

**SOCIO-ECONOMIC NEEDS ASSESSMENT OF KWALKWALAWA COMMUNITY AND  
USMANU DANFODIYO UNIVERSITY, SOKOTO COMMUNITY SERVICES**

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**Abstract**

*The study used descriptive survey research design to assess socio-economic needs of Kwalkwalawa community and Usmanu Danfodiyo University, Sokoto community services. The population of the study was 958 households. A sample size of 156 heads of households was chosen using convenience sampling technique. The research instrument used for the study was an adapted version of Udai Pareek and G. Trivedi (1964) Socio-Economic Status Scale for Rural Community (SSRC) complemented with observation and personal interaction with the community leaders. The Scale was validated by experts in Adult Education and Sociology of Education in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto and the researcher tried-tested the Scale on some households outside the sample which yielded a reliability co-efficient of .87. Data collected via Socio-Economic Status Scale for Rural Community were analyzed through frequency and percentage and quantitative data via personal interaction and observation complemented the quantitative analyses. The findings of the study revealed that majority of households in Kwalkwalawa community belong to lower middle socio-economic class. The findings also results revealed that members of Kwalkwalawa community require the community service of Usmanu Danfodiyo University, Sokoto in the following areas in these orders: provision of primary school education, opening of Early Childhood Care and Education, public enlightenment on personal hygiene and environmental sanitation, training on modern method of fishing, Adult Literacy Class, awareness raising on the value of modern education, provision of secondary school education, training on livestock management, alternative income generating programmes, enlightenment on pollution control, training on business skills, training on saving technology, financial management and training on group formation dynamics. The study concludes that socio-economic status of members of Kwalkwalawa community can be improved if Usmanu Danfodiyo University, Sokoto gives the Community special attention in her community services mandate via provision of the identified assessed needs.*

**Keywords;** Socio-economic needs, Rural Community, Community Leaders and Basic Social Amenities

**Introduction**

The goal of University Education in Nigeria as stated in the Nigeria National Policy on Education (2013) is that university shall make optimum contribution to national development by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation. In pursuance of this goal, universities are expected to provide services such as effective teaching, research and community services for the betterment of individuals and societal development (Yusuf & Sholagberu, 2016). Traditionally, universities have supported three strands to their mission: research, teaching and community service. It can be argued that the third mission is the potential bridge between the university as an ivory tower and the communities whose development needs it should be prioritizing. Universities are often criticized for their ivory tower image with limited impact on the socio-economic environment, and employers have increasingly voiced their concerns about inadequate graduate skills for jobs (Raditloaneng, 2013).

The term 'community service' is also seen as 'university third mission' work, 'community engagement', or 'regional engagement' (Raditloaneng, 2013). The community service is seen as a social responsibility expected of any organization to render to its host community. The term 'community' according to Shittu

(1995) carries three important notions, namely first, that of shared identifiable geographical/physical entity; secondly, the notion of relationship binding elements of community together and thirdly, the idea of social benefit accruable from belonging to the community. Raditloaneng (2013) contends that it is from the third notion of “community” that the concept “service” springs; in other words, “service” is implied in “community” as “service” is a social benefit derived from belonging to a community; the labour put in by each member of the community is a service to both the individual member and to the community. However, the community as a whole may benefit from service coming from outside its borders; here again, such an external service becomes social benefit to individual members by virtue of their belonging to the community while the community itself receives such externally directed service as communal social benefit.

In the context of university, community service is therefore ‘an extension of university expertise to the world outside the university, the community, in the service of improving the quality of life of the community and which is effected through a university model in which community service is integral to all aspects of the university: mission, structure and organization, hiring and promotion, curriculum and teaching, research and publications (Lulat, 2005). This definition portrays community service as an integral part of university work and life; it delineates three levels at which community service may be operationalised. First, it suggests that universities may design learning tasks that will bring students to participate in some community development projects as a partial requirement for their graduation. Secondly, it suggests that universities may include in their curricula, study programmes that may promote specifically, local, national and/or regional development agendas. Thirdly, it implies that in university management, staff members and students may initiate a community project, mobilize community interest and lead the implementation of the project (Raditloaneng, 2013).

The importance Usmanu Danfodiyo University, Sokoto-Nigeria attaches to community services has prompted her to clearly spell out her commitment in community service. Specifically, Usmanu Danfodiyo University, Sokoto is aimed “to provide quality teaching, research and community service to deserving persons and communities, under the most peaceful atmosphere and in line with the national policy on education, irrespective of social class, gender, race, nationality and religion; and to ensure that at all times it serves as a centre for pursuit of research and academic excellence” (Usmanu Danfodiyo University, Sokoto, 2012). Since the University has recognized that it is a must for it to provide community service to deserving persons and communities, one, will expect the University to start the provision of the services with her immediate communities, Kwalkwalawa community is one of the communities situated close to permanent site of Usmanun Danfodiyo University, Sokoto, after the first gate. It is a community with a large river and fertile lands for farming.

Generally, universities, Usmanu Danfodiyo University, Sokoto inclusive are significant parts of social movement in terms of academic support, research and community engagement. Usmanu Danfodiyo University, Sokoto has a responsibility to serve its host community in order to impact positively on the socio-economic lives of the community members. Over the years university in Africa, like in many other continents in the world, have served as major actors in facilitating the process of host community socio-economic development. Ifedili and Ifedili (2015) cited some examples of community services in Nigerian universities to include voluntary tutoring of the less privileged, voluntary helping in security of the campus, baby sitting, organizing sports for the youths, organizing free activities that will bring happiness to the community, filling potholes, bringing light and joy where there is darkness and sorrows, environmental sanitation among others. In short it is a situation where a university is trying to make a community a better place for all. Community service has so many benefits which are economic, psychological, social, cognitive, critical thinking and problem solving skills, political and civic awareness to both the university and the community members. In fact, the benefits are socio-economic in nature to the host communities. These services can only be useful to the communities if they are relevant to community’s needs, interests and aspirations. This point underscores the importance of community needs assessment in the provision of community services.

Community needs assessment has been identified as an importance process in the provision of community services. This is because, when needs assessment is undertaken before provision of services, the actual needs of the community are identified and provided accordingly.

A needs assessment is defined by Kizlik (2010) as a systematic process for determining and addressing needs, or “gaps” between current conditions and desired conditions or “wants”. The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency.

A needs assessment is a part of planning processes, often used for improvement in individuals, education/training, organizations, or communities. It can refine and improve a product such as training or service a client receives. It can be an effective tool to clarify problems and identify appropriate interventions

or solutions (Fulgham & Shaughnessy, 2008). By clearly identifying the problem, finite resources can be directed towards developing and implementing a feasible and applicable solution (Altschuld & David, 2010). Gathering appropriate and sufficient data informs the process of developing an effective product that will address the community's needs and wants. Needs assessments are only effective when they are ends-focused and provide concrete evidence that can be used to determine which of the possible means-to-the-ends are most effective and efficient for achieving the desired results (Kaufman, Alicia & Hannah, 1993).

A community needs assessment is a combination of information gathering, community engagement and focused action with the goal of community socio-economic improvement. The socio-economic status of a community can be measured through family income, parental education level, parental occupation, and social status in the community. Socio-economic status can signify the life condition and mode of living of the entire population that inhabits within a community. According to Cuadrado and Mantiza (2016) socio-economic status can be ascribed to a diverse variables and aspects which involve a combination of social and economic factors. Rigidly interpreted the scope of such indicators can indeed be narrowed down to aspects such as employment, wage and working conditions, household incomes and expenditures, savings and indebtedness, distribution of wealth, education and educational service, health and health service, social and welfare services, public order and safety among others (Haider, 2013). Meeting the socio-economic needs of a particular community requires that needs assessment is done. This, therefore, implies that, Usmanu Danfodiyo University, Sokoto will do a great deal in the lives of members of Kwalkwalawa community in the provision of community services if community needs assessment is undertaken. It is on this note that the study assessed the socio-economic needs of Kwalkwalawa community with a view to suggesting areas Usmanu Danfodiyo University, Sokoto should channel its community services to her host communities.

### **Objectives of the Study**

The goal of this study was to assess socio-economic needs of Kwalkwalawa community, Sokoto and Usmanu Danfodiyo University, Sokoto community services. This goal was achieved with the following specific objectives. These objectives are to:

1. Determine the socio-economic features of Kwalkwalawa community households;
2. Determine the socio-economic status of Kwalkwalawa community households; and
3. Examine the areas in which members of Kwalkwalawa community require Usmanu Danfodiyo University, Sokoto community services.

### **Research Questions**

1. What are the socio-economic features of Kwalkwalawa community households?
2. What is the socio-economic status of Kwalkwalawa community households?
3. What are areas in which members of Kwalkwalawa community require Usmanu Danfodiyo University, Sokoto community services?

### **Methodology**

This study used descriptive survey research design to assess socio-economic status and needs of Kwalkwalawa community as a way of determining areas in which members of the community require the community services of Usmanu Danfodiyo University, Sokoto. This study was conducted in Kwalkwalawa community, Wamakko Local Government Area of Sokoto State. The community shares its boundary with Bakin Gulubi community to the north-east and Gidan Sayya to the north-west. Kwalkwalawa is situated close to Usmanu Danfodiyo University, Sokoto, after the University's first gate. According to the community head the Community has a total number of 958 households endowed with a large river and fertile lands for farming. The population of the study comprised all the 958 heads of households in Kwalkwalawa community. Convenience sampling technique was used to select 156 heads of households. A total of 156 households were therefore involved in the study.

The research instrument used for the study was an adapted version of Udai Pareek and G. Trivedi (1964) Socio-Economic Status Scale for Rural Community (SSRC) complemented with observation and personal interaction with the community leaders. The SSRC original scale has nine factors which assess the socio-economic status of the individual in the areas of caste; occupation; education; social participation; land; house; farm powers; material possession and family. But the adapted version has ten factors as occupation, farming power, fishing power, educational attainment, land ownership, housing, material possession, social participation, water sources and sanitation/hygiene. The Scale was validated by experts in Adult Education and Sociology of Education in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto and the researcher tried-tested the Scale on some households outside the sample. With a

reliability co-efficient of .87, the Scale was considered appropriate for the study. The Scale interprets the socio-economic status of individual as follows: Above 50 (Upper Class), 40-49 (Upper middle class), 30-39 (Middle Class), 20-29 (Lower middle Class) and Bellow 20 (Lower Class). The researcher with the help of ten research assistants administered the survey Scale accompanied with personal interactions with key community leaders and observation of the available infrastructures and facilities. The survey was conducted from 27<sup>th</sup> September, 2016 to 4<sup>th</sup> October, 2016 in all the sampled households in Kwalkwalawa community. Data collected via Socio-Economic Status Scale for Rural Community were analyzed through frequency and percentage and quantitative data via personal interaction and observation complemented the quantitative analyses.

## Results and Discussions

### Research Question One

What are the socio-economic features of Kwalkwalawa community households? This research question was answered using frequency and percentages and the results are presented below:

**Table1: Socio-Economic Features of Kwalkwalawa Community Households**

S/N	Socio-Economic Features	Freq.	%	S/N	Socio-Economic Features	Freq.	%
A	<b>Occupation</b>			F	<b>Housing</b>		
	None	3	1.9		No House	18	11.5
	Labourer	6	3.8		Hut	12	7.7
	Fishing	33	21.2		Mud house	59	37.8
	Farming	73	46.8		Bricks House	55	35.3
	Trading/Business	16	10.3		Manson	12	7.7
	Civil Service	3	1.9	G	<b>Material Possession</b>		
	Artisans	9	5.8		Water Cart	18	11.5
	Independent Professional	13	8.3		Bicycle	15	9.6
	<b>Total</b>	<b>156</b>	<b>100</b>		Motorbike	67	42.9
B	<b>Farming Power</b>				Tricycle	3	1.9
	No Draught Animal	123	78.8		Radio	98	62.8
	1-2 Draught Animals	12	7.7		Television	43	27.6
	3-4 Draught Animals	9	5.8		Mobile Phone	67	42.9
	5-6 Draught Animals	12	7.7		Refrigerator	9	5.8
	<b>Total</b>	<b>156</b>	<b>100</b>	H	<b>Social Participation</b>		
C	<b>Fishing Power</b>				Not a member of an Org.	69	44.2
	No fishing tool	86	55.1		Member of one Org.	45	28.8
	Old fishing tools	48	30.8		Member of < one Org.	30	19.2
	Modern fishing tools	22	14.1		Officeholder in Org.	6	3.8
	<b>Total</b>	<b>156</b>	<b>100</b>		Wide public leader	6	3.8
D	<b>Educational Attainment</b>				<b>Total</b>	<b>156</b>	<b>100</b>
	No Education	37	23.7	I	<b>Water Sources</b>		
	Quranic Education	70	44.9		Open Well	29	18.6
	Can read and write	6	3.8		Close Well	10	6.4
	Primary Education	27	17.3		Borehole	10	6.4
	Secondary Education	10	6.4		River	107	68.6
	Tertiary Education	6	3.8		<b>Total</b>	<b>156</b>	<b>100</b>
	<b>Total</b>	<b>156</b>	<b>100</b>	J	<b>Sanitation/Hygiene</b>		
E	<b>Land Ownership</b>				Defecate in open place	68	43.6
	No Land	22	14.1		Use of Latrine	56	35.9
	< 1 Acre	30	19.2		Use of Close Toilet	32	20.5
					<b>Total</b>	<b>156</b>	<b>100</b>
	1-5 Acre	69	44.2	K	<b>Use of Dustbin</b>		
	6-10 Acre	16	10.3		Use of Dustbin	37	23.7
	11—15 Acre	3	1.9		Indiscriminate dumping of refuse	119	76.3
					<b>Total</b>	<b>156</b>	<b>100</b>
	16-20 Acre	13	8.3				
	Above 20 Acre	3	1.9				
	<b>Total</b>	<b>156</b>	<b>100</b>				

Table 1 shows the socio-economic features of Kwalkwalawa community households in terms of occupation, farming power, fishing power, educational attainment, land ownership, housing, material possession, social participation, water sources, sanitation/hygiene and refuse disposal. The results in table 1 reveal that the majority of the household heads in Kwalkwalawa are farmers (46.8%), follow by fishermen (21.2%), traders (10.3%) independent professionals (8.3%), artisans (5.8%) and labourer (3.8%). Meanwhile only 1.9% of the household head are civil servants and 1.9% of the respondents have no occupation at all. This result clearly shows that Kwalkwalawa people are exploring the available assets (arable land for farming and river for fishing) as majority of the respondents are farmers and fishermen.

It is important to note that 78.8% of the respondents have no draught animal for farming activities which is the most common resource used for farming in the community. Only 7.7%, 5.8% and 7.7% of the respondents have 1-2 draught animals, 3-4 draught animals and 5-6 draught animals respectively for work farm. It can be deduce from the results that no draught animals for farming activities among majority of the respondents will have negative effect on their farming productivity and consequently on their socio-economic status. In the same vein, 55.1 % of the respondents have no fishing tool, 30.8% of the respondents use old fishing tools while only 14.1% of them use modern fishing tools. There is no doubt that no possession of fishing tools and use of old tools will affect the fishing productivity and economic power of fishermen in Kwalkwalawa community.

Table 1 also shows the educational attainments of the respondents. The results reveal that 23.7% of the respondents have no any form of education, 44.9% of the household heads have Quranic Education, 3.8% of them can read and write in Hausa language and 17.3% of them have completed primary education while 6.4% of the household heads have attended secondary education. Only 3.8% of the respondents have tertiary education. It can be deduced from the results that Kwalkwalawa community households lack behind in terms of modern education. Table 1 further reveals land ownership among household heads in Kwalkwalawa community. Specifically, 14.1% of the respondents have no land, 19.2% of them have less than an acre of land, 44.2% of the respondents have one to five acres of land, 10.3% of them have six to ten acres of land, 1.9% of them have eleven to fifteen acres of land, 8.3% of the respondents have sixteen to twenty acres of land and only 1.9% of them have more than twenty acres of land. The results on the household heads' land ownership portray the households as potential owners of an important factor of production (land) and its utilization for productive purpose will empower the community.

The accommodation status of people in the community shows that 11.5% of the respondents have no house of their own, 7.7% of them live in hut, 37.8% of them live in mud house and 35.3% of the respondents live in bricks house. Only 7.7% of the respondents have modern house. The results on the respondents' material possession show that 11.5% of the respondents posses water cart, 9.6% have bicycle, 42.9% have motorbike, 1.9% of them have tricycle, 62.8% have radio, 27.6% of them have television, 42.9% of them have mobile phones and 5.8% of the respondents have refrigerators. The profiles of the household heads also show that 44.2% of the respondents do not belong to any association, 28.8% of the respondents are members of one association, 19.2% of them belong to more than one association, 3.8% of them are officeholders in their association and 3.8% of the respondents are wide public leaders. These results indicate that members of Kwalkwalawa community are rarely participating in development association activities.

Table 1 also shows the different sources of household water and the assessment of the respondents to the water quality. It can be viewed from the results that majority of the respondents' water source is river (68.6%), follow by open well (18.6%), borehole (6.4%) and close well (10%) and the observation made by the researcher shows that water quality is very poor. According to the interaction the research had with the respondents indicates that, direct access to safe drinking water is one of the major problems of the community. The sanitation/hygiene status of the respondents reveals that 43.6% of the respondents defecate in open places, 35.9% of them use latrine to defecate while only 20.5% of them use close toilet to defecate. Table 1 also shows that 23.7% of the respondents use dustbin in dumping their refuse while 76.3% of them disposing refuse indiscriminately. It can be deduced from these results that the people of the community are liable to communicable diseases because of the indiscriminate disposal of waste and refuse.

## **Research Question Two**

What is the socio-economic status of Kwalkwalawa community households? This research question was answered using frequency and percentages and the results are presented below:

**Table 2: Socio-Economic Status of Kwalkwalawa Community Households**

<b>Socio-Economic Status</b>	<b>Frequency</b>	<b>Percentage</b>
Upper Class	8	5.1

Upper Middle Class	14	9.0
Middle Class	63	40.4
Lower Middle Class	71	45.5
Lower Class	0	0.0
<b>Total</b>	<b>156</b>	<b>100</b>

Table 2 shows the socio-economic status of Kwalkwalawa community household. The table reveals that majority of households (45.5%) in the Community can be classified as lower middle class as regards to socio-economic status follow by those in middle class, while 9% of them are in upper middle class status and 5.1% of them are in upper class. It is interesting to note that none of the households is in lower class which is the lowest class in the socio-economic classification of Udai Pareek and G. Trivedi (1964) Socio-Economic Status Scale for Rural Community (SSRC). One can deduce that if Kwalkwalawa community gets support to help themselves and being helped by others, life will be more comfortable for them. It is unfortunate that the members of this community do not get support from Usmanu Danfodiyo University, Sokoto despite its closeness to the University. The Mai Anguwa of Kwalkwalawa community lamented during an interactive session the researcher had with him that the only thing the Community can point at as a benefit from the University is the access road. He added that the University Primary and Secondary Schools which could have served their children's basic educational needs cannot be afforded by many in the community.

### Research Question Three

What are areas in which members of Kwalkwalawa community require Usmanu Danfodiyo University, Sokoto community services? This research question was answered using frequency and percentages and the results are presented below:

**Table 3: Areas in which members of Kwalkwalawa Community Require Usmanu Danfodiyo University, Sokoto Community Services**

S/N	Needs	Yes	%	No	%	Remark	Rank
1	Awareness raising on the value of modern education	140	89.7	16	10.3	Required	7 <sup>th</sup>
2	Public enlightenment on personal hygiene and environmental sanitation	147	94.2	9	5.8	Required	3 <sup>rd</sup>
3	Opening of Early Childhood care and Education centre	148	94.9	8	5.1	Required	2 <sup>nd</sup>
4	Provision of primary school education	152	97.4	4	2.6	Required	1 <sup>st</sup>
5	Provision of secondary school education	140	89.7	16	10.3	Required	7 <sup>th</sup>
6	Opening of Adult Literacy class	141	90.4	15	9.6	Required	5 <sup>th</sup>
7	Training on modern fishing method	144	92.3	12	7.7	Required	4 <sup>th</sup>
8	Training on modern farming method	141	90.4	15	9.6	Required	5 <sup>th</sup>
9	Training on improved livestock management	129	82.7	27	17.3	Required	9 <sup>th</sup>
10	Training on business skills	120	76.9	36	23.1	Required	12 <sup>th</sup>
11	Alternative income generating programmes	125	80.1	31	19.9	Required	10 <sup>th</sup>
12	Enlightenment on pollution control	124	79.5	32	20.5	Required	11 <sup>th</sup>
13	Training on saving technology	104	66.7	52	33.3	Required	13 <sup>h</sup>
14	Financial management	96	61.5	60	38.5	Required	14 <sup>th</sup>
15	Training on Group formation dynamics	86	55.1	70	44.9	Required	15 <sup>th</sup>

Table 3 shows areas in which members of Kwalkwalawa community require Usmanu Danfodiyo University, Sokoto community services. The results in table 3 reveal that members of Kwalkwalawa community require the community service of Usmanu Danfodiyo University, Sokoto in the following areas in these orders: provision of primary school education, opening of Early Childhood Care and Education, public enlightenment on personal hygiene and environmental sanitation, training on modern method of fishing, Adult Literacy Class, awareness raising on the value of modern education, provision of secondary school education, training on livestock management, alternative income generating programmes, enlightenment on pollution control, training on business skills, training on saving technology, financial management and training on group formation dynamics. These results pose challenges to Usmanu Danfodiyo University Sokoto as members of management, members of staff and students to wake up to their responsibilities in the

area of community services. Since the Community lamented that they hardly benefit from the University and they equally require the University to render community services in fifteen different areas as shown in table 3, it is high time the University woke up to its community services mandates.

### **Conclusion**

Form the foregoing data analyses, socio-economic status of members of Kwalkwalawa community can be improved if Usmanu Danfodiyo University, Sokoto gives the Community special attention in her community services mandate. The University can best achieve this goal by designing learning tasks that will bring students to participate in some community development projects as a partial requirement for their graduation, including in their curricula, study programmes that may promote specifically, community development agendas and that individual university staff members may initiate a community project, mobilize community interest and lead the implementation of the project.

### **Recommendations**

In order to improve the socio-economic needs of Kwalkwalawa community through Usmanu Danfodiyo University, Sokoto community services, the following are recommended:

1. Faculty of Education and Extension Services of the University must rise to the challenge of meeting the educational needs of Kwalkwalawa community. This can be done through opening of Adult Literacy Classes and Early Childhood Care and Education Centre in the Community and mobilizing the community members for participation. The Department of Adult Education and Extension Services of the University can raise a memo and send to the University management to approve citing of its proposed ECCEC in Kwalkwalawa community.
2. Faculty of Agricultural Science should develop training opportunities on modern method of farming, fishing and livestock management and use their students to implement the programmes in Kwalkwalawa community. These training programmes will go a long way to improve the socio-economic activities of the community.
3. Members of academic staff and students of Faculty of Management Science should come up with entrepreneurial and income generating programmes to boost the economic activities of Kwalkwalawa community. Community-based modality can be adopted to mount the programmes in the community where the students and staff of the Faculty will mobilize the community resources for its success.
4. Faculty of Social Science in collaboration with Department of Adult Education and Extension Services can initiate enlightenment programme on the importance of formation and participation in community development-based organizations in Kwalkwalawa community.

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