

**EVALUATION OF THE IMPLEMENTATION OF KANO STATE FOREIGN SCHOLARSHIP SCHEME ON
MANPOWER CAPACITY BUILDING (2011-2015)**

BY

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ZARIA, NIGERIA

MAY, 2018.

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BY

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(P15ADPA8018)

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO
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DEPARTMENT OF PUBLIC ADMINISTRATRATION,

FACULTY OF ADMINISTRATION,

AHMADU BELLO UNIVERSITY,

ZARIA

MAY, 2018.

DECLARATION

I declared that the work in this dissertation entitled “Evaluation of the Implementation of Kano State Foreign Scholarships Scheme on Manpower Capacity Building” 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 either at this University or any other institution.

Mubasshiru Salisu Mohammed

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Signature

Date

CERTIFICATION

This dissertation titled "Evaluation of the Implementation of Kano state Foreign Scholarships Scheme on Manpower Capacity Building" by Mubasshiru Salisu MOHAMMED meets the regulations governing the award of Masters of Science Degree (M.Sc) in Public Administration of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This project is dedicated to my parents Alhaji Salisu Muhammad and Hajiya Hasiya Muhammad, as well as my entire family and relations.

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ABSTRACT

Foreign scholarship programme is an important strategy for manpower capacity building and development. The Kano state government has sponsored over 2,000 indigenes on foreign scholarship with a view to enhancing human resource base of the state. The purpose of this study therefore is to evaluate the implementation of Kano state foreign scholarship scheme in manpower capacity building from 2011 to 2015. Specifically, the study evaluates the programme from the standpoint of level of funding, credibility of selection and screening exercise, standards and quality of host destinations and institutions as well as how these factors affected the success of the programme. Data were obtained from primary and secondary sources which include questionnaire administration and interview with the respondents while in the secondary source, data from KSSB and MHE, articles, journals, state government publications and other relevant sources via the internet were used. The research has a total population of 2,700 but Yamane's formular was used to draw a sample of 348. Regression analysis was used to test the three hypotheses formulated using SPSS Package version 2017. It was discovered *inter-alia* that funding in terms of adequacy, timeliness and procedures of disbursement constitute a serious impediment to the successful implementation of KSFSS. It was also discovered that credibility of selection and screening of candidates was weak and in the same vein, the study revealed that some of universities chosen for admitting the students were below standard and some were not even recognized by public authorities. It was therefore recommended that there is need for the state government to release more funds for the payment of student's entitlements as this will serve as motivation for them to be more dedicated, enthusiastic and committed to their studies. More attention should be given to merit based selection and screening exercise in order to ensure that only best, qualified and competent candidates that fulfills the stipulated selection and screening criteria were selected and awarded. It is suggested that the KSSB should consider using the alumnis (returnees) as part of the selection and screening panel. It is also recommended that only reputable, recognized and accredited institutions certified by the public authorities were chosen. It is suggested that only universities that have appeared in the top 300 universities in the World Universities Ranking were selected for the programme so that students could receive excellent education and at the same time enjoy more prestige of world class universities.

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LIST OF ABBREVIATIONS

ASUU -----	Academic Staff Union of Universities
BSMP -----	Brazil Scientific Mobility Programme
DQA -----	Department of Quality Assurance
ETF -----	Education Trust Fund
HEI -----	Higher Education Institute
HND -----	Higher National Diploma
I.L.O - - - - -	International Labour Organization
KSEEDS ----	Kano State Economic Empowerment and Development Strategies
KSFSS -----	Kano State Foreign Scholarships Scheme
KSHDP -----	Kano State Strategic Health Development Plan
KSSB -----	Kano State Scholarships Board
MHE -----	Ministry for Higher Education
MOE -----	Ministry of Education
NASU -----	Non Academic Staff Union of Universities
NUC -----	National Universities Commission
NUT -----	National Union of Teachers
NYSC -----	National Youth Service Corps
PTDF -----	Petroleum Technology Development Fund
SMOH ----	State Ministry Of Health
SPDC -----	Shell Petroleum Development Company
SSANU -----	Senior Staff Association of Nigerian Universities
STEM -----	Science, Technology, Engineering and Medicine

TETFund ----- Tertiary Education Trust Fund

UAE----- United Arab Emirates

UNESCO----- United Nations Education, Scientific and Cultural Organization

UNICEF----- United Nations International Children Emergency Fund

USEN----- United States Embassy in Nigeria

USIIE----- United States Institute of International Education

WASSCE----- West African Senior School Certificate Examination

WHO----- World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

International student mobility in search of education, knowledge and skill is an important catalyst for human resource capacity building and a crucial aspect for the internationalization of education, building greater understanding and trust between nations across the global spectrum. Around the globe, the demand for technical and scientific education has expanded dramatically over the past decades, a function of population increase, scientific and technological advancement and expansion of bureaucratic and political institutions as pointed out by Beall and Lemmens (2014). These demands are especially high in developing countries where the institutions established to cater for such demands mostly do not have adequate capacity to absorb the growing demand due largely to shortage of highly trained professionals, academicians and in certain areas, poor quality of instruction, (Roberts, Day and Jenkins 2012).

The development of robust human resource through education and training has become the main focus and concern of many developed and developing countries today. This is as a result of significant role played by capacity building of citizenry in accelerating rapid socio-economic development of the nation. According to Salako, Omotilewa & Sotunde, (2010), human development is the combination of training and education as essential tools in ensuring continual development and growth of individual, organization or nation. McLagan (2002) conceptualized human resource development as the integrated use of training and development, career development and organizational development to improve individual and organizational effectiveness. The International Labour Organization (ILO 2013) had submitted that the most successful countries in the world have not only had high rate of

physical capital formation, they have also given priority to human capital formation. It therefore follows that man is reservoir of knowledge, skills and capacities. According to Ojo, (1997), one of the most important mechanisms for enhancing their human capital development is through education and training. Hence, it can be stated without equivocation that a nation develops in relation to its achievement in education and this explains why contemporary world attention has now focused on education as an important catalyst for accelerating rapid socio-economic development and an instrument of change promoting inter-cultural and cross-cultural co-operation among the nations. In line with this, Yusuf (2012) observed that there is no debating the fact about the value of knowledge as a critical element for sustainable development and this is predicated on the fact that knowledge is an international public good and nations must be able to tap into the global flows of this crucial public good. According to Anyebe (2012), everywhere in the world, there was rising social demand for higher education and in the context of an evolving economy, corporate capitalism and globalization, university education is expected to produce high quality manpower that is versatile enough to acquire competitive position as well as generate its own employment.

Over the years, one important measure taken by nations across the world in an effort of growing a stock of skilled and resourceful human capital and by extension, national development is through Foreign Scholarships Schemes (FSS) or Overseas Scholarships Schemes (OSS). According to Adekalu and Oludeyi (2013) Foreign Scholarship is a situation where students, researchers and academicians alike travel to a location other than their own home country with a view to engaging in learning, teaching and research. Today, international student mobility programmes have become a crucial aspect of human capacity building, internationalization of education and building greater understanding and trust between nations (Beall and Lemmens 2014).

According to the United Nations Education, Scientific and Cultural Organizations' Institute of Statistics (UNESCO 2010), International Cross-Border mobility in search for education has expanded rapidly in recent years. In 2000, there were 2.1 million students worldwide that participate in tertiary education abroad, by 2010, the number has doubled to 4.1 million and estimates suggested that over 7.2 million students will be seeking tertiary education abroad by 2025. The report maintained that in Brazil for example, there were over 75,000 Brazilians studying in various institutions abroad as at 2014 under Brazil Scientific Mobility Programme (BSMP). In United Kingdom, (UK), government has open a wide range of study abroad scholarship for UK students abroad including government scholarship, bilateral student exchange common wealth scholarship and fellowship for UK citizens (Roberts, Day and Jenkins 2012). In the United States of America (USA) a special scholarship programme were designed with the aim of promoting the pursuit of knowledge and experience by outstanding young Americans through Merit based scholarship support abroad especially uniformed services of the US Army, Navy, Marine and public Health services, (Kelchen 2014).

In Nigeria, foreign scholarship programmes had been common phenomenon over the past decades. Even so fundamental is the fact that for the whole of African continent, Nigeria sends the highest number of students abroad after Morocco, (World Education News&Reviews WENR 2015). The UNESCO institute of statistics (U.I.S) in its 2012 reports pointed out that there over 72,000 Nigerians studying in different countries abroad, with United Kingdom having 17,325, Malaysia 13,200, Ghana 11,993, USA 7,002, Ukraine 3,578, and Canada 2,490. These numbers have been in the increase since 2012. The United States Institute of International Education (I.I.E) reported that there are nearly 9,500 Nigerians studying in the U.S.A in 2014/2015 academic years, which is an increase of 20% over the year before. According to citizenship and immigration Canada, there are 8,620 Nigerians studying in Canada 2014. The United States Embassy in Nigeria (USEN) (2012)

reported that Nigerian is the 17th largest source of International undergraduate and 19th largest source of International postgraduate students in the US in 2009/2010 session.

One fundamental point worthy of mentioning is the fact that estimates by Exam Ethics International, a Non- governmental organization, shows that every year, Nigeria spends over \$8 billion dollars (approximately N1.5 trillion) on foreign scholarship both at individual and governmental levels, (Exam Ethics International 2013).According to Fatunde (2015) scholarship award schemes has been granted by various states government across the nation. For example, Rivers state has spent over N1.4 billion on foreign scholarship to Rivers indigenes. Jigawa state has recently sponsor 60 students to Shenyang Medical College in China to study medicine and the state government is going to spend \$8,500 on each student per annum. Such programmes places priority on the fields likes science, medicine, engineering, (including aero-space engineering), environmental management and technology (Dije-Folutile, 2012).

Put more specifically however, in Kano state, the programme took an unprecedented tone especially from 2011 to 2015 because the government in the period under review had spent over N10.5 billion in the foreign scholarship award to not less than 2,243 Kano State indigenes to pursue various programmes at undergraduate and post graduate levels in 12 different countries across the globe, which is the first ever in the history of the state, (Kano State Research and Documentation Directorate, 2015). This is done with a view to developing human resources base for the state in particular and nation in general in various disciplines and cross-cultural professions especially those relating to science, technology, engineering and other fields and disciplines that are considered very crucial for rapid development of the state.

It is truism that this might have high significance to national development, what is however worrying is the degree at which such programmes are becoming popular among many state

governments as well as individuals in Nigeria. It also seems that this trend will continue to develop so long as government continues to pay lip service to improving education system in Nigeria and in various states. It therefore behooves on the academicians and researchers to direct their attention into this phenomenon with a view to diagnosing and pinpointing the efficacy and significance of such programmes in relation to various strategies and institutional mechanisms put in place for its successful implementation and actualization of its predetermined goals. It is against this background that this study is aimed at evaluation of the implementation of Kano State Foreign Scholarship Scheme (KSFSS) towards manpower capacity building from 2011 to 2015.

1.2 Statement of the Research Problem

One of the major constraints and challenges bedeviling the development of many nations especially developing ones is dearth of competent manpower with necessary skills, knowledge, experiences and technical know-how which obviously has negative effects on any development effort, whether social, economic or political. In order to enhance and build a strong and robust manpower that is versatile enough and capable of accelerating rapid socio-economic development of the state, the Kano state government had come up with Foreign Scholarship Scheme (FSS). The fundamental philosophy behind Kano State Foreign Scholarship Scheme (KSFSS) as encapsulated in the foreign scholarship policy of Kano state is targeted at human resource capacity building. The programme is initiated and designed to support Kano state indigenes who have demonstrated exceptional academic prowess and leadership potentials to further their education by providing them opportunity to go overseas for study and research that will help them to grow academically and professionally, open greater horizon of opportunities for them, develop their career and give their maximum contribution towards the development of the state and nation at large. Statistics from the Research and Documentation Directorates, Government House, Kano, shows that in 2011,

there are 6,712 Kano state indigenes who graduated from various universities and polytechnics across the nation, and 49,331 secondary school leavers, some of them graduated with good results but in spite of their results, they are neither employed nor do they have the means of furthering their studies. Hence, the KSFSS was designed to support them to further their studies and enhance their employment prospects. Not only that, the programme was also designed to boost the human resource base of the state especially in the areas of Science, Technology, Engineering and Mathematics (STEM), as well as arts, social and management sciences as enshrined in the thematic priorities of the scheme. This is coming at a time when the state government established 20 Capacity Building and Poverty Reduction Institutions including one additional state owned university and three colleges of Nursing and Midwifery which invariably requires more additional manpower to manage them.

Similarly, the report by Kano State Strategic Health Development Plan (KSHDP 2010-2015), shows that despite being the most populous state in Nigeria with 9,383,682 (National Population Commission, 2006 established), Kano state is still suffering from inadequate professional medical personnels. According to the report, there were only 1.78 doctors per 100,000 people in Kano State. This falls short of the recommendation of World Health Organization (WHO) of 1 doctor per 2,060 people. The report maintained that Kano state needs 4,369 doctors, but it has only 219 qualified medical doctors, with a disparity of 4,150, while the state requires 9,183 nurses, but it has only 1,490 showing a gap of 7,693. With regards to Pharmacist, the state needs 900 pharmacists but as at 2011, it has only 38, showing a disparity of 862. Therefore, it is anticipated that with the implementation of the foreign scholarship scheme, such gap would be bridged to a certain extent and the scheme could play pivotal role in exposing Kano state indigenes to have experience of studying in an environment different from their own thereby giving them opportunity to develop cross

border exchange of ideas. The award covers all the expenses needed for an international study which includes tuition fees, monthly up-keep allowance, travel expenses (Airfare), insurance, pocket money and accommodation fees, either hall of residence within the campus or private apartments outside the campus. Data obtained from the Department of Research, planning and statistics, Kano State Scholarships Board (KSSB) shows that the annual spending on every beneficiary as approved by the state government ranges between \$7,000 to \$9,000 per student and the State government had spent over N10.5 billion for the execution of the programme in twelve (12) countries across the globe.

However, it appears that in spite of these efforts by the state government, there are some posing challenges bedeviling the implementation of the programme chief among which is the issue of funding, credibility of selection and screening exercise of candidates, the integrity and quality of host institutions destinations chosen for the study, existence of strong machinery for the execution of the programme as well as absorption and engagement of beneficiaries after return. The beneficiaries of the scheme have complained of being distressed, stranded and abandoned in their various destinations for the study due to non-payment of their tuition fees, monthly up-keep allowance and accommodation fees notably to those studying medicine, pharmacy, physiotherapy and nursing in Indian institutions like SHI'ATS, Bapuji, Krupanidhi, SSIMS and DayanandaSagar. The students complained that they received up-keep allowance for only three (3) months of the academic year July, 2014 to June, 2015. While those in El-Razi and October 6 universities in Sudan and Egypt have not received any penny for the same academic year, Ibrahim (2015). More concern was however about the adequacy of funds, *modus operandi* and timeliness of the payments made to the beneficiaries of the scheme. There is also problem with regards to the credibility of selection and screening of best, qualified competent candidates from the pool of applicants as observed by Mathis and Jackson (2004), as well as the existence of strong and effective institutional

framework for its proper implementation. According to Khalid (2014), selection and screening of KSFSS awardees has been marred by allegation of favouritism and nepotism because some politicians and top echelon civil servants in the state have surreptitiously smuggled the names of their children and family members into the list of candidates.

Indeed, what is very crucial for the actualization of predetermined goals and objectives of such programme is the issue of standards and quality of host institutions and destinations chosen for the study most especially the quality of education to be received by the awardees that will enable them to justify huge investment made on them. The former executive secretary of National Universities Commission (NUC) Professor Julius Okojie, in a speech delivered at a Round Table Discussion on Cross Border Higher Education Strategic Partnership had frowned at overseas scholarship programmes of some states including Kano state in which he cautioned the state governments of sponsoring students to “substandard foreign universities and institutions” (Daily trust, September 9, 2012).

It is in the light of the above problems that the study is targeted at evaluating the implementation of KSFSS on manpower capacity building from the standpoint of level of funding, credibility of selection and screening exercise and quality and standards of host institutions and destinations for the study.

1.3 Research Questions

- i. To what extent does Level of Funding affect the implementation of KSFSS towards Manpower Capacity Building in Kano state?
- ii. How does the Credibility of Selection and Screening exercise affect the implementation of KSFSS towards Manpower Capacity Building in Kano state?

- iii. To what extent does the Quality of Host Institutions affect the implementation of KSFSS towards Manpower Capacity Building in Kano state?

1.4 Research Objectives

The fundamental objective that underpins this study is to evaluate the implementation of Kano State Foreign Scholarship Scheme towards human capacity building in the state for the periods from 2011 to 2015. The Specific objectives are:

- i. To determine the extent to which Level of Funding affect the Implementation of KSFSS towards Manpower Capacity Building in Kano State.
- ii. To find out the extent to which Credibility of Selection and Screening exercise affect the Implementation of KSFSS towards Manpower Capacity Building in Kano state.
- iii. To ascertain the extent to which the Quality of Host Institutions affect the Implementation of KSFSS towards Manpower Capacity Building in Kano state.

1.5 Research Hypotheses

Three hypotheses were postulated for this study. These are;

H₀₁ = There is no significant relationship between Level of Funding and the implementation of KSFSS towards Manpower Capacity Building in Kano state.

H₀₂ = There is no significant relationship between Credibility of Selection and Screening exercise and the Implementation of KSFSS towards Manpower Capacity Building in Kano state.

H03 = There is no significant relationship between the Quality of the Host Institutions and the implementation of KSFSS towards Manpower Capacity Building in Kano state.

1.6 Significance of the Study

As it were, foreign scholarship scheme is becoming a global phenomenon especially in the 21st century, and it is a crucial aspect of the internationalization of education and promotion opportunities for further learning in environment different from home countries thereby supporting more inter-culturally aware and employable graduates. Various researches were conducted by different scholars about the subject matter. However, researches conducted on evaluating how these programmes were actually carried out in terms of funding, credibility of selection exercise of the awardees and quality of host destinations and institutions are tantalizingly and relatively scarce. In fact most of the researches tilted towards evaluating the impacts of the programme neglecting how the programme was actually carried out. According to Duerden and Witt (2012), simply evaluating the impact of the programme without a clear understanding of the degree to which a programme was actually implemented can result in unreliable and inaccurate conclusions and findings. Similarly, obtaining a clear picture of how well a programme was implemented allows programmers to more confidently link programmes to observed outcomes (Dobson & Cook, 1980).

Roberts, Day and Jenkins (2012) carried out a research on the evaluation of the impact of Commonwealth Scholarship Scheme with special focus on how the scheme help the beneficiaries in the achievement of Millennium Development Goals (MDGs) in their various home countries, Nigeria included. However, their research did not fully explore how the programme was funded especially with regards to modes of disbursement to the beneficiaries and what strategies were adopted for selecting candidates for the award, thereby showing the strength and failure of the scheme as well as the reasons behind that.

Adekalu and Oludeyi (2013) conducted a research on the topic: Edutourism: the Nigerian Educational Challenges and The International Students choice of study in the Nigerian Universities. They look into the various challenges influencing international students and other study-tourists in their choice of study destination with particular emphasis on the “push and pull” factors in the Nigerian education system. Their study discovered that many challenges like lack of infrastructure and unprecedented industrial unrest with ASUU being the major protagonist served as the factors that push Nigerians to study abroad. However, Adekalu and Oludeyi (2013) did not extend the tentacles of their research to establish the extent and degree at which various state governments sponsored their subjects to study abroad as well as how the programme was funded and what are the institutional framework established by the states for the implementation of the programme.

Abdulkarim (2013) in his work evaluation of the special scholarship Scheme of Katsina State (2008-2014) laid emphasis on the purpose of the programme the methodology used, the resources involved and the expected outcome of the programme. However, the work did not show the extent to which the quality of host institutions and destinations for the study (countries and universities) influences the strategies put in place for the implementation of the programme and its outcome.

None of the above works had evaluated the Kano state foreign scholarship scheme, therefore this study bridged the aforesaid gaps because it looked at how such a gigantic programme was implemented in terms of funding such as payment of monthly upkeep, tuitions fees and accommodations fees to the beneficiaries. The work also examined the credibility of the selection and screening criteria adopted for the selection of best and competent candidates from the pool of applicants, as well as how the chosen destinations and institutions for the study affected the successful implementation of the programme and achievement of its targeted goals.

As such, the finding of this work is of great significance to those who are charged with the responsibility of implementation of the programme such as Kano State Scholarship Board (KSSB) and Ministry of Higher Education (MHE) because it exposed them to see the potholes and problems in implementation of the scheme most especially looking at the funding issues with regards to adequacy, timeliness and procedures of disbursement, and how to ensure fair, credible and transparent selection and screening of best candidates from the pool of applicants as well as choice of best institutions for admitting prospective applicants. Not only in Kano State but also other state Scholarships Boards across the nation will find this work very useful since foreign scholarship scheme is now becoming popular option in many states.

In addition, information contained in this work is of great significance to those who are aiming to undertake foreign trip in search of education and career boosting because it provided useful guide on the credibility, quality, and integrity of some of the foreign universities, institutions and destinations for the study especially those chosen for the implementation of KSFSS in terms of cost of living, visa procurement, affordable tuition fees and cultural and language similarities.

Again, the finding of this work will serve as a source of information to governmental corporations and other funding agencies who offer different overseas scholarship programmes to the Nigerians in different field because the work explored how improper funding and poor selection and screening criteria for the candidates could undermine the successful implementation and achievement of various overseas scholarship programmes they sponsored in Nigeria.

Finally, this work will serve as a reference point for further research into the subject matter by students, academicians, researchers, governmental and non-governmental organizations who wish to conduct research in the similar area of study.

1.7 Scope and Limitations of the Study

The scope of the study is narrowed down to Kano state and the study focused on the evaluation of the implementation of Kano State foreign scholarship scheme towards human capacity building in the state from 2011 to 2015. The study evaluated the scheme from the standpoint of three key issues that are very crucial for the implementation of foreign scholarship scheme by governmental agency which consist of the level of funding, credibility of the selection and screening of the candidates (awardees), as well as standards and quality of host destinations and institutions chosen for the study. With regards to time, this work covered the periods between 2011 and 2015. The time frame was chosen because it was during this period that the Kano state government established one additional State University (Northwest University, Kano) and 20 capacity building and poverty reduction institutions across the state, hence, more human resources were needed to manage them. In fact, it was during this period that the highest number of Kano State indigenes were ever sponsored by Kano State government to undertake foreign trip in search of knowledge both at undergraduate and post-graduate levels in twelve (12) different countries across the globe, and the scope of the award was extended to cover all fields and disciplines both science, technology, arts, social and management sciences. In addition, KSFSS is one of the largest foreign scholarship programmes executed by a non-oil producing state in Nigeria for the period under review.

However, the study of this nature is bound to have certain limitations. Firstly, the study was inhibited by paucity of data most especially data relating to funding of the third (3rd) batch of

scheme from 2014 – 2015 which the implementation agencies said it is not available. This is because up to the time of compiling this research work, some KSFSS beneficiaries were still in their various destinations for the study. In addition, this research focuses only on the implementation of the scheme, not the impacts of the programme. However, in spite of these limitations, the researcher remained resolute, determined and passionate to carry out the research down to its logical conclusion.

1.8 Operational Definition of Key Concepts

- i. Foreign Scholarship:** According to Roberts, Day and Jenkins (2012) foreign scholarships refers to an award of financial aid to a student to further his studies in a country different from his country, which does not need to be repaid by the beneficiary, usually given by government, non-governmental organizations or private corporations. Foreign scholarship as used within the purview of this study refers to a situation where students, researchers and academicians alike, travels from Kano state to a location other than Kano with a view to engaging in learning experience and gaining academic or intellectual exposures. It was used to connote an award of financial aid by Kano state government to support Kano state indigenes to undertake foreign trip to twelve (12) different countries across the globe in order to further their educations, acquire new skills and experiences. This concept has been used interchangeably with overseas scholarship, international student mobility or international scholarship in this research.

- ii. Evaluation:** The UNICEF Guide for Monitoring and Evaluation describes evaluation as a systematic and objective examination concerning the relevance, effectiveness, and impact of activities in the light of specified objectives. The idea behind evaluating programmes, policies or projects is to isolate errors not to repeat them and to

underline and promote the successful mechanisms for current and future projects. Specifically, evaluating Kano state foreign scholarship scheme is targeted at getting insights into the objectives of the scheme, methods and procedures adopted for its success in terms of funding, selection and screening of the beneficiaries as well as the fundamental reasons and rationale that informed the choice and selection of 62 institutions in 12 countries for the implementation of the scheme. The evaluation focuses on issues like how much the programme costs per participant, how the programme could be improved, whether the program is worthwhile, whether there are better alternatives, if there are unintended outcomes, and whether the programme goals are appropriate and useful. In this case, evaluation consists of collecting and gathering of data and relevant information with regards to the implementation of the scheme, as well as determining whether the key components and strategies identified as critical and essential for the success of Kano state foreign scholarship scheme were actually effective and significant enough to achieve the predetermined goals and objectives of the scheme.

iii. Implementation: According to the U.S National Implementation Research Network, implementation is defined as a specified set of activities designed to put into practice an activity or programme of known dimensions. According to Idris (2014) echoing the views of Denhardt and Denhardt ((2009), policy implementation is a set of activities directed towards putting a programme into effect. Therefore Implementation used within the purview of this study refers to the process of putting all the decisions, plans, policy statements, wishes and hopes of the KSFSS into action including performing or carrying out all the tasks, making all the sacrifices and commitments, adopting all the strategies, methods and processes that are very essential and pivotal for the realization of predetermined goals and objectives of the scheme.

- iv. Manpower Capacity Building:** Manpower capacity building is the process of strengthening and increasing the number of people with knowledge, skills, abilities, potentialities, education, and experiences that are very critical for the socio-economic development of a country so that they can contribute positively in the development of the nation, (Herbison, 1973). Ojo(1997) defines human or manpower capacity is associated with investment in human beings and their development as creative and productive resources. It covers not only expenditures in education and training, but also the development of attitudes towards productive activities. Manpower capacity building as used from the approximation of this study refers the process of increasing and boosting the skills, education, abilities, knowledge and experiences of the beneficiaries of KSFSS in such a way that they can contribute maximally to the development Kano state in particular and Nigeria in general.
- v. Level of Funding:**Level of Funding refers to the amount of money or financial resources earmarked, approved and released by Kano state government for the implementation of Kano state foreign scholarship scheme over the period under review. In this case, funding comprises the amount of money paid as tuition fees to the Universities for teaching and providing comfortable learning experience to the beneficiaries of the scheme, the amount of money paid to the beneficiaries at the end of every month in order to sustain and keep them in proper condition (monthly Up-Keep allowance), the amount of money paid for hall of residence (accommodation fees), travelling expenses as well as the adequacy, efficiency and timeliness for the payment.
- vi. Credibility of Selection and Screening Exercise:** According to Mathis and Jackson (2004), Selection and screening criteria refers to the determinants, specifications, standardized ways and characteristics that a person may possess for him to be

successfully worthy and qualified to be selected and picked as a party in performing certain predetermined tasks. Therefore, credibility of selection and screening exercise used within the purview of this study refers to the objectivity, fairness, transparency and absence of biases, favouritism, prejudices or preferences as well as total adherence to the standardized requirements, processes, methodologies, rules, regulations, obligations, and systems of action that serves as guiding principles for the selection and screening of best candidates for the award of Kano state foreign scholarship in the period under review.

- vii. Quality of Host Institutions and Destinations:** This is used to refer to access to teaching and learning infrastructures such as internet sources, well equipped libraries and laboratories for research, practical and reading, adequate and qualified manpower, and teacher per student ratio as well as availability of wide variety of courses in the universities and institutions of higher learning chosen for the implementation of KSFSS either because they offered a very good and sound education, have low cost of living and affordable tuition fees or because they are located in a popular and interesting places or because they offer more affordable and culturally relevant courses. Specifically, the quality and integrity of host institutions and destinations as used within the content of this study refers to 62 universities and higher institutions of learning chosen for the implementation of KSFSS in 12 different countries across the globe. The countries include India, Malaysia, China, Turkey, Jordan, Ukraine, Poland, United Arab Emirates, United Kingdom, Egypt, Sudan and Uganda.
- viii. Beneficiaries:** Beneficiaries here refers to the bonafide Kano indigenes that were selected and screened to undergo foreign scholarship in twelve countries exclusively financed by Kano state government.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter provided a conceptual exploration of the various concepts used in this study. The concept of scholarships, its types, reasons or rationale for foreign scholarship as well as some of push and pull factors that serves as reason for Nigerians going abroad to further their knowledge. The concept of manpower capacity building, exploration of Kano state foreign scholarships scheme, its objectives, methods and strategies for implementation. The section also provided an overview of some scholarship programmes in Nigeria, their rationale, as well as methods and strategies for implementation. Empirical review of related studies was examined with a view to gaining better understanding of the subject matter. Edward Suchman's (1967) Evaluation Theory was selected as a theoretical framework for this study. The main aim of review is to provide a better understanding of the work, also to serve as a guide to comprehend the basic concepts used in the study.

2.1 Literature Review

2.1.1 The Conceptual Exploration of Foreign Scholarship

Various definitions have been given by various scholars on the meaning of the concept of scholarship. According to Peterson (2008) in his book Financial Aid Glossary defines scholarship as an award of financial aid for a student to further their education which is awarded based upon various criteria, which usually reflect the values and purposes of the donour or founder of the award. He further observed that scholarship money is not required to be repaid and it is a major component of college financial aid in the countries such as the United States.

The definition above depicts that the concept of scholarship is uniquely defined from the standpoint of finance, meaning that a scholarship is financial aid granted to student who wanted to further or broaden their education and it is normally awarded if a student has fulfilled certain requirement put forward by the sponsor or financier.

The above definition of Peterson is defective in the sense that some scholarship awards were required to be repaid by the awardees after completion of their studies, or they may be forced to work for a specific period of time to the awarding authority be it public or private. In fact, in many private corporations that awarded scholarships, a strict return obligations were placed on the beneficiaries because beneficiaries are compelled to sign an agreement that they will return and work for the awarding authority.

Perhaps, this is what Teng (2014) meant when he pointed out that some scholarship awards have a "bond" requirements. Recipients may be required to work for a particular employer for a specified period of time or to work in rural or remote areas; otherwise they may be required to repay the value of the support they received from the scholarship. This is particularly the case with education and nursing scholarships for people prepared to work in rural and remote areas.

Janice (2008) on her part defines scholarship as a grant or payment made to support a student's education, awarded on the basis of academic or other achievement. She observed that Scholarship is often synonymous with grants, awards, endowment, or bursary.

Moreover, the concept of scholarship is sometimes used to describe any financial aid given to a student that does not have to be repaid. More precisely and universally, scholarship is given to a student because of a reason: the student has qualified for or won it by academic, artistic or athletic ability, or by agreeing to follow a particular career, or has some special ethnic or other characteristic. Scholarships are not given for financial need alone, (Peterson 2008).

Collins English Dictionary fifth edition (2014) defines scholarship as a financial aid provided to a scholar because of academic merit, or it can also refer to the position of a student who gains this financial aid to further his studies. This definition signifies that scholarship is a gift of money or other aid to enable a student to pursue his or her studies.

However, looking at the concept of scholarship from another approximation, it is also referred to as academic achievement; erudition; learning, the qualities, skills, or attainments of a scholar or the accumulated knowledge of a group of scholars (American Heritage Dictionary of the English Language, Fifth Edition 2016).

On the other hand, the term “Foreign” or “Overseas” simply refers to something located outside a particular place or country and especially outside somebody’s own country or coming from, or belonging to a different place or country relating to, or dealing with other nations situated outside a place or country, especially pertaining to countries, associations, activities, etc., beyond the sea, across border, abroad, external or belonging to a foreign country or countries (Merriam Webster Dictionary 2015).

From the above exploration, it can be distilled that **foreign scholarships, Overseas Scholarship, or Study Abroad** refers to any opportunity, chance, advantage which has to do with grant of aids, bursary, endowment or award of financial aid either by government, corporate agency, philanthropist organization, academic institutions or professional institutions, given to a student in order to further his education in an environment or country different from somebody’s own country. It has to do with an opportunity that provides the student with the chance to apply for a very comprehensive scholarship, covering issues like tuition fees, accommodation fees, participation costs, return travel, insurance and living subsistence or upkeep. This definition is in line with Roberts, Day and Jenkins (2012) submission in their analysis of the impact of Commonwealth Scholarship Commission

programme in the United Kingdom. According to them, foreign scholarship a financial aid granted to support talented and able individuals by providing opportunities that might not otherwise be available for study and research in a country other than one's own, enabling the acquisition of skills and expertise, and facilitating networking and collaboration, leading to enhanced employment prospects and professional development. It is aimed to assist institutional capacity building through providing training and research in key sectors, boosting the human capital and skills base of employing organizations (including higher education institutions) where acquired expertise may be utilized, and through the provision of opportunities for international research collaboration.

Adekalu and Oludeyi (2013) describes foreign scholarship as a situation where students, researchers, academicians and scholars alike, travel to a location other than their own abode with a view to engaging in learning experience and gaining academic intellectual exposures.

Beall and Lemmens (2014) in their analysis of the rationale for sponsoring students to undertake international study defines overseas scholarship as an international student mobility design for the internationalization of education, enriching the lives of ambitious talented young people from across the globe to undertake further learning in disciplines unavailable at home and helping to build capacity and expand participation in tertiary education that will go a long way to support to more inter-culturally aware and employable graduates. The definition of Beall and Lemmens is that, some foreign scholarships were granted not because the courses or disciplines are not available at home universities, but simply because it is an opportunity to travel and explore academic and other exposures in an environment different from somebody's own.

Perma (2014) observed that with an international scholarship programme, a government intervenes in higher education markets in ways that increase the number of students who are

studying at or earning degrees from post-secondary educational institutions in a foreign country. Overboard scholarships linked with university-to- university exchanges and those resulting in a recipient earning academic credit, like a non-degree training programme, are also part of foreign scholarship. So, too, are scholarships that use national funding to encourage inward student mobility and scholarships funded entirely by businesses or individual philanthropists.

By and large, from the foregone definitions, it can be distilled out that the concept of foreign scholarship is predominantly concerned with a situation where students, researchers or academicians travelled to a location other than their home country for the purpose of gaining knowledge, skills or other intellectual exposures, either self sponsored or sponsored by governemtnal agencies, non-governemtnal organizations or philanthropist organizations. This is sharply illustrated in this study in which Kano state government has sponsored over 2,243 Kano state indigenes to undertake overseas studies in twelve (12) different countries across the globe between 2011 and 2015.

Moreover, it became desideratum at this juncture to point out that the word “foreign scholarship” has been used interchangeably with Overseas Scholarship, Study Abroad, International Scholarship, Outward Mobility, International Student Mobility and Cross-border Mobility in this research.

2.1.2. Classification and Types of scholarship

The most common types of scholarship according to Peterson (2008) are:

- (i) **Merit-based:** These awards are based on a student's academic, artistic, athletic or other abilities, and often factor in an applicant's extracurricular activities and community service record. The most common merit-based scholarships, awarded by either private

organizations or directly by a student's intended college, recognize academic achievement or high scores on standardized tests. Most such merit-based scholarships are paid directly by the institution the student attends, rather than issued directly to the student. Merit based scholarship are classified in to

(a) Academic Merit Scholarships: To get these types of scholarships, candidates should excel in academics. These scholarships consider GPA Grades as a yardstick for the award. These merit scholarships generally include those scholarships which can pay your tuition fees or award some stipend say 150 \$ (50,000NGN) per month. In some cases awardees can be nominated by his school or recommended by his teachers.

(b) Athletic Merit Scholarships: As a name suggest, these scholarships are awarded to those students who excelled in sports of any kind. The excellence can be of that worth, so the awardee is not required to pay a single penny in terms of tuition fees in completing the whole course There are many scholarships available for cricket, football, choreography etc. a student can be recommended by a coach or someone of similar level. Often this is so that the student will be available to attend the school or college and play the sport on their team, although in some countries government funded sports scholarships are available, allowing scholarship holders to train for international representation. School-based athletics scholarships can be controversial, as some believe that awarding scholarship money for athletic rather than academic or intellectual purposes is not in the institution's best interest. (Bruenig 2014)

(c) Artistic Merit Scholarships: These scholarships are awarded for artistic fields like art, design, fashion, choreography, photography etc. To apply for these scholarships you would be require submit a portfolio of photos to concerned authority for getting scholarships in fashion, a recording of song for music.

(ii) Need-based: These types of scholarships are awarded to students who have a financial need. Many families face problems in funding their wards college education. Most need based scholarships are funded by Federal and State government. For example Federal Scholarship Board (FSB) Kano State Scholarships Board (KSSB), Rivers State Sustainable Development Agency (RSSDA) etc. For getting these scholarships one must fill application form for scholarship and attend screening and interviews conducted by awarding agency.

(iii) Student-specific: These are scholarships for which applicants must initially qualify based upon gender, race, religion, family and medical history, or many other student-specific factors. Minority scholarships are the most common awards in this category. For example, students in Canada may qualify for a number of aboriginal scholarships, whether they study at home or abroad. The Gates Millennium Scholarships programme is another minority scholarship funded by Bill and Melinda Gates for excellent African American, American Indian, Asian Pacific Islander American and Latino students who enroll in college. The University of Sheffield, UK is offering **Nigeria Merit Postgraduate Scholarships 2010** to students from Nigeria (Garkhel 2010).

(iv) Career-specific: These are scholarships a college or university awards to students who plan to pursue a specific field of study. Often, the most generous awards to students who pursue careers in high-need areas such as education or nursing. Many schools in the United States give future nurses full scholarships to enter the field, especially if the student intends to work in a high-need community.

(v) College-specific: According to Teng (2014), College-specific scholarships are offered by individual colleges and universities to highly qualified applicants. These scholarships are given on the basis of academic and personal achievement. Some scholarships have a "bond" requirement Recipients may be required to work for a particular employer for a specified

period of time or to work in rural or remote areas. This is particularly the case with education and nursing scholarships for people prepared to work in rural and remote areas. The programs offered by the uniformed services of the United States (Army, Navy, Marine Corps, Air Force, Coast Guard, National Oceanic and Atmospheric Administration commissioned corps, and Public Health Service Commissioned Corps) sometimes resemble such scholarships.

Furthermore, scholarships can be classified into three categories;

- (i) Classification in terms of location
- (ii) Classification in terms of sponsorship
- (iii) Classification in terms of purpose

(i) Scholarship classification in terms of location: This is determined by either the scholarship is within one's own home country or outside. This is manifested in two basic types; Local scholarship and foreign scholarship. The local scholarship is a type of scholarship within one's own country. In this type, the student or beneficiary study courses offered by institutions within his own individual location, without necessarily going abroad. On the other hand foreign scholarship involves movement from one's own country to another for the purpose of learning, research or gaining experiences. This definition is in tandem with the submission of Adekalu and Oludeyi (2013) who described foreign scholarship as a situation where researchers academicians and students travelled to allocation other than their own with a view to engaging in learning, research and other academic experiences.

(ii) Scholarship in terms of Sponsorship: This refers to the type of scholarship that is either sponsored by individual himself, by public authority or by private authority or in collaboration of both. In this type, of sponsorship, all the necessary expenditures for the study including payment fees, accommodation fees, living stipends, insurance and other expenses are financed by the sponsor. Such sponsorship is being made by public authorities like federal

government, state or local government, or by private companies, donor agencies or philanthropic organizations like Bill and Melinda Gates, Ford Foundation, Shell, Exxon Mobil and other private organizations.

(iii) Sponsorship In Terms Of Purpose: This is the type of scholarship designed to achieve a particular purpose or goals set by the sponsor. For example improving the manpower capacity in certain areas like health, education, science and technology, institutional building, creating more employment opportunities to the beneficiaries etc.

2.1.3 Benefits and Advantages of Studying Abroad

Dwyer and Peters (2015) in their analysis “why Study abroad” observed that studying abroad is very important because “It will change your life. You will come back a new person”. For years, the benefits of study abroad have been described in these words. Everyone in the study abroad field believed it could greatly impact a student's life.

The United States Institute for International Education (I.I.E) conducted a survey to explore the impact and benefits of study abroad on a student's personal, professional, and academic life. The survey shows that study abroad positively and unequivocally influences the career path, world-view, and self-confidence of students. They surveyed alumni from all IES study abroad programs from 1950 to 1999. Regardless of where students studied and for how long, the result shows that studying abroad is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience. An overwhelming majority of respondents echoed when asked about personal growth, the students said studying abroad served as a catalyst for increased maturity, increased self-confidence, enabled them to tolerate ambiguity, and that it has had a lasting impact on their world view. For many students, college is the first time that they will live away from their parents or hometown. University life affords freedom, independence, and an opportunity to gain life skills that will

be used throughout life. According to Eva (2014) the benefits of studying abroad include, but not limited to the following;

(i) Study abroad enhances Academic Achievement: one of the most remarkable benefits of studying abroad is that it boosts the academic achievement of individual student. Studying abroad goes a long way to give a special opportunity for somebody to grow academically, professionally, and personally while studying abroad is for the chance to experience different styles of education. The student will find that completely immersing and associating himself in the education system of his host country is a great way to really experience and understand the people, its traditions, and its culture. Study abroad is likely to be much unlike what you are used to doing as a student. You may become familiar with an entirely new academic system and you will have the chance to take courses not offered on your home campus. It is also a great opportunity to break out the monotony of the routine you follow semester after semester. Education is the centerpiece of any study abroad trip—it is, after all, a study abroad programme and choosing the right school is a very important factor.

(ii) Study Abroad Enhances Employment Opportunities. As the world continues to become more globalized, countries are increasingly investing dollars abroad, and companies from countries around the world continue to invest in the international market. Many employers sees a student who has studied abroad as self-motivated, independent, willing to embrace challenges, and able to cope with diverse problems and situations. The experience living and studying in a foreign country, negotiating another culture, and acquiring another language will all set a student apart from the majority of other job applicants. Still, the student can always go home at the end of the time as an international student, many choose to stay put and apply for a working visa. Even if they return home or decide to seek work elsewhere, the international experience provided by studying abroad is likely to be looked on favourably by employers most especially to be more competitive in today's era of

globalization, (Eva, 2014).Employers like to have prospective candidates with international experience, foreign language skills, and the ability to communicate across cultures.

Dee Roach adds, anyone who is able to put on their CV that they studied abroad is at a great advantage in terms of impressing future employers. At a very basic level it will give you something to talk about in an interview. But much more importantly it will prove to your potential employer that you have the ability to stand on your own two feet, that you can fit in when placed in different environments, and that you are resourceful and have initiative.

(iii) Study abroad allows you get to know Another Culture first-hand: Cultural differences are more than just differences in language, food, appearances, and personal habits. A person's culture reflects very deep perceptions, beliefs, and values that influence his or her way of life and the way that he views the world. Students who experience cultural differences personally can come to truly understand where other cultures are coming from. The best way of finding out about another culture is by immersing yourself in it, and you can only do that by living in a country. Once you are working, your holiday or experiences overseas might be limited to only two to four weeks per year so studying abroad is a great opportunity to remain in a country and learn all about it over a longer period of time.

Students will often pursue a master's degree at a foreign institution to gain a unique cultural experience while acquiring new skills. Being immersed in an entirely new cultural setting is scary at first, but it is also exciting. It is an opportunity to discover new strengths and abilities, conquer new challenges, and solve new problems. You will encounter situations that are wholly unfamiliar to you and will learn to adapt and respond in effective ways. Study abroad helped one to better understand his own cultural values and biases, contribute to the developing a more sophisticated way of looking at the world.

(iv) Study abroad is the Optimal Way to Learn a Language. There is no better and more effective way to learn a language than to be immersed in a culture that speaks the language you are learning. Eva (2014) pointed out that being surrounded by native speakers affords you the chance to immerse yourself in the language, which can expedite your retention and fluency. Furthermore, if you travel to a country in which the primary language is one you have studied in school, you can add to your vocabulary colloquial words and phrases that may not appear in the textbooks. Language learning happens most quickly under these circumstances. Tucker (2010) puts it, for many international students, studying abroad gives them a chance to develop language skills, either through studying in a second language or by practicing the language spoken locally. A growing number of courses around the world are taught in English, particularly at graduate level, and of course proficiency in English has many applications across all kinds of careers. But indeed any additional language skills are an asset. This is because Language skills obtained while studying abroad will always be beneficial to the student and their home country in both the short- and long-term.

(v) Study Abroad Provides the Opportunity to Travel. Travelling is part of education as the saying goes, weekends and academic breaks allow you to venture out and explore your surroundings - both your immediate and more distant surroundings. Since studying abroad often puts you on a completely different continent, you are much closer to places you might otherwise not have had the opportunity to visit. Some more structured study abroad programs even have field trips planned in or around the curriculum. For those who have not traveled extensively, studying abroad may be an ideal opportunity to seek adventure with the support network of an established programme.

(vi) Study abroad affords you the Opportunity to make friends around the world: In today's increasingly global society, it is important to socialize with each other in a completely new environment. While abroad, you will meet not only natives to the culture in

which you are studying, but also other international students who are as far from home as yourself. Tucker 2010) observed that your exposure to many different types of people will not only help you to develop your people skills, but it will also give you a firmer knowledge of others, both friend and foe.

(vii) Study abroad helps you to learn about yourself: Students who study abroad return home with new ideas and perspectives about themselves and their own culture. The experience abroad often challenges them to reconsider their own beliefs and values. The experience may perhaps strengthen those values or it may cause students to alter or abandon them and embrace new concepts and perceptions. Being in a new place by yourself can be overwhelming at times, and it tests your ability to adapt to diverse situations while being able to problem solve. Furthermore, living in a new country also forces you to learn to understand a new form of currency, and familiarize yourself with the various living expenses. Understanding how to manage your expenses will especially be beneficial when you no longer rely on the support of your family.

(viii) Study abroad expands your worldview. In comparison with citizens of most other countries, Students who study abroad return home with an informed and much less biased perspective toward other cultures and peoples. As Lauren Welch points out, studying abroad is also a great opportunity to spend time in a location which is known as a leading global hub in your field of interest. This could mean you may have opportunities to learn from renowned experts and guest speakers, and perhaps gain some impressive work experience. For example, those studying finance may be attracted to global hubs such as New York, London or Hong Kong, while those interested in politics may be looking at universities in major political centers such as Washington DC or Brussels. Dee Roach (2010) also notes that some countries are especially well-known as leaders in a particular field of research and development, or a particular strand of education. “Germany is synonymous with advances in engineering

technology, the US with top business and management programmes such as Harvard, MIT and Stanford (to name but a few), Australia screams art and design and sport, and Canada has its world-renowned 'co-operative programmes.

2.1.4 Challenges and Problems of Studying Abroad

Dwyer and Peters (2015) pointed out that though there are a lot of benefits to foreign study, there are however certain drawbacks that needs to be considered before deciding whether it is right to travel or not. Monroe (2014), stated that many feel that studying abroad is the most significant way to improve their world view. Also studying abroad gives many students a kind of prestige in their home country. It may even lead to a better job. There are some students who want to study abroad because of the pure pleasure and excitement it brings. But living in a foreign country might be difficult at times.

Arora (2014) identify the following as the challenges of studying abroad:

(a) Culture Shock Abroad: This is the first challenge that students may encounter when they move to a foreign country. No matter how much you research another country, you are likely to experience unexpected surprises when you are actually living and studying there. This revelation is inevitable, especially if you have come to a country for the first time. A communication problem that involves the frustrations that come with the lack of understanding; the verbal and nonverbal communication of the new culture, its customs and its value systems are only a few of the problems. The differences that people may experience include lack of food, unacceptable standards of cleanliness, different bathroom facilities and fear of personal safety. Also you will probably have times when you miss your family, friends, food, and everything familiar. Almost everyone goes through some culture shock. In addition, you may find yourself jolted by the sudden shift in culture; everything from food

and religion to transportation systems and style of dress may differ from those in your home country. This culture shock can lead to feelings of frustration, anxiety, and homesickness.

(b) Overcoming the language barrier: This is probably the most obvious of the challenges of studying abroad. Overcoming a language barrier may mean you are struggling to learn a new language pretty much from scratch, or it could just be that you thought you were fluent, but find you are unable to understand the strong local accent. Even if you are studying in a country where you speak the same language, there are other hurdles to clear. For example, slang phrases that are popular or will seem strange. For non-Americans (or non-Californians) the words “insane”, “balling”, “radical” and “intense” have nothing in common. But for locals, all can be used to mean “awesome”. Monroe (2014) points out that there are many people who are not able to study at a university even if they study in their native language. For international student it is really hard to study at a university in a foreign country.

(c) Stereotypes Abroad: Whether the world admits it or not, people tend to stereotype others. So no matter which part of the world you wish to pursue a management degree from, remember that you may be judged and stereotyped until people understand you better and regardless of what country you are from, and what country you are going to, it is almost certain that you will end up feeling like an ‘outsider’ at least some of the time. This of course is true bearing in mind that recently, racial discrimination was in the increase in some countries like India, Ukraine and South Africa in which some blacks of African origin were discriminated for reason of being black. Also, some students from Kano state under the sponsorship of Kano state government were affected by the political crisis that rocked Ukraine in 2013 to the extent that some of them have to make distress call to the home government in order to be evacuated.

(d) Studying Abroad is Expensive:Travel expenses, tuition, books, room, board, bills, transportation, and overall cost of living can add up quickly when living abroad (especially if you do not take on a part-time job). Depending on where you choose to study abroad and the institution/organization you select, your expenses can vary greatly in cost. As Calvin (2007) cited in Eva (2014) said, for students who want the opportunity to study overseas during their time in college, the cost of doing so can seem daunting. According to the Education Abroad Center, studying abroad in China costs \$8000, in Italy \$10, 000, in Paris Up to \$15,000.

(e) Being far from your support network: Many people may experience certain aspects of independence for the very first time; perhaps you've never lived on your own or have yet to travel outside of your home country. Because some of the worst symptoms of culture shock (sadness, anxiety, a sense of isolation or alienation) can result from the realization that you no longer have your friends and family alongside you. According to Manroe (2014), living in a foreign country, even if it is with a host family, means you might be doing things you may not have done in your home country. These include cooking, cleaning, grocery shopping, washing clothes, figuring out transportation, making living arrangements, setting up accounts for cell phones and utilities.

2.2 Conceptual Exploration of Manpower Capacity Building

Like anywhere in the world, human resource or manpower is one of the most essential ingredients for accelerating rapid development, physically, psychologically and socially. Today, increased attention is being focused on the keeping of an up to date inventory of current human resource stock in terms of skills, gender, level of education, professions, geographical location, age and job experiences (Dessel 2013) In this light, Herbison (1973) defines manpower capacity building as the process of increasing, strengthening, and boosting the skills, capacities, abilities, energies, and knowledge of people which are, or which potentially can and should be applied to the production of goods and services. In the same

vein, Tobias (1969) cited in Ojo (1997) defines manpower as people, humanity, society with all its aspirations, needs, and capacities. Put more operationally, manpower or human resource refers to the total number of men and women who physically and mentally fit, capable and readily available for the production of goods and services. According to US Department of Labour, manpower is the basic resource. It is the indispensable means of converting other resources to mankind's use and benefit. How well we develop and employ human skills is fundamental in deciding how much we will accomplish as a nation. The manner in which we do so determine profoundly the kind of nation we become. According to ILO (2013), the most successful developing countries have not only had high rate of physical capital formation, they have also given priority to human capital formation. It therefore follows that man is the reservoir of timeless knowledge, skills and capacities.

From the above definition, it is clearly discernable that manpower capacity building refers to the process and methods of increasing, strengthening improving the skills, capacities, knowledge and potentialities of the people in such a way that they can give their maximum contribution towards the development of a nation.

The manpower capacity building and human resource development approach is oriented to the development as well as to the utilization of human resources. Human resource utilization is the extent to which available human resources are deployed effectively for the maximum achievement of individual, collective, organizational or national goals and objectives. Effective human resource utilization for development may involve human resource allocation, maintenance and further development (Kiggundu, 1989). "Human resources ...constitute the ultimate basis for the wealth of nations... The goals of development are the maximum possible utilization of human beings in more productive activity and the fullest possible development of the skills, knowledge and capacities of the labor force ..." (Harbison, 1973).

Manpower capabilities and competencies relate to knowledge, abilities, skills, values, attitudes and norms. These are the results of intentional learning, learning-by-doing, and the socialization process in the education and training system, as well as the employment system. The development of human capabilities takes place at three levels: the cognitive, affective, and psychomotor levels. The cognitive area includes knowledge, understanding, problem solving and theory, and distinguishes between formal and idiosyncratic knowledge. Formal knowledge refers to knowledge and skills that can be transmitted in written or verbal instructions; the level of skills can be measured in exams or tests. Idiosyncratic knowledge is defined as "that intuitive knowledge, based upon training and experience, that is incapable of translation into written form" (Williamson, 1975).

Human resource development and utilization are regarded as the means to meet basic human needs and to contribute to overall development of the nation by transmitting cultural, religious, political, and technological values; and by preserving national identity, cohesiveness and stability (Cohen, 1994). Human development is defined as enlarging people's choices, where the choices range from political, economic and social freedom to opportunities for being creative and productive, and enjoying personal self-respect and human rights (UNDP, 1990).

The human development concept is based on five essential ideas. First, human development becomes the real end of activities which moves people to center stage of development. Second, human development relates to the formation of human capabilities and the use people make of their acquired capabilities. Third, a distinction is made between ends and means. People are regarded as the ends, however, they are also means of development. Fourth, the human development concept embraces all of society. The political, cultural and social factors are given as much attention as economic factors. (Haq, 1995). Haq considers four essential components of human development and to each of them human resources are

assigned an important role. The four pillars are equitable access to opportunities, sustainability of human opportunities, productivity and growth, and empowerment of people, meaning that people are placed in a position to exercise their own choices (Haq, 1995). The level achieved on each of these pillars indicates the extent of people's economic, social, political and cultural choices. The formation and utilization of human resources is regarded as one important policy measure to enhance the levels of the various pillars. Human resource development removes barriers that limit the access of women, minorities or other groups to key economic and political opportunities. Higher productivity and growth require investment in people and in human capital. Empowerment among many other factors requires investing in education and health so that people can take advantage of market opportunities as well as social and political opportunities and are able to participate in those activities, events and processes that shape their lives (Haq, 1995).

It is indeed imperative to point out that the most critical factor that enhances, strengthens and boosts human resources and manpower capacity of a nation is the investment in education as pointed out by Ashby commission (1969) cited in Ojo (1997). Commenting on this, Ojo (1997) stated that education is the “leveler of opportunities, a major factor in occupational mobility, and a major weapon in the eradication of ignorance and poverty. All these seem to have led Makae (2003) to comment that nowhere in the world is a well educated person really poor.

2.3 Gap in the Availability of Manpower in Kano State.

Adequate human resources have been described as one of the challenges in quest of development in Kano state. Perhaps, being the most populous state in Nigeria with over 9.3 million population, there is invariably need for not only quantitative, but also qualitative manpower in all the sectors of the state. For example, the establishment of additional state owned university in Kano state (North West University, Kano) in 2011, the establishment of

three additional colleges of Nursing and Midwifery and the establishment of 17 capacity building institutions in the state requires competent and robust manpower that will put their hands on deck to manage them. Below is the list and location of the 20 capacity building and poverty reduction institutions established by the state government:

Table 2.1: List of 20 Capacity Building Institutions established by Kano State government (2011 – 2015)

S/N	Name of Institution	Location
1	North-West University Kano	Kano
2	Kano Farm Mechanization Institute	Kadawa
3	Kano College of Nursing & Midwifery	Madobi
4	Kano Corporate Security Training Institute	Gabasawa
5	Kano Informatics Institute	Kura
6	Kano Entrepreneurship Development Institute	DawakinTofa
7	Kano Driving Institute	Kumbotso
8	Kano Post Basic Midwifery School	Gezawa
9	Kano Sports Academy	Karfi
10	Kano Development Journalism Institute	Kano
11	Kano Film Academy	Tiga
12	Kano Poultry Institute	Dambatta
13	Kano Livestock Institute	Bagauda
14	Kano Fisheries Institute	Bagauda
15	Kano Reformatory Institute	Kiru
16	School of Health Technology	Bebeji
17	Kano Irrigation Training Institute	Kadawa
18	Kano Institute of Horticulture	Bagauda
19	Kano Institute of Qur'anic & Western Education	Kano
20	Kano Hospitality & Tourism Institute	Kano

Source: Research and Documentation Directorate Government House, Kano state (<http://www.resanddocghk/?rdc=1&-rdr>).

For the proper functioning and management of these institutions, adequate and competent manpower were inevitably required, and this informed the wisdoms behind KSFSS. These

institutions were deliberately established for youth's empowerment, poverty reduction and self sustenance for socio-economic development of the State as well as to offer opportunity for the teeming youth to acquire skills for self-reliance. All of these Twenty (20) Institutions have been commissioned and have been in operation. For example the North-West University has been admitting students since 2012/2013 academic session. Others are Kano Informatics Institute that has admitted 204 students, Farm Mechanization Institute that trained 900 youth in Farm Animal Traction and Basic Tractor Farm Mechanization, while every graduate received a takeoff grant of 2 work bulls and plough worth N140,000, Kano Entrepreneurship and Co-operative Development Institute with an initial 200 trainees on LafiyaJari (Health is Wealth) Programme and Kano Reformatory Institute, Kiru.

In the aspect of health, the Kano State health care service delivery system is also poor; there is a huge disparity in the availability of professional medical personnel. Whereas in the country as a whole in 2006 there were 28 doctors for every 100,000 population (itself a low figure), in the government services at primary and secondary levels in Kano State there were only 1.78 doctors per 100,000. Nationally there were 170 nurses per 100,000 populations, but the number in government services at primary and secondary levels in Kano State works out at only 10.2 per 100,000. This according to Kano State Strategic Health Development Plan (KSHDP) in its 2010 reports is a clear manifestation of a very wide gap which requires quick action.

This issue has not been adequately addressed at any level, and it is regrettable that the Kano State Economic Empowerment and Development Strategy (KSEEDS) health projects also did not address human resource constraints at all. There are State Ministry of Health (SMOH) plans for a new midwifery school and two extra schools of health technology, but these will only begin to release extra graduates into the system a few years hence.

Based on the WHO recommendation (1994) of 1 doctor to 2,060 people, 1 nurse to 980 people, 1 midwife to 600 people and 1 pharmacist to 10,000 people, the disparity between what is required and what is available is shown below:

Table 2.2: Gap in availability of some health care professionals in Kano State

Cadre of Health Worker	No. Required	No. Available	Gap/Shortfall
Doctors	4,369	219	4,150
Nurses	9,183	1,490	7,693
Pharmacist	900	38	862

Source: KSHDP 2010-2015

The above clearly shows that there is acute scarcity of manpower not only in the health related field in Kano state but also in other fields. Hence, it is anticipated that with proper planning and adequate financial commitment, these gaps can be systematically met over a 5-year period. In response to that, one of the measures taken by Kano state government is the Overseas Scholarship Scheme in which Kano state indigenes were given 100% sponsorship to go overseas for education and training so that such gap would be bridged qualitatively and quantitatively.

2.4 Concept of Funding

Funding is the act of providing financial resources, usually in the form of money, or other values such as effort or time, to finance a need, program, and project, usually by an organization or company. Generally, this word is used when a firm uses its internal reserves to satisfy its necessity for cash, while the term financing is used when the firm acquires capital from external sources, (Business Dictionary, 2009). This definition is in tandem with what Ikya (2000) said about where he defined funding as the process of providing an institution, a project organizations etc with money to carry out its activities.

In public domain especially in the areas of governance, funds are injected in order to finance the execution or implementation of programmes, policies and projects meant for the betterment of welfare of the people.

According to the submission of the U.S National Implementation Research Network, (2005), funding constitute one of the most essential ingredient for the implementation of any policy or programme of government. Whatever government chooses to do, no matter how good and sound the objectives of such programmes are, it will only remain abstract so long as it is not accompanied by resource allocation. This is in tandem with what Abdussalami (1998) means when he said that public policy is beyond the mere expression of what government chooses to do or not to do in response to a public problem, but actual commitment of resources.

At the core of the successful implementation of foreign scholarship scheme is the issue of funding that is resource allocation. The most crucial aspect of funding any foreign scholarship scheme according to Beall and Lemmens (2012) includes the payment of tuition fees, payment of accommodation fees, and payment of monthly up-keep stipends to the beneficiaries, health insurance, agency fees, visa procurement, and travelling expenses. Similarly, funding of foreign scholarship scheme encompasses how much was cost for each beneficiary or participant, what are the *modus-operandi* for the disbursement of the resources, and how often the money was released to the beneficiaries as well as agencies for the implementation of the programme. This stems from the fact that foreign scholarship constitutes a significant investment that concerned both the awarding country and the host countries.

In terms of funding, Kano state foreign scholarship scheme is exclusively funded by Kano state government. All expenses that are necessary for study at international setting are being 100% financed by Kano state government. The annual spending to each beneficiary as

approved by the state government ranges between seven thousand Dollars (\$7,000) for arts and social science students, to nine thousand Dollars (\$9,000) for science and engineering students per year while monthly up-keep allowance ranges between \$350 and \$400 per month at the exchange rate of one hundred and seventy Naira (N170) per one Dollar (\$1).

Detailed procedure for the payment shows that with regards to Tuition fees, Accommodation fees, Transport fees, visa procurement fees as well as insurance fees, the names of all the award holders as well as the total amount payable are listed in one payment voucher payable to a prescribed and accredited agents of the Nigerian embassy or High Commission (or General Consulate of Nigerian where applicable) in that country for onward transfer to the students and the institutions concerned. The agents are usually the *Education Attaché* of the Embassy or an agency such as Nigerian Embassy or any related organization. With regards to the payment of monthly Up-keep allowances including feeding allowances to new students, payment is made through a prescribed and recognized agents approved by the Kano state government while with regards those that are already in their second year, payment is made directly into Student's Personal Account (SPA). But with regards to Pocket money and Laptop, these were given directly to the individual beneficiary by the executive governor himself or by a person representing him, on the day of the departure of the students at the Airport. All application for extension of overseas students from Kano state must be passed through the institution of study to the Nigerian Embassy in that country for endorsement to the board filling all relevant academic documents. According to KSSB bulleting released on 30th December, 2014, the Kano state government under the leadership of His Excellency Engr. Rabi'u Musa Kwankwaso had since its inception approved 100% scholarships awards to deserving Kano state indigenes to undergo foreign scholarship at postgraduate and undergraduate levels in various disciplines in 12 selected countries across the globe effective from 2011/2012 academic session. Detailed breakdown of how this money was expended for

the payment of tuition fees, accommodation fees monthly living stipends, air ticket, agency fees as well as visa and verification fees was provided in table 5.7 of chapter five.

2.5 Eligibility and Selection Criteria

Selection criteria are used to determine the bestqualified candidate from among all of the applicants who have met the minimum qualifications and were selected for an interview for the particular position. Selection criteria go beyond minimum qualifications and look at quantity, quality, and relevancy of education, experience, knowledge and other skills that each applicant possesses, (Mathias and Jackson, 2004). Selection has also been described as the process of choosing the most suitable candidate for the vacant position in the organization and a means of weeding out unsuitable applicants and selecting those individuals with prerequisite qualifications and capabilities to perform the task or achieved specified objectives in the organization. Selection criteria also include qualifications that may be unique to the particular tasks or predetermined objectives and the particular department rather than the more general minimum qualifications. When applicants are compared to each other and selection criteria are applied, the best qualified candidate can be selected.

Selection and screening of candidates from the pool of applicants for the award of foreign scholarship is very important prerequisite for the implementation as well as achievement of foreign scholarships. According to Beall and Lemmens (2014), for the implementation of foreign scholarship scheme, there is need for a careful and systematic selection and screening of best candidates that are competent enough to withstand all the challenges of study in an international environment. This is because no matter how good and sound the thematic priorities of a scholarship scheme are, no matter the amount of money allocated for it implementation, so long as wrong candidates were selected, the goals and objectives will eventually fizzle out in thin air. In any scholarship programme, selection and screening

criteria are governed by certain guidelines and procedures. One of the most fundamental requirement for the award of Kano state foreign scholarship is that a candidate must be a bona-fide indigene of Kano state and must have attained the age of eighteen (18) years. For the undergraduate sponsorship, a candidate must be qualified for admission into Nigerian university; that is he must possess five O'level WASSE or NECO, credits in English, mathematics, plus any other subject relevant to the discipline of study. But for the post graduate sponsorship, a candidate must be a graduate from a recognized university in Nigeria and must graduate *Summacumlaude* or *Magnacumlaude*, which means that he must possess First Class or Second Class Upper (2-1). In the case of HND holders, a candidate must have Distinction or Upper credit from a recognized polytechnic.

In addition to the above requirements, the board specified a checklist of twenty three (23) items which every candidate must supply information thereto as contained in appendix V of this work before he/she is qualified for the award. These items include *inter-alia*:

1. Statement of results
2. Transcript of academic records from the previous institution
3. International passport
4. NYSC discharge certificate
5. Kano state indigene certificate
6. Birth certificate/declaration of age
7. Secondary school leaving certificate
8. Primary school leaving certificate
9. Two passport photograph, (male without cap, female with ears shown)
10. Valid e-mail address and phone number
11. Name and addresses of two referees.

Thereafter, the candidate will collect and fill application form containing all the above information and attached the photocopies of the documents and submit to the office of Director, Quality Assurance, Ministry for Higher Education, Kano State. Such opportunities were announced through advertisement in radio stations in Kano state and pages of some national Newspapers and on the websites of Kano state scholarships board.

With regards to Selection criteria, a special selection committee was established drawing membership from two major implementation agencies; that is Kano state scholarships board (KSSB) and Ministry for Higher Education (MHE). The committee was mandated to conduct face-to-face oral interview with the candidate as well as check and verify the authenticity of credentials submitted by the applicants. Notification for the date and venue for the interview are sent through text messages and e-mail addresses of the applicants. The selection panel will thereafter make final selection and approval of the best candidates and forward formal recommendation to His Excellency the Executive Governor of Kano state through the office of the Honourable commissioner, Ministry for Higher Education, or Ministry of Education as the case may be, for final approval and award.

2.6 Host Universities and Destinations Selected for the Implementation of Kano State Foreign Scholarship Scheme.

Effective from 2011/2012 academic session, Kano state government has approved the selection of twelve (12) countries for the implementation of the scheme. The countries were located in Asia, Middle East, Europe and Africa. The table below gives the names of the countries chosen for the implementation of Kano state foreign scholarships programme:

Table 2.3 Showing the names of Countries chosen for the implementation of KSFSS

ASIA	EUROPE	MIDDLE EAST	AFRICA
China	United Kingdom	Turkey	Uganda
India	Cyprus	Jordan	Egypt
Malaysia	Ukraine/Poland	U.A.E	Sudan

Source: Department of Planning, Research and Statistics KSSB.

In addition, in each of the above countries, a number of Universities and institutions of higher learning were selected for admitting the students. A total of 62 universities were selected for admitting the students from these countries above as it can be seen in the tables below:

Table 2.4 Showing the Universities and Institutions selected in Asian countries.

S/N	INDIA	MALAYSIA	CHINA
1.	S.R.M University	Nottingham University	Lioning University of Technology
2	Sharda University	Linton University	Shenyang Medical University
3.	West Bengal University	Putra University	Shenyang Agric University
4.	SHI'AT University	Al-Madinah International University	Nottingham University
5.	Lovely Professional University	Bendahari University (UTM)	
6.	SSIMSSR University	Utara University	
7.	Bapuji International University	Malayas University	
8.	Krupanidhi University	FTMS International University	
9.	Dayananda SagarUniversity	UNISZA	
10.	Nijalingappa University	International Islamic University	
11.	PRIST University		
12	Jodhpur University		

Source: Department of Planning, Research and Statistics KSSB.

From the above table, it can be seen that India and Malaysia have the highest number of universities selected for the implementation of KSFSS. As we can see, in India, a total of twelve universities and institutions were selected while in Malaysia, ten universities and

institutions were selected including Nottingham University. However, in China, only four universities were selected.

The universities and institutions chosen for the implementation of KSFSS in the Middle East are provided in the table below:

Table 2.5 Showing the Universities and Institutions selected in the Middle East

S/N	TURKEY	U.A.E	JORDAN
1.	Atilim University	Abu-Dhabi University	Middle East College of Aviation Technology
2.	Zirve University	Middlesex University	University of Science and Technology
3.	Nevena University	Manipal University	
4.	Faith University	Wollongdong University	
5.	Bahcasehir University	Heriot-watt University	
6.	Meliksah University		
7.	Okan University		
8.	Codiz university		
9.	Conkaya University		
10.	Kultur University		
11.	Yasart University		

Source: Department of Planning, Research and Statistics KSSB.

In the table above, it can be observed that Turkey has the highest number of universities and institutions chosen for the execution of KSFSS. The country has eleven universities, followed by Jordan with five institutions and UAE with two institutions.

Also, in the European continent, a number of universities and institutions were chosen for admitting students. These are provided in the table below:

Table 2: Institutions Selected from European continent for the Implementation of KSFSS

Table 2.6 Showing the Universities and Institutions selected in Europe

S/N	UNITED KINGDOM	CYPRUS	UKRAINE/POLAND
1.	UniversityofNorthembria	Cyprus International University	Paul Vincent International University
2.	Greenwich university	Near East university	
3.	UniversityofCoventry	Environmental and Public Health University	
4.	University of Leicester		
5.	London School of Economics		
6.	University of east London		
7.	London School of hygiene and tropics		
8	University of Readings		

Source: Department of Planning, Research and Statistics KSSB.

In the above table, we can see that the United Kingdom has the highest number of institutions selected for the implementation of KSFSS. One fundamental thing is that the universities selected include the Greenwich University, University of Coventry and Northembria University which some of the most expensive universities in the world.

Furthermore, in the African continent, universities and institutions selected for the execution of KSFSS are provided in the table below:

Table 2.7 Showing the Universities and Institutions selected in Africa

S/N	SUDAN	EGYPT	UGANDA
1.	El-Razi University	October - 6	International university of East Africa
2.	El-Ahfad university	Al-MansouraUniversity	
3.	Omdurman		

Source: Department of Planning, Research and Statistics KSSB.

From the table above, it can be understood that a total of six (6) universities and institutions of higher learning were basically selected in the African continent. Three from Sudan, two from Egypt and one from Uganda.

Fundamentally speaking, there are various reasons that informed the selection and choice of the above countries and institutions for the implementation of Kano state foreign scholarship scheme. According to information obtained from the office of Director Quality Assurance, these reasons were distilled down to six key variables which are;

1. Standard and quality of education
2. Flexible admission requirement
3. Affordable tuition fees
4. Low cost of living
5. Cultural and religious similarities
6. Visa procurement

(1) Standard of Education: One of the key reasons that informed the selection and choice of the above institutions and countries for the implementation of Kano state foreign scholarship scheme is the quality and standard of education obtained from the countries and institutions selected for the study. The standard of education is evaluated and measured from the standpoint of access to teaching and learning infrastructures such as internet sources, well equipped libraries and laboratories for research, practical and reading, adequate and qualified manpower, and teacher per student ratio as well as availability of wide variety of courses. In this respect, countries like India, China, United Kingdom, Egypt, and Sudan were adjudged to be doing good in the areas of Medicine, Nursing; including Anaesthetic, operations and Psychiatric Nursing, radiology, Chemical, Mechanical, Electrical Engineering, Dentistry, Bio-technology, and Nuclear Engineering. Countries like Malaysia, Ukraine, Cyprus, and Turkey were selected for Arts, Social and management sciences. In terms of institutions,

many universities in the above countries enjoyed a good reputation in international arena. For example, Malaysia is a home of number of branches of international universities such as U.K' University of Nottingham, or Australia's Monash University. Similarly, many universities in India, China and Malaysia were affiliated with some best Universities in the U.K, U.S.A and Canada. Some of the Universities were also featured in the World Universities Rankings.

(2) Flexible Admission Requirements: another important reason for the selection of these institutions for the execution of KSFSS is the flexibility in their admission requirements. Some of these universities and institutions have made their minimum university admission guidelines very simple for foreign and local students especially for the post baccalaureate (Postgraduate) foreign students. In some of these universities, applicants who do not have the formal academic education to qualify for Standard Admission may be assessed under Flexible Admission on the basis of both their formal education and their informal learning and the real world life experiences in accordance with the Flexible Assessment policy and practices. The objective of all these is to recognize evidence of prior learning accomplishments and to assure a high probability of successful programme completion for both the student and the university.

(3) Affordable Tuition Fees: Another important reason that guides the choice of these countries and institutions for the implementation of Kano State foreign scholarship scheme is the affordability of Tuition fees and other fees payable for undergoing foreign scholarship. According to Director Quality Assurance (DQA), ministry of Higher Education, all the countries chosen for the implementation of Kano state foreign scholarships were among top 50 cheapest countries to study. In Malaysia, India, and Turkey, tuition fees for a foreign student per year starts from \$1,000 for a liberal Arts and \$3,000 for science based courses. While in Egypt and Sudan it is even cheaper than that because with \$900, you can obtain

sound and marketable Degrees in the country. In Malaysia, with less than \$5,000, you can obtain degree as qualitative as those in Harvard and Oxford.

(4) Cost of Living: In terms of cost of living, the countries selected for the implementation of Kano state foreign scholarship scheme have lower cost of living. In some of these countries like Malaysia, and India, a student needs only \$2,500 to s\$4,500 per year to live comfortably.

(5) Language, Cultural and Religious similarities: another reason that informed the selection of some of the aforementioned institutions and countries for the implementation of Kano state foreign scholarship scheme as confirmed by the DQA is the cultural and religious similarities. Countries like Sudan, Egypt, Malaysia, Jordan, U.A.E and Turkey were predominantly occupied by Muslims, therefore student from Kano well find it very easy to practice his religion without discrimination. Similarly, countries like Uganda, India, and China are rich in cultures some of which resemble those found in Nigeria. Moreover, in some of countries selected English is not the official language, but nevertheless English language is given special prominence as the language of instruction in schools. Similarly, some of the countries selected were among the developing countries that followed almost the same historical epoch with Nigeria in terms of political, economic and social development. Therefore it is expected that a Nigerian student will not experience culture shock and homesickness.

(6) Visa Procurement: this is one of reasons that precipitate the selection of 12 countries for the implementation of Kano state foreign scholarship scheme. In countries like India, China, Malaysia, Egypt, Sudan and Uganda, it is very easy for a Nigerian to get visa at an affordable price and within 24 hours of application compared with other countries. This may not be unconnected with good diplomatic relationship between Nigeria and these countries.

2.7 Institutional Framework for the Implementation of KSFSS

The existence of strong and virile institutions, structures and agencies is very significant for the successful implementation of any policy, project or programme of government. Institutions are key stakeholders for the implementation of foreign scholarship scheme and that is why government established various agencies with a view to its implementation. According to Peter (2013), public policies and programmes of government are shaped by administrative actors and political actors depending on their missions and affiliations to different ministries. They therefore create a vital link between what is intended and what was actually planned. Peter further contends that the very existence of interplay of various institutions of government helps to convert decisions into actions. According to Idris (2014), during implementation of a policy or programme, the executive operating agencies and departments are activated and provided with wherewithal to enable them translate the adopted policy in to desired result. There is also need for close collaboration and consultation among the Ministries Department and Agencies (MDAs) concerned especially with the ministry of finance. There is also need for close supervision of the MDAs so that project implementation is monitored closely and reported timely.

In Kano state, the agency and institution responsible for the implementation of Kano state foreign scholarship scheme is Kano State Scholarships Board, (KSSB), in collaboration with Kano state Ministry for Higher Education (MHE). These institutions constituted the key stakeholders in the formulation, implementation and execution of foreign scholarship in Kano state during the period under review.

2.8 Overview of Foreign Scholarships in Nigeria

In Nigeria, studying abroad has become an unprecedented phenomenon in the past decades, organized and sponsored both at individual and governmental level. At states and federal levels, such programmes were organized through states government scholarship boards or Federal Government Scholarships Boards and other agencies. According to World Education News and Reviews, 2015, after Morocco, Nigeria sends the highest number of students overseas more than any country on the African continent.

The country's state scholarship programmes can be substantial. For example, Adeyemi (2015) points out that Yobe State spent USD\$3.5 Million on scholarships for 9,000 students over 2014 and 2015, and Kano State has recently sponsored over 2,000 students to study abroad. Similarly, estimates by Exam Ethics International, a Non- governmental organization, in 2013 shows that Nigeria spends over \$8 billion dollars (approximately N1.5 trillion) every year on students studying abroad.

According to the report by the United Nations Education, Scientific and Cultural Organization's (UNESCO) Institute for Statistics (UIS) 2015, estimates that there are about 52,000 Nigerian students abroad, including 17,325 in the top destination country the United Kingdom, Ghana (11,993), the US (7,002), Ukraine (3,578), Malaysia (2,669), and Canada (2,490). These numbers have gone up astronomically in certain markets since 2012: the Institute of International Education counted nearly 9,500 Nigerians studying in the United States in 2014/15 – a 20% increase over the year before – and Citizenship & Immigration Canada reported 8,620 Nigerians studying in Canada in 2014. On 31st August 2016, the Malaysian High commissioner in Nigeria Ambassador Datok Tim Yuanjin confirmed that there are 13,000 Nigerians currently studying in various Malaysian universities. Skinner and Shenoy (2003) identified United States of America, the United Kingdom, Australia, France, Japan and Malaysia as top of the list of countries that make strong efforts to attract

international students for study abroad. Recently, countries like India, China, Egypt, Sudan, Ukraine and Turkey were also a centre of attraction by Nigerian students.

The number of Nigerian students abroad could be considerably higher, as their numbers in other African countries such as Ghana and South Africa appear to be under-reported (Adekalu and Oludeyi 2013). The Nigerian government, with its strategy of developing a well-educated youth, encouraged students to study abroad and facilitated their easy and legal access to money while in foreign countries through the Central Bank of Nigeria. Foreign universities also used the recent oil boom to organize annual exhibitions in Lagos, the capital Abuja, Port Harcourt and Ibadan. Human resources experts were sent to encourage Nigerian students to enroll in foreign universities. Parents in the upper and middle classes were constantly struggling to secure admission for their children in universities in North America, Europe, Southeast Asia and South Africa, to name just a few. Data from www.campustimesng.com about the top five overseas destinations for Nigerians between 2010 and 2015 is given in the table below:

Table 2.8 Showing Top Five Overseas study Destinations for Nigerians (2010 - 2015)

YEAR	1ST	2ND	3RD	4TH	5TH
2010	U.K (16,680)	USA (6,510)	Malaysia (5,443)	Ghana (1,649)	Canada (1,302)
2011	U.K (17,585)	USA (6,992)	Ghana (6,003)	Malaysia (5,780)	Canada (1,780)
2012	U.K (17,542)	USA (7,318)	Ghana (6,113)	Malaysia (4,442)	Canada (2,031)
2013	U.K (17,606)	Ghana (8,612)	Malaysia (7,005)	USA (6,920)	SouthAfrica (1,906)
2014	U.K (17,882)	Malaysia (13,441)	Ghana (13,202)	USA (7,880)	India (6,118)
2015	U.K (17,973)	Ghana (13,919)	Malaysia (13,523)	USA (7,118)	Canada (3,257)

Source: <http://www.campustimesng.com>study-abroad-destination-of-most-nigerians-students//php>

The table above shows the degree and magnitude at which Nigeria students are trooping abroad to expand their education. For example the number in the United Kingdom increased from 16,680 in 2010 to 17,973 in 2015 which an increase of 7.8%, while those in Malaysia rose from 5,443 in 2010 to 13,523 in 2015 which represents about 70% increase. As we can see from the table, USA has been the second most preferred destination for Nigerians in 2010, 2011, and 2012 but thereafter, it slumped down from its 2nd position to 4th position since 2013. More recently, Malaysia and Ghana has emerged as a popular favourite destination for Nigerians, especially among those from the Muslim north. Aside from the appeal of Malaysia as a majority Islamic country, low tuition and living costs are attractive, as is the opportunity to earn a prestigious Western degree from one of the five foreign branch campuses that operate in the country. As we can see from the table, between 2013 to 2015 Malaysia and Ghana have occupied either 2nd or 3rd positions. Although Malaysia became second in 2014 with 13,441 students, it was surpassed by Ghana in the following year with 13,919 students. According to statistics, these numbers might have been under reported as quite a number of Nigerian students were living in various countries across the global spectrum. For example, the UNESCO institutes of statistics have counted over 2,061 students in Uganda in 2014, 1,915 in Saudi Arabia in 2015, 2,525 in South Africa in 2015, 1,120 in China, 1, 755 in U.A.E in 2014 and 2015 respectively.

The failure of Nigeria's education system to meet booming demand, in combination with the generally poor quality of its universities and the rapid growth in the number of families that can afford to send their children overseas are the primary drivers of academic mobility out of Nigeria. According to data from the UIS, the number of Nigerian students at overseas institutions of education grew 71% between 2007 and 2014.

With graduate unemployment currently thought to be as high as 60%, students looking for a leg up in the domestic or international job markets that can afford to study abroad are likely to continue doing so in the coming years, according to several recent studies, including one from the British Council that (perhaps ambitiously) predicts there will be 30,000 Nigerians studying in the UK by 2015. The Britain's Higher Education Statistics Agency (HESA), reports the United Kingdom has long been a favourite destination for Nigerian students overseas, with numbers booming in recent years from 11,783 in 2008 to 17,325 in 2012, and in 2014/2015, the number rose to 18,320. Currently, 42% of Nigerians overseas are at a British institution of higher education, many enrolling from popular private secondary schools (Clark 2014). The United States is the second-most popular destination, with enrollments increasing slowly but steadily over the past 10 years from 3,820 in 2000/01 to just over 7,000 in 2011/12. Engineering, business and health-related fields continually rank as the most popular among Nigerian students in the United States.

The table 2.4 below gives the number of Nigerian students studying in the United States of America from 2001 to 2012.

Table 2.9 Showing the number of Nigerian students in various United States Universities from 2001 to 2012

Number of Nigerian Students in the United States					
Year	Undergraduate	Graduate	OPT	Other	Total
2011/12	3,577	2,522	819	110	7,028
2010/11	3,772	2,454	799	123	7,148
2009/10	3,498	2,327	646	97	6,568
2008/09	3,513	2,153	516	74	6,256
2007/08	3,745	1,968	438	71	6,222
2006/07	3,569	1,820	483	71	5,943
2005/06	4,102	1,819	N/A	271	6,192
2004/05	4,276	1,778	N/A	281	6,335
2003/04	4,287	1,680	N/A	173	6,140
2002/03	4,043	1,622	N/A	150	5,816
2001/02	3,059	1,308	N/A	132	4,499
2000/01	2,657	1,021	N/A	142	3,820

Source: IIE Open Doors

Source: Adapted by researcher from the U.S International Institute of Education

The above table shows that the total number of Nigerian students in the United States has increase from 3,820 in 2001 to 7,028 in 2012 which represents about 50% increase. For example, the number of undergraduates increased from 2,657 in 2001 to 4,287 in 2003/2004 academic sessions which is 33.8% increase. However, it declined to 3,577 in 2011/2012 sessions. But with regards to postgraduate students, the number keeps increasing since 2001 from 1,021 in 2000/2001 to 2,533 in 2011/2012 sessions.

Nigerians were enrolled in various disciplines and fields of studies in the foreign universities. For example, in the USA, the most preferred field of study includes engineering, health sciences and business and management studies. The table below gives example of various fields and disciplines if study by the Nigerians in the USA:

Table 2.10 Giving the Preferred Field of Study by the Nigerians in the United States:

Top Fields of Study for Nigerian Students in the U.S.				
2011/12	Engineering (22.7)	Business (16.3)	Health (14.3)	Life Science (12.5)
2010/11	Engineering (24.7)	Business (18.6)	Health (13.9)	Life Sciences (11.9)
2009/10	Engineering (23.6)	Business (19)	Health (14.2)	Life Sciences (11.8)

Source: IIE Open Doors

Source: Adapted by researcher from the U.S Institute of International Education

From the table above, it can be observed that the most preferred fields and disciplines of study by the Nigerian students going to USA are courses relating to engineering which has 24.7% in 2010/2011, business with ever 18.6% in the same year and health and life sciences with 13.9% and 12.5% in 2010/11 and 2011/12 academic sessions respectively.

2.9 Some Foreign Scholarship programmes in Nigeria

In Nigeria, various scholarship programmes were identified. Adeyemi (2015) indentified the following as some of the scholarship programmes found in Nigeria:

- Petroleum Technology Development Fund (PTDF) – Overseas Scholarships Scheme (OSS);
- Tertiary Education Trust Fund (TETFUND);
- Federal Scholarship Board;
- Shell BP Nigeria University Scholarship Programme;
- Nigeria LNG (NLNG) Scholarship Scheme;
- Total Nigeria National Merit Scholarship Programme;
- Mobil Nigeria Undergraduate National Scholarship Programme.

As this sampling illustrates, many of the scholarship programmes in Nigeria are directly or indirectly supported by the country’s considerable oil and gas industry, whether in the

form of funding from oil and gas companies, from oil-rich states, or from the federal government itself. In fact, it is this financial underpinning of Nigeria's extensive scholarship systems that has now placed the stability of the scholarship funding itself into question. For the purpose of this study, three of these scholarships programmes were selected to serve as a barometer for comparison and explanation.

2.9.1 The Petroleum Technology Development Fund (PTDF) Scholarship Scheme

The Petroleum Technology Development Fund (PTDF) is a parastatal under the Federal Ministry of Petroleum Resources established by law for the purpose of developing and promoting petroleum technology and for creating the human resource needs of the oil and gas industry through research and training of Nigerians.

To ensure a steadfast implementation of this mandate, PTDF is inviting applications from suitably qualified candidates for Overseas and in-country MSc. and Ph.D Scholarships. Awards are granted for studies in every academic session in the United Kingdom , Germany, Brazil, France (through Campus France), Top Institutions in the United States of America as well as Federal Universities and Centres of Excellence in Nigeria.

Scholarships are exclusively offered for admission into the under listed courses (for overseas MSc). Candidates are always required to apply for admission into Universities in the UK, Germany, Brazil, France and the United States that offer these courses, while applying for the Petroleum Technology Development Fund Scholarship. The Local Scholarship Scheme applicants can apply to all Federal Universities and Centre of Excellence in courses relevant to the Oil & Gas Industry.

List of approved courses for sponsorship at both Msc. and Ph.D includes the following:

- **Downstream Operations:** refining, transportation and marketing.

- **Upstream Exploration** and production of conventional and unconventional energy resources
- Gas engineering innovations
- Innovations and solutions for new renewable energy technologies
- Multidisciplinary engineering technology
- Refining technology
- Oil exploration and production
- Gas engineering
- Renewable energy technologies
- Multidisciplinary engineering technologies

2.9.2 Shell BP Nigeria University Scholarship Programme

Shell's support for educational development through award of foreign scholarships to the host communities in order to provide sustainable and qualitative education that ultimately reaches all the people. This involves active consultation at all stages of development planning, implementation and evaluation, with all stakeholders. The Shell Petroleum Development Company (SPDC) has a number of professorial chairs in Universities with the objectives of promoting teaching and research, providing research grant for academia, enhancing the quality of graduates in the selected disciplines and promoting technological development in Nigeria. It offers special scholarship scheme like Niger Delta Postgraduate Scholarship and Student Internship/Research scholarships. All of them are overseas scholarship programme that gives 10 places to candidates from SPDC's operational areas to study for postgraduate qualifications at three top British institutions. It is Open primarily to talented Nigerian Postgraduate Students in Nigerian Universities but in exceptional cases to Nigerians in Overseas Universities. The Research Internship programme provides the framework for the direct transfer of practical and current industry experience to Nigerian university research

students. With the understanding of their university-appointed supervisors, graduate students (MSc, Ph.D) spend a year in Shell to conduct research on the E&P challenges of the Company. In 2014, \$14.8 million was invested in scholarships by the Shell Petroleum Development Company (SPDC) and Shell Nigeria Exploration and Production Company (SNEPCo).

The research reports produced by the interns at the end of the internship are adapted for presentation to their universities for the award of higher degrees. Shell offers approximately 20 research internship appointments yearly. Emoluments given to the interns cumulate to N50 million annually. A number of interns have taken up appointment with Shell on completion of their studies. Through this programme, university lecturers gain useful experience and exposure to new technologies that they would take back to the classroom, thus enabling the transfer of new concepts in the industry as well as the latest technologies to students. To date, 320 Professors, Associate Professors, Senior Lecturers and postgraduate students have benefited from the programmes. The programme involved lectures, group discussions, syndicate practical sessions, interactive sessions and practical exercises in Geoscience, Engineering disciplines; Petroleum Engineering, Chemical Engineering, Petrochemical Engineering, Electrical/Electronic Engineering, Mechanical Engineering, Mathematics and Computer Science. The objective of the scheme is to provide an opportunity for qualifying students from these Niger Delta states to further their education in courses that are relevant to the oil and gas industry. Over 14,000 people have passed through Shell's scholarship programmes over the past 50 years. Most of these scholars have excelled in their various fields and occupy exalted positions in commerce, banking, industry, academia etc.

The forum provides a common platform for networking and relationship-building among the scholars, afford them the opportunity not only to contribute to future improvements in

SPDC's education strategy, but also provide communiqués that may positively influence government policies on education.

In the past six years of this programme, 60 students have won the opportunity to study at top rated universities in the UK on an all-expenses paid scholarship. Furthermore, the SPDC award 100% scholarship in many courses at the three institutions in UK. These institutions are the Imperial College London, University College London, and University of Leeds.

To qualify for the SPDC scholarship, applicants must Display sound intellectual ability and leadership potentials. They must have obtained a university degree (at least of equivalent standard to a UK Second Class Upper (Honours Degree). Not have studied previously in the UK or any other developed country, and also meet the individual universities' English Language requirements (usually at least 6.5 in IELTS scores). They should also be aged between 21-28 years.

2.9.3 Tertiary Education Trust Fund (TETFUND) Scholarship Scheme for Teaching Staff Training and Development

Tertiary Education Trust Fund (TETFund) was established by the Tertiary Education Trust Fund Act 2011 to administer and disburse to Federal and State tertiary education institutions the 2% education tax charged companies operating in Nigeria. The areas of TET Fund intervention in various fields which includes essential physical infrastructures for teaching and learning, Instructional materials and equipment, Research and publications, Academic training and development. Some of the activities funded by the TETFund includes *inter-alia*; Grants for sponsorship in Nigeria or abroad; and overseas training grants for teaching staff currently pursuing doctoral programmes in Nigerian universities. The broad objective of this initiative is to break the unhealthy culture of in-breeding of academic staff by exposing them to other intellectual traditions within and outside Nigeria. One of the strategies of TETFund is promotion of adequate manpower capacity in public tertiary institutions in Nigeria which

includes Universities, Polytechnics, monotechnics and Colleges of Education. TETFund does this through award of foreign scholarships to various public tertiary institutions. Applicants must be academic staff living and working in Nigeria, looking to expand their horizon.

2.9.4 Some Factors Responsible for Foreign Scholarship in Nigeria

As the winds of globalization continued to blow at high magnitude, the desire for internationalization of education especially at higher level coupled with cut-throat competition among countries to attract international students has been heightened as well. Adekalu and Oludeyi (2013) classified the reasons why Nigerians go abroad to study which basically creates an ecosystem of unprecedented foreign scholarships. These factors are classified into two factors, that is “The Push factors” and “The Pull factors”.

According to them, the “**Push Factors**” refers to those educationally related factors that push students of prompt their decision to migrate to seek higher education in countries other than their home countries. These push factors may include poor educational system, inadequate infrastructural facilities, quality and status of certificates, teacher- student ratio, social discrimination, uncertain job opportunities, and a variety of political and economic factors.

The “**Pull Factors**” on the other hand refers to those educational incentives that attract, impress, entice and interest or pull international student or prompt their decision to desert their home country and or immigrate into countries other than their own to seek education. These pull factors includes among others availability of infrastructures, good and sound education policy, availability of funding or sponsorship, quality of education and institutional image, cultural and linguistic similarities and the belief that holding international credentials helps achieve lucrative careers. In this work, the “pull factors” were not clearly visible in Nigeria due to plethora of problems that epitomized the Nigerian education environment

therefore, most of the pull factors were discussed as we are trying to explain the push factors. Some of these challenges are briefly discussed below:

i. Underfunding: Governments' attitude towards giving adequate funding priorities in the education sector and curriculum standard in Nigeria is so discouraging that the country cannot find a favourable space on the list of choices of education destination for international students. Annually, Nigerian government invests an average of 7.27% of the nation total budget on education which is highly infinitesimal compared to the UNESCO recommendation of 26% annual budget dedication to education in order that these tertiary institutions can meet world standard. According to Yusuf (2012) the most critical problem of Universities is crises of resources. In Nigeria like most of Sub-Saharan Africa where universities are just emerging from the decades of decay and neglect, these crises are particularly potent. Onukwugha (2013), citing Okerengwo, pointed out that in the whole world, Nigeria contributes the lowest of her national budgets to education.

Along similar line of reasoning, Sule-Kano, former national president of Academic Staff Union of Universities (ASUU) in the Guardian of February 2005 notes that education is the key to development and should therefore attract the largest percentage of national budget and that federal government universities alone require a minimum of N332 billion out of which government provided only N32 billion between 2002 to 2004. Instead of implementing a graduated increase in the budget for education, the sector has in fact experienced decline.

The submission of Yusuf and Sule-Kano is true because the trend of budgetary allocation to education in Nigeria falls short of UNESCO recommendation. The budgetary allocation to education sector keeps fluctuating from N306.3bn in 2011, to N400.15bn in 2012, to N426.53bn in 2013, to N493bn in 2014, to 492bn in 2015, to N369bn in 2016, (The Vanguard, March 25, 2016). While this budget is for the federal level alone, it is still less

than adequate for the essential development needed in this sector. At this crucial time in our history, the education allocation remains the lowest since 2011, in terms of amount. This scenario serves as veritable factor pushing away Nigerian citizens and international scholars with potential technical skills and intellectual capacity from remaining in the country and displaying their dexterities in favour of the nation.

ii. Infrastructural Decay and Incessant Industrial unrest by University Staff

Resulting from underfunding is the problem of infrastructural decay and the ensued dilapidation of teaching and learning facilities in the universities which led to acute fall in standard of education, non-payment of university staff salaries and other official assaults witnessed over the last thirty five years as well as the government lack of political will to rescue the nation's educational system often provokes the Academic Staff Union of Universities (ASUU) into embarking on almost annual industrial strikes. Hardly can there be a year in Nigeria where ASUU has not put down tools in protest against these aforementioned educational anomalies. In fact, from 13th August, 2017 up to the time of writing this paper, ASUU have been on strike with no date of resumption.

The four unions in the universities namely, Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigeria Universities (SANNU), Non Academic Staff of Universities (NASU) and National Association of Academy Technology (NATT). Also, the Academic Staff Union of Polytechnics (ASUP), the Nigerian Union of Teachers (NUT) and other viable stakeholders in Nigerian educational institutions always challenge the government to be on the right path in improving the education sector. ASUU has been widely known to be a protagonist union in being at loggerhead with the government, forcing it to do the right thing so that Nigerian students, lecturers and others of the world will have the best education in the country rather than seeking greener pastures elsewhere. Since 2009, the

Memorandum of Understanding (MOU) signed between federal government and ASUU has not been fully implemented. The year 2013 especially, was characterized with ASUU's strike (which lasted for about six months) to demand for better funding for universities and their unpaid allowances which they earned and deserved. Even after those years, our tertiary institutions still have empty laboratories, absence of residential and lecture halls, poor living conditions, poor security and healthcare for students. May to September, 2015 alone featured the death of at least four undergraduates due to the lassitude of health workers many of whom are overworked and absence of facilities. The office of the United States Embassy in Nigeria (2012), revealed some of the major challenges in Nigeria education which include academic staff shortages in all areas particularly in the critical areas of science and technology. These of course have negative influence for Nigerian ivory towers as the choice of study destination for most citizens and other international students seeking to come to Nigeria. Many Nigerian students may resultantly forfeit three years of study (remaining one year to completion) for an admission in universities abroad, which has more sound and quality education, enticing learning facilities and environment.

iii. Falling Educational Standard and Bad Institutional Image:

The standard of education and lack of esteem in most Nigerian universities is another challenge that virtually pushed many Nigerians to travel abroad for study and career boosting. The nation's educational standard is so fallen that graduates from Nigerian institution of learning are inevitably subjected to a series of tests and their certificates thoroughly scrutinized before being offered admission to study elsewhere in developed nations. According to Deji-Folutile (2012), part of the reason for Nigerians' desire to study abroad was because foreign certificates were better rated than Nigerian certificates at present and the implication of this for the Nigerian economy is capital flight. For the past 10 years, none of the Nigerian universities have appeared in the top 100 in the World Universities

Rankings. An ideal situation is for these universities to provide quality undergraduate and post graduate professional education for and be involved in constructive research and services, thus dissuading students from going or thinking abroad. However, the potential benefits of these universities to individual and society leaves much to desire. Today, higher education in Nigeria has lost its privilege place in donor priorities, strategies and patronage, (Yusuf, 2012). It is regrettable to observe that the university system in Nigeria does not appear to be integrated with the economic system of the country, rather the educational system has developed on its own producing more of the same from the number of universities that there are. We do not seem to have the knowledge or strategy to harness the knowledge acquired by the products of the system to promote societal needs, (Anyebe, 2015).

In 2012, SERVICOM did an evaluation regarding service delivery in Nigeria universities which revealed a plethora of weaknesses in service delivery in some Nigeria universities. These weaknesses consists of bad customer care policies to guide the students on fair treatment in the universities which negatively affects how staffs generally treat students and others, no training for frontline staff on specialized complaints- handling which often causes delay in complaint resolution, bad power supply slowing down the pace and depth of academic and administrative works, poor transportation system, even as many students live off-campus, among other problems (Onma, 2012). This badly affects the standard and image of tertiary institutions in Nigeria. The value placed on an international education and the higher cost of education in home country usually 'push' many students to seek cheaper and affordable education overseas like Malaysia, Singapore, China or Australia (Lam, Ariffin, & Ahmad, 2011), whereas the standard and ranks of universities in developed nations are 'pull factors' that attracts most Nigerian students to seek education abroad. From the analysis of Lam, et al (2011), pull factors such as "institution image" significantly influenced the satisfaction level of the international students to choose universities abroad.

iv. University Staff Misconducts and Ineptitude Caused by Low Salaries. At the core of inadequate funding of tertiary institutions in Nigeria, as mentioned above, are low remunerative packages for the teaching and non-teaching staff. Resulting from these is a scenario of low quality of scholarly endeavour particularly with regards to academic research and lack of motivation among the staff. A Nigerian professor does not earn in a year what a senator earns in a month and these often demotivate both teaching and non-teaching staff and lure them into certain conduct inimical to university education. It soon became apparent how many lecturers became notes sellers or how many nonteaching staff began selling out examination papers to students who wish to pass courses at all cost. Laxity and laziness set in among students who offer both pecuniary and non-pecuniary means to staff in order to gain grades. They are ready to offer anything to whoever is in charge of it and some university staff resultantly and gullibly became admission peddlers, accepting different kinds of bribes from whoever has it and offer admission or grades in return. This is done without regards to standard academic norms and or requirements. These make the large portion of Nigerian youths to resort to flying abroad to further their studies in institutions where they can be exposed to purely cultured, standardized and quality academic experience, (Oludeyi 2013).

v. High Rate of Unemployment: As earlier revealed in this paper, employments and career development opportunities is one of the pull factors that attract most international students to seek greener pastures outside their home countries. In Nigeria today, the high rate of unemployment can be blamed on poor content of curriculum, nature of teaching methods, the lack of adequate provision for job creation in the development plans, (Oludeyi, 2013). The ever expanding educational growth and the desperate desire on the part of youths to acquire university education irrespective of course and course contents was also a contributory factor, (Emeh, Uwanguma&Aborah, 2012). The result of a survey conducted by a Lagos based firm called Jobberman in 2016 shows that over 45% of the Nigerians with a higher education

qualification graduates were unemployed. The result shows that a total of 41,032 (45.72%) of the 89,755 people who responded to the survey on jobberman.com said they were unemployed graduates, (The Guardian, January 25, 2016). By any standard, this statistics is a reflection of serious problem that characterized our education system. This fear of being unemployed after obtaining a certificate serves as a significant factor that subsequently pushed Nigerians abroad for tertiary education.

2.10 The Concept of Evaluation

The word "evaluation" has various connotations for different people, raising issues related to this process that include; what type of evaluation should be conducted; why there should be an evaluation process and how the evaluation is integrated into a programme? For the purpose of getting greater understanding and clarification, various issues discussed in this concept were uniquely concerned with gathering and analyzing of information relating the evaluation of a programme or scheme like Kano State foreign scholarship scheme. According to Staff (2012) evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards that can assist an organization, programme, project or any other intervention or initiative to assess any aim, realizable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. Along similar line, Shackman (2012) defines evaluation as a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programmes, particularly about their effectiveness and efficiency.

In the above definitions of Staff and Shackman, one important point is clear; evaluation is a systematic activity that is done for a purpose collecting information about a particular project or programme designed to achieve a particular goal in the public or private sectors because

the stakeholders of programme or project often want to know whether the programs they are funding, implementing, voting for, receiving or objecting to are producing the intended outcomes. For example, evaluation of Kano state foreign scholarship scheme focuses on issues like how much the programme costs per participant, how the programme could be improved, whether the program is worthwhile, whether there are better alternatives, if there are unintended outcomes, and whether the programme goals are appropriate and useful. Sarah (2002) on her part pointed out that the primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change..This is in tandem with the submission of Hurteau, Houle and Mongiat (2009) where they said that the main purpose of a programme evaluation can be to "determine the quality of a programme by formulating a judgment". Evaluation is also the critical assessment; in as objective a manner as possible, of the degree to which a service or its component parts fulfills stated goals" (Reeve and Paperboy, 2007). This means that the focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts.

The UNICEF Guide for Monitoring and Evaluation also describes evaluation as a systematic and objective examination concerning the relevance, effectiveness, efficiency and impact of activities in the light of specified objectives. The idea behind evaluating programmes, policies or projects is to isolate errors not to repeat them and to underline and promote the successful mechanisms for current and future projects.

An important goal of evaluation is to provide recommendations and lessons to the programme managers and implementation teams that have worked on the projects and for the ones that will implement and work on similar programmes. Therefore, evaluating Kano state foreign scholarship scheme is targeted at getting insights into the objectives of the scheme, methods and procedures adopted for its success in terms of funding, selection and screening

of the beneficiaries as well as the fundamental reasons and rationale that informed the choice and selection of 12 countries for the implementation of the scheme.

Although evaluations are often a retrospective, their purpose is essentially forward looking. Evaluation applies the lessons and recommendations to decisions about current and future programmes. Evaluations can also be used to promote new projects, get support from governments, raise funds from public or private institutions and inform the general public on the different activities, (UNICEF Guide for Monitoring and Evaluation).

In making evaluation, we look at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. This goes to show that evaluation can be Formative or Summative. Formative evaluation is that type of evaluation that is conducted during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organisation. Formative Evaluations provide the information on the improving a product or a process. Summative evaluation on the other hand refers to evaluation that is conducted after the programme or project has been completed, drawing lessons from a completed action or project at a later point in time or circumstance. Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process.

Patton (2008) articulated the concept that the evaluation procedure should be directed towards:

- Activities
- Characteristics
- Outcomes
- The making of judgments on a programmes

- Improving its effectiveness,
- Informed programming decisions

2.11 Methods and Techniques of Evaluation

According to Rossi, Lipsey and Freeman (2004), evaluation can be conducted at several stages using different methods during a programme's lifetime. Each of these stages raises different questions to be answered by the evaluator, and correspondingly different evaluation approaches are needed. Rossi Lipsey and Freeman (2004) suggested the following kinds of assessment, which may be appropriate at these different stages:

- Assessment of the need for the programme
- Assessment of programme design and logic/theory
- Assessment of how the program is being implemented (i.e., is it being implemented according to plan? Are the programme's processes maximizing possible outcomes?)
- Assessment of the programme's outcome or impact (i.e., what it has actually achieved)
- Assessment of the programme's cost and efficiency

(i) **Assessment of the need for the programme:** A needs assessment examines the population that the programme intends to target, to see whether the need as conceptualized in the program actually exists in the population. Needs assessment involves the processes or methods used by evaluators to describe and diagnose social needs This is essential for evaluators because they need to identify whether programs are effective and they cannot do this unless they have identified what the problem/need is. (Rossi, Lipsey and Freeman 2004).

(ii) Assessing Programme Theory: The programme theory, also called a logic model or impact pathway, is an assumption, implicit in the way the program is designed, about how the programme's actions are supposed to achieve the outcomes it intends. This 'logic model' is often not stated explicitly by people who run programmes, it is simply assumed, and so an evaluator will need to draw out from the program staff how exactly the programme is supposed to achieve its aims and assess whether this logic is plausible

(iii) Assessing Implementation: Process analysis looks beyond the theory of what the programme is supposed to do and instead evaluates how the programme is being implemented. This evaluation determines whether the components identified as critical to the success of the program are being implemented. The evaluation determines whether target populations are being reached, people are receiving the intended services, and staff is adequately qualified. Process evaluation is an ongoing process in which repeated measures may be used to evaluate whether the programme is being implemented effectively.

(iv) Assessing the Impact (Effectiveness): The impact evaluation determines the causal effects of the programme. This involves trying to measure if the programme has achieved its intended outcomes, i.e. programme outcomes.

(v) Assessing Efficiency: Finally, cost-benefit or cost-efficiency analysis assesses the efficiency of a program. Evaluators outline the benefits and cost of the program for comparison. An efficient programme has a lower cost-benefit ratio.

According to Ross, Lipsey and Freeman (2002) evaluation is a systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a programme. It is a resource-intensive process, frequently requiring resources, such as, evaluates expertise, labour, time, and a sizable budget. The

definition of Ross et'al is very wide because they use three important words to describe evaluation; as a systematic, rigorous and meticulous. This shows that for somebody to evaluate, it requires him to be very rigorous, objective and careful.

2.12 The Concept of Implementation

According The National Implementation Research Network (NIRN), implementation is defined as a specified set of activities designed to put into practice an activity or programme of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the "specific set of activities" related to implementation. In addition, the activity or programme being implemented is described in sufficient detail so that independent observers can detect its presence and strength, (Domitrovich and Greenberg, 2000).According to Denhardt and Denhardt ((2009) cited in Idris (2014), policy implementation is a set of activities directed towards putting a programme into effect. They reiterate the views of Kratt and Furlong (2007) who identify policy implementation to include organization, interpretation and application. Organization is the use of resources and methods to administer a particular programme. Interpretation refers to the translation of the language of the law into understandable form to the affected parties while application is the routine provision of services, goods, and other agreed upon programme objectives. This definition shows that implementation is very critical for the achievement of any policy objectives. At the core of implementation is the concept of programme integrity, which is defined as the degree to which a programme is implemented as originally planned.Rossi, Lipsey, & Freeman, (2004), observed that without understanding the degree to which a programme was implemented as originally planned, it becomes difficult to suggest linkages between outcomes and programme. Evaluating programme integrity provides important information to multiple stakeholders, including evaluators, funders, and programme staff and administrators.

Obtaining a clear picture of how well a programme was implemented allows programmers to more confidently link programmes to observed outcomes (Dobson & Cook, 1980). According to Dane and Schneider (1998), Programme integrity consists of five main dimensions: adherence, dosage, quality of delivery, participant responsiveness, and programme differentiation.

- **Adherence** refers to how closely programme implementation matches operational expectations.
- **Dosage** represents the amount of a provided service received by a participant.
- **Quality of Delivery** deals with the manner in which the service was provided.
- **Participant Responsiveness** measures individuals' engagement and involvement in the programme.
- **Programme Differentiation** identifies programme components in order to ascertain their unique contributions to the outcomes (Dusenbury, Brannigan, Falco, & Hansen, 2003)

Active Implementation Frameworks help define **WHAT** needs to be done (effective interventions), **HOW** to establish what needs to be done in practice and **WHO** will do the work to accomplish positive outcomes in typical human service settings (effective implementation), and **WHERE** effective interventions and effective implementation will thrive (enabling contexts). The Active Implementation Frameworks used by skilled Implementation Teams provide ways to increase the likelihood that the good outcomes achieved in well-controlled studies can be reproduced in the complex conditions that exist in human services and society.

2.13 Evaluation of the Implementation

Evaluation Implementation or Implementation evaluations is an act of evaluation that requires an understanding of factors both internal and external that are very critical to the success of the programme (Dusenbury et al., 2003). These factors include characteristics of the participant, implementer, delivery mode, implementing organization, inter-organizational relationships (e.g., coordination between multiple agencies), participants' external social contexts, and broader societal factors (Chen, 1998). Factors that may influence implementation system performance include implementer training, programme characteristics (e.g., programme complexity, availability of training manuals, etc.), implementer characteristics, and organizational characteristics. While the degree to which the implementation system is evaluated must be tempered by practical considerations such as time and money, the explanatory power of the evaluation will be increased by collecting data regarding as many of the implementation factors as possible (Potter et al., 2002). After developing a clear understanding of a programme's foundation (i.e., program theory) and implementation system, a strategy can be developed to measure integrity. This process is commonly known as programme monitoring and is defined by Rossi, Lipsey, and Freeman (2004) as "the systematic documentation of aspects of programme performance that are indicative of whether the programme is functioning as intended". The success of any programme monitoring plan is largely contingent upon the clear description of what data is being collected, how it is being collected, and by whom (Potter et al., 2002).

According to Duerden and Witt (2012) evaluation implementation when combined with outcome evaluations, can also facilitate the identification of effective programmes and practices. This information promotes the dissemination of evidence based programmes as well as providing insights regarding how programmes should be designed and implemented in order to produce observed positive results.

Furthermore, understanding whether or not a programme was implemented correctly allows researchers to more accurately interpret the relationship between the programme and observed outcomes (Durlak, 1998; Gresham & Gansle, 1993; Moncher & Prinz, 1991). Implementation research also helps researchers more accurately describe programme components and their associated degree of programme integrity, thus fostering more accurate replication of the intervention. Without a clear understanding of these issues difficulties can arise when replicating previously successful programmes because practitioners will lack information regarding how best to implement the programme and the degree of integrity needed to produce observed outcomes (Backer, Liberman, and Kuehnel, 1986).

To illustrate this point, consider the hypothetical example of a youth programme designed to promote team building. The original developers of the programme have experienced significant success at realizing targeted outcomes and have solid evaluation data to support their claims. Unfortunately, they did not collect implementation data and thus do not realize that a large portion of the programme success is tied to the quality of youth and staff interactions, which are due to the organization's extensive, ongoing staff training programme. Without understanding the role of staff training in the programme's success, other organizations that attempt to replicate the programme may not realize the same outcomes.

When implementation data is collected it allows researchers to more accurately determine the components of the programme responsible for observed changes. And this is in line with the submission of Chen, (1998); Domitrovich & Greenberg, (2000) when they said assessing implementation increases the quality of evaluation findings because it provides insights into how programmes work and why they succeed or fail, rather than just focusing on outcomes.

2.14 Empirical Review of Related Literature

The desire for international integration and cooperation among nations has informed the need for common global interchange of knowledge, ideas, experiences and information dissemination and competition among nations, hence, the quest to attract and entice international students has now become a global phenomenon. In other words, the overseas student mobility has now become a crucial aspect of internationalization of education and important cornerstone for promotion of opportunities to talented students to further their education in an environment different from their own.

Abdulkarim (2013) carry out a research on *an evaluation of the special scholarship scheme of Katsina State between 2008 and 2013*. The work evaluated a new scholarship scheme introduced by Katsina state government under the leadership of Ibrahim Shehu Shema. The scheme was basically introduced to train medical personnel with fluency in Arabic language in order to encourage the citizens of the state to par take in western education and patronize health care facilities provided by the state government. The research used opportunistic sampling technique for the collection of primary and secondary data from the key implementers of the programme and the beneficiaries. The research used evaluation model particularly the process evaluation to analyse the volume of information collected.

The findings of Abdulkarim's research shows that parents and the beneficiaries were satisfied with the implementation of the programme. It also established that the scheme has succeed in boosting education of the state, not only that, the scheme has motivated patients to feel free to see medical personnel that are not only females but also can speak Arabic, a language revered by the citizens of the state. It was recommended that the state should endeavour to give further training to postgraduates in critical areas of need and that the state government should

target philanthropists and other traditional rulers to partner with the state in the development of education in the state.

However, one fundamental area that Abdulkarim's work did not touch is that the work did not show how the choice institutions and destinations for the study affect the implementation of the programme, what methods has been used in the payment of monthly stipends to the beneficiaries. This is because in any of such programmes, the choice of country for the study and universities is very significant just like the modes and process of disbursement to the beneficiaries is also very critical. Indeed, wrong choice of institution and country for the study will have negative consequences on the value of education to be acquired by the beneficiaries.

Roberts, Day and Jenkins (2012) carry out a research on the *evaluation of Common Wealth Scholarship scheme*. Their research focused on a diverse range of issues particularly on the impacts of the programme on higher education and how the beneficiaries helped in the actualization of Millennium Development Goals (MDGs) in their countries as well as other national and global challenges like climate change and food security in their home countries. They used impact evaluation survey in which they sent 6,000 questionnaires to nine former commonwealth countries namely Nigeria, India, Kenya, Pakistan, Bangladesh, Sri-Lanka, Malaysia, South Africa, and Uganda. The beneficiaries were asked information about the areas in which they work, the impact they felt the programme has on them as individuals and the impact on their work places and on wider scale. The survey drew 2,226 responses- a response rate of almost 40%, from nine commonwealth countries.

The finding of the research shows that out of 2,226 respondents, 90% reported that the programme has an impact on both the individual awardees and institutions they work. The report shows that the alumni have returned to their home countries and made a significant

contribution not only to their national development but also played a vital role in addressing development targets such as the Millennium Development Goals (MDGs), as well as national and global challenges. They also had impact on policy making at various levels of government, engaged in collaborative projects involving multiple stakeholders, and influenced wider society.

However, the work of Roberts, Day and Jenkins did not fully explore the strategies, processes and methods that were adopted for the implementation of the programme in nine (9) commonwealth nations selected for the study. This means that their research skewed in favour of only evaluating the impact, neglecting the implementation process and strategies, which are very critical in every evaluation of a policy or programme of this nature.

Adekalu and Oludeyi (2013) conducted a research on the topic called *Edutourism: The Nigeria Educational Challenges and International Students' Choice of Study in Nigerian Universities*. They take a look at various challenges influencing international students and other study-tourists in their choice of study destination with particular emphasis on the 'pull and push factors' in Nigeria educational systems. With secondary information and discourse analysis of existing literatures, the study revealed that there are a growing number of outbound Nigerians searching abroad for educational empowerment compared with the fewer number of inbound students-tourists. While pull factors are non-existent, there are numerous push factors in Nigerian educational system which include underfunding, unprecedented industrial unrest (with ASUU being a protagonist), cultism and cult-related violence, poor educational standard, bad institutional image, university staff misconduct and ineptitude caused by low salaries, and other official assaults. The factors are so propelling in pushing not only Nigerian students but also lecturers towards migrating to foreign universities for greener pastures. The study recommends, among others, educational restructuring, curriculum revitalization, technology and security improvement and infrastructural

developments in Nigerian Universities. Most importantly, there should be a convincing political will on the part of the government to adequately fund tertiary institutions to international standard and support lecturers in conducting credible research especially its appreciation and benefit for Nigerian nation.

However, the work of Adekalu and Oludeyi is defective in sense that they did not extend the tentacles of their work to establish the extent and degree at which various state government sponsored their citizens to study abroad as well as how the programme was funded and what are the institutional framework established by the states for the implementation of the programme as well as the benefits.

Furthermore, Yusha'u (2015) conducted a research on evaluation of the implementation of Community Re-orientation Committee (CRC) in poverty eradication in Kano state from 2011-2015. The study focused on evaluating the effectiveness of three programmes executed by CRC in fighting poverty and unemployment in Kano state. The programmes are Kwankwaso Women Empowerment Scheme (KWES), Animal Traction Scheme (ATS) and Kwankwaso Butchers Empowerment Scheme (KBES). Krejcie and Morgan methods of determining sample size was used in selecting a sample out of over 7,000 beneficiaries of the schemes and Chi-square was used in testing the hypotheses for the study. The findings of Yusha'u's work clearly shows that the implementation of three schemes under the CRC has contributed significantly in poverty eradication, youth empowerment and employment generation in Kano state.

However, the work of Yusha'u did not cover one of the most important manpower capacity building strategy initiated and implemented by Kwankwaso administration within the same period; the Kano state foreign scholarships scheme (KSFSS).

Therefore, the thrust of this work is targeted at evaluating of the implementation of the Kano state foreign scholarship scheme towards manpower capacity building by looking at how funding, choice of destination and institution as well as the institutional framework set up for overseeing the success of the programme and how it influence its implementation and the achievement of the predetermined goals and objectives of the scheme.

2.15 Theoretical Framework

Over the years, many scholars have propounded various theories that serve as a guiding principle for explaining and understanding a phenomenon and make a reasonable prediction thereto. For the purpose of this study, a theory called “Evaluation Theory” was found worthy and relevant to serve as a suitable framework for analyzing our literature in order to shape and guide our understanding on the evaluation of the implementation of KSFSS in enhancing manpower capacity in Kano state for the period under review.

2.15.1 Evaluation Theory

The Evaluation Theory is a philosophical theory propounded by Edward A. Suchman (1967) a research scientist and a firm believer in the necessity to base conclusions primarily on scientific evidence, Edward Suchman considered that evaluation must be approached with the logic of scientific method. His work and writings during the 1960s, however, emphasized the need to assess programmes in relation to their practical setting. For this reason he suggested specific criteria for assessing program success. The evaluation process as propounded by Suchman is in a cyclical form with the end of one process constituting the beginning of another. His studies in the field of social sciences, particularly public health, made him recognize that evaluation research is attended by practical constraints. Moreover, he stated that evaluation researchers, in their attempts to expose desirable and undesirable consequences, must consider relevant values, especially those in conflict. The evaluation

theory go beyond the strategy or tactic or why/how distinction, but also help us make good judgments about what kind of methods to use, under what circumstances, and toward what forms of evaluation influence.

2.15.2 Elements of the theory

Suchman proposed five categories of criteria according to which the success or failure of a programme can be evaluated. They include, effort, performance, and adequacy of performance, efficiency, and process. These criteria are discussed below.

1. Effort: The effort criterion is used to indicate that something is being done in an attempt to meet or solve a problem. The effort criterion also encompasses the fundamental philosophy and rationale behind the initiation of an activity, policy, projects or programme which represents all the inputs, energy efforts, intentions, as well as quality and quantity of an activity intended for success of a particular plan of action. In this category, efforts encompasses a systematic determination of a subject's merit, worth and significance, using guideline governed by a set of rules that can assist an organization, programme, project or any other intervention or initiative to achieve any aim, realizable concept/proposal, or any alternative, to help in decision-making and ensuring that it has been completed.

2. Performance: The second element of the evaluation theory is Performance or effect criteria. This has to do with what has been done in relation to the first criterion, that is "effort". It is concerned with work done, decisions taken, actions performed and sacrifices made in order to achieve the intended outcome of a programme, policy or plan of actions. This criterion evaluates the resources such as labour, time, finance, a sizeable budget etc. Although this procedure requires a clear goal, it measures only how much is accomplished in relation to the goal. It is a response to the questions "what has been done to bring change?" "Did any change occur?" and "Was the change the intended one?".

3. Adequacy of Performance: Here the criterion of success is the degree to which effective performance is adequate to the total need. According to Suchman, the criterion of adequacy needs to be compared by a realistic awareness of what is possible and adequate at any given state of knowledge and available resources. This criterion seeks to assess and evaluate the adequacy, sufficiency, quantity as well as quality of activity in relation to the targeted goals. It also includes characteristics of the participant, implementer, delivery mode, implementing organization, inter-organizational relationships (e.g., coordination between multiple agencies), participants' external social contexts, and broader societal factors in order to determine whether they are enough to achieve the predetermined goals or plan of action.

4. Efficiency: A positive reply to the question "Does it work?" often puts up another question, "Is there any better way to attain the same results?" The concept of efficiency involves the evaluation of alternative paths or methods in terms of costs in money, time, personnel, etc. This may represent a ratio between effort and performance (i.e. output divided by Input). The efficiency criterion tries to make a Cost-Benefit-Analysis (CBA) between the value of inputs, efforts, energies and resources (labour, time, finance) and compare it with the products, results and outcomes in order to justify the effectiveness, impacts and strength of a programme or plan of action.

5. Process: In the course of evaluating a programme, it is expected that much can be learned about how and why a program works or fails to work. An analysis of process can provide administrative feedback as well as evidence for making both specific and general judgments about the success or failure of the programme. The analysis of the process according to Suchman may be made according to four main dimensions: the attributes of a programme itself, the population exposed to the programme, the situational context within which the programme takes place and the different kinds of effects produced by the programme.

2.15.3 Application of the Theory to the Study

The evaluation theory was found worthy of application in this study, as a framework for analysis, considering the simplicity and clarity of the theory in evaluating the performance of any given programme, policy or scheme. This research work tagged Evaluation of Kano State foreign scholarship scheme could best be explained by this theory given its clear and distinctive criteria for evaluating the success or failure of a programme like this. These criteria include effort, performance, and adequacy of performance, efficiency and process.

(i) Efforts: In this nexus, the efforts can be seen as all the inputs, energies, policy statement and thrust regarding the KSFSS, resources committed and dedicated for the execution of KSFSS and the results which the Kano state government wished to achieve at the end of the programme. The efforts also include the fundamental philosophy behind the initiation of KSFSS, the structure of the programme itself, the institutional machinery put in place for its implementation which are the KSSB and MHE, the key strategies mapped out for the implementation of the programme like selection and screening process, as well as all the resources (including labour, time and financial) earmarked for the execution of the programme and methods for the payment of tuition fees, accommodation fees, monthly living stipends, travelling expenses, visa and air tickets to the awardees. Similarly, efforts include attempt made by Kano state government in devising relevant institutions and structures to work within the confines of operational objectives of the programme. All these could be used to juxtapose and justify whether the programmes' objectives of enhancing human resource base of Kano state are realizable within the parameters of "efforts" being put in place or otherwise.

(ii) Performance: The second criterion is performance criterion which has to do with what is being done or performed in response to the efforts being made for the success of the KSFSS

programme. This criterion is concerned with series of interrelated in interconnected activities performed or executed by all the Ministries, Departments and Agencies (MDAs) concerned for the implementation of KSFSS and actualization of its goals and objectives. This includes *inter-alia*; policy authorization, budget approval and other bureaucratic and administrative processes. At this stage, there is a need for a clear look at all the sequence of actions and series of activities done, performed or being executed by the Kano state government with a view to achieving the predetermined goals and objectives of the scheme. At this level, the performances includes modes of application for KSFSS award, method and procedures of conducting interviews to the prospective candidates, guidelines for the selection and screening exercises, contacting the universities and countries which the beneficiaries will be sent or their agents, approving or endorsing the budget estimates for the payment of tuition fees, accommodation fees and monthly up-keep allowance, agency fees, pocket money, airfare as well as insurance fees to the beneficiaries so that they could positively contribute to the development of the state and nation at large upon their return.

(iii) Adequacy of Performance: This is the third criterion which is concerned with determining the quality and quantity of what has been performed from the preceding criterion. Here, there is need to determine whether the funds allocated, approved and spent for the programme were adequate enough to enhance the achievement of goals of the programme. The procedures of disbursement are transparent and the timeliness of payment is reasonable enough. There is also need to look at the credibility of selection and screening of candidates as well as quality of host institutions and destinations for the study versus the institutional machineries set up for the implementation of the scheme ie KSSB and MHE. This is done with a view of determining whether they are adequate, suitable, capable and appropriate enough to address the issue at stake. Detail statistics from the DQA of MHE shows that Kano state government had sponsored over 2,243 students to undergo foreign

scholarships at undergraduate and postgraduate levels to 67 Universities and Institutions located in 12 different countries across the global spectrum. The countries are United Kingdom (UK), India, Malaysia, China, U.A.E, Jordan, Turkey, Ukraine, Cyprus, Egypt, Uganda and Sudan. The selection and screening of candidates was done by a team of erudite scholars selected mainly from the KSSB and MHE and the candidates are selected based on fulfilling certain conditions which include *inter alia* being a bonafide indigene of the state and has passed out first class or second class upper division from a recognized university in Nigeria or having distinction or upper credit in the case of HND holders and having passed out with at least five O'level credits in SSCE. Data available shows that Kano state government has budgeted the sum of N5,212,276,793 for the payment of tuition fees, accommodation fees, monthly upkeep allowance, travelling expenses, insurance as well as other expenses necessary for international study but the sum of N4,845,275,353.48 was subsequently spent thereto. The aim of this element is to assess and determine whether what has been done and performed by the state government is adequate capable of helping in the achievement of the objectives of KSFSS.

(iv) Efficiency: Efficiency is the fourth element of the Suchman's evaluation theory. This criterion has to do with the state or quality of being efficient in accomplishing certain specified activity with minimum waste of time and effort. In this perspective, we make a kind of cost-benefit-analysis, that is we make critical examination of input – output relationship compare all the inputs *vi-a-vis* the impacts, what has been done and what has been achieved, what has been spent and has been accrued in relation to predetermined goals of KSFSS in order to determine its worthwhileness and significance in the state. We measure the results or the level of success recorded by Kano state overseas scholarship scheme in improving the manpower needs of Kano state especially in the field of science, technology, engineering and I.C.T , and then compare it with the all 'efforts' devoted which consist *inter-alia* over N5.2

billion spent for the programme, 62 universities in the 12 countries in the world, over 2,243 students sponsored, the credibility of selection and screening exercise as well as the human resources used for the implementation of the scheme in order to answer the question is the level of achievement commensurate with the human, material, time and financial resources put in it? This criterion is very imperative most especially looking at the huge amount of money required for the scheme especially at this period when Nigeria economy is languishing in the pool of recession. This criterion will also provide an important yardstick for evaluating the success of the scheme not only to the external auditors in the inspectorate division of the MDAs, but also to the generality of citizenry particularly in this period of democratic dispensation and freedom of information (FOIB) given the fact that KSFSS in the period under review was spearheaded by a democratically elected government under the leadership of Engr. Rabi'u Musa Kwankwaso.

(v) Process: This is one of the most defining elements of evaluation theory espoused by Edward Suchman in evaluation the success of KSFSS. This criterion helps us to carefully examine the nature of strategies, processes and methodologies adopted by the executors of the programme and the manner they were executed in order to determine whether these strategies themselves are viable and relevant in selecting the best candidate, institution as well as universities and countries for the study. Whether the processes of disbursement of beneficiaries' entitlements were effective and efficient, devoid of wastes and abuses. The initiators of the KSFSS sets down a *modus operandi*, a blueprint or a road map upon which the programme should be executed and its anticipated outcomes evaluated at the end of the programme. The ultimate goal here is to identify areas of weaknesses (if any), with a view to improve upon them so that the scheme could achieve a greater result in the future.

CHAPTER THREE

METHODOLOGY OF THE RESEARCH

3.0 Introduction

This chapter was uniquely designed to discuss the methodologies adopted as a road map followed in the collection, presentation and analysis of the data for this research in order to arrive at a valid statistical conclusion. This chapter therefore outlined and explained the research design, population for the study, sample size and sampling technique. Others include sources of data, administration of instrument and method of data analysis. The chapter ended by giving the justification for the adoption of the tools in testing the validity of the hypotheses formulated. The aim of this is to help us arrive at a valid and sound statistical conclusion.

3.1 Research Design

This study employed a survey research design. This is because the survey method enables us to collect primary data relating to independent and dependent variables of the study from the field through the instrument of questionnaire and interview with the actual beneficiaries and the implementers of the programme. The study evaluated the implementation of Kano state foreign scheme from the standpoint of level of funding, credibility of selection and screening criteria set up by KSSB and MHE as well as how chosen institutions for the study affected the implementation of the scheme. This research has three independent variables and one dependent variable. The independent variables are funding, credibility of selection and screening criteria as well as the quality of chosen institutions for the study, while the dependent variable for this study is manpower capacity building. The primary data was basically collected through administration of questionnaires and conducting interviews to the sampled population considered valid enough to serve as the representatives of both the entire beneficiaries of the scheme and the implementation agencies. The relevant secondary sources were also used in order to corroborate what has been collected in the primary source so that

we can explain the relationship between the variables of the study that has to do with the implementation of Kano State foreign scholarship scheme.

3.2 Population and Sample Size for the Study

For the purpose of this research, the targeted population was basically of two categories; the agencies responsible for the implementation of Kano state foreign scholarship scheme on one hand, and those who have actually benefitted from the scheme on the other hand. However, each category is further divided two. With regards to the agencies, the Kano State Scholarships Board (KSSB) and Ministry for Higher Education (MHE) are the agencies directly responsible for overseeing the implementation of the scheme, while with regards to the beneficiaries we have postgraduate and undergraduate students. Cumulatively, as at December 2015, these agencies have total staff strength of 457 serving at various capacities. With regards to the beneficiaries, the targeted population consists of the entire students who were sponsored by the state government to further their studies in twelve countries across the world. According to data obtained from the Department of Planning, Research and Statistics Kano State Scholarships Board and the office of the Director Quality Assurance Ministry for Higher Education, the Kano state government has sponsored a total of 2,243 Kano state indigenes to twelve (12) different countries across the globe to pursue education at both Post Graduate (PG) and Undergraduate (UG) levels. Cumulatively, the total population for the study stood at 2,700. This is presented in the table below:

Table 3.1 Showing the total number of population in each category and their percentage.

Population Category	Number of Population	Percentage (%)
KSSB	270	10
MHE	187	6.93
Postgraduate	1,134	42.00
Undergraduate	1,109	41.07
Total	2,700	100

Source: Researcher's Survey.

In determining the sample size of the population for the study, Yamane's formula (1967:886) as expressed by Israel (1992:1-10) was used. The rationale for using this formula is due to the fact that our population has reached over 2,000. Also the formula was used because of its simplicity and precision in arriving at our sample size (n) and it gave us level of significance.

The formula is expressed as follows:

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

Where:

n = sample size

N = total population

1 = is constant

e = level of significance (at 5%)

Thus:

$$n = \frac{2,700}{1 + 2,700(0.05)^2}$$

$$n = \frac{2,700}{1 + 2,700 (0.0025)}$$

$$n = \frac{2,700}{1+6.75}$$

$$n = \frac{2,700}{7.75}$$

$$n = 348.38$$

$$n \cong 348.$$

From the above, the sample size for the study stood at 348 which represent 12.9% of the entire population. However, in order to avoid cases of non return and non reply of questionnaires, a total of 500 questionnaires were administered to the respondents as explained in item 3.4 below:

3.3 Sampling Technique

For the purpose of sampling, Proportionate stratified random sampling technique was employed in the study. According to Sekaran (2004), proportionate stratified sampling technique has to do with stratification or segregation of the population based on certain common attributes or characteristics they shared, followed by random selection of the element in each stratum in proportion to the size of the population in the stratum. In this nexus, the population was classified into four different strata (KSSB staff, staff of MHE, Postgraduate students and Undergraduate students) and in each stratum, a sample was drawn proportionate to the total number of population in each category so that it can serve as a representative of others. The researcher considers it appropriate to draw the sample size of each category separately because some categories have more population than others. This technique was also adopted because it allows each element in the population to have equal

chance of being selected and included in the sample. Similarly, this technique helps us to avoid sampling bias. The categories of population and sample drawn in relation to sample size were given in the calculations below:

• KSSB:	$\frac{10 \times 348}{100}$	$= \frac{3,480}{100}$	$= 35$
• MHE:	$\frac{6.93 \times 348}{100}$	$= \frac{2,411.64}{100}$	$= 24$
• Postgraduates:	$\frac{42 \times 348}{100}$	$= \frac{14,616}{100}$	$= 146$
• Undergraduates:	$\frac{41 \times 348}{100}$	$= \frac{14,268}{100}$	$= 143$
Total			= 348

The categories of population in relation to the number of questionnaires administered in order to avoid non-return and non reply is given in the calculation below:

• KSSB:	$\frac{10 \times 500}{100}$	$= \frac{5,000}{100}$	$= 50$
• MHE:	$\frac{6.93 \times 500}{100}$	$= \frac{3,465}{100}$	$= 35$
• Postgraduates:	$\frac{42 \times 500}{100}$	$= \frac{2,100}{100}$	$= 210$
• Undergraduates:	$\frac{41 \times 500}{100}$	$= \frac{20,500}{100}$	$= 205$
Total			= 500

This is summarized in the table below:

Table 3.3 Showing the number of sampled respondents from each category of the population.

Population category	Total number	Percentage (%)	Sample drawn in proportion to the sample size	Sample drawn in proportion to the Questionnaire to be Administered
KSSB	270	10.00	35	50
MHE	187	6.93	24	35
Postgraduate	1,134	42.00	146	210
Undergraduate	1,109	41.07	143	205
Total	2,700	100	348	500

Source: Researcher's Survey, 2017.

3.4 Sources of Data

This research generated data from virtually two basic sources; the primary and secondary sources. The primary source includes administration of questionnaire and conducting interview with the respondents in order to elicit their opinion with regards to the implementation of the Kano state foreign scholarship scheme. The use of questionnaire as a source of data was justified on premise that we collect first hand information directly from the beneficiaries of Kano state foreign scholarship scheme and the implementation agencies. Similarly, it was used on the bases of its reliability, convenience as well as preserving the anonymity of the respondents and for easier coding and tabulation. In order to authenticate the data collected from questionnaire, personal interview was also conducted with some selected beneficiaries and some selected officials from the KSSB and MHE. With regards to secondary sources, the researcher was able to obtain relevant data regarding the amount of money earmarked for the implementation of the scheme, the fundamental principles guiding selection and screening criteria for the candidates as well as list of 62 universities and 12

countries chosen for programme. The data was obtained directly from the department of planning, research and statistics KSSB and Department of Quality Assurance, MHE. The researcher also consulted many journals, Kano state government Gazettes, Newspapers, Magazines, unpublished materials as well as information downloaded from various websites via internet.

3.5 Administration of Questionnaire

As stated in 3.3 and 3.4 above, a total of 500 questionnaires were administered so as to avoid cases of non return. The questionnaire was basically divided in two sets. Set one is designed for the beneficiaries while set two is for the staff of KSSB and MHE (see Appendix I & II). For the staff of KSSB and MHE, and the beneficiaries who have completed their programme and returned (Returnees), the questionnaire was physically distributed by the researcher with the aid of research assistant. But for the beneficiaries who are yet to resume, the questionnaire was administered online by the use of email address of the respondents. This method is justified because according to Sharp, Rogers and Preece (2002) online questionnaire is easiest and fastest way of reaching out a large population from virtually a distant place especially in this period in which we are witnessing unprecedented and dramatic use of internet and other social media. Therefore, since part of the requirements for the award of Kano state foreign scholarship is that each and every candidate must have a valid email address and since most of the beneficiaries can read and write using a computer system, this method is considered worthwhile enough to enable us to reach out our target sample. In addition, this method gives the researcher greater flexibility and easier to correct errors once discovered. The questionnaire is classified into four sections. Section A, B, C and D. Section A contains questions strictly relating to the personal profile of the respondents such as gender, age and qualification. Section B contains questions relating to the hypothesis one, Section C contains questions relating to the hypothesis two, while section D contains

questions relating to the hypothesis three. Five Point Likert Scale was used which is Strongly Agree, Agree, Strongly Disagree, Disagree and Undecided. The format of the emailed questionnaire was designed using Check Boxes. The respondent is required to click in the box where the cursor is blinking and put a mark (√) in the box that correspond to the desired choice. The respondent must select only one value from the scale of available options. For example Agree, disagree, strongly agree, strongly disagree and undecided. A check mark will automatically appear once an answer is chosen. All the questionnaires were designed in a close-ended format because close ended questionnaires gave us much data that we can statistically quantify and analyzed.

3.6 Interview Technique

In order to complement the information obtained from the questionnaire as primary source of data, personal interview was also conducted by the researcher with a total of sixteen (16) respondents purposively selected. Ten (10) of the respondents were the beneficiaries five (5) postgraduate, five (5) undergraduates, while the remaining six (6) were selected top principal officers of the KSSB and MHE each who are directly responsible for the implementation of the programme. From the beneficiaries' side, the researcher interviewed the officials of the Association of Kano State Sponsored Students in Diaspora (AKASS) which drew its membership from both undergraduate and postgraduate students, including the president and members of his cabinet. This is justified because the AKASS served as an interface between the students and the school authorities as well as government officials of Kano state. On the other hand, in the KSSB, those interviewed includes; the Executive Secretary, KSSB, Director Research Planning and Statistics and Director Student Affairs, while in the MHE, they include the Director Administration and General Services (DAGS), Director Quality Assurance (DQA) and Director Planning and Statistics.

3.7 Method of Data Analysis and Presentation

In order to make clearer analysis and presentation of the data, this research work embraces the use of both quantitative (descriptive) statistics and qualitative (inferential) statistics. The descriptive statistical tools involves the use of tabulation, simple percentages and frequency distribution, while in the inferential statistics, **Simple Regression Analysis** was used in measuring the extent and degree to which the dependent variable (Y) could be explained and predicted by the independent variables (X) of the study. The three hypotheses were tested using Statistical Package for Social Sciences (SPSS) version 2017. We use 5% as our level of significance i.e 0.05. The regression model below was used to guide the study:

➤ Hypothesis one: $MPCB = a_{it} + \beta_{1it}LOF + \varepsilon$

➤ Hypothesis two: $MPCB = a_{it} + \beta_{2it}CSS + \varepsilon$

➤ Hypothesis three: $MPCB = a_{it} + \beta_{3it}QCI + \varepsilon$

Where:

MPCB = Manpower Capacity Building

LOF = Level Of Funding

CSS = Credibility of Selection and Screening

QCI = Quality of Chosen Institutions

β_1 = Coefficient of LOF

β_2 = Coefficient of CSS

β_3 = Coefficient of QCI

a_{it} = Constant

ε = Error Term.

CHAPTER FOUR

AN OVERVIEW OF KANO STATE SCHOLARSHIPS PROGRAMME AND KANO STATE SCHOLARSHIP BOARD.

4.0 Introduction

This chapter presents an overview about Kano State Scholarships programme as well as the overview of the agency responsible for implementation of the programme, Kano State Scholarship Board (KSSB), objectives of the board, functions, organizational structure, source of funds, some of its achievements since establishment as well as some challenges and prospects of the board. The main thrust of this is to provide us with a clear and vivid understanding the about the agency shouldered with the responsibility of formulation and execution of scholarships awards in the state.

4.1 Overview of Kano State Foreign Scholarship Scheme

The worldwide demand for tertiary education has expanded dramatically over the past 25 years, a function of population increases, expanding incomes and the value assigned to tertiary education as a driver of individual social mobility and national economic development. Kano state government has long understands the significant role that education plays towards national development in general and development of Kano state in particular. It was in view of that that special programme was designed and fashioned out to sponsor students that have scored good results to further their education overseas with a view of enhancing and strengthening human resource base of the state.

Beginning in 1960s, Kano state government has made a significant effort aimed at developing and encouraging overseas student mobility. The design, focus and scope of the programme were however changed from time to time, in order to comply with national objectives in general and Kano state development in particular. However, over the years, the thematic

priorities of the scheme has been identified as having enhanced training in the fields considered very critical to the development of the state and these fields comprises areas like Science, Technology, Engineering and Medicine (STEM). Individuals pursuing any of these courses may apply for the sponsorship so long as he satisfied the conditions laid down by the Kano state scholarships board.

However, between 2011 and 2015, Kano state foreign scholarship scheme saw a dramatic and superfluous increase because it was between this period that over 2,000 bonafide Kano state indigenes were sponsored under the scheme to pursue education, research and training across 12 different countries in the world. According to statistics, this is the largest number of Kano state indigenes ever sponsored since the initiation of the programme in 1968. More fundamental is the fact that the scope of the programme was extended to cover all areas, fields, disciplines and professions. Hitherto, the programme only focused on science, technology, medicine, and engineering but within the period under review, the tentacles of the programme was extended to cover areas such as marine engineering, aero- space engineering, piloting as well as other courses relating to liberal arts, social and management sciences. More interesting is the fact that the programme has succeeded in sponsoring Kano state indigenes who have excellent results at both ordinary level and undergraduate levels, at all spheres of education, to travel overseas in search of knowledge, some of them never have a dream of travelling beyond the shores of Nigeria and most of them were from less-privileged families.

4.2 Objectives of Kano State Foreign Scholarship Scheme

Human Capital Development is one of the core objectives of Kano State foreign Scholarship scheme. The scheme is geared towards improving the human capital base of Kano state through target programmes, which include the Overseas Undergraduate Scholarship,

Overseas Postgraduate Scholarship, ICT training, as well as Overseas Technical Training programme. The fundamental objectives of Kano state foreign scholarship scheme as stated in the thematic priorities of the scheme includes *inter-alia*:

1. To qualitatively and quantitatively build and strengthen the human resource base of Kano state in the areas of science, technology, engineering and mathematics and other professional careers that are very critical for accelerating rapid development of the state and nation at large.
2. To support talented and academically sound Kano state indigenes by providing them with the windows of opportunities to travel overseas for study and research that might not otherwise have been available, enabling them to develop an international network for the exchange of ideas, experience and expertise thereby boosting their employment opportunities and prospects and enriching individual's academic qualities and leadership potentials.
3. To assist institutional capacity building of Kano state and nation at large, so that the beneficiaries can have a wider impact on communities and societies through facilitating an environment for the exchange of ideas and practices and enriching individuals' academic and leadership experience, while also providing them with the tools to have impact at their home institutions, and in their home countries more widely.

With this and the wider higher education and development debate in mind, this programme aims to provide and boost the manpower needs of Kano state in areas that were very critical in enhancing rapid development of the state. The scheme is aimed at bridging manpower deficits of the state both in terms of quality and quantity especially in medicine, pharmacy, nursing, engineering, information and communication technology, marine engineering and aero-space engineering. The scheme also aimed at sponsoring young and talented Kano state

indigenes that have achieved excellent result in their secondary and post secondary levels to further their academic pursuit not only in Nigeria but also across the globe most especially at this period of globalization. The foreign scholarship programme is sponsored both at the undergraduate and post-graduate levels.

In working to achieve the above objectives through scholarship support for international study and training, Kano state government is keen to ensure that its actions are coherent and effective, there is primary interest assuring that the investment in international scholarships contributes meaningfully to building a strong, qualified scientific community that is capable enough of fulfilling its role as the engine of future scientific and technological advancement in Kano state and nation at large, (KSSB 2011).

Table 3.1 KanosynopsisState Foreign Scholarship Scheme

Objectives/ priorities	Provision of adequate manpower to the state especially in the field of science, technology, Medicine, Mathematics and ICT and other field that are critical for rapid development
Years of Review	2011 to 2015
Number of Award during the period	Over 2,243 students
Major Administrative Agencies	Kanostate scholarships Board, Ministry for Higher Education
Funding Source	Exclusively Kano state Government
Eligibility	Bonafide indigene of Kano state who have attained the age of 18 and have excellent academic results
Levels Supported	Undergraduate, Postgraduate and other professional courses like Train the Trainer China Bi-lingual etc
Fields Supported	All science courses; Medicine, Nursing including operation Nursing, Anaesthetic Nursing, Psychitric Nursing, Engineering including civil engineering, chemical, Mechanical,, ICT, courses relating to Arts, social and management sciences were also included during the period under review.
Host Countries	India, Malaysia, China, UAE, Jordan, Turkey, Poland, Ukraine, U.K, Egypt, Uganda, Sudan

Source: Researchers survey 2015.

4.3 Overview of Kano State Scholarships Board

The Kano State Scholarships Board (KSSB) was created in 1968 when Col. Audu Bako was the governor of Kano state, as a division under the ministry of Education, Kano state. It became an autonomous body in 1987 and is now one of the big parastatals under the Ministry of Education.

The board is charged with the responsibility of awarding scholarships and improving the welfare of the state sponsored students studying at various higher education institutions in Nigeria and in the diaspora. The Kano state scholarship award is exclusively for indigenes of the state whose father is, of Kano state origin who obtained admission in to tertiary in Nigeria or in some cases overseas, without any reference to old age in so far as they fulfill the spelt out conditions and are not under the services of government or NGOs. Without prejudice to the above, the board at its own discretion may grant award to legally certified applicants, the award is however neither right nor is it automatic, but a privilege as the board reserves the right to change or cancel an award, where necessary, in granting the scholarship award, the income of the applicants or that of his parents is to be taken into consideration in the decision making. However, since funds are not enough, grants must by necessity be restricted.

4.4 Objectives of KSSB

The fundamental objectives of KSSB as enshrined in the KSSB Act provides the following:

- (i) To guide, assist and sponsor bonafide Kano state indigenes who wishes to further their education in higher institutions of learning in Nigeria and overseas.
- (ii) To serve as a data bank for students records and awards with a view to attaining a complete on-line platform, e-application e-registration, and e-performance.

- (iii) To keep track record of students awarded the scholarship both local and international.

4.5 Functions of KSSB

KSSB as a parastatal under the ministry of Education is committed towards providing the following services to state government and the students of Kano state origin studying at any tertiary institution within the country and overseas:

- (i) Formulation and review of policies and programmes governing the award of scholarships to Kano state indigenes.
- (ii) Conducting sponsorship interview in respect of all eligible students of Kano state studying in tertiary institutions in Nigeria and overseas.
- (iii) Formal recommendation of suitably qualified candidates and applicants for overseas training by his Excellency, the executive governor of Kano state, through the Honourable commissioner, Ministry of Education or Higher Education as the case may be, for final approval.
- (iv) Payment of internal students maintenance allowance
- (v) Awarding the scholarships and improving the welfare of the students.
- (vi) Providing guidance and counseling services to the students.
- (vii) Contact with other governmental establishment, institutions of learning or any other bodies or persons on matters relating to the award of scholarships.

4.6 Organizational Structure of KSSB

In carrying out its statutory functions, the Kano State Scholarships Board was structurally organized in to various sections, units and department each with its own specialized and specific functions, with the overall aim of achieving the ultimate goals and objectives of the board. At the apex of its organizational structure the Management Board, which is chaired by

the Honourable Commissioner, Ministry of Education, Kano state. While the Board is charged with the responsibility of policy formulation and execution for the success its operations, the ministry of Education is therefore serving as the supervisory ministry. Like many organizations, the KSSB was organized under the following departments:

- (i) Administration and General Services
- (ii) Students' Affairs Department
- (iii) Bursary Department
- (iv) Department of Planning, research and Statistics
- (v) Accounts and Finance Department
- (vi) Department of school services

4.6.1 Functions of Various Departments

For the purpose of smooth operation of the board, each department is assigned with the following functions:

(i) Department of Administration and General Services

The administration department is charged with the responsibility of the general administration of the board. This department consists of the General Administration, Personnel Sections, and public relations sections. This department is shouldered with the following functions:

- Ensuring that, the board's human and material resources are effectively utilized and monitored for optimum achievement of the board's corporate objective.
- it is Responsible for the day to day administration including formulation and implementation of the board's decisions as it relates to employment, promotion staff training and discipline.

- Management of the physical assets of the board as well as ensuring the implementation of the staff welfare policy guidelines of the board as modified from time to time.

(ii) Students' Affairs Department

This department is charged with the responsibility of dealing with the students needs, in terms of effectiveness in the students' service delivery, students development efforts, meeting the students facility needs, work in synergy with administration and finance bursary department to develop programmes and policies that address the holistic needs of the students. It also provides students advocacy, advising, problem solving, emergency response and follow-up and faculty consultation, career advisement in terms of assisting students to identify career goals connected to academic major/programme /college via career counseling, career assessment and career exploration. The department is headed by a director assisted by other staff of the department.

(iii) Bursary Department

The bursary department is the financial arm of Kano state scholarships board. The department is responsible for all financial transactions and obligations of the board. The department is headed by departmental director and assisted by other supportive staff. The department is responsible for the preparation all scholarship bursary awards granted to the students of Kano state origin studying in various institutions of learning within Nigeria and overseas, submitted to the state government for approval and payment to the students, receives all revenues generated and accrued to the board and preparation of the payment voucher for the payment of scholarships allowances to the deserving candidates as well as record keeping of financial transaction of the board and custody of salary record.

Iv Department of Planning, Research and Statistics

The planning, Research and Statistics Department is one of the service departments of KSSB that is charged with the responsibilities of developing workable plans for the organization (Rolling, Medium and Perspective), Monitoring and Evaluation of plans implementation, Secretariat to the Tender Board, Research into internal organization and operational modalities to the board, research into the sectors (programmes and schemes) over which the ministry (Agency) has jurisdiction, Sorting and Monitoring of performance and efficiency targets for the various subdivisions and staff of the board. Constant collection and processing of data and statistics relating to the board, Management of the ministry's records and information resources (Data bank, Computer services, Registry and Library etc), and Liaison with relevant bodies outside the agency. These functions of the department are carried out through the activities of the branches and units under the department. These units consist of:

The Planning and Policy Unit which is charged with the responsibility of preparing of the board's work plan for effective programme delivery as well as representing the board at macro policy level of government.

The Research and Statistics Unit is responsible for carrying out baseline surveys as well as thematic surveys on manpower needs and deficits in the state so that relevant individuals with relevant skills and qualifications will be identified and sponsored either within the Nigerian higher institutions or overseas. The Statistics division develops and manages the database of all the number of students sponsored, the name if institutions, locations, as well as the amount of money paid. This unit is one of the most important departments of board.

The Budget Unit is charged with the responsibility of budget preparation with inputs from various departments. In performing its functions, this unit liaises with the ministry of

education, ministry of finance, office of the accountant general and ministry of budget and planning to seek approval for the boards expenditure.

Information and Communication Technology (ICT) Unit- The ICT unit is responsible for e-application, e-registration, e-payment and all other e-transactions of the board. The unit also specifies and ensures standards in the procurement, repairs and maintenance of computers and internet services of the board. It is equipped with basic computer maintenance tools and computer experts for management and operation.

(v) Accounts and Finance Department

The board's Finance and Accounts Department has the mandate to ensure that, all the financial needs of the board are budgeted for, relevant approval sought and prudently allocated in line with standard accounting principles and the extant rules and regulations. It also receives and makes payments on behalf of the KSSB as the custodian of its finances. In pursuant to the above mandate, the account and finance department specifically performs the following functions:

- Expenditure control of the KSSB
- Preparation of statement of expenditure and balances on weekly/monthly basis
- Maintenance of the vote book
- Providing utility services such as transport, telephone, water, and electricity
- Rendering the statement of financial transactions and the consolidated statement of accounts of the board's statements are prepared quarterly and annually for management's use and for statutory audit purposes;
- -Preparation of salaries, pay advices, salary advances overtime and salary variation items for each month among others.

(iv) Department of School Services

This department serves as a central point of inquiry for advice and assistance to the school administrators regarding school laws, state board of education and related programmes, services and policies. School services also respond to parents inquiries and handles complains related student development. The department works in synergy with other departments of the board to ensure that all complaints relating to the students disbursements and welfare were catered for. It is headed by a director assisted by other staff of the department.

4.7 Achievement of Kano State Scholarship Board

Since its establishment in 1968, KSSB has recorded a remarkable achievement in assisting Kano state students in their educational pursuit in many fields by providing financial support. The role of this board has been very crucial in enhancing quality education and training of manpower in the state. In the past two decades, the board has been very proactive in its statutory role. The KSSB was used by successive government as an avenue of empowering indigent Kano state indigenes to study in various tertiary institutions in Nigeria and abroad.

In 2004, the board has expanded its local scholarship awards to cover all courses science, arts, social and management sciences. The students bursary was also increased from N2,000 to N5,000 for diploma and HND students, while for the Bsc courses, the amount was increased from N5,000 to N20,000 per session. This was made available to all Kano state indigenes studying in tertiary institutions across Nigeria. The board has opened a wide range of opportunities for students by offering them scholarships awards both local and foreign scholarships.

One of the most remarkable achievements of KSSB worthy of mention is that the board has between 2011 and 2015 sponsored and empowered over 2,243 Kano state indigenes through its foreign scholarships programme to 12 different countries across the globe. Data obtained

by the researcher shows that the board has succeeded in providing additional professionals in various fields cutting across science, technology, engineering, pilots, medical doctors and ICT experts in the state. The table below shows the professions and number of students sponsored in each category:

Table 4.1 some achievement of KSSB (2011-2015)

S/N	Number of Students
1.	1 st Batch of 501 PG students placed in 11 countries
2.	2 nd Batch of 502 PG students placed in 12 countries
3.	3 rd Batch of 558 PG and UG students in 12 countries
4.	300 male and female undergraduates for MBBS and Pharmacy
5.	197 ICT BSc. Top-up programme
6.	100 pilot trainees in Jordan
7.	25 Marine Engineers in India and UK
8.	50 Nurses for BSc. Course in Egypt
9.	10 Train the Trainers Experts in UK
Total	2,243

Source: Kano State Scholarships Board <http://www.kssbonline.org/recent-activities/details>

4.8 Challenges and Prospects of KSSB

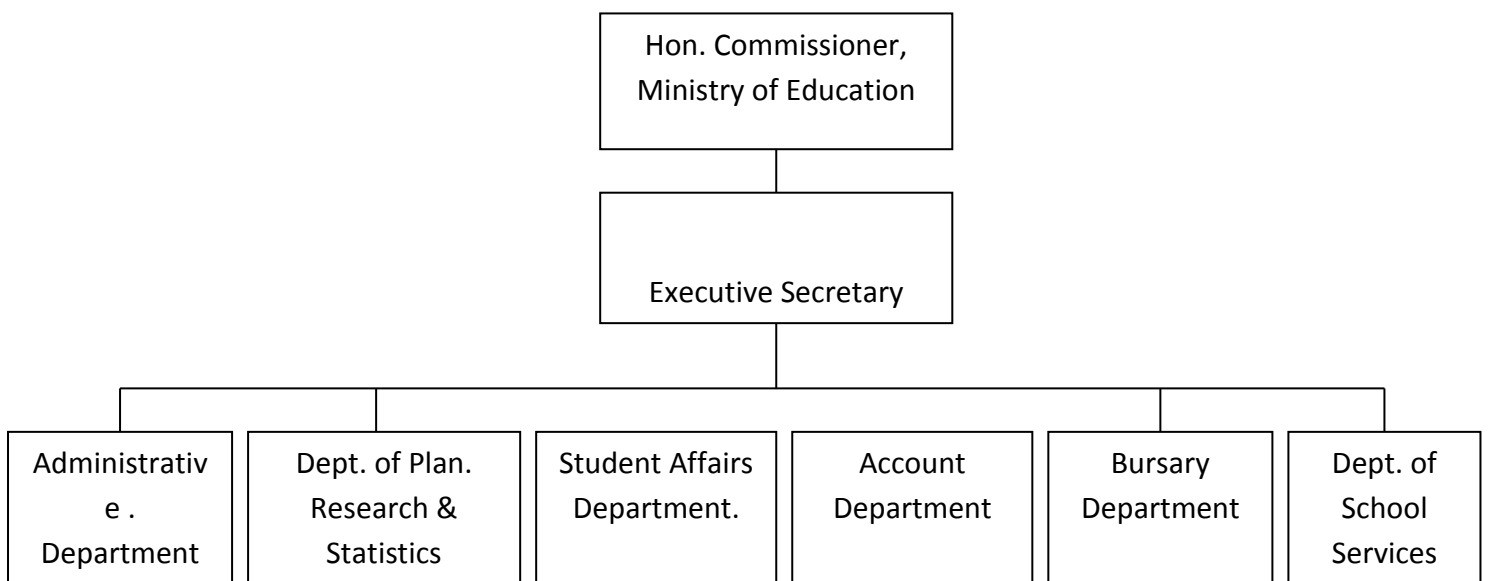
Like many agencies and parastatals of government, KSSB is bedeviled by so many problems.

Below were some challenges faced by the board:

(i) Financial Challenges: This is one of the most serious challenges faced by KSSB. The KSSB currently owes an amount to the tune of N2.6 billion for the payment of overseas students sponsored by previous government as confirmed by the Kano state governor. This leads to complaints by students due to late payments of stipends, non payment, inability to conduct quarterly tours and many other activities which hampers successful implementation of the scheme.

(ii) **Inter-ministerial and Inter- Agency Misunderstanding:** The KSSB has over the years suffered from the problem of inter-ministerial misunderstanding and squabbles. The functions of the board have been shared between MHE, Ministry of Science and Technology, Office of the Secretary to the State Government and Ministry of Health. The KSSB was once reported to complain that these ministries have hijacked some of its important function especially with regards to the selection and screening of candidates for KSFSS awards. There are also other problems such as inadequate facilities like vehicles which impair the ability of the board to conduct monitoring and evaluation of its sponsored students across the country.

ORGANOGRAM OF KSSB



Source: KSSB manuscript 2014

CHAPTER FIVE

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

5.0 Introduction

This chapter gives a detailed presentation, analysis and interpretation of the data collected from both primary and secondary sources. The primary sources as stated in chapter three consist of questionnaires and interviews, while the secondary sources are the data collected by the researcher from the implementation agencies relating to the goals and objectives of the scheme and amount of funds voted for its implementation. The responses were presented in frequency tables and percentages, measured on five point Likert scale. Also, the chapter gives a presentation of the test of three hypotheses formulated for the study and their interpretation using simple linear regression analysis. The chapter started by giving the rate of response to questionnaire, breakdown of respondents profile, data presentation on hypotheses one, two and three, followed by test and interpretation of the hypotheses and major findings of the study.

5.1 Rate of Return to Questionnaire

For the purpose of this research, a total of five hundred (500) questionnaires were administered to various respondents cutting across different individuals with different level of education, working experience, level of study, cadre of service, age and gender. With regards to the staff respondents, the questionnaire was administered by the researcher himself, while with regards to the beneficiaries, the questionnaire was administered in two ways; in the case of returnees, the questionnaire was administered by the researcher through research assistant while for the those that are still in their various destinations for the study, the questionnaire was administered online via the use of email addresses of the beneficiaries, and this is justified because the bulk of the respondents

were computer literates, they can read and write using a computer system. Similarly, in this period of unprecedented use of internet services, the researcher considers it very important to administer questionnaire via the internet so that many people could be reached within a short period of time as observed by Sharp, Rogers and Preece (2002).

However, in spite of all the effort being made by the researcher to ensure that all the questionnaires were returned, but, a total of 445 questionnaires which sharply represent 89% were subsequently returned. This is shown below:

$$\frac{\text{Total number Returned}}{\text{Total number Administered}} \times \frac{100}{1}$$

$$\frac{445}{500} \times \frac{100}{1} = 89\%$$

However, out of this, a total of 345 which represent 77.52% of the questionnaires administered were duly and correctly completed and screened. The number of questionnaires administered and returned and screened by each category of the respondents was presented in the table below:

Table 5.1 Rate of Return of Questionnaires

Categories of population	Number of Questionnaire Administered	Number of Questionnaires Returned	Screened
KSSB	50	50	35
MHE	35	35	24
Postgraduate Students	210	162	143
Undergraduate Students	205	198	143
Total	500	445	345

Source: Field survey, 2017

From the table above, it is crystal clear that there is high response to questionnaire because the rate of return was 445 which represent 89% rate of return. In fact, looking at the rate of return on each category, we can see that with regards to KSSB and MHE, the rate of return was

100% each because in each category, the respondents returned the exact number of questionnaires administered to them as shown in the table above. Similarly, with regards to Postgraduate and Undergraduates, each category's rate of return was very impressive because for the postgraduates, 210 questionnaires administered and a total of 162 were returned, which represent 77.14% rate of return. However, with regards to the undergraduates, out of 205 questionnaires e-mailed, they were able to return a total of 198 which is 96.58% rate of reply. This means that the respondents were not only curious and enthusiastic about the outcome of the research, but also they are optimistic.

5.2 Breakdown of Respondents Profile

As stated in chapter three, the targeted population for this study was basically of two categories. Those in charge of the implementation of the scheme and those that have actually benefitted from the scheme at both postgraduate and undergraduate levels. The respondents profile has been classified into gender, age bracket, and educational attainment, level of study as well as cadre of service.

5.2.1 Respondents Profile in terms of Gender

The respondents profile in terms of gender is given in the table below:

Table 5.2 Gender of the respondents

	Frequency	Valid Percent	Cumulative Percent
Valid MALE	220	63.8	63.8
FEMALE	125	36.2	100.0
Total	345	100.0	

Source: Field survey, 2017

Table 5.2 above shows that the large percentages of the respondents were male which constitute 220 representing 63.8% while 125 respondents representing 36.2% were females. This means that the largest portion of the respondents were male. This may be because in Kano state, there is always disparity between males and females when it comes to enrolment

in schools and in Kano some parents do not allow their female child to go for even boarding school talk more of going abroad for study, and this may be because the large bulk of candidates who qualified for the award were male.

5.2.2 Age Bracket of the Respondents

The respondents were asked to indicate their age bracket and the responses generated are presented in the table below:

Table 5.3: Age Bracket of the Respondents

	Frequency	Valid Percent	Cumulative Percent
Valid 18-25	125	36.2	36.2
26-35	138	40.0	76.2
36-45	55	15.9	92.2
46 AND ABOVE	27	7.8	100.0
Total	345	100.0	

Source: Field Survey, 2017.

From table 5.3 above, it could be discerned that majority of the respondents were people whose age bracket ranges between 18 to 35 years. The table shows a total of 263 representing a total 76.2% of the respondents, while 55 respondents representing 15.9% and 27 respondents representing 7.8% were people whose age bracket ranges between 36-45 and 46 and above respectively. This is traceable from the fact that the bulk of the beneficiaries of Kano state foreign scholarship scheme were young people who have just finished secondary school or who have just finished their first degree that is why they carried a lion's share from the respondents.

5.2.3 Level of Education/ Highest Qualification

Respondents were asked to indicate the highest qualification they obtained and their response is presented in table 5.4 below:

Table 5.4 Educational Attainment of the Respondents

	Frequency	Valid Percent	Cumulative Percent
Valid SSCE	120	34.8	34.8
ND/NCE	43	12.5	47.2
BSC/HND	155	44.9	92.2
MASTERS'	27	7.8	100.0
Total	345	100.0	

Source :Field Survey, 2017.

From the table above, it can be seen that quite majority of the respondents have obtained either SSCE or first Degree/HND as their highest qualification. The table shows that 120 respondents representing 34.8% and 155 respondents representing 44.9% have obtained SSCE or first Degree as their highest qualification. However, 43 respondents representing 12.5% have National Diploma as their highest qualification, while only 27 of them representing 7.8% have master's degree as their highest qualification. This may not be unconnected with the fact that the scheme is targeted for the award to the undergraduate and postgraduate sponsorship and quite majority of the beneficiaries were either secondary school leavers seeking for undergraduate sponsorship or holders of first degree looking for postgraduate sponsorship. Another reason for that is the fact KSSB and MHE are very important institutions that requires highly qualified manpower to manage them and that is why holders of first degree and HND are higher than holders of other qualifications.

5.2.4 Level of Study/ Place of Work

Here, respondents were required to indicate their level of study either (postgraduate or undergraduate) in the case of beneficiaries and place of work in the case staff of the implementing institutions. Their response is given in the table below:

Table 5.5 Level of Study/ Place of Work of the Respondents

		Frequency	Valid Percent	Cumulative Percent
Valid	KSSB	35	10.1	10.1
	MHE	24	7.0	17.1
	POSTGRADUATE	143	41.4	58.6
	UNDERGRADUATE	143	41.4	100.0
	Total	345	100.0	

Source: Field survey, 2017

From the table above, it is crystal clear that postgraduate and undergraduate constitute the highest percentage of respondents. The table shows a total of 286 respondents representing a total of 82.8% postgraduate and undergraduate students respectively. However, a total of 59 representing a total of 17.1% were staff of the implementation agencies that is KSSB and MHE. This shows that the study is based on the views of people with different place of service and different level of study experience.

5.2.5 Duration of Service of the respondents

In this case, respondents were asked to indicate the period of service to the organization they are serving (KSSB and MHE) and their response is depicted in the table below:

Table 5.6 Period of Service of the Respondents

Variable		Frequency	Valid Percent	Cumulative Percent
Valid	0-5 YEARS	11	18.6	18.6
	6-10 YEARS	10	16.9	35.6
	11-15 YEARS	18	30.5	66.1
	16 AND ABOVE	20	33.9	100.0
	Total	59	100.0	
Missing	System	286		
Total		345		

Source: Field survey, 2017

From the above table, it can be observed that a higher portion of the staff 20 which represents 33.9% were staff whose period of service ranges between 16 and above years, while 18 staff representing 30.5% were staff whose period of service ranges between 11-15 years. However, a total of 21 staff representing a total of 35.5% were staff whose period of service ranges between 0-10 years of service. This shows that the study is based on the views of staff with different service experience.

5.3 Data Presentation on Hypothesis One

Hypothesis one states that “there is no significant relationship between level of funding and implementation of KSFSS towards manpower capacity building. This hypothesis tries to test whether funding in terms of adequacy, timeliness and procedures have any significant consequences on the successful implementation of KSFSS. The fundamental philosophy behind this hypothesis lies on the fact that funding is one of the most important inescapable ingredients for the implementation of policies and programmes of government. Data obtained by the researcher from the department of planning research and statistics KSSB shows that between 2012 and 2014, over N5.2 billion were budgeted for the payment of tuition fees, accommodation fees, monthly living stipends, travelling expenses as well as health insurance to the beneficiaries. However, what has been actually approved and spent for the period was N4.8 billion which shows a disparity of over N367.0 million. The total annual spending on each beneficiary either at postgraduate or undergraduate levels ranges between \$7,000 for Arts and Social Science students and \$ 9,000 for science students, while the monthly living stipend ranges between \$350 and \$400 per student. The breakdown of some expenditure for the payment of beneficiary’s entitlements is provided in the table below:

Table 5.7 Breakdown of Expenditure for Postgraduate and Undergraduate KSFSS (2012-2014)

Expenditure Breakdown	Amount Budgeted (N) A	Amount Approved (N) B	Amount Spent (N) C	Disparity (N) D (A-B)
Tuition Fees	2,419,995,645	2,123,022,305	2,123,022,305	296,973,340
Accommodation fees	278,309,939	259,031,939	259,031,939	19,278,000
Monthly Up-keep	1,933,832,280	1,933,832,280	1,933,832,280	No disparity
Pocket Money	37,094,000	35,258,000	35,258,000	1,836,000
Visa and Air ticket	331,072,858	330,183,758	330,183,758	889,100
Agency fees	43,520,000	24,055,000	24,055,000	19,465,000
Laptop	115,889,000	87,329,000	87,329,000	28,560,000
Insurance	2,235,370.48	2,235,370.48	2,235,370.48	No disparity
Verification & STD MTR	50,327,701	50,327,701	50,327,701	No disparity
Total	5,212,276,793	4,845,275,353.48	4,845,275,353.48	367,001,440

Source: Data obtained from the Department of Planning, Research and Statistics KSSB

The above table clearly demonstrates that there are disparities between what has been budgeted and what has been approved for the implementation of the scheme. For example, with regards to tuition fees, what has been budgeted is N2.4 billion but what has actually been approved is N2.1 billion showing a deficit of over N296.9 million. The same thing with accommodation fees because N278.3 million was proposed but N259.0 million was approved and spent leaving a disparity of over N19 million. Although no disparity was seen with regards to monthly up-keep allowance, insurance and study verification, but a huge disparity

was clearly visible with regards to Laptop allowance because there is a difference of over N28.5 million from what has been budgeted.

Data on the exact amount spent as at the period of compiling this work was not available because the researcher cannot access it from the KSSB due to the fact that the KSSB were not ready to release it to the researcher. The reason being that the programme is still ongoing because as at December 2016, there are 480 PG and UG students living in various countries selected for the study.

In this case, respondents were asked series of questions relating to adequacy of money, timely payment, methods of disbursement as well as how they feel when their payment was not made on schedule. This is imperative so that we can juxtapose whether the efforts, performance, adequacy of performance, and processes of funding KSFSS is reasonable enough to achieve its targeted objectives as espoused Suchman's (1967) evaluation theory, the theoretical framework for this study. The responses generated are presented below:

5.3.1 Level of Satisfaction with Regards to Adequacy of moneyfor the payment of tuition, accommodation and Monthly up-keep allowance

In order to verify whether the allowances received by the respondents were adequate enough to sustain and maintained them in good condition bearing in mind that they are not living in their home countries, respondents were asked to indicate their level of satisfaction and their responses were presented in the table below:

Table 5.8 Adequacy of Money received as Monthly Up-keep, tuition and accommodation fees.

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	48	13.9	13.9
	AGREE	44	12.8	26.7
	UNDECIDED	24	7.0	33.7
	DISAGREE	105	30.4	64.1
	STRONGLY DISAGREE	124	35.9	100.0
Total		345	100	

Source: Field survey, 2017

From the above table, it can be distilled out that quite majority of the respondents have strongly disagreed that the money is adequate. The table shows 124 respondents representing 35.9% and 105 representing 30.4% have strongly disagreed and disagreed with the notion. However, 48 respondents representing 13.9% and 44 respondents representing 12.8% have strongly agreed and agreed with the question. On the other hand, 24 respondents representing 7.0% have held a neutral view.

From the above table, it can be inferred that there is problem with regards to the adequacy of money meant for the payment of tuition, accommodation and monthly upkeep allowance to the KSFSS beneficiaries. This view was confirmed by the result of interview conducted by the researcher because out of a total of 10 students interviewed, 6 of them representing 60% have expressed a low level of satisfaction with the money they received as monthly living stipend. According to some of them studying Anaesthetic Nursing in Al-Mansoura University, Egypt, he said that due to high cost of living, there is need for the government to increase their level of monthly living stipend paid to them. A similar view was held by three students studying pharmacy in three Indian universities called SSIMS, Krupanidhi, and

Sharda University College who have said that the earlier the government had increases their monthly stipend, the better their lives would and the better their studies. This view was however debunked by some staff of KSSB and MHE when interviewed who held the view that \$350 and \$400 is adequate enough to sustain a student for a month except otherwise that student engage in an exuberant life style.

Secondary data obtained by the researcher as shown in table 5.7 also shows that the state government had spent over N2.1 billion in the payment of tuition fees, over N259 million in the payment of accommodation fees and over N1.93 billion in the payment of monthly living stipends.

5.3.2 Level of Satisfaction with Regards to Timeliness of Payment of Tuition Fees, Accommodation fees, and Monthly Living Stipend

In order to ascertain whether the beneficiaries received their payment on the scheduled time either monthly or annually as promised by Kano state government, the respondents were asked to indicate their level of satisfaction with regards to timely payment of monthly living allowance, tuition and accommodation fees that is supposed to be paid annually. This question is very important because even if the government released the money, the time in which the beneficiaries received them matters a lot.

Data obtained from the DQA MHE shows the following with respect to timeliness of payment of scholarship by the state government.

Table 5.9 Timing of payment of scholarship Award to the Beneficiaries

Description	Timing
Monthly up-keep allowances	At the end of every month
Tuition fees	At the start of the study (for new student) or at the end of the academic year (for returning student)
Accommodation fees	At the start of the study and at the expiration of tenancy
Pocket money	At the time of the departure of the students

Source: DQA MHE.

The responses generated from the questionnaire is presented below:

Table 5.10 Timeliness of Payment

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	44	15.4	15.4
AGREE	41	14.3	29.7
UNDECIDED	18	6.3	36
DISGREE	98	34.3	70.3
STRONGLY DISAGREE	85	29.7	100.0
Total	286	100.0	
Missing System	59		
Total	345		

Source: Field survey, 2017

From the table above, it can be seen that a total of 183 respondents representing 64.0% have expressed their dissatisfaction with regards to timeliness of disbursement of monthly living allowance, tuition fees and accommodation fees by strongly disagreeing and disagreeing with the notion. On the other hand, 18 respondents representing 6.3% do not held any view. However, 44 (15.4%) and 41 (14.3%) of the respondents have held a contrary view by strongly agreeing and agreeing that they received their entitlements on timely basis as promised by the state government.

From the above table, it can be inferred that majority of the respondents were not satisfied with the timeliness of the payment of monthly upkeep, tuition and accommodation fees. This view was confirmed by the result of the interview conducted by the researcher because the students interviewed have bitterly complained that they are no longer receiving their monthly upkeep on monthly basis and the tuition fees they supposed to receive annually was not paid on time, “ it was delayed” as lamented by one of them. According to four of the respondents studying in India, “many students studying medicine, pharmacy, Nursing, physiotherapy and engineering in Indian Universities do not receive their tuition fees for the three years that remain for their studies and there is no accommodation fee for about seven months.” They also lamented that government has failed to pay tuition fees and accommodation fees to the majority of the student especially in the universities of Sudan and Egypt Like El-Razi, Al-Mansoura and October 6 Universities. The students have not received their upkeep allowances for 10 months as said by one of them. This clearly shows that there is need for the government to take urgent measures in order to correct the situation. However, the officials of KSSB and MHE when interviewed have attributed this to harsh economic recession that is bedeviling the country especially the fall in the price of crude oil and fluctuation in the exchange rate of Dollar.

5.3.3 Inability of state government to release funds on time has affected timely payment

The staff respondents were asked to indicate their candid view as to whether the inability to release funds by the state government was the reason why beneficiaries do not receive their entitlement on timely basis. Their responses are resented in the table below:

Table 5.11 Inability to release funds and payment of student's entitlements

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	30	50.8	50.8
AGREE	21	35.6	86.4
UNDECIDED	2	3.4	89.8
DISAGREE	4	6.8	96.6
STRONGLY DISAGREE	2	3.4	100.0
Total	59	100.0	
Missing System	286		
Total	345		

From the above table, it can be seen that majority of the staff respondents have agreed that inability by the state government to release funds for the payment of students entitlement was the reason for the delay in payment. The table shows that 30 respondents (50.8%) and 21 respondents (35.6%) have strongly agreed and agreed respectively. However, a total of 6 respondents (10.17%) have held a contrary view. On the other hand, 2 respondents (3.4%) have held a neutral view.

It can be inferred that sometimes, the state government have delayed the payment of beneficiaries entitlements due to some administrative and bureaucratic issues.

5.3.4 The procedures of Payment should be directly into the Students' Personal Account (SPA) not Agents

The respondents were asked to indicate their candid opinion as to whether they are contented with the procedures of the disbursement of their monthly living stipends, tuition and accommodation fees through the agents or the payment should be made directly in to their personal account not through agents so that the beneficiaries could be able to receive it on time without delay. Their responses were presented in the table below:

Table 5.12 Procedure of payment through SPA

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	128	44.8	44.8
AGREE	125	43.7	88.5
UNDECIDED	5	1.7	90.2
DISAGREE	15	5.2	95.5
SRONGLY DISAGREE	13	4.5	100.0
Total	286	100.0	
Missing System	59		
Total	345		

Source: Field survey, 2017

The table above shows that 128 respondents representing 44.8% and 125 respondents representing 43.7% have strongly agreed and agreed that all the payment should be made directly from the government to the SPA not through any agent so that they could receive their entitlements on time. On the other hand, 13 respondents representing 4.5% and 15 respondents representing 5.2% have strongly disagreed and disagreed that payment should be made through agent. It is only 5 respondents representing 1.7% that held a neutral view.

The implication of this is that some students were not happy with the *modus operandio*f disbursement through agents and this calls for overhaul and this view was justified because the result of the interview conducted by the researcher shows that majority interviewees were of the opinion that all their payment should be made directly into their personal account not through any agent so that they could be able to receive their entitlements on time. They held the view that some agents connived with public officials to divert huge amount of money meant for them and that is the reason why they are suffering. This view carries some element of truth because secondary data obtained by the researcher shows that there is allegation of diversion of students' entitlements by some public officials. According to chairman of Kano State Anti Corruption Agency, Mr. MuhuyiMagaji, the former commissioner in the previous

government was alleged to have diverted the sum of 533,000 dollars (about N163 million). He said the amount was part of 1.5 million dollars (about N458 million) meant for the payment of scholarship grants to 139 students sponsored by the previous government to study at Al-Mansuora International University, Egypt for the payment of tuition and accommodation fees for the period of 2012 to 2014, (<http://www.vanguardngr.com/20167-03533000->).

However, the result of the interview conducted with the officials of KSSB shows that they have unanimously agreed that the payment of tuition fees, accommodation fees and insurance must be made through agents recognized by government in so far as efficiency is to be achieved, and it will go a long way to ease the KSSB from the rigmarole of securing change from the Forex Market because payment is being made in US Dollars, therefore, the best way is seek assistance of those who are expert in that field. But the payment of monthly up-keep allowance and pocket money can be made directly to the students' personal account.

5.3.5 Delay in the Payment has affected the studies and welfare of the students

Here, respondents were asked as to whether as a result of delay in the payment of their entitlements their studies and welfare was affected and their response was presented below:

Table 5.13 Delay in the Payment allowances has affected the studies and welfare of the Beneficiaries

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	128	44.8	44.8
	AGREE	112	39.2	83.9
	UNDECIDED	8	2.8	86.7
	DISAGREE	15	5.2	92.0
	STRONGLY DISAGREE	23	8.0	100.0
	Total	286	100.0	
Missing	System	59		
Total		345		

Source: Field survey, 2017

The table above goes to show that 128 respondents representing 44.8% and 112 respondents representing 39.2% have held a unanimous view that delay in getting their entitlement highly affected their studies as well as their welfare. On the other hand, 23 (8.0%) and 15 (5.2%) held a contrary view. However, 8 respondents representing 2.8% that held a neutral view about the issue.

The result of interview conducted by the researcher substantiate the above view because from total of 10 respondents interviewed, 6 of them (60%) have seriously complained that their studies as well as their welfare was seriously affected once there is delay in the release of money meant for them. According to some of them who spoke on condition of anonymity, they have lamented that “the refusal of government to continue paying our monthly stipend, tuition fees and accommodation fees on timely basis has reduced many of us to be stranded, distressed and starved while some of us are dying”. Also most of the schools have threatened to stop them from writing end of session exams and some of them were ejected from their hostel accommodation for not respecting the terms of contract signed with landlords as consequence of their unpaid allowances. In addition, foreign registration office refused to extend their residence permit. As a result of this, they are battling to settle their number of expenses like feeding, transport, and other utilities bills which consist of water bills, cooking gas and electricity bills to the extent that many students have to sell properties like laptops, and cell phones in order to buy food. According to one of them, the students were not starved and stranded but also some of them are dying because of lack of support from the state government and he cited example with one of their friend called Jibril Abubakar Jibril who died in India as a result of accident that engulfed him. This goes to show that the students are suffering due to the delayed payment of their entitlements and this constitute a serious impediments to the achievement of goals and objectives of KSFSS on boosting manpower in the state. However, the officials of KSSB and MHE when contacted have confirmed that this

problem is associated with the inability of the state government to furnish them with money at scheduled time as reason why the students could not receive their disbursement on time but the government is working tirelessly to arrest the situation. Also, secondary data as shown in table 5.9 clearly shows that the students needs the monthly upkeep at the end of every month, but sometimes, it takes up to three months month before they received it. While the tuition and accommodation fees supposed to be paid at the end of every year or at the expiration of tenancy. But it was mostly delayed which invariably affected the studies of the beneficiaries.

5.3.6 KSFSS helped in Producing more Doctors, Nurses and Pharmacist in Kano state

In order to verify whether proper execution of KSFSS help in addressing manpower deficit in Kano state especially in producing more Nurses, Medical doctors and Pharmacist, the respondent were asked to indicate their candid view. Their response were depicted in the following table:

Table 5.14 KSFSS and production of more professional Medical Personnel

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	122	35.4	35.4
	AGREE	120	34.8	70.1
	UNDECIDED	50	14.5	84.6
	DISAGREE	30	8.7	93.3
	STRONGLY DISAGREE	23	6.7	100.0
	Total	345	100.0	

Source: Field survey, 2017

The table above goes to show that quite significant number of the respondents totaling 122 representing 35.4% and 120 representing 34.8% have expressed the view that implementation of KSFSS would significantly helped in producing more professional medical personnel in the state. However, 30 respondents representing 8.7 % and 23

respondents representing 6.7% have strongly disagreed and disagreed with the question. Also 23 respondents representing 6.7% do not held any view.

From the above table, it could be understood that although the KSFSS is still ongoing and the execution of the scheme has been characterized by some financial challenges, but yet, it has so farenhanced and boost the manpower capacities in Kano state because even among the postgraduate returnees, there are over 10 medical doctors and 16 nurses as confirmed by Director Quality Assurance of MHE.

Secondary data obtained by the researcher from the Department of planning research and statistics KSSB shows the state government has sent 300 male and female undergraduates for MBBS and pharmacy, 50 Nurses for BSc. course in Egypt. The data shows that a large number of the beneficiaries of the scheme who are sponsored by the state government to Al-Mansoura and October-6 Universities in Egypt and El-Razi, Al-Ahfad University in Sudan and Bapuji university India, to read Nursing, Pharmacy, Gynaecology, Paediatrics and human anatomy. Also investigation conducted by the researcher also revealed that for the whole of Kano, there are not more than 12 professional female Gynaecologist in the state, but it is hoped that with the execution of KSFSS, more twenty (20) additional female gynaecologist will be produced in the state.

5.3.7 KSFSS Contributes in the Production of more Engineers, Technicians and ICT Experts in the state.

In order to ascertain whether the implementation of KSFSS would result in producing more Engineers, technicians and ICT experts in Kano state, the respondents were asked to indicate their candid view. This stems from the fact that part of the objectives of KSFSS is to produce more engineers and ICT experts in Kano state. Their response was given below:

Table 5.15 Contribution of KSFSS in producing more Engineers, Technicians and ICT in the state

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	139	40.3	40.3
	AGREE	133	38.6	78.8
	UNDECIDED	16	4.6	83.5
	DISAGREE	27	7.8	91.3
	STRONGLY DISAGREE	30	8.7	100.0
	Total	345	100.0	

Source: Field survey, 2017

From the table above, it is crystal clear that majority of the respondents have strongly agreed that as a result of implementation of KSFSS, more engineers were hatched, more technicians and more ICT experts were also produced. The table shows that 139 respondents representing 40.3% and 133 respondents representing 38.6% have strongly agreed and agreed with the notion. However, a total of 57 respondents representing 16.5% have held a contrary view while 16 respondents representing 4.6% held a neutral view.

It followed from the above that the implementation of KSFSS served as an important milestone in the production of more mechanical engineers, electrical engineers, Metallurgical engineering and agricultural engineering in the state. Also, the scheme helped in providing additional people with ICT based knowledge in the state. This view is further corroborated by the data obtained by the researcher which clearly shows that that out of over 2,243 beneficiaries, over 60% were admitted in courses related to engineering and technology. Among them, 197 were ICT/BSc. Top –up undergraduate in the International University of East Africa, Uganda, 25 Marine Engineers sent to Northembria University and Coventry University in United Kingdom and 100 pilot trainees sent to Middle East Aviation College, Jordan.

5.3.8 Implementation of KSFSS helps in brightening the future Employment Prospects of the Beneficiaries by enhancing their Curriculum Vitae (CV).

In order to find out whether the KSFSS has succeed in brightening and consolidating future employment prospects of the beneficiaries by enhancing their CV which will go a long way in reducing unemployment among the youths in Kano state, the respondents were asked to indicate their candid view and their response was given in the table below:

Table 5.16 KSFSS has Brighten future Employment prospect of the Beneficiaries by Enhancing their CV

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	156	45.2	45.2
AGREE	145	42.0	87.2
UNDECIDED	22	6.4	93.6
DISAGREE	12	3.5	97.1
STRONGLY DISAGREE	10	2.9	100.0
Total	345	100.0	

Source: Field survey, 2017

From table above, it can be seen that quite majority of the respondents have conceded that the KSFSS has enhanced and brighten the future employment prospects of the awardees. The table shows 156 respondents representing 45.2% and 145 respondents' representing 42.0% have strongly agreed and agreed that the KSFSS scheme had significantly enhanced their employment opportunities. On the other hand, 10 and 12 respondent representing 3.5% and 2.9% respectively had strongly disagreed and disagreed that KSFSS had enhanced their CV and employability. However, 22 respondents represent 6.38% do not held any view.

The above table clearly shows that in spite of the problems with regards to funding, the KSFSS have contributed immensely towards beautifying the educational qualification of the beneficiaries by making them more marketable and employable nationally and internationally because they have experience of studying abroad. The result of the interview conducted by the researcher also confirmed the above because some interviewees have responded that

although they are not yet employed by any organization, but they are very optimistic that foreign certificates they earn through KSFSS significantly add value to the certificate they already acquired in Nigeria. Moreover, 4 undergraduate students studying Anaesthetic Nursing, Pharmacy and physiotherapy from Bapuji University, Najilangappauniversity, El-Razi, and Al-Mansoura universities respectively had stated that KSFSS have actually gave them golden opportunity to explore the world and promised that they will come back to Kano state and give their maximum contribution in their respective field and professions. Similarly, three of the postgraduate students interviewed by the researcher have confidently stated that if not because of KSFSS, they would not have got employment as lectures. Similarly, one of them stated that “KSFSS has opened windows of opportunities to me and I will continue to thank the government for the programme”.

5.4 Test and Interpretation of Hypothesis One

Hypothesis one states that;

H₀= There is no significant relationship between the level of funding and implementation of KSFSS towards manpower capacity building in Kano state.

The Independent Variable (I.V) is “level of funding” while the Dependent Variable (DV) is “manpower capacity building”.

Using Statistical Package for Social Sciences (SPSS package), the cumulative response related to independent variable is given in the table below:

Table 5.17 Cumulative Response Related to Independent Variable (Level of Funding)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	43	12.5	12.5	12.5
Valid Agree	32	9.3	9.3	21.8
Valid Undecided	36	10.4	10.4	32.2
Valid Disagree	109	31.6	31.6	63.8
Valid Strongly Disagree	125	36.2	36.2	100
Valid Total	345	100.0	100.0	

Source: SPSS 20 Output, 2017

However, the cumulative response related to the dependent variable is given in the table below:

Table 5.18 Cumulative Response Related to Dependent Variable (Manpower Capacity Building)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	107	31.1	31.1	31.1
Valid Agree	163	47.2	47.2	78.3
Valid Undecided	30	8.7	8.7	87.0
Valid Disagree	25	7.2	7.2	94.2
Valid Strongly Disagree	20	5.8	5.8	100
Valid Total	345	100.0	100.0	

Source: SPSS 20 Output, 2017.

For purpose of performing Regression Analysis on the computer for hypothesis one, responses for independent variable and dependent variable were coded on the computer using

S.P.S.S. package, cross tabulated the responses to produce the output. This is presented in the table below:

Table 5.19 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715 ^a	.511	.510	.76814

a. Predictors: (Constant), LEVEL OF FUNDING

Source: SPSS output, 2017.

The table above provides the R and R² values. The R value represents the simple correlation and is 0.715 (the “R” Column), which indicates a high degree of correlation. The R² value (the “R Square” column) indicates how much of the total variation in the dependent variable, “Manpower Capacity Building”, can be explained by the independent variable, “Level of Funding” of KSFSS. In this case, 0.511 or 51.1% can be explained, which is statistically significant. The adjusted R² = 0.510 indicates the likelihood of 51.0% of IV to cause change in the DV. The ANOVA table shows how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

Table 5.20 the ANOVA table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	211.462	1	211.462	358.389	.000 ^a
	Residual	202.382	343	.590		
	Total	413.843	344			

a. Predictors: (Constant), LEVEL OF FUNDING

b. Dependent Variable: MANPOWERCAPACITYBUILDING

Source: SPSS output, 2017.

In the above table, with $F = 358.389$ and 344 degree of freedom, the test is statistically significant indicating that there is linear relationship between the variables, in other words, the IV is significant predictor of DV in our model. The coefficient table below confirms the result of table 5.18.

Table 5.21 The Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.046	.120		-.385	.701
	LEVEL OF FUNDING	.575	.030	.715	18.931	.000

a. Dependent Variable: MANPOWERCAPACITYBUILDING

Source: SPSS output, 2017.

This table indicates that the regression model predicts the dependent variable significantly well. For the predictor “level of funding of KSFSS”: $y = -0.046 + 0.575x$. For the standardized Beta coefficients, the result shows that Level of Funding has the capacity to cause 71.5% change in manpower capacity building. Here, the calculated P- value = 0.000, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Comparison

From the above, it is crystal clear that there is strong positive relationship between Independent Variable (Level of Funding of KSFSS) and Dependent Variable (Manpower capacity Building). Hence, this serves as valid reason for **rejecting** null hypothesis which states that “there is no significant relationship between level of funding and the implementation of KSFSS on manpower capacity building”.

Conclusion

Because the null hypothesis (H_0) which states that “there is no significant relationship between level of funding of KSFSS and manpower capacity building in Kano state” is rejected, it is hereby concluded that there is significant relationship between level of funding and implementation of KSFSS in manpower capacity building in Kano state.

Discussion of Results:

The rejection of the null hypothesis above clearly demonstrate that fact that significant relationship exist between funding and implementation of KSFSS towards manpower capacity building in Kano state. Put more specifically, the successful implementation and the extent to which the targeted goals and objectives of KSFSS could be actualized and realized is dependent and determined by the level of financial commitment allocated, approved, released and spent for the payment of all expenses necessary for the study in an international setting. Such expenses includes the payment of tuition fees, accommodation fees, monthly living stipends, health insurance and travelling expenses as well as the adequacy, timeliness of payment coupled with the modalities and procedures put in place for the disbursement of the money. This was clearly justified by the data presented in this chapter generated from questionnaire distributed to the respondents including both the beneficiaries and the implementation agencies, the outcome of interview conducted and the result of test of hypothesis one. For example, with reference to table 5.7 a wide disparity has been discovered between what has been budgeted and what has been approved and spent for the programme. The table clearly shows that there is a shortfall of over N367.0 million meant for the payment of tuition fees, accommodation fees, visa and travel expenses, agency fees and laptop allowances to the beneficiaries. Although the researcher could not access data on what has been proposed and spent on last batch of 2014/2015, but the above is pointer to the fact that there is problem with regards to funding of KSFSS. Similarly, with regards to timeliness

and procedures of payment, tables 5.9, 5.10, 5.11 and 5.12 clearly shows that the beneficiaries are not happy with the level of funding. Some of the students have bitterly complained of being stranded, distressed and starved in their various destinations for the study due to non payment of their tuition, accommodation and monthly upkeep allowance. Because of this, some of the schools specifically EL-RAZI UniversitySudan, have threatened to stop them from writing end of session exams. Also, as a result of this, they are battling to settle their number of expenses like feeding, transport, and other utility bills (electricity, cooking gas and water bills) many students have to sell properties like laptops, cell phones and other facilities in order to buy food. More disturbing is the fact that the students are not only starved and stranded but also some of them are dying because of lack of support from the state government. This is the case of a student called Jibril Abubakar Jibril from Gwale local government who had a fatal accident and eventually died in Bangalore, India on 4th April 2016. But the sources available to the researcher shows that as at January 2016, Kano state government is already indebted to the tune of N2.6 billion arising from sending some of its students to study in universities abroad as a result of this the state may have to put an end to sponsorship of its students in foreign universities due to prevailing poor economic situation. (<http://www.dailytrust.com.ng>).

5.5 Data presentation on Hypothesis Two

Hypothesis two is targeted at testing and verifying the credibility of selection and screening exercise for the candidates of KSFSS and whether it has significant effect the implementation of KSFSS and the achievement of its targeted objectives. The fundamental reason behind this hypothesis stemmed from the fact that for the achievement and actualization of goals and objectives of a gigantic programme like Kano state foreign scholarship scheme in which over 7,000 people have applied and 2,243 candidates were subsequently screened and selected, there is virtually need to diagnose and ex-ray the credibility of screening and selection criteria put in place by the KSSB and MHE in order to ascertain whether the exercise was fair, credible, transparent and objective enough to select the best competent candidates. Also, there is need for the existence of strong and virile institutions, structures and personnel to coordinate and conduct the screening and selection exercise for the candidates as well as oversee its successful implementation. Similarly, this hypothesis epitomized what Suchman's 1967 evaluation theory talks about especially with regards to the second, third fourth and fifth elements of the theory which talks about performance, adequacy of performance, efficiency and process. The responses generated in this perspective were presented below:

5.5.1 Mode of Application of KSFSS is fair and transparent

In this perspective, the respondents both the staff and students were asked to indicate their candid view as to whether the modes of application for KSFSS award is fair, transparent and good enough to give ample opportunity to each and every qualified candidate to apply. Their response is depicted in the table below:

Table 5.22 Mode of Application of KSFSS

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	130	37.7	37.7
AGREE	118	34.2	71.9
UNDECIDED	10	2.9	74.8
DISAGREE	40	11.6	86.4
STRONGLY DISAGREE	47	13.6	100.0
Total	345	100.0	

Source: Field Survey, 2017.

From the table above, it is crystal clear that majority of the respondents have expressed strong agreement that the modes of application for KSFSS award was relatively fair and transparent. The table shows 130 representing 37.7% and 118 representing 34.2% of the respondents have strongly agreed and agreed with the notion. On the other hand, 47 respondents (13.6%) and 40 (11.6%) held a contrary view by strongly disagreeing and disagreeing with the notion. It is only 10 respondents (2.9%) that did not held any view.

Given the above analysis, it could be inferred that the modes of application for the award of KSFSS was fair, transparent and good enough because high positive response was recorded from both the staff of implementation agencies and the beneficiaries themselves.

5.5.2 Selection and Screening of KSFSS Candidates was Affected by Political Influence

This question is very important in view of the fact that KSFSS was initiated by politicians and as such, there may be likelihood that candidates who do not satisfy the requirement for the award were selected during interview and verification, and beyond the iota of any doubt, this could undermine the actualization of the predetermined goals and objectives of KSFSS in enhancing manpower capacity in terms of more employment prospects and more cosmopolitan graduates of Kano state origin, and in the same way negates its idea

of supporting indigent and less privileged people. This point is in tandem with the submission of Suchman's evaluation theory especially the second and fifth element which talks about adequacy of performance and process. The responses generated are presented below:

Table 5.23 Politics Influenced the Selection and Screening of KSFSS Candidates

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	100	29.0	29.0
AGREE	79	22.9	51.9
UNDECIDED	71	20.6	72.5
DISAGREE	50	14.5	87.0
STRONGLY DISAGREE	45	13.0	100.0
Total	345	100.0	

Source: Field survey, 2017

Table 5.23 above clearly demonstrates that large majority of the respondents held the view that there were some element of political influence on selection and screening exercise of the candidates for the award of Kano state foreign scholarship scheme. The result shows that 100 of the respondents representing 29.0% strongly agreed with the view, not only that, 79 of the respondents representing 22.9% have agreed with the opinion while a total of 95 (27.5%) respondents strongly disagreed and disagreed with the notion. However, 71 respondents representing 20.6% does not held any decision. From this table, it can be observed that majority of the respondents are of the opinion that politics played a role in the selection of candidates for the award of KSFSS. This is confirmed by one of the interviewees among the last batch of the students who confided to the researcher that if not because of his connection with someone in the helms of affairs he could not have enjoyed the award because during that period, the initiator of the scheme was busy campaigning for presidential seat.

However, this view was debunked by the officials of KSSB and MHE when contacted by the researcher reiterating that they are given a trust by His Excellency and they promised that

they will never breach the trust given to them. According to one of them “we do not favour anybody here”.

5.5.3 Selection and Screening of Candidates was Affected by Favouritism and Nepotism

In this respect the respondents were asked to indicate their views and opinion as to whether those in charge of selection and screening exercise (KSSB and MHE) have favoured their family members and other relatives at the detriment of competent and qualified candidates.

The respondents have expressed their views as indicated in the table below:

Table 5.24 Selection and Screening Exercise was affected by Favouritism and Nepotism

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	98	28.4	31.0
AGREE	96	27.8	58.8
UNDECIDED	27	7.8	78.3
DISAGREE	58	16.8	87.0
STRONGLY DISAGREE	66	19.1	100.0
Total	345	100.0	

Source: Field survey, 2017.

Based on the table above, it can be established that 98 of the respondents representing 28.4% have strongly agreed with the question. Also 96 representing 27.8% have agreed with the view that selection and screening of candidates was actually affected by favouritism and nepotism. However, 66 respondents representing 19.1% and 58 respondents representing 16.8% have opined that favouritism and nepotism has not actually affected the selection and screening of candidates. On the other hand, 27 respondents representing 7.8% did not take any side.

The above analysis shows that majority of the respondents were of the opinion that selection of candidates for the award of KSFSS was affected by favouritism and nepotism.

However, the officials of KSSB and MHE when interviewed have refuted this view and held that they did not favour anybody in the selection and screening of KSFSS candidates, neither their children nor family members. Also some of PG students especially those from first batch of the programme have strongly rejected the allegation.

5.5.4 Level of Satisfaction with the degree of coordination of KSSB and MHE to conduct the Selection and screening exercise.

Coordination is one of the most important prerequisite for the implementation of policies and programmes of government just like the existence of competent and qualified manpower is very crucial for the working of any organization. In this dimension, the respondents were asked to indicate their opinion as to whether those agencies responsible for conducting selection and screening of candidates that is KSSB and MHE are well coordinated and have adequate and competent manpower to carry out the selection and screenings of the candidates. The responses generated from the above view were presented in the table below:

Table 5.25 KSSB and MHE are well coordinated to carry out the selection and screening exercise.

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	98	34.3	34.3
AGREE	84	29.4	63.6
UNDECIDED	53	18.5	82.2
DISAGREE	21	7.3	89.5
STRONGLY DISAGREE	30	10.5	100.0
Total	286	100.0	
Missing System	59		
Total	345		

Source: Field survey, 2017.

The table above shows that 98 respondents representing 34.3% and 84 respondents representing 29.4% respondents have strongly agreed and agreed with the view that the KSSB and MHE are well coordinated to carry out the selection and screening

exercise implementation exercise of the candidates for the award of KSFSS. While on the other hand, 53 respondents representing 18.5% of the respondents do not held any view. However, a total of 51 respondents (17.8%) have strongly disagreed and disagreed with the opinion.

It can be inferred from the above that the KSSB and MHE are well coordinated and organized to carry out the selection and screening of candidates for the award of KSFSS in the period under review.

5.5.5 KSSB and MHE have adequate staff to carry out the selection and screening exercise for KSFSS award.

In this nexus, the staff respondents were asked whether the composition of the panel established to carryout the selection and screening of candidates were adequate and capable enough to carry out the selection and screening of the best candidates for the award of KSFSS. The rationale behind this question stemmed from the fact that human resources is one of the most essential ingredient for proper functioning of any organization and very crucial for the implementation of policies and programmes of government. The response generated is hereby presented in the table below:

Table 5.26 KSSB and MHE have adequate staff to carry out the selection exercise

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	30	50.8	50.8
AGREE	21	35.6	86.4
UNDECIDED	2	3.4	89.8
DISAGREE	4	6.8	96.6
STRONGLY DISAGREE	2	3.4	100.0
Total	59	100.0	
Missing System	286		
Total	345		

Source: Field Survey, February, 2017

From the above table, it can be seen that majority of the staff respondents have agreed that the panel have adequate staff to carry out the selection and screening of the candidates for the award of KSFSS. The table shows that 30 respondents (50.8%) and 21 respondents (35.6%) have strongly agreed and agreed respectively that the panel responsible for the exercise has actually consisted of erudite scholars capable of carrying out the exercise. However, a total of 6 respondents (10.17%) have held a contrary view that KSSB and MHE panel have adequate and competent people to carry out selection and screening of the candidates. On the other hand, 2 respondents (3.4%) have held a neutral view.

It follows from the above that the agencies responsible for conducting selection and screening of candidates have enough staff to execute their duties, although some of the respondents have their reservations about the notion. The implication of this is that the agencies are still need to engage the service of some experts who have sound knowledge in the field of selection and screening exercise especially those who have once experienced foreign scholarship to help them carry out their mandate.

5.5.6. The implementation of KSFSS serves as an avenue for the Beneficiaries to improve Career path, World view and Self Confidence.

As part of its objectives, KSFSS is aimed to serve as an avenue and edifice for the beneficiaries to improve the career path, world view and self confidence, great way to actually experience and understand the people, its traditions, and its culture. This stem from the fact that foreign scholarship involves travelling to a destination different from one’s own home country, therefore respondents were asked as to whether as a result of KSFSS, their career path, world view and self confidence was enhanced and their response is presented in the table below:

Table 5.27 Implementation of KSFSS and Improvement in career path, World View and self Confidence

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	140	40.6	40.6
AGREE	103	29.9	70.4
UNDECIDED	46	13.3	83.8
DISAGREE	27	7.8	91.6
STRONGLY DISAGREE	29	8.4	100.0
Total	345	100.0	

Source: Field Survey, February, 2017.

The table depicts that 140 respondents representing 40.6% and 103 respondents representing 29.9% have strongly agreed and agreed that KSFSS provide a solid edifice for them to improve career path, improve their world view and make them to be more self confident in their life endeavour. On the other hand, a total of 56 respondents representing a total of 16.2% held a contrary view by strongly disagreeing and disagreeing with the notion, while 46 respondents representing 13.3% held a neutral decision.

From the analysis above, it can be understood that the implementation of KSFSS positively and unequivocally influences the career path, world-view, and self-confidence of beneficiaries. This also justified from the result of the interview conducted by the researcher in which some of beneficiaries responded that KSFSS provides them a solid foundation to establish their career as successful artisan and businessmen. Similarly, out of 10 beneficiaries interviewed, 8 representing 80% of them have stated that the KSFSS has helped them to discover their skills, capacities and potentialities which would not have otherwise be available. They maintained that through KSFSS, they have the ability to stand on their own two feet, that they can fit in when placed in different environments, and that they are resourceful and have initiative. Thus, it can be stated without equivocation that the KSFSS helped the beneficiaries to be self worth and self confident, with international experience, foreign language skills, and the ability to communicate across cultures especially in this period of globalization.

5.5.7 Implementation KSFSShelped in Reduction of graduate Unemployment in Kano state.

Part of the objectives of KSFSS is to help beneficiaries especially those that have obtained first degrees from Nigerian universities and passed out with good result to secure jobs either in Nigeria or in other countries so that their knowledge could be utilized. Here, respondents were asked as to whether as a result of the implementation of KSFSS they were gainfully employed and their response is given in the table below:

Table 5.28KSFSS in Reducing Unemployment in Kano state

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	126	36.5	36.5
AGREE	119	34.5	71.0
UNDECIDED	55	15.9	87.0
DISAGREE	21	6.1	93.0
STRONGLY DISAGREE	24	7.0	100.0
Total	345	100.0	

Source: Field survey, 2017.

From the table above, 126 respondents and 119 respondents representing 36.5% and 34.5% respectively have unanimously agreed that the KSFSS had improved and enhanced their employment prospect while 21 and 24 respondents representing 6.1% and 7.0% had strongly disagreed and disagreed that the implementation of KSFSS does not enhance their job opportunity. However, 55 respondents representing 15.9% held a neutral view.

From the above table, it could be understood that the implementation of KSFSS has helped many beneficiaries to be gainfully employed. This is confirmed by interview conducted by the researcher in which 5 postgraduates interviewed have confirmed that KSFSS has really empowered them because now they have second degree and they were gainfully employed. Similarly, investigation by the researcher revealed that 2 of the beneficiaries are currently working in Universities abroad, three (3) of the beneficiaries secured a lecturing job in Al-Qalam University, Katsina, some of them working with Kano State University of Science and Technology (KUST), Wudil, some secured job in the newly established university in Kano called North West University (NWU) Kano, while two of them are currently working with the Department of Economics, Ahmadu Bello University Zaria.

5.6 Test and Interpretation of Hypothesis two

Hypothesis two states that;

H₀₂ = There is no significant relationship between Credibility of Selection and Screening exercise and the Implementation of KSFSS towards Manpower Capacity Building in Kano state.

The Independent Variable (IV) here is the “Credibility of Selection and Screening exercise”, while the Dependent Variable (DV) is “Manpower Capacity Building.”

By use of SPSS package, the cumulative responses generated with regards to Independent Variable are presented in the table below:

Table 5.29 Cumulative responses related to the Independent Variable (Credibility of selection and screening exercise)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	32	9.3	9.3	9.3
Agree	45	13.0	13.0	22.3
Undecided	50	14.5	14.5	36.8
Disagree	103	29.9	29.9	66.7
Strongly Disagree	115	33.3	33.3	100
Total	345	100.0	100.0	

Source: SPSS 20 Output, 2017

However, with regards to the cumulative response related to the dependent variable (manpower capacity building) the result generated is given in the table below:

Table 5.30 Cumulative Response Related Dependent Variable (Manpower Capacity Building in Kano state.)

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	143	31.1	31.1	31.1
Agree	120	47.2	47.2	78.3
Undecided	35	8.7	8.7	87.0
Disagree	27	7.2	7.2	94.2
Strongly Disagree	20	5.8	5.8	100
Total	345	100.0	100.0	

Source: SPSS 20 Output, 2017

For purpose of performing Regression analysis on the computer for hypothesis two, responses for independent variable and dependent variable were cross tabulated on the computer using SPSS package. The following output was obtained:

Table 5.31 The Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.542	.541	.78869

a. Predictors: (Constant), CREDIBILTYOFSELECTION AND SCREENING

Source: SPSS output, 2017.

The table above provides the R and R² values. The R value represents the simple correlation and is 0.736. The R² value (the “R Square” column) indicates how much of the total variation in the dependent variable, Manpower Capacity Building, can be explained by the independent variable, credibility of selection and screening exercise. In this case, 0.542 or 54.2% can be explained, which is large enough. The adjusted R² = 0.541 indicates the likelihood of 54.1% of credibility of selection and screening exercise, our IV, to cause change in manpower capacity building, our DV.

In the ANOVA table below reports how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

Table 5.32 The ANOVA table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	252.538	1	252.538	405.987	.000 ^a
	Residual	213.358	343	.622		
	Total	465.896	344			

a. Predictors: (Constant), CREDIBILTYOFSELECTION AND SCREENING

b. Dependent Variable: MANPOWERCAPACITYBUILDING

Source: SPSS output, 2017.

In the above table, the $F = 405.987$ and degree of freedom (df) = 344, the test is statistically significant indicating that there is linear relationship between the variables, in other words, the IV is significant predictor of DV in our model. The coefficient table below confirms this result.

Table 5.33 The Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.371	.126		-2.950	.003
	CREDIBILTYOFSELECTION	.654	.032	.736	20.149	.000

a. Dependent Variable: MANPOWERCAPACITYBUILDING

Source: SPSS output, 2017.

This table indicates that the regression model predicts the dependent variable significantly well. For the predictor “credibility of selection and screening exercise”: $y = -0.371 + 0.654x$. For the standardized Beta coefficients, the result shows that Credibility of Selection and Screening has the capacity to cause 73.6% change in manpower capacity building. Here, the calculated P- value = 0.000, which is less than 0.05, and indicates that, overall, the regression

model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Comparison

From the above analysis, we can see that there is strong positive relationship between Independent Variable (Credibility of Selection and Screening exercise) and Dependent Variable (Manpower capacity Building). Therefore, this gave us a valid reason to **reject** null hypothesis which states that “there is no significant relationship between credibility of selection and screening exercise and the Implementation of KSFSS manpower capacity building”.

Conclusion

Because the null hypothesis (H_0) which states that “there is no significant relationship between credibility of selection and screening of KSFSS and manpower capacity building in Kano state” is rejected, it is hereby concluded that there is significant relationship between Credibility of Selection and Screening of KSFSS in Manpower Capacity Building in Kano state.

Discussion of Results:

The rejection of the null hypothesis above implies that implementation of Kano state foreign scholarship scheme was greatly affected by the credibility of selection and screening exercise conducted by the KSSB and MHE. This means that the successful actualization and realization of predetermined goals and objectives of KSFSS scheme is the function of quality, objectivity and credibility of the selection and screening criteria. Hence, if competent and qualified candidates who satisfied all the requirements for the award (having first class or second class upper division, for university graduates, or having distinction or upper credit for

HND holders) were selected and awarded, the goals and objectives of the scheme could be achieved. Conversely, in the event where wrong candidates who were not qualified for the award were selected because of their connection and link with those in authorities, definitely the ultimate goals and objectives of the scheme could not be achieved.

By and large, from the foregone analysis and presentation, it can be distilled out that the selection and screening exercise was influenced by favouritism, nepotism, party affiliation and other primordial sentiments, which lead to the selection of wrong candidates to benefit from the award of KSFSS which at the end of the day undermined the realization actualization of its targeted objectives. This was confirmed by the data presented and analyzed in this respect obtained from the questionnaires and interviews confirmed by the result of test of hypothesis two which clearly points out that although some candidates have satisfied all the requirement for the award, but yet they have to follow certain political connection before they were selected to benefit from the award. This was the case especially for those who received their awards towards the 2015 general election because during that time, politics played a significant role in determining who is to enjoy the award and who is not to enjoy it. Although this allegation was debunked by officials of KSSB when contacted in which they confidently averred that the selection exercise was conducted in a fair, transparent and just manner devoid of bias, politics or other primordial tendencies, but the secondary data obtained by the researcher shows that the Kano state government has suspended further funding of 37 Nursing students sponsored on foreign scholarship in Egypt due to poor academic performance.

5.7 Data Presentation on Hypothesis Three

Hypothesis was designed to test whether the quality and integrity of host institutions selected for KSFSS award have influence or affected the successful implementation of the scheme towards manpower capacity building in Kano state. The reason for this hypothesis is

informed by the fact the success of KSFSS in enhancing human resource base of the state is predicated on the quality, integrity and standards of the host universities, institutions as well as countries selected for the implementation, which means that if the beneficiaries were admitted in wrong universities and wrong destinations, the goals and objectives of the scheme will be put in jeopardy. This hypothesis is in line with the submission of Suchman's (1967) theory of evaluation which is the theoretical framework of this study most especially with regards to second, third, fourth and fifth elements which talks about performance, adequacy of performance, efficiency and processes. Respondents were therefore asked questions relating to their satisfaction with the university they were admitted with regards to availability of teaching and learning infrastructures, standard of education, timely graduation, ample opportunity for them to grow academically and professionally in such a way that they can give maximum contribution towards the development of Kano state when they return. The responses generated from this hypothesis are presented below:

5.7.1 KSFSS beneficiaries were admitted in Institutions that have adequate teaching and learning infrastructures

The respondents were asked whether the universities they were admitted have adequate teaching and learning infrastructures. This question is very relevant because in order to enhance academic, professional and intellectual experience of the beneficiaries, the quality and integrity of universities and countries selected is very paramount. So also the availability of teaching and learning infrastructures. The response is presented in the table below:

Table 5.34 KSFSS adequacy of teaching and learning infrastructures in the Institutions and destinations for the study

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	102	35.7	34.3
	AGREE	98	34.3	63.6
	UNDECIDED	37	12.9	82.2
	DISAGREE	21	7.3	89.5
	STRONGLY DISAGREE	28	9.8	100.0
	Total	286	100.0	
Missing	System	59		
Total		345		

Source: Field survey, 2017.

From the above table it is crystal clear that 103 respondents representing 35.7% and 98 respondents representing 34.3% respectively have strong agreement with the view that they were admitted in universities that are very good and well equipped with adequate teaching and learning infrastructures that will go a long way to enhance their academic and professional career. However, a total of 49 respondents (17.1%) have strongly disagree and disagreed respectively that they were admitted in universities that are good enough to boost their academic and professional experience so that when they come back, they can contribute positively to the development of state. On the other hand, 37 respondents representing 12.9% do not express any view.

From the above responses, it can be understood that majority of the respondents are comfortable with the university they were admitted. Although some respondents have rated their level of satisfaction as very and low which means that they were not satisfied with the quality and integrity of the institutions they were admitted. According to some of them interviewed who spoke on condition of anonymity they maintained that initially, they were admitted in universities that are not better than some of the colleges of education that we have in Nigeria, subsequently, when they alerted the state government, they were transferred to

another university of high reputation and recognition. This opinion hold water because according to the secondary data obtained by the researcher, former Executive secretary of National Universities Commission had cautioned Kano state government on its foreign scholarship in which some students were admitted in universities that were neither standard nor recognized by public authorities in many countries. This is what happened in 2014 when 70 of the Kano state sponsored students were admitted in Ramiah University, India and the university is not standard. This makes the students to alert the state government and they were subsequently transferred to other universities of high reputation.

5.7.2KSFSS beneficiaries were admitted in Institutions that students graduate on scheduled time

The respondents were asked to express their candid view with regards to timely graduation in the universities they were admitted in view of the fact that the beneficiaries of Kano state foreign scholarship are under the sponsorship of Kano state government, and any delay to their timely graduation means additional expenses to the state government because the government had to spend more money in the payment of their tuition, accommodation, insurance and monthly living stipend subsequently they will not come back to give their contribution towards boosting manpower needs of the state. Their responses are presented in the table below:

Table 5.35 KSFSS and Timely Graduation of the beneficiaries

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	121	35.1	35.1
AGREE	112	32.5	67.5
UNDECIDED	52	15.1	82.6
DISAGREE	26	7.5	90.1
STRONGLY DISAGREE	34	9.9	100.0
Total	345	100.0	

Source: Field survey, 2017

From table above, 121 respondents representing 35.1% and 112 representing 32.5% have expressed a very high and high level of satisfaction with regards to timely graduation of students in the institutions they were admitted by strongly agreeing and agreeing with the notion. However, 26 respondents representing 7.5% and 34 (9.9%) of the respondents have strongly disagree and disagree with the timely graduation in the universities and institutions respectively. On the other hand, 52 respondents representing 15.1% do not express any view. This means that in spite of the fact some respondents are satisfied with the time scheduled for graduation in the schools and institutions selected for the study, some of them are not satisfied especially among the students.

5.7.3 KSFSS beneficiaries were admitted in Institutions that offered a very good and sound education.

The beneficiaries were asked whether the instructions and learning activities they received in universities and institutions they were admitted is good and sound enough and their response is shown below:

Table 5.36 Quality of education in the Universities and institutions where KSFSS beneficiaries were admitted

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	140	40.6	40.6
	AGREE	103	29.9	70.4
	UNDECIDED	46	13.3	83.8
	DISAGREE	27	7.8	91.6
	STRONGLY DISAGREE	29	8.4	100.0
	Total	345	100.0	

Source: Field Survey, February, 2017.

From the table above, it can be seen that 140 respondents representing 40.6% and 103 respondents representing 29.9% were of the view that the universities and institutions they were admitted offered a very good and sound education. On the other hand, 46 respondents representing 13.3% do not held any view. However, 29 (8.4%) and 27 (7.8%) of the respondents have strongly disagreed and disagreed with the view.

It can be inferred from the foregone that majority of the respondents have agreed that the KSFSS beneficiaries were admitted in good institutions that offer a very good and sound education.

5.7.4 KSFSS beneficiaries were admitted in universities and institutions that have adequate manpower

Adequate manpower is very essential ingredient in any university and institutions of higher learning. In this respect, the respondents were asked as to whether there is adequate trained academicians in the universities and institutions they were admitted. Their response is provided below:

Table 5.37 Adequate Manpower in the universities and institutions of the study

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	110	31.9	35.4
	AGREE	120	34.8	70.1
	UNDECIDED	50	14.5	84.6
	DISAGREE	42	12.2	93.3
	STRONGLY DISAGREE	23	6.7	100.0
	Total	345	100.0	

Source: Field survey, 2017.

The table above shows that 120 respondents representing 34.8% and 110 respondents representing 31.9% have strongly agreed and agreed that there is adequate manpower in the universities and institutions in which beneficiaries were admitted. However, 50 respondents representing 14.5% have held a neutral view. On the other hand, 42 respondents representing 12.2% have disagreed while 23 respondents representing 6.7% have strongly disagreed with the view. From the above analysis, it can be inferred that there is availability of manpower in the universities and institutions in which KSFSS beneficiaries were admitted. This ranges from teacher – students – ratio, availability of security personnel as well as other officers that are very critical for teaching and learning to take place especially in a foreign university for a foreign student.

5.7.5 The KSFSS awardees were admitted to read courses that are relevant to their profession or to the discipline they want to pursue

The respondents were asked whether the courses they were admitted to study is in tandem with the profession they want to pursue or whether the course is in line with what they have read in their first degree. The rationale behind this question is that if a student was admitted in a particular university to read a course that is not in line with the course that he read in the first degree, there is going to be mismatch between what is being required and what will actually be acquired by the student. Their response is provided in the table below:

Table 5.38 Relevance of courses in which the students were admitted

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	109	31.6	31.6
AGREE	98	28.4	60.0
UNDECIDED	50	14.5	74.5
DISAGREE	48	13.9	88.4
STRONGLY DISAGREE	40	11.6	100.0
Total	345	100.0	

Source: Field survey, 2017

The above table shows that 109 respondents (31.6%) and 98 respondents (28.4%) have strongly agree and agree that the KSFSS awardees were admitted in to courses in which they have background. However, 48 respondents and 40 representing 13.9% and 11.6% respectively have expressed dissatisfaction by strongly disagreeing and disagreeing with the question. On the other hand, 50 respondents (14.5%) have held a neutral view.

However, the result of the interview conducted by the researcher in this aspect shows that some beneficiaries were admitted in courses that they are not interested in. For example, some complained that they read BSc. Statistics in his first degree but admitted to read MSc. Geography. Similarly, one of them interviewed has confirmed to me that he read Biology in his first degree but has been admitted to M.A Geography in U.T.M Malaysia. Another one in SRM University India also stated that he read BSc. Public Administration from Usman Danfodiyo University, but he was admitted to read M.A Journalism and Mass communication in SRM University India. This shows that there is mismatch between what is needed and what is actually acquired by many KSFSS students.

5.7.6 KSFSS and the Level of security of lives and properties of the beneficiaries in the selected countries

The fundamental philosophy behind this question lies on the fact that the beneficiaries are strangers, living in a country different from their home country, therefore issues relating to discrimination, xenophobia, culture shock and other forms of prejudices and stereotypes are bound to arise which can lead to attack on some of them by the indigenous people as it happens recently in Ukraine, Egypt and South Africa. In this case, respondents were asked to rate their level of satisfaction with regards to the security of lives and properties in the various destinations for the study. Their response is given in the table below:

Table 5.39 KSFSS and Security of Lives and Properties of beneficiaries in the Selected Destinations for the study.

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	100	35.0	34.3
AGREE	98	34.3	63.6
UNDECIDED	35	12.2	82.2
DISAGREE	23	8.0	89.5
STRONGLY DISAGREE	30	10.5	100.0
Total	286	100.0	
Missing System	59		
Total	345		

Source: Field survey, 2017.

From the table above, it can be seen that majority of the respondents have expressed strong agreement with regards to their security of lives and properties in the countries they were studying. The response shows 100 35.0% and 98 representing 34.3% of the respondents have expressed that their lives and properties are well secured in the countries of study. However, a total of 53 respondents representing a total of 18.5% have strongly disagreed that their lives and properties are not secured in destinations for the study. On the other hand, 35 respondents representing 12.2% do not indicate any view.

From this table it can be distilled out that some students are more secured than others in their various destinations for the study. This may be because some countries have more security than others. This was confirmed by an interview conducted by the researcher with some of the returnees in which some of them who lived in Ukraine have complained that their life was put in danger especially in 2013 during the political crisis that rocked the country. Similar view was expressed by those in India when contacted in which some of especially those living in southern India have expressed their fear that they were looked upon as strangers and are liable to be attacked and killed by some miscreants. However, those in China, U.A.E and U.K do not express any fear of being attacked or killed throughout their sojourn in their respective destinations which means that their lives are relatively secured.

5.7.7 KSFSS boost Academic and Professional Qualification of the Beneficiaries

At the core of objectives of Kano state foreign scholarship scheme is to make Kano state indigenes to grow professionally, academically and intellectually especially those who made First Class and Second Class Upper division from university and Polytechnic graduates who have graduated with Distinction and Upper credit to travel abroad and to acquire international experience and develop more cosmopolitan outlook especially in this period of globalization. The respondents were therefore asked to express their candid view as to whether the KSFSS has improved their academic and professional experience and their response is depicted in the table below:

Table 5.40 KSFSS boost Academic and Professional Achievement of Beneficiaries

	Frequency	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	112	39.2	39.2
AGREE	118	41.3	80.4
UNDECIDED	25	8.7	89.2
DISAGREE	16	5.6	94.8
STRONGLY DISAGREE	15	5.2	100.0
Total	286	100.0	
Missing System	59		
Total	345		

Source: Field survey, 2017

From the above table, it can be distilled that a total of 230 respondent representing a total of 80.5% have expressed strong level of agreement with the notion that implementation of KSFSS boosted their academic, professional and intellectual experience. On the other hand, a total of 31 respondents representing a total of 10.8% have strongly disagreed and disagree that implementation of KSFSS had not enhanced their academic professional and intellectual achievement. In addition, 25 respondents (8.7%) held a neutral view. This goes to show that the programme scored a land mark credit in strengthening the academic and professional achievement of individual beneficiaries as confirmed by many of them who confidently pointed out that studying abroad offer them a unique opportunity to grow academically, professionally, and personally while going on a once-in-a-lifetime adventure. Indeed, the beauty and aroma of KSFSS lies on the fact that it offers opportunity for the beneficiaries to navigate through the world and immerse themselves in an academic environment different from the one they are accustomed to, for the purpose of learning and gaining academic exposures. This is supported by 8 respondents representing 80% of the interviewees when contacted confirmed to the researcher that KSFSS enormously improved their learning career, academic curiosity and educational acumen because they were hitherto accustomed to doing things in Nigerian academic environment characterized by so many problems but as a result

of the scheme, they found themselves in completely new academic world and learnt different way of doing things.

5.7.8 Implementation of KSFSS Afforded the Beneficiaries Opportunity to travel beyond Borders of Nigeria

Travelling is part of education as the saying goes, one of the rationales behind initiation of KSFSS as enshrined in the policy is to give Kano state indigenes opportunity to travel and see the way of doing things in other countries and cultures. In this nexus, the respondents were asked as to whether KSFSS gave them opportunity to travel thereby expanding their horizon of Knowledge and international exposures. Their response is presented in the table below:

Table 5.41 KSFSS gives opportunity to Travel overseas and have international exposures.

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	139	48.6	48.6
	AGREE	126	44.1	92.7
	UNDECIDED	12	4.2	96.9
	DISAGREE	6	2.1	99.0
	STRONGLY DISAGREE	3	1.0	100.0
	Total	286	100.0	
Missing	System	59		
Total		345		

Source: Field survey, 2017

From the table above, 139 respondents representing 48.6% and 126 respondents representing 44.1% have strongly agreed and agreed that KSFSS have given them a great opportunity to travel overseas. However, a total of 9 respondents representing 3.1% of the entire respondents held a contrary view while 12 respondents representing 4.2% do not held any view.

Given the above analysis, it can be inferred that the implementation of KSFSS have marvelously gave an extra-ordinary opportunity for the beneficiaries to travel abroad, many of them for the very first time in their life. According to some of them, they have never

dreamed of boarding an aeroplane in these years, but KSFSS has given them opportunity not only to board an aero plane but also to travel beyond the borders of Nigeria. To them, this is one of the greatest achievements of KSFSS. Similarly, many respondents have expressed a great optimism that if such a scheme could be continued, beyond iota of any doubt, Kano state will be one of the greatest states in terms of students with international experience.

5.7.9 Utilization of talents, skills and experiences of the Beneficiaries after Return

In this nexus, the staff respondents were asked as to whether Kano state government has any cogent plan for absorbing the returnees in order to tap from the new talents and experience they acquired from the study abroad. This question stemmed from the fact that no matter how good and excellent the experience of the beneficiaries are, it will fizzle out in thin air provided there is no coherent and well coordinated arrangement to absorb and tap them from the students. The responses generated were presented below:

Table 5.42 Utilization of the Beneficiaries’ skills and experiences after Return

		Frequency	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	12	20.3	20.3
	AGREE	18	30.5	50.8
	UNDECIDED	12	20.3	71.2
	DISAGREE	8	13.6	84.7
	STRONGLY DISAGREE	9	15.3	100.0
	Total	59	100.0	
Missing	System	286		
Total		345		

Source: Field survey, 2017

From the table above, it can be observed that majority of the staff respondents have strongly agreed that the state government has a plan to engage the beneficiaries when they subsequently finished their programme and returned back. The table shows 12 and 18 respondents representing 20.3% and 30.5%. However, a total of 17 respondents which

represent 28.9% respectively have strongly disagreed and disagreed with the notion. But 12 respondents representing 20.3% held a neutral view.

The implication of the above is that all the talents, skills, experiences and education that the beneficiaries have acquired from the study would be wasted if there is no arrangement to absorb and employ them. Although three of the postgraduate returnees interviewed have confirmed that the previous government have plan of employing them in some of the 26 capacity building institutions established in the state, but up to now nothing has been done. Moreover, the 100 pilot trainees sponsored by the state government at the cost of N1.2 billion were left with nothing to do except teaching geography in some secondary schools.

5.8 Test and Interpretation of Hypothesis Three

Hypothesis three states that;

H₀₂= There is no significant relationship between the Quality of host Institutions for the study and the implementation of KSFSS towards manpower capacity building in Kano state.

The Independent Variable (IV) here is “the Quality of host Institutions for the study,” while the Dependent variable (DV) is “Manpower Capacity Building”.

The cumulative response related to Independent Variable is presented in the following table showing the result from SPSS:

Table 5.43 Cumulative Response Related to Independent Variable (Quality of Host Institutions for the KSFSS Study).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	147	42.6	42.6	42.6
Agree	135	39.1	39.1	81.7
Undecided	20	5.8	5.8	87.5
Disagree	24	7.0	7.0	94.5
Strongly Disagree	19	5.5	5.5	100.0
Total	345	100.0	100.0	

Source: SPSS 20 Output, 2017

On the other hand, the cumulative response related to the dependent variable is presented in the table below:

Table 5.44 Cumulative response related to Dependent Variable (Manpower Capacity Building)

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	92	26.7	26.7	26.7
Agree	95	27.5	27.5	54.2
Undecided	12	3.5	3.5	57.7
Disagree	79	22.9	22.9	80.6
Strongly Disagree	67	19.4	19.4	100.0
Total	345	100.0	100.0	

Source: SPSS 20 Output, 2017

In order to carry out the Regression Analysis using computer, the responses were cross tabulated on the SPSS and the following result was obtained as shown in the table below:

Table 5.45 The Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919 ^a	.845	.845	.43223

a. Predictors: (Constant), QUALITY OF HOST INSTITUTIONS

The table above gives us the R and R² values. As we can see, the R value is 0.919 which indicates a high degree of correlation. The R² value (the “R Square” column) indicates how much of the total variation in the dependent variable, Manpower Capacity Building, can be explained by the independent variable, quality of host institutions. In this case, 0.845 or 84.5% can be explained, which is very large. The adjusted R² = 0.845 indicates the likelihood of 84.5% of our IV (quality of host institutions), to cause change in DV, (manpower capacity building).

The ANOVA table below reports how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

Table 5.46 The ANOVA table

Model	Sum of Squares	Df	Mean Square	F	Sig.
1Regression	349.484	1	349.484	1.871E3	.000 ^a
Residual	64.081	343	.187		
Total	413.565	344			

a. Predictors: (Constant), QUALITYOF HOST INSTITUTIONS

b. Dependent Variable: MANPOWERCAPACITYBUILDING

Source: SPSS output, 2017.

In the above table, with $F = 1.871E3$ and degree of freedom (df) of 344, the test is statistically significant indicating that there is relationship between the variables under study. In other words, the IV is significant predictor of DV.

Table 5.47 The coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.434	.046		9.328	.000
	QUALITY OF HOST INSTITUTIONS	.899	.021	.919	43.251	.000

a. Dependent Variable: MANPOWERCAPACITYBUILDING

Source: SPSS output, 2017.

The coefficient table above indicates that the regression model predicts the dependent variable significantly well. For the predictor “quality of host institutions”: $y = 0.434 + 0.899x$. For the standardized Beta coefficients, the result shows that Quality of host institutions has the capacity to cause 91.9% change in manpower capacity building. Our calculated P- value = 0.000, which is less than 0.05, and indicates that, overall, the regression model is statistically significant and predicts the outcome variable (i.e., it is a good fit for the data).

Comparison

From the above analysis, we can understand that a positive relationship existed between Independent Variable (Quality of Host Institutions) and Dependent Variable (Manpower Capacity Building). Therefore, this gave us a valid reason to **reject** null hypothesis which states that “there is no significant relationship between quality of host institutions and the Implementation of KSFSS on manpower capacity building”.

Conclusion

Because the null hypothesis (H_0) which states that “there is no significant relationship between the quality of Institutions chosen for the execution of KSFSS and Manpower Capacity Building in Kano state” is rejected, it is hereby concluded that there is significant relationship between the quality of host institutions for KSFSS study and manpower capacity building in Kano state.

Discussion of Result:

Responses about this hypothesis shows that significant relationship exist between the quality and integrity of host institutions and destinations for the study (IV) and the implementation of Kano state foreign scholarship scheme towards manpower capacity building in Kano state (DV). This implies that countries and universities selected for the study have direct consequences on the successful implementation and achievement of predetermined goals and objectives of KSFSS. Issues like timely graduation, educational standards and availability of conducive atmosphere for teaching, learning and research in the universities selected for the award of Kano state foreign scholarship scheme plays a significant role in the successful actualization of the ultimate goals and objectives of the scheme in boosting human resource base for the state. This was confirmed by the data gathered and presented in this nexus which clearly demonstrates that some students were admitted in universities and institutions that are not good enough for teaching and learning activities. Not only that, some beneficiaries were sent to the countries in which they experience security threats. For example some students in Ukraine have lamented that their life is in danger because of the political crisis that affected the country in 2013. Although Kano state government have taken swift action to transfer the student and evacuate them, but yet, had it been that in-depth feasibility studies was conducted prior to the admission and award, such scenario might have been averted.

5.9 Major Findings of the Study

The study is targeted at evaluating the implementation of KSFSS towards enhancing manpower capacity in Kano state. Based on the data that has been presented here after series of questions to the respondents, and based on the result of three hypotheses formulated and tested in this study, the following were the major findings of the study:

- (i) It has been discovered that there is significant relationship between funding and the implementation of Kano state foreign scholarships scheme towards manpower capacity building. Put more specifically, the study revealed that level of funding affected the successful implementation of KSFSS to the extent that some schools have threatened to stop the beneficiaries from writing their end of session exams, some were evicted from their hostel accommodation for not respecting terms of contract signed with landlord and some have to sell their personal belongings like cell phones and laptops in order to buy food. This goes to show that the successful implementation and achievement of predetermined goals and objectives of KSFSS is dependent upon funding of the scheme in terms of adequacy of financial resources budgeted, approved and released for the payment of tuition fees, accommodation fees, monthly living stipends, health insurance as well as timeliness and *modus operandi* of disbursement. This is clearly demonstrated by the response generated from the questionnaire distributed and the outcome of interview conducted as shown in tables 5.8, 5.9, 5.10, 5.11 and 5.12, and the result of test of hypothesis one. As shown in table 5.7, between 2012 to 2014 the sum of N5,212,276,793 has been proposed for the payment of tuition fees, accommodation fees, monthly living stipend agency fees, laptop, pocket money and living insurance but a total of N4,845,275,353 was actually released and spent showing a disparity of N367,001,440. This of course is not in conformity with the principles

of effort, performance, adequacy of performance, efficiency and process espoused by Edward Suchman's 1967 evaluation theory, which is the theoretical framework for this study and hampers the successful achievement of the goals and objectives of the scheme on manpower capacity building.

- (ii) Secondly, this study discovered there is significant relationship between credibility of selection and screening exercise and the implementation of KSFSS towards the enhancing manpower capacity in the state. The study discovered that credibility, objectivity and fairness in the selection and screening exercise of KSFSS candidates have direct significant consequences on the implementation of the scheme and achievement of its predetermined goals and objectives. This is clearly demonstrated by the data obtained and presented in this study and confirmed by the result of test of hypothesis two. The implication of this is that the fundamental philosophy behind the implementation of the scheme (manpower capacity building in Kano state) has been affected by the credibility of the selection and screening of candidates from the pool of applicants.
- (iii) With regards to the quality of host institutions chosen for admitting the KSFSS awardees, research discovered that there is significant relationship between the integrity and quality institutions chosen for the study and the implementation of KSFSS towards manpower capacity building in the state. More specifically, the study revealed that the quality of host institutions have affected the implementation of KSFSS to the extent that some beneficiaries of the scheme were admitted in the Indian Universities that are not accredited by the Indian authorities subsequent upon which they have to alert the state government for re-admission into other universities. This finding clearly indicates that the successful achievement of goals and objectives of KSFSS is a function of the

quality of host institutions chosen for the implementation of scheme which include issues like standards of education, availability of teaching and learning infrastructures and timely graduation of the beneficiaries from the host institutions. This was corroborated by the response obtained from the questionnaire administered and the outcome of the interview conducted by the researcher, confirmed by the result of statistical test of hypothesis three.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.0 Introduction

This chapter gives the summary of the study, conclusion and recommendations offered for further action by both the implementers of KSFSS and for researchers who are interested in carrying out research in the same field.

6.1 Summary of Findings

This study is targeted at “evaluating the implementation of Kano State foreign Scholarship scheme (KSFSS) from 2011 to 2015. The fundamental philosophy behind KSFSS as encapsulated in the policy is targeted at enhancing manpower capacity in Kano especially in the field Science, Technology, Engineering and Medicine, (STEM). Not only that, the scheme is aimed at enhancing the employment prospects of teaming young talented Kano state indigenes who have achieved excellent academic result and have leadership potentials by supporting them to travel overseas and boost their career and future employment opportunities as well as enhancing their academic, professional, intellectual and personal growth. Thus, this study is directed towards evaluating the implementation of the scheme from the standpoint of some fundamental issues that are very crucial for the successful implementation and achievement of desirable outcome from the programme. These issues are existence of fair and transparent criteria for selection and screening of the best, competent and qualified candidates from the pool applicants. Secondly, the issue of funding (financial allocation) in terms of what has been budgeted and spent for the payment all the expenses necessary for international study such as payment of tuition fees, accommodation fees, monthly up-keep allowance travel expenses, health insurance and other fees necessary for the successful achievement of predetermined goals and objectives. Thirdly, the issue relating to

quality and integrity of the chosen countries and universities for the study like standard of education in the institutions, timely graduation of the students, security of lives and properties of the beneficiaries.

Data generated was presented, interpreted and analysed. At the end of the analysis, all the null hypotheses were rejected which clearly demonstrate that significant relationship exist between the Independent Variables (IV) and Dependent Variable (DV) for the study. The findings of the study clearly revealed that KSFSS played a significant role in enhancing manpower capacity in Kano state, but issues like adequacy of funds for the payment of monthly up-keep allowance to the beneficiaries, delay in the payment of tuition fees and accommodation fees, credibility of selection and screening exercise for the candidate as well as quality and integrity of host institutions have direct influence on the successful implementation of the scheme and achievement of its stipulated goals. Statistically, the result shows that there is high degree of correlation between the Independent and Dependent Variables because Level of Funding has the capacity to cause 71.5% change in the successful implementation of KSFSS on Manpower Capacity Building with P-value of 0.000, while Credibility of Selection and Screening Exercise has the capacity to cause 73.6% change in the implementation of KSFSS on Manpower Capacity Building also with P-value of 0.000. In the same vein, the result shows that Quality and standard of Host Institutions chosen for the study has the capacity to cause 91.9% change in the implementation of KSFSS in the period under review, with P-value of 0.000. Thus, this finding enables us to identify a number of key areas that are very strategic and crucial further investigation and evaluation of a gigantic programme of that nature.

The significance of the study stems from the fact KSFSS is one of the largest manpower capacity building programmes executed and exclusively financed by a non oil producing state in Nigeria within the period under review as highlighted by erstwhile governor of Kano state

Rabi'u Musa Kwankwaso. Similarly, for the first time in the history of Kano state, over 2,000 candidates were sponsored to travel abroad in search of knowledge and research, some for the very first time in their life. Although foreign scholarship had become a common phenomenon in Nigeria, but academic writing with regards to impact evaluation about the benefits, merits and worth of such programme is tantalizingly and relatively scarce. This study therefore aimed to bridge the gap in Knowledge.

6.2 Conclusion

In conclusion, it is indeed pertinent to point out that economic growth and development is all about people. Central to development is the ability of the people to advance their material well being and this ability is succinctly reflected in the capacity to create wealth through their ingenuity and enterprise. This is only possible if there is competent, trained and skillful human resource and this can only be acquired through education and training. Suffice it at this juncture to state without equivocation that Kano State government has taken a giant stride in initiating the KSFSS, exclusively organized, administered and financed by the state public funds in order to enhance human resource base of the state bearing in mind that Kano state is the most populous state in Nigeria.

However, going by the findings of this study, it is evident to point out that there some shortcomings and setbacks arising from implementation strategies adopted by the state government especially with regards to funding issues, credibility and objectivity of selection criteria and standards and quality of universities and institutions chosen for the study, which may invariably have negative consequences on the achievement of predetermined goals and objectives of the scheme. The implication of this is that some of the beneficiaries were stranded and distressed in their various destination of the study which leads to some of them to engage in begging or sell their personal properties like laptops and cell phones in order to

buy food, some have even died due to lack of support from the state government, thus, life has become difficult and unbearable to them. Weak selection criteria will also lead to selection of candidates who are academically unenthusiastic and will not be dedicated to their studies, just like choosing substandard universities and institutions results in receiving substandard education, hence, this may lead to significant loss of resources to the government. Consequently, the objectives of KSFSS on manpower capacity building in the state may not be achieved.

Therefore, it is the conclusion of this the study that although, the KSFSS have remarkable objectives, there is still much to be done with a view to achieving these objectives especially in the successful implementation of an international scholarship programme in an increasingly competitive and rapidly changing world, thus, ensuring the continuity, relevance and reaping the positive impact of the scheme.

6.3 Recommendations

Based on the findings of this research, the following recommendations are made:-

- (i) Firstly, there is need for the policy makers and designers of KSFSS to ensure that they released adequate funds for the payment of tuition fees, accommodation fees, and monthly up-keep allowance to the beneficiaries so that they can perform very well, academically and intellectually in such a way that the KSFSS could justify its fundamental philosophy of strengthening human capacity building in Kano state. More effort should be put in ensuring that the gap between what has been budgeted and spent for execution of the programme was bridged. Similarly, the implementation agencies should ensure prompt and timely payment of monthly stipends, tuition and accommodation fees to the beneficiaries most especially in view of the fact that they not living in their home country. It is suggested that the

Kano state government should establish a strong Quality Assurance Team that will be saddled with the responsibility of regularly monitoring and evaluating the welfare of the students in all the chosen countries at an interval of at least four months so that it could report to the authorities concern for further action.

Correspondingly, in view of huge sums of money required for the execution of foreign scholarship scheme, it is suggested that the Kano state government should collaborate and partner with other Philanthropists and Non-Governmental Organizations (NGOs) in order to finance its scheme. Commonwealth Scholarships and Fellowships (CSFS), Bilateral Education Agreement (BEA), Federal Government Scholarships Board, Mc. Arthur foundation and host other scholarships opportunities for International Students that are available and are ready to work in synergy with governments especially in developing countries to offer them greater opportunities for study abroad.

- (ii) With regards to the selection and screening exercise, more attention should be given to merit based selection and screening exercise in order to ensure that best qualified and competent candidates were selected and awarded. The issue of favouritism, nepotism and political connections that characterized most of the selection and screening exercise should be jettisoned. Implementers of the scheme should ensure that only those that have satisfied the stipulated requirements were selected and awarded so that huge investments made on them could yield a fruitful outcome to the state. It is suggested that the KSSB should consider using those that have previously received the award (returnees) as part of the selection and screening panel. Doing so would enable administrators to better understand the programme experiences and challenges from the viewpoint of actual participants and provide a platform for the future awardees to ask questions and keep themselves abreast with all the necessary information before their journeys began.

- (iii) With regards to choice of host institutions and destinations for the study, there is need to ensure that only reputable, recognized and accredited institutions certified by the public authorities were chosen. It is recommended that the designers of this programme should consider using the World Universities Ranking as a benchmark for selecting best institutions for the study. It is hereby suggested that only universities that have appeared in the top 300 universities in the world universities ranking were selected for the programme so that students could receive excellent education and at the same time enjoy more prestige of world class universities. More effort should be put in making sure that the host destinations selected for the study are countries where there is relative peace, order and tranquility and enjoys good diplomatic relations with Nigeria. This is very paramount in ensuring the security of lives and properties of the students in their various destinations for the study.
- (iv) More fundamental is that there is need to ensure proper utilization of the talents, expertise and experiences acquired by the beneficiaries from studying abroad. This can be done by making sure that Kano state government set up an elaborate procedure for re-engaging the returnees by absorbing them to work in various MDAs of the federal and the state as well as other private organizations so that they can give their maximum contribution towards development of the state and nation at large. Alumni assessments should be designed to provide insight into how the programme experience affects participants over time and would yield information useful to programme. Re-entry services should be designed so that it could facilitate job-placement assistance, guidance on career development, programme alumni networking, or, in the case of academics, research incentives.
- (v) Finally, this research recommended for further study on the following topics:

(a) Assessment of the impact of Kano State Foreign Scholarships Scheme on Human Resource Development.

(b) Impact Assessment of KSFSS on the provision of professional medical personnel in Kano state.

(c) The Role of Institutions on policy implementation and evaluation, a study of KSFSS.

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APPENDIX I

QUESTIONNAIRE FOR THE BENEFICIARIES

Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University, Zaria.
10th February, 2017.

Dear Respondent,

I am an Msc. Student of the above named institution writing a research dissertation on the topic; **Evaluation of the Implementation of Kano State Foreign Scholarship scheme on Manpower Capacity Building in the state from 2011 to 2015.**

I will be very grateful if you could fill the attached questionnaire and return it. Your kind responses will greatly enhance this research. Please you are assured that all the information elicited from you will be strictly used for academic purposes and will be treated with utmost confidentiality. Your anonymity is hereby guaranteed. I will like to express my warmest gratitude for the anticipated cooperation and prompt response to this questionnaire. You are required to tick (✓) the most appropriate option in the boxes provided. Please note that you are to send the reply via this email address; mubasshirsalis72@gmail.com. Note, also for section B, C and D you are to tick the most appropriate option. The following keys will guide you:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

U = Undecided

Thank you for your anticipated co-operation.

Yours faithfully,

Signed:-----

Mubasshiru Salisu Mohammed

(P15ADPA8018) 08061580510.

SECTION A

RESPONDENTS' PERSONAL PROFILE

Please tick [√] where appropriate.

1. **Gender of Respondent** (a) Male [] (b) Female []

2. **Age Bracket of Respondent**

(a) 18 to 25 years [] (b) 26 – 35 years [] (c) 36 – 45 []

3. **Level of Education**

(a) WASSCE/SSCE/GCE [] (b) Degree [] (c) HND []

4. **Level of study you are currently undergoing**

(a) Undergraduate student [] (b) Post graduate student []

SECTION B:

QUESTIONS RELATED TO HYPOTHESIS ONE

(On the relationship between funding and Implementation of KSFSS on Manpower Capacity Building).

S/NO	VARIABLES	SA	A	U	D	SD
5.	The money you receive as monthly upkeep, allowance, tuition fees and accommodation is adequate to cover the needs of your studies.					
6.	As a beneficiary, you received your monthly up-keep allowance, tuition and accommodation fees on timely basis as at when due.					
7.	The procedures of payment of tuition fees, accommodation fees and monthly allowance should be made directly to the Student's Personal Account (SPA) not through agents.					
8.	Delay in the payment of your entitlements had significantly affected your studies and welfare.					
9.	KSFSS helped in Producing more Doctors, Nurses and Pharmacist in Kano state.					
10.	KSFSS Contributes in the Production of more Engineers, Technicians and ICT Experts in the state.					
11	KSFSS enhanced employment prospects of the beneficiaries by enhancing their CV.					

SECTION C
QUESTIONS RELATED TO HYPOTHESIS TWO
(On the relationship between Credibility Selection and screening exercise and the Implementation of KSFSS on Manpower capacity Building).

S/NO	VARIABLES	SA	A	U	D	SD
12.	The modes and procedures of application of KSFSS is fair and transparent for all the prospective candidates.					
13.	Selection and Screening of KSFSS Candidates was Affected by Political Influence					
14.	Favouritism and nepotism has affected the selection and screening of candidates for KSFSS awards.					
15.	KSSB and MHE are well coordinated to carry out selection and screening exercise for KSFSS candidates.					
16.	KSSB and MHE have adequate staff to carry out the selection and screening exercise for KSFSS award.					
17.	As a beneficiary, the KSFSS serves as an important opportunity for improving your Career path, World view and Self Confidence.					
18.	Implementation of KSFSS helps in reducing the number of unemployed graduates in Kano state.					

SECTION D
QUESTIONS RELATED TO HYPOTHESIS THREE
(On the relationship between Quality of host Institutions and the Implementation of KSFSS on Manpower capacity Building).

S/NO	VARIABLES	SA	A	U	D	SD
19.	The beneficiaries were admitted in universities and higher institutions that have good teaching and learning infrastructures in terms of science, technology and research.					
20.	The beneficiaries were admitted in universities and higher institutions that students graduate on scheduled time.					
21.	The course you were admitted is in line with the profession you want to pursue.					
22.	KSFSS beneficiaries were admitted in Institutions that offered a very good and sound education.					
23.	KSFSS beneficiaries were admitted in Institutions that have adequate manpower.					
24.	There is security of lives and properties in this country of your study.					
25.	KSFSS boost academic and professional experience of the beneficiaries by giving them opportunity to develop more academic curiosity and educational acumen.					
26.	Implementation of KSFSS afforded the beneficiaries opportunity to travel beyond borders of Nigeria in search of knowledge, skills and research that would not have otherwise been available.					
27.	The skills and experiences acquired by the beneficiaries were optimally utilized for the development of the state.					

APPENDIX II

QUESTIONNAIRE FOR THE STAFF OF KSSB AND MHE

Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University, Zaria.
10th February, 2017.

Dear Respondent, I am an Msc. Student of the above named institution writing a research dissertation on the topic; **Evaluation of the Implementation of Kano State Foreign Scholarship scheme on Manpower Capacity Building in the state from 2011 to 2015.**

I will be very grateful if you could fill the attached questionnaire and return it. Your kind responses will greatly enhance this research. Please you are assured that all the information elicited from you will be strictly used for academic purposes and will be treated with utmost confidentiality. Your anonymity is hereby guaranteed. I will like to express my warmest gratitude for the anticipated cooperation and prompt response to this questionnaire. You are required to tick (✓) the most appropriate option in the boxes provided. Please note that for section B, C and D you are to tick the most appropriate option. The following keys will guide you:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

U = Undecided

Thank you for your anticipated co-operation.

Yours faithfully,

Signed:-----

Mubasshiru Salisu Mohammed

(P15ADPA8018) 08061580510.

SECTION A

RESPONDENTS' PERSONAL PROFILE

Please tick [] where appropriate.

1. Gender of Respondent

(a) Male [] (b) Female []

2. Age Bracket of Respondent

(a) 18 to 25 years [] (b) 26 – 35 years [] (c) 36 – 45 (d) 46 – 56 (e) 57 and above

3. Level of Education/Highest Qualification

(a) Primary Certificate [] (b) WASSCE/SSCE/GCE [] (c) NCE/OND []
 (d) Degree/HND [] (e) Postgraduate []

4. Place of Work

(a) KSSB [] (b) MHE []

5. Period of Service (a) 0 – 5 years [] (b) 6 – 10 years [] (c) 11 – 15 years [] (d) 16 and above [].

SECTION B:

QUESTIONS RELATED TO HYPOTHESIS ONE

On the relationship between funding and Implementation of KSFSS towards Manpower Capacity Building.

S/NO	VARIABLES	SA	A	U	D	SD
6.	As an agency, you received adequate funds from Kano state government for the execution of KSFSS towards manpower capacity building in the state.					
7.	Inability of state government to release funds on time has affected the payment of students entitlements at the stipulated time as promised by the state government.					
8.	The procedures for the payment of students' entitlement through agent is good enough to ensure that students received their entitlements on time.					
9.	KSFSS helped in Producing more Doctors, Nurses and Pharmacist in Kano state.					
10.	KSFSS Contributes in the Production of more Engineers, Technicians and ICT Experts in the state.					

SECTION C

QUESTIONS RELATED TO HYPOTHESIS TWO

On the relationship between Credibility of Selection and screening exercise and the Implementation of KSFSS towards Manpower capacity Building.

S/NO	VARIABLES	SA	A	U	D	SD
11.	The mode of application of KSFSS is good enough to allow the selection of best candidates for the award of KSFSS on manpower capacity building.					
12.	Selection and Screening of KSFSS Candidates was Affected by Political Influence.					
13.	Selection and screening exercise for KSFSS awardees was affected by Favouritism and nepotism.					
14.	KSSB and MHE have adequate staff to conduct selection and screening of best candidates for the award.					
15.	KSFSS help in reducing the number of unemployed graduates in Kano state.					
16.	KSFSS helps in brightening the future employment prospects of the beneficiaries.					
17.	KSFSS serves as an important opportunity for improving the career path, world view and Self Confidence of the beneficiaries.					

SECTION D

QUESTIONS RELATED TO HYPOTHESIS THREE

On the relationship between the Quality of host Institutions and the implementation of KSFSS on Manpower capacity Building.

S/NO	VARIABLES	SA	A	U	D	SD
19.	The beneficiaries were admitted in universities that have good teaching and learning infrastructures in terms of science, technology, research and other disciplines.					
20.	The beneficiaries were admitted in universities that students graduate on scheduled time.					
21.	KSFSS beneficiaries were admitted in Institutions that offered a very good and sound education.					
22.	KSFSS beneficiaries were admitted in Institutions that have adequate competent manpower.					
23.	There is security of lives and properties in the countries where the KSFSS beneficiaries were admitted.					
24.	The team of Quality Assurance conduct tour to 62 institutions in order to see the welfare of the beneficiaries.					
26.	KSSB have a plan for absorbing the awardees when they finished their studies and returned back					

APPENDIX III
INTERVIEW SCHEDULE FOR THE BENEFICIARIES

SECTION A

1. Date of interview.....
2. Duration of the interview.....
3. Gender of the interviewee.....
4. Level of study of the interviewee.....
5. Country and university of study of the interviewee

SECTION B

1. As a beneficiary of KSFSS what is your satisfaction with regards to the adequacy of monthly stipend, tuition fees and accommodation fees you received from the KSSB?
2. What is your satisfaction with regards to the timeliness and procedures of payment of your entitlements through the agents?
3. Assuming you did not receive your entitlements on time, would your studies and welfare be affected?
4. How would you describe the selection and screening exercise conducted by KSSB and MHE?
5. As a beneficiary, do you follow any link or political connection before you receive this award?
6. How would you describe the quality and standard of the university you were admitted in terms of teaching and learning infrastructures?
7. How would you describe this university in terms of timely graduation and relevance of courses you were admitted so that you can go back to Kano and give maximum contribution towards boosting manpower in the state?
8. Do you consider the implementation of KSFSS as a means of enhancing manpower capacity building in Kano state and are you ready to come back and give your contribution towards development of Kano state?

APPENDIX IV

INTERVIEW SCHEDULE FOR THE STAFF OF KSSB AND MHE

SECTION A

1. Date of the interview.....
2. Position/Rank of the interviewee.....
3. Duration of the interview.....
4. Gender of the interviewee.....
5. Place of work

SECTION B

1. Please, what is your level of satisfaction with regards to adequacy and sufficiency of money you received from government for the payment of monthly up-keep allowance, tuition fees and accommodation fees to the beneficiaries of KSFSS?
2. What is your assessment about the timeliness of disbursement of monthly living stipend, tuition and accommodation fees to the students?
3. How could you describe the methodologies of payment of tuition, accommodation and monthly up-keep through agents?
4. Looking at the budgetary allocation of your parastatal, do you think it is enough for the implementation of the scheme towards human capacity building in the state?
5. How appropriate was the strategy used in selecting beneficiaries from various LGAs of the state?
6. Please comment on the allegation that the selection and screening of candidates was obliterated by favouritism, nepotism and political affiliation
7. As a member of the implementation committee, what is the greatest challenge that you are facing with regards to the achievement of the scheme in enhancing manpower in the state?
8. What is your assessment about the standard and quality of universities in which the students were admitted?
9. Looking at huge sums of money spent on KSFSS, do you have any return obligation on the beneficiaries?
10. Assuming some beneficiaries refused to return after completing their studies or they deliberately failed to finish on time, do you have any sanction or punishment against them?