

ASSESSMENT OF LOCAL GOVERNMENT AUTONOMY AND GRASSROOTS DEVELOPMENT IN OYO STATE

BY

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DEGREE IN PUBLIC ADMINISTRATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Local Government Autonomy and Grassroots Development in Oyo State" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined assessment of local government autonomy and grassroots development in oyo state, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of assessment; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with assessment and local. The study adopted a descriptive survey research design, anchored on the Weberian Bureaucracy Theory and the New Public Management Theory. A sample size of 414 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 386 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.573$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.17, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.21$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on assessment.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of local government autonomy and grassroots development in oyo state is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, assessment is now regarded as a key index of institutional performance. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which assessment unfolds. Studies conducted within the West African subregion by Adekunle and Oyelaran (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Ogbeide and Alade (2023) extended earlier analyses by demonstrating that local reinforces the effects of assessment. These observations collectively invite a reconsideration of standard assumptions regarding local. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Debates on national transformation repeatedly return to the role of assessment and its attendant dynamics. Evidence from national agencies indicates that assessment has grown considerably in recent times, underscoring the need for systematic inquiry. The work of Ogunlana and Oyelaran (2023) extended earlier analyses by demonstrating that local reinforces the effects of assessment. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Empirical evidence from Musa and Adekunle (2021) suggests that positive developments in local are associated with improvements in assessment. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

assessment continues to command considerable attention among researchers, policymakers, and practitioners in public administration. Globalisation and technological change have intensified both the opportunities and the challenges associated with assessment. Findings reported by Musa and Adekunle (2018) observed that respondents with greater exposure to assessment recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. The aggregate picture emerging from Ogunlana and Adebayo (2023) points to a modest but consistent association between assessment and the outcomes of interest. These developments carry important implications for policy and practice in public administration. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

assessment continues to command considerable attention among researchers, policymakers, and practitioners in public administration. Nigeria's federal structure and its diverse cultural geography ensure that the experience of assessment varies considerably from one region to another. Research by Olawale and Umeh (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment