

IMPACT OF THE CONTRIBUTIONS OF NIGER DELTA DEVELOPMENT COMMISSION (NDDC) TO EDUCATIONAL DEVELOPMENT IN SOUTH-SOUTH, NIGERIA

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Abstract

The study investigated the impact of the contributions of Niger Delta Development Commission (NDDC) to educational development in South-South, Nigeria. One research question and one hypothesis were formulated for the study. The sequential explanatory mixed method (Quantitative and Qualitative) design was adopted for this study. The population of this study comprised 10,123 respondents (3,356 youth associations executives; 6,310 registered Community Development (CD) associations/committee executives; and 457 NDDC staff) in South-South, Nigeria. The sample for this study was 478 respondents which comprised 129 Youth Associations' Executives; 133 Registered CD Associations/Committee Executives; and 222 NDDC staff across the four selected States in South-South Nigeria (Akwa Ibom, Cross River, Delta and Rivers). The instrument for data collection was self-questionnaire titled; "Impact of Educational Development Questionnaire (IEDQ). Three experts validated the instruments, two from the Department of Adult Education and Extra-Mural Studies and one from the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. A reliability coefficient of 0.87 was established as a measure of internal consistency using Cronbach Alpha statistic. Data collected were analyzed using mean and standard deviation in testing research question while ANOVA was used in testing hypothesis at 0.05 level of significance. The findings from the study revealed among others that Niger Delta Development Commission (NDDC) has contributed to educational development to a low extent in South-South, Nigeria. Following the findings of this study, it was recommended among others that NDDC should give maximum support in terms of free education at primary and secondary school levels as well as scholarships for undergraduates and postgraduates studies for the people of South-South, Nigeria in order to ensure educational development in the area.

Keywords: NDDC, Infrastructural Development



Introduction

People of the Niger Delta region always expect certain community development programmes or projects in the region. Agbiboa (2013) asserted that the destruction of farmlands and water bodies such as streams and rivers due to oil exploration has adversely affected the economic life of the people who depend on these resources for livelihood. Kaur (2013 and Bessong, etal 2025), argued that with the attendant problems of desertification, oil spillages, environmental

degradation and water pollution due to oil exploration, life has become precarious for the people of Niger Delta. This is because before the era of oil exploration, the major sources of livelihood or economic activities of the people were fishing and farming. These are not possible in many parts of the region anymore. The Niger Delta Region according to Sir Henry Willink's Commission (1958) recommendation deserve special developmental attention by the Federal Government of Nigeria. In recognition of the plight of the people of Niger Delta region, various governments in Nigeria have initiated programmes aimed at improving the living conditions of the people (Oboqua, etal 2017 & Ibok etal 2025). The programmes include the Niger Delta Development Board (NDDDB), River Basin Development Authorities (RBDAs), Presidential Task Force (PTF-1.5% Committee), the Oil Mineral Producing Areas Development Commission (OMPADEC) and the Niger Delta Development Commission (NDDC) to replace OMPADEC (Akam, etal 2013 and Oboqua, 2017).

The NDDC inaugurated by the Federal Republic of Nigeria (FRN) on December 21, 2000 was mandated to bring about a lasting solution to the socio-economic difficulties of the Niger Delta Region and facilitate rapid, even and sustainable development of the region. This is thought to make the region economically prosperous, socially stable, ecologically regenerative and politically peaceful (Agba, Ikoh & Ushie, 2013). The NDDC establishment Act No.6, (2000), stipulated that the commission is to: formulate policies and guidelines for the development of the Niger Delta area; conceive, plan and implement in accordance with set rules and regulations, projects and programmes for the sustainable development of the Niger-Delta area in the field of transportation including roads, jetties and waterways, health, education, employment, industrialization, agriculture and fisheries, housing and urban development, water supply, electricity and telecommunications, prepare master plans and schemes designed to promote the physical development of the Niger-Delta area and the estimates of the costs of implementing such master plans and schemes among others in Niger-Delta area (Oboqua, etal 2018 and Akin-Fakorede etal 2025).

For successful implementation of this initiative, the NDDC Act provided for generous funding sources, including: 15% of allocations due to member states from the federation account as contribution of Federal Government; 3% of total annual budget of any oil producing company operating on shore and off shore in the Niger Delta area; 50% of monies due to member states from the Ecological Fund Allocations due to the member States and Proceeds from NDDC Assets and miscellaneous sources, including grants-in-aid, gifts, loans and donations (NDDC Act, 2000, No.6).

The process of implementation of the NDDC master plan is in three different phases, each lasting for five years, namely: the foundation phase (2006 – 2010); the expansion phase (2011 – 2015); and the consolidation phase (2016 – 2020) (African Research Bulletin, 2007; Barrett, 2008 & Anyadike etal 2024). Considering this commendable plan and the huge financial resources apportioned to NDDC, and the fact that the consolidation phase (2016 – 2020) has exhausted, there is need to make known the state of affairs in terms of the contributions of NDDC to community development in the region, particularly in Akwa-Ibom, Cross River, Delta, Edo, Bayelsa and Rivers States (South-South, Nigeria). Especially, extent NDDC has contributed to educational developments.

Educational development has been defined by some authors. Educational development is defined as a means for ensuring educational quality and overall improvement of the educational sector of a Nation (Sorcinelli, Austin, Eddy & Beach, 2015; Akeh et. al 2026; Inyang et. al 2022; Igyu et. al, Obi et. al 2020; Adie et. al, 2026). Educational development can be perceived as a process of advancing the educational sector. Educational development is a means of ensuring quality education system that is in line with students' aspiration, and what is required to promote economic and social emancipation (Agbor et. al 2026; Bessong, etal 2023). Educational development is therefore, defined in this study as a process for improving the

quality of teaching and learning and the improvement of the quality of education. Educational development is the act of promoting effective teaching and learning as well as the functioning of schools, colleges and Universities (Felten, Kalish, Pingree & Plank, 2007). Njoku (2011 and Ibok, etal 2025) also perceived educational development as a means of ensuring quality education system that is in line with students' aspiration, and what is required to promote economic and social emancipation. It is also referred to all the actions aimed at enhancing teaching and learning (Amundsen & Wilson, 2012 & Bessong, etal. 2018). One thing that is in common with all these definitions is the overall enhancement of teaching and learning and the improvement of the quality of education in general.

The Commission initiated and or executed programmes geared toward educational development in its mandate in the region for capacity building. It executed a programme to Educate-the-Educators on ICT, Edo Zone (Edo, Delta & Ondo) where 450 teachers benefitted and a capacity building workshop for secondary school teachers in Mathematics where 450 teachers also benefitted. The NDDC also gave approval for the payment of the outstanding foreign postgraduate scholarship school fees and upkeep allowances as part of human capital development Oroka, etal 2024 Meremikwu et. al 2022). In a bit to promote education, the commission also organized a competition for girls in senior secondary schools 1 & 2 in the Niger Delta region in the areas of engineering, mathematics and science. The competition was aimed at bringing out the best brains amongst talented young female students in secondary schools in the region so that others may draw inspiration from their accomplishments (Erim, etal 2014 and Bessong, etal 2025). Regional finals were held in Benin City (for Delta, Edo and Ondo States); Port Harcourt (for Bayelsa, Imo and Rivers States); and Uyo (for Abia, Akwa Ibom and Cross River States) simultaneously on the 23rd of March 2016. Thirty-three (33) participants were selected for the grand finale and a 13-year-old student, Ayomide Adeyeye, from Ondo state won the finals. The top five winners each received N5million prize. Educational development is a process for improving the quality of teaching and learning and the improvement of the quality of education as a whole (Bessong, etal 2024).

More so, to promote educational development, the NDDC has provided school desks and chairs to many primary and secondary schools in all NDDC States. Likewise, NDDC has completed the construction of a 500-room hostel in all the State Universities in NDDC States. The NDDC has also awarded scholarship for outstanding foreign postgraduate students. In addition, NDDC is sponsoring 16 indigent students from Edo state undergoing postgraduate studies in overseas. The NDDC has also donated 202 laptops to Niger Delta Science School (NDSS) Port Harcourt, Rivers State. About 900 secondary school Mathematics teachers have also benefitted from the capacity building workshop organized by NDDC (NDDC, 2016). Apart from this, NDDC has also sponsored and supported competitions aimed at bringing out the best brains amongst talented young female students in secondary schools in the region so that others may draw inspiration from their accomplishments.

However, despite this effort, the Niger Delta region with its high economic value still lacks basic school infrastructural facilities at various levels of education, lack qualified teachers in basic subjects like English language, Mathematics, Computer Education, and other Sciences at the primary and secondary school levels (Ikurekong and Jacobs 2013; and Bessong, 2023). It is against this backdrop that the study sought to examine the extent Niger Delta Development Commission (NDDC) has contributed to community development in South-South, Nigeria.

Purpose of the Study

The main purpose of this study was to seek the extent Niger Delta Development Commission (NDDC) has contributed to community development in South-South, Nigeria.

NDDC has contributed to educational development in South-South, Nigeria;

Research Question

One research question guided the study.

To what extent has NDDC contributed to educational development in South-South, Nigeria?

Hypothesis

The null hypothesis was formulated to guide the study and was tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean ratings of registered youth associations' executives, CD associations/committee executives and NDDC staff on extent NDDC has contributed to educational development in South-South, Nigeria.

Methodology

The sequential explanatory mixed method (Quantitative and Qualitative) design was adopted for this study. The population of this study comprised 10,123 respondents (3,356 youth associations executives; 6,310 registered Community Development (CD) associations/committee executives; and 457 NDDC staff) in South-South, Nigeria. The sample for this study was 478 respondents which comprised 129 Youth Associations' Executives; 133 Registered CD Associations/Committee Executives; and 222 NDDC staff across the four selected States in South-South Nigeria (Akwa Ibom, Cross River, Delta and Rivers). The multi-stage sampling procedure was used for this study. Simple random sampling technique was used to draw four states from the study area. Proportionate stratified random sampling technique was used to draw 3 Local Government Areas (LGAs) from each of the four selected sampled States. Cluster sampling technique was used to draw from each LGA, making a total of six associations/committee (3 youth associations and 3 community development associations/committees) from each State and overall total of 24 associations/committees from the four states sampled. Consequently, all the executives of the 24 youth and community development associations/committee were sampled (129 youth associations' executives and 133 CD associations/committee executives) formed part of the sample for the study. Proportionate sampling was used to draw 72% of the population of NDDC staff in each of the four States sampled thereby giving a sample size of 484 respondents. For the Focus Group Discussion Schedule (FGDS), six respondents in each state (3 Youth Associations' executives and 3 Community Development Associations/Committee executives) giving a total of 24 respondents in the 4 selected states were purposively sampled; (Akwa Ibom, Cross River, Delta and River State). A self-developed questionnaire was as an instrument for data collection titled; "Impact of Agricultural Development Questionnaire (IEDQ). The IEDQ consisted of two sections, A and B. Section A elicited responses on the demographic data of the respondents while B consisted of ten (10) items on research questions. The instruments were validated by three experts, two from the Department of Adult Education and Extra-mural Studies and one from the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. A reliability coefficient of 0.87 was established as measure of internal consistency using Crombach Alpha procedure. The instruments were personally administered by the researchers with three research assistants trained for the purpose. The

data collected were analyzed using mean, standard deviation and descriptive statistics to test the null hypotheses at 0.05 level of significance.

Research Question One: To what extent has NDDC contributed to educational development in South-South, Nigeria?

Data in table 1, presents data on the mean and standard deviation of the extent NDDC has contributed to educational development in South-South, Nigeria (N=478)

S/N	Item Statements	Youth Association Executives (n=129)		Community Development Association/Committee Executives (n=133)		NDDC Staff (n=216)		Overall (N=478)		D
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1	Construction of classroom blocks in schools	2.28	0.81	2.40	0.90	2.84	0.86	2.57	0.89	HE
2	Construction of school laboratories with relevant equipment	2.36	0.84	2.36	0.89	2.80	0.82	2.56	0.87	HE
3	Construction of well-equipped libraries in schools	2.02	0.67	2.37	0.94	2.68	0.87	2.41	0.88	LE
4	Provision of books/writing materials to pupils at primary school	2.08	0.88	1.80	0.77	2.44	0.91	2.17	0.91	LE
5	Provision of books/writing materials to students at secondary schools	2.02	0.88	1.76	0.79	2.45	0.72	2.14	0.93	LE
6	Provision of school furniture	1.94	0.98	1.63	0.76	2.44	0.94	2.08	0.97	LE
7	Awarding scholarships to indigenes in the community	1.93	0.82	1.67	0.67	2.53	0.87	2.13	0.89	LE
8	Reduction in the cost of schooling or education	1.88	0.81	1.65	0.61	2.54	0.89	2.11	0.89	LE
9	Provision of computers/ICT facilities in schools	1.82	0.80	1.57	0.58	2.60	0.87	2.10	0.90	LE
10	Provision of alternative sources of power in schools to facilitate ICT activities	1.82	0.89	1.59	0.67	2.50	0.97	2.06	0.96	LE
Grand Mean		2.02	0.16	1.98	0.18	2.59	0.34	2.27	0.39	LE

Key: \bar{X} = Mean, SD = Standard Deviation, Dec.=Decision, Very High Extent (VHE) equals 3.50 - 4.00, High Extent (HE) equals 2.50 - 3.49, Low Extent (LE) equals 1.50 - 2.49 while Very Low Extent (VLE) equals 1.00 - 1.49

Results in Table 1 showed the mean ratings and standard deviation of respondents on the extent NDDC has contributed to educational development in South-South, Nigeria. From the overall mean, the result shows that NDDC has engaged in construction of classroom blocks in schools ($\bar{x} = 2.57$, $SD = 0.89$) and construction of school laboratories with relevant equipment ($\bar{x} = 2.56$, $SD = 0.87$) to a high extent. This is because the mean ratings for the items are within the range of 2.50-3.49 set as criterion for high extent. Nonetheless, the result shows that NDDC has engaged in construction of well-equipped libraries in schools ($\bar{x} = 2.41$, $SD = 0.88$) and provision of books/writing materials to pupils at primary school ($\bar{x} = 2.17$, $SD = 0.91$) among others (items 30-35) to a low extent. This is because the mean ratings for the items are within the range of 1.50-2.49 set as criterion for low extent. Furthermore, the overall grand mean of 2.27 with a standard deviation of 0.39 is also within the range of 1.50-2.49 which implies that NDDC has contributed to educational development in South-South, Nigeria to a low extent.

This result is buttressed by the findings from the Focused Group Discussion held in Cross River State on the 24th, of January, Akwa Ibom on the 31st of January, River State on the 6th of February and Delta State on the 13th of February 2020 with 24 discussants (12

members from youth association executives and 12 executive members from community development associations/committee) across the States sampled for the study. On “the extent they think NDDC has contributed to educational development in South-South, Nigeria”, discussants from the four States (Cross River, Akwa Ibom, Delta and River State) asserted that: “NDDC has constructed classroom blocks in many primary and secondary schools as well as tertiary institutions across the States in the region” and that “the commission has constructed hostel blocks in almost all State Universities in the South-South region of Nigeria”. In addition, majority of the discussants “observed that NDDC has granted many local and abroad scholarships to youths of the region” “supplied textbooks and notebooks to pupils and students in primary and secondary school” across the States in the region”. The discussants also mentioned that “many primary and secondary schools in the region now have computers and solar energy courtesy of NDDC”. However, on a general note, the discussants were of the view that “NDDC is yet to make any meaningful contribution to educational development in the region as much is still expected from the commission by the people of the region in that respect”. Thus, the discussants concluded that desirable educational development impact have not been made in the region by the commission. The overall finding therefore shows that NDDC contributed to educational development to a low extent in South-South, Nigeria.

Hypothesis One

H0₁: There is no significant difference in the mean ratings of registered youth associations’ executives, CD associations/committee executives and NDDC staff on the extent NDDC has contributed to educational development in South-South, Nigeria.

Data in table 2, presents data on the ANOVA analysis of the significant difference in the mean ratings of registered youth associations’ executives, CD associations/committee executives and NDDC staff on the extent NDDC has contributed to educational development in South-South, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Dec.
Between Groups	41.195	2	20.598	287.834	.000	S
Within Groups	33.991	475	.072			
Total	75.187	477				

Key: df = degree of freedom, F = ANOVA test statistic, Sig. = Significant level/Exact probability value, Dec. = Decision, S = Significant

Results in Table 2 showed that an F-ratio of 287.834 with associated or exact probability value of 0.000 was obtained with respect to the difference in the mean ratings of registered youth associations’ executives, CD associations/committee executives and NDDC staff on the extent NDDC has contributed to educational development in South-South, Nigeria. For the fact that the associated or exact probability value of 0.000 when compared with 0.05 (a priori value), was found significant because it is less, thus the null hypothesis three (H₀₃) was rejected. Consequently, inference drawn was that there was a significant difference in the mean ratings of registered youth associations’ executives, CD associations/committee executives and NDDC staff on the extent NDDC has contributed to educational development in South-South, Nigeria. This was further buttressed by the result from a post-Hoc test presented in table 3.

Data in table 3, presents data on the Scheffe Post-Hoc test for the significant difference in the mean ratings of registered youth associations' executives, CD associations/committee executives and NDDC staff on extent NDDC has contributed to educational development in South-South, Nigeria

(I) Designation	(J) Designation	Mean Difference (I-J)	Std. Error	Sig.	Dec.
Youth Association Excocos	Community Dev. Ass/Com. Exco	.040	.033	.474	NS
	NDDC Staff	-.569*	.030	.000	S
Community Dev. Ass/Com. Exco	Youth Association Excocos	-.040	.033	.474	NS
	NDDC Staff	-.609*	.029	.000	S
NDDC Staff	Youth Association Excocos	.569*	.030	.000	S
	Community Dev. Ass/Com. Exco	.609*	.029	.000	S

*. The mean difference is significant at the 0.05 level, Dec.= Decision, S=Significant, NS=Not significant

Table 3 shows a post-Hoc test results for the significant difference ($p < .05$) in the mean ratings of registered youth associations' executives, CD associations/committee executives and NDDC staff on extent NDDC has contributed to educational development in South-South, Nigeria. The result showed that there was a significant mean difference between the youth association executives and NDDC staff. Likewise, there was a significant mean difference between community development associations/committee executives and NDDC staff. Hence, inference drawn was that youth associations' executives and community development associations/committee executives differed significantly from NDDC staff in their opinions on extent NDDC has contributed to educational development in South-South, Nigeria.

Discussion of the Findings

Finding of the study also showed that NDDC has contributed to educational development in South-South, Nigeria to a low extent. This finding agrees with the findings of previous researchers. For example, the finding lends support to the finding of the study by Bessong, etal 2025) whose study reported that the Niger Delta Development Commission (NDDC) is yet to make reasonable impact on oil producing communities in the State with respect to building well-equipped schools, as part of educational development. The finding is also in line with that of Akintonde (2012) whose appraisal revealed that the projects implemented by the Niger Delta development commission were not strongly felt by the inhabitants of Rivers State especially in the areas of education. This implies that majority of the communities in the State were yet to benefit maximally from NDDC projects.

Further findings showed that youth associations' executives and community development associations/committee executives differed significantly from NDDC staff in their opinions on the extent to which NDDC has contributed to educational development in South-South, Nigeria. In other words, youth associations' executives and community development associations/committee executives are of the view that NDDC has contributed to educational development in terms of construction of some classroom blocks in schools, provision of books/writing materials to pupils and students at both primary and secondary school levels, award of scholarships to some few indigenes in the community and reduction in the cost of schooling in South-South, Nigeria to a low extent. Since youth associations' executives and community development associations/committee executives are among the direct beneficiaries of NDDC projects, their view on low contributions by NDDC to educational development in the region could be considered as being factual.

Conclusion

Based on the discussion of the findings, it was concluded that Niger Delta Development Commission (NDDC) has contributed to educational development to a low extent in South-South, Nigeria. However, these contributions made so far in the above area by NDDC were insignificant. It was also concluded that youth associations' executives and community development associations/committee executives differed significantly from NDDC staff in their views on extent NDDC has contributed to educational development in South-South, Nigeria. The divergencies in opinion are believed to stem from different reasons given by these categories of people. The youth association's executive and community development associations/executives believe that significant things have not been done with regards to enhancement of educational development in South-South by the NDDC. This view does not correspond with that of the NDDC staff who hold contrary view. From the researcher's opinion NDDC needs to do more so as to meet the yearning and expectation of the people of the region in order to bring about sustainable community development.

Recommendation

Following the findings of this study, it was recommended among others that NDDC should give maximum support in terms of free education at primary and secondary school levels as well as scholarships for undergraduates and postgraduates studies for the people of South-South, Nigeria in order to ensure educational development in the area.

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