is protected against arbitrary dismissal. That is an official enjoys security of tenure, provided that he/she did not commit an offence contrary to laid down procedures.
- x. Filing system:** All official transactions and communications are documented for reference and to preserve uniformity of actions. All decisions are worded in writing. The extensive filling system constitutes the memory bank of the organization.
- xi. The officials do not have properly right to their office or any personal claim to the resources that go with it.
- xii. **Public accountability:** in a democratic society like Nigeria civil servant have to be accountable to the representatives of the people who can fire them if they fail to deliver public goods.
- xiii. **Anonymity:** The principle Of Anonymity States that civil servant should be seen and not by principle be heard. Though they advise political office holders on issues relating to government they neither take the blame nor the Glory of such policies. They are not expected to be seen defending such policies. That job is better than left

for political office holders and not the career officers. Civil servants as far as possible are anonymous, and should not be seen as craving for publicity.

- xiv. **Neutrality:** The civil servant must be politically neutral. His job is to serve the government of the day with full dedication irrespective of what he feels about that particular government. He is not allowed personal prejudices to colour His dedication to his duty. He is not expected to be a card carrying member of a political party or get involved in partisan politics though he is expected to vote at election times.
- xv. **Impartiality:** Civil servants are paid from tax payer money which does not belong to anybody or group in particular. They are therefore expected to discharge their duties without fear or favour.

The structure of Civil Service in Nigeria is fashioned in line with the British Civil Service though the institution has undergone series of reforms, the present structure of the Civil service are administrative/professional class, Executive and clerical class.

### **2.2.3 The Roles of Civil Service in promoting service delivery**

Civil Service has been considered a veritable instrument in the developing process of any society. This is more in developing countries where the government has been confronted with series of challenges. Therefore, it is through Civil Service and their efficient and effective functioning, that developing countries can translate their political will into concrete policy measures and put them into operation for the achievement of national goals.

The Civil Service is part of the machinery of the executive branch of the government and exists, to put into effect government policies. The effectiveness of government, especially in relations to service delivery therefore depends on the efficiency of Civil Service and its ability to

respond in practical terms to its policy decisions. It is for these reasons that the Civil Service is often described as the custodian of the government reputation, if it is unable to carry out the policies faithfully and efficiently, it does not only frustrate government, but it might seriously undermine the government's position and stability in power. Civil Service often link to public administration. Public administration is often referred to as the action part of government. Civil servants are often referred to as public Administrators and they are identified by several functions they perform. These functions are regarded as role of Civil Service in socio-economic development as they represent the relationship between the Civil Service and socio-economic development (Eme and Eke 2012)

These roles are as follows:

- **Assisting in policy formulation:** Policy formulation is the exclusive preserve of politicians, and political office holders. However, they may not be able to do this without the assistance of civil servants who usually provide the necessary data and information which would guide policy choice by the political masters. Civil Servants go to the field to collect data, analyze them and provide policy alternative with supportive arguments on each. The final policy choice and decision are not the responsibilities of Civil Servants but they reserve administrative discretions on certain matter of public policy agency, especially at the implementation stage.
- **Policy Execution:** The primary function of Civil Servants is to carry out government order and directives without complaints. They are expected to perform such function to the best of their administrative and technical ability. When the particular function is

performed religiously, socio-economic development is ensured, as they are nothing but policy decision taken which awaits implementation by the Civil Servants.

- Assisting in law making: The executive under a democratic rule, present bills to the parliament for legislation. Conventionally, it is the duty of the Civil Servants to draft the bill and flesh it up with the necessary details before presentation to parliament for debate.
- Rule/Law implementation: In modern democratic political nations, Civil Service is entrusted with the function to implement the rules and policies made by the legislation. Therefore the civil servants are inexorable in law making and implementation, little wonder the saying that public Administration is the administration of “law”, simply put, law in application
- Provision of social amenities and service, civil servants engage in the provision of some social service as their official assignment. Therefore, whoever has as his official assignment, the provision of social amenities has the sole responsibility of ensuring national development. Therefore, the Civil Service has the responsibility of providing social services to the national populace
- Promote private sector development through facilitation in the form of capital, technical expertise, markets, protection, contracts, infrastructure, and energy and enhance discipline. The aim is to realize socio-economic development defined as: Expanded investments, employment creation. Higher and equitable income and development of social infrastructure it is only the bureaucrats that can promote private partnership

- Continuity of government: Civil Servants in the past especially during the numerous military regimes Nigeria witnessed had always played permanent roles in maintaining the continuity of government. Civil Servants often provide continuity in government by ensuring provision of social service in all its ramifications. The responsibility leads them to playing a major role in national development, because government exist to provide development and so whoever keeps the government going, keeps development going.
- Production: Civil Service exists to perform service in the broadest sense of term. Its primary purpose is production. Things produced may be tangible object such as fertilizer, construction of roads, petroleum products. Intangible goods such as cases of legal disputes, educational service, health services, etc. Civil Service facilitates the production of goods and services.
- Administrative adjudicatory power: This is another power that has been entrusted to the executive indirectly to the Civil Service due to the rapid technological development and emergence of the welfare concept of the state. Administrative Adjudication means vesting judicial and quasi – judicial powers to an administrative department or agency, administrative tribunals like the public complaint commission, Independent corrupt practices commission, ICPC etc. are established to perform this function.

Furthermore, to Naidu (2005) in the developing countries, Civil Service is view as a major instrument for promoting service delivery and social change “since the developing countries are engaged in rapid social – economic transformation under the leadership of government. Civil Service has very crucial role to play”. It has act as locomotive of service delivery. Civil Service is the process by which objectives are defined, plans and policies

formulated, institutions created and managed, human energies mobilized, resources utilized and change effected.

Thus, in the developing country like Nigeria, the poor look to Civil Service to improve their lives and alleviate misery. Civil Service has therefore, dealt with such problems as poverty, illiteracy, unemployment, malnutrition, growing population, housing for the weaker sectors, low productivity in agriculture and industry, rising needs of the people, the civil service has to provide welfare services such as minimum level of education, health services, water, housing, social security etc. Civil Service has also catered the basic living of the poor by regulating the equitable distribution of essential commodities like rice, wheat, sugar etc. The Civil Service plays an important role in the scheme of ordering social activities and in promoting social justice and equity.

Schiavo-Campo and Sundaram (2001) outlined six reasons for the importance of the civil service:

- Governance: A necessary, but not sufficient condition for good governance is a skilled, motivated and efficient civil service with a professional ethos. By contrast, an ineffective or inefficient civil service is sufficient to produce bad governance.
- Public goods and services: Access to public services and their quantity and quality largely depend on the skills and motivation of the civil servants who provide or oversee the services.
- Economic policy improvements: Some reforms in this area depend particularly for their implementation on competent and motivated civil servants.

- Management of public expenditure and revenue: The civil service is critical for the responsible management of public expenditure and revenues. Responsible management requires the provision of sustainable employment opportunities for competent and motivated personnel.
- Fiscal sustainability: The civil service can help maintain the sustainability of public finances. A well-chosen combination of measures affecting the number of employees and their salaries can improve the effectiveness of the government apparatus while also reducing its cost.
- Institutional development: This is a move from a less efficient to a more efficient set of rules and incentives. An example could be better implementation of regulatory frameworks: a skilled and motivated civil service can work with external organisations to help them better interact with the relevant regulatory frameworks and entrench better ways of working.

Naidu (2005) buttress that, the governments of developing countries have also undertaken a variety of programmes for the development of agriculture and industry. In order to encourage the development of industries; Civil Service provides infrastructural facilities like electricity, roads, communication and marketing center. The Civil Service manages government business and industrial enterprises and public utility services. The various developmental activities are undertaken by the government in order to reduce, if not eliminate poverty and unemployment and to bring about improvement in the lives of the people.

Majority of the people in the developing societies are most dependent on Civil Service for protection of life and survival. Development activities are also dependent upon proper revenue administration because effective collection of revenue to government will generate

funds for socio- economic developmental tasks. Thus, the functions of law and order and revenue collection are important to the extent to which they support developmental programmes

The Civil Service of developing nations are engaging themselves in the different task of developing a sense of nationhood and an awareness of separate national identity. Civil Servants have to resolve the sub – national and sub – cultural differences among the people in order to create social cohesion. The Civil Servants have to manage crises resulting from social upheavals created by the various separatist forces.

The adoption of planning as a method of service delivery has led to the assumption of many new responsibilities by Civil Service. These relate to setting right developmental priorities and goals, formulation and implementation of development plans, policies, programmes and projects. Mobilization of material and human resources to secure the necessary managerial skills and technical competence, utilization of the advances in service and technology in order to raise productivity in industry and agriculture. Creations of new administrative organizations and improving the capacity to the existing ones for developmental purposes. Moreover, the support of the people for developmental activities by involving them in the process of developing and by creating in them appropriate attitudes towards the socio – economic changes that are taking place.

The controversy has been that what would Civil Service play in privatize economy. The policy of privatization signifies a decrease in the scope of the functions of the state. It results in the minimum of state interference in the lives of the individuals. Nevertheless, state withdrawal is not total or indiscriminate. The state can still increase the influence of the market without giving up it direct role in key economic sectors. Further, the state is called upon to oversee the



operational side of the enterprise. The need for regulating the market forces gives the state the new role of regulator. In private enterprises system, the unscrupulous and antisocial elements do resort to illegal means to earn more and more profit. Hence, it is the duty of the state to prevent such practices in the large interests of the society as a whole. The role of the state as a regulator requires the existence of a regulatory mechanism to protect and promote public interest by imposing regulations upon the private economic enterprises.

In conclusion, the above discussion shows that the impact of Civil Service in the developing countries like Nigeria has greatly increased. It embraces both the traditional regulatory functions and the new developmental and promotional activities. In addition, it covers the administrative machinery created for formulating and implementing the various service development plans, policies, and programmes. All these new functions and responsibilities have expanded the activities of Civil Service in scope, volume and range and added to its significance.

#### **2.2.4 Structure of Civil Service in Nigeria**

The structure of Nigerian Civil Service is patterned on the British model. The service is divided into classes, viz administrative class, executive class, professional class, clerical class and the managerial class. The nationalists' agitation for independence brought about the introduction of the Nigerianisation policy. The essence of this policy was to make Nigerian Civil service entirely staffed, managed and controlled by Nigerians themselves (Omotoso, 2001). Narrowly conceived, the Civil Service includes the administrative machinery, personnel of government and the corpus of rules and regulations that govern their behaviour.

Furthermore, the Civil Service in Nigeria comprises Civil services of all the federal government, thirty six governments and the seven hundred and seventy-six local governments (as at 1999) that constitute the Federal republic of Nigeria.

The Nigerian Civil Service has undergone various changes since the amalgamation of the socio-political development in Nigeria over the years, had some major and tremendous effects on the Civil Service. Such developments include State creation, the civil war, the Military regimes, Political instability, ethnicity, Federal Character and so on (Omotoso, 2001).

### **2.2.5 Civil Service Reforms in Nigeria**

Civil Service in Nigeria has undergone series of structural reforms since its independence in Nigeria some of these Civil Service reforms are discussed below:

#### **Public Service Reforms in 1963**

Morgan salaries and wages commission (1963): This Public Service Reforms (1963) was directed towards the review of salaries and wages of workers because of an unbearable high cost of living in the country. The commission recommended a review of grading of officers and corresponding salary structure to take care of the discrepancies in various parts of the country on uniform salary grade level, conditions of service and uniform remuneration for officers performing the same duty in different parts of the country. It also recommended the award of a minimum living wage although; this was turned down by the government. Because some of the commission's recommendations were turned down, and the implementation of the accepted ones did not achieve the intended goal the Civil Service continued to perform poorly.

#### **The Adebo Commission (1971)**

The commission studied and reformed the Civil Service. It made a number of recommendations on the structure and organization of the Civil Service. It reviewed the salaries and wages of workers and recommended that a public service commission should be put in place to take up the responsibility of effectively reviewing the salaries and wages.

#### **Udoji Public Service Review Commission Of 1974**

The Udoji Public Service Review Commission of 1974 during Gowon's regime over-hauled the entire public service. The basic reason for setting up the Udoji Commission was to ensure the development and optimum utilization of manpower for efficiency and effectiveness in the service. The 1974 reform made the following recommendations:

- i. The establishment of Code of Ethics that every employee in the Civil Service must subscribe to;
- ii. The introduction of result oriented practice which emphasized concrete and measurable achievement in terms of resources invested;
- iii. The introduction of new management principles of project management (PM), Management by Objectives (MBO), and Programme Budgeting System (PPBS);
- iv. The replacement of Confidential Reporting system with the Open Reporting system based on agreed targets and regular dialogue between the reportingee and reporting officer;
- v. Institutionalization of Merit System as a basis for rewards in the service
- vi. Massive training programmes for Senior Officer in the Service in order to enhance their executive capacity ;
- vii. Introduction of a Unified Grading and salary Structure (UGSS) for all staff in the Civil Service including parastatals;

- viii. Introduction of a system of continuous job evaluation and grading in order to restore an equitable system of equal pay for substantially equal work;
- ix. Establishment of implementation agency that would review the service on a continuous and regular bases; and
- x. Wages and salary increases.

The unfortunate thing regarding the reform was that the recommendations were not properly carried out. It was only the wages and salary increases were implemented. This created negative effects where it added income into the pocket of public/civil servant were considered efficiency and productivity. Moreover, the increased in income caused inflation and as such, public/civil servants were worse than before.

### **Dotun Philips Civil Service Reform Commission 1988**

Still trying hard to re-engineer the Nigeria Civil Service for effective service delivery, the Dotun Philips Civil Service Reform Commission of 1988 was set up by the Babangida regime, under the chairmanship of Dotun Philips. The Commission was set to study the structure, staffing and operations of the federal Civil Service. This reform did more harm than good as it encouraged corrupt practices in the state civil service. The highlights of the reform were as follows:

- i. Minister was made both the chief executive and the accounting officer of his ministry. But before the reform the permanent secretary was the accounting officer of the ministry.
- ii. The permanent secretary's appointment was made political as its duration/tenure was left for the pleasure of the president or governor by making their position non-permanent any longer. The Permanent Secretary was made Director General, they were meant to retire

with the president or governor. The permanent secretary had a choice whether or not to accept the post;

- iii. Each ministry operated as if it was a separate service of its own;
- iv. The review commission professionalized the Civil Service, because every officer whether a specialist or generalist made his career entirely in the ministry or department of his choice. Each ministry was made to undertake the appointment, discipline and promotions of its staff and the ministries of finance and national planning were merged etc.

### **Allison Ayida Civil Service Reform (1995)**

Barely a decade of operation of the 1988 reform General Sani Abacha came into power and introduced another reform following the opposition raised by top Civil Servants on the politicization of the post of permanent secretaries. The reform panel was chaired by Allison Ayida in 1995. The Abacha regime discovered that the Nigeria Civil Service was dying gradually due to the effects of the 1988 reforms. The panel was meant to examine and properly define the role of the Civil Service as an executive arm of government, examine various provisions of the Civil Service Decree N0. 43 of 1988 and make recommendations on how to improve performance, efficiency and commitment in the service, make appropriate recommendations on how to raise the morale of the workers, examine the problem of co-ordination and accountability in the ministries and make recommendations, examine the abolition of the office of the head of service and the pooling system etc. after studying the above issues, the Ayida committee recommended that for effective economic management of the Civil Service, the ministries should be structured according to their objectives, functions and sizes and not on uniform pattern, and that the minister should continue to be head of the ministry only and

the permanent secretary the accounting officer so as to re-introduce checks and balances. The following recommendations were made:

- i. Re-enstatement of the career Civil Service officer and post of the Head of Civil Service distinct from the political office of Secretary to the Government and the career progression rank of the Permanent Secretary , thus depoliticizing the Civil Service;
- ii. Repooling of the Civil Service specialist, engineers, accountants, planning officers;
- iii. Retention of grade level system of opinion remuneration in the service;
- iv. Introduction of fairly adjusted system of evaluation of career progression (written exams etc)
- v. Re-emphasis of a “paper autonomous” Civil Service Commission overly burdened with the minutes while retaining simultaneous initiation and appellate functions.

### **Obasanjo Public Service Reforms**

No nation has ever advanced beyond its public service, and President Olusegun Obasanjo was not in doubt that the reform of the public service was imperative in order to redirect the nation to the path of growth and development. President Obasanjo therefore declared in 2005, that his administration ‘is set to conclude reforms and re-orientation in the civil service and to inject Information Technology to drive economic transformation in all sectors’ (Ugwu- Oloto 2007:13). He further stated the challenge of re-orientation, which is, getting public officers to realise that it is ‘no longer business as usual’ as far as the enjoyment of the benefits in kind that they were used to be concerned. The president stated that his reforms would save cost and engender a new orientation and attitude towards public resources and public service.

Rationalisation/Down-sizing, this implies reducing the staff strength of the public service. The policy, according to its advocates, is aimed at minimizing personnel cost as well as

redundancy in the public sector. According to the former FCT Minister, Nasir El-Rufai, this policy used FCT Abuja as a starting point. In his words, the FCT is a good place to start because: We have 25,000 employees in the FCT working for the Federal Government and we feel that if we could find a way to use the FCT as the laboratory for the public service reform, and we can get civil servants that actually report to the needs of business in Abuja, then again, it would serve as an example (El- Rufai 2006:1). To further underscore the extent of job loss occasioned by the reform, Aluko (2007:13) claims that the administration has so far retrenched about 4.8 million Nigerians across the entire public service, all in a bid to downsize the workforce and minimize the economic role of government.

Reforming and Strengthening Public Procurement Historically, it is in the award of contracts by various governments in Nigeria that the poor transparency image of the country is mostly manifested. The process of award and the cost of contracts represented a major governance challenge inherited by the Obasanjo administration. According to Nnebe (2006), inflated contract costs and processes were at best closed, discretionary and well-designed conduits for abuse of public power. Government, he continues, therefore set up the Budget Monitoring and Price Intelligence Unit (BMPIU) that commenced a process of contract award review, oversight and certification, now commonly referred to as the 'Due Process'. It is a simple mechanism that certifies for public funding only those projects that have passed the test of proper project implementation packaging. Through the instrument of certification, value for money is once again returning as the fundamental premise for public expenditure (Nnebi 2006:260). This new operation was designed to institutionalize transparency in tendering, contract award and payments.

Redefining the Role of Government: Public-Private Partnership One of the arguments advanced by government for reducing its involvement in economic activities is that such involvement has been a barrier to the growth of the economy. It further argues that 'not only has it promoted inefficient use of resources; it has distorted market signals and stifled private investment through its impact on inflation, interest rate movement, exchange rate and borrowing level/pattern of credit expansion'. Rightsizing government, reducing budget deficits and properly structuring the entry of all governments (especially the federal and state governments) into the capital market will enhance macro stability and stimulate private investment, government declared. To achieve this, government began to withdraw from the commanding heights of the economy through privatization, liberalization and deregulation. Government believed that such innovations would attract private capital in areas such as power generation and distribution, roads, railways, water supply, ports, etc. (Nnebi 2006:263).

To attract private sector investors, government commenced the privatisation of public owned companies/corporations. This involves the partial or outright sale of the shares. Viewing this in the light of public service reform, the public servants who were hitherto employees of government were left at the mercy of the new owners with all the untoward consequences. Some of the government owned companies so far privatized include the Nigerian Telecommunications (NITEL), NICON Insurance, Benue Cement Company (BCC), Peugeot Automobile of Nigeria (PAN), Port Harcourt and Kaduna Refineries, amongst so many others. The privatization and liberalization of these key economic sectors, according to government, was aimed at entrenching transparency and accountability, and build consensus in support of the reforms (Nnebi 2006:262).



Monetization of Fringe Benefits Monetization is the process of converting or established something into legal tender. It may also refer to selling a possession, charging for something used to be free or making money on goods and services that were previously unprofitable (Wikipedia 2007:1). These benefits-in-kind, largely a carryover from the colonial era, include highly subsidized residential accommodation, transport facilities, chauffeur-driven motor vehicles (for the senior echelon of the service), free medical services and highly subsidized utilities such as electricity, potable water and telephone. The cost of providing these amenities to public servants has become so huge vis-à-vis other provisions in the annual appropriations that little was left for funding capital projects, government claimed. The problem was further compounded by the fact that these benefits were largely not provided in the most cost-effective manner (Nnebi 2006:265). The Federal Government further argued that its decision to adopt the policy of monetisation of fringe benefits is designed to stem the ever- rising annual expenditure outlay on the benefits provided for public servants, thus reducing waste and releasing resources for the provision of social and economic capital assets for the wider populace. It made quite a number of them, it claimed, to develop a dependency syndrome ill-suited to post-retirement life. Thus, among other benefits, government believed, monetization would help prepare public servants for life after retirement by preventing a sharp drop in their standard of living following their retirement, compared to when they were in active service. It would also encourage public servants to be more flexible in the use of their resources, choosing whether to live in their own or rented houses, for example (Public service Reforms and National Transformation 2006:54). The policy, government hopes, is also bound to affect the real estate market in the larger cities, especially Abuja, seat of the Federal Government, where the rent on leased properties is expected to fall as government stops leasing houses for its workers. In fact, government itself would

release a number of houses owned by it into the market, thereby putting a downward pressure on prices in the real estate market, if not in the short term, at least in the medium to long term (Nnebe 2006:266). The monetization policy was given legal teeth with the passage and coming into effect of the Certain Political, Public and Judicial Office Holders (Salaries and Allowances, etc.) Act, 2002 which has now been extended by circular to cover all federal civil servants. The law took effect from 1 July 2003 for the designated political, public and judicial office holders contained therein, while it was extended, with somewhat modified rates of benefits, to federal civil servants with effect from 1 October 2003 (Nnebe 2006:266).

Pension Reform Up to 2004 when the Pension Act was passed by the National Assembly, the government operated an unfunded Defined Benefits Scheme and the payment of retirement benefits were budgeted annually under the Pay-As- You-Go Benefit Scheme. Against the claimed backdrop of an estimated N2 trillion deficit, arbitrary increases in salaries and pensions as well as poor administration; the Obasanjo government initiated a pension reform in order to address and eliminate the problems associated with the pension schemes. The new pension scheme is contributory, fully funded by both the employer and employee and based on individual accounts that are privately managed by Pension Fund Administrators (PFAs), with the Pension Fund Custodians (PACs). This whole scheme is being regulated and supervised by the National Pension Commission (PenCom). The Commission will ensure that the payment and remittance of contributions are made and beneficiaries of retirement savings are paid when due (Public service Reforms and National Transformation, 2006:56-57).

Precisely the following agencies were established and motivated to carry out their assignment without hindrance like the Economic and Financial crime Commission (EFCC), the Independent Corrupt Practices and other Related Offences Commission (ICPC), office of the due

process, Servicom matters were all established. Monetization of fringe benefits was introduced, down-sizing/right-sizing in the civil service (via retrenchment), Electronic Payment, Federal Character Commission, establishment of Pension Commission with pension Fund Administrators, Pension Act of 2004 and National Health Insurance Scheme (NHIS). All these amongst others were most of the reforms carried out by Obasanjo Government as the Civilian President from 1999 to 2007.

### **Oronsaye Reports on Public Service**

The Presidential Committee on the Rationalization and Restructuring of Federal Government Parastatals, Commissions, led by ex-Head of the Civil Service of the Federation, Mr. Steve Oronsaye, has recommended the elevation of the Code of Conduct Tribunal to Anti-Corruption Tribunal to try all graft cases. With this development, regular courts (where more than 55 cases are stalled) will no longer try corruption-related matters. Oronsaye recommends for merger and scrapping of some government ministries departments and agencies to reduce duplication of functions and government waste of financial resources. The document reads: The Code of Conduct Tribunal should be renamed Anti-Corruption Tribunal and upgraded to the status of a Court of Superior Records with the responsibility for handling only corruption cases from the proposed merger of EFCC, ICPC and the Code of Conduct Bureau. Extant anti-corruption laws should be repealed, while a new one is enacted to accommodate the consolidation of EFCC, ICPC and the Code of Conduct Bureau. The establishment of strong departments among others, in the proposed consolidated structure is desirable as they would handle the following areas: (i) Prosecution; (ii) Investigation (iii) Prevention (Advocacy); and (iv) Asset declaration/ forfeiture. The Nigeria Financial Intelligence Unit (NFIU) should be made autonomous. “Critical stakeholders, particularly the National

Council on Education, NCE should make tangible efforts to revamp the falling standard of Education in Nigeria, including the establishment of appropriate structures for the management of quality. As education is on the concurrent list, state Governors should be engaged via the National Economic Council of State to drive the process and restore the standard of primary and secondary school Education. They should also enhance the quality of teachers and infrastructure of primary schools. The first nine years of a child's education should be free and fully funded by the government.

Teaching should be professionalized, particularly at the primary education level. Fresh graduates of Colleges of Education should mandatorily undergo a defined period of internship and be recertified at periodic intervals of three years thereafter. All practicing teachers in primary and secondary schools and equivalent should undergo in service training to enable them to obtain licenses to continue to practice. Teachers in privately owned primary and secondary schools should pass a qualifying examination before they are recertified to practice. Funds appropriated for the management and development of schools should be allocated directly to respective schools, rather than being warehoused at the Federal Ministry of Education, UBEC and SUBEB. There is need for the restoration of a strong, aggressive, focused and professionalised Inspectorate Division in the Federal Ministry of Education to facilitate the improvement and maintenance of standards in service delivery. For the recommendations to have a meaningful impact, the Education sector requires decisive and courageous leadership at every level of the Educational chain for the surgical transformation of the sector.

The NUC-the apex body in the tertiary Education sub-sector should subsume NBTE and NCCE to form a new agency known as the Tertiary Education Commission (TEC). The report dwelt extensively on some of the agencies to be abolished or merged.

Although Oronsaye Panel had recommended the abolition of 38 agencies, merger of 52 and reversal of 14 to departments in ministries, a comprehensive list of those to be abolished was not made known to the public because a few ones mentioned (like EFCC, ICPC) generated controversy. Some of those on the list are: the Petroleum Technology Development Fund (PTDF), National Salaries and Wages Commission; Nigerian Investment Promotion Commission; Infrastructure Concessionary and Regulatory Commission; EFCC, ICPC, Code of Conduct Bureau; Fiscal Responsibility Commission; National Board for Technical Education; National Commission for Colleges of Education; Federal Character Commission; Gurara Water Management Authority (GWMA); Nigeria Integrated Water Resources Management Commission (NIWRMC); National Inland Waterways Authority (NIWA); Commercial Law Department; and Centre for Automotive Design and Development (CADD). Others are: Standards Organisation of Nigeria; Consumer Protection Council (CPC); National Orientation Agency (NOA); National Institute for Cultural Orientation (NICO); Nigerian Institute for Hospitality and Tourism Studies (NIHOTOUR); National Troupe and the National Theatre; National Gallery of Arts; Energy Commission of Nigeria (ECN); Nigeria Leather Science Technology; National Research Institute for Chemical Technology (NARICT); National Biotechnology Development Agency (NABDA); Nigerian Building and Road Research Institute (NBRRI); FIIRO, NASENI, NCAM; National Rural Electrification Agency (NREA).

Also affected are the Directorate of Technical Cooperation in Africa (DTCA); Institute for Peace and Conflict Resolution (IPCR); National Economic Recovery Fund (NERFUND); National Oil Spill Detection and Response Agency (NOSDRA); Nigerian Institute for Education Planners and Administrators; National Metallurgical Development Centre Jos, National Metallurgical Training Institute Onitsha, Nigerian Institute of Mining and Geosciences (NIMG)

Jos; Nigerian Geological Survey; National Steel Raw Materials Exploration Agency (NSRMEA); National Productivity Centre; Nigerian Copyright Commission; NTA, FRCN, Voice of Nigeria; National Agency for the Control of HIV/AIDS, Roll-Back Malaria, Epidemiology and Surveillance, Occupational and Environmental Health, Health Emergency Preparedness and Response

The report added: PTDF should be subsumed under the Nigerian Content Development and Monitoring Board (NCDMB) to ensure synergy and establish a one stop shop for training and placement of competent Nigerians in the oil and gas sector.

The enabling law of the PTDF should be repealed and the NCDMB law amended to accommodate subsuming PTDF under NCDMB. A management audit of the capacity programme of PTDF should be conducted to ensure that the programme addresses the needs of the oil and gas sector. The Fiscal Responsibility Commission (FRC) should be abolished and its enabling law repealed. The enabling law of the National Salaries, Income and Wages Commission (NSIWC) should be repealed while its functions are subsumed under the Revenue Mobilisation, Allocation and Fiscal Commission (RMAFC). The enabling law of RMAFC should be amended to accommodate the functions of FRC as well as those of NSIWC.

Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) should be merged with the National Directorate of Employment (NDE) to form one agency for synergy and greater efficiency for the achievement of the ultimate goal of government with regard to employment generation and wealth creation. NDE and SMEDAN should be merged to form a single agency for job and wealth creation. The new Agency should be called the National Agency for job Creation and Empowerment (NAJCE). A holistic reorganization of the NYSC should be carried out with a view to refocusing the scheme to achieve its set goals and

objectives. The career progression for the staff of the NYSC would engender the attainment of the highest position in the organization. The Federal Government should engage the state Governors to fulfill their statutory responsibility in the provision of befitting orientation camps for corps members in the respective states. Urgent steps should be taken to restructure the scheme with a view to developing a framework to cover critical areas of national socio economic development to which corps members would be deployed for their primary assignments. The scheme should also focus skills training and acquisition for corps members in areas other than their basic disciplines with a view to empowering them after their service.

### **2.3 Theoretical Framework**

This study was carried out within the theoretical framework of structural functionalism and efficiency theory. The structural functionalism theory is an offshoot of general systems theory and was popularized by Radcliff-Brown and Gabriel Almond (Olaniyi1997; Enemuo, 1999). These scholars maintain that structural-functionalism is a methodology of analysis which examines a system in terms of the structures of which the system is composed, and the functions performed by those structures.

According to the proponents of this theory structural-functionalism can be described as means of explaining basic functions of the political structures in the political system and it is a tool investigation. In essence, it explains the relationships between the parts (structures) on one hand and between the parts and the whole (political system) on the other hands. The relationship is explained in terms of the functions of each. It is the contributions of each structure that help to sustain the system.

The structures are many and they can take any form. They include political parties, interest groups, business groups, religious groups, the bureaucracy or civil service, legislature, executive, judiciary, among others. For instance, the civil service as a structure within the political system performs many functions including policy formulation, policy advice, policy implementation and such other functions geared towards service delivery. It looks as if though these functions are the monopoly of the civil service. However, it must be emphasized that other governmental structures like the legislature, judiciary etc concurrently helps in carrying out some of these functions to sustain the political system.

The Civil Service in Bauchi State is the engine room that the government used to carry out activities that promote service delivery through implementation of policies and programmes. The Civil Service in the state ensures that public goods are made available through assisting the politicians to ensure that any ruling government deliver democratic dividends to its citizen as promise when they were campaigning during election. The functions of the Civil Service is within the political system because Civil Service is an arm of the executive and there are accountable to the head of the executive and the head of the executive happen to be a political figure operating in the political system in the state. The head of executive who is often a politician interact with the public to ensure that the political system does not operate outside the wills of the public who elected them, the outcome of the interaction can be translated into policy initiation, most often the civil service flesh and polish the idea to become a public policy making and implementation. The executive interact with the other political system like the judiciary, legislature and other political institutions operating in the state. The Civil service is a part of government institution that operates in political system in the State. The Civil service cannot operate outside the political system of the society.



Elegant as this theory seems, it has been criticized for its over reliance on issues of stability and equilibrium or system maintenance. It looks at the society as a stable entity with everybody living together harmoniously, and with each structure performing its requisite function. However, this contradicts the underlying principle of political studies which is premised on power relationships, producing more often conflict and instability. In essence, functionalism in a way is anti-Marxism which believes strongly in the existence of contradictions and change in society. The criticism notwithstanding, structural functionalism best explains the civil service in Bauchi State and its contributions to service delivery.

Efficiency theory refers to the relationship between goods and services produced; and the resources used to produce them. According to Galbraith (1976), the ratio between input and output determines the efficiency of the employees. This theory is of the opinion that good ethical conduct is a weapon in manipulating the input – output ratio to the advantage of the organization. An efficient operation produces maximum output as well as having minimum input for any given quantity and quality of product.

Service delivery in the public sector is measured in terms of effectiveness and efficiency. Effectiveness is how well an organization is achieving its policy objective or other intended effects. According to Spreight cited in Eneanya (2009), an organization is technically effective if it is adequate to the demand placed on it by the society. Adequacy here implies the competence and the capacity to deliver the expected services. According to Eneanya, effectiveness measures the extent to which goals and objectives of an organization have been achieved. This school of thought believes that the realization of an organization's effectiveness demands the utilization of competent employees, with the required skill, knowledge and attitude. They further posit that the acquisition of the required skill, knowledge and attitude can only be achieved through a

systematic and planned development programme. The theory argued that the search to improve the effectiveness of an organization especially the public service has led the federal government into producing many reforms in the public service.

The input in Bauchi State Civil service that have to do with education are teachers, learning materials, books, laboratory equipment, class rooms, pupils. The output is the service delivery, the caliber of students that are graduating. In primary schools the performance of the pupils are being measures on the pupil ability to write and read, while in secondary school the performance of the pupil is measure is on not only west African Examination Council (WAEC)/ National Examination Council but on students ability to comprehend and explain what he or she knows. The ultimate goal is to provide quality education to Bauchi pupils.

Despite the fact that the theory is useful, the theory has been criticized because of it only concentrated on achievement of goal without looking into the means of achieving the goal. The efficiency theory is still useful in this study because it state whether the goal of government is to offer public service to its citizens is being achieve or not.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

No research is conducted without concrete methodology. This chapter present the detail of the research design, population size of the study, sample size and sampling techniques, sources of data collection, instrument of data presentation and analysis.

Encyclopedia of social sciences defined Research as “the manipulation of things, concepts or symbol for the purpose of generalising to extend, correct or verify knowledge, whether that knowledge is in construction of theory or in the practice of art.” Research methodology refers to the systematic method consisting of enunciating the problem, formulating of hypothesis, collecting the facts or data, analysing the facts, and reaching certain conclusion either in the form of solution (s) towards the concern problem or in certain generalisation for some theoretical formulation. The research methodology of this work is design to gather data, data analysis and data presentation.

#### **3.2 Research design**

This is use for the purpose of obtaining data to enable the researcher test hypothesis or answer research questions.” This research work focuses on the quantitative design which attempt to reduce social phenomena to quantifiable data which can be statistically analyse, focusing on the links and attributes across several cases. Quantitative research measure variable and verify existing theories or hypothesis or question them. Data is often used to generate new

hypothesis based on the results of data collected about different variables. Quantitative data is precise and is often the result of the surveys.

Survey employs questionnaires and to ask people to provide information about themselves- their attitudes, and beliefs, demographic (gender, age, income, marital status etc.) and other facts, designing and conducting survey, including sampling techniques (Cozby 2007).

Survey research is use in the study of the relationship between Civil Service and service delivery using teachers and students study unit in Bauchi State. Survey is the best method we can use for this research because of the field work involving large number of people which demand use of sampling.

### **3.3 Study Population**

The population of the study are the teachers, students in Bauchi State.

### **3.4 Sample Size**

The population size of the teachers in Bauchi State is 7172, sample of 379 was taken, to get the sample size, we used Yamen's (1967) formula express as:

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

Where N= sample size

N= total population

E= level of significance (5%)

N= 7,172

$$n = \frac{7,172}{1 + 7,172 (0.05)^2}$$

$$n = \frac{7,172}{1 + 7,172 (0.0025)}$$

$$n = \frac{7,172}{1 + 17.93}$$

$$n = \frac{7,172}{18.93}$$

$$n = 378.87$$

So the sample size is 379 was use to administer questionnaires

### 3.5 Sampling Techniques

**Probability samples:** Also, the researchers used the probability sampling, this is where the sample items or subjects are chosen randomly i.e. where every item in the population is given equal chance of being included in the sample. The process of probability sampling can be divided into four (4) stages:

1. Identifying a suitable sampling frame base on your research questions.
2. Decide on a suitable sample size.
3. Select the most appropriate sampling techniques and select sample.

4. Ensure that the sample is representing the population.

The researcher uses the following probability sampling techniques:

- a. Simple random sampling: every member or element of the population has an equal probability of being chosen for the sample. Any Civil servants would be given questionnaires irrespective of the cadre, level, class, and MDAs of the person
- b. Systematic sampling: this enables the choice of an element of the population by the use of an orderly criterion of selection. The choices of some selected teachers and students under State Universal Basic Education Board and Ministry of Education.

**Non-probability (non-random) samples:** These samples focus on volunteers, easily available units, or those that just happen to be present when the research is done. Non-probability samples are useful for quick and cheap studies, for case studies, for qualitative research, for pilot studies, and for developing hypotheses for future research. The non-probability (non-random) sample that was used is Purposive sample. The Purposive sample: the researcher selects the units with some purpose in mind, for example, residents or civic societies and community leaders in Bauchi State. The purposive sample was used to administer the interview questions. Total of 35 persons will be sample for were interview which include four (6) Principals, six(4) staff of ministry of Education and State Universal Basic Education Bauchi State and Ten(10) Teachers in Public Schools, and fifteen(15) residents of Bauchi State that are students, community and civic organization leaders.

### **3.6 Sources of Data**

This study uses the two sources of data collection, the primary and secondary data. The primary data are the data collected through administering of interview, and questionnaire. While

the secondary sources refers to those data obtained through contacting relevant textbooks, journals, magazine, newspapers, internet etc.

### **3.7 Methods of Data Presentation and Analysis**

Data were presented and analysed using descriptive method of statistic. In the descriptive statistic, tables and simple percentage were used.

## **CHAPTER FOUR**

### **HISTORICAL BACKGROUND AND STRUCTURAL ORGANIZATION OF BAUCHI STATE CIVIL SERVICE**

#### **4.1 Historical Background of Bauchi State Civil service**

Bauchi State has a very long eventful history, what is known today as Bauchi State was until 1976 a province in the former North-Eastern State. The State has twenty Local Governments with more than four million people.

The struggle for the creation of Bauchi State started from 1968-1976. The people that led the agitation for the creation of the state were known as Committee of Six. The founding members of the Committee of six were the present Emir of Gombe Alh. Shehu Abubakar, Ambassador Yerima Abdullahi, Professor Abdulsalam Sambo, and late Alh.Dahiru Mohammed Deba, second Civilian Governor of the defunct Bauchi State. The members of the committee were called “Heroes of Bauchi State”. The composition of the committee was mostly experienced civil servants.

The first Military Governor of the state was Lt. Col. Mohammed Bello Kaliel (1976- 1978). He laid the foundation of Bauchi State Civil Service. The civil service witness a tremendous increase in size and structure. Col. Garba Duba became the second military administrator of the State from 1978-1979. Late Alh.Abubakar Tatari Ali an astute politician and career civil servant became the first civilian Governor of the State. In a bid to give the service the required professionalism split the office of the Head of Civil Service from that of the Secretary to the State Government (SSG).



Subsequent administrations in Bauchi State which were mainly military regimes that usually suspends the constitution on assumption of office continued with the old system of merging the post of SSG with that of the Head of Civil Service. It was not until the third civilian Government of Alh. Ahmed Adamu Mu'azu that came into being in May 1999, which separated the office of the Head of Civil Service with that of the Secretary to the State Government in accordance to section 208 of 1999 Constitution.

Bauchi State Civil Service was set up as a result of the need to employ people to manage the affairs of the state. The civil service was set up to manage men, money, material and time for the purpose of achieving government targeted objective. The civil service was to be manned by people recruited by the civil service commission, under the Nigerian constitution. These agreed and approved conditions of service. Some of the conditions of service include security of tenure; permanence, political neutrality, anonymity and expertise.

Bauchi State Civil Service has rapidly increased both in population as well as expansion on government institutions and activities to meet the needs of the people. These changes situated in rules and procedures of even restructuring of the civil service and redesigning the shapes, size sometimes salaries and wages review. Other attempt at institutional objectives of all these exercise was to give new direction in order;

- (a) To focus on development administration,
- (b) To establish a civil service that is result-oriented,
- (c) To build a virile economy and a sharing democratic policy,
- (d) To establish a just and egalitarian society.

## **4.2 Bauchi State Universal Basic Education Board**

The State Universal Basic Education Board was established in August, 2015 to repeal Law No. 6 of 1994 establishing Primary Education Board. The membership composition of the SUBEB was strictly in line with the provision of Law No. 5 (1a-d) of August,2005 and whose appointments were approved by the Executive Governor as Follows:-

- a) Executive Chairman,
- b) Four (4) Permanent Members
- c) Three (3) Ex-officio Members,
- d) One (1) representative each from the following:
  - i. Ministry of Finance,
  - ii. Ministry of Justice
  - iii. Ministry for Local Government Affairs
  - iv. Parent Teachers Association,
  - v. Nigerian Union of Teachers
  - vi. Women Group
  - vii. Federal Ministry of Education.

### **Function of the State Universal Basic Education Board:**

The objective of establishing the Board is to provide free and compulsory Universal Basic Education to all children of school age in the state.

The Board performs the following functions as encapsulated by its enabling Law:

- a) Formulate and implement policy guidelines for the successful implementation of the Universal Basic Education Programme in the state.

- b) Advice I lie Stale (Government on the funding and order development of basic education in the state.
- c) Management of Primary and Junior Secondary Schools.
- d) Disbursing funds provided to it 'from the Federal, State local Government and other sources.
- e) Retirement and re - absorption of teaching and non-teaching staff.
- f) Undertaking new capital projects rehabilitate and maintain dilapidated classrooms and other infrastructures.
- g) Assessing and funding salaries and allowances of teaching and non-teaching staff based on the scheme of service.
- h) Ensuring that annual reports are rendered by Education Secretaries and Pleads of Schools on personnel serving with them.
- i) Creating friendly school environment.
- j) Providing cordial relationship with and coordinate assistance by development partners such as UNICEF, USAID, World Bank and the UBEC.
- k) Procuring and distributing instructional materials.
- l) Monitoring and supervising teaching and learning in private primary schools.
- m) Carrying out mass mobilization, enlightenment and sensitization of the general public and enter into partnership with communities and all stakeholders on basic education with the aim of achieving the objectives of the Universal Basic Education Programme.

### **Organizational Structure:**

The Board is being headed by a full-time Chairman who is the Chief Executive and Accounting officer of the Board.

There are currently seven (7) Directorates in the Board namely:

- a) Administration and Human Resources,
- b) Finance and Accounts,
- c) Planning, Research & Statistics,
- d) School Services,
- e) Upper Basic Education,
- f) Social Mobilization,
- g) Monitoring and Evaluation (Quality Assurance). Each of these directorates is headed by a Director.

#### **Executive Chairman Office**

***The Public Relations Unit:*** The evolution of Public Relations Unit in the State Universal Basic Education Board came as a result of the need to create mutual understanding within and outside the Board in order to promote efficient and good image for itself.

The Unit was therefore established directly under the Executive Chairman's Office primarily to handle all aspects of Public Relations functions and to publicize all its activities and programmes by liaising with media organizations including the print.

As an image maker of the Board, the PR Unit is beset with the task of providing effective channel of communication between the Board and the public. It has been the responsibility of the PR Unit to purchase and distribute Newspapers to Board members on daily basis except on weekends for the purpose of monitoring news related to the State and the Board in particular.

The Public Relation Unit is equally responsible for the placement and monitoring of advertisement originating from the Board.

***Internal Audit: An Internal Audit Unit:*** Is created to provide a complete and continuous verification of account records, revenue and expenditure, plant allocated and unallocated stores. Thus, the existence of an Internal Audit unit do not divert a member of any organization from carrying out his/her individual responsibility.

The Internal Auditor in-charge, is directly responsible to the Accounting Officer. Thereafter, he will be responsible of detail audit programmes and will report on a monthly basis to the accounting officer on the progress of audit irregularities. When in his own opinion, the accounting officer and the accountant in-charge need to be call upon, he will write a special report on the irregularities to the Accountant General and the Auditor General to the earlier internal audit report issued by him on the weakness of accounting procedures of the Board. AS SUBEB operates stores stock, the Internal Auditor may assume the control of stock verification staff and direct their programs of inspection.

The Internal Auditor will insure that programs of Audit is extended to cover all the Boards' records, departments or unit in order to satisfy himself that:

- i. Safeguard prevention and prompt dictation of fraud or loss of cash store and plants are adequate.
- ii. The system of control of collection of revenue is adequate and all payments record has been properly and promptly brought to account.
- iii. The system expenditure is correct and that all payment made are properly authorized and are correct and are made to the right people
- iv. The system of control of issuance and consumption of store
- v. s are adequate authorized and are properly used for the purposes they are meant for.

- vi. Adequate mean of verification in respect of cash, stores, and plants is established and accounting records are adequate.

The Internal Auditor in charge will maintain under him a control register to record the programs of his Audit and the inspection of all transaction of the Board. The programs of his Audit and the inspection of all transaction of the Board will be continuous throughout the year while that of the External Units (LGEA) can be periodic.

The Internal Auditor in charge will render a half yearly report to the Accounting Officer and copy to the Auditor General and the Accountant General to certify to what extend and degree fraud is been safeguarded in the control of receipt, payments and consumption of stores as well as the verification of cash and stores are adequate and are in line with the accounting standards.

### **Administration and Human Resources**

The Department is the largest when compared with other departments' of the Board. It is the live wire of the Board that runs the day to day administration of the Board. The Department is responsible for all personnel matters i.e. recruitment, promotion, retirement, resignation, withdrawal, discipline and other establishment matters.

#### **Main Function of the Directorate:**

- i. General Administration of the Board.
- ii. Appointment/Promotion: The directorate is responsible for processing approval to the LGEAs to employ staff on GL 07 and above through the Teachers Service Commission, while the LGEAs Education committees have power to employ officers on GL 01 to 06 based on the availability of vacancies and subject to the approval of the Board.

- iii. *Promotion:* The Board has (released the accumulated promotions of Teaching and Non-teaching staff from 2010, 2011 and 2012 in respect of the 20 Local Government Education Authorities (LGEAs). The number of teachers and non-teaching staff promoted were eighteen thousand four hundred and eighty one (**18,481**) and are now being dispatched to LGEAs for implementation.
- iv. *Appointments:* In an effort to provide adequate teachers, the Board requested the Teachers Service Commission to recruit additional teachers in the core-subjects and sciences. A total of 6325 teachers were recruited from 2011-2013. Similarly, another 3,021 teachers were recruited, now undergoing posting. The breakdown are as follows:-
- 2009/2010 - 1,059
  - 2011 - 2000
  - 2013 - 3,266
  - 2015 - 3,021 (ongoing)
- v. *Training:* The training of Board's and LGEAs teaching and non-teaching staff is being carried out by the directorate of Administration and Human Resources, However, there is no provision for the training as the training funds have been left with the local government service commission. As a result of this staff of the LGEAs and the Board headquarters usually request for approval to attend training/courses on study leave with pay or on part time basis.
- vi. *Board's Meeting:* The Board's meeting is conducted on quarterly basis or when the need arises with the Executive Chairman, Full Time Members, part time members and the permanent secretary in attendance. Part time members are paid sitting and travelling allowances.

vii. *Education Secretaries Meeting*: A monthly meeting of Education Secretaries and the Board's Management is being conducted to discuss vital issues affecting the Basic Education delivery in the State. At the meeting progress reports and challenge<sup>^</sup> are presented and the way forward is discussed.

viii. *Establishment Committees*: The Board has staff strength of 414 comprising those that are on posting from the office of the Head of Civil Service, office of the Accountant General, Auditor General, Library Board, Ministry of works and transport, Ministry of Information and Ministry of Education. The Board has two standing committees, i.e. the Senior and Junior Establishment committees headed by a Full Time Member while the followings are members:

- i. Directors
- ii. Chief Admin Officer
- iii. Staff Officer who serves as Secretary to the Committee.

The Committee is responsible for recommendation to the Board on issues relating to promotion, discipline and other establishment matters for the consideration and approval of the Board.

#### **Local Government Education Authorities (LGEAs)**

The Education Secretaries are appointed by the Board subject to the recommendation by the Local Government Councils. The Education Secretaries are responsible for the day to day administration of the LGEAs including the supervision and Inspection of schools, enrollment drive campaign and general improvement of Basic Education, ^he LGEAs has 22,848 teachers and 4,851 Non-teaching staff totaling 27,669. An official four wheel drive vehicle has been attached to each LGEAs to achieve the above objectives. Salaries and Overhead costs of all the



LGEAs staff are paid by the ministry for local government through disbursements of funds to the Board.

***OfficeAccommodations:*** The present office accommodation of the Board accommodates the staff of the Board within the premises. However, there is need for additional offices to be constructed and the offices require renovation and refurnishing when the financial condition of State improves.

***Trade Union Activities:*** - There are two (2) major Union who are directly interacting with the Board regarding the activities affecting their members. They are, the Nigerian Union of Teachers (NUT) and Non-Academic Staff Union (NASU). The Board has a good working relationship with them.

***StaffWelfare:*** The Hoard in its effort to motivate its staff to cushion the hardship (temporary relieve) create a revolving loan account from which staff are given soft-loan refundable from their monthly salaries. Similarly the Board provides assistance to staff in the form of foodstuff during Ramadan Fasting and also during Ed-Kabir festivity and when staff lost their families (death)

***Procurement Unit (Stores Section):*** The procurement unit is under the supervision of the Directorate of Administration and Human Resources. The unit is currently headed by a Deputy Director, (Supplies) and supported by 16 staff. This unit is also responsible for receiving and distribution of all items purchased by or allocated to the Board. It is also responsible for distribution of all items to schools through the LGEAs. The Board is maintaining two main

stores one at the Board's Headquarters while the other one is on a yearly rental basis at the late Alhaji Isiaka Jibrin's premises. Presently the physical items in stock are attached as (appendix).

### ***Directorate of Finance and Accounts***

This Directorate is headed by the Director, Finance & Accounts and it comprises of three (3) units i.e. UBE Accounts, Main Accounts and LEA Accounts.

The main functions of the Directorate are: receiving and disbursement of funds, maintenance of accounting records and security documents.

The Directorate at present has ten (10) current accounts that are functional and another Nine (9) accounts that are dormant, awaiting for payment of retention balances, in respect of projects concluded. The functional accounts are as follows:-

#### **Planning, Research and Statistics:**

The Directorate of planning research and statistics is an integral part of the Board. The department has the following oversight duties.

#### ***Physical planning:***

This begins with activities of physical planning like working drawings, bill of quantities and then the action plan. For example in preparation of UBE intervention projects where the state is expected to raise 50% counterpart fund with an evidence of payment by states, the UBE matching grant is released for the approved projects to commence. The due process is observed in organizing and conducting the award of contracts. UBE project in the main includes; - The construction of blocks of two classroom and three classrooms, pupils and teachers furniture for these classes, VIP toilets, hand -Pump -fitted boreholes for a potable water supply in schools. Awarded projects are regularly supervised by a team of engineers resident in the department. The

engineers ensure strict adherence to the specification and time -frame for the execution of the contracts. As at the time of writing this note, the Board has accessed UBE matching grant and counterpart funds for seven years i.e. from 2007 to 2013. This has placed our state among the high performers in accessing the UBE grants in the federation.

Besides the UBE projects, the state undertakes state special projects in providing additional facilities to Basic schools. This is at the discretion of the Chief Executive in response to special requests by individuals or organizations. In

Addition to the above projects the Board has also received intervention purely from the Federal Government and the Educational Trust Fund (RTF). The interventions received are of two types

- i. Normal Intervention
- ii. ETF Board of Trustees (BOT) intervention. List of projects executed under these intervention are also attached.

A summary of the projects executed with cost analysis can be seen in Appendix 'A' attached to this report.

### ***Statistical Data Planning:***

The basis of all Basic Education data lies in the Annual school census (ASC). This is an annual practice in which all data relating to our schools are collected for interpretation, analysis<sup>^</sup> and future use. Information on pupils, Teachers, facilities and equipment are contained in the ASC-forms. Similarly the location, type and identification codes are given to each school, for ease of reference.

Information gathered in the ASC Forms is imputed into the computer systems in the Education Management Information System (EMIS) Unit, for data entry cleaning, validation,

analysis, storage and dissemination for future use. The stored data is thus kept available for research, planning and documentation purposes.

The ASC is a capital intensive exercise .In the past years, it takes the collaborative efforts of the state and international donor partners like UNICEF and USAID to jointly sponsor the activity. Printing of forms, training of supervisors and enumerators, hiring of computer staff for data entries etc. all require some expenditure. The state now has a reliable data in the field of Basic Education.

***Intervention by USAID: 2009 - 2013***

Bauchi state government entered into partnership with USAID under the Nigeria Northern Education Initiative (NET) in September, 2009. Project aimed at system strengthening was initiated in ten local government of the state. Later, the activities were replicated in the remaining 10 LGAs, thus achieving a 100% implementation status. Specific areas intervention by USAID -NEI include:-

- i. Development of a Medium Term Sector Strategy (MTSS) in Basic Education. This document was later harmonized with the State Education Sector Operational Plan (SESOP). The SESOP-MTSS is now our comprehensive guide document for the provision of Basic Education in the state.
- ii. Laid the foundation of a sound Data- base through the supply of computers and accessories which led to the up-grading of EMIS section in Ministry of Education and State Universal Basic Education Board. Similarly, EMIS offices were established in all the 20 LEAs and staff were recruited and trained to run the offices. A report generation software known as EMIS Tool-box was introduced and our EMIS staff were trained on how to operate it.

- iii. Supported the Orphans and Vulnerable Children (OVC) in the areas of Education and Psycho-social needs. The OVC were fed, trained in Basic literacy, Basic life- skills acquisition and later mainstreamed into formal Education system for careers in life.
- iv. Established community Education Forums to involve Local communities to ensure access, quality and effective management in their schools.
- v. Intervened in the development and adopting national strategic policy documents such as: Teacher Recruitment and Deployment, Quality Assurance, National EMIS Policy etc.
- vi. Conducted Early Grade Reading and Mathematics Assessment test (EGRA/EGM A) for a strategic approach to the teaching of our children,
- vii. Conducted the State Education Accounts report (SEA), an analysis of total income and expenditure in education,
- viii. Organized quarterly Basic Education steering committee meetings and two Basic Education Dialogues, involving relevant stake holders for a smooth and coordinated running of the basic education system in the state:

***Intervention by World Bank (SEPIP) 2011 to 2015:***

Bauchi state entered into an Education Investment Project agreement with the World Bank in the Education sector. The project is coordinated by the Ministry of Education. Five Disbursement linked indicators (DLES) were identified for the project implementation in Bauchi state namely:-

- i. Teacher recruitment and deployment to rural area.
- ii. Deployment of Core-subject teachers in schools.

- iii. Capacity building to SBMC members.
- iv. Learning assessment tests to pupils
- v. Vocational skills apprenticeship scheme.

Under SUBEB, the project has so far achieved the following in the implementation of the DLL S:-

- i. 659, Teachers deployed to rural schools to enjoy rural posting allowance.
- ii. 343 Core-Subject teachers deployed in Basic schools, to enjoy core subject teacher's allowance.
- iii. 366 SBMC'S trained on whole school development plan.
- iv. Conducted learning assessment tests on English, Mathematics in class five of selected primary schools in the state.
- v. Plans are under way to train teachers in methods of teaching English, Mathematics and classroom management

#### ***Partnership with International Donor Partners (IDPs)***

The board have been partnering with UNICEF since 2005 under the Girls Education Project (**GEP I**). The first phase of the project which focused on the supply side of school needs witnessed the provision of child friendly facilities and equipment to the GEP focal schools these include: Hand pump Boreholes, V.I.P. Toilets, Swings, Marry-go-Round, Roll Ladders, Slides, Bags, Uniforms, Instructional materials and Sporting equipments.

Having performed up to expectation, Bauchi State was among the 6 states that progressed into GEP II Project from 2009 - 2012. The second phase addressed the demand side of Basic Education. Thus, having provided the necessary facilities and equipments, UNICEF decided to

introduce activities that will trigger the demand for education e.g, formation of School Based Management Committees-(SBM'Gs), Conditional Cash Transfer (CCT), Integration of Qur'anic and Tsangaya Education (IQTE) the Female Teacher Trainee Scholarship Scheme (FTTSS).

The Bauchi State Government having equally excelled in the GEP II Project was re-considered by UNICEF to transit into GEP III Project which is a continuation of the GEP TI activities with slight modifications. The GEP III Project focused on the Out-of-School Children, Almajiri Education and SBMC activities. The GEP III Project which began in 2013 is still ongoing.

#### ***Directorate of Social Mobilization***

The Directorate of Social Mobilization was created in the year 2009. The UBE commission attached so much importance to the Department by allocating 2% of its grant to the Directorate to visit and supervised all community initiated self- help projects allocated to the state to fast track the execution of the projects. The department also organized enrollment campaign drive in the local governments. The Directorate has staff strength of Eight (8) Officers and a Land Rover Van allocated to it for Film shows to the rural communities. Our film ‘//mi JarV which is aimed at promoting the development of Basic Education is well received by the rural communities. This is evidenced by the increase in enrolment and retention of children to schools over the years. All the 20 LGAs were being visited regularly for the film show (ILIMIARI).

#### **Directorate of Quality Assurance:**

The Directorate which was carved out from the School Services department was established on 1st of June, 2008, with ten (10) pioneering staff. The present staff strength of the Directorate with twelve (12), grossly inadequate to enable it carry out its mandate it alone, thus

since from inception the Directorate has been in collaboration with the staff of Upper Basic Directorate and also later on staff from the School Services has been attached to us.

The Directorate has four (4) Units namely Schools Visitation, Reports Implementation, Records and Statistics and Report Production. It also has three Q.A teams that carry out the mandates of the directorate i.e. one per Senatorial District.

### **Mandate/Schedule**

The mandate/schedule of the Directorate is basically the monitoring of teaching and learning activities or quality assurance of our public Primary and Junior Secondary Schools.

In other words, the schedule is specifically about school monitoring/quality assurance, to ensure compliance to minimum standards in all aspects of quality services-delivery of the basic education schools with the following as some, of the objectives:

- i. Improvement of teaching and learning processes at our schools in order to raise standards/quality generally.
- ii. Identification of infrastructural materials needs (if schools whose shortage will cause adverse effects on effective teaching and learning in our schools and report same to SWBBB management and or any other relevant education stakeholders for necessary solutions.
- iii. Ensure effective and efficient utilization of both human and material resources in our schools by the headmasters/principals.
- iv. Ensure compliance to national policies by schools, for instance implementation of the 9-year basic education curriculum and having a BCCD in all primary schools.



## **Directorate of School Services**

The Directorate is responsible for training and re-training of teachers from all the 20 LGEAs, making recommendation for the purpose and distribution of Textbooks, Instructional materials and Library materials as well as establishing new schools where necessary extra curriculum activities general at Primary and JSS schools, 2477 primary school 531 JSS. The Directorate coordinates activities between SUBEB and Ministry of Education and other Donor organizations

### **Components in the Department:**

- i. Teacher Professional Development Schedule.
- ii. Special Education Schedule.
- iii. Early Child Care Development Education (ECCDE) Schedule.
- iv. UNICEF Schedule.
- v. Guidance and Counseling Schedule,
- vi. School Health Programme and Environmental Schedule
- vii. Junior Engineer Technicians (JET) Schedule
- viii. School Sports, Debate, Quiz, Reading & Spelling Competition Schedule
- ix. School Assessment on Learning Achievement
- x. Library Section
- xi. Recruitment of Teachers under Federal Teachers Scheme (FTS).
- xii. Correspondence with National Teachers Institute (NTI), Teachers Registration Council (TRC) and Millennium Development Goals MDGs) Scheduled
- xiii. Enrolment of Pupils into Primary Schools, retention, completion and transition into JSS.
- xiv. Reading and Access Research Activity (RARA) Schedule.

xv. Adhoc assignment.

The above components have tie Desk (schedule) Officers assigned to oversee the different schedules accordingly.

### **Guidance and Counseling Unit**

Guidance and Counseling schedule provides services like information, testing, placement, follow-up exams, preparation and subject advice to primary and JSS students through organizing workshop and seminars to their teachers and para-counselors who go back and apply the skills learnt in their classrooms

### **Sports and Competition Schedule:**

Extra-Curricular activities are important, in the development of pupils and, students in the schools through which they acquired both physical and mental training and also opportunities to participate in National and International Competitions. Through these activities they also develop their talents and acquire new skills in both physical and academic endeavours.

### **Library Section:**

Libraries have been identified by the National Policy on Education as one of the most important education services because they promote literacy, research skills, reading and book culture as well as moral and civic values. The National Policy on education therefore recommends that, all schools should have functional libraries at all level of the Basic Education system.

### **Functions of UBE Libraries:**

UBE Libraries cut across the entire Basic Education structural system therefore, UBE libraries encompass Early Childcare Development (ECCD) Libraries, Primary Libraries, Junior Secondary Schools (JSS) libraries and Local Government Education Authorities (LGEAs)

libraries and the Library at the SUBEB Headquarters provides research, reading for leisure, documentation of educative items, etc.

### **Upper Basic Directorate:**

The National Policy on the Basic Education working document has been under the watchful eye of the State Government through SEBEB management.

The new Basic Education Curriculum was introduced in the state in 2008, came with the disarticulation of JSS from the Senior section of Secondary School system. The new Curriculum introduced On- three tiers or stages in the system. The three tiers include primary 1 - 3, primary 4 - 6 and JS 1 - 3. In other words, for a child to complete and obtain Basic Education Certificate, he/she must have gone through the 3 stages of continuing education, covering a period of nine year of Basic Education Programme.

Under SUBEB management, Upper Basic Directorate is mandated to implement the third tier level, which is the Upper Basic (JSS). The Upper Basic which took off with only 222 schools has today risen to 531 excluding Private and Community School. Many more are being considered for upgrading in due course.

### **Functions of the Directorate:**

- i. Upgrading of Primary schools to JSS status.
- ii. Routine inspection of the upgraded schools to assess or ascertain their take - off.
- iii. Monitoring of teachers activities in their various schools.
- iv. Issuance of Basic Education Certificate, (in place of Primary Schools Leaving Certificate)
- v. Conduct of Basic Education Certificate Examinations (BECE)

- vi. Transfers, rationalization of teachers, proposal for appointment of principals and Vice Principals.
- vii. Conflicts resolution in schools where both senior and junior secondary schools operate.
- viii. Commissioning of upgraded junior secondary schools.

#### **Conferences and Workshops:**

The department attends annual and biannual conference and workshop at national and local levels with a view to up-lifting the standard of education in the state. Example of such workshops and Conferences include. JCCE, NCE, BECE etc.

#### **Importance of Upgrading Schools**

- i. It stimulates and promotes students enrolment.
- ii. It checks the menace of trekking from faraway places where such schools are located
- iii. Relieves parents of the financial burden of sponsoring their children to far away schools.
- iv. Checks rampant cases of drop-outs
- v. Development in terms of infrastructure
- vi. Cases of ambushing and raping are reduced to the barest minimum.
- vii. Parents' support for the education of their wards is encouraged

#### **Junior Secondary School Education:**

With the introduction of the 9 year Policy on Education, which stated that Basic Education should be a 9 year programme it became necessary to open JSS in primary Schools to make sure that all children in primary schools have access to secondary education up to JSS level. When the Directorate was established in 2008, there were 222 JSS as mentioned earlier

under the Ministry of Education, which were handed over to SUBEB. In response to requests from communities, many more primary schools were upgraded. At the moment, Bauchi State can boast of 531 JSS excluding private schools in the 20 LGEAs. See table below

Number of Junior Secondary Schools (JSS) in Bauchi state

S/No	L G A	Number
1	Alkaleri	4!
2.	Bauchi	6z
3.	Bogoro	37
4.	Dambam	21
5.	Darazo	23
6.	Dass	19
7.	Gamawa	18
8.	Ganjuwa	31
9.	Giade	18
10.	Itsa-Gadau	19
11.	Jama'are	10
12.	Katagum	22
13.	Kirfi	17
14.	Misau	26
15.	Ningi	40
16. _	Shira	19
17.	T/Balewa	63
18.	Toro	62
19.	Warji	27
20.	Zaki	16
<b>Sub-total</b>		<b>Public 531</b>
<b>Grand Total</b>		<b>Private <u>208</u></b>
		<b><u>799</u></b>

**CHAPTER FIVE**  
**DATA PRESENTATION AND ANALYSIS**

**5.1 Introduction**

In the research, various sources of data collection were used such as administering of questionnaires; oral interview as well as information gathered from officials reports from Bauchi State Civil Service.

The questionnaires consist of both close-ended and open-ended questions and were administered to the sample population of 379 and 215 questionnaires were retrieved, representing 56% percent rate of return. Based on this, the researcher believed that 56% is a good response to work on.

The data presented here is based on the 215 questionnaires retrieved and correctly filled.

Therefore, the rate of return as calculated as:

$$\begin{aligned} \text{Rate of Return} &= \frac{\text{Total Number of Questionnaire Retrieved}}{\text{Total Number of Questionnaires given}} \times \frac{100}{1} \\ &= 215 / 379 \times 100 = 56\% \end{aligned}$$

Total of 35 persons were interviewed which include four (6) Principals, six(4) staff of ministry of Education and State Universal Basic Education Bauchi State and Ten(10) Teachers in Public Schools, and fifteen(15) residents of Bauchi State that aren't civil servant but community and civic organization leaders.

It was also on this basis that analysis was carried out for the study, and this chapter consists of the data presentation and analysis, tests of hypothesis and summary of major findings.

## 5.2 Data Presentation and Analysis

Data were presented and analyzed using table and percentage, below are the data presentation and analysis:

**Table 5.1: Qualification of Respondents,**

Qualification	Responses	Percentage%
Diploma/NCE	113	53
HND/First Degree	87	40
Masters' and above	15	7
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the Researcher January 2016.

The above table indicates that majority of the respondents are with Diploma/NCE and HND/First Degree qualification consisting of 53% and 40%.

**Table 5.2: Civil Service Enhances Service Delivery in Bauchi State,**

Responses	Frequency	Percentage %
Strongly agree	35	16
Agree	120	56
Disagree	36	17
Strongly disagree	24	12
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the Researcher January 2016

The above data indicate that civil service enhances service delivery because 56% agree, seconded by strongly agree with 16%. So Civil Service is strategic and instrument of service delivery if properly position to suit the needs of the immediate society.



**Table 5.3 Bauchi State Investment in Education**

Responses	Frequency	Percentage %
Strongly agree	28	13
Agree	95	44
Disagree	77	36
Strongly disagree	15	7
<b>Total</b>	<b>245</b>	<b>100</b>

Survey by the Researcher January 2016

From the survey, it demonstrates that Civil Bauchi state Government has invested in education With 44% and 13% agreeing to it; 36% and 7% objecting it, this show The State had not invested massively in education. The Government has to increase its expenditure on education.

**Table 5.4 Economic Factor (inadequate money and material resources) Affecting the Civil Service in Service Delivery in Bauchi State**

Responses	Frequency	Percentage %
Strongly agree	26	12
Agree	129	60
Disagree	45	21
Strongly disagree	15	7
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the Researcher January 2016

From the survey, it demonstrates that economic factor in terms of inadequate resources of money and material with 60% and 12% agreeing to it; 21% and 7% objecting it, this show case that in there some other factor not necessarily economic factor that can affect service delivery.

**Table 5.5 Political Factors (recruitments and contract awarding) affecting the Service Delivery in Bauchi State**

Responses	Frequency	Percentage %
Strongly agree	21	10
Agree	94	43
Disagree	85	40
Strongly disagree	15	7
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

From the survey, it look very controversial because 10% and 43% agreeing that political factor impdedes service delivery, while 40% and 7% disagreeing to it.

**Table 5.6 Ideological and Innovative Factors Affecting the Civil Service in Bauchi State**

Responses	Frequency	Percentage %
Strongly agree	21	10
Agree	129	60
Disagree	52	24
Strongly disagree	13	6
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

60% and 10% agreeing that ideological and innovative factor affecting service delivery; while 24% and 6% objecting it, the implication is that ideological and innovative factor is affecting service delivery in Bauchi State.

**Table 5.7: increase in level of education development from 2007 to 2015 in Bauchi State,**

Responses	Frequency	Percentage %
Strongly agree	15	7
Agree	96	45
Disagree	95	44
Strongly disagree	9	4
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

52% of the respondent agree that there is increase in level of educational development while 48% objecting it. This may be due to the level of education being offered. Though no one can disputed the fact that, there is increase in number of schools in the State within the period under study but the quality of education offered is questionable.

**Table 5.8: Increase in Student Enrolment,**

Responses	Frequency	Percentage %
Strongly agree	30	14
Agree	135	63
Disagree	31	14
Strongly disagree	19	9
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

The responses shows that there an increased in student enrolment with 77% agreeing to it. While 23% of the respondents objecting it, this may due to number of student who are still roaming on streets.

### 5:9 Adequate Teachers in Bauchi State Public schools,

Responses	Frequency	Percentage %
Strongly agree	17	8
Agree	13	6
Disagree	50	23
Strongly disagree	135	63
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the Researcher January 2016

From the above table, 23% and 63.6% of the respondent disagreed that there are no adequate teachers in Bauchi State. The interpretation is that there are no adequate teachers in the state.

**Table 5.10: Adequate Qualified Teachers in Bauchi State,**

Responses	Frequency	Percentage %
Strongly agree	9	4
Agree	50	24
Disagree	130	60
Strongly disagree	26	12
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

From the above table, 4% and 24% of the respondent agreed that there are adequate qualified teachers, while 60% and 12% of the respondents disagreed that there are no adequate qualified teachers in Bauchi State. Though the teachers are not adequate, the few one that are available for the teaching work are not qualified to teach.



**Table 5:11.Adequate Learning Facilities (books. Libraries, computers, internet, laboratories, desks etc) in Bauchi State**

Responses	Frequency	Percentage %
Strongly agree	6	3
Agree	20	9
Disagree	179	83
Strongly disagree	10	5
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

3% and 9% of the respondent agreed that there adequate learning facilities, while 83% and 5% of the respondents disagreed that there are no adequate learning facilities in schools in Bauchi State.

**Table 5.12: Adequate Class Rooms in Public schools in Bauchi States**

Responses	Frequency	Percentage %
Strongly agree	15	7
Agree	50	23
Disagree	105	49
Strongly disagree	45	21
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

7% and 23% of the respondent agreed that there adequate classrooms, while 49% and 21% of the respondents disagreed that there are no adequate classrooms in schools in Bauchi State.

**Table 5.13: Adequate Teachers' Remuneration in Bauchi State**

Responses	Frequency	Percentage %
Strongly agree	3	1
Agree	20	9
Disagree	153	72
Strongly disagree	39	18
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

1% and 9% of the respondent agreed that the remuneration given to teachers is adequate while 72% and 18% of the respondents disagreed that the remuneration given to teachers is not adequate.

**Table 5.14: Improvement in Students Performance in Bauchi State in WAEC/NECO**

Responses	Frequency	Percentage %
Strongly agree	18	8
Agree	103	48
Disagree	75	35
Strongly disagree	19	9
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

8% and 48% of the respondent agreed that there is improvement in the performance of Bauchi State students in WAEC/NECO, while 35% and 9% of the respondents disagreed that there is no improvement in the performance of Bauchi State Student, the improvement is no that too significant much needed to be done to improve the performance of the students.

**Table 5.14: Leadership Factor (head of schools, parents and community leaders) Affecting the Performance of Education in Bauchi State.**

Responses	Frequency	Percentage %
Strongly agree	15	7
Agree	119	55
Disagree	60	28
Strongly disagree	21	10
<b>Total</b>	<b>215</b>	<b>100</b>

Survey by the researcher January 2016

7% and 55% of the respondent agreed that there is leadership challenge that affecting educational delivery in the state while 28% and 10% of the respondents disagreed that leadership is not a challenge in educational delivery in the State.

### **5.3 Interview Responses Presentation and Reports**

The researchers interviewed Four (4) permanent secretaries, six(6) directors and Ten(10) middle cadre officers in the Bauchi State Civil Service and fifteen(15) residents of Bauchi State that are not civil servants but community and civic organization leaders. Their responses are presented below:

The civil service had played great role in service delivery in Bauchi State in area like education. From 2007 to 2013, fifteen secondary schools were renovated. Five laboratories were renovated and equipped at Government Comprehensive Secondary School at Azare, Misau, and GSS Dass. GGC Bauchi and General Hassan Usman Kastina Unity College Bauchi at N600,000,000. Supply of textbooks to Primary and Secondary schools worth N2.6 billion. Payment of examination fees to all the graduating students at secondary schools for West African Examination Council, (WAEC), National Examination Council (NECO), and NABTEB from 2007 to 2013 at N900,096,620. Construction of class rooms at the Primary and secondary schools level to ensure conducive environment, instructional materials, desk, and construction of libraries in some secondary schools. From 2007 to 2012, 3800 teachers were employed by the Bauchi State Universal basic Education (SUBEB) Government, 1200 teachers were given contract appointment, and 3,115 Teachers were employed by Bauchi State Teachers Service Commission. These are few amongst many other things. All these essential service are being delivered with the support of the Civil service, from policy making, awarding of the contracts to projects execution and monitoring of the project.

Monitoring and supervision of the establishment of State University to boost human capital development in the State. Sponsoring of Bauchi State students to study science courses in overseas countries like United States of America (USA), United Kingdom, Ukraine, Cyprus, Malaysia, Egypt, Ghana, and India. Thirty-eight (38) males and females' student were sponsored for a special media Programme in Egypt and Twenty (20) students in Piloting/Aeronautical Engineering in USA. Estimated amount of N2.2 billion was spent on payment of scholarship allowances of local and foreign students in six years.

The Federal Government of Nigeria through the Universal Basic Education Commission (UBEC), Abuja has been giving annual) Intervention in the area of capacity building programme for teachers and education managers of the Bauchi State. Numerous achievements have been recorded between 2007 - 2015 in the course of implementation as per summaries in table 5.15 as below:

**Table 5.15 Federal Government Intervention Capacity Development from 2007 to 2015**

<b>YEAR</b>	<b>NO. PARTICIPATIONS</b>	<b>AREAS</b>
2007	4,448	<ul style="list-style-type: none"> <li>➤ Guidance &amp; Counseling</li> <li>➤ Records Keeping</li> <li>➤ Core-Subjects &amp; use of Curriculum</li> <li>➤ Improvising of Teaching/learnj.ng material for FCCDF</li> </ul>
2008 (supplementary)	4,696	<ul style="list-style-type: none"> <li>➤ Unified continued Assessment</li> <li>➤ Implementation 9 – year Basic Education curriculum</li> </ul>
2008 (Main)	5,114	<ul style="list-style-type: none"> <li>➤ Unified continued Assessment</li> <li>➤ Implementation 9 – year Basic Education curriculum</li> </ul>
2009	5,304	<ul style="list-style-type: none"> <li>➤ Effective Implementation of the 9 Year Basic Education Curriculum.</li> <li>➤ Core-Subject: English, Maths, Basic Science/Technology and Social Studies,</li> </ul>

	200	<ul style="list-style-type: none"> <li>➤ Effective Supervision for education managers.</li> <li>➤ Method of teaching Civil Education &amp; Drug Law Education</li> </ul>
2010	4,160  300	<ul style="list-style-type: none"> <li>➤ Effective implementation of the 9 year Basic Education Curriculum</li> <li>➤ Intensive English Programme on Phonics</li> </ul>
2011	5,065	Teaching of Phonics, ICT, Mathematics, English Language. Sciences, Guidance/Counseling and Social Studies
2012	4,790	Teaching of Core-subjects, ICT, Phonics, Continues Assessments, Guidance/Counseling, Literacy, Numeracy, life Skills, & Psychosocial Skills SMASH: Capacity Budding - State Intervention on Female teachers into Science and Technology
2013	2,385	Teaching of English Language, Mathematics, Social Studies, Integrated Science, Information Communication Technology (ICT), Cluster Schools Teachers professional Model.



2014	2,515          40	cluster school Teacher Professional Development in English language, Math, Social Studies, ICT, Basic Science & Technology Continues Assessments. Phonics and ECCDE  Use if the Revised 9 year Basic Education curriculum developed by NERDC in August
2015	2,385	Cluster Schools Teacher Professional Development in English Language, Math, Social Studies ICT, Basic Science & Technology Continues Assessments, Phonics and ECCDE  Use of the Revised 9 year Basic Education curriculum developed by NERDC in August

Interview responses from the State Universal Basic Education Board Bauchi State January 2016

Also the Federal Government of Nigeria through the Universal Basic Education Commission (UBEC), Abuja has been giving Annual Intervention in the area of Inclusive Education. There is no counterpart funding expected from SIJBEB rather, the management of the Board decides contributing its quota where necessary. This is with a view of ensuring improvement in the quality of teaching and learning process on Special Education. Summary of the component could be seen below in Table 5.16:-

**Table 5.16 Federal Government Intervention Project Activities from 2007to 2015**

YEAR	ACTIVITY
2008	<p>1. Renovation of class room at Special Education Centre, Yelwa:</p> <ul style="list-style-type: none"> <li>❖ Block A N2,478,691.25</li> <li>❖ Block B N2,859,215.75</li> <li>❖ Block C N2,334,574.35</li> <li>❖ Block D N 382,619.65</li> <li>❖ Block F N381,232.36</li> <li>❖ Block G N</li> <li>❖ Block H N1,893,918.78</li> <li>❖ Block I <u>N275,928.29</u></li> </ul> <p style="text-align: right;">Total <u>N11,324,865.02</u></p>
2009	<p>1. Provision of Equipment at Special Education Centers N2,571,000.00</p> <p>2. Capacity Building for 1,250 for Special Education teachers N5,500,000.00</p> <p>3. Construction of 2 dormitories at Special School, Azare <u>N6,800,000.00</u></p> <p style="text-align: center;">Total <u>N14,871,000.00</u></p>
2010	<p>1. Infrastructure:</p> <p>a) Construction of Kitchen, VIP Toilet, Fencing &amp; Drilling of Borehole N10,742,145.00</p> <p>2. Provision of teaching equipments at Special Education Centers N 1,195,750.00</p> <p>3. Capacity Building for 275 Special Education teachers <u>N 5,500.000.00</u></p> <p style="text-align: right;">Total <b><u>N17,437,895.00</u></b></p>

2011	1. Training of 250 H/teachers, Principals & Directors on the Implementation Inclusive Education N18,265,378.00 2. Procurement of Computers, Braille Embossers & other Skills acquisition equipment <u>N6.165,386.00</u> <b><u>N24,430,764.00</u></b>
2012	1. Construction of 4 pit VIP Toilets at six (6) LGEAS N 5,945,454.24 2. Procurement of Instructional Materials & Wheel air <u>N7,936,773.00</u> Total <b><u>N23,882,227.00</u></b>
2013	1. Construction of Store. VIP Toilet & Kitchen at special Education entre, Azare and Bauchi N5,981,969.00 2. Renovation of six 16 dometries Special Education Yelwa N6,037,016.50 3. Drilling of Borehole N1,000,000.00 4. Procurement of Instructional Materials & Equipment <u>N14,931,014.00</u> Total <b><u>N26,950,000.00</u></b>
2014	1. Training of four (4) Special Education Teachers at Lagos for 3weeks on ICT use or children N2,060,334.00 2. Training of 100 teachers on Inclusive Education C/Room management. N10,622,344.00 3. Procurement of Inclusive Education Instructional materials/equipment & mattresses N10,622,344.00 4. Construction of 1 block of 8 dometries at Special Education Centre, Bauchi <u>N 8,227.340.00</u> Total <b><u>N23,909,718.00</u></b>

Interview responses from the State Universal Basic Education Board Bauchi State January 2016

The Directorate had supervised a total number of five hundred and fifty-nine (559) community initiative self-help projects across the state. The Directorate had equally mobilized the various communities in insuring that, self-help projects allocated to the state had taken off and fast track the execution. They are as follows:-

**Table 5.17 Number of Project Executed by through Community Self-help from 2008 to 2011**

S/N	LG A	2008	2009	2010	2011	TOTAL
1.	Alkaleri	6	6	1	8	27
2.	Bauchi	7	8	10	14	39
3.	Bogoro	6	6	6	8	26
4.	Dambam	7	5	7	8	27
5.	Darzao	6	16	7	8	27
6.	Dass	7	6	6	8	27
7.	Gamawa	7	6	7	8	28
8.	Ganjuwa	7	6	7	8	28
9.	Giade	7	6	7	8	28
10.	Itas/Gadau	7	6	7	8	28
11.	Jama'are	6	5	6	8	25
12.	Katagum	6	7	9	10	32
13.	Kirfr	6	"5	6	8	25
14.	Misau	6	6	7	8	27
15.	Ningi	6	6	7	6	25
16.	Shira	6	5	6	8	25
17.	T/Balewa	7	7	8	10	32
18.	Toro	6	7	8	10	,31
19.	Warji	6	5	7	8	26
20.	Zaki	7	5	6	8	26
<b>Total</b>		<b>129</b>	<b>119</b>	<b>141</b>	<b>170</b>	<b>559</b>

Source: SUBEB December 2015

In addition, each UBE Community initiated self-help project is given one million naira (N3, 000,000.00). All disbursement is made directly to the account of the Project Implementation Committee members of various schools from UBEC, Abuja.

The directorate also oversees the Almajiri Education Unit which is responsible for ensuring inclusiveness of Basic Education challenges associated with street children and rooming Almajiris.

The Directorate is responsible for the day-to-day running of the three (3) Model II Tsangaya Schools in the state and two (2) Model II schools at Ningi, Ciamawa and Alkaleri LGAs as well as one (1) Model III school at Azare, Katagum LGA.

The Directorate under its Qur'anic Integration Project provided nineteen (19) Zauren Malam, one Zaure at each of the 19 LGAs excluding Gamawa LGA. Bauchi State is among the pioneer State that benefited from the Federal Government Almajiri Education Programmes, were Eight (8) Almajiri Models Primary School were allocated to the State and sited in the following LGA.

- i. Almajiri Model II Primary School Buzaye in Bauchi LGA
- ii. Almajiri Model II Primary School Patara in Katagum LGA
- iii. Almajiri Model II Primary School Sade in Darazo LGA
- iv. Almajiri Model II Primary School Natsira (Gombe Road) in Bauchi LGA yet to be handed over to the State.
- v. Almajiri Model II Primary School Gwaram in Alkaleri LGA
- vi. Almajiri Model II Primary School Gamawa in Gamawa LGA
- vii. Almajiri Model II Primary School in Katagum LGA

On the other hand, the State Government had also identified seven hundred and one (701) Tsangaya Schools for the integration core subjects into Qur'anic Education in an effort to reduce the number of out of school Children in the State.

Under the Girl-child Education Programme (GEP 3) in collaboration with UNICEF 6 LGAs were selected for intervention, the LGAs were: Alkaleri with 34 Tsangaya centers, Ganjuwa with 35 Tsangaya centers, Ningi with 35 Tsangaya centres Toro with 35 Tsangaya centres, Shira with 35 Tsangaya centers and Zaki with 33 Tsangaya centers.

The Directorate oversees the activities of School Based Management Committees (SBMCs) which enhance school governance for effective education service delivery. It also attends seminars, workshops, trainings at both local, national levels.

UBEC is providing intervention for the training of SBMC members annually for effective performance in their various schools.

The Board under the good performance award competition has won and received the sum of Four Hundred and Fifty Million Nair (N450,000,000) within three years. The Board received the sum of Seventy Million Naira (70,000,000) in 2007 under good performance award competition in the north-east Two Hundred and Eighty Million naira (N280,000,000.00) in 2008/2009 zonal competition and

One Hundred Million naira (N100,000,000.00) in the same year under national competition the iabove fund is used:-

- i. Construction of block work fencing of some schools
- ii. Construction of VIP Toilets
- iii. Construction of library.

- iv. Drilling of hand-pump fitted boreholes Summary list of the projects is hereby attached.

The schools water, sanitation and hygiene (Health Education) is an important programme with the responsibility of keeping mental and physical stability of pupils in the schools.

The communities received Intervention from NGOs through SUBEB, the intervention was used in the construction of VIP Toilets, Hand-pumps Boreholes, etc. as can be seen in the table below

**Table 5.18 Intervention by NGOs for Toilets, Boreholes etc from 2008 to 2012**

YEAR	ACTIVITY
2008	<ul style="list-style-type: none"> <li>❖ Provision of sanitary materials to 30 GEP schools by SUBEB</li> <li>❖ Establishment of Gender Desk Office at SUBEB and the 20 LGEAs</li> <li>❖ Training of Gender Desk Officers on their roles and responsibilities.</li> </ul>
2009	<ul style="list-style-type: none"> <li>❖ Construction of Hand pump borehole and toilets by WOFAN in some selected schools in Bauchi, Alkaleri and Ningi.</li> <li>❖ Establishment of Environmental Health Clubs in all Primary &amp; JSS Phase Project</li> </ul>
2010	<ul style="list-style-type: none"> <li>❖ Construction of Hand Pump boreholes, toilets sanitary materials, establishment of environmental health clubs, water filters in 30 schools in Dass, Warji and Gamawa LGEAs.</li> <li>❖ Training of teachers/Head teachers on the consumption of iodized salt by UNICEF.</li> </ul>
2011	<ul style="list-style-type: none"> <li>❖ Provision of school feeding services to Schools, 1 from Bogoro, 3 from T/Balewa, that was introduced during the recent crises for 67 days by UNICEF.</li> </ul>
2012	<ul style="list-style-type: none"> <li>❖ Construction of boreholes and toilets in some selected schools in Misau, I/Gadau, Katagum, Ganjuwa, Dass, Ningi, Bauchi and Alkaleri by WOFAN in Phase II Projects.</li> <li>❖ Continuation of school feeding for some 67 days by SUBEB.</li> </ul>

**Source: SUBEB January, 2016**

## **On libraries**

### **2008:**

- ❖ Establishment of thirty-nine (**39**) schools libraries under Education Trust Fund (**ETF**) interventions.
- ❖ Procurements of Textbooks on various subjects to both Primary and Junior Secondary Schools (**JSS**).

### **2009:**

- ❖ Hosting of 6th FJBEC/SUBEB Libraries Forum Annual General Meeting Workshop 10<sup>th</sup> - 14<sup>th</sup> August, 2009.
- ❖ Procurement of Textbooks on Core-subjects and Library Textbooks.

### **2010:**

- ❖ Library was established at SUBEB for Reading and Research.
- ❖ Binding of Turned Book and Newspapers.
- ❖ Construction of seventy (70) school libraries across the state from Good Performance Fund.

### **2011:**

- ❖ Construction of Multi-million naira Library Complex at SUBEB Headquarters, (on going)

### **2012:**

- ❖ Reading and Spelling Competition for both Primary and JSS.

### **2013:**

- ❖ Staffing the constructed Libraries in the state.

### **2014:**



- ❖ Inspection and Tour of Libraries across the state.
- ❖ Introduction of Library Lessons in the School Timeable.
- ❖ Young Readers Clubs were established in most schools

Under the UBE Scheme, the Board planned to establish 160 more libraries in the 20 LGEAs across the state. It is essential that, the Board should look into the possibilities of completing the remaining library construction which are in the year 2015 Action Plan.

**Table 5:19 Bauchi State Annual School Census Report 2012/2013: Student Enrolment Compared**

Level	2011/2012 Enrolment			2012/2013 Enrolment			Number of Increase	% Increase
	M	F	Total	M	F	Total		
Primary	411,885	330,674	742,558	404,417	334,245	742,662	104	0.01
JSS	88,338	56,452	144,790	97,764	55,931	153,409	8,619	6
SSS	65,092	28,790	93,882	63,996	32,919	96,915	3,033	3
Total	565,315	415,916	981,230	570,177	423,095	992,986	11,756	1

Source: Schools Service Department Ministry of Education Bauchi January, 2016

The above table indicates slight increase in student enrolment in Primary, JSS and SSS though that of primary is 0.01 is less than one. The implication is that there is improvement in student enrolment this may be due to government intervention and some other factors such as parental factor and desire to attend education by the pupils.

**Table 5:16 Bauchi State Annual School Census Report2012/2013: Teachers Enrolment Compared**

Level	2011/2012 Teachers			2012/2013Teachers Figure			Number of Increase
	M	F	Total	M	F	Total	
Primary	11986	3935	15921	12471	4509	16980	1059
JSS	4171	1021	5192	4104	877	4981	-211
SSS	2075	532	2607	3550	1126	4676	2069
Total	18,232	5,488	23,720	20,125	6,512	26,637	

Source: Schools Service Department Ministry of Education Bauchi January,2016.

The table shows that there fluctuation in teachers' enrolment, there is increase in Primary and SSS Teachers, while there was decreased in JSS teachers.

**Table 5:20 Number of Public Senior Secondary School Teachers by Gender and LGA****2014/105**

S/N	LGA				Public Qualify Teachers		
		M	F	Total	M	F	Total
1	Alkaleri	183	17	200	155	15	170
2	Bauchi	601	471	1,072	448	388	836
3	Bogoro	157	68	225	142	63	205
4	Damban	71	4	75	59	3	62
5	Darazo	91	7	98	73	7	80
6	Dass	134	29	163	114	24	138
7	Gamawa	65	-	65	64	-	64
8	Ganjuwa	55	9	64	45	4	49
9	Giade	124	11	135	102	9	111
10	Itas/Gadau	54	1	55	52	1	53
11	Jama'are	70	4	74	56	4	60
12	Katagum	353	78	431	312	72	384
13	Kirfi	65	9	74	56	7	66
14	Misau	246	22	268	176	20	196
15	Ningi	110	17	127	88	14	102
16	Shira	101	17	118	80	14	94
17	Tafawa Balewa	399	84	483	345	79	424

18	Toro	402	133	535	287	101	388
19	Warji	34	7	41	31	7	38
20	Zaki	82	4	86	62	1	63
	Total	3,397	992	4389	2,750	833	3,583

Source: Schools Service Department Ministry of Education Bauchi January,2016.

The table revealed that Bauchi Local Government has the highest number of teachers with 836, follow by Toro with 388. The Local Government that have the least is Zaki and Itas/Gadau with one female teacher while Ganjuwa do not have even one.

**Table 5:21 Number of Teachers of Bauchi Ministry of Education for 2012/2013**

S/N	LGA	Total Teachers				Qualified Teachers				Unqualified Teachers			
		M	F	Total	%	M	F	Total	%	M	F	Total	%
1	Alkaleri	208	27	235	11	137	15	152	10	71	12	83	14
2	Bauchi	727	427	1154	37	335	229	564	41	60	24	84	34
3	Bogoro	239	70	309	23	179	46	225	20	60	24	84	29
4	Dambam	68	4	72	6	28	2	30	7	40	2	42	5
5	Darazo	92	13	105	12	38	4	42	10	54	9	63	14
6	Dass	108	19	127	15	79	12	91	13	29	7	36	19
7	Gamawa	84	10	94	11	59	2	61	3	25	8	33	24
8	Ganjuwa	184	32	216	15	104	23	127	18	80	9	89	10
9	Giade	66	0	66	0	50	0	50	0	16	0	16	0
10	Itas/Gadau	22	0	22	0	21	0	21	0	1	0	1	0
11	Jama'are	93	13	106	12	49	8	57	14	44	5	49	10
12	Katagum	380	96	476	20	262	60	322	19	118	36	154	23
13	Kirfi	45	12	57	21	25	8	33	24	20	4	24	17
14	Misau	221	18	239	8	102	9	111	8	119	9	128	7
15	Ningi	154	31	185	17	60	8	68	12	94	23	117	20
16	Shira	93	23	116	20	53	9	62	15	40	14	54	26
17	Tafawa Balewa	272	145	417	35	188	126	314	40	84	19	103	18
18	Toro	383	174	557	31	272	113	385	29	111	61	172	35
19	Warji	54	11	65	17	34	5	39	13	20	6	26	23

20	Zaki	57	1	58	2	29	0	29	0	28	1	29	3
	Total	3550	1126	4676	24	2104	679	2783	24	1446	447	1893	24

Source: Schools Service Department Ministry of Education Bauchi January, 2016

The table revealed that total number of qualified teachers for 2012/2013 is 2783 while 1,893 teachers not qualified to teach this represent 40%. This indicates that most of the teachers are not qualified to teach, which means the future of the students are at stake.

**Table 5:22, 2010/2011 School Census Data for Senior Secondary Schools**

S/N	LGA	SS1		SS2		SS3		TOTAL		GRAND TOTAL
		M	F	M	F	M	F	M	F	
1	Alkaleri	1,365	531	1,224	346	1025	310	3,614	1,187	4,801
2	Bauchi	5,489	2,947	4,942	2,238	4,356	2,348	14,787	7,533	22,320
3	Bogoro	527	66	442	88	226	193	1,195	347	1,542
4	Damban	740	30	593	42	463	46	1,796	118	1,914
5	Darazo	1,248	121	1005	115	910	118	3,163	354	3,517
6	Dass	998	322	425	148	526	373	1,949	843	2,792
7	Gamawa	1,175	101	807	131	822	115	2,804	347	3,151
8	Ganjuwa	812	215	674	273	469	220	1,955	708	2,663
9	Giade	347	0	483	29	323	48	1,153	77	1,230
10	Itas/Gadua	524	80	441	18	535	21	1,500	69	1,569
11	Jama'are	1,060	129	772	52	695	73	2,527	254	2,781
12	Katagum	1,738	948	1,552	611	1,046	638	4,336	2,197	6,533
13	Kirfi	318	43	268	18	330	85	916	146	1,062
14	Misau	1,464	775	1,491	629	1,327	360	4,282	1,764	6,046
15	Ningi	1,517	182	1,244	150	1,052	112	3,813	444	4,257
16	Shira	824	436	573	309	552	329	1949	1,074	3,023
17	Tafawa Balewa	3,138	1,379	1,547	1,324	1,465	1,243	6,150	3,946	10,096

18	Toro	2,473	1,236	1,805	949	1,434	886	5,712	3071	8,783
19	Warji	550	21	681	5	431	34	1,662	60	1,722
20	Zaki	364	22	326	26	227	22	917	70	987
	Total	26,671	9,534	21,295	7,501	18,214	7,574	66,180	24,609	90,789

Bauchi State Ministry of Education EMIS Unit, January 2016

This represent that the total number of student that enrolled in senior secondary schools in this period were 90,789. Only 24,609 were females 27% while 73% were males the gap is wide more need to be done to promote girl child education. Warji has the least of females' students with 60 onky while Bauchi Local Government has the highest with 7,533. Bauchi Local Government had the highest number of student enrolment with 22,320 pupils.



**Table 5:23 2011/2012 Public Secondary Schools Census Data**

S/N	LGA	SS1		SS2		SS3		TOTAL		G/TOTAL
		M	F	M	F	M	F	M	F	
1	Alkaleri	1,014	827	1,094	396	1,065	395	3,173	1618	4,791
2	Bauchi	4,573	3,336	5,759	3,204	3,940	1,814	14,272	8,354	22,626
3	Bogoro	602	587	725	753	846	761	2,173	2,101	4,274
4	Dambam	524	69	498	33	545	32	1,567	134	1,701
5	Darazo	759	130	720	119	781	162	2,260	411	2,671
6	Dass	1,056	316	1,218	470	675	474	2,949	1,260	4,209
7	Gamawa	948	135	913	176	1,353	228	3,214	539	3,753
8	Ganjuwa	548	320	554	256	636	256	1,738	832	2,570
9	Giade	261	5	248	0	439	1	948	6	954
10	Itas/Gadua	819	0	524	0	434	0	1,777	0	1,777
11	Jama'are	870	128	863	196	503	31	2,236	355	2,591
12	Katagum	1,847	826	1,500	845	1,258	704	4,605	2,375	6,980
13	Kirfi	238	27	264	34	218	35	720	96	816
14	Misau	1,299	666	1,489	548	1,164	569	3,952	1,783	5,735
15	Ningi	849	96	1,066	146	894	195	2,809	437	3,246
16	Shira	390	513	476	437	396	308	1,262	1,258	2,520
17	T/Balewa	1,888		1,251	1,867	1,066	1,935	1,174	5,690	3,491
18	Toro	2,998	1,462	2,522	1,152	2,352	1,097	7,872	3,711	11,583

19	Warji	309	8	209	6	505	0	1,023	14	1,037
20	Zaki	292	7	314	1	246	7	852	15	867
	Total	22084	10,709	22,823	9,838	20,185	8,243	65,092	28,790	93,882

Bauchi State Ministry of Education EMIS Unit, January 2016

The total number of students that enroll for 2011/2012 were 93,882 this show an increase from 2010/2011 census with 3,093. Kifri Local Government had the least number of student enrolment with 816 pupils. Female distribution 30% while male is 70% this record an increase of 3% compared with the previous year.

**Table 5:24 2012/2013 Public Secondary Schools Census Data**

S/N	LGA	SS1		SS2		SS3		TOTAL		GRAND TOTAL
		M	F	M	F	M	F	M	F	
1	Alkaleri	1920	1198	2170	1272	2025	999	6115	3469	9584
2	Bauchi	3939	4144	4603	3179	3958	2893	12500	10216	22716
3	Bogoro	973	746	834	920	789	850	2596	2516	5112
4	Damban	434	21	586	38	586	29	1606	88	1694
5	Darazo	990	123	638	114	611	81	2239	318	2557
6	Dass	1038	340	971	432	1025	297	3034	1069	4103
7	Gamawa	1106	115	1045	158	1140	211	3291	484	3775
8	Ganjuwa	462	777	335	274	289	207	1086	1258	2344
9	Giade	323	22	246	2	443	5	1012	29	1041
10	Itas/Gadua	545	308	216	0	512	0	1273	308	1581
11	Jama'are	532	77	549	92	589	75	1670	244	1914
12	Katagum	1736	858	1550	896	1098	866	4384	2620	7004
13	Kirfi	371	11	331	24	265	22	967	57	1024
14	Misau	1465	588	1552	636	1193	626	4210	1850	6060
15	Ningi	1483	270	925	145	965	164	3373	579	3952
16	Shira	329	717	458	520	393	376	1180	1613	2793
17	T/Balewa	1797	1004	1919	1103	2050	1309	5766	3416	9182
18	Toro	2049	907	1955	1074	1614	756	5618	2737	8355

19	Warji	332	12	382	20	252	10	966	42	1008
20	Zaki	346	0	469	4	295	2	1110	6	1116
	Total	22170	12238	21734	10903	20092	9778	63996	32919	96915

Bauchi State Ministry of Education EMIS Unit, January 2016

This record an improvement in females enrolment for 30% of 2011/2012 to 34% in 2012/2013 session. A repeat of 2010/2011 session Zaki Local Government had the least with only 6 females.

**Table 5:25 2013/2014 Public Secondary Schools Census Data**

S/N	LGA	SS1		SS2		SS3		TOTAL		GRAND TOTAL
		M	F	M	F	M	F	M	F	
1	Alkaleri	823	395	1159	469	746	434	2728	1298	4026
2	Bauchi	4549	2725	4669	2534	3545	2263	12763	7522	20285
3	Bogoro	649	316	693	216	294	206	1636	738	2374
4	Damban	375	44	506	23	507	32	1388	99	1487
5	Darazo	852	134	758	110	673	96	2283	340	2623
6	Dass	1274	315	960	305	730	335	2964	955	3919
7	Gamawa	639	23	700	46	532	23	1871	92	1963
8	Ganjuwa	629	370	666	284	357	349	1652	1003	2655
9	Giade	353	92	513	64	70	303	936	459	1395
10	Itas/Gadau	207	0	268	0	264	0	739	0	739
11	Jama'are	619	70	685	71	385	71	1689	212	1901
12	Katagum	1133	713	1212	536	1216	699	3561	1948	5509
13	Kirfi	424	90	559	112	381	67	1364	269	1633
14	Misau	1320	507	1371	237	472	205	3163	949	4112
15	Ningi	1008	208	1094	228	632	30	2734	456	13200
16	Shira	406	76	386	59	414	43	1206	178	1384
17	Tafawa Balewa	1508	734	1342	592	1666	621	4516	1947	6463
18	Toro	2283	588	2299	507	2038	567	6020	662	8282

19	Warji	210	118	363	26	440	50	1013	194	1207
20	Zaki	353	0	437	0	332	0	1122	0	1122
	Total	19614	7518	20640	6419	15694	6394	55948	20331	76279

Bauchi State Ministry of Education EMIS Unit, January 2016

This revealed a serious decreased from the previous session of 20,636 students, this indicates that we had many pupils as schools drop out in 2013/2014 session. These are the kind of pupils that if care is not taken can become source of treat to national security and a big burden to government.

**Table 5:26 2014/2015 Public Secondary Schools Census Data**

		SS1		SS2		SS3		Grand Total
S/N	LGA	M	F	M	F	M	F	
1	Alkaleri	770	496	718	399	795	423	3601
2	Bauchi	4526	4397	5577	4266	4849	3942	27,557
3	Bogoro	976	724	988	615	563	507	3,866
4	Damban	457	82	360	84	408	22	
5	Darazo	739	107	581	138	520	117	
6	Dass	798	310	922	671	752	253	
7	Gamawa	516	25	513	32	454	24	
8	Ganjuwa	419	393	440	334	357	374	
9	Giade	362	141	388	101	497	78	
10	Itas/Gadau	398	104	207	-	285	-	
11	Jama'are	471	52	439	31	389	45	
12	Katagum	1575	794	1685	805	1,401	653	
13	Kirfi	463	57	495	60	565	52	
14	Misau	1295	587	1233	533	993	508	
15	Ningi	1025	327	936	228	803	247	
16	Shira	440	223	327	276	384	317	
17	T/Balewa	1642	979	1602	933	1925	1002	
18	Toro	2479	1638	1893	1431	1518	1013	
19	Warji	394	35	242	33	404	30	
20	Zaki	192	116	198	-	205	-	
	Total	19937	11587	19744	10970	18067	9607	

Source: Schools Service Department Ministry of Education Bauchi January, 2016

**Table 5: 27 2014/2015 Public Senior Secondary Schools Census Data**

S/N	1	2	3	4	5	6	7	8	9	10
LGA	Alkali	Bauchi	Bogoro	Dambam	Darazo	Dass	Gamawa	Ganjuwa	Giade	Itas/Gadau
No. of Schools	13	31	11	5	5	7	5	9	4	3

S/N	11	12	13	14	15	16	17	18	19	20	
LGA	Jama'are	Katagum	Kirfi	Misau	Ningi	Shira	T/Balewa	Toro	Warji	Zaki	Total
No. of Schools	6	13	5	10	10	7	21	20	3	3	191

Source: Schools Service Department Ministry of Education Bauchi January,2016.

This revealed that the total number of Senior Secondary Schools are 191, the challenge is not the issue of number but the quality of the school and learning facilities and structures if they are available and adequate to accommodate the teaming population of students in the state.

#### **5.4 Major Findings**

Based on the research work, the following findings were discovered:

- i. There is ideological and innovative challenge undermining the performance of civil service in service delivery. The ideological and innovative factor is in the area of reason that informs the civil service joining the service. Most people view teaching profession as last option for job. Some people joined the teaching profession because there is no better job that they can get. While other views the teaching profession as a favour you can assist a close relation to get a Job. On account of this, many teachers are not creative and



innovative in the process of discharging their responsibilities. The poor enrollment of girl child education in the state may be due to religious ideologies.

- ii. Economic factor, this is in the area of inadequate financial resources to provide the needed learning facilities and construct classrooms to ensure efficient delivery of service in the State. Most of the schools in the State lack basic learning facilities like books, equip laboratories, libraries, technical equipments, classrooms, etc to aid learning and if they are available, they are often inadequate in supplied. There is no prompt payment of salaries, and the remuneration paid to Civil servants in the state are inadequate that cannot meet their needs, that is why you see cases of teachers leaving the teaching job for other well paid job. Some parents cannot send their children to school especially after Junior Secondary Examination to proceed to Senior Secondary School due to economic factor. That is where we had cases of Schools dropouts in the State
- iii. Political factor, the political factor is mostly manifested in the areas of employment of teachers; they had cases whereby unqualified teachers were employed due to political pressures from politicians. Candidates who do not have required qualification are being given job because of political connection. The Politics even manifested in the management of schools, we had cases where principals were appointed not on the ground of merit but on the level of political connections, cases where a level 13 officer was appointed a principal over level 16 officers in the same school. Contracts are given to politicians without due process; the contracts are poorly executed without proper supervision. Cases where money are given without contracts execution and nobody to be brought to book.

- iv. Unqualified teachers and inadequate teachers in the State, we had cases where teacher cannot teachers they do not know anything; there cases of ghost workers and some teacher do not possess the necessary requirement to teach.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

Therefore, being the concluding chapter of this research, it is intended to summarize the study, conclude and make recommendations based on the findings revealed in chapter five.

#### **6.2 Summary**

The study was divided into six chapters, chapter one state the background to the study, statement of the problem, objective, research questions, significance of the study, scope and limitation, chapterization and definition of terms.

Chapter two focuses on literature review were relevant materials were consulted and review Civil Service and service delivery. The study adopted Structural Functionalist theory. Chapter three is about research methodology, which covers research design, sample size, method of data collection and data presentation and analysis. Tables, percentage were used to present and analyze the data. Chapter four dealt with Historical and structural organization of Bauchi State Civil Service.

Chapter five is data presentation and analysis; findings were discovered as results of the data presented. Chapter six focuses on summary of the study, conclusion and recommendations were made where necessary base on the findings of the study. Bibliography and appendix is the last.

### **6.3 Conclusion**

From the literature reviewed and data presentation and analysis, the researcher made the following conclusion. That Civil Service is strategic and essential for the survival of any nation. No nation develops without the support of their Civil Service. The Civil service in Bauchi State is not only saddled with the responsibility of maintaining law and order but with the challenge of stimulating service delivery. Civil Service apart from the fact that is an instrument of employment opportunities, can be use as agent of service delivery.

The study reveals that civil service has facilitated service delivery in Bauchi State. But these services have been far below expectation due to ideological and innovative factor, economic and political factor and the challenge of unqualified personnel who cannot discharge their responsibilities efficiently and effectively. Therefore all these challenges need to be overcome to get better service delivery.

### **6.4 Recommendations**

- i. There should be proper setting of ideological and innovative factor for the civil service, the ideology of joining the teaching profession should not be for employment reason but the desire to impart knowledge. People should be employed base on the required criteria for employment to fill vacancies. It better to have few teachers that are qualified to teach than having many teachers who cannot teach. The cultural and religious beliefs that do not encourage girl child education should be discouraged with a right thinking mentality.
- ii. Economic factor is determinant factor for other things in the civil service, therefore should be given due consideration. There should be proper funding of education by

providing the basic learning facilities like books, equip laboratories, libraries, technical equipments, teaching aids,. Construction of adequate classroom to accommodate the teaming students. They should be prompt payment of teachers' salaries, and the teachers' salaries need to be increase to make the teaching profession attractive. Parent should be mobilized to know the value of education and the need to send children to schools. Government should introduce welfare packages to encourage children to go to schools.

- iii. There should be less political interference in the employment of teachers; merits should be the bases where civil servants are employed. Appointment of head of schools Teachers should be base on merit and seniority in line with civil service rules. Awarding of contract should follow due process and sincerity of purpose.
- iv. Teachers need to be retrained in order to upgrade their teaching skills. Aptitude test should be conducted among the teachers by an independent and qualified body in order to screen quack teacher and get qualified teachers that can teach in our dear state who can impact the children. Close monitoring and supervision should be given to the teachers while discharging their responsibilities in the various places of assignment.

**Suggestion for further Studies:** we wish to recommend that future researchers should study more on performance of civil service in tertiary education in Buachi State, and the performance of Bauchi state students in West African Examination Council (WAEC), National Examination Council (NECO), and Unified Tertiary Matriculation Examination (UTME).

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**APPENDIX: 1 QUESTIONAIRES**  
**AHMADU BELLO UNIVERISTY ZARIA**  
**SCHOOL OF POSTGRADUATE**  
**DEPARTMENT OF PUBLIC ADMINIDTRATION**

The researcher is a Masters' in Science student in the above institution. Undertaking a research on the topic: An Assessment of the performance of Bauchi State Civil service in service delivery.

The Researcher would be very happy and grateful by assisting him to fill this questionnaire. Please note that, any information given will not be use for any other purpose rather than for academic purpose. It would be treated with utmost secrecy, care and confidentiality.

Tick and comment freely where necessary.

**Section A**

- 1) Qualification ( a) First School leaving Certificate( ) (b) SSCE ( ) (C) Diploma/NCE( ) (c) HND/First Degree( ) (d) Master's and above ( )
- 2) Do you agree that Civil Service has enhances in service delivery in Bauchi State?  
Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 3) Do agree that there are ideological and innovative factors affecting the Civil Service in service delivery in Bauchi state? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree( )

- 4) Do agree that there is economic factor affecting the Civil Service in service delivery in Bauchi state? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 5) Do agree that there is political factor affecting the Civil Service in service delivery in Bauchi state? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 6) Do agree that Bauchi state Government has invested msore on educational development of the state?  
Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 7) Do you agree that there is increase in the level of education in Bauchi State? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 8) Do you agree that there is increase in student enrolment in Bauchi State? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 9) Do you agree that there are adequate Teachers in Bauchi State? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 10) Do you agree that there are qualified teachers in Bauchi State? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 11) Do agree that there are adequate learning facilities in Bauchi State? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 12) Do agree that there are adequate classrooms in Bauchi State? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 13) Do agree that there are adequate Teachers' remuneration in Bauchi State? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )
- 14) Do agree that the performance of Bauchi State students has improved over time in WAEC/NECO ? Strongly agree ( ) Agree ( ) disagree ( ) strongly disagree ( )

## **APPENX 2: INTERVIEW QUESTIONS**

### **Interview Questions**

- i. Your ministry or occupation?
- ii. Your rank, position or level?
- iii. What are the areas that Civil Service has enhances service delivery in Bauchi State
- iv. What are the areas that Civil Service has enhances educational development of Bauchi State?
- v. What do you think are the challenges affecting the performance of Bauchi State Civil Service in service delivery?