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## Democratic Governance and Educational Development in Nigeria: Focus on Ebonyi State (2015-2024)

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### Abstract

*This paper examines democratic governance and educational development in Nigeria. Focus on Ebonyi State (2015-2024). The research objective was to ascertain how democratic governance had influenced education in Ebonyi State. The population of the study was 1,503 with a sample size of 316. The descriptive survey research design was applied because of its advantages of identifying attributes of a large population from a group of individuals. Both primary and secondary sources were used to elicit data which were analysed by means of simple percentages, frequencies and mean scores, while the chi-square statistical tool was applied in the test of hypothesis. With chi-square value (280.87) > critical value (2.733) democratic governance has not significantly influenced educational development in Ebonyi State. The study, therefore, recommended that Ebonyi State government should endeavour to employ the funds budgeted for education in the state to that purpose so as to exterminate illiteracy, ignorance and poverty in the state. This goal can be achieved through effective democratic governance.*

**Keywords:** *Democratic governance, educational development, illiteracy, poverty, ignorance.*

### Introduction

#### 1.1 Background to the Study

Nigeria, with its vast human and natural resources, has long been considered a regional economic powerhouse in Africa. However, the country's journey towards sustained economic development has been marred by a history of political instability, governance challenges, and socio-economic inequalities. The transition to democratic governance in 1999 marked a significant milestone in Nigeria's political evolution, promising a new era of political stability, transparency, and accountability (Onuoha, 2020).

Democratic governance characterized by principles such as transparency, accountability, rule of law, and citizen participation, serve as the cornerstone of a nation's political system. It provides the framework within which policies are formulated, institutions are established, and resources are allocated. In the context of Nigeria, the transition from military rule to democratic governance in 1999, marked a significant turning point in the country's political landscape. With the advent of democracy, there arose new found optimism for progress, development, and prosperity.

Economic development in Nigeria is influenced by a complex interplay of factors including government policies, macro-economic stability, investment climate, and social infrastructure. While the country has experienced periods of economic growth, driven largely by its oil and sector, this growth has not always translated into tangible improvements in human development indicators such as poverty reduction, healthcare, and education (World Bank, 2021).

## **1.2 Statement of the Problem**

Economic development encompasses a wide array of factors including but not limited to economic growth, human capital development, poverty reduction, job creation, infrastructure development, and social welfare improvement.

All the administrations in this country after the military, have preached the sermon of democracy but have failed to deliver its dividends. The crusade of democracy is now used as a tool to gather votes and dumped after the elections. After the election, all the promises of democracy are locked up in a box waiting for the next four years. Investigation revealed that despite the transition to democracy, Nigeria continues to face governance challenges that impede its economic development. Corruption, weak institutions, political instability, and security threats remain pervasive, undermining the effectiveness of democratic governance structures (Omotola, 2020). Despite its abundant natural resources and potential for economic advancement, the journey towards sustainable development in Nigeria has been fraught with challenges (Adamaagashi Izuchukwu Prince, 2018).

Against this background, the researcher recognises the need to examine the effect of democratic governance on education in Nigeria. Understanding how democratic governance has influenced education expenditure and reduction of illiteracy in Nigeria is essential in this study. Ebonyi State is the focus.

## **1.3 Objective of the Study**

- (i) To ascertain how democratic governance has influenced education in Ebonyi State, Nigeria.

## **1.4 Research Question**

- (i) To what extent has democratic governance influenced education in Ebonyi State?

## **1.5 Statement of Research Hypothesis**

- (i) Democratic governance has significantly influenced education in Ebonyi State.

### **1.5.1 Theoretical significance**

The study will be of much benefit to researchers, such as students for their projects, and other researchers undertaking similar studies. Also, journals may use the report for publication. Equally, libraries may find the work useful for display. This study will definitely be an addition to existing literature on this topic.

### **1.5.2 Empirical Significance**

The study will be useful to practitioners of democratic governance and socio-economic development, particularly in the education sector. These include politicians in the class of the legislature, executive and planners of education.

## 1.6 Scope of the Study

The scope affects the unit, content, geographical location and period covered. The topic of the study is democratic governance and educational development in Nigeria. The area covered is Ebonyi State, Nigeria, and the period covered is 2015 to 2024.

## 1.7 Limitations of the Study

Some of the critical limitations include:

### (i) Security issue

There were incidents of kidnapping, bandits, herdsmen attack, etc which made travelling difficult and dangerous. To avoid this problem, the researcher made use of escorts.

### (ii) Respondents' reluctance to complete the questionnaire

A problem encountered in this study was the reluctance of respondents initially to accept and complete the questionnaire when approached. The researcher, however, overcame this problem by going through the administrative heads of the local governments and MDAs to appeal to their staff and help in explaining the objective of the questionnaire as purely an academic exercise which will be held in utmost confidentiality.

## Review of Related Literature

### 2.1 Conceptual Review

#### 2.1.1 Governance

The concept of governance has a long provenance and can be traced back to at least 400 BCE. There is no universally accepted definition of governance, with the parameters of the concept varying according to different institutions. World Governance Indices (2023) define governance as the traditions and institutions by which authority in a country is exercised. This includes the process by which governments are selected, monitored and replaced; the capacity of the government to effectively formulate and implement sound policies; and the respect of citizens and the state for the institutions that govern economic and social interactions among them.

The United Nations Development Programme (UNDP, 2019), explains governance as “the exercise of economic, political and administrative authority to manage a country’s affairs at all levels. It comprises mechanisms, processes, and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations, and mediate their differences”

Mo Ibrahim Foundation (2022) defines governance as the provision of the political, social and economic public goods and services that every citizen has the right to expect from his or her state, and that a state has the responsibility to deliver to its citizens. Their definition of governance is considered from the view point of the citizen. As the founder, Mo Ibrahim asserts that governance is about delivering on a promise. The central challenge of government is to improve the quality of life of citizens.

Mehray (2020) sees governance as the process of decision making and the process by which decisions are implemented or not implemented. Governance is an active concept. It encompasses fast changing political, social and economic milieu together with the

international environment and conditions of operational governance. Modern concept of governance is participatory, responsive, consensus-oriented, transparent, accountable, effective and efficient, equitable and inclusive and follows the rule of law. Governance is related with efficient and effective administration in a democratic framework; an administration considered to be citizen friendly, transparent, citizen caring, responsive and respecting human rights at large.

Governance represents more than a means of providing common good, as it can be related to the government capacity to help the citizen's ability to achieve individual satisfaction and material property. Therefore, governance could be compared to the management, supply and delivery of public services to a nation (Daniel, 2018).

### **2.1.2 Democratic Governance**

Adibe (2018) defines democratic governance as the process through which elected representatives and institutions engage in decision-making and policy formulation in a manner that reflects the will and interests of the people, ensure transparency, accountability, and the rule of law, and promotes the protection of human rights and inclusive participation. Subera (2019) describes democratic governance as the system of government where political power is obtained through free and fair elections, and where there is an emphasis on the principles of accountability, participation, and the protection of fundamental human rights, within a framework of constitutionalism and the rule of law. Jega (2020) sees democratic governance as the process of governing based on democratic principles, including popular participation, electoral integrity, accountability and responsiveness to the needs and aspirations of the citizens, underpinned by strong institutions and adherence to the rule of law. Osaghae (2021) asserts that democratic governance is a governance framework where the democratic norms of participation, representation, accountability, and rule of law are actively promoted and upheld, with an emphasis on the role of institutions in ensuring effective and equitable service delivery and the protection of citizens' rights.

Abdullahi (2022) informs that democratic governance is the process through which elected officials and government institutions operate based on democratic values of inclusiveness, transparency, accountability, and responsiveness, with a focus on fostering sustainable development and enhancing the quality of life for all citizens.

### **2.1.3 Elections in Nigeria**

Adibe (2018) sees elections in Nigeria as the process through which citizens exercise their democratic right to choose their representatives and leaders at various levels of government through free, fair and periodic voting mechanisms, which are essential for the legitimacy and stability of the democratic system. Jega (2019) describes elections in Nigeria as organised and regulated events where eligible citizens participate in selecting their political leaders and which are conducted under the principles of transparency, fairness, and inclusiveness to ensure that credibility of the democratic process. Akeredolu (2020) recognises elections in Nigeria as the democratic process through which citizens elect their representative at various levels of government, emphasizing the importance of free, fair, and credible elections as the cornerstone of democratic governance and political stability.

Osaghae (2021) opines that election in Nigeria is the institutionalised method by which the electorate chooses individuals to occupy public offices, highlighting the critical role of electoral integrity, voter education, and participation in ensuring the legitimacy and effectiveness of democratic processes. Jibrin (2022) defines elections as the periodic democratic exercise whereby eligible voters cast their ballots to select leaders and

representatives, underscoring the importance of transparent electoral processes, the rule of law, and the active participation of civil society to strengthen democracy.

#### **2.1.4 Democratic Governance and Education**

Democratic governance is foundational to sustainable socio-economic development and the safeguarding of human rights. Despite progress in expanding educational access in Nigeria under democratic rule, the quality of education remains a concern. Key factors like curriculum, teaching methods, teacher quality, and the learning environment are pivotal in shaping educational quality (Ogbonnaya, 2015). Notwithstanding efforts to revise the curriculum, enhance teacher training, and improve the learning environment, desired outcomes have been elusive. Rising illiteracy rates have contributed to social issues such as terrorism, banditry, kidnapping, militancy, and cultism. Contrary to expectations, education has not brought about the anticipated societal transformation, despite sustainable budget allocations (Gbarage, 2022). This paradoxical situation, wherein significant investments in education have not translated into social improvements, calls for closer scrutiny of the impact of democratic governance on educational development in Nigeria.

As observed by Gbarage (2022) there is a multifaceted impact of democratic governance on Nigeria's education, with key policies enhancing educational access and infrastructure. However, policy implementation has encountered obstacles such as corruption, inadequate funding, poor teacher quality, and socio-cultural factors. Despite the involvement of diverse stakeholders, persistent challenges call for continued collaboration for improved education quality. To strengthen Nigeria's educational development under democratic governance, Gbarage (2022) recommends increased financial commitment to education, aligning it with UNESCO's recommended 15 – 20% national budget allocation, tackling corruption, improving teacher quality, and enhancing stakeholder engagement. Furthermore, addressing socio-cultural barriers to education through advocacy campaigns and culturally sensitive educational policies is crucial. These measures aim to foster a more inclusive, high-quality educational system in Nigeria. This calls for citizens' participation in shaping the development of education in Nigeria.

#### **2.1.5 The promotion of democracy and strengthening of good governance.**

The 1990's saw the gradual emergence of the promotion of democracy and the strengthening of good governance as both an objective of and a condition for development and development assistance. At the conceptual and practical levels, the notions of democracy and good governance significantly overlap, although they originate from different perspectives. While the democracy agenda in aid policies reflect the increasing politicisation of aid programmes, the government agenda is a prolongation of economic approaches to development, originally focusing on state modernisation and public sector reform. However, these two agendas are converging and, in a few exceptional cases, actually matter for development. (MOST/UNESCO, 2022).

A democratic regime, requires meaningful and extensive political competition, a highly inclusive level of political participation at least through regular, free and fair elections and effectively guarantees civil and political liberties. The notion of good governance is relatively new and is defined as the exercise of political, economic and administrative authority in the management of a country's affairs. It encompasses the traditions, institutions and processes that determine how power is exercised, how citizens are given a voice, and how decisions are made on issues of public concern. Consequently, there is a symbiotic relationship between the two concepts, not in the sense of either being necessary for the other but in the sense that neither is ultimately, sustainable without the other. Ultimately, the

concept of democratic governance refers not only to the institutions of government and the structure of the state but also to the modes of government and the principles framing the process of governing the polity, recasting the relations between the state and civil society (MOST, UNESCO, 2022).

Thus, learning, capacity-building and knowledge-sharing programmes are of critical importance. This study reviews and assesses the educational programmes in democracy and good governance. Most organisations engaged in the promotion of democracy and the strengthening of good governance in emergent and uncertain democracies (such as Nigeria) have developed a wide variety of educational and capacity-building programmes. These programmes vary considerably in terms of their organisation, content, structure and duration (MOST, 2022).

It is confirmed that UNESCO and MOST in particular can fill an important gap in the area of education for democratic governance, especially within the UN system given its unique educational mandate. The question is how far has Nigeria keyed into this opportunity as to provide for improved education through democratic governance for improved democracy.

As asserted by Gbarage (2022), democratic governance is a kind of government where power and civic responsibility are exercised by all adult citizens, either directly or through their freely elected representatives. This concept is frequently juxtaposed with authoritarian or dictatorial governance, in which power is concentrated in the hands of just a few or a single person. The essence of democratic governance lies in the principle of “rule by the people” (Dhal, 2020).

The system of checks and balances originally articulated by Montesquieu (1748), remains a defining feature of democratic governance. It protects the rights and liberties of individuals and includes the principles of transparency, participation, responsiveness, consensus, equity, effectiveness, and rule of law (UNDP, 2014).

### **2.1.6 Educational Development**

Giving basic education to every human is the beginning of the central rights needed for the achievement of all other freedoms. Education is central for the upbringing of a holistic human society.

The ultimate aim of every society and its government is to provide qualitative and quantitative education in this changing grooming and blooming ICT age. The business of education is to see to the proper training of a person so that he/she can be useful in the society.

Education is that sector of the society or government that is majorly concerned with inculcating the right values, knowledge, attitude, abilities, skills and character that will lead to the beneficial growth and changes of man (and his society), as demanded in the prevalent environment. The needs and problems of the society change from time to time, so its education must change to meet the challenges of the society.

Education is a system deliberately designed to equip individuals with the desired knowledge, skills and attitudes which will help them live worthy and happy life in the society (Nwafor O., 2023)

Education is open to several definition and explanations depending on circumstances and context. But in this paper, we will define it as: An instrument for modernization and change,

a medium for the development of human resources; and as an institution that assists man in the business of all-round human development.

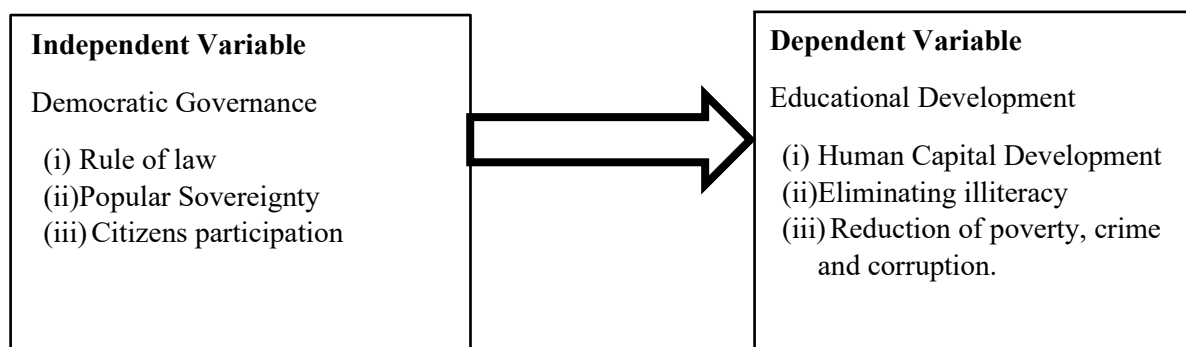
Educational development is the process of improving the quality of education in a society, through various ways such as policy reform, teacher training, curriculum design, educational technology, etc (Fulan, 2017).

Educational development requires a holistic and coordinated effort from all stakeholders, including governments, educators, parents, students, and communities. It is a dynamic, ongoing process that seeks to achieve access to high quality and relevant education by all citizens. As UNESCO (2000) succinctly informs, education is a fundamental human right and a cornerstone of social and economic development. Governments should realize that a well-educated society will be productive, healthy, and actively engaged in civic and cultural life (Hanushek and Woessmann, 2018). It follows, therefore, that the development of education should be given priority attention by countries worldwide.

Apart from access to education, the quality of education is the major focus of educational development. Quality education surpasses basic literacy and numeracy. Its objective is to develop a wide range of skills and competence such as critical thinking, creativity, social and emotional skills, and problem solving. The need to prepare students for the jobs of the future, the rapid pace of technological and social change, etc. are some of the challenges of educational development (OECD,2019).

Educational Development is a complex and multifaceted process put in place to improve quality and accessibility of education. It is essential for a prosperous, equitable, and sustainable future. Notwithstanding its challenges, its potential benefits for individuals, communities, and societies are immense.

## 2.2 Conceptual Framework



Sources: Author’s conceptualization

## 2.3 Theoretical Framework

Democratic governance significantly influences educational development all over the world. Nigeria is not an exception. The relationship between these two concepts can easily be understood through the lens of the Human Capital Theory, which was first proposed by two economists, Shultz (1961) and Becker (1962), who argued that investments in education or human capital significantly influence economic growth. The major assumptions of the Human Capital Theory are as follows:

Firstly, the theory asserts that education improves the productivity of an individual. The acquisition of skills and knowledge increases the economic potential and value of the

individuals in the labour market, enhances their prosperity and also contributes to the wealth and development of the society (Schittz, 1961).

Secondly, the theory strongly believes in the necessity of investments in education by families, individuals, or governments as essential ingredients for improved economic outcomes. It is governments' responsibility to fund education and shape policy reforms through democratic processes in order to facilitate development.

Lastly, the Human Capital Theory sees the skills, knowledge and abilities imparted on individuals through education as a form of "capital" much like financial and material resources used in generating economic and social benefits. The result will be better job opportunities, higher earning and improved life outcomes, including greater economic growth and social progress (Becker, 1962).

The relevance of the Human Capital Theory to the study of democratic governance and educational development in Nigeria is profound. Democratic governance entails making decisions and policies which should be in the best interest of the citizens based on their participation and input. This includes decisions and policies in education. When a democratic government invests in education; it is engaging in human capital development. By improving the quality and accessibility of education, the government improves productivity and prosperity of its citizens, leading to better economic and social outcomes for the country as a whole.

## **2.4 Empirical review**

Nkwede et al (2023) writing on democracy and sustainable development in rural communities in Nigeria, assert that the inadequacies of socio-economic and infrastructural facilities in the rural communities continue to pose serious challenge to the various governments in the country. The availability of these socio-economic infrastructure were believed to have enabled the rural communities have access to wide distribution of the benefits of economic growth, better education, significant improvements in the incomes and assets of the poor which would improve the effect of democracy as a bridge builder in the provision of sustainable development in the rural communities in Nigeria. The study contends that development in the rural communities was typical outcome of the application of democratic principles influenced by proper human capital development. It asserts that the practice of democracy is a determining factor in the sustainable development of rural communities in Nigeria. The study affirms that democracy is the type of government that can guarantee the right of citizens to improved income and to a large extent reduce and improve their living standards. This can be done through proper education. The data for the study were collected from documentary direct media commentaries, scholarly inputs and direct observations, while content analytical approach was adopted. The study applied the system's theory as its framework of analysis. The study found out that previous undemocratic government approach to rural development was not consistent hence it had no significant impact on the lives of the rural community dwellers. The paper concluded that democracy remains a viable bridge-builder for community development in Nigeria.

Utomi (2021) analyzed the role of leadership in economic governance, pointing out that weak leadership and institutions lead to economic mismanagement. He advocates for reforms in educational development to enhance democratic governance and stimulate economic growth. He used as example the handling of the COVID-19 pandemic by most corrupt officials with resultant delays and inconsistent policies that led to serious economic challenges and a recession. On his part Gambari (2022), explores how bad governance, particularly policy failures and corruption undermine economic growth. He observes that

these failures emanate from the poor educational development and values of our leaders, and argues that these issues deter investment and exacerbate poverty and inequality. In his opinion, the mismanagement of COVID-19 palliatives, where aid intended for the poor was looted by the rich, highlighted governance failures and led to social unrest.

### 3.1 Methodology

The research used descriptive survey research design. This research design was chosen because of its advantages of identifying attributes of a large population from a group of individuals. Furthermore, the method is contemporary, economical and does not alter the variables. The design is most appropriate for the topic democratic governance and educational development in Nigeria.

### 3.2 Area of the study

The study focuses on examining the relationship between democratic governance and educational development in Nigeria with particular reference to Ebonyi State. It explores how democratic systems influence factors such as transparency, rule of law, free and fair elections, and effectiveness of democratic governance in promoting educational development for improved democracy. The goal is to understand the interplay between political and economic factors in shaping Nigeria's development trajectory under democratic governance. The study was carried out in Ebonyi State covering the period 2015 to 2024.

### 3.3 Sources of Data

Data for this study were derived mainly from primary and secondary sources.

#### 3.3.1 Primary sources of Data

These are materials of statistical investigation collected firsthand from original sources for the researcher's express purpose. Such data were collected from respondents through questionnaire, oral interview or observations. This type of data provided original and undiluted information which gave scope for better assessment of the research objectives.

#### 3.3.2 Secondary Sources of Data

Secondary data were collected on a second hand bases. These types of data were collected through the use of textbook, seminar papers, thesis articles, journals, newspapers, internet, magazines, government reports, etc.

### 3.4 Population of the Study

Population of a study is a group of persons, aggregate items or things from whom/ which the researcher intends to get information to analyse the relationship between democratic governance and educational development in Nigeria. The researcher considered staff of Ebonyi State Independent Electoral Commission, Ebonyi State Judiciary and staff of Ministry of education, these three MDAs have a total population of 1,503.

**Table 3.4.1 population Distribution**

S/No	Ministry, Department or Agency	Population	%
1	Ministry of Education	823	54.76
2	Ebonyi State Independent Electoral Commission	203	13.50
3	Ebonyi State Judiciary	477	31.74

<b>Total</b>	<b>1,503</b>	<b>100</b>
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Source: Field Survey, 2024

### 3.5 Sample Size Determination

Sample is the set of people or items which constitute part of a given population that will represent all the characteristics existing within that general population targeted for the study. This is a process of choosing those who will have useful information on the study to be undertaken. The researcher used the Taro Yamane formula to arrive at a sample size from the three MDAs considered appropriate.

$$n = \frac{N}{1+N(e)^2}$$

Where,

n = Sample size

N = Population of the study

E = Allowable margin of error = 5% (0.05)

1 = Probability of the event occurring (constant)

$$\begin{aligned} n &= \frac{1503}{1+1503(0.05)^2} \\ &= \frac{1503}{1+1503(0.0025)} \\ &= \frac{1503}{1+3.76} \\ &= \frac{1503}{4.76} \\ &= 316 \end{aligned}$$

**Table 3.5.1 sample size Distribution**

S/No	MDAs	Percentage of population for sample size Distribution	Sample size
1	Ministry of Education	54.76	173
2	Ebonyi State Independent Electoral Commission	13.50	43
3	Ebonyi State Judiciary	31.74	100
		<b>100</b>	<b>316</b>

Source: Field Survey, 2024

### Sampling Technique

The purposive and simple random sampling techniques were applied. Sampling is a process by which a given member or proportion of a given population is selected in order to obtain data or information for generalization of a large population or universe. The staff of three MDAs were used for this purpose by application of Taro Yamane statistical formula. The application of this multi-sampling technique made it easy for the researcher to quickly zero in on the MDAs that are most suited to possess the required information.

### Data Collection

The instrument for data collection was the questionnaire in a 5 point Likert scale structured form. The questionnaire was drawn from objectives, research questions and hypotheses of the study and was administered by personal contact in the company of a trained assistant who was employed for follow-up visits and retrieval of completed questionnaire.

### Validity of the Research Instrument

Odo in Ugada (2022) informs that validity is the process by which a researcher seeks to find out the degree to which an investigation or test actually measures what it claims to measure. The researcher carried out a pilot test using 10 staff of Ministry of information who had the same characteristics as the MDAs chosen for the study, in order to show that the instrument measured what it was intended to measure.

### Reliability of the research Instrument

Reliability of an instrument talks about applying the instrument at different periods to the same person and on each occasion, the same or very similar results are received, thereby maintaining consistency (Odo in Eze, 2019). In order to determine the reliability of the research instrument, the researcher administered copies of the instrument (questionnaire) twice to 10 staff of Ministry of Information for a test of consistency. Their response on the two occasions showed consistency. After the test re-test the research instrument was confirmed reliable.

### Method of Data Analysis

The study used the descriptive statistics of simple percentages, frequencies and mean scores in data analysis, while the chi-square statistical tool was applied in the test of hypotheses.

The formula for chi-square is:

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Where:

$F_o$	=	Observed frequency
$F_e$	=	Expected frequency
$\sum$	=	Summation sign

The five-point Likert response options were weighted in the following order:

Strongly Agree (SA) = 5

Agree (A)	=	4
Undecided (UN)	=	3
Disagree (D)	=	2
Strongly Disagree (SD)	=	1

### Data presentation / Analysis

#### Research Question one

- 4.1 To what extent has democratic governance influenced educational development in Ebonyi State?

S/no	Statement	Response					Total
		SA	A	UN	D	SD	
1	Nigerians believe in democratic government	200	70	12	3	13	298
2	Ebonyi State government makes adequate provision for education expenditure in the state	4	50	12	3	13	298
3	Citizens in Ebonyi State actively participate in the budgetary process to determine their needs.	81	10	10	107	90	298
4	Through democratic governance the level of illiteracy has been drastically reduced in Ebonyi State.	79	0	27	102	90	298
5	Ebonyi State citizens are satisfied with efforts of the government in measuring growth of education in the state.	63	12	0	102	121	298

Source: Field survey, 2024

#### 4.2 Test of the Hypothesis one

Democratic governance has significantly influenced education in Ebonyi State.

##### 4.2.1 Observed Frequency Table

Option	Ministry of Education	EBSIEC	Judiciary	Total
Strongly Agree	0	13	0	13
Agree	0	0	3	3
Undecided	2	10	2	12
Disagree	0	10	60	70
Strongly disagree	163	7	30	200
<b>Total</b>	<b>163</b>	<b>40</b>	<b>95</b>	<b>298</b>

Source: field Survey, 2024

**4.2.2 Computation table for computation of chi-square**

Fo	Fe	(Fo-Fe)	(Fo-Fe) <sup>2</sup>	$\frac{(Fo-Fe)^2}{Fe}$
163	109	54	2916	26.75
7	27	-20	400	14.18
30	64	-34	1156	18.06
0	38	-38	1444	38
10	9	1	1	0.11
60	22	38	1444	65.64
0	7	-7	49	7
10	2	8	64	32
2	4	-2	4	1
0	2	-2	4	2
0	0	0	0	0
3	1	2	4	4
0	7	-7	49	7
13	2	11	121	60.5
0	4	-4	16	4
<b>Chi-square</b>				<b>280.87</b>

Source: Field Survey, 2024

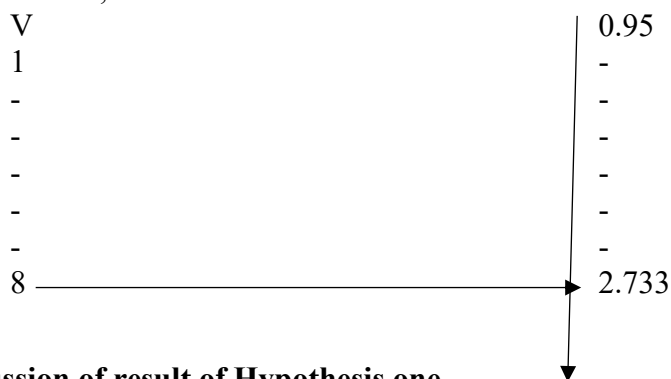
**Decision Rule of Applying chi-square**

If the calculated chi-square is greater than the given critical value, reject the stated hypothesis and accept the alternate hypothesis, and vice versa.

Contribution of the Hypothesis one

$$\begin{aligned}
 \text{Degree of freedom (df)} &= (R-1) (C-1) \\
 &= (5-1) (3-1) \\
 &= (4) (2) \\
 &= \mathbf{8}
 \end{aligned}$$

Critical value,  $V = 1 - 0.05 = 0.95$



**Discussion of result of Hypothesis one**

Since the calculated chi-square value of 280.87 is greater than critical value (2.733), the stated hypothesis is rejected. The alternate hypothesis which states that democratic governance has not significantly influenced educational development in Ebonyi State is accepted. The analysis of Utomi (2021) to the role of leadership in economic governance comes to play here. He pointed out that weak leadership and institutions lead to economic mismanagement. He advocates for reforms in education development to enhance democratic

governance and stimulate economic growth. Equally, Gambari (2022) examines how bad governance, particularly policy failures and corruption, undermine economic growth. He observes that these failures emanate from the poor educational development and values of our leaders, and argues that these issues deter investment and exacerbate poverty and inequality. These assertions become manifest in the mismanagement of funds budgeted from education in Ebonyi State leading to mounting illiteracy, poverty and ignorance. This ill has affected the leadership of the nation where the commonwealth is looted by the rich owing to their ignorance and poor values in life.

### **Findings**

With chi-square value of (280.87) > critical value (2.733), democratic governance has not significantly influenced educational development in Ebonyi State, Nigeria.

### **Conclusion**

The study concludes that given the resources in terms of human, material and natural endowments available to Nigeria, the leaders of this country have no excuses for letting themselves fail the nation or allow the citizens wallow in object poverty, deprivation and want. Rather they come up with elite policies which overrun public interest and undermine peoples' choice.

### **Recommendation**

Ebonyi State government should endeavor to employ the funds budgeted for education in the state to the purpose so as to eliminate illiteracy, ignorance and poverty in the state.

This goal can be achieved through effective democratic governance.

### **Area for further Study**

The researchers are of the opinion that free, fair and credible election as a panacea for democratic governance in Nigeria should be studied further.

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