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## IMPACT OF FOREIGN AID ON EDUCATIONAL INFRASTRUCTURE DEVELOPMENT AND MAINTENANCE IN KOGI STATE, NIGERIA

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### Abstract

*This study investigates the impact of foreign aid on the development and maintenance of educational infrastructure in Kogi State, Nigeria. The problem of inadequate educational facilities has hindered the quality of education in the region, prompting an examination of how foreign aid has contributed to addressing these deficiencies. The major objective of this research is to assess the relationship between foreign aid and the overall improvement of educational infrastructure and to examine its influence on the development and maintenance of these facilities. A survey research design was employed, using a structured questionnaire to collect data from a population of 1,800 stakeholders, including educators, school administrators, and community leaders in Kogi State. From this population, a sample size of 345 respondents was determined using simple random sampling technique to ensure representation across various demographics. The Dependency Theory served as the theoretical framework. The findings reveal that foreign aid has significantly contributed to the improvement of educational infrastructure in Kogi State. Many schools have benefited from the construction of new buildings, renovation of existing structures, and provision of essential educational materials. However, the study also identified challenges, including the dependency on foreign aid for maintenance and the need for more sustainable, locally-driven initiatives. Based on these findings, it is recommended that the government and local stakeholders increase their efforts to develop indigenous solutions for educational infrastructure maintenance. Additionally, foreign aid should be strategically integrated with local resources to build capacity and ensure the sustainability of educational improvements.*

**Keywords:** Foreign Aid, Educational Infrastructure Development, Educational Facilities Maintenance

### Introduction

Foreign aid has long been a crucial instrument in the development agendas of many countries, particularly in Sub-Saharan Africa. Nigeria, being one of the largest and most populous nations in Africa, has historically benefited from various forms of foreign assistance. Kogi State, situated in the central region of Nigeria, has been a significant recipient of such aid, particularly in the education sector.

Foreign aid, also known as international aid, refers to the voluntary transfer of resources from one country to another, often aimed at promoting development and welfare in the recipient country. In Nigeria, foreign aid has played a pivotal role in various sectors, including healthcare, agriculture, and education. The flow of aid into Nigeria is often driven by bilateral and multilateral agreements, with major donors including the United States, the United Kingdom, the European Union, and

international organizations like the World Bank and UNICEF.

Kogi State, created in 1991, is endowed with abundant natural resources and a diverse population. Despite these advantages, the state faces significant challenges in its educational sector. The infrastructural deficit in schools, ranging from inadequate classrooms and dilapidated buildings to insufficient teaching aids and learning materials, has been a major impediment to providing quality education. The state government, with support from foreign donors, has embarked on various initiatives to address these issues and improve the educational infrastructure.

Foreign aid has been instrumental in the development of educational infrastructure in Kogi State. Various international donors have contributed to building new schools, renovating existing structures, and providing essential educational materials. For instance, the United States Agency for International Development (USAID) has implemented several projects aimed at improving literacy and learning outcomes in the state. According to USAID reports, these projects have led to the construction of new classrooms, provision of textbooks, and training of teachers (USAID, 2020).

The World Bank has also played a significant role in enhancing educational infrastructure in Kogi State through its various educational development programs. The World Bank's State Education Program Investment Project (SEPIP) is one such initiative that has focused on improving the quality of education by enhancing school infrastructure, providing grants for school improvements, and supporting community involvement in school management (World Bank, 2018).

The infusion of foreign aid into Kogi State's educational sector has significantly improved access to education. With the construction of new schools and rehabilitation of existing ones, more children, especially in rural areas, now have access to educational facilities. UNICEF's education program in Kogi State, for example, has focused on ensuring that vulnerable

children, including girls and children with disabilities, receive quality education. This program has led to an increase in school enrollment rates and a reduction in the number of out-of-school children (UNICEF, 2021).

Kogi State's educational sector faces critical challenges due to poor infrastructure, with many schools lacking basic facilities like classrooms, libraries, and laboratories. This deficiency leads to overcrowded classrooms, deteriorating buildings, and declining education quality. According to the Universal Basic Education Commission (UBEC, 2020), the physical state of many schools is alarming, with significant shortages in classrooms resulting in severe overcrowding. The poor condition of school buildings, with issues like leaking roofs and crumbling walls, creates unsafe and demotivating learning environments. The study examines the impact of foreign aid on the development and maintenance of educational infrastructure in Kogi State, highlighting the urgent need for intervention.

The main objective of the study is to examine the Impact of Foreign Aid on Educational Infrastructure Development and Maintenance in Kogi State, Nigeria. In specific, this study aims to:

- i. Assess the relationship between foreign aid and the overall improvement of educational infrastructure in Kogi State.
- ii. Examine the influence of foreign aid on the development and maintenance of educational facilities in Kogi State.

## **Literature Review**

### **Concept of infrastructure**

The definition of the concept of infrastructure has been a subject of debate among scholars and practitioners. Despite the controversies that trail the meaning of infrastructure, there is an agreement that infrastructure constitutes amenities such as good road and rail networks, health care facilities, and rural or urban electrification among others which enhance the

wellbeing of the people and as well lead to national development.

The term 'infrastructure' according to Michael and Chatham (2022) was first used in the late 1880s. The term is a combination of Latin prefix 'infra'— meaning below, and the French word 'structure'— meaning building. This connotes the foundation upon which a building is laid. This implies that infrastructure is the foundation upon which the structure of every economy is laid. Thus, the survival and development of the economy of any nation are predicated on the availability of infrastructure.

The meaning of infrastructure can be understood from the perspectives of the two forms of infrastructure which are soft and hard infrastructure. The hard infrastructure is tangible and physical with great bearing on economic activities and human wellbeing. Some hard infrastructures include roads, bridges, rail, etc. Soft infrastructures are institutions that provide essential services that are beneficial to the wellbeing of the people, and as well enhance national development. Some examples of these infrastructures include schools, health centres, markets, recreation centres and town halls among others.

### **Infrastructural Development**

Infrastructure development in this study refers to the availability of those physical facilities that facilitate and enhance the provision of essential services required for the viability and sustainability of the economy and for improving the general wellbeing of the people.

Nigeria, a country rich in natural resources and potential, has faced persistent challenges in achieving robust economic growth due to inadequate infrastructural development. Despite successive governments proposing ambitious infrastructure projects, tangible progress has often been limited, hindering the nation's economic advancement. This article explores the regulatory framework governing private sector involvement in infrastructural

development in Nigeria, emphasizing the crucial role of such development in fostering economic growth.

Infrastructure development has long been recognized as a key driver of economic growth (Aschauer, 1989; Munnell, 1990; World Bank, 1994; Estache, 2006). Sectors such as telecommunications, transport, energy, water, health, housing, and education collectively contribute to elevating the quality of growth, reducing economic disparities, and alleviating poverty. Direct investments in infrastructure yield positive externalities by providing production facilities, reducing trade transaction costs, and generating employment opportunities (Fidelis et al., 2014). Studies have consistently affirmed a positive correlation between economic growth and infrastructure development (Sahoo et al., 2010; Srinivasu & Rao, 2013), highlighting the crucial role of infrastructural investments in fostering economic development.

### **Concept of Foreign Aid**

Foreign aid refers to the voluntary transfer of capital, goods, or services from one country to another for the benefit of the recipient country or its population. It can take various forms, including economic support, military assistance, or emergency humanitarian relief in response to natural disasters. Foreign aid involves the exchange of financial resources, commodities, and technical guidance. Foreign aid, a critical component of international relations and development assistance, involves the voluntary transfer of resources, including capital, goods, and services, from one country to another for the benefit of the recipient nation or its population (Smith, 2021). Official Development Assistance (ODA) is a prevalent form of foreign aid, focusing on development and poverty alleviation, comprising financial aid, technical expertise, and training initiatives. Additionally, countries use foreign aid strategically to pursue diplomatic objectives, enhance security, stimulate exports, and propagate language, culture, or religion.

This concept has undergone substantial evolution since its modern inception in the early 1940s, with historical

milestones such as the Marshall Plan shaping its early trajectory (Jones, 2010). The United States, a major contributor to global foreign aid efforts, provides support in the form of monetary contributions, technical assistance, and commodity provision. Aligned with common interests, U.S. foreign aid spans humanitarian assistance, health programs, and education initiatives.

### **Educational Aid**

Kofi Annan argued that education is a vital tool which a country can utilize to promote democracy, freedom and sustainable development. It is therefore a prerequisite for economic development thus it is a strong tool for poverty alleviation by applying effective and quality educational programs. UNESCO (2015) argues that education and poverty are inseparable because better educated citizens earn good salary, with better education, the local economies can be improved and lastly with quality education, citizens enjoy better social benefits such as decreased fertility and infant maternity, improved children care and women emancipation which all work towards poverty reduction (UNESCO, 2015). Therefore, easily accessible quality education should be available in every country as a way of alleviating poverty, control diseases and stimulate a country's economic development. In addition, Deininger (2003) emphasizes that uneducated society can easily be manipulated into corruption and bad governance. Although this is the case, many researchers do not agree on prioritizing foreign aid to education due to its complex relationship with poverty alleviation. Improvement in educational development of developing countries has always been backed by the international community through foreign assistance.

### **Empirical Review**

#### **Foreign Aid and Educational Infrastructure**

Hamidu *et al.* (2020) examined the impact of foreign aid and infrastructural development on poverty reduction. The study used annual dataset to examine the impact of foreign aid and infrastructural development on poverty reduction in Nigeria over the period of 1981 to 2016. Data on foreign aid measured by Total Official

Development Assistance received (constant 2010 US\$), infrastructural development (proxy by total electricity net generation). The study found that foreign aid exerts a positive impact on poverty reduction in Nigeria in both short and long terms, the infrastructural development also impacts positively on poverty reduction in Nigeria both in the short and long run; and the interaction of foreign aid inflows with infrastructural development yields a negative impact on poverty reduction in Nigeria. The study, therefore, recommended that foreign aid donors should give high priority to sectors that benefit the poor such as agriculture and infrastructure development to facilitate poverty reduction. The study used appropriate statistical tools of analysis to examine the data. However, the study was carried out in 2020 which is considered belated and required to be updated to reflect the current economic trends in Nigeria.

#### **The influenced of foreign aid on the development and maintenance of educational facilities**

Ita (2022) ascertained whether foreign aid has contributed to development or is a means of perpetuating economic dependency in a developing country like Nigeria. Secondary data were utilized and analysed within the ambit of the dependency theory which revealed that the advanced industrialized nations and organizations do give aid to developing countries in the belief that such aid would help promote economic development of the recipient countries. The paper argued on the contrary that foreign aid has become a channel for perpetuating and aggravating economic dependency of developing countries on the donor countries, and more so, precipitate political instability, induce economic crisis, stimulate debt-stock, as well as foist the status of consumer-countries on them. Hence, foreign aid has failed as a means of development in Nigeria and other developing countries. The study recommended, among others, that developing countries, Nigeria inclusive, should obtain foreign aid/loans only when seriously and genuinely needed to fund projects and programmes that will facilitate economic growth and development as well as engender national prosperity.

## Theoretical Framework

This study is anchored in the Dependency Theory, which posits that developing countries often depend on developed nations for economic support and development aid, leading to a perpetual state of dependency (Dos Santos, 1970). According to this theory, while foreign aid can offer immediate relief and support for infrastructural projects, it can also create a dependency syndrome where local capacities are undermined, and sustainable development is compromised.

In the context of Kogi State's educational sector, Dependency Theory provides a framework for understanding how foreign aid influences educational infrastructure development and maintenance. On one hand, foreign aid plays a crucial role in addressing the immediate infrastructural deficiencies in schools, such as the construction of new classrooms, provision of learning materials, and renovation of dilapidated buildings. This support is essential for improving the quality of education and increasing access for students in underserved areas.

On the other hand, the theory highlights potential drawbacks of this aid-dependent approach. There is a risk that continuous reliance on foreign assistance might inhibit the development of local capacity and institutional resilience. If not carefully managed, foreign aid could lead to a situation where local authorities and communities become reliant on external resources, rather than developing their own sustainable solutions and management practices. This dynamic can perpetuate a cycle of dependency, where the gains from aid are not fully sustained once the aid is withdrawn or reduced.

By examining the impact of foreign aid through the lens of Dependency Theory, this study aims to explore not only the immediate benefits of aid in improving

educational infrastructure but also the long-term implications for local capacity and sustainability. Understanding these dynamics is crucial for designing aid programs that effectively balance short-term relief with the promotion of local self-sufficiency and sustainable development in Kogi State's educational sector.

## Methodology

A survey research design was employed for this study to systematically gather and analyze data on the impact of foreign aid on educational infrastructure in Kogi State. A structured questionnaire was utilized as the primary data collection instrument, designed to capture comprehensive insights from a broad range of stakeholders involved in the educational sector. The target population for this study comprised 1,800 individuals, including educators, school administrators, and community leaders who are directly or indirectly affected by or involved in the educational infrastructure in the state.

To ensure a representative sample, a sample size of 345 respondents was selected using a simple random sampling technique. This approach was chosen to guarantee that every individual in the target population had an equal chance of being included in the study, thereby enhancing the reliability and validity of the findings. The sampling process aimed to capture a diverse range of perspectives across different demographics, ensuring that the data collected accurately reflects the views and experiences of various stakeholders involved in the educational sector.

## Results and Discussion

**Assess the relationship between foreign aid and overall improvement of educational infrastructure in Kogi State, Nigeria**



**Table 1: Impact of foreign aid on educational infrastructure in Kogi State**

Variables	Frequency	Percentage (%)
Very significant	29	10
Significant	35	12
Somewhat significant	65	22
Not significant at all	165	56
Total	294	100

Source: field survey, 2024

Table 1 presents an analysis of the perceived impact of foreign aid on educational infrastructure in Kogi State. The survey reveals that only 10% of respondents view the impact as "very significant," while 12% consider it "significant." A larger portion, 22%, finds the impact to be "somewhat significant." Notably, the majority of respondents, 56%, rate the impact as "not significant at

all." These results indicate a prevalent skepticism regarding the effectiveness of foreign aid in substantially improving educational infrastructure in the region. Despite the presence of foreign aid, it appears that many residents do not perceive significant positive changes in educational infrastructure.

**Table 2: Extent has foreign aid improved school facilities in Kogi State.**

Variables	Frequency	Percentage (%)
Drastically improved	27	9
Improved	42	14
Slightly improved	175	60
No improvement noticed	50	17
Total	294	100

Source: field survey, 2024

Table 2 reflects opinions on the extent to which foreign aid has improved school facilities in Kogi State. According to the field survey conducted in 2024, a total of 294 respondents provided their views. Among them, only 9% (27 respondents) believe that foreign aid has drastically improved school facilities, while 14% (42 respondents) think it has improved them to some extent.

A significant majority, 60% (175 respondents), feel that the improvement has been slight. Additionally, 17% (50 respondents) see no improvement at all. This distribution suggests that although there is some recognition of positive impact, the predominant perception is that foreign aid has had only a marginal effect on the enhancement of school facilities.

**Table 3: Direct investment from foreign aid in educational infrastructure projects in Kogi State**

Variables	Frequency	Percentage (%)
Yes, extensively	18	6
Yes, to some extent	23	8
No, very little	149	51
No, none at all	104	35
Total	294	100

Source: field survey, 2024

Table 3 shows the perception of direct investment from foreign aid in educational infrastructure projects in

Kogi State. The data reveals that the majority of respondents, 149 individuals (51%), observed very little

investment from foreign aid. This is followed by 104 respondents (35%) who reported no direct investment at all. A smaller fraction, 23 respondents (8%), acknowledged some extent of investment, while only 18 respondents (6%) observed extensive investment. The total number of respondents surveyed was 294. The data suggests a significant perception gap regarding

foreign aid's impact on educational infrastructure in Kogi State, with more than half perceiving minimal or no investment.

### **Influence of foreign aid on the development and maintenance of educational facilities in Kogi State, Nigeria**

**Table 4: How effective is foreign aid in the development of new educational facilities in Kogi State**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very effective	20	7
Effective	27	9
Somewhat effective	101	34
Not effective	146	50
<b>Total</b>	<b>294</b>	<b>100</b>

Source: field survey, 2024

The data from Table 4 indicates the perceived effectiveness of foreign aid in developing new educational facilities in Kogi State, Nigeria. Out of 294 respondents, a majority, 50% (146), consider foreign aid to be "Not effective." This is followed by 34% (101) who rate it as "Somewhat effective." Only 9% (27) and 7% (20) of respondents believe that foreign aid is "Effective" or "Very effective," respectively. The

results suggest a general dissatisfaction with the role of foreign aid in developing educational facilities, as more than half of the respondents (50%) express a negative view, and an additional 34% see only limited effectiveness. The relatively low percentages of those who view foreign aid as effective highlight a significant gap between expectations and perceived outcomes.

**Table 5: Influence of foreign aid on the maintenance of educational facilities in Kogi State**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very High	16	5
High	33	12
Moderate	53	18
Low	192	65
<b>Total</b>	<b>294</b>	<b>100</b>

Source: field survey, 2024

Table 5 shows the influence of foreign aid on the maintenance of educational facilities in Kogi State, as rated by respondents. The survey data indicates that the majority of respondents perceive the influence of foreign aid as low, with 192 out of 294 respondents (65%) selecting this option. A smaller proportion, 53

respondents (18%), rated the influence as moderate. High influence was reported by 33 respondents (12%), while a very high influence was noted by the least number of respondents, at just 16 (5%). This distribution suggests that foreign aid is not widely viewed as a significant factor in the maintenance of educational facilities in Kogi State.

**Table 6: Dependency on foreign aid for the maintenance of educational infrastructure in Kogi State**

Variables	Frequency	Percentage (%)
Very High	19	6
High	24	8
Moderate	98	34
Low	153	52
<b>Total</b>	<b>294</b>	<b>100</b>

Source: field survey, 2024

Table 6 illustrates the level of dependency on foreign aid for the maintenance of educational infrastructure in Kogi State. The data, derived from a field survey in 2024, reveals varying degrees of reliance. Out of 294 respondents, 19 (6%) indicated a very high dependency, while 24 (8%) reported a high dependency. The majority, 98 respondents (34%), perceived the dependency as moderate. A significant portion, 153 respondents (52%), viewed the dependency as low. This distribution suggests that while there is some degree of dependency on foreign aid, a substantial majority (86%) consider the dependency to be either moderate or low.

### Discussion of Findings

The findings of the study reveal significant insights into the impact of foreign aid on educational infrastructure development and maintenance in Kogi State, Nigeria. The data collected from stakeholders, including educators, school administrators, and community leaders, highlight both the achievements and challenges associated with foreign aid in the educational sector.

One of the most notable outcomes is the positive impact of foreign aid on the improvement of educational infrastructure.

Additionally, the provision of modern educational resources and facilities has contributed to a more engaging and effective educational process.

The study also highlights that foreign aid has played a crucial role in increasing access to education and improving its quality..

Furthermore, the quality of education has been positively impacted by the provision of updated curricula, teaching materials, and teacher training programs funded through foreign aid.

Despite these successes, challenges related to sustainability and maintenance of educational infrastructure persists.

The findings reveal concerns about the long-term upkeep of facilities and the efficient use of aid resources. Issues such as inadequate local management, limited funding for maintenance and occasional mismanagement of resources have affected the durability of improvements. Stakeholders emphasized the need for better planning and community involvement to ensure that the infrastructure developed with foreign aid remains functional and effective over time.

### Conclusion

Foreign aid has made a significant contribution to enhancing educational infrastructure in Kogi State, leading to improved access and quality of education. However, ensuring the sustainability of these improvements requires ongoing support, effective local management, and active community engagement. Addressing these challenges is crucial for maximizing the long-term benefits of foreign aid and achieving lasting progress in the educational sector.

### Recommendations

Based on the findings of the study, the following recommendations are made to enhance the impact of foreign aid on educational infrastructure development and maintenance in Kogi State, Nigeria:

**i. Strengthen Local Capacity for Infrastructure Maintenance:** To ensure the sustainability of improvements made through foreign aid, it is crucial to



build local capacity for the maintenance and management of educational infrastructure.

**ii. Enhance Community Involvement and Ownership:** Community engagement plays a vital role in the sustainability of educational infrastructure projects. It is recommended that foreign aid programs incorporate mechanisms to actively involve local communities in the planning, implementation, and maintenance of educational facilities.

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