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Assessment of Kwara State University (KWASU), Malete Community Services on The Development of Malete Community, Kwara State, Nigeria

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Abstract

Globally, Universities have three complementary missions (three cardinal objectives), namely teaching, research, and community development. Thus, the community engagement component of the University's traditional three-track mandate disposes Universities towards Social Responsibilities. It is against this background that the study assessed the contribution of Kwara State University (Kwasu), Community Services on the development of Malete community. The study made use of questionnaire and Focus Group Discussion to obtain primary data necessary for the study. Secondary data was derived from relevant documents to complement the primary data. Quantitative data collected through questionnaire was analysed both descriptively and inferentially. The inferential statistical tool for the study is multiple regression technique with the help of Statistical package for Social Science (SPSS) version 25.0. On the other hand, the responses of Focus Group Discussion were thematically analyzed. The study found among others that KWASU's healthcare services and educational services has positively contributed to the development of Malete community. However, the significance of this can be judged from the P value represented as "sig" and the t statistics. The study therefore recommended among others the need for the University community should ensure that the services (both health and educational services) are accessible and affordable for the local community. The study also recommends the need for the University management to create outreach programmes to educate the community about health and education issues.
Keywords: Community, Development, Education, Health and Services

Introduction

Globally, Universities have three complementary missions, namely research, teaching, and community services. In essence, we are saying that Universities everywhere are being forced to carefully reconsider their role in society and to evaluate the relationships with their various constituencies, stakeholders, and communities. As such, community services' programme is the referred to as third cardinal programme of the tertiary institutions generally and Universities particularly. Because community services' programme touches the lives of the communities (i.e. by introducing positive development to the host communities).

Based on the aforesaid, Schneller and Thoni, (2011) stressed that University's community service role is a form of engagement with and

ISSN: 1596 5643

outreach to the outside community. Thus, the community engagement component of the University's traditional three-track mandate disposes Universities towards Social Responsibilities. The argument of Schneller and Thoni, is echoed by AbdulRahman (2018) when he noted that, universities provide the platform for community services. In essence, the authors are saying that universities should be socially responsible to the local society by strengthening relationships between universities and the communities within which they operate.

At this juncture, we could say that CS refers to the social and philanthropic responsibilities performed by organizations to improve on the lives of people and the amenities in their immediate areas of operation, and by implication, CS essentially refers to the benefits communities expect from organizations operating in their environment. It has to do with organization initiating actions that will impact positively on its host community, environment and the people generally. This benefits referred to as social responsibilities (i.e. amenities and infrastructure) became so compelling that the report of Kwara State University's Establishment Law on community services (2010) averred thus: The need for social responsibilities in the management of our environment remains a pertinent issue more than ever before. In fact, it remains an essential instrument of civil social responsibility for the development and transformation of our communities (be it cities or slums) and the provision of necessary amenities, jobs and infrastructural facilities (KWASU Projects Evaluation report, 2010, p. 17).

It is on this basis that Higher Education Quality Committee (HEQC) (2014) defined community services within the context of universities as "initiatives and processes through which the expertise of the institution in the areas of teaching, healthcare dimension, electricity dimension and other relevant fields apply their knowledge and devote their resources to address issues relevant to its community".

According to KWASU's strategic plan (2009-2013), the University aspires to be one of the best universities in Nigeria with an established reputation for high quality teaching and research and innovative learning delivery techniques and to be in full harmony with its host community as the formulator of its hopes and aspirations and the promoter of its core cultural and spiritual values. No doubt, the University recognizes its potential to provide community services to the immediate community as part of its cardinal responsibilities. It is against this background that the study assessed the contribution of Kwara State University (Kwasu), Malete Community Services on the development of Malete community, Kwara State.

Statement of the Problem

Universities make a lot of impact on their host communities (conglomeration of communities within the operational area (catchment area) of the university) like provision of infrastructural services like health services and educational services for the community inhabitants. Universities, as the centres of knowledge generation and sharing, play a very important role in solving world's problems by ensuring a sustainable tomorrow. However, it is questionable whether universities are concerned about social responsibility performance. As they tend to focus only on teaching social responsibility in terms of social responsibility initiatives and do not go beyond this by attempting to improve their communities (Atakan & Eker, 2007).

ISSN: 1596 5643

That is why Izuagba, (2019) stated that "the host communities benefit from the university Corporate Social Responsibilities that focuses on problems within the community; they equally benefit from the facilities and infrastructure in and around the university". To make emphasis on community support from schools, Jeremiah, (2014) posit that they must do two things; university management needs to do good jobs and communicate that effectively to the public and the host communities; this implies sound health and education through good school-community relationship. On this assertions, Kamkwis (2013) identified these roles thus: "educational – widening access to learning opportunities in the surrounding areas; health – accessibility to health needs etc. Needless to state here at this juncture that the role of Universities in Community services is under researched as substantial numbers of studies on CS tend to focus on the private sector and there are relatively fewer studies that explore CS in the public sector, especially in the context of University (Nejati, 2011). This is the theoretical motivation for the present study.

However, commendable efforts have been done by the Government to develop university education in Nigeria. The number of universities, enrolment and funding has observably risen to the point of sighting universities in each of the state in the country. Their activities invariably ought to have impacted on the natural environment of the host communities. It is believed, that little or none community services is done to compensate these communities by the universities (Kamkwis, 2013).

KWASU commenced well in terms of provision of infrastructural services – healthcare services and educational services to the neighbouring communities (particularly Malete Community – the immediate host-community). However, the recent years especially with the bulky budget approval for community services after the UNESCO approval to channel at least 26% of their annual budget to education alone; additionally, Nigeria University Commission made a compulsory mandate for all Nigeria Universities to use at least 6% of its allocation for community services. But recently, Malete Development Association's report (2018) showed otherwise; the report showed little or none community services is done to compensate the neighbouring communities by the University. The report went further to state that most infrastructural facilities, healthcare facilities, electricity facilities and educational facilities are non-functional; the little functional ones are dilapidated (Malete Development Association's report, 2018). Consequently, this study assessed the contribution of Kwara State University (Kwasu), Malete community services on the development of Malete community, Kwara State. In terms of time scope, the study covered period of 2006-2021; the choice of this period is to lies on the fact that this period marks the period of National University Commissions higher approval for community development (NUC, 2013).

Research Questions

The following questions are pertinent in realizing the research objectives:

i. At what degree has Kwara State University healthcare services contributed to the development of Malete community?
ii. To what extent has Kwara State University educational services contributed to the development of Malete community?

Research Hypotheses

The following hypotheses are formulated in null form to guide this study:

ISSN: 1596 5643

Ho_1 KWASU's healthcare services have no significant contribution on the development of Malete community.

Ho_2 KWASU's educational services have no significant contribution on the development of Malete community.

Methodology

This study adopted sequential mixed research design. Sequential mixed method procedures are those in which the researcher seeks to expand on the findings of one method with another method. This involved beginning with a quantitative method (e.g. questionnaire results) and followed by a qualitative method involving detailed exploration with a few individuals (Cresswell, 2009, p. 31). The target population of the study comprised the.

The target population of the study comprised the project management staff of KWASU, Malete community residents who have lived in Malete community for over ten (10) years, well-versed in the history of the community and practically experienced in community services in the community) and the leadership of relevant community groups (including Malete Youth Concern Group, Malete Women Association and Malete Development Association). The target population of the study is summarized in table 1 below:

S/No.	Respondents Category	Population
1.	Malete Development Association [BDA] (Executive and Active Members)	90
2.	Malete Youth Concern Group [BYCG] (Executive and Active Members)	136
3.	Malete Women Association [BWA] (Executive and Active Members)	197
4.	Project Management Staff of KWASU	27
5.	**Total**	**450**

Table 1 Target Population of the Study

Source: KDA, KYCG, KWA Membership Register 2018 and KWASU Staff Register, 2019.

Sampling Technique

The study adopted Yamane (1967) sampling technique for objective determination of representative sample size.

Where:

n = Sample size required

N = Number of people in the population

e = Allowable error or Level of Precision (±5%)

Let this formula be used for our population, in which N = 450, with ±5% precision with 95% confidence level and p value = 0.5, we get the sample size as:

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

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

Sample Size for the Study

As shown in the above calculations, the sample size is two-hundred and twelve (212) arrived at through Taro Yamane sampling technique. Among this sample size, the key respondents made up of management staff of Kwara State University's University, and the executives of the aforementioned associations were selected via purposive sampling were interviewed Face-to-Face to corroborate the data obtained from ionnaire.

ISSN: 1596 5643

Instruments of Data Collection/ Data Analysis

The instruments of data collection are both primary and secondary data. While questionnaire and Focus Group Discussion [FGD] were the primary methods of data; reliable documents (e.g. KWASU's strategic plan (2009-2013); Malete Concern Groups' Community Development report; Malete Women Association report; Malete Development Association Evaluation report, formed the secondary data for the study. However, the primary (quantitative) data was analysed using multiple regression and the interview responses were thematically presented and analysed.

Conceptual Review

Healthcare Services

The World Health Organisation (WHO) defines health as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity' (WHO, 1948). Dubos, in his (1959) humanistic book, *The Mirage of Health,* rebelled against the idea that health could be attained by technological means. He instead defined good health as the condition best suited for each individual to reach his or her personal and social goals. However, one of the concurrent functions of Local Government among others is provision of health care service to local communities. Local Government is supposed to do this in conjunction with state and Federal Government. This has always been a traditional function of local government even right from colonial times. Very modest showing was made in areas like dispensing, drugs and treatment though auxiliary staff involvement, health education and immunization. From 1988 however, the responsibilities of local government have expanded with the Federal Government redefining the focus of local government in health care delivery. Local Governments were now to focus more on primary health care whose content is dominated by preventive health services (Odoh, 1989, cited in Odoh, 2014). This according to Federal Ministry of Health (1988) was to include: Provision and maintenance of health infrastructure and facilities; food and nutrition services; material and child health planning services; provision of essential drugs; environmental health services (water & food hygiene); immunization; health education; control of local endemic diseases; and treatment of common diseases.

Educational Services

Education is the conscious effort to prepare people through mentoring, teaching and training for their role in the future by providing the structure and other necessary facilities that are conducive for learning which may occur in a deliberate and institutionalized to generate social sustainability. This process involves the oversight and development of minors and the group in which they lived (John, 2011). According to Veli (2014) Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution.

Clearly the educational provisions within any given country represent one of the main determinants of the composition and growth of that country's output and exports and

ISSN: 1596 5643

constitute an important ingredient in a system's capacity to borrow foreign technology effectively. For example: primary and secondary education all raise the productivity of workers, rural and urban; secondary education, including vocational, facilitates the acquisition of skills and managerial capacity; tertiary education supports the development of basic science, the appropriate selection of technology imports and the domestic adaptation and development of technologies; secondary and tertiary education also represent critical elements in the development of key institutions, of government, the law, and the financial system, among others, all essential for economic growth. Empirical evidence at both micro and macro levels further illuminates these relationships. At a micro level, numerous studies indicate that increases in earnings are associated with additional years of education, with the rate of return varying with high level of education. The returns to primary schooling tend to be greater than returns to secondary and tertiary education (Psacharopoulos, 2011).

Without basic skills, according to one observation, a person cannot comprehend the instructions on a bottle of medicine or a bag of fertilizer or read a government notice. Neither can the person compute a bill or write a letter. Without basic skills, it is impossible to develop one's potential or to contribute to anything more than a rudimentary manner to society (Greaney, 2017). There are various explanations as to why schooling contributes to economic productivity; Carnoy, (2014) for example itemized the following as the contribution of schooling to economic productivity and invariably community development:

a. Individuals acquire skills in school that enable them to be more productive;
b. What individuals learn in school makes them more likely to adopt new technologies and practices;
c. Schooling helps individuals function more effectively in modern production organizations;
d. Schools socialize people into functioning effectively in modern society;
e. The discipline of learning taught in school helps individuals learn new skills outside of school.

Community Development

Ugwu in Ikechukwu, (2012) asserted that "community development is one of the main boards upon which national developmental policies and their implementation are hinged". The concept of community development is not completely new. What probably may appear new is the mode of application in modern times and its ancestry as a union of community, organisation and economic development (Sanders in Hanachor, 2012). The beginning step in defining community development is to define "community". Community therefore, can refer to a location (communities of place) or a collection of individuals with a common interest or tie whether in close proximity or widely separated (communities of interest). A review of the literature conducted by Mattessich and Monsey (2004) found many definitions of community such as:

> People who live within a geographically defined area and who have social and psychological ties with each other and with the place where they live. Or a grouping of people who live close to one another and are united by common interests and mutual (p. 56). Or a combination of social units and systems which perform the major social functions and the

ISSN: 1596 5643

> organization of social activities (P. 57).

These definitions refer first to people and the ties that bind them and second to geographic locations. They remind us that without people and the connections among them, a community is just a collection of buildings and streets. In this context, community development takes on the mantle of developing stronger "communities" of people and the social and psychological ties they share. Community development however, is involvement in a process to achieve improvement in some aspect of community life where normally such action leads to the strengthening of the community's pattern of human and institutional relationships (Ploch 1976 cited in Mattessich and Monsey, 2004). Other authors define community development more in terms of an action, result, or outcome: local decision making and program development resulting in a better place to live and work (Huie 1976 cited in Mattessich and Monsey 2004); or a group of people initiating social action to change their economic, social, cultural and/or environmental situation (Christenson and Robinson 1989 cited in Mattessich and Monsey 2004). These conceptions show that community development should be considered as both a process and an outcome. Therefore, a working definition of community development in simple but broad terms according to Phillips and Pittman, (2009), is:

> Community development is . . . a planned effort to produce assets that increase the capacity of residents to improve their quality of life. These assets may include several forms of community capital: physical, human, social, financial and environmental (p. 7).

The Cambridge summary conference of (1948) in Hanachor (2009) averred that: Community development is a programme designed to encourage improved living for the entire community with the vigorous contribution and if possible, on the creativity and if not forth coming instinctively, by the use of methods for instigating and motivating it in order to ensure its active fervent reaction to the movement. Hence, it purports trickle-down effects and efforts from the government to ensure the optimal wellbeing of the people that reside in such communities, and this is done through the collaborative efforts of both the government and the people.

Ogo (in Hanachor, 2017) opined that community development is a move by the community members to provide their basic needs through their own efforts and sometimes with external assistance where necessary and possible. He is of the opinion that whether this external assistance comes or not, it is believed by professionals in community development that adequate injection of external assistance by local governments in self-help efforts by the communities, reinforces local development actions. Hence, Local Governments should seize the opportunity to offer such external assistance or acts as facilitators for community development.

Mexiro (in Hanachor, 2017) also argued that community development is "a planned and organized effort to assist individuals to acquire the attitudes, skills and concepts, required for their democratic participation in the effective solution of a wide range of community problems in order of priority". Community development summarily is a process through which peoples' efforts are combined with those of public authorities to galvanise the economic, social and cultural situations of communities, with concomitant

ISSN: 1596 5643

effects on national integration and development (United Nations, in Biggs, 1999). From all indications therefore, there is an undeniable need for the involvement of the Local Government in the activities of the communities in order to develop the grassroots.

Review of Empirical Studies

Egwu, Mbah, Emesini and Orede (2019) examined ways Nigerian universities impact on their host communities for mutual co-existence and development EBSU in focus. Three research questions and three hypotheses guided the study that adopted a descriptive survey design approach. The population of the study was one thousand, two hundred and twenty-one (1,221) made up of 100 lecturers and 1, 121 third and final year students of 2016/2017 academic session. Simple Random Sampling Technique was used to draw a sample size of 350; 50 lecturers and 300 students. A structured questionnaire with 28 items was the instrument for data collection that was duly validated and its reliability determined using Cronbach Alpha Procedure. It yielded a reliability index of 0.79 which was considered reliable for use in the study. The findings revealed that the presence of Ebonyi State University, Abakaliki has helped in the physical, educational and the economic development of the host communities. Again, there was no significant differences in the mean opinions of the lecturers and the students on the impact EBSU has made on its host communities. Based on the findings of the study, the following recommendations are made: Ebonyi State University authority should identify and employ the inhabitants of the host communities that have passed through the programmes of the university and excelled. The Ebonyi State University authority should mount scholarship programmes for the indigenes of the host communities that are excelling in academic studies and moral lives to strengthen the university – community relationship.

Akpotor (2018) evaluates the impact of tertiary institutions on their host communities. the study is a non-empirical research which depends majorly on previous studies. The study found that towns that host tertiary institutions are predisposed to unique challenges such as upsurge in crimes of various shades, high cost of living, pressure on available amenities, indecent dressing and clashes between these institutions and hosts communities which were non-existent prior to the establishment of these institutions. Based on these, challenges, the paper recommends among others that to sustain the rapport between “town” and “gown”, there is the need for increased communication, partnership and goodwill between these institutions and host communities as the gains of this relation are enormous.

Theoretical Framework: Theory of Change

The theory of change was propounded by Connell and Kubisch (1998), and the theory was used by Torero (2014) and Julian. The “Theory of change” is a theoretical framework/tool often used to analyze and evaluate activities, services, initiatives, or interventions. Connell and Kubisch (1998) define the theory of change as “a theory of how and why an initiative works.” A theory of change consists of all the building blocks that are necessary to achieve a long-term goal (The Centre for Theory of Change, 2013). While developing a theory of change, it is imperative that the objectives of the initiative are defined from the onset (Organisational Research Services, 2004). Theories of change are believed to provide solutions to a number of complex socio-economic problems and they have been widely used in a number of (Initiatives to Solve Community

ISSN: 1596 5643

Problems [INSP], 2005). Two components make up the theory of change framework:

a) First we need to conceptualise and operationalise the three core frames. The three core frames include the input; interventions that will be carried out to produce the output; and lastly the outcomes (INSP, 2005).
b) The second component encompasses an understanding of how the three core components inter-relate with each other. This relationship is shown diagrammatically (INSP, 2005).



Figure 1 Pathways to Change
Source: Adapted from Julian (2015).

The relevance of this theory ''Theory of Change'' as a theoretical framework for this development process is essential because it provide a more detail analysis of interrelationship between University community and community development. Based on Torero (2014) and Julian (2015), the theory presents a pathway of change, from the inputs to the final expected impact of development. The former groups the inputs (including financial and human resources) and the activities (such health services, educational services, electrical services as well as infrastructural facilities to rural development programmes in the neighbouring communities) aimed at delivering the target output. Access and usage of these facilities is expected to produce both outcomes and impacts. This made the theory relevant to the study.

Data Presentation and Analysis

A total of 212 copies of questionnaire were administered to respondents. Though, two-hundred and twelve (212) questionnaires were printed and distributed but 190 representing 89.61% of the total questionnaire were duly filled and returned, while 22 representing 10.37% of the total questionnaire were not returned. Therefore, 190 questionnaires formed the basis for analysis and interpretation.

Table 2 Regression Output 1

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1802.639	2	600.880	3476.407	.000[b]
	Residual	67.237	389	.173		
	Total	1869.876	392			

ISSN: 1596 5643

a. Dependent Variable: DEVELOPMENT_OF_ MALETE _COMMUNITY
b. Predictors: (Constant), HEALTHCARE AND EDUCATIONAL _SERVICES
Source: SPSS Output, 2024.

Table 2 above shows the results from the multiple regression analysis which tests the effects of the independent variables (i.e. healthcare and educational services) on the development of Malete Community. The F-statistic which measures the adequacy and fitness of the model used in the study stood at 138.744 with a p-value of 0.000[b] which is significant at 5%; this shows that the model is fit for the data.

Table 3 Regression Output 2

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.982[a]	.964	.964	.41575	1.65

a. Predictors: (Constant), HEALTHCARE AND EDUCATIONAL _SERVICES
b. Dependent Variable: DEVELOPMENT_OF_ MALETE _COMMUNITY

Source: SPSS Output, 2024.

Table 3 above shows the summary of the multiple regression analysis. The empirical findings show that R – the multiple correlation coefficient, stood at 0.982[a] which indicates a correlation; R^2, the multiple coefficient of determining the variables stood at 0.964 indicating that about 96.4% of the total variation in development of Malete Community, is explained by variations in the 'independent variables' (i.e. healthcare and educational services) captured in the study. Thus, the remaining 3.6% of the variation in the dependent variable can be explained by other variables not captured in the study. The adjusted R^2 being 0.964 also indicates that the independent variables will still explain 96.4% of the variations in development of Malete Community even if other variables were added to the study.

The rough rule of Durbin-Watson statistics state that – if the Durbin-Watson statistics is substantially less than 2 but above 1, there is evidence of positive serial correlation, but on the contrary, from the same rough rule of thumb, if Durbin-Watson statistics is less than 1.0, there may be cause for alarm. From our result, the Durbin-Watson statistics stood at 1.65 which means that there is positive serial correlation between the Independent Variables (IVs) and the Dependent Variable (DV).

Table 3 Regression Output 3

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.036	.104		.348	.728
HEALTHCARE_SERVICES	.149	.018	.199	8.248	.000
EDUCATIONAL _ SERVICES	.133	.022	.042	5.640	.000

a. Dependent Variable: DEVELOPMENT_OF_MALETE_COMMUNITY

Source: **Source:**SPSS Output, 2024.

ISSN: 1596 5643

Table 4.19 above shows the outcome of the respective variables on development of Malete Community. Upon the fulfilment of the assumptions of regression analysis, multiple regression analysis was considered suitable in testing the research hypotheses.

The respective hypotheses as tested in table 3 are discussed as follows:

Ho_1 KWASU's healthcare services have no significant contribution on the development of Malete community.

The unstandardized coefficient of "KWASU's healthcare services" stood at 0.149 which is positive. This implies that development of Malete community is significantly affected by KWASU's healthcare services. However, the significance of this can be judged from the P value represented as "sig".

The t statistics of "KWASU's healthcare services" stood at 8.248 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho_1, which states that "KWASU's healthcare services have no significant contribution on the development of Malete community".

Ho_2 KWASU's educational services have no significant contribution on the development of Malete community.

The unstandardized coefficient of "KWASU's educational services" stood at 0.133 which is also positive. This implies that development of Malete community. However, the significance of this can be judged from the P value represented as "sig". The t statistics of "KWASU's educational services" stood at 5.640 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho_2, which states that "KWASU's educational services have no significant contribution on the development of Malete community".

Analysis of Interview Responses Using Thematic Analysis

S/No.	Position	Gender	Code	Date
1.	DVC, Admin	M	(R_1)	12/03/2023
2.	KWASU's Ag. Registrar	M	(R_2)	12/03/2023
3.	Maintenance Officer	M	(R_3)	14/03/2023
4.	Director Physical Planning and Development	M	(R_4)	15/03/2023
5.	Executives of Malete Youth Concern Group	M_5 and F_4	(FGD_1)	15/03/2023
6.	Executives of Malete Women Association	M_6 and F_4	(FGD_2)	16/03/2023
7.	Executives of Malete Development Association	M_5 and F_5	(FGD_3)	16/03/2023

Source: Research Survey 2024.

Theme 1 KWASU's Community Healthcare Services and its contribution to Malete community's development.

Sub-theme 1 (a) Description of KWASU's community healthcare

ISSN: 1596 5643

services to Malete community members.

In the view of majority of the respondents, KWASU's community healthcare services though are not excellent in its entirety, but when compared with the healthcare services hitherto provided by the Government health centres, they affirmed that KWASU's community healthcare services are by far much sufficient. They added that KWASU's community healthcare services has reduced the communicability of most communicable diseases, it has reduced water borne diseases through the provision of curative and preventive services to Malete community members as they provided free access to the school's health care facility to members of the community (R_1, R_2, FGD_1 FGD_2 and FGD_3).

On the contrary, few of the respondents negated the assertion previously affirmed by other respondents as they stated thus:

KWASU's community healthcare services are similar to what was available in our community, the bad aspect of KWASU's community healthcare services is the procedure to be followed before been attended to. In most cases, the community residence even with complete registration and hospital card, will have to go through rigorous process before been attended to. This has led to delay in medical treatments leading to death of our children (R_3 and R_4,).

Sub-theme 1 (b) KWASU's Community Healthcare Services and its contribution to Malete community's development.

The respondents unanimously stressed that:

Healthcare services been one of the most important services to human beings cannot be underrated in development endeavour. There is therefore, not community that will be partially free from the need for healthcare services. The healthcare service provision by Kwara State University has increased the choices of Malete people over the choice of preferred health centres to visit for medical issues. They added that aside from increased choices, it has provided avenue for some business opportunities which economists calls 'Forward Integration' (R_1, R_2, R_3, R_4, R_5, R_6, R_7, R_8, and R_9).

Form the responses overhead, we summed that KWASU's Community Healthcare Services has greatly contributed to Malete community's development through increased choices and provision of business opportunities.

Theme 4 KWASU's educational community services and its contribution to Malete community's development.

Sub-theme 4 (a) The importance of KWASU's educational services on Malete community's development

ISSN: 1596 5643

The respondents overwhelmingly stated that:

> KWASU's educational community services is an important part of Kwara State University. The University has built classroom blocks for Demonstration Primary and Secondary Schools, Malete Community Secondary School, and provided some instructional materials to selected schools e.g. donation of computers and other learning materials (given to different schools annually). The selection process is based on academic performance of the schools measured through their West African Examination Council Exams results. More so, the University Lecturers voluntarily teach in community schools as part of requirement for their promotion (R_1, R_2, R_3, R_4, R_5, R_6, R_7, and R_9).

A respondent added thus:

> This steps taken by Kwara State University has not only brought about competition among students (pupils) but also among teachers and head teachers as they all strive to win the gifts of Kwara State University; this in the long run have the tendency of affecting enrolments (i.e. by increasing the enrolment of schools with better performance) (R_8).

Form the responses overhead, we summed that KWASU's educational community services has greatly contributed to Malete community's development through making the students/pupils and teachers working towards better performance.

Summary of Major Findings

The study assessed the contribution of Kwara State University (Kwasu), Malete Community Services on the development of Malete community, Kwara State. From the presentation and analyses of data a number of findings were arrived at which are discussed below. These findings were discovered from both questionnaire analysis and interview reports above under their respective themes.

i. As regards hypothesis I, the study found that KWASU's healthcare services has positively contributed to the development of Malete community. However, the significance of this can be judged from the P value represented as "sig". Additionally, the p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This is in line with the responses from group discussions. As the respondents stated clearly that "KWASU's community healthcare services though are not excellent in its entirety, but when compared with the healthcare services hitherto provided by the Government health centres, they affirmed that KWASU's community healthcare services are by far much sufficient".
ii. The study finally found that KWASU's educational services with unstandardized coefficient of 0.133 has significantly contributed to development of Malete community. However, the significance of this can be judged from the P value represented as "sig". This is in concord with the responses from group discussions. As the respondents asserted that the University has built classroom blocks for Pilot Primary and Secondary Schools, Malete Community Secondary

ISSN: 1596 5643

School, and provided some instructional materials to selected schools.

Conclusion

The study assessed the contribution of Kwara State University (Kwasu), Malete Community Services on the development of Malete community, Kwara State. The study drew conclusion based on data generated from questionnaire during field work, including submissions from secondary documents complemented by results of interviews. We therefore, concluded that KWASU's healthcare services, and educational services have positively contributed to the development of Malete community.

Recommendations

In view of the research findings, the following recommendations were made in order to promote this immense help of Kwara State University towards community development in Malete community, Kwara State and other immediate communities.

i. The study recommends that the University community should ensure that the services (both health and educational services) are accessible and affordable for the local community.
ii. The study also recommends the need for the University management to create outreach programmes to educate the community about health and education issues.

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