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I have the honour of introducing the inaugural issue of the *LASU Journal of Multidisciplinary Nigerian Studies (LASUJMNS)*, Volume 1, Number 1 (December 2025). This maiden publication represents a significant step in the commitment of Lagos State University to advancing rigorous, multidisciplinary scholarship focused on Nigerian realities.

LASUJMNS was established to provide a credible academic platform for high-quality research that interrogates the social, economic, political, educational, cultural, and technological frameworks in Nigeria. The journal responds to the growing need for scholarly work that moves beyond single-discipline approaches and offers integrated, evidence-based perspectives capable of informing policy, practice, and public discourse.

As a peer-reviewed, biannual, open-access journal, LASUJMNS is committed to academic excellence, ethical publishing, and accessibility. All submissions undergo a rigorous double-blind peer review process in line with international best practices and the principles of the Committee on Publication Ethics (COPE). Only original, methodologically sound, and relevant manuscripts are considered for publication.

The articles featured in this inaugural issue reflect the multidisciplinary scope and scholarly standards of the journal. They address contemporary Nigerian issues across key sectors, which offers insightful analyses, empirical findings, and practical implications that contribute meaningfully to national development discussions.

I sincerely appreciate the dedication of the Editorial and Advisory Boards, the professionalism of our reviewers, and the confidence of the authors who contributed to this first volume. Their collective efforts have laid a strong foundation for the journal. On behalf of the Editorial Board, I invite scholars, policymakers, and practitioners to engage with this issue and to partner with us in building a vibrant platform for multidisciplinary Nigerian studies.

Prof. M. O. B. Mohammed, FNAEAP

Editor-in-Chief

LASU Journal of Multidisciplinary Nigerian Studies (LASUJMNS)

Lagos State University.

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DIRECT SOCIAL COST OF EDUCATION AND COMMUNITY SERVICE OUTPUT IN PUBLIC UNIVERSITIES IN SOUTHWEST, NIGERIA

Anthonia Opeyemi AYENI Ph.D

Department of Social Science Education,
Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria
anthonia.ayeni @aaau.edu.ng

Abstract

Universities are centers for the production of high-level manpower in a nation. However, the challenges of service delivery due to escalating social costs of education in Nigerian Universities have affected the quality of community services provided. This study, therefore, examined the social cost of education and community service output of universities in Southwest Nigeria. A descriptive research design of survey type and ex post facto design was employed for the study. The population of the study comprised undergraduates, academic and bursary staff of the Federal and State public universities in Southwest Nigeria. The Sample of the study consists of 366 respondents, and a multi-stage sampling procedure was used. Two instruments were developed to collect data for the study, titled “Social Cost of University Education and Service Delivery Questionnaire” (SCUESDQ) and “Lecturer Service Delivery Questionnaire (LSDQ). They were validated and found reliable at 0.83 and 0.82, respectively. Five research questions were raised and answered, while ten hypotheses were generated and tested to guide the study. Descriptive statistics of mean and percentages were used to answer the research questions, while inferential statistics were used to test the hypotheses at a 0.05 level of significance. The findings revealed a positive and non-significant relationship in the social cost and research output ($r(0.135) = 0.729; p < .05$). Also, there is a significant difference in the direct social cost of education and community service between Federal and State universities in Southwest Nigeria ($t(1.094) = 0.141; p < .05$). The study concluded that concludes that social cost of education has a significant relationship with the community service in Universities from 2021-2024. It was recommended that service delivery of the Universities to the community should be improved by channeling more funds of the direct social cost to gown and town regularly, and the Community-University relationship should be strengthened through regular Town and gown activities, as this will go a long way to cushioning financial challenges prevailing in the process of service delivery to the community by the Universities.

Keywords:

Direct private cost, direct social cost, service delivery, universities.

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Introduction

The University is a significant part of the social movement in terms of academic support and institutional generalization of theory through instructional practices. Universities have a responsibility to serve the community that surrounds them by engaging people to fulfill a way

of life based on the philosophy of sufficiency economy. As a source of knowledge, universities have responsibility to employ it in both theoretical and practical knowledge implemented into the community in the surrounding university service areas. Changes in federal and state funding have significantly impacted the level of public support for students and institutions, as well as the flow of higher education finances (Oyetakin, 2019). While federal and state governments share similar policy objectives, such as enhancing access to higher education and supporting research, their methods of funding injection into the higher education system differ. The federal government predominantly offers financial aid to individual students and specific research initiatives, whereas state governments mainly fund the overall operations of public institutions (Salta, 1983; Okorie & Onyemachi, 2018). A key component in acquiring knowledge through research is research capacity, with funding being particularly crucial in this context. Even if other resources like human capital and institutional facilities are available, research cannot commence without financial backing. Therefore, funding serves as a critical driving force for research endeavours. While there is a lack of specific studies on research funding in Nigerian universities, there is evidence of continuous demands by the Academic Staff Union of Universities (ASUU) for enhanced general university funding and, more specifically, for research funding.

Universities play a pivotal role in social movements by providing academic support and institutionalizing theory through their teaching practices. They are tasked with serving their surrounding communities, fostering a way of life rooted in the philosophy of a sufficiency economy. In an era of rapid change, universities are expected to establish stronger ties with their local environments, responding swiftly and flexibly to community needs. Community service is integral to enhancing both educational and research and development (R&D) activities. This includes offering services to businesses, public sector entities, and contributing to regional administrative capacity building (Babalola, 2003). Communities that seek sustainable growth and continued development require more cooperative learning and shared lessons, provided through various programs offered by institutions and academic staff.

According to Adwia et al (2021), social costs of education include funding provided by the government through taxes, loans, and other public funds. In general, numerous cost concepts, such as variable and fixed costs of education, recurring and non-recurring costs of education, as well as current and capital costs of education, are used to examine the institutional costs of education, which are directly paid for by schools in monetary terms. Social expenses are typically further separated into direct and indirect costs. Direct social costs are the actual, direct expenses made by the government. The direct social cost of education, which is the subject of this study, is further divided into ongoing social cost and capital social cost (Babalola, 2015).

Recurrent Social Cost refers to those costs that recur regularly and cover expenditures on goods and services that bring immediate and short-lived benefits. Thus, expenditures on consumable goods such as materials and personnel salaries, rent, interests, grants etc., used up within an accounting year are classified as recurrent social cost and is commonly expressed as $RSC = TSC - CSC$ (Oyetakin, 2016). On the other hand, capital social cost includes the purchase of

durable assets such as buildings or equipment that are expected to yield benefits over a longer period, which is expressed as $CSC = TSC - RSC$. The crucial distinction between recurrent and capital costs lies in the source of finance. While recurrent social costs are financed from current income or revenue, social capital costs are financed by loans from international agencies as well as other sources of income (Wachiye & Ejakait, 2014). Despite the constant decline of budgetary allocation annually, Oyetakin (2025), Kankumo and Kemebaradikumo (2014), and Ahmed (2015) reportedly insist that higher education, especially universities, as major suppliers of highly skilled manpower for sustainable economic growth, must be adequately funded and prudently managed if these institutions are to achieve their goals.

University Community Service as Service Delivery

University research, as defined by Ozurumba and Asuquo-Thomas (2013), involves original investigations aimed at acquiring new knowledge across various disciplines, including natural and social sciences, as well as humanities. Competing globally necessitates the continuous acquisition of new knowledge through research, as a nation's economic advancement is intrinsically linked to the performance of its industries. This performance largely depends on progress in science and technology, which is underpinned by research. Without this, a country may become overly reliant on scientific and technological advancements from other nations. Smith, Holden, and Hanlon (2021) emphasize the importance of university research, noting that it not only improves the quality of teaching through access to the latest information but also attracts investments and enhances educational materials such as textbooks. The society is generally a major beneficiary of the University's research through consumption and community services.

Community service is generally considered to mean that activity which promises to connect meaningful service in the school or community with academic learning and civic responsibility, raising a student's familiarity with social issues and addressing aspects of social issues such as homelessness and hunger. Additionally, the Somerset Middle School Community Service Committee definition was used: community service is a way for students to help others by volunteering their time, effort, or talents and is performed to benefit at least one other unrelated person without compensation. The non-profit Massachusetts Service Alliance, established in 1991, serves as the state commission on community service and volunteerism. The Alliance's definition of service includes both community service and service learning: Community Service Learning (CSL) is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It can be used to teach students in all subjects and grades and can range from a single student to an entire school (Corporation for National and Community Service, 2012). The Corporation for National and Community Service, a federal agency that engages more than five million Americans in service through Senior Corps, AmeriCorps, and Learn and Serve America, and leads President Obama's national call to service initiative, indicates that through national service and volunteering, Americans from all walks of life contribute to their communities and the nation (Corporation for National and

Community Service, 2012). This study aims to analyze the social cost of education and the community service delivery of universities in Southwest Nigeria.

Statement of the Problem

There has been growing concern about the declining effectiveness of community service delivery within Nigeria's university education system. The inadequate level of service delivery has led to significant wastage and has become a highly sensitive issue across Nigerian universities. If rising social costs were expected to enhance service delivery, it would become necessary to ask why both students and staff continue to complain about academic quality, research performance, and community engagement. From this perspective, the central question guiding this study is: To what extent do social costs influence community service delivery in universities in South-West Nigeria?

Despite various policy interventions and increased funding allocations, the perceived gap between social investment and actual service outcomes suggests possible inefficiencies within institutional structures. Factors such as poor resource management, inadequate accountability systems, and limited stakeholder participation may be contributing to this disconnect. Understanding how these dynamics shape community service delivery is therefore essential for proposing reforms that can enhance the role of universities in societal development.

Research Questions

1. What is the level of community service output in public universities in Southwest Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide the study:

- Ho:1. There is no significant relationship between the direct social cost of education and community service output in public universities in Southwest, Nigeria.
- Ho:2. There is no significant difference in the direct social cost of education and community service output between Federal and State universities in Southwest Nigeria.

Method

This research work is executed using a descriptive research design of the survey type and *ex post facto*. The population of this study consisted of all undergraduate students, academic staff, and bursary staff of the fifteen public Universities in Southwest Nigeria as at 2024. The sample of the study were six universities randomly selected from the fifteen public universities in Southwest, Nigeria. A multi-stage sampling procedure was used. A total sample of 60 was used. 10 lecturers from each university were given a total of 60, and 6 Bursars from each of the universities sampled. In order to achieve the data collection used for this study, two instruments were developed. The first instrument developed is the Social Cost of University Education and Service Delivery Questionnaire (SCUESDQ) for variables on social cost of education, which was divided into three sections, part A was the bio-data section, and the second part was on various social cost items of the university, while the third part centred on the final year result

of the students. The second instrument was developed to elicit information from lecturers on their job mandates. This instrument is titled, Lecturers and Service Delivery Questionnaire (LSDQ). Validated and found reliable, at SCUESDQ = 0.83, and LSDQ = 0.82, which shows that the instruments were reliable for the study.

Results

The Social Cost of University Education and Service Delivery Questionnaire (SCUESDQ) was collated and summarized from the audited accounts of each institution, while the responses from Lecturers on the Service Delivery Questionnaire (LSDQ) were computed to arrive at various tables used in answering the research questions and testing of the hypotheses raised.

Research Question

What is the level of community service output in public universities in Southwest Nigeria?

In answering this research question, the LSDQ instrument part III items 1 to 9 were processed and summarised to arrive at Table 1.

Table 1: Level of Community Service in Public Universities in Southwest, Nigeria

Table 1: Level of Community Service in Public Universities in Southwest, Nigeria						
S/N	Items	MO	O	SO	NO	\bar{X}
			%	%	%	%
1.	My school provides financial support to volunteering platforms.	4	12	8	36	1.73
		6.7	20	13.3	60	
2.	My school empowers me to provide students with opportunities to learn and use new skills.	8	12	12	28	2.00
		13.3	20	20	46.7	
3.	My school sponsors the implementation of ideas by students that can solve major problems in the community.	5	20	15	20	2.17
		8.3	33.3	25	33.3	
4.	Students in my school are involved in community development projects by the school.	8	24	12	16	2.40
		13.3	40	20	26.7	
5.	My school regularly carries out community Development services towards solving major problems in society.	10	25	5	20	2.42
		16.7	41.7	8.3	33.3	
6.	My courses have options for community Engagements that students can explore.	12	20	4	24	2.33
		20	33.3	6.7	40	
7.	I am engaged in community development Programmes.	10	28	16	16	2.87
		16.7	46.7	26.7	26.7	
8.	My University renders services to the immediate community regularly.	16	24	4	16	2.67
		26.7	40	6.7	26.7	
9.	My citations in a reputable journal are adequate.	20	24	4	12	2.87
		33.3	40	6.7	20	
Average		F	10.3	21	8.9	20.9
		%	17.2	35	14.8	34.8

Most Often (MO), Often (O), Seldom Often (SO), and Not Often (NO)

Table 1 reveals the level of community service in public universities in the Southwest, Nigeria. The highest average frequency of 21 (35%) as often, followed by 20.9 (34.8%) not often, while

the frequency of 10.3 (17.2%) is most often, and the least of 8.9 (14.8%) is seldom often. In summary, the average mean is 2.38, which indicates a low level of community service in public universities in the Southwest, Nigeria.

Hypothesis One

There is no significant relationship between the direct social cost of education and community service output in public universities in the Southwest, Nigeria.

In testing this hypothesis, the SCUESDQ instrument sections B, C, and the LSDQ instrument part II items 1 to 9 were processed and computed with the use of correlation to arrive at Table 2.

Table 2: Summary of the Relationship Between the Direct Social Cost of Education and Community Service in Public Universities in Southwest Nigeria

Variables	N	Mean	df	r-cal	r-val	Sig.
Social Cost	60	3.8367	58	0.135	0.729	*P<.05
Community Service	60	2.3844				

Table 2 reveals that there is a positive and non-significant relationship between the social cost and research output ($r(0.135) = 0.729$; $p < .05$). Thus, there is no significant relationship between the direct social cost of education and community in public universities in Southwest Nigeria. The null hypothesis is hereby rejected.

Hypothesis Two

There is no significant difference in the direct social cost of education and community service output between Federal and State universities in Southwest Nigeria.

In testing this hypothesis, the SCUESDQ instrument sections B, C, and the LSDQ instrument part II items 1 to 9 for federal and state universities were processed and computed with the use of the t-test to arrive at Table 3.

Table 3: Summary Difference Between the Direct Social Cost of Education and Research Output between Federal and State Universities in Southwest Nigeria

Source	N	Mean	SD	df	t-cal	t-val	Sig.
Federal	30	3.5550	2.5904	28	1.094	0.141	*P<.05
State	30	2.3650	0.6288				

The summary in Table 3 reveals that the t-test analysis on social cost on research output between federal and state universities was ($t(1.094) = 0.141$; $p < .05$). Thus, there is a significant difference in the direct social cost of education and community service between Federal and State universities in Southwest Nigeria. Hence, the null hypothesis is hereby rejected.

Discussion

The findings of this study indicated a low level of community service in public universities in the Southwest, Nigeria. This finding is similar to Huliatusa (2022), which established that academic quality is the outcome of the human quality of the educational process, tools, curriculum, and facilities, which is reflected in the quality of teaching and teachers, the quality of teaching materials, and the quality of learning outcomes. There is no significant relationship between the direct social cost of education and community in public universities in Southwest Nigeria.

The findings of this study revealed that there is no significant relationship between the direct social cost of education and the community in public universities in Southwest Nigeria. This study also affirmed the findings of Syafriani and Indrawati (2021), who analyzed the effect of the quality of education services on perceptions of education costs and student confidence and their impact on student satisfaction. The results of their findings showed that there was an influence between the quality of education services on perceptions of education costs and student confidence and the impact on student satisfaction. Which means that the better the quality of educational services provided by the school and the more positive students perceive the cost of education, the more students will believe in the education in the school, it will increase the satisfaction felt by students.

Hypothesis one revealed that there is a significant relationship between the direct social cost of education and community service in Southwest universities in Nigeria. The finding of Ogunmode (2020) complements this study that inadequate social cost is one of the factors that hinders community services in Nigerian public universities. It was stated that community service in Nigerian tertiary institutions involves researching and needs infrastructure facilities to be able to implement them. He concluded that the availability of infrastructural facilities such as ICT and other facilities aiding the delivery of academic services will promote community service in a tertiary institution.

The study also upholds the submission of Perold and Omar (1997), who found that the social cost is necessary to support students' financial aid for community service. Stating that the contribution could be formed part of the higher education Budget or be drawn from part of the resources outside the budget. Hypothesis two shows that there is a significant difference in the direct social cost of education and community service between Federal and State universities in southwest Nigeria. The study corroborates that of Onwuemele (2018), who, in his findings, revealed that the emerging financial policies put in place to support community engagement in some Federal universities were not provided for in the state universities. Adequate framework to engender an effective university engagement in federal universities is more favourable in state-owned universities. The findings of the study also correlate with Fedili, and Ifedili (2015), who find that students in federal and state universities were willing to participate in community service, but there was poor organization and management of funds for the community service in state universities.

Conclusion

The study concluded that communities that seek sustainable growth and continued development require more cooperative learning and shared lessons, provided through various programs offered by institutions and academic staff. Also, Federal universities are beneficiaries of some special grants and are more funded than the State universities, thereby leading to an increase in their social cost with a high impact on community services in Federal Universities than the State Universities.

Recommendations

Based on the findings of the study, the researcher made the following recommendations:

1. The State governments that are the proprietors of the state Universities should increase the subvention and budgetary allocations to the universities for better service delivery.
2. The service delivery of the Universities to the community should be improved by channeling more funds of the direct social cost to the Gown and the town regularly.
3. Community-University relationship should be strengthened through regular Town and Gown activities, as this will go a long way to cushioning financial challenges prevailing in the process of service delivery to the community by the Universities.

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