

**AN EXAMINATION OF THE QUALITIES OF COMMITTEE CLERKS ON
COMMITTEES' PERFORMANCES IN THE NIGERIAN 8TH SENATE.**

By

Dauda Baderinwa ADELEKE

PG/NLS/1714006

**BEING A DISSERTATION SUBMITTED TO THE NATIONAL INSTITUTE
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June, 2021

CERTIFICATION PAGE

This is to certify that this dissertation has been read and approved for the Award of Master’s Degree in Legislative Studies (MLS) in the National Institute for Legislative and Democratic Studies/University of Benin (NILDS/UNIBEN).

.....
DR. ASIMIYU GBOLAGADE ABIOLA
(PROJECT SUPERVISOR)

.....
DATE

.....
DR. ADEYEMI FAJINGBESI
(INTERNAL EXAMINER)

.....
DATE

.....
DR. ASIMIYU GBOLAGADE ABIOLA
(PG COORDINATOR)

.....
DATE

.....
PROF. OLUSHOLA OMOTOLA
(EXTERNAL EXAMINER)

.....
DATE

APPROVAL PAGE

This is to certify that this dissertation titled an examination of the qualities of committee clerks on committees' performances in the Nigerian 8th Senate has been approved by the National Institute for Legislative and Democratic Studies/University of Benin, (NILDS/UNIBEN) for the award of Master's degree dissertation in Legislative Studies.

.....
DR. ASIMIYU GBOLAGADE ABIOLA
(PROJECT SUPERVISOR)

.....
DATE

.....
DR. ADEYEMI FAJINGBESI
(INTERNAL EXAMINER)

.....
DATE

.....
DR. ASIMIYU GBOLAGADE ABIOLA
(PG COORDINATOR)

.....
DATE

.....
PROF. OLUSHOLA OMOTOLA
(EXTERNAL EXAMINER)

.....
DATE

DECLARATION

I hereby declare that this dissertation is a product of my own research efforts, undertaken under the supervision of Dr. Asimiyu Gbolagade Abiola. It is an original work and no part of it has ever been presented for the award of any degree anywhere. All sources of information used have been duly acknowledged through the references.

.....
Dauda Baderinwa ADELEKE
PG/NLS/1714006

DEDICATION

This dissertation is firstly dedicated to Almighty Allah, the Creator of the world for seeing me through; and secondly it is dedicated to my parents, Late Prince Adekunbi Adeleke Ibrahim Oyeyemi and Late Mrs. Adekunbi-Adeleke Hussienat Ejide for laying the foundation that carried me to this height in pursuing knowledge. May Allah SUBUHANNAH WATAHALLAH (SWT) overlook their misdeeds and grant them AL-JANAH FIRDAOUS (AMIN).

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ABSTRACT

The title of this dissertation is an examination of the qualities of committee clerks on committees' performances in the Nigerian 8th Senate. This study examined the extent to which the qualities of committee clerks can help to add values to the performances of the legislative committees. The specific objectives of the study included: to examine educational qualifications of committee clerks to improving the performances of the committees; to ascertain the relevance of the experiences of the committee clerks in improving the performances of the committees; and to find out whether or not the training and retraining of committee clerks have effects on committees' performances. This study is necessary in justifying the significance of committee clerks on legislation for the good of the masses.

The study adopted secondary and primary sources of data collection. Secondary data were collected on the educational qualifications, training and retraining of committee clerks from the Director/Clerk of Committees of the Senate Directorate. The primary data were collected through internal sources from senators and committee clerks themselves on the influence of educational qualifications, experiences, training and retraining of committee clerks on committees' performances. External opinions were also obtained through primary sources from MDAs and NGOs/CSOs or citizens to find out if there will be counter factual evidences to responses obtained through internal sources. The simple percentage was used to analyze personal data of respondents and mean scores used to analyze their responses on the research questionnaire.

Findings revealed that relevant qualities of committee clerks in legislative practices/procedure like sound education, cognate experiences, and skills acquired from training and retraining are indispensable to achieving improved performances of committees' activities. It showed that committee clerks' qualities contributed to improved performances of the Nigerian 8th

senate committees' activities such as the numbers of bills considered or passed, numbers of public hearings and oversight visits conducted.

The study recommended possession of master's degree certificates in legislative related disciplines for the appointment of committee clerks for solving rejection of committees' reports in the plenary, extension of retirement age to 65 years and 40 years in service from the present 60 years and 35 years respectively for the staff of National Assembly. This will help in retaining the experienced and skilled committee clerks for achieving succession plan; and that staff on directorate cadres from grade levels 15 and above who should have also spent above 15 years in legislative service should be given priorities in appointing them as committee clerks. Adequate legislative experiences of committee clerks in this regard will help in solving some committees' challenges caused through intervening variables like inadequate facilities, difficult personalities of some committees' members and the likes. It also recommended provision of adequate funds through appropriations for training and retraining of committee clerks which should be thoroughly monitored by putting in place a workable mechanism to achieving the judicious use of the funds. This will help trained and retrained committee clerks in making positive effects or impacts on committees' performances.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Committee clerks are special set of personnel among civil and public servants working for various government ministries, departments, agencies/parastatals (MDAs). This is because they work to provide support services to the Parliament. Parliament provides unique role as an arm of the government through formulation of new laws and amendment of the existing ones. Wikipedia (2019) stated that in modern politics and history, a parliament is a legislative body of government with three functions which according to it include representing the electorates, making laws, and overseeing the government. Parliament consists of elected representatives saddled with legislative business and responsive to the electorates.

In Nigeria, legislature which is another name for parliament comprises the National Assembly at the centre and the State Houses of Assembly at the various states of the federation. They are vested with the power for making laws at both the federal and state levels. The National Assembly which consists of the Senate and House of Representatives is the highest law making organ in the country while the State Houses of Assembly perform similar functions at the state level. At both levels of government – federal and state legislatures have administrative structure which include management, technical and legislative staff. This class of workers are collectively referred to as Parliamentary staff which to a large extent determines the performances of the legislatures (Gandi, 2016).

Committees in a parliament play prominent roles in the law making functions. Committee is a miniature of the legislature because it is the engine room where law making activities are carried out. From the foregoing, the operations of the Parliament are made easier with the

establishment and re-establishment of committees. The standing committees are permanent committees created under each house standing rules in conjunction with the constitution of the Federal Republic of Nigeria. Osuji (2003) stated that the committee system is like the engine room of the legislative process in a presidential legislature and when effective, functions as the executive arm of the legislative house for the purpose of overseeing the activities of the other branches of government and procuring relevant information to facilitate the passage or justify the rejection of proposed laws.

Yet, according to osuji, it is not expected that the legislature should have as many committees as the executive has ministries and agencies. He went ahead to cite section 62 (1) of the 1999 constitution of the Federal Republic of Nigeria stating that the Senate or the House of Representatives may appoint a committee of its members for such special or general purpose as in its opinion would be better regulated and managed by means of such a committee, and may by resolution, regulation or otherwise, as it thinks fit, delegate any functions exercisable by it to any such committee. Committees serve as executive units of the legislature as the ministries and extra-ministerial departments and commissions serve as executive agencies of the executive arm of government. Committees of the legislature consist of the chairman, vice chairman, members and the secretariat.

The committee is headed by a chairman while the secretariat is headed by a committee clerk who is responsible to the chairman, vice chairman and members. The secretariat headed by committee clerk comprises the bureaucrats. The bureaucrats at the secretariat execute the committee's activities. Osuji (2003) further expressed that a committee should have a chairman, a vice chairman (who acts in the absence of the chairman) and ten to twelve members, adding that a committee secretariat is headed by a committee secretary on grade level 13-15, stressing that the

committee secretary and his immediate assistant should have good university degrees. He pointed out that legislative committees' secretariats should be manned by highly qualified officers who can compete favourably with the most senior officers in the executive departments. He also stated that they should be experienced, competent and versatile officers who, though fewer in number than the officers in the ministries and extra-ministerial departments, should be capable of scrutinizing and vetting submissions from the executive agencies so as to ensure effective oversight of the performances of the agencies of government and ensure that appropriations are strictly applied to the projects for which they are intended.

However, it should be noted in this regard that the qualities of committee clerks in a parliament become very important in administering and managing the committees. The factors that make up committee effectiveness or performances require good qualities of committee clerks for committees to function effectively. Factors contributing to committee effectiveness include the consensus building in the management of the committee, skills of chairperson, mandate of the committee and rule of operations and size of the committee (World Bank, 2019). Committee effectiveness or performances could be achieved in relation with possession of relevant qualities by committee clerks. Among factors that determine these qualities include the acquisition of relevant educational qualifications, possession of adequate and cognate legislative experiences and acquisition of relevant legislative skills through attendance/participation in various training and retraining programmes. Exhibition of these qualities by committee clerks in the course of their duties would help in a greater measure to achieve the effectiveness or performances of the committees. However, the success of a committee may help the parliament to achieve its objectives in spreading democratic gains across geo-political zones of the country. These include provision of basic needs for citizens such as water, electricity, roads, health care, security and other

infrastructural facilities. It is based on the above, that this study is titled “An Examination of the Qualities of Committee Clerks on Committees’ Performances in the Nigerian 8th Senate”.

1.2 Statement of the Problem

Committee clerks are expected to possess certain professional qualities which should be capable to make them excel in doing their jobs. These qualities which are determinants for improving committees’ performances include sound educational qualifications, experiences and legislative skills derived from training and retraining programmes. It is necessary to state that operations of the legislative committees in the 8th senate were challenged by various intervening variables which require experts’ approaches to overcoming such challenges. Such intervening variables that challenged committees’ activities included poor office accommodation for committees’ secretariats for clerks and staff, poor internet facilities, absence of operational vehicles, inadequate and up-to-date computer systems, inadequate funding for committees, staff’s educational qualifications and their skills, non-challant attitudes of some committee staff and many others. Sagai (2018) in his work revealed that the 8th National Assembly were confronted with a chunk of problems which included funding, lack of adequate rooms/offices, vehicles, poor motivation and training. Not only the above, other intervening variables which also constitute challenges and require the qualities of committee clerks in providing solutions to achieve committees’ performances include tension between chairpersons and committee clerks with chairs wielding more powers to themselves, chairpersons looking down on committee clerks, difficult personalities from some committees’ members, non-active chairpersons, senior members absent at the meetings, and many others (CPA UK 2018).

It is important to note that the management/senate’s directorate of the 8th senate in some occasions through their expressions were displeased when rejections of committees’ reports

occurred at the plenary for lacking required merits. It should be noted however that the management in the 8th senate continued with the tradition of distributing committees into cluster groups like in the 7th senate. Some committees numbering up to five or less were distributed into cluster groups having over them a cluster group head. Cluster group heads were mandated to scrutinize committees' reports before they were laid for debate in the chamber. This approach was targeted to minimize the rejection of committees' reports. Therefore, the failure of the legislature in a constitutional government cannot be disassociated from ineffectiveness or poor performances of the various legislative committees. Among other reasons this can be linked to inadequacies characterized with the qualities of committee clerks which do as a whole have reflections on the output of the legislature.

Intervening variables such as the office facilities/materials and disposition of staff of committees which constitute challenges to committee clerks in the management of committees, and rejection of committees' reports prepared by committee clerks at the senate's plenary constitute the foundation or problems to this study. From the forgoing, poor performances of the committee clerks cannot be detached from their poor qualities. This is because of their failure to manage some challenges being encountered in the discharge of their duties. This study is worried about the rejection of some committee reports which whether or not it was because of improper educational qualifications, or inadequate/non-relevant experiences, or inadequate training and retraining programmes for committee clerks. However, it is from this direction that this study is titled "an examination of the qualities of committee clerks on committees' performances in the Nigerian 8th senate."

1.3 Research Questions

The research questions of this study include:

1. Can educational qualifications of committee clerks improve the performances of the committees?
2. Do experiences of committee clerks have relevance to the output of the committees?
3. Do training and retraining of committee clerks have effects on committees' performances?

1.4 Objectives of the study

The broad objective of this study is to examine the extent to which the qualities of committee clerks can help to add values to the performances of the legislative committees. The specific objectives of the study include:

1. to examine the educational qualifications of committee clerks to improving the performances of the committees;
2. to ascertain the relevance of the experiences of the committee clerks in improving the performances of the committees; and
3. to find out whether or not the training and retraining of committee clerks have effects on committees' performances?

1.5 Significance of the Study

The significance of this study could be associated with benefits it would offer to the committee clerks, the law makers in the Nigerian National Assembly, and operators in other parliaments across the globe. It will help to increase the knowledge of the committee clerks, staff, legislators, and members of the civil society organizations (CSOs)/non-governmental organizations (NGOs), professionals, religious bodies and the general public on the required qualities of committee clerks that determine the committee effectiveness or performances in the operation of National Assembly in achieving the overall goal of the national development. It will also assist in no small measure to provide relevant knowledge, improve the skills of the National

Assembly bureaucrats and the legislators to building an effective committee in legislative process, and also acquaint them with positive attitudes and values needed for a smooth work relationship to achieving committee effectiveness or performances in a legislative process.

1.6 Scope of the Study

The Scope of this study covered the qualities of committee clerks with particular reference to the 8th senate of the Nigerian National Assembly and it also extended its coverage to obtaining opinions from MDAs, NGOs/CSOs or citizens to find out if there will be counter factual evidences on committee clerks' qualities. It also covered the influence of the level of educational qualifications, experiences, training and retraining programmes for committee clerks to determining the committee effectiveness or performances in the Nigerian Senate. The senate is comprising the 109 Members (senators) with 69 legislative committees. Each committee has a clerk which makes the total of 69 committee clerks. The scope covered the operational qualities of the committee clerks of the senate. The senate was chosen for this study because it comprises of the highly profiled individuals who are expected to have served in various capacities under government, non-government and other private organisation or institutions before their election into the senate. It was also expected that committee clerks working with these law makers supposed to have acquired sound education, gathered legislative experiences, trained and retrained which will be required of them to respond rightly to this study. Not only this, legislative activities such as bills' considerations, conduct of public hearings, and performance of oversight visits are activities which are being carried out in the senate at committee level. These activities were considered by this study as metrics for determining the improved performances of the committees of the 8th senate.

1.7 Definition of Terms

- **National Assembly:** - It contains the elected representatives whose impacts are supposed to be felt in their constituencies through proper legislation.
- **Senate:** This study uses senate as the upper chamber of the National Assembly for finding out the qualities of committee clerks to determining committees' performances.
- **Bureaucrats:** - They are employees of the National Assembly Service. They provide support services and are responsible to legislators in the senate such as the committee chairmen, vice chairmen and members. They are pensionable staff of the National Assembly deployed to senate.
- **Committee:** - This is a sub-division of the senate headed by a chairman and its secretariat headed by a committee clerk. It receives a referral from the parent body for in-depth investigation of issues. It also reports back to the parent chamber. Its activities include bills' considerations, public hearings, oversights and many others.
- **Committee Chairman:** - This is the head of the legislative committee who directs the affairs of the committee's operations. He is assisted by the vice chairman. He receives services from committee clerk.
- **Committee Clerk:** - This refers to the head of a committee Secretariat who is the accounting officer to the committee. He performs administrative and legislative duties of the committee as a pensionable staff. He is responsible to the chairman and members.
- **Committee's Performances:** - It indicate the level at which activities of the committees are carried out.
- **Legislature:** it is an arm of government which has the mandates to create legislative committees for its operations.

- **Executive:** It is used in this study as an arm of government that cannot function effectively without legislative approval on some of its activities
- **Bills:** They are legislative tools used by the committees to consider proposed laws. The process may involve conduct of public hearings.
- **Public Hearing:** The legislative tool that a committee uses to obtain public opinions on a bill under consideration.
- **Oversight:** It is used as organised visit to monitor the performances of the operations of the MDAs on the approved budgets. It is also used by the legislative committees to check and expose corruptions.
- **Committee Meetings:** These are legislative tools used by the committee to carry out its assignments through deliberations.
- **Systems:** National Assembly is considered as a system having some sub-system like committees to make positive inputs on the public.

1.8 Organization of the Study

The study was organized into five chapters with the introduction as chapter one, consisting of background to the study, statement of the problem, research questions, research objectives, significance of the study, scope of the study, definition of terms, and organization of the study. Chapter two dealt with the review of literature and theoretical framework, chapter three was on research methodology which included the methods used to achieve the three (3) specific objectives. On each specific objective, it showed techniques of data analysis, a priori expectations of the results and comparison of the existing results with the present study. Chapter four presented data analysis, interpretation and discussion of findings, while chapter five was based on summary, conclusions and recommendations.

CHAPTER TWO

REVIEW LITERATURE AND THEORETICAL FRAMEWORK

This chapter revealed sub-units which include Nigerian National Assembly, establishment of the parliamentary committees, committee system in Nigeria, committee system in other jurisdictions. It also contained other units such as roles of parliamentary committees in Nigeria, roles of parliamentary committees in other jurisdictions, roles of committee clerks in Nigerian National Assembly, roles of committee clerks in other jurisdictions. It revealed challenges confronting committee clerks and theoretical framework to the study.

2.1. Nigerian National Assembly

Goitom (2017) reported that Nigeria's Federal Legislative body, the National Assembly consists of two houses – the House of Representatives and the Senate. All members of the National Assembly are elected directly every four years. Although, as the consequences of being a former British colony, Nigeria started out with parliamentary system of government at independence in 1960, it switched to a presidential system modelled after that of the United States in 1979. This was done primarily to achieve a more enhanced separation of powers, checks and balances, among the three branches of government.

Nkang (2018) also reported that Nigeria received a Westminster model of parliamentary government from Britain at its independence in 1960 with four elements of the Westminster tradition that had long term effects on the capacity of the Nigerian legislature to engage in policy. He reported these elements to include the following:

First, the legislative Assembly was established as deliberative body rather than as an institution for the making of public policy (Burkam 2009). Secondly, the work of legislative committees, which enabled legislature to effectively oversee government operations was highly controlled ministers (Akindele 1990). Thirdly, cabinet ministers were entirely drawn from the ranks of the legislature, limiting checks and balances. Fourth, the role of the legislature in the

budgetary process was minimal since the executive and legislative powers were fused. As a result of the above, the legislature in Westminster model served an arena for policy debate rather than mechanism for translation for policies into laws (Greestain and Polsby 1975).

Nkang (2018) reported further that the Country's parliamentary government was toppled in 1966, and in 1979, when the military handed over power to civilians, the parliamentary system was replaced with American style. Presidential System following the constitutional changes that accompanied the transition under the new arrangement, the Nigeria's legislative Assembly began to see passage of laws and oversight as its main function in line with traditions of the presidential system. As Nigerian politicians were attempting to adjust to this new system, the military intervened again in 1983. Since the end of military rule in 1999, Nigeria's Legislative Assembly has tried to brace up with its law making and oversight duties. While there are significant changes, particularly in terms of policy making and representative functions, the Assembly is evolving into an independent counter oversight to the executive (Fashagba 2009).

The National Assembly of the Federal Republic of Nigeria is a bicameral legislature established under section 4 of the Nigerian Constitution. It consists of a Senate with 109 members and a 360 member House of Representatives. The body, modelled after the federal congress of the United States, is supposed to guarantee equal representation with 3 Senators to each 36 states, irrespective of size in the Senate plus one Senator representing the FCT, Abuja and proportional representation of population in the House. The National Assembly like many other organs of the Nigerian government based in Abuja, in the FCT, Abuja (Wikipedia 2019). The National Assembly of Nigeria (NASS) is the democratically elected body that represents the interests of the Federal Republic of Nigeria and its people, makes law for Nigeria and holds the government of Nigeria to account.

The National Assembly (NASS) is the nation's highest legislature, whose power to make laws is summarized in chapter one, section four of the 1999 constitution state inter alia that "there shall be a National Assembly (NASS) for the federation which shall consist of two chambers, the Senate and the House of Representatives". The Senate is one of the Chambers in Nigeria's bicameral legislature, the National Assembly. The Senate is headed by the President of Senate assisted by the Deputy President of the Senate. These presiding officers serve as political heads. The House of Representatives is headed by the Speaker assisted by the Deputy Speaker. These Presiding officers also serve as political heads (National Assembly of Nigeria (NASS) Legislative Office 2019). In addition, support services are provided to the parliament by the legislative and administrative functionaries. Hamalai (2018) opined that legislative and administrative functionaries provide the services required and also operate the facilities to enable the legislators perform their functions. Responsible to the two Houses is the Clerk to the National Assembly who is also the accounting officer of the National Assembly, assisted by a Deputy Clerk to the National Assembly, who acts in the absence of the Clerk to the National Assembly. Servicing these Houses are the Chamber Deputies of the Clerk to the National Assembly – the Clerks of the Senate and the House of Representatives. The two officers are responsible to the Clerk to the National Assembly and the Presiding officers and manage the administrative affairs of their respective Houses as well as execute their legislative decisions on behalf of the Clerk to the National Assembly. Each House is a legislative Directorate headed by the Clerk of the House and Composed of officers who carry out the legislative work of the respective Houses and implement their political decisions under the directive of the respective Clerks (S.51).

Hamalai (2018) went ahead to express that built upon this constitutional arrangement are provisions made in the standing orders of each of the House for other political functionaries such as House Leaders, Party Leaders, Whips and Committee Chairmen, Deputy Chairmen of Committees. They stated further that in addition to this basic political arrangement and apart from performing their law-making roles in the chamber, Members are also assigned to committees and sub-committees. This arrangement according to them greatly eases the law-making process through division of labour. Obukowho (2017) citing Hamali, Obadan and Egwu (2015) stated that Committees are widely regarded as the life wire of the legislature, where detailed tasks of law-making are carried out.

2.2. Establishment of Parliamentary Committees

Section 62 (1) of the 1999 Constitution of the Federal Republic of Nigeria (as amended) empowers each House of the National Assembly to appoint Committees for both special and general purpose as may be considered expedient. Senate Standing Order 96 provides for the establishment of Special Committees within the first fourteen (14) legislative days of its first sitting. Similarly, House Standing Order XIV provide for the establishment of same within the first thirty (30) legislative days. Committees in the National Assembly are sub-divisions of members into working groups to enhance the performance of the legislature. Specifically, the Committee system might be viewed to have been designed to:

- serve as the workforce and engine room for legislative activities;
- oversight other arms of government through visiting project sites.
- promote effectiveness and efficiency in legislature;
- scrutinize draft Bills, Referrals and other legislative assignments in details

- increase and promote public participation in legislative process by engaging in public; and conduct investigative hearing and interactive sessions on referrals.

Ojagbohunmi (2006) stated the functions of standing committees to include the following:

1. Oversee the activities of the various Ministries/Departments and Agencies under them.
2. Conduct Public/Investigative hearing.
3. Conduct hearing on bills, crimes and other matters assigned, and thereby provide mechanism for expression of viewpoints by groups and individuals on matter of public interest.
4. Consider annual budget estimates of the executive agencies under this legislative jurisdiction
5. The Committee system facilitates specialization and division of labour in the legislature and thus reduces (to a reasonable extent) the high demands on the time of lawmakers.

2.3. Committee System in Nigeria

2.3.1 Meaning, Kinds and Roles of Parliamentary Committees in Nigeria

1. Meaning of Committee:

Similar to what is obtainable in the United States of America where Senate and House of Representatives are being operational and some other countries of the world, the types of Committees and their importance are explained below in Nigeria context. A Committee in the Legislative practice and procedure consists of group of elected representatives assigned to carry out duties as specified by the Committee schedule of duties. Ojagbohunmi (2006) described Committee as miniature legislative or little

legislature. Again, Ojogwu and Wakama (2011) opined that a Committee is a sub-division of the House established to aid the parent body in the preparation of detailed examination of draft laws or other matter for consideration by the House Committees as created by their parent body.

2. **Kinds of Committees in the Parliament:**

Generally, Committees are created as sub-division of a House of Parliament. The increasing complexity and variety of the issues that face modern legislatures and the demand on the time of legislators, call for specialization and division of labour in legislative bodies. They fulfil the needs for specialization and division of labour in the duty of law-making, Section 62(4) of the 1999 constitution says: Nothing in this section shall be constructed as authorizing such House to delegate to a committee the power to decide whether a bill shall be passed into law or to determine any matter which it is empowered to determine by Resolution under provisions of the constitution but the committee may be authorized to make recommendations to the House on any such matter. Ojagbohunmi (2006), Ojogwu and Wakama(2011) identified the types and importance of committees as follows:

- i) **Special Committees:** They are usually referred to machinery committees of the House. They facilitate the legislative process and assists in the smooth conduct of business as well as operations of the House towards effective law making. Order 96 of the Standing order (Senate) provides for the establishment of the following types of special committees.

A. Committee on Selection: Importance include:

1. Nomination of members to serve on any Ad-hoc or Special committee to consider a particular issue brought before the House.
2. Nomination of members to serve on Parliamentary delegation

B. Committee on Rules and Business: Importance include:

1. Scheduling the calendar of business of the House/Senate and causing it to be printed on the order paper
2. Receiving and scheduling amendment to legislation.
- 3 Publishing the order book

C. Senate Services Committee: Its importance is to attend to the welfare of the members

D. Ethics, Code of Conduct and Public Petition Committee: Importance include:

1. It considers all public petitions referred to it
2. It reports to the House from time to time
3. It makes recommendations on the petitions referred to it for consideration.

E. Public Account Committee: Importance include:

1. Examination of the Public Accounts of Ministries, Extra-ministerial Department and Parastatals,
2. It examines Accounts or Reports of Statutory corporations and Boards after the laying of such papers on the Tables
3. It reports its finding from time to time to the senate/house.

F. National Security and Intelligence Committee:

Its concern is to oversee the public security and other matters relating to any organizations or Agency established by law for ensuring the security of the Federation.

ii) **Ad-Hoc Committee:** Its Importance include:

- 1) It investigates a particular task for which it is set up for.
- 2) General importance of Special and Ad-Hoc Committees

as indicated in (i & ii) above include the following:

1. Examine mater within their specified mandate or matters referred to them by the House.

2. Report to the House from time to time
3. Print necessary papers and evidence
4. Undertake investigatory or inspection tours
5. Organize workshop and seminars on subject matters under their jurisdiction; and organize or institute hearing (closed or public) on any matter referred to them.

iii) **Standing Committees:** Section 62(1) CFRN, 1999 order 95,96,97,98 of the Senate and order xviii of the House allowed it. They are:

Committee on Defence, Finance, Foreign Affairs, Education, Labour, Employment and Productivity, Land Transport, Communications, Judiciary, Health, Air Force, Navy, Custom, SDGs, Army, Anti-Corruption, Water Resources, Housing, Appropriations, Aviation, NEPAD, Education, Privatization, Environment, Police Affairs, Power, Works, Women Affairs, Gas, Solid Minerals, Petroleum (downstream/upstream), Sports and Social Development, Agriculture, Banking, Insurance and financial institutions, Capital Market, Defence, Establishment and Public Services, Independent National Electoral Commission (INEC), Information, Judiciary, Human Rights and Legal Matters, Local and Foreign Debts, Marine Transport, National Planning, Niger Delta, Science and Technology, State and Local Government etc.

A. Importance of Standing Committees

1. Oversee the activities of the various Ministries/Departments and Agencies under them
2. Conduct Public/Investigative hearing

3. Conduct hearing on bills, crimes and other matters assigned, and thereby provide mechanism for expression of viewpoints by groups and individuals on matter of public interest.
 4. Consider annual budget estimates of the executive agencies under this legislative jurisdiction
 5. The Committee system facilitates specialization and division of labour in the legislature and thus reduces (to a reasonable extent) the high demands on the time of lawmakers
- iv) **Joint Committee:** Section 62(3) of CFRN 1999 i.e. Finance Committee of Senate and House.
1. Examine Bill/measure on subject touches the jurisdiction of two or more Committees
 2. Facilitates passage of a bill
- v) **Conference Committee:** Importance include:
1. It adjusts the differences between two proposals passed by both Houses
 2. It bargains, compromise, swapping etc.
- vi) **Committee of Whole:** Importance include:
1. It discusses reports of standing and select Committees on legislation and or enquiries.
- vii) **Sub-Committees:** Importance include:

1. It considers a matter delegated to them by the main Committee
2. it reports its finding and proposals to the main Committee.

2.4 Committee System in Other Jurisdictions

It could be said that literature on measuring the effectiveness of committees, and qualities of committee clerks, particularly on comparative analysis across the globe may not be common. Madhavan and Wahi (2018) opined that there is limited literature on the subject of measuring effectiveness of legislative bodies. However, committees in the legislature across the globe may be viewed as having similar roles in the discharge of their legislative duties, but in some cases, there could be some variations. Committees in some democracies could be strong while they may be weak in some others. National Democratic Institute for International Affairs (NDI) (1996) stated that one end of the spectrum sits the U.S Congress, in which standing (permanent) committees perform the essential functions of reviewing proposed legislation – whether introduced on behalf of President or by individual members – and monitoring executive branch activities. At the other end lies the British parliament, in which ad-hoc. (temporary) committees conduct only a cursory review of draft legislation and permanent committees have a limited oversight function.

National Democratic Institute for International Affairs (NDI) (1996) reported that in parliamentary systems, executive branch ministries are responsible for drafting most, if not all legislation. In presidential systems, on the other hand, in which the executive is directly elected for a set term and does not depend on a legislative majority to hold office, legislators are themselves the authors of the substantial amendments that characterized most bills - and that occasionally prompt presidential vetos.

Presidential and Parliamentary Systems of government which may have been copied by other democracies across the globe could be classified as parliaments with strong or weak committees.

United Nations Development Programme (UNDP) revealed as contained in the table below:

Table 2.1

Variations in US and UK Committee Systems

Strong Committee System (US)	Weak Committee System (UK)
Committee jurisdiction is defined by subject matter, which tends to parallel the structure of the administrative agencies	Committees are formed for the purpose of reviewing particular bills and then are disbanded.
Membership/tenure on a given committee tends to last the entire legislative term and often during a number of terms – committee leaders may have more experience in a given area than the relevant Cabinet Minister or Secretary.	Membership/tenue on a committee is temporary and doesn't encourage particular members to gain expertise. Expertise lies in the Cabinet Ministries.
Chairmanships tend to go to the committee members with long experience on the committee	The membership and leadership of committees is constantly changing
There are a number of permanent, or standing committees.	Most committees are ad hoc.

Source: UNDP (2020)

National Democratic Institute for International Affairs (NDI) (1995) also expressed that in the United Kingdom, the mother of parliaments, committees exist in both Houses of the British parliament. The committees are important auxiliary organs, their primary function being the study of legislative proposals in terms of security information on the proposals, and its consequences in the event of their enactment, and considering recommendations on the course of action to be taken

on the concerned proposal. Patterned on the British model is the Indian parliament which adopted a similar committee system with the objective of effective discharge of its responsibilities for the sake of smoother governance. The main functions of the committee include consideration of demands for grants, bills, long-term national policies etc. The committees in US Congress are quite powerful, doing ninety percent of the work of the Congress. The functions include leading the Congress by selecting agenda, and preparing bills for the consideration of the Whole House, and importantly, regulating procedures of the House.

Commonwealth Parliamentary Association UK (2018) explained that in Malawi, party whips are responsible for allocating political party members to parliamentary committees, while the business committee is responsible for allocating independent members. Members of the parliament cannot be members of more than two committees at a given time and a member can only be chairperson or vice chairperson of one committee. Members are expected to serve a committee for the duration of parliament unless they are removed on valid grounds or upon recommendation by the party whips or the business committee. This contrasts with Westminster system, whereby, in the Commons, committee chairs are normally elected by all members of the parliament.

Also, in Romanian parliament, party elect chairs to both Houses, House of Deputies and the Senate, but the plenary has the right of refusal. The distribution of chairs among parties is proportional among factions, while in Namibia National Assembly, committee elects the Chair while the distribution of chair among parties depends on election. This is similar with what operates in Senegal National Assembly where chairs are elected by Committees and distribution of chairs among parties is proportionally in nature based on the strength in the Assembly (UNDP 2020).

However, based on the aforementioned, the committee system in Nigerian National Assembly performs similar functions like counterpart committees across the world. While some committees could be considered weak like British and India parliaments, some could be considered strong like US committees. Nigeria patterned its democracy firstly along Westminster model in the first republic while the country switched over to presidential democracy since 1979. In Nigeria, Senate Standing Order (2011) as amended stated that the membership of all committees shall not be less than nine (9) and more than thirteen (13) Senators while standing orders of the House of Representatives 9th edition (2016) stated that the maximum number of members in a committee shall be thirty (30) except the committees on Appropriations, Constituency Outreach, Federal Capital Territory (FCT), Federal Character, Public Petitions, Niger Delta Development Commission, House Services, Public Accounts and Internally Displaced Persons (IDPs). Refugees and Initiatives on North East Zone, each of which shall have a maximum of forty (40) members. The Composition and nomination of members to the committees in Nigerian National Assembly is the responsibilities of the committee of selection (Senate Orders 97(b & d) and House Orders 17(1.1) and 18(4). Also, nomination of members in committees should be carried out in conjunction with the nominations by various parties in accordance with their numerical strength (order 99 of the Senate). Presently, therefore in the 9th National Assembly, the Senate has 69 committees and the House has 107 committees.

2.5. Parameters/Metrics for Determining Committees' Performances

Determining the performances or effectiveness of the legislative committees may be difficult to achieve because the overall goal of the legislature is to impact positively on the citizenry. Legislature could be said to be expected to bring development to the individuals and the society. Measuring development in the individuals and society based on laws made by legislature

may be difficult to measure. People may perceive these measures from different angles by considering different variables. Parameters or metrics could be described in this study as measures that were used for determining the performances of the committees. While there is limited literature on the subject of measuring effectiveness of legislative bodies, Madhavan and Wahi (2008) reported World Bank Institute by explaining that oversight tools, committee hearings and questions, can measure the number of times these have been used in determining the effectiveness of the committees. They stated further that the criteria to judge effectiveness of legislatures can be either quantifiable or qualitative in nature. Qualitative criteria by their nature according to them are more difficult to measure in an objective manner, saying that, we can easily count the number of bills but it is difficult to judge the quality of the legislation, even in the case of quantitative criteria, it sometimes unclear whether a higher number is a positive or negative indicator, citing an example that a larger number of government bills passed in a particular session may indicate greater legislative effectiveness.

On the other hand, this may be a result of less discussion on each bill and could be construed as the legislature not being able to scrutinize the proposals of the executive branch. Madhavan and Wahi (2008) also reported Indian Parliament's four main functions of legislation, oversight, representation and budgeting as some metrics that can be used to develop a framework for measuring the effectiveness of parliament. Relatedly, Ojagbohunmi (2021) opined that evaluating the activities of standing committees on bi-annual or annual basis is central to systematic determination of committees' effectiveness or otherwise, adding that committees in the National Assembly should ideally prepare bi-annual and annual reports on their activities, and besides, committees are obliged to prepare reports on their major engagements on bills and other referred measures, oversights, hearings, investigations etc. He went ahead to state that in assessing

the work of committees, it is necessary to rely on parameters or variables and benchmarks that are relevant to their major activities such as meetings/deliberations, consideration of bills and other measures, oversight, investigation, hearing, tour etc. He stated further that credible evaluation of committees on the basis of the criteria or benchmarks will take into consideration frequency of meetings, percentage of attendance/absenteeism at meetings, engagement of sub-committees, timely handling of referral on bills and other measures, timely generation and submission of reports on measures, how oversights and hearings are conducted and when reports are submitted to the plenary etc. Ojagbohunmi (2021) however listed parameters of evaluating performances and effectiveness of committee as below:

- Sub-committee
- General meeting
- Sub-committees' meeting held
- Interactive meetings with MDAs
- Hearing held (if any)
- Bill referral
- Other measure referred
- Other measure reported
- Local tours
- Foreign tours
- Petition reported
- Workshops/seminars

From the foregoing, it should be deduced that it is difficult to measure the effectiveness or performances of the legislative committees. This is because of the fact that debates on legislation

in the parliament could be influenced by politics. The opposition sometimes may wish to deliberately oppose genuine bills which are characterized with public interest being sponsored by a member of the parliament belonging to the party forming the majority in the legislature, or oppose a bill coming from the executive branch of the government to bring down the credibility of the ruling party. Ethnic or religious differences may also play a determinant role in the adoption of legislative reports or bills. Not only this, poor funding of the legislative committees in the National Assembly may make it difficult for effective oversight of the MDAs under committee's jurisdiction. This is because reliance of committees on MDAs for legislative activities such as conduct of public hearings or oversights may lead to poor legislation.

However, this study relied on criteria such as the frequencies or numbers of the bills sponsored, considered and passed, numbers of public hearings and oversight visits of committees as metrics or parameters for determining the performances of the committees. This is because these legislative activities could be observed to be commonly undertaken by most senate's committees in the 8th senate. Records of these activities could be easily accessed from the office of the director or clerk of committees of the senate.

2.6. Roles of Committee Clerks in Nigerian National Assembly

Following the establishment of different committees, the secretariat is created to handle the day to day activities of various committees, the secretariat is made up of career public servants as follows: Committee Clerks, Legislative Officers, and Research Officers, Legal Officers, Data Processor/Secretariat and other support staff otherwise known as clerks. The secretariat is headed by committee clerks, and they are assisted by Assistant Committee Clerks.

There is a greater reliance of the legislator on the knowledgeable persons and committee staff which could help in decision making process in the committee. It is assumed that the

committee clerks are well informed on policies of the government because they had worked for a greater number of years in a particular committee. It can be said that the committee clerks are involved in the running of the day to day activities of the committees, in ensuring that the committees optimally carry out its functions as may be assigned to them from the Chamber/plenary. The roles expected of the committee clerks include the following:

- Prepare for Committee meeting, public and investigative hearing and take minutes;
- Prepare Committee reports and ensure that they are submitted to the Office of the Clerk of Committees;
- Guide and advise Committee on procedures;
- Ensure proper management of committee funds;
- Administer oaths to witnesses testifying before the committee during investigative hearing;
- Prepare budget in consultation with the Chairman;
- Brief the Chairman and Members on status of the Bills and other Referrals assigned to the Committee from time to time;
- Arrange travel and logistics for members in consultation with the Chairman, to relevant ministries and departments;
- Keep and maintain the records of committee proceedings / activities and ensure easy retrieval;
- Prepare for oversight functions by preparing for reviewing, monitoring, and supervising the Federal Agencies programs, activities and policy implementation;
- Arrange Committee Hearings in consultation with the Chairman and Members;
- Perform all other legislative and Administrative functions that may be assigned to the committee;

- Ensure proper management and maintenance of office equipment and facilities
- Follow up on implementation/ compliance of Committee Resolutions;
- Assist members in drafting Bills and motions;
- Ensure that committee's stakeholders are duly notified on committee's meeting and other activities; and
- Draft official correspondences in consultation with the chairman and where necessary other members; etc.

Osuji (2003) categorize the duties of committee clerks on the following sub-heads

1. Budget

- a. He prepares, in consultations with the chairman, the budget of the committee;
- b. He administers and monitors the expenditure of the Committee and advises the Committee on the level of expenditure vis-à-vis the budget on any assignment;
- c. He assigns for all releases of fund to the Committee and ensures that all advances are retired in accordance with the financial Instructions.

2. Procedure/Technical Advice

- a. He advises the Chairman and members on the Legislative procedure for handling Bills, Motions and Petition in the Committee;
- b. He advises on time, venue and duration of meetings and hearings bearing in mind the Senate Calendar and constituency engagements of the Chairman and other Members;
- c. He advises on itinerary, means of transportation and accommodation facilities for the Committee on tour;

- d. He advises on the office equipment and facilities, personnel and outlay of the Committee and the Chairman's offices;
- e. He advises on the format and language of legislative instruments that pass through the Committee to the House/Senate.

3. Committee Meetings

- a. Before a Committee meeting, the Secretary discusses with the Chairman to decide time and date for the meeting;
- b. If the venue is not constant, he liaises with the Senate/House Clerk of Committees to secure a venue for the meeting;
- c. He issues notices to the members and organizes his assistants to ensure that the Notice of meeting is received by every member, at least three days before the meeting if it is not an emergency meeting;
- d. Further, he liaises with the Rules and Business Committee office to ensure that the notice of meeting is published in the order paper;
- e. He consults the chairman to produce the agenda for the meeting and ensures that if the agenda is not attached to the notice of meeting, it should be delivered to the members at least two days before the meeting;
- f. Where funds are available for snacks to be served during the meeting, the clerk engages decent caterers to provide and serve snacks at the meeting. If there are no funds for snacks, the clerk could liaise with the chairman and arrange for coffee/tea and water to be served by the committee staff during the meeting;
- g. During the meeting, the clerk and his assistants record the proceedings. The clerk sits close to the chairman so as to give him information and advice as he needs;

- h. The clerk conducts recorded divisions during the meeting and includes the numbers for “Ayes”, “Noes” and abstention in the minutes;
- i. The secretary distributes pen and papers to the members for note-taking during meeting.

4. Writer for the Committee

- a. After the meeting, the clerk produces the minutes of the meeting. The procedure provided for in the committee’s rules determines whether the minutes will be circulated to the members before the next meeting or to be circulated at the next meeting;
- b. He prepares the questions that will be asked of witnesses during hearings;
- c. The clerk writes the necessary correspondence for the committee after the meeting;
- d. He writes the reports from the committee to the Senate/House;
- e. He writes summaries of memoranda and evidence presented to the Committee, for members’ use, during hearings

5. Manager for the Committee

- a. The secretary manages the committee secretariat. He allocates functions to the committee staff;
- b. He takes responsibility for their immediate supervision, discipline and encouragement on their assignments;
- c. He procures stationery and other materials for the committee jobs;
- d. He receives advances for the committee and disburse the funds in consultation with the Chairman or as directed by the Committee;

- e. He receives committee funds and pays members and staff committee allowances;
- f. He organizes committee tours and hearings. He plans the itinerary and makes transportation and accommodation arrangements.

6. Liaising Between the Committee and the Senate/House Administration

- a. The Clerk watches Senate/House plenary sessions to record referrals or other matters affecting the Committee with a view to bringing these to the attention of the Chairman and members;
- b. Circulars meant to direct committee to submit reports to the House/Senate committee office are usually addressed to the committee clerks;
- c. The clerk prepares and submits to the clerk's office on quarterly basis, report on matters (Bills, motions, petitions) pending before the committees;
- d. The clerk monitors responses of government departments to committee reports and appraises the committee of his findings.

In addition to the general duties/ responsibilities of committee clerks as stated above, Ojogwu and Ashiekka (2011) further highlighted the roles of the Clerk in conducting legislative hearings which show the importance of the committee clerk. These are stated below:

- Sit next to the chairman during hearings and deal with issues that arise in the course of the hearing;
- Guide on the conduct of the hearing;
- Coordinate logistics;
- Keep proper records of proceedings and ensure easy retrieval of same;
- Take care of details of preparations of the venue for hearings. For example, booking of venue, security, accommodation, equipment, facilities;

- Draw the list of witnesses and order of appearance or testimony.

Going further, the role of staff capacity in the committee system can also be likened to the relationship between factors of production and output in the traditional Solow's growth model where capital serves as a vital input for raising output. The Cobb-Douglas production function also hypothesizes the relation between labour and capital acting on an efficiency factor on output. The deduction from this postulation is that committee staff who provide the labour for committee members, require the necessary capacity to be able to produce outputs that would be useful to members of parliament. These theoretical propositions feed into the argument by Möller and Törrönen (2003) who noted that while activities carried out at the committee level is vital aspect of the committee system, what is of more importance is the quality of output created from such activities. The quality of output created according to the Cobb-Douglas production therefore, depends on input from labour and capital acting on an efficiency factor which in this case is likened to access to tailored training programmes.

2.7. Roles of Committee Clerks in Other Jurisdictions

Committee clerks in some democracies have similar functions across the globe but in some instances, these functions differed due to the structure of the system of governments or party formation of these countries. Committee clerks which is the focus of this study are among cadres of staff that formed staff of a parliament. In the course of explaining the roles of committee clerks in this unit, it should be noted that while some democracies did not specifically mention committee clerks, they generally explained the roles of committee staff in which committee clerks' roles were their target. This is because committee clerks' roles occupy the priority position. Also, some democracies referred to their committee clerks' as committee secretaries. Committee clerks'

qualities can be described as inevitable in the workings of a committee to making such committee succeed in the discharge of its statutory duties.

UNDP (1996) opined that staff size and degree of professionalization reflects the relative importance of committees in a given system. It also reflects a legislature's overall access to resources. Committees may be organized with a secretariat that employs staff and organizes the administration of the committee. In the US, each of the 19 permanent committees in the lower house can employ 18 professional and 12 clerical staff. Staff may arrange committee meetings, conduct research, assist in drafting legislation, provide expert advice etc. The minority party may hire one third of the staff. The standing committee staff ranges from 22 to 153 in the senate and 30 – 140 in the House with an average of about 70% committee. The secretariat of both Houses perform administrative, research and document preparation functions. In the senate, committee staff is allocated to the minority. NDI (1996) added that in the senate, committee staff is allocated to the minority party in proportion to the number of minority members on each committee. House rules allow each sub-committee chair and ranking minority member to appoint at least one staff member; additional sub-committee staff may be hired, but that staff must be subtracted from the staff allocation guaranteed the full committee. In addition to regular committee staff, a member can assign personal staff to work on committee matters (i.e. associate staff).

In UK, parliamentary staff can often be delegated a lot of power without it being explicitly called 'delegation' (CPA UK 2018). A clerk and one or more specialist advisers as suitable and a secretary are provided in the committee secretariat in the House of Lords. They perform administrative and document preparation functions while research function is performed to a limited extent, while in the House of Common, a clerk, one or more assistants, a secretary and

part-time specialist advisers are provided who perform both administrative, research and document preparation functions.

In India, staff are provided for, according to the requirements of each committee. The House secretary is secretary to all committees but assisted by the joint secretary. Administrative, research and document preparation functions are not applicable. This is applicable to both houses, Council of State and House of the People (NDI 1996).

In Malawi, CPA UK (2018) made it known that clerks traditionally carry out similar representatives, oversight, legislative, and administrative functions across different legislatures. Clerks are usually aware of what is going on, they are unable to have much of a say, and also tend to have limited influence on how committee agendas are set. NDI (1996) revealed that in other democratic legislatures, such as Romanian parliament is being faced with shortage of professional staff at the committee level, while NDI (1996) Stated further that both Houses, House of Deputies and Senate hire Secretary General of both chambers, while committee chairs select from a pool of one to three per committee. Secretariat staff perform administrative, research and document preparation functions. It also reported that Namibian National Assembly has committee secretariat comprising of civil servants who perform administrative, research and document preparation functions. Senegal National Assembly has in the secretariat, a member who is elected as Secretary who performs administrative, research and document preparation functions. It should be noted from the above that committee clerks' role across globe could be described as being similar with some variations therein.

Generally, committee clerks' functions include performance of administrative/legislative duties, research and document preparation functions as noticed above but in some democracies, committee clerks perform less functions. For instance, committee clerks perform notable functions

in the US Congress which do not exclude drafting legislation and research while committee clerks' functions exclude research function in UK parliament while they are also given less recognition in Indian parliament, clerks do not have much say in Malawi parliament even if they know what is going on, Secretary General is hired in Romanian parliament with one to three staff to a committee. Committee clerks' role may be said to be degraded. In the case of Namibian National Assembly, civil servants perform the secretariat functions, in Senegal, a member is elected to the position of secretary. In Nigerian context, National Assembly has its bureaucrats who discharges its legislative, administrative, research, document preparation and other committee functions.

While committees in the US Congress hire staff to discharge its duties, the Nigerian National Assembly has an agency established by an act of parliament referred to, as National Assembly Service Commission. This Commission is saddled with the responsibilities of recruiting permanent/ pensionable staff to the National Assembly Service. Among them are the staff who by education, experience and training in their career progression appointed to the position of committee clerks. They perform general functions such as administrative, research and document preparation. They perform their duties as the head of committee secretariat and liaises between the executive arm of government and the committee. Their functions could be said to be like that of the US Congress committee clerks, except that National Assembly committee clerks in Nigeria are full time bureaucrats appointed by the Commission (NASC) while committee clerks in US Congress are hired by committee of a particular jurisdiction.

2.8. Challenges Confronting Committee Clerks.

The demanding nature of committee system arising from pressures from various individuals, groups, institutions, etc for the betterment of mankind can be said to have resulted on committee clerks facing some challenges. Citizens can be looking unto the relevant committees

of the concerned jurisdictions to make necessary inputs into the legislative process for a desired result. Elected representatives of the masses may also be looking unto the committee clerks to make available to them relevant information or facts, report within a very short time, or write a brief, without putting into consideration whether or not mechanism that could make these requests possible have been put in place. Among those challenges that committee clerks can be facing include the inadequate office facilities. These include computer system, laptops, photocopying machines, internet facilities, office tables/chairs, insufficient office space, absence of operational vehicles, conducive office environment (i.e. air-condition, fan, television, fridge) etc.

In addition, committee clerks can be facing poor attitude from the management of the parliament to train and retrain them. Absence of this tells a lot about their knowledge, and skills for effective operations of the committee. Committee clerks can also face challenges from the ministry, departments and agencies of the government for nonchalant attitude to responding to their requests when seeking to find necessary information from them. Going further, committee clerks can face challenges in managing relationship with committee members. Some chairs of the committees prefer using their legislative aides or hire consultants to achieve their selfish interests thereby abandoning the committee clerks. In this case, committee clerks may be facing some challenges to compete with chairman's employer in discharging their duties. CPA UK (2018) highlighted some challenges which committee clerks may be facing in managing relationship with their members. These among others include:

- Tensions between chairpersons and clerks with chairs wielding more powers in their parties
- Chairpersons looking down on clerks and “difficult personalities” from the committee membership
- Senior Members absent in meetings

- Non-active chairpersons
- Chairpersons advancing personal agendas
- Chairpersons not conversant with the mandate of their committees.

2.9 Theoretical Framework.

This study is based on two theories to uphold itself. The first is systems theory while the second is Max Weber's theory of bureaucracy.

2.9.1 Systems Theory.

A system according to Management Help (2019) means an organized collection of parts (or sub-systems) that are highly integrated to accomplish an overall goal. The system has various inputs, which go through certain processes to produce certain outputs, which together, accomplish the overall desired goal for the system. It is usually made up of many smaller systems, or sub-systems. For example, an organization is made up of many administrative and management functions, products, services, groups and individuals. If one part of the system is changed, the nature of the overall system is changed, as well. Theory on the other hand, as expressed by Kumara (2017) is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about phenomena. However, systems theory is an interdisciplinary theory about every system in nature, in society and in many scientific domains as well as a framework with which we can investigate phenomena from a holistic approach (Copra1997).

Ashby (1968 and 1956) in Joslyn (1992) reacting to von Bertalanffy in the 1940s emphasized that real systems are open to, and interact with, their environments, and that they can

acquire qualitatively new properties through emergence, resulting in continual evolution. Rather than reducing an entity (e.g. the human body) to the properties of its parts or elements (e.g. organs or cells), systems theory focuses on the arrangement of and relations between the parts which connect them into a whole (cf. holism). This particular organization determines a system, which is independent of the concrete substance of the elements (e.g. particles, cells, transistors, people, etc.). Thus, the same concepts and principles of organization underlie the different disciplines (physics, biology, technology, sociology, etc.), providing a basis for their unification. Systems concepts include: system-environment boundary, input, output, process, state, hierarchy, goal-directedness, and information (Heylighen and Joslyn 1992).

UNB (2019) also stated that Systems theory was introduced by biologist L. von Bertalanffy in the 1930s as a modelling device that accommodates the interrelationships and overlap between separate disciplines. The reality is that when scientists and philosophers first tried to explain how things worked in the universe, there were no separate disciplines. There were simply questions to be answered. But as we started understanding more and more, the sciences broke down into chemistry, physics, biology, and then biophysics, biochemistry, physical chemistry, etc. so that related components of a problem were investigated in isolation from one another. The Systems Theory introduced by von Bertalanffy reminds us of the value of integration of parts of a problem. Problems cannot be solved as well if they are considered in isolation from interrelated components. An enormous advantage systems analysts have in knowing the definitions of systems theory is that they present us with ideal guidelines for our initial familiarization with a new problem, which of course is a new system.

A. Terms of Systems Theory.

According to UNB (2019) Systems Theory terms include the following:

i) Problem.

A problem can be a question looking for an answer, a situation (such as an existing information system) that isn't working properly and needs improving, or a new opportunity or idea that is worthy of further consideration. In other words, when we speak of a "problem" in systems analysis and design, we don't necessarily mean that there is something wrong. We mean that there is a situation that needs to be understood and a solution to be determined.

ii) System.

From your text: A system is a set of related components that work together in a particular environment to perform whatever functions that are required to achieve the system's objective.

iii) Goal Seeking.

A system is goal-seeking by definition. When the definition of a system says that a system's components work together to achieve a common objective it means that the system seeks to complete a goal. For example, the objective of the digestive system is to ensure that food is digested, with some by-products going into the related circulatory system to nurture the body and other by-products being expelled. The objective of a payroll system is likely to be to produce complete, correct and timely output in the form of cheques, reports, and updated history files. It is important to be able to identify the objectives of any existing or new system to be able to understand it and evaluate its effectiveness. In an information

system, the components include people, procedures, data, software, and hardware. Paper artefacts are part of this, such as manuals, forms, and reports.

iv) Input.

Every system has input.

v) Output.

Every system has output. It is fair to say that a system may be evaluated by determining if its output results in the achievement of its objective.

vi) Feedback.

To be effective and efficient a system needs a feedback mechanism that can ascertain whether the outputs of the system are what they should be. If not, a system should have the ability to adjust its inputs or processes to improve the outputs. An ideal system is self-regulating. The feedback mechanism in an information system may be automated or may be manual.

vii) Entropy.

Entropy is a measure of the degree of disorder in a system. It is a familiar term in thermodynamics, when considering chemical systems, and is also relevant to information systems. The concept of entropy says that any system will tend towards disorder. Knowing that, we can put checks in place to monitor the correctness of the output of a system.

viii) Internal Environment.

A system operates in an environment with both internal and external components. Its internal environment is that part of its environment over which it has some control. If some aspect of the internal environment is causing some difficulty for the system, that aspect can be altered. For example, a particular information system operates in a particular office

environment. If a requirement of the information system is that its users must collect data that hasn't been collected previously, this new activity can be asked of them.

ix) External Environment.

A system's external environment is that part of its environment over which it has no control, but it still affects the requirements of the system. For example, in a payroll system, the provincial and federal tax laws affect the procedures in the system. The tax laws must be reflected in the system, and if the laws change, the system must change to accommodate those changes. So an analyst must be aware of the requirements of both the internal and external environments in which an information system will work.

x) Subsystem.

A system is usually composed of self-contained but interrelated systems that are called subsystems. It is important to be able to recognize these subsystems, because understanding this interdependence is vital to developing a complete system.

xi) Super system.

A system composed of two or more systems may be called a super system of those systems.

xii) System Boundary.

A system boundary may be thought of as the point at which data flows (perhaps as output) from one system to another (perhaps as input). The degree to which data is free to flow from one system to another is known as the permeability of the boundary. A permeable boundary allows data to flow freely, resulting in an open system. An impermeable

boundary is one which strictly controls (or even restricts) the acceptance or dispensing of data, resulting in a closed system.

xiii) Interdependence.

One of the most important concepts in Systems Theory is the notion of interdependence between systems (or subsystems). Systems rarely exist in isolation. For example, a payroll system has to access and update a personnel system. It is important for an analyst to identify this interdependence early. It may be the case that changes you make to one system will affect another in ways you haven't considered, or vice versa.

B. Components of System.

In addition to the above Tanuja (2019) identified six main components of a system which include the following:

1. Sub-System.

Each part of the bigger whole is a sub-system. These parts make the whole organization. Each sub-system is part of the larger system which, in turn, is subsystem of a still larger system. For example, department is a sub-system of the organization which is a sub-system of the industry, which, further is a sub-system of the national economy which is a sub-system of the world economy.

2. Synergy.

The sum total of parts is less than that of the whole. If every department works independently, total output would be less than what is produced by them together. Synergy defines relationships amongst all parts of the organization e.g., if production and marketing departments have independent sub-departments to provide them finance or labour, it will

be less efficient than a system where both (production and marketing department) are connected with one finance or personnel department of the organization as a whole.

Thus, systems approach does not just talk of the parts and their sub-parts but also their arrangement. All the parts and sub-parts are arranged in such a manner that output of the whole (achieved through coordination amongst subsystems) is more than the total of the output of individual parts.

3. Open and Closed Systems:

System can be open or closed. Open system actively interacts with the environment. It receives inputs as raw material, labour, capital, managerial and technical expertise from the environment and sells outputs (goods and service) to the society. The Government (framing the policies and imposing taxes) and competitors also interact with business organizations.

A closed system has no or very little interaction with the environment. Practically, all organizations are open systems though degree of openness with the environment varies according to nature of their operations. A manufacturing organization, for example, is far more open than a religious organization (a temple or a church).

4. System Boundary:

Each system has a boundary that separates it from the environment. The world outside the boundary of the system is its environment. This boundary is overlapping (flexible) in case of open system and non-flexible (rigid) in case of a closed system. More the interaction of

an organization with its environment, more flexible is its boundary. System boundaries are increasingly flexible in the modern world.

5. Flow:

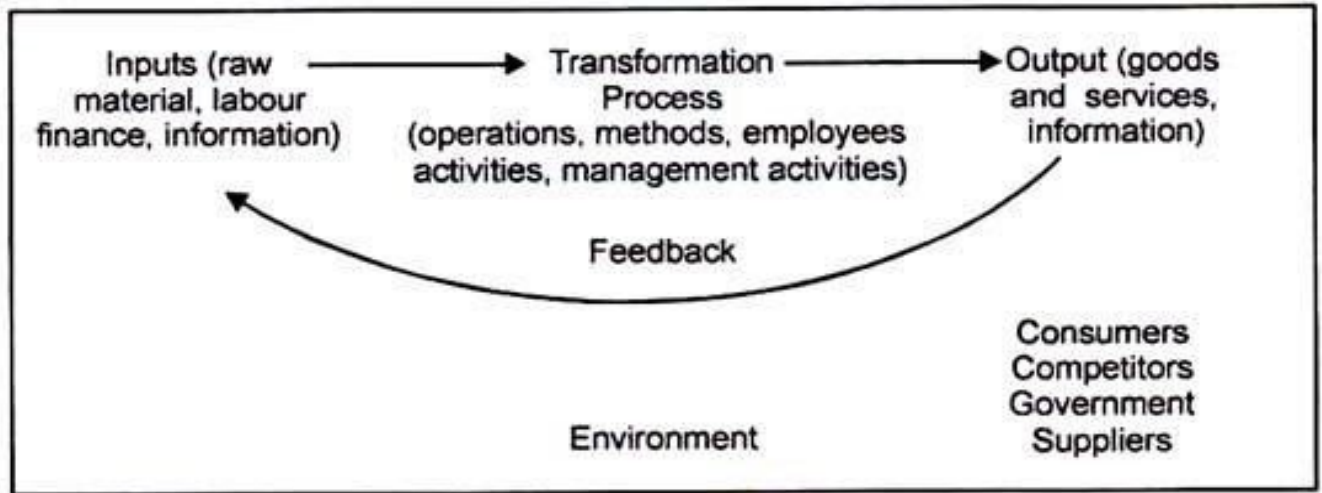
It represents the movement of inputs (men, material, money, machine etc.) into the system from the environment, their transformation into outputs (goods and services) and supply of outputs to the environment.

6. Feedback:

Feedback mechanism helps in knowing whether or not output is accepted by the environment. The information is feedback to the organization so that organizational operations can be assessed and if need be, corrected. Feedback means response of the environment to organizational outputs.

Figure 2.1

Diagram of Systems Approach to Management



Source: Tanuja (2019)

C. Merits of System Theory Approach.

Tanuja (2019) stated that the system approach has the following merits:

1. System approach provides a holistic view of the organizations and emphasizes on their adaptive nature. It increases organization's adaptability to environmental changes. The organization is studied as a whole and not through its parts. This enables it to adapt to the needs of the environment. Decisions are made keeping in mind organization-environment interface.
2. It analyses the system at different levels and inter-relates and integrates it into a unified set of direction. Starting from individual goals, it focuses on overall organizational goals, synthesizes the two and converges them into global economy.
3. System approach provides a framework for effective interaction of parts of the organization in a specific arrangement for attainment of its goals. It does not focus on one part of the organization.

4. It considers the impact of environment of the organization and vice versa. Interaction of external environment with the internal environment is the most significant contribution of systems theory. System approach, thus, analyses the organization as an adaptive and dynamic entity.
5. System approach synthesizes the classical and behavioural theories into a broader framework to solve managerial problems. It, thus, focus on organizations as multi-dimensional in nature.

D. Limitations of System Theory Approach.

Tanuja (2019) further expressed that the System Theory Approach has the following limitations:

1. Critics of this theory claim this as theoretical approach to management. The way an organization actually works and solves problems (by applying different techniques and methods) has no appeal in the theory.
2. Relationship amongst parts of the organization is emphasized upon but the exact nature of inter-dependence is not defined.
3. Exact relationship between internal and external environment of the organization is also not defined. For example, it specifies that change in economic policies necessitates change in internal policies of the organization but what changes are required to match the changes in economic environment is not talked about.
4. System approach fails to provide uniform approach to management. Management practices change with changes in environmental variables. No standard set of principles apply to all types of organizations.

It has added nothing new to the study of management. Even before this approach was introduced, managerial decisions were taken keeping in mind the environmental variables. No specific decision-making techniques are offered to deal with specific problems.

5. It fails to provide concepts that apply to all types of organizations. The small organizations are less adaptive to environmental variables than large organizations. The theory assumes that most of the organizations are big, complex and open systems. It, thus, fails to provide a unified theory.

E. Application of Systems Theory to the Study.

Application of the principles of systems Theory to National Assembly as an organization considers legislative committees as sub-systems in the operations of the National Assembly. Legislative Committees (sometimes called commissions) are units of organization within a legislative chamber that allows groups of legislators to review policy matters or proposed bills more closely than would be possible by the entire chamber. In many countries, referral to Committee is a formal step in the process of adopting a bill (UNDP, 2020).

The provision of the law in accordance with Orders 97(b & d) of the Senate and Orders 17(1.1) and 18(4) of the House of Representatives of the National Assembly empowers each house to establish its special, ad-hoc and standing committees for its operations. Each legislative chamber of the National Assembly might resolve on any legislative day on various referrals to any of its committees for in-depth investigation of issues featured with public interest. The Committees in carrying out their legislative activities generate facts/information (input) which go into the system that is worthy of reporting to the legislative chamber for deliberations. This process might manifest into products which could either be policies, laws, or resolutions (output). The feedback may also

be obtained in this process through the implementation of these policies, laws, or resolutions of the National Assembly, which could also generate either positive or negative reactions from the public. The System which is the entire body of the National Assembly might receive the feedback in the process and may possibly embark on another legislative action as deemed necessary.

2.9.2. Max Weber's Theory of Bureaucracy.

The second theory upon which this study is centred is Max Weber's Bureaucratic Theory. Expert Programme Management (2019) stated dictionary definition of bureaucracy as a system for controlling a system for controlling or managing a country, company, or organization, that is operated by a large number of officials employed to follow rules carefully. It explained that these days the word Bureaucracy is often associated with negative connotations, but at the time bureaucratic theory was developed by Weber it was designed to solve some big problems with the way organizations were being run. It stressed that Max Weber was a German sociologist born in 1864. He grew up at a time when industrialization meant how employees were organized was becoming increasingly important. Society was moving towards larger and larger organizations, from farms employing a dozen people, to factories employing thousands of people.

Weber saw that organizing large groups of people like this presented new challenges, especially when it came to authority. At this time, most organizations were running based on traditional authority, where how well you did was based on who you knew rather than what you knew. Today we call this favouritism, but Weber called it particularism, where a particular group of people had disproportionate sway over the organization. Weber according to it saw that it was unlikely that this was the best way to run an organization. Because of the problems Weber saw with traditional authority he favoured a more rational approach to running an organization and

helping it to achieve its goals. Expert Program Management (2019) however, stated in details the parts, characteristics, examples, advantages, and limitations of Weber's Bureaucracy as below:

A) Parts to Weber's Bureaucratic Theory:

1. A clear organizational hierarchy.

An organizational hierarchy defines how people are structured and fit within an organization. For example, a typical company will have the CEO at the top of the hierarchy, followed by the executive board. Each board member will then be responsible for managers, who in turn will manage employees. Weber wanted each hierarchy to have what he called legal-rational authority. This means that defined authority sits with a position, not with a person. For example, your subordinate would never be able to tell you what to do even if they happened to be the son of the CEO because their formal position doesn't hold that power. Basically, your authority comes from the position you hold in the hierarchy.

2. Clear rules for decision making.

Weber referred to this as rational-legal decision-making rules. This means that there should be a set of explicit rules and procedures defining how the organization functions, and that these rules should be consistent with the rules and laws of wider society.

B) Characteristics of a Bureaucracy.

Weber identified six characteristics of Bureaucracy. These include:

1. Hierarchical Management Structure.

One of the hallmarks of a bureaucracy is a hierarchical management structure. In a hierarchy, each level within the organizational structure controls the level below but is controlled by the level above. Power and authority are clearly and explicitly defined for

each position within the hierarchy. Job responsibilities and duties are also clearly defined for each position.

2. Division of Labour.

Division of labour means that tasks are divided between the employees of the organization. Each employee will be responsible for specific tasks and each department will be responsible for specific functional areas. As an example of this think about how your salary is set and paid within a large organization. Your salary will be set by your line manager, but you will be paid by the Payroll department, rather than the money being paid to your boss who would then give it to you. There are advantages to breaking things up in this way. First, your manager is the person in the best position to set your salary as they observe your performance much more closely than the payroll department. Second, the payroll department are specialists in payroll and ensure you get paid on the same day each month.

3. Formal Selection Process.

All employees are treated equally and are hired and promoted on the basis of qualifications, expertise, performance, and experience. There are formal rules and regulations to ensure this selection process isn't abused. For example, your manager can't hire someone simply because they're friends from the golf club.

4. Career Orientation.

The organization is career orientated, meaning that if you follow the rules and regulations and perform well you will not be arbitrarily fired. In fact, if you perform well you may even have the chance to be promoted or receive a pay rise. In this way, the organization offers each employee the opportunity for a long term career, provided they follow the rules and perform well.

5. Formal Rules and Regulations.

There are rules in place that govern how all employees should behave. Managers cannot simply appraise their employees according to their whims. Instead, they must assess employees according to the rules. For example, if you've been set a target to make 10 widgets and you make 10 widgets then you've achieved your target. Your manager can't simply decide retrospectively that you should have really made 15 widgets and then fire you for not making 15 widgets. The rules protect employees against this type of behaviour. Similarly, there are rules surrounding how we behave, treat, and interact with other employees.

6. Impersonality:

The rules are well defined and clear and are applied in the same way to everyone. The rules are there to prevent favouritism or nepotism. If two employees were to enter into a relationship together whilst working within the same department, then often one of them will be moved to a different department or different part of the organization to avoid favouritism and help keep in-work relationships impersonal.

C) Examples of Bureaucracies.

Bureaucracies exist throughout society and the business world. Public sector bureaucracies include many parts of government administration, the military, and almost all universities. In the private sector, large organizations are often structured in a bureaucratic fashion, examples include Coca-Cola, General Electric etc.

D) Advantages of Bureaucratic Theory.

There are a number of advantages of bureaucracy including:

1. Efficiency.

Within the hierarchy, everyone has a specific job to perform. This clear delineation of responsibility and specialization can lead to greater efficiency.

2. Predictability.

Having a hierarchy, rules and procedures enable large organizations to cope with highly complex tasks. It's almost impossible to imagine how something as complicated as a manned spacecraft could be constructed and sent into space successfully within an organization with no rules or hierarchy.

E) Limitations of Bureaucratic Theory.

There are a number of disadvantages of bureaucratic theory including:

1. Inflexibility.

While the hierarchy and rules are there to encourage efficiency they can be very slow to adapt to new situations or information.

2. Empire Building.

It is not uncommon for people climbing through the hierarchy to try and maximize their power by having the biggest team possible for purposes of self-promotion or appearing powerful and important.

3. Red Tape.

Bureaucracies are often associated with excessive red tape, whereby excessive structure, rules, and processes slow tasks down and lead to frustration for the people trying to get things done to the best of their ability.

F. Application of Max Weber's Theory of Bureaucracy to the Study.

Max Weber's bureaucratic theory is relevant to this study because the National Assembly is both political and bureaucratic organization. National Assembly as a political institution uses its bureaucracy to uphold itself. It consists of the Senate and the House of Representatives. The main function of the National Assembly as a Parliament includes representation, law making and oversight. It has support staff comprising of the legislative aides and permanent staff. The legislative aides are employed at the instance of the legislators and their service periods can be determined by the legislator or end at the expiration of each tenure of the National Assembly while the permanent staff are pensionable staff who serve for either thirty-five years in service or sixty years of age. The pensionable staffs are the custodians of the National Assembly. They are bureaucrats who ensure, guide, maintain and promote the bureaucratic procedure of the National Assembly. It is headed by the Clerk to the National Assembly who is the accounting officer of the National Assembly. The Senate and House of Representatives are also headed by the Clerk of Senate and Clerk of House of Representatives respectively. Other directorates are also headed by Secretaries. Each legislative house of National Assembly has chamber staffs who take the appropriate recordings of the procedural or substantive motions.

The Committees of the National Assembly are headed by Committee Clerks who serve as accounting officers and also perform legislative and administrative duties to the Committees. The process of inputs, output and feedback in National Assembly operations as a system might be difficult to accomplish without putting into practice the principles of bureaucratic theory. Inputs of legislative committees into the system for chambers' deliberations might also be difficult to achieve without committee staff (bureaucrats). It is based upon this that this study is determined to find out the qualities of parliamentary staff on committee effectiveness in National Assembly.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter addressed the procedures that were used for the research methodology.

The study adopted objective by objective approach technique to achieve the methodology. It pointed out the methods used to achieve the three specific objectives. It showed techniques of data analysis on each specific objective, a priori expectations of the results on each specific objective, and a comparison of existing results with the present study on each specific objective.

3.1 Methods used to achieve the three (3) specific objectives.

This study adopted specific objectives based approach to discuss the methodology.

3.1.1 Method used to achieve objective one (1) to the study.

Specific objective one set out to examine educational qualifications of committee clerks to improving the performances of the committees. The sources of data used in achieving objective one were primary and secondary data. The data were sourced from the Head/Director of Committee Department or Clerk of Committees of the Senate Directorate of the National Assembly. Request for the secondary data to achieve objective one was obtained through a letter written to the Director/Clerk of Committees of the Senate Directorate. This was because the Director/Clerk of Committees oversees the activities of committee clerks of the Senate Committees. It also collates, keeps and updates committee clerks' records on educational qualifications. The primary data were received through administration of questionnaire instrument to the senators because senators receive services from committee clerks. From the total population of 109 senators, 50 copies of questionnaire were administered as sample size following Sandelowski (1995) who alluded that sample size in qualitative researches is generally a subjective judgement. Out of the sample size of 50 senators, only 29 senators responded to the questionnaire.

The study also obtained external opinions from MDAs, NGOs/CSOs or citizens in finding out if there will be counter factual evidences. Out of the population of 29 staff of different MDAs in FCT, Abuja, 10 staff of different MDAs were randomly selected as sample size and they were administered questionnaire following Sandelowski (1995) as pointed out above, only 5 copies of questionnaire representing 5 staff of different MDAs were returned and analysed. Also, out of the population of 26 staff of different NGOs/CSOs or citizens, questionnaire were administered to 10 staff of different NGOs/CSOs or citizens who were selected as sample size for counter balancing of opinions following Sandelowski (1995) as pointed out above, only 7 staff/respondents or citizens from these different NGOs/CSOs or citizens returned the questionnaire. This decision was

taken to see if there will be differences or similarities in opinions sought from the internal sources, (senate's directorates, and senators) and external sources (MDAs, NGOs/CSOs or Citizens).

3.1.2 Techniques of Data Analysis for objective one (1).

The technique of data processing, analysis and interpretation were based on descriptive survey design. The collected data through the secondary source were described in a systematic manner capable of revealing whether or not educational qualifications of committee clerks can help in improving committees' performances in the course of doing their job. The primary data were processed using percentages to analyze the personal data of respondents and mean scores used to analyze their responses on the research questionnaire. The modified Likert type scale of four (4) options was provided for the respondents. The rating scales of the items in the questionnaire were assigned numerical values as follow:

SA	-	Strongly Agree	-	4 points
A	-	Agree	-	3 points
D	-	Disagree	-	2 points
SD	-	Strongly Disagree	-	1 point

The acceptance or rejection level for the mean score was determined by finding the average of the scores (i.e. $4 + 3 + 2 + 1 = 10/4 = 2.5$). The mean score found greater than 2.5 was accepted while those lesser than 2.5 was rejected. The formula for the mean score is as below:

$$\text{Mean} = \bar{x} = \frac{\sum fX_i}{N}$$

N

Σ = Summation

f = Frequency

X_i = No of items

N = Total number of items

3.1.3 A priori Expectation to achieve objective One (1).

Based on Campbell's theory of procedural knowledge and organizational performance, a prior expectation of the result of this study on objective one was targeted on committee clerk who were expected to have obtained sound and quality education for at least a first degree educational qualification from a recognized University in Nigeria or Overseas or its equivalent. Campbell (1990) proposed a model of performance by describing the performance components as a function of three determinants, namely:

- i) Declarative knowledge,
- ii) Procedural knowledge and skills,
- iii) Motivation.

3.1.4 Comparison of existing result with the Present Study for objective one (1).

Obukowho (2017) in his work titled "Evaluating the effectiveness of the Committee System in National Assembly from June 2015 to December 2016" was compared with this study in relation to objective one. The objective one to the present study is determined to examine the place of educational qualifications of committee clerks to improving the performances of the committees. The objective of the existing result is meant to evaluate the effectiveness of the committee system in legislative process of the National Assembly. It is also sought to measure the extent to which factors such as method of constitution of legislative committees, insufficient funding and poor management of the little resources have hindered the effectiveness of legislative committee. The main difference is centered on the existing study evaluating the effectiveness of the committee while the present study examined the place of educational qualification of committee clerks for improved committees' performances. A combination of both qualitative and

quantitative method was deployed for the study. The study discovered that issues such as political interference in the constitution of legislative committees and funding were major hindrances to the effectiveness of legislative committees. It proffered recommendation that the constitution of legislative committees should be based on factors such as academic qualifications, professionalism and experience. It also recommended that funding should be targeted at specific training needs of the committee members.

The existing result is relevant to the present study because both have relevance to the effectiveness of the legislative committees. They are concerned on those factors that are capable of promoting effectiveness of the committees. These include educational qualifications, professionalism and training. While the existing result targeted on putting round peg in the round hole in the constitution of the legislative committees as regard members' academic qualifications, the present study is concerned with the place of educational qualifications of committee clerks for committee effectiveness. The existing result has created a gap to be filled by the present study on the role of educational qualifications of committee clerks to committee effectiveness.

3.2.1 Method used to achieve objective two (2) to the study.

Specific objective two set out to ascertain the relevance of the experiences of the committee clerks in improving the performances of the committees. The sources of data used in achieving objective two were primary data. The data were sourced from the senators and committee clerks through administration of questionnaire instrument. From the total population of 109 senators and 69 committee clerks, 50 copies of questionnaire were administered to each group of these respondents as sample size following Sandelowski (1995) who alluded that sample size in qualitative researches is generally a subjective judgement. Only 29 senators and 27 committee clerks returned the questionnaire.

This decision was taken because senators receive services from committee clerks while committee clerks themselves know how long they have been managing committees. Committee clerks must have been deployed from one committee to another because they are considered as custodians of committee secretariats who understand the committee operations. Some of these committee clerks had served various committee chairmen, vice chairmen and members of different legislative tenure in the National Assembly.

The study also obtained external opinions from MDAs, NGOs/CSOs or citizens in finding out if there will be counter factual evidences. Out of the population of 29 staff of different MDAs in FCT, Abuja, questionnaire were administered to 10 staff of different MDAs who were randomly selected as sample size following Sandelowski (1995) as pointed out above, only 5 copies of questionnaire representing 5 staff of different MDAs were returned. Also, out of the population of 26 staff of different NGOs/CSOs or citizens, questionnaire were administered to 10 staff of different NGOs/CSOs or citizens who were selected as sample size for counter balancing of opinions following Sandelowski (1995) as pointed out above, only 7 staff/respondents or citizens from these NGOs/CSOs or citizens returned the questionnaire. This decision was taken to see if there will be differences or similarities in opinions sought from the internal sources, (senators, and committee clerks) and external sources (MDAs, NGOs/CSOs or Citizens).

3.2.2 Techniques of Data Analysis for objective two (2).

The techniques for data processing, analysis and interpretation were based on percentages and mean scores. Percentages were used to analyze respondents' personal data while mean scores were used to analyze their responses on the research questionnaire. The modified Likert type scale of four (4) options was provided for the respondents. The rating scales of the items in the questionnaire were assigned numerical values as follow:

SA	-	Strongly Agree	-	4 points
A	-	Agree	-	3 points
D	-	Disagree	-	2 points
SD	-	Strongly Disagree	-	1 point

The acceptance or rejection level for the mean score was determined by finding the average of the scores (i.e. $4 + 3 + 2 + 1 = 10/4 = 2.5$). The mean score found greater than 2.5 was accepted while those lesser than 2.5 was rejected. The formula for the mean score is as below:

$$\text{Mean} = \bar{x} = \frac{\sum fX_i}{N}$$

Σ = Summation

f = Frequency

X_i = No of items

N = Total number of items

3.2.3 A priori expectation to achieve objective two (2).

Result of this study in respect to objective two is expected to reveal that the committee clerks' experiences would help to improve the performances of the committee based on their length of service and grade levels as senior officers'/management staff. It is also expected that committee clerks' period of service as clerk to a particular committee determines his level of experience. This may have positive impact on the committee performances. This study on objective two adopted Campbell's (1990) who proposed a general model of performance. He postulated Declarative Knowledge to include knowledge about facts, principles, goals and the self. He assumed Declarative Knowledge to be a function of a person's abilities, personality, interests, education, training, experience, and aptitude –treatment interactions.

3.2.4 Comparison of existing result with the present study for objective two (2).

The existing result of Sagai (2018) titled “Assessment of the effectiveness of parliamentary committees in the National Assembly” was compared with objective two of this study. Objective two of this study is to ascertain the relevance of the experiences of committee clerks in improving the performances of the committees. The objectives of the existing result are to: determine whether committees of the National Assembly have been discharging their statutory responsibilities; examine the adequacy or otherwise of committee resources; assess the utilization of resources at the disposal of committees and measure their level of performances in relation to meetings; referrals, oversight etc; and also find out the constraints and ways of overcoming such constraints.

The main difference between the two studies showed that the existing study was determined to assess the effectiveness or performances of the parliamentary committees through meetings, the utilization of committee resources in discharging committees’ activities like meetings, oversight, and referrals. The present study in its own case is meant to reveal the relevance of the experiences of committee clerks in conducting committees’ activities like bill scrutiny, public hearings and oversights. It used survey method to obtain secondary data and also administered questionnaire to committee clerks.

Findings revealed that: 8th National Assembly performed its statutory responsibilities on the average of inadequate funding; funds released to the committees were inadequate but well utilized on committee activities; and that committees have adequate staff but needed to be trained for better performance. The existing result also revealed that committees performed various legislative duties on the average but are confronted by a chunk of problems which included funding, lack of adequate rooms/offices, vehicles, poor motivation and training etc. It recommended that more funds, more meeting room/offices, vehicles, improved conditions of

service, capacity building, provision of office equipment and working materials should be provided to the committees for improved performances.

This existing result is relevant to the present study because both are focused on improved committee performances. However, the present study is determined to fill the gap created by the existing one by targeting on the experiences of the committee clerks for improved committee performances. While the existing result is based on the provision of various working facilities to the committee to help it undertake its activities, the present study differed by viewing that these facilities require experienced committee clerks to manage them. This indicates that a committee clerk should have worked for a good number of years as a pensionable staff and probably must have also served as a committee clerk who should have understood the tradition of committee's operations for a good period of time.

3.3.1 Method used to achieve objective three (3) to the Study.

Specific objective three set out to find out whether or not the training and retraining of committee clerks have positive effects on them. The sources of data used in achieving this objective were secondary and primary data. The secondary data were sourced from the Director/Clerk of Committees of the Senate Directorate of the National Assembly through letter while the primary data were sourced from the senators and committee clerks through administration of questionnaire. From the total population of 109 senators and 69 committee clerks, 50 copies of questionnaire were administered to each group of these respondents as sample size following Sandelowski (1995) who alluded that sample size in qualitative researches is generally a subjective judgement. Only 29 senators and 27 committee clerks returned the questionnaire.

These decisions were taken because senators and committee clerks will be ready to offer genuine explanations on the issues of training and retraining which will help to add values to

committee clerks' qualities for improved committees' performances. It is also pertinent to source secondary data from the Senate Directorate through Director/Clerk of Committees to avoid biased responses from either side. Based on the important nature of the job schedule of the senate's directorate, it cannot disassociate itself from the role of providing training and retraining programmes for committee clerks. So it has the records of training.

The study also obtained external opinions from MDAs, NGOs/CSOs or citizens in finding out if there will be counter factual evidences. Out of the population of 29 staff of different MDAs in FCT, Abuja, 10 staff of different MDAs who were randomly selected as sample size were administered questionnaire following Sandelowski (1995) as pointed out above, only 5 copies of questionnaire representing 5 staff of different MDAs were returned. Also, out of the population of 26 staff of different NGOs/CSOs or citizens, questionnaire were administered to 10 staff of different NGOs/CSOs or citizens who were selected as sample size for counter balancing of opinions following Sandelowski (1995) as pointed out above, only 7 staff/respondents or citizens from these different NGOs/CSOs returned the questionnaire. This decision was taken to see if there will be differences or similarities in opinions sought from the internal sources, (senate's directorates, senators, and committee clerks) and external sources (MDAs, NGOs/CSOs or Citizens).

3.3.2. Techniques of Data Analysis for objective three (3).

The processing, analysis and interpretation of the secondary data were described in a systematic manner capable of making it known whether training and retraining of committee clerks of the senate in the National Assembly are adequate or not.

Secondly, the technique for primary data processing, analysis and interpretation were based on percentages to analyze the personal data of respondents while mean scores were used to analyze

their responses on the research questionnaire. The modified Likert type scale of four (4) options was provided for the respondents. The rating scales of the items in the questionnaire were assigned numerical values as follows:

SA	-	Strongly Agree	-	4 points
A	-	Agree	-	3 points
D	-	Disagree	-	2 points
SD	-	Strongly Disagree	-	1 point

The acceptance or rejection level for the mean score was determined by finding the average of the scores (i.e. $4 + 3 + 2 + 1 = 10/4 = 2.5$). The mean score found greater than 2.5 was accepted while those lesser than 2.5 was rejected. The formula for the mean score is as below:

$$\text{Mean} = \bar{x} = \frac{\sum fX_i}{N}$$

N

Σ = Summation

f = Frequency

X_i = No of items

N = Total number of items

3.3.3 A Priori expectation to achieve objective three (3).

The results of this study on objective three are expected to receive responses from senators and committee clerks indicating that committee clerks are being trained and retrained but urging senate's directorate to do more. This is because of the importance/significance of training and retraining of the committee clerks to adding values to committee clerks' qualities for committees' performances. It is also being expected from responses from the senate's directorate to reveal that committee clerks are being trained/retrained and that this training/retraining programmes have

positive effects on them. This study on objective three adopted Campbell's theory of Procedural Knowledge and Organizational Performance. Campbell (1990) describes the performance components which include declarative Knowledge, Procedural Knowledge and Skills, and Motivation. He stated that declarative knowledge includes Knowledge about facts, principles, goals and the self. According to him, this is assumed to be a function of person's abilities, personality, interests, education, training, experience, and aptitude – treatment interactions.

3.3.4 Comparison of existing result with the present study for objective three (3)

The research work of Ejikeme (2008) titled “The Impact of support staff on the effectiveness of the House committee on Appropriations” was compared with the objective three of this study. The objective three to this study is concerned to finding out whether or not training and retraining of committee clerks add values to their qualities. The objectives of the existing study include: to examine the role of support staff; to examine the challenges faced by committee support staff; and to suggest strategies that will improve the efficiency and effectiveness of the support staff.

The main difference is centered on the existing study examining the impacts of the role of support staff of House committee on appropriations on effectiveness of their committee. The present study however differs by examining whether or not training and retraining programmes of committee clerks have positive effects on them. While the existing study dealt with support staff generally on their roles and challenges they may likely face in discharging their duties the present is concerned with desired values that committee clerks may likely acquire through training and retraining programmes in making them excel. Committee clerks being the focus of the present

study may be expected to acquire relevant legislative skills, knowledge and experiences through training and retraining.

Primary and Secondary method of gathering data were adopted. It found out that the role of support staff in the House Committee on Appropriations have enhanced the performances of the members of the House committee on Appropriations in way such as organizing meetings and taking of minutes, collation of data from standing committees for final compilation and providing guidance to members of the constitutional requirements of their legislative duties. In addition, it also found out that poor staff welfare leading to low morale, lack of office space and working tools as well as lack of cooperation from MDAs in providing information to committee secretariat are challenges faced by the support staff. It recommended that there is the need for constant training and retraining of staff, enhancement of salary structure, conducive office, working tools and need to clear job description to avoid conflict of interest between staff in the course of doing their job. It also recommended the need to enhance good working relationship between the House Committee on Appropriations and MDAs.

The existing study is related to the present because both are targeted to achieving overall goal of the National Assembly through the inputs made by committee support staffs which do not exclude committee clerks. The present study differed to the existing one because it particularly focuses on the training and retraining needs of committee clerks. The present study is determined to fill this gap because committee clerks manage the committee secretariat in which other support staff are responsible to Hence, committee clerks require specific training needs to make them good managers of committee secretariat and perform better by giving desired direction to the committee. Such specific training needs which the existing study did not identify could include computer based training, training on policy writing, legislative scrutiny, Appropriation process, motion/bill

drafting etc. It could be expected that such training needs to the committee clerks would add values to their qualities through the provision of adequate and updated knowledge, skills and inculcation of desired good attitudes and values in carrying out their jobs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter identified Senate's directorate as a source through which data were gathered on the qualifications, training and retraining of committee clerks. It also showed responses of senators, committee clerks, staffs of MDAs and NGOs/CSOs or citizens through the analysis of questionnaire on the examination of the qualifications, experiences, training and retraining of committee clerks on committees' performances. It revealed the summary of findings and discussion of findings.

4.1. Analysis of demographic statistics of respondents.

4.1.1 Responses from the director/clerk of committees to a letter written to the office of the clerk, Senate.

Data on the relevance of educational qualifications, training and retraining of committee clerks for improving the performances of the committees were collected from the Senate Directorate of National Assembly. This was carried out through a letter written to the Clerk of the Senate. This action was considered relevant because the Senate’s Directorate keeps records of committee clerks, appoints and deploys clerks to various committees of the Senate by considering educational qualifications possessed by clerks/staff. Senate’s directorate also has the records of training and retraining of committee clerks.

4.1.2 Analysis of demographic statistics of committee clerks.

This unit shows numbers of variables of committee clerks that responded to the research questionnaire. This is as contained in tables 4.1 to 4.8

Table 4.1

Distribution of committee clerks by gender.

Gender	Number of Clerks	Percentage (%)
Male	16	59
Female	11	41
Total	27	100

Source: Field Survey (2020).

Table 4.1 above shows 16 male committee clerks and 11 female committee clerks, representing 59% and 41% of the total respondents respectively. This table shows the difference of 5 male committee clerks above female committee clerks, representing 19% of the total respondents. It could be said that both male and female committee clerks were used for this study. This means the result of this research could be described as not being gender biased.

Table 4.2

Distribution of committee clerks by age brackets.

Age Bracket	Number of Committee Clerks	Percentage (%)
20 – 30 years	-	-
31 – 40 years	-	-
41 – 50 years	16	59
51 years and above	11	41
Total	27	100

Source: Field Survey (2020).

Table 4.2 above reveals that 16 committee clerks (59%) and 11 committee clerks (41%) fall within the age bracket of 41 – 50 years and 51 years of age and above respectively. This study could be said to have involved matured committee clerks in the research for which information provided could be relied upon.

Table 4.3

Distribution of committee clerks by marital status.

Marital Status	Number of Clerks	Percentage (%)
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married	26	96
Singled	1	4
Total	27	100

Source: Field Survey (2020).

Table 4.3 expresses 26 married committee clerks and one (1) singled committee clerk. These represent 96% and 4% of the marital status of the respondent respectively. It could be expressed that more married committee clerks were involved in the study. The data provided by these variables of respondents may be interpreted to indicate that questionnaire instruments were attended to with sound and stable minds of well thought out of opinions.

Table 4.4

Distribution of committee clerks by highest educational qualifications.

Highest Educational Qualifications	Number of Committee Clerks	Percentage (%)
Ph. D	4	15
M.A/M.Sc or its equivalent	17	63
B.A/B.Sc or its equivalent	6	22
Total	27	100

Source: Field Survey (2020).

Table 4.4 shows the breakdown of the educational qualifications of the committee clerks. This includes 4 Ph. D holders, which represents 15%, 17 M.A/M.Sc holders or its equivalent 63%, 6 B.A/B.Sc. holders or its equivalent representing 22%. It could be described that more highly educational certificated committee clerks were involved in this research which means information provided may be genuine enough for use in other researches

Table 4.5**Distribution of committee clerks by working experiences in the legislative service.**

Working Experiences	Number of Committee Clerks	Percentage (%)
10 – 15 years	10	37
16 – 20 years	6	22
21 – 25 years	5	19
26 – 30 years	6	22
31 – 35 years	-	-
Total	27	100

Source: Field Survey (2020).

Table 4.5 shows the working experiences of committee clerks in the legislative service which indicates that 10 committee clerks had worked for 10 – 15 years, (37%), 6 for 16 – 20 years (22%), 5 for 21 – 25 years (19%), 6 for 26 – 30 years (22%) and none for 31 – 35 years (0%). This research could be described as having engaged more experienced committee clerks in the legislative service which had led to receiving first-hand information from the operators themselves.

Table 4.6**Distribution of committee clerks by working experiences as committee clerks.**

Working Experiences as a Committee Clerk	Number of Committee Clerks	Percentage (%)
10 – 15 years	17	63
16 – 20 years	4	15
21 – 25 years	3	11
26 – 30 years	-	-

31 – 35 years	-	-
Others (silence)	3	11
Total	27	100

Source: Field Survey (2020).

Table 4.6 shows the duration of years upon which committee clerks had served or administered committees. It shows 17 committee clerks (63%) for 10 – 15 years, 4 (15%) for 16 – 20 years, 3 (11%) for 21 – 25% years, none for 26 – 30 years and 31 – 35 years respectively, while 3 (11%) committee clerks were silent. It could be said that the study made use of experienced committee clerks while the 3 (11%) committee clerks who were silent could be ascribed to the recent on-going re-organization in the National Assembly bureaucracy as a result of the retirement of some management staff due to attaining retirement age of 60 years of age or completing 35 mandatory years in service. This led to the appointment of some management staff to fill management vacant positions, which resulted to the appointment of few committee clerks. Those 3 (11%) committee clerks who were silent could be newly appointed committee clerks. Information obtained from here may be classified as reliable because they were sourced from experienced committee clerks.

Table 4.7

Distribution of committee clerks into the number of committees they had served in.

Number of Committees in which Committee Clerks had served in	Number of Committee Clerks	Percentage (%)
1 – 5 Committees	25	93
6 – 10 Committees	2	7
11 – 15 Committees	-	-

16 – 20 Committees	-	-
21 Committees and above	-	-
Total	27	100

Source: Field Survey (2020).

Table 4.7 above expresses the number of committees in which committee clerks had served in. This shows 25 (93%) for having served in 1 – 5 committees and 2 (7%) committee clerks who had served in 6 – 10 committees. This revelation could be described that experienced committee clerks were used for this study. This might have helped to obtain the desired information required for this study.

Table 4.8

Distribution of committee clerks by their present grade levels.

Committee Clerks present grade levels (GL)	Number of Committee Clerks	Percentage (%)
GL 10 – 12	-	-
GL 13 – 14	-	-
GL 15 and above	27	100
Total	27	100

Source: Field Survey (2020).

Table 4.8 indicates that all the 27 (100%) committee clerks who responded to the research questionnaire were on the salary Grade Level 15 and above. This could be said that the committee clerks are management staff who might have acquired cognate experiences, possess the relevant legislative skills and knowledge desired of committee clerks.

4.1.3. Analysis of demographic statistics of senators.

This unit revealed the variables of members of the parliament of the Nigerian Senate who responded to the research questionnaire. This is as shown in table 4.9 to 4.15

Table 4.9

Distribution of senators by their position in committees.

Position of Senators in Committees	Number of Senators	Percentage (%)
Committee Chairman	16	55
Vice Chairman to Committees	13	45
Members to Committees	-	-
Total	29	100

Source: Field Survey (2020).

Table 4.9 reveals that 16 (55%) senators were chairmen to various committees, while 13 (45%) senators were Vice Chairmen to various committees. This shows that a senator in the senate in Nigeria could either be a chairman or vice chairman to a committee, while at the same time each of the chairman or vice chairman could also be a member to other committees. These variables are good for this study because they were expected to provide accurate information for the study.

Table 4.10

Distribution of senators by gender.

Gender	Number of Senators	Percentage (%)
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Males	27	93
Females	2	7
Total	29	100

Source: Field Survey (2020).

Table 4.10 shows that 27 (93%) of senators were males while 2 (7%) were females. It could be said that both male and female senators participated to provide information for this study, even though the number of male senators overshoot the female senators, with the difference of 25 senators representing 86% of the total number of senators who responded to the questionnaire. This wide gap between the male and female senators could be ascribed to low participation of women in elective positions in Nigeria. It could be said that the results of this study is gender balanced.

Table 4.11

Distribution of senators by age brackets.

Age Bracket	Number of Senators	Percentage (%)
20 – 30 years	-	-
31 – 40 years	-	-
41 – 50 years	7	24
51 years and above	22	76
Total	29	100

Source: Field Survey (2020).

Table 4.11 exposes the age brackets of senators who responded to the research questionnaire. It indicates that 7 (24%) of the senators were 41 to 51 years of age while 22 (76%) senators were 51 years of age and above. It could be said that this research involved matured

senators in its examination. These senators were elderly because it could be said that some two terms governors and other highly professional or profiled members of the society were elected into the senate which is commonly referred to as the upper legislative chamber. This means it may be concluded that the study involved senators with words of experience.

Table 4.12

Distribution of senators by marital status.

Marital status	Number of Senators	Percentage (%)
Married	28	97
Singled	-	-
Divorced	-	-
Widow	1	3
Total	29	100

Source: Field Survey (2020).

Table 4.12 identifies 28 (97%) married senators and with 1 (3%) widow. It could be stated that these senators are responsible representatives of the people in the parliament with sound and stable mind.

Table 4.13

Distribution of senators by highest educational qualifications.

Highest Educational qualifications	Number of Senators	Percentage (%)
Ph. D	6	21
M A/M.Sc or its equivalent	15	52
B.A/B.Sc or its equivalent	6	21
HND or its equivalent	2	7
Total	29	100

Source: Field Survey (2020).

In table 4.13, the highest educational qualifications of the senators were made known. These included 6 (21%) Ph.d holders, 15 (52%) holders of M.A/M.Sc or its equivalent, 6 (21%) of B.A/B.Sc or its equivalent, and 2 (7%) of HND holders. It could be deduced from this table that senators who participated in this research were well educated.

Table 4.14

Distribution of senators by working experiences as chairman or vice chairman or member to committees.

Working Experience as Chairman/Vice Chairman or member to Committees	Number of Senators	Percentage (%)
0 – 4 years	16	55
5 – 9 years	11	38
10 – 14 years	-	-
15 – 19	-	-
20 years and above	2	7
Total	29	100

Source: Field Survey (2020).

Table 4.14 reveals the working experiences of the senators as either the chairman to a Committee or vice chairman or as member to committees. 16 (55%) senators had working experiences in the legislative service between.

0 – 4 years, 11 (38%) senators had experiences between 5 – 9 years and 2 (7%) senators had experiences of 20 years and above. Based on this, it might be concluded that the senators who responded to the questionnaire were experienced senators in the legislative service whose opinions could be relied upon.

Table 4.15

Distribution of senators by the numbers of committees they had served in or presently serving.

Number of Committees which Senators had served in or presently serving	Number of Senators	Percentage (%)
1 – 5 Committees	9	31
6 Committees and above	20	69
Total	29	100

Source: Field Survey (2020).

Table 4.15 reveals the number of committees a senator had previously served or presently serving. The table shows 9 senators representing 31% of the total respondent, who had served in 1 – 5 committees, and 20 senators representing 69% who had also served or presently serving in 6 committees and above. This table also reveals that these variables or categories of senators who responded to this research questionnaire were experienced senators with relevant knowledge and skills in the operations of the legislative committees.

4.1.4 Analysis of demographic statistics of staff of Ministries, Departments and Agencies (MDAs) of the Federal Government.

This unit revealed the variables of staff of the MDAs who were used for this study. This is as contained in table 4.16 to table 4.23.

Table 4.16

Distribution of staff of MDAs by gender.

Gender	Number of staff of MDAs	Percentage (%)
Males	5	100
Females	-	-
Total	5	100

Source: Field Survey (2020).

Table 4.16 above shows 5 males (100%) of the total respondents, and nil for females. The zero number of female staff recorded in this unit was not the handwork of the researcher but those staff that were available to respond to the questionnaire. Despite this, the results of this report were reliable because it is devoid of gender bias.

Table 4.17

Distribution of staff of MDAs by age brackets.

Age Brackets	Number of staff of MDAs	Percentage (%)
20 – 30 years	-	-
31 – 40 years	3	60
41 – 50 years	2	40
51 years and above	-	-
Total	5	100

Source: Field Survey (2020).

Table 4.17 expresses that 3 staff (60%) and 2 staff (40%) fall within the age brackets of 31 – 40 years and 41 – 50 years respectively. It could be interpreted that matured staff were used. It is expected that results of this study may be accepted.

Table 4.18

Distribution of staff of MDAs by marital status.

Marital Status	Number of staff of MDAs	Percentage %
Married	5	100
Singled	-	-
Total	5	100

Source: Field Survey (2020).

Table 4.18 shows that the total 5 respondents (100%) were married. This shows that these respondents may have provided genuine information because they could be considered to be able to manage various situations they might find themselves because they may be psychologically stable.

Table 4.19

Distribution of staff of MDAs by highest educational qualifications.

Highest Educational Qualifications	Number of staff of MDAs	Percentage (%)
Ph. D	1	20
M.A/M. Sc or its equivalent	3	60

B. A/B. Sc or its equivalent	1	20
Total	5	100

Source: Field Survey (2020).

Table 4.19 presents 1 Ph. D holder, (20%), 3 M.A/M.Sc holders (60%) and 1 B.A/B.Sc holder, (20%). The educational qualifications of these respondents had helped to provide reliable results because they were well educated.

Table 4. 20

Distribution of staff of MDAs by working experiences in the public/civil service.

Working Experiences in the Public/Civil service	Number of staff of MDAs	Percentage (%)
10 – 15 years	1	20
16 – 20 years	3	60
21 – 25 years	1	20
26 – 30 years	-	-
31 – 35 years	-	-
total	5	100

Source: Field Survey (2020).

Table 4. 20 shows the working experiences of the staff of MDAs in public/civil Service which indicates that 1 staff (20%), had worked between 10 – 15 years, 3 staff (60%) worked between 16 – 20 years and 1 staff (20%) worked between 21- 25 years. It could be described that the study made use of experienced staff in the MDAs. This indicates that the results of the study could be considered reliable.

Table 4. 21

Distribution of working experiences of staff of MDAs with the committee clerks of the 8th senate.

Working experiences	Number of staff of MDAs	Percentage (%)
0 year	-	-
1 year	1	20
2 years	2	40
3 years	2	40
4 years	-	-
Total	5	100

Source: Field Survey (2020).

Table 4.21 above shows 1 staff (20%) who had worked with the committee clerks for 1 year, 2 staff (40%) who had worked with clerks for 2 years, and 2 staff (40%) who had worked with the committee clerks for 3 years in the 8th senate. This revelation indicated that those staff of MDAs who were involved in this study might have provided genuine information which could make the results of this study worthy to be accepted.

Table 4.22

Distribution of number of committee clerks the staff of MDAs had worked with in the 8th senate.

Number of committee clerks worked with by staff of MDAs	Number of staff of MDAs	Percentage (%)
1 – 5 committee clerks	2	40
6 – 10 committee clerks	3	60

11 – 15 committee clerks	-	-
1 6– 20 committee clerks	-	-
21 and above committee clerks	-	-
Total	5	100

Source: Field Survey (2020).

Table 4.22 reveals that 2 staff (40%) of MDAs had worked with 1 – 5 committee clerks, and 3 staff (60%) worked with 6 – 10 committee clerks in the 8th senate. It could be interpreted that these staff who were involved in this study might have gathered enough information on the committee clerks in their engagement with them. The information provided by these staff could be regarded as reliable.

Table 4.23.

Distribution of staff of MDAs by grade levels.

Staff's grade levels	Number of staff of MDAs	Percentage (%)
GL. 10 - 12	-	-
GL. 13 - 14	-	-
GL. 15 and above	5	100
Total	5	100

Source: Field Survey (2020).

Table 4.23 reveals that 5 staff (100%) of the MDAs who were involved in this study were on their directorate levels/management staff who were on salary grade 15 and above. The information provided by these categories of staff could be reliable because they were expected to have acquired relevant knowledge, and experiences in the public service.

4.1.5 Analysis of demographic statistics of the staff of Non-Government Organizations (NGOs)/Civil Society Organizations (CSOs)/Citizen or members of the public.

This unit revealed the variables of staff of NGOs/CSOs/Citizens or members of the public involved in this study. This is contained in tables 4.24 to 4.30.

Table 4.24

Distribution of staff of NGOs/CSOs by gender.

Gender	Number of staff of NGOs/CSOs	Percentage (%)
Males	6	86
females	1	14
Total	7	100

Source: Field Survey (2020).

Table 4.24 exposes 6 male staff (86%) of NGOs/CSOs, and 1 female Staff (14%) of NGOs/CSOs, who participated in this study. Even though, number of males was higher than the female, the results of this could be said to be gender bias free.

Table 4.25

Distribution of age brackets of staff of NGOs/CSOs.

Age brackets	Number of staff of MDAs	Percentage (%)
20 – 30 years	1	14
31 – 40 years	6	86
41 – 50 years	-	-
50 years and above	-	-
Total	7	100

Source: Field Survey (2020).

Table 4.25 shows 1 staff (14%) whose age was between 20 – 30 years and 6 staff (86%) whose ages were between 31 – 40 years. The report of this study could be accepted because more matured staff were involved. It could be expected that these staff could be able to perceive rationally.

Table 4.26

Distribution of staff of NGOs/CSOs by marital status.

Marital status	Number of staff of NGOs/CSOs	Percentage (%)
Married	5	100
Singled	-	-
Divorced	-	-
Widowed	-	-
Total	5	100

Source: Field Survey (2020).

Table 4.26 indicates 5 (100%) married staff or persons who were involved in this study. This means these respondents could be regarded as responsible members of the society whose information could be relied upon.

Table 4.27

Distribution of staff of NGOs/CSOs by their highest educational qualifications.

Highest educational qualifications	Number of staff of NGOs/CSOs	Percentage (%)
Ph. D	1	14
M. A./M. Sc or its equivalent	5	72
B. A/B. Sc or its equivalent	1	14
Total	7	100

Source: Field Survey (2020).

In table 4.27, the highest educational qualifications of respondents include 1 (14%) Ph.D holder, 5 (72%) M.A/M.Sc holder and 1 (14%) holder of B. A/B. Sc. It could be said that respondents were well educated and hence information provided by these persons could be reliable.

Table 4.28

Distribution of staff of NGOs/CSOs by their working experiences.

Working experiences of staff of NGOs/CSOs	Number of staff of NGOs/CSOs	Percentage (%)
10 - 15 years	5	72
16 – 20 years	2	28
21 – 25 years	-	-
26 - 30 years	-	-
31 years and above	-	-
Total	7	100

Source: Field Survey (2020).

Table 4.28 shows that 5 (72%) staff of NGOs/CSOs had working experiences of 10 – 15 years, and 2 (28%) had 16 – 20 years experiences. This means these respondents were experienced. Hence, the results of this study could be relied upon.

Table 4.29

Distribution of staff of NGOs/CSOs by their working experiences with committee clerks of the 8th senate.

Working experiences with committee clerks in the 8 th senate	Number of staff of NGOs/CSOs	Percentage (%)
0 year	-	-
1 year	-	-
2 years	1	14
3 years	1	14
4 years	5	72
Total	7	100

Source: Field Survey (2020).

Table 4.29 expresses that 1 (14%) staff of NGOs/CSOs worked with committee clerks for 2 years in the 8th senate, 1 (14%) worked for 3 years and 5 (72%) worked for 4 years with committee clerks. This indicates that these categories of persons could have gathered experiences by working with committee clerks. Hence, information provided by them could be accepted.

Table 4.30

Distribution of staff of NGOs/CSOs based on the number of committee clerks they had worked with in the 8th senate.

Number of committee clerks worked with in the 8 th senate	Number of staff of NGOs/CSOs	Percentage (%)
1 – 5 committee clerks	3	43
6 – 10 committee clerks	4	57
11 – 15 committee clerks	-	-
16 – 20 committee clerks	-	-
21 committee clerks and above	-	-
Total	7	100

Source: Field Survey (2020).

Table 4.30 reveals that 3 (43%) of staff of NGOs/CSOs had worked with 1 – 5 committee clerks in the 8th senate, and 4 (57%) had worked with 6 – 10 committee clerks. This indicates that information provided by these categories of respondents could be accepted because their contacts with committee clerks could reveal much information about the qualities of these clerks. Hence, report of this study could be considered to be capable of contributing to knowledge.

4.2. Examination of educational qualifications of committee clerks on objective one (1).

4.2.1 Responses of the Senate’s directorate on educational qualifications of committee clerks.

The director/clerk of committees of the senate’s directorate responded to questions which were contained in a letter written to the clerk senate on educational qualifications as below:

Main question: Can educational qualifications of committee clerks improve the performances of the committees?

Ans: Yes

Sub-questions:

1. Did committee clerks in the 8th senate possess the same level of educational qualification? If yes or no, why?

Ans: No. Committee clerks in the legislature possess different academic qualifications, ranging from: HND; first degrees; second degrees, and Ph.D.

2. Did you face challenges in the appointment of clerks to the committees based on their educational qualifications in the 8th senate? If Yes, what are the challenges? If no, why?

Ans: No. The yardstick for appointment of committee clerks is standardized based on seniority, cognate experience, capacity or geographical spread. However, it must be stated that anyone appointed as committee clerk, must possess at least a minimum qualification of first degrees and its equivalent in any discipline.

3. Did the Management/Directorate of the senate consider any staff with educational qualification below first University degree or its equivalent as committee clerk in the 8th senate? If yes or no, why?

Ans: No. All the committee clerks are holders of first degrees or HND and some are holders of additional professional/academic qualifications. Also experiences and grade levels are necessary prerequisites for appointment as committee clerks.

4. Did you in the 8th senate disengage any committee clerk from his job for non-performance based on educational qualification? If yes, how many were disengaged.

Ans: No

5. What level of education is most appropriate for staff to have obtained before his/her appointment as committee clerk? i.e. NCE, ND, HND, B.sc. or its equivalent, M.Sc. or its equivalent, Ph.D. if others, specify. Please, justify any of the option you have chosen.

Ans: First Degree or its equivalent. Staff with such academic qualification can function effectively as committee clerk.

6. Records of educational qualifications of committee clerks in the 8th senate.

i. How many committee clerks were holders of highest educational qualifications below first degree?

Ans: None

ii. How many committee clerks were holders of highest educational qualifications of first University degree and its equivalent?

Ans: All

iii. How many committee clerks were holders of highest educational qualifications of post graduate diploma degrees? i.e.

a) How many holders of post graduate diploma degree?

Ans: fifteen (15)

b) How many holders of postgraduate master degree?

Ans: Thirty Five (35)

c) How many holders of postgraduate degree of Doctor of Philosophy (Ph.D.)?

Ans: Three (3)

7. Please, do not hesitate to provide additional information to achieving objective one of this study, which may not be covered as stated in 1 – 6 above. This is based on

whether or not higher educational qualifications of committee clerks improve committee performances.

Ans: Higher educational qualifications do improve capacity of committee clerks to perform their legislative assignments and duties.

4.2.2. Responses of senators on the educational qualifications of committee clerks to improving the performances of the committees.

Senators' responses were analysed as contained in table 4.31 below.

Table 4.31

N = 29

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1	Committee clerks' high levels of educational qualifications contribute to committee performances.	16	13	-	-	103	3.55	Accepted
2	Committee clerks' educational qualifications should not be less than at least first university degree from a recognized university in Nigeria or overseas	24	5	-	-	111	3.82	Accepted
3	Committee clerks' high levels of educational qualifications could help in an increased drafting of motions and bills for the members of the parliament in the senate.	19	8	1	1	103	3.55	Accepted

4	High level of educational qualifications of committee clerks is an instrument for a desired number of acceptable minutes, brief and report writing for the legislators	14	13	2	-	97	3.34	Accepted
5	Staff with sound education from recognized universities in Nigeria or overseas could be considered as committee clerks when the need arises	16	13	-	-	103	3.55	Accepted
6	High educational qualifications of committee clerks help them to perform effectively to a global standard.	15	13	1	-	101	3.48	Accepted
7	Educational qualifications help committee clerks to perform better as manager of a committee secretariat and also as a permanent consultant to the committee by providing rightful direction.	19	6	4	-	102	3.51	Accepted
8	Sound education of committee clerks could help in increasing the number of legislative activities such as conduct of public hearings in bill processes.	17	12	-	-	104	3.58	Accepted

Sectional average mean score (\bar{x}) = 3.56

Source: Field Survey (2020).

Items 1- 8 of table 4.31 above show the responses of the senators of the Nigerian National Assembly on the educational qualifications of the committee clerks for improving the performances of the committees. 29 senators responded to the questionnaire out of the total sampled population of 50 senators. Item 1 shows 16 senators who strongly agreed with the statement while 13 agreed. Nil disagreed nor strongly disagreed. Σfx for this item is 103 with item's mean score of 3.55. Item 2 shows 24 senators who strongly agreed, 5 agreed and nil for disagree and strongly disagreed. Σfx is 111 with item's mean score of 3.82. 19 senators strongly agreed in item 3, 8 agreed and 1 each disagreed and strongly disagreed. Σfx is 103 with item's mean score of 3.55. In item 4.14 strongly agreed, 13 agreed and 2 disagreed while nil strongly disagreed. Σfx is 97 with item's mean score of 3.34. Item 5 has 16 for strongly agreed, 13 agreed, and nil disagreed and strongly disagreed. Σfx is 103 having the mean score of 3.55. Responding to item 6, 15 strongly agreed, 13 agreed, 1 disagreed and nil strongly disagreed. Σfx is 101 with 3.48 as item's mean. For item 7, 19 strongly agreed, 6 agreed and 4 disagreed, while 1 strongly disagreed. Σfx is 102 with item's mean of 3.51. 17 strongly agreed for item 8. 12 agreed and none disagreed nor strongly disagreed. Σfx is 104 with item's mean of 3.58. The sectional average mean score for this categorization is 3.56. However, it should be observed that the sectional average mean score of 3.56 is greater than the decision rule of 2.50. Therefore, it could be stated that the senators of Nigerian National Assembly perceived that educational qualifications of committee clerks occupy significant place for improving the performances of the committees.

4.2.3 Responses of MDAs on the educational qualifications of committee clerks to improving the performances of the committees.

Staff of MDAs' responses were analysed as contained in table 4.32 below.

Table 4.32

N = 5

S/No	Items	SA (4)	A (3)	D (1)	SD (1)	Σfx	\bar{x}	Decision
1.	Committee clerks' high levels of educational qualifications contribute to committee performances.	4	1	1	-	19	3.8	Accepted
2.	Committee clerks' educational qualifications should not be less than at least first University degree from a recognized University in Nigeria or overseas.	4	-	1	-	18	3.6	Accepted
3.	Committee clerks' high levels of educational qualifications could help in an increased drafting of motions and bills	4	1	-	-	19	3.8	Accepted

	for the members of the Parliament in the Senate.							
4.	High level of educational qualifications of committee clerks is an instrument for a desired number of acceptable minutes, brief and report writing for the legislators.	3	2	-	-	18	3.6	Accepted
5.	Staff with sound education from recognized Universities in Nigeria or overseas could be considered as committee clerks when the need arises.	2	2	1	-	16	3.2	Accepted
6.	High educational qualifications of committee clerks help them to perform effectively to a global standard.	4	1	-	-	19	3.8	Accepted
7.	Educational qualifications help committee clerks to perform better as manager of a committee secretariat and also as a permanent consultant to the committee by providing rightful direction.	4	1	-	-	19	3.8	Accepted
8.	Sound education of committee clerks could help in increasing	4	1	-	-	19	3.8	Accepted

the number of legislative activities such as conduct of public hearings in bill processes.							
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Sectional average mean score $(\bar{x}) = 3.67$

Source: Field Survey (2020).

Items 1 – 8 of table 4.32 show the responses of the MDAs on the influence of educational qualifications of the committee clerks for improving the performances of the committees. 5 staff from different MDAs responded to the questionnaire. Item 1 shows 4 staff who strongly agreed, 1 agreed, 1 disagreed and nil strongly disagreed. Σfx for this item is 19 with item's mean score of 3.8. Item 2 shows 4 staff who strongly agreed, nil agreed, 1 disagreed, and nil strongly disagreed. Σfx for this item is 18 with item's mean score of 3.6. In item 3, 4 strongly agreed, 1 agreed, nil disagreed and strongly disagreed. Σfx for this item is 19. It has item's mean score of 3.8. Item 4 has 3 who strongly agreed, 2 agreed, nil disagreed and strongly disagreed. Σfx is 18 with the mean score of 3.6. Item 5 has 2 who strongly agreed, 2 agreed, 1 disagreed and nil strongly disagreed. Σfx is 16 with item's mean score of 3.2. Item 6 has 4 who strongly agreed, 1 agreed, and nil disagreed and strongly disagreed. Σfx is 19 with item's mean score of 3.8. In item 7, 4 strongly agreed, 1 agreed, nil disagreed and strongly disagreed. Σfx is 19 with item's mean score of 3.8. In item 8, 4 strongly agreed, 1 agreed, nil disagreed and strongly disagreed. Σfx for this item is 19. It has item's mean score of 3.8. The sectional average mean score for this categorisation is 3.67. Since the average mean score of 3.67 is higher than the decision rule of 2.50, it could be concluded that responses from MDAs perceived that educational qualifications of committee clerks could influence the increased performances of the committees.

4.2.4 Responses of NGOs/CSOs or citizens on the educational qualifications of committee clerks to improving the performances of the committees.

Staff of NGOs'/CSOs' or citizens' responses were analysed as contained in table 4.33 below.

Table 4.33

N = 7

S/No	Items	SA (4)	A (3)	D (1)	SD (1)	Σfx	\bar{x}	Decision
1.	Committee clerks' high levels of educational qualifications contribute to committee performances.	4	2	1	-	24	3.42	Accepted
2.	Committee clerks' educational qualifications should not be less than at least first University degree from a recognized University in Nigeria or overseas.	4	3	-	-	25	3.57	Accepted
3.	Committee clerks' high levels of educational qualifications could help in an increased drafting of motions and bills for the members of the Parliament in the Senate.	5	2	-	-	26	3.71	Accepted
4.	High level of educational qualifications of committee	4	3	-	-	25	3.57	Accepted

	clerks is an instrument for a desired number of acceptable minutes, brief and report writing for the legislators.							
5.	Staff with sound education from recognized Universities in Nigeria or overseas could be considered as committee clerks when the need arises.	4	2	-	1	23	3.28	Accepted
6.	High educational qualifications of committee clerks help them to perform effectively to a global standard.	4	3	-	-	25	3.57	Accepted
7.	Educational qualifications help committee clerks to perform better as manager of a committee secretariat and also as a permanent consultant to the committee by providing rightful direction.	3	4	-	-	24	3.42	Accepted
8.	Sound education of committee clerks could help in increasing the number of legislative	3	4	-	-	24	3.42	Accepted

	activities such as conduct of public hearings in bill processes.							
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Sectional average mean score (\bar{x}) = 3.49

Source: Field Survey (2020).

Items 1 – 8 of table 4.33 above show the opinions of the NGOs/CSOs or citizens on the influence the educational qualifications of the committee clerks may have on the improved performances of the committees. Item 1 shows 4 persons or staff of NGOs/CSOs or Citizens who strongly agreed with the statement, 2 persons or staff agreed, 1 person disagreed, and nil strongly disagreed with the statement. Σfx is 24. It has the item’s mean score of 3.42. Item 2 shows 4 persons who strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25 with item’s mean of 3.57. In item 3, 5 strongly agreed, 2 agreed, nil disagreed and strongly disagreed. Σfx is 26 with item’s mean score of 3.71. Item 4 has 4 who strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25. It has the item’s mean score of 3.57. In item 5, 4 strongly agreed, 2 agreed, nil disagreed and 1 strongly disagreed. Σfx is 23 with the mean score of 3.28. Item 6 has 4 for strongly agreed, 3 for agreed, nil disagreed and strongly disagreed. Σfx is 25. It has the item’s mean score of 3.57. In item 7, 3 strongly agreed, 4 agreed, nil disagreed and strongly disagreed. Σfx is 24. It has item’s mean score of 3.42. In item 8, 3 strongly agreed, 4 agreed, nil disagreed and strongly disagreed. Σfx is 24. It has item’s mean score of 3.42. The sectional average mean score stands at 3.49. Since the average mean of 3.49 is greater than the decision rule of 2.50, it could be concluded by stating that the opinions of NGOs/CSOs or Citizens were positive.

4.3 Examination of relevance of experiences of committee clerks on objective two (2).

4.3.1 Responses of senators on the relevance of the experiences of committee clerks to improving the performances of the committees:

Senators' responses were analysed as contained in table 4.34 below:

Table 4.34

N = 29

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1	Committee clerks' experiences determine the level of committees' performances.	14	15	-	-	101	3.48	Accepted
2	Committee clerks' on grade level 15 and above could be described as having possessed desired experiences for committee performances.	18	11	-	-	105	3.62	Accepted
3	Length of service from 15 years and above of a committee clerk in the public service shows his level of experience for committee performances	17	11	1	-	103	3.55	Accepted
4	Serving a committee for at least 8 years of two tenures as a committee clerk show the level of experience of a committee clerk.	15	12	2	-	98	3.37	Accepted
5	Committee clerks could be deployed from one committee to	15	13	-	1	100	3.44	Accepted

	another based on experience for committees' performances.							
6	High level of experience of a committee clerk add values to committee's performances.	20	8	1	-	106	3.65	Accepted
7	Staff experiences could be considered before he/she is appointed as a committee clerk	16	12	1	-	101	3.48	Accepted
8	Committee clerks' experiences help to improve the performances of the committees through an increased in the number of motions and bills sponsored by the members of the parliament.	14	12	3	-	98	3.37	Accepted
9	Input of committee clerks' experiences into bills could lead to committee performances through an increased in the number of bills acceptable for passage into the law by the senate	12	14	3	-	96	3.31	Accepted
10	Committee clerks' experiences could facilitate committees' performances through an increased	17	11	1	-	103	3.55	Accepted

	in the conduct of public hearings in a bill process.								
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Sectional average mean score $(\frac{\Sigma fx}{x}) = 3.48$

Source: Field Survey (2020).

Items 1 – 10 above in table 4.34 show the responses of the senators on the relevance of experiences of committee clerks to improving the performances of the committees. Item 1 of this sectional categorization reveals 14 senators for strongly agreed and 15 for agreed, while nil for disagreed and strongly disagreed. Σfx for this item is 101 with mean score of 3.48. In item 2, 18 strongly agreed, 11 agreed and nil disagreed and strongly disagreed. Σfx is 105 with the item's mean of 3.62. Item 3 has 17 for strongly agreed, 11 for agreed, 1 disagreed and nil for strongly disagreed. Σfx is 103 with item's mean score of 3.55. In item 4, 15 strongly agreed, 12 agreed, 2 disagreed and nil strongly disagreed. Σfx is 98 with item's mean score of 3.37. 15 strongly agreed for item 5, 13 agreed, nil disagreed and 1 strongly disagreed. Σfx is 100 with item's mean score of 3.44. In item 6, 20 strongly agreed, 8 agreed, 1 disagreed and nil for strongly disagreed. Σfx is 106. It has item's mean score of 3.65. For item, 7, 16 strongly agreed, 12 agreed, 1 disagreed, nil strongly disagreed. Σfx is 101 with item's mean score of 3.48. 14 strongly agreed in item 8, 12 agreed, 3 disagreed and nil strongly disagreed. Σfx is 98 with item's mean of 3.37. In item 9, 12 strongly agreed, 14 agreed, 3 disagreed, and nil strongly disagreed. Σfx is 96 with item's mean score of 3.31. In item 10, 17 strongly agreed, 11 agreed, 1 disagreed and nil strongly disagreed. Σfx is 103. It has the item's mean score of 3.55. The sectional average mean score for this categorization is 3.48. Therefore, it could be stated that senators considered the experiences of committee clerks as instrument to improving the performances of the committees.

4.3.2. Responses of committee clerks on the relevance of their experiences to improving the performances of the Committees.

Committee clerks' responses were analysed as contained in table 4.35 below.

Table 4.35

N = 27

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1	Committee clerks' experiences determine the level of committees' performances.	13	14	-	-	94	3.48	Accepted
2	Committee clerks on grade level 15 and above could be described as having possessed desired experiences for committee performances.	12	14	-	1	91	3.37	Accepted
3	Length of service from 15 years and above of a committee clerk in the public service shows his level of experience for committee performances	9	17	1	-	89	3.29	Accepted
4	Serving a committee for at least 8 years of two tenures as a committee clerk show the level of experience of a committee clerk.	9	15	3	-	87	3.22	Accepted
5	Committee clerks could be deployed from one committee to another based	12	12	3	-	90	3.33	Accepted

	on experience for committees' performances.							
6	High level of experience of a committee clerk add values to committee's performances.	22	4	-	1	101	3.74	Accepted
7	Staff experiences could be considered before he/she is appointed as a committee clerk	14	9	4	-	91	3.37	Accepted
8	Committee clerks' experiences help to improve the performances of the committees through an increased in the number of motions and bills sponsored by the members of the parliament.	6	13	8	-	79	2.92	Accepted
9	Input of committee clerks' experiences into bills could lead to committee performances through an increased in the number of bills acceptable for passage into the law by the senate	11	14	2	-	90	3.33	Accepted
10	Committee clerks' experiences could facilitate committees' performances	8	17	2	-	87	3.22	Accepted

	through an increased in the conduct of public hearings in a bill process.								
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Sectional average mean score $(\frac{\Sigma fx}{x}) = 3.32$

Source: Field Survey (2020).

Items 1 to 10 of this categorization (table 4.35) show responses of the committee clerks on the relevance of their experiences for improving the performances of the committees. In item 1, 13 committee clerks strongly agreed with the statement. 14 agreed, nil disagreed and strongly disagreed. Σfx is 94 with item's mean of 3.48. Item 2 shows 12 for strongly agreed, 14 agreed, nil disagreed and 1 strongly disagreed. Σfx is 91 with item's mean score of 3.37. Item 3 has 9 for strongly agreed, 17 for agreed, 1 disagreed and nil for strongly disagreed. Σfx is 89. It has 3.29 as item's mean score. Item 4 has 9 for strongly agreed, 15 for agreed, 3 disagreed and nil for strongly disagreed. Σfx is 87 with 3.22 as item's mean score. In item 5, 12 strongly agreed, 12 agreed 3 disagreed and nil strongly disagreed. Σfx is 90 with item's mean score of 3.33. 22 strongly agreed in item 6, 4 agreed, nil disagreed and 1 strongly disagreed. Σfx is 101 with item's mean score of 3.74. 14 strongly agreed, 9 agreed, 4 disagreed nil strongly disagreed in item 7. Σfx is 91 with 3.37 as item's mean score. 6 strongly agreed, 13 agreed, 8 disagreed and nil strongly disagreed in item 8. It has 79 as Σfx with item's mean score of 2.92. In item 9, 11 strongly agreed, 14 agreed, 2 disagreed and nil strongly disagreed. Σfx is 90 with item's mean score of 3.33. Item 10 has 8 for strongly agreed, 17 for agreed, 2 for disagreed and nil for strongly disagreed. Σfx is 87. Item 10 has the mean score of 3.22. The sectional average mean score for this categorization is 3.32. It should be observed that the sectional average mean of 3.32 is greater than the decision rule of 2.50. Hence, committee clerks' responses on the relevance of their experiences to improving the performances of the committees could be described as positive.

4.3.3 Responses of MDAs on the relevance of experiences of committee clerks to improving the performances of the committees.

Staff of MDAs' responses were analysed as contained in table 4.36 below.

Table 4.36

N = 5

S/No	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1.	Committee clerks' experiences determine the level of committees' performances.	2	3	-	-	17	3.4	Accepted
2.	Committee clerks on grade level 15 and above could be described as having possessed desired experience for committee performances.	1	3	1	-	15	3.0	Accepted
3.	Length of service from 15 years and above of a committee clerk in the public service shows his level of experience for committee performances	2	2	1	-	16	3.2	Accepted
4.	Serving a committee for at least 8 years of two tenures as a committee clerk show the	1	2	2	-	14	2.8	Accepted

	level of experience of a committee clerk.							
5.	Committee clerks could be deployed from one committee to another based on experience for committees' performances.	2	3	-	-	17	3.4	Accepted
6.	High level of experience of a committee clerk add values to committee's performances.	5	-	-	-	20	4.0	Accepted
7.	Staff experience could be considered before he/she is appointed as a committee clerk	3	2	-	-	18	3.6	Accepted
8.	Committee clerks' experiences help to improve the performances of the committees through an increased in the number of motions and bills sponsored by the members of the parliament.	1	4	-	-	16	3.2	Accepted

9.	Input of Committee Clerks' experiences into bills could lead to committee performances through an increased in the number of bills acceptable for passage into the law by the Senate.	1	4	-	-	16	3.2	Accepted
10.	Committee clerks' experiences could facilitate committees' performances through an increased in the conduct of public hearings in a bill process.	2	3	-	-	17	3.4	Accepted

Sectional average mean score $(\frac{\Sigma fx}{x}) = 3.32$

Source: Field Survey (2020).

Items 1 – 10 above in table 4.36 show the responses of the staff of MDAs on the relevance of experiences of committee clerks to improving the performances of the committees. Item 1 has 2 staff who strongly agreed and 3 staff who agreed with the statement. Nil disagreed and strongly disagreed. Σfx for this item is 17 with item's mean score of 3.4. Item 2 has 1 who strongly agreed, 3 agreed, 1 disagreed and nil strongly disagreed. Σfx for this item is 15 with item's mean score of 3.0. Item 3 has 2 who strongly agreed, 2 agreed, 1 disagreed and nil strongly disagreed. Σfx is 16 with item's mean score of 3.2. In item 4, 1 strongly agreed, 2 agreed, 2 disagreed and nil strongly disagreed. Σfx is 14 with item's mean score of 2.8. In item 5, 2 strongly agreed, 3 agreed, nil

disagreed and strongly disagreed. Σfx is 17 with item's mean score of 3.4. Item 6 has 5 who strongly agreed, nil agreed, disagreed and strongly disagreed. Σfx is 20 with item's mean of 4.0. Item 7 has 3 who strongly agreed, 2 agreed, nil disagreed and strongly disagreed. Σfx is 18. It has item's mean score of 3.6. Item 8 has 1 who strongly agreed, 4 agreed, nil disagreed and strongly disagreed. Σfx is 16 with item's mean of 3.2. In item 9, 1 strongly agreed, 4 agreed, nil disagreed and strongly disagreed. Σfx is 16. It has item's mean of 3.2. Item 10 has 2 who strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 17. It has item's mean of 3.4. The sectional average mean for this categorisation is 3.32. Therefore, it could be said that the MDAs did not have contrary opinions to the relevance of experiences of committee clerks to improving the performances of the committees. These responses were considered positive because the average mean score of 3.32 is greater than the decision rule of 2.50.

4.3.4. Responses of NGOs/CSOs on the relevance of experiences of committee clerks to improving the performances of the committees.

Staff of NGOs'/CSOs' or citizens' responses were analysed as contained in table 4.37 below.

Table 4.37

N = 7

S/No	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1.	Committee clerks' experiences determine the level of committees' performances.	6	1	-	-	27	3.85	Accepted
2.	Committee clerks on grade level 15 and above could be described as having possessed desired	4	3	-	-	25	3.57	Accepted

	experience for committee performances.							
3.	Length of service from 15 years and above of a committee clerk in the public service shows his level of experience for committee performances	5	1	1	-	23	3.28	Accepted
4.	Serving a committee for at least 8 years of two tenures as a committee clerk show the level of experience of a committee clerk.	3	4	-	-	24	3.42	Accepted
5.	Committee clerks could be deployed from one committee to another based on experience for committees' performances.	4	3	-	-	25	3.57	Accepted
6.	High level of experience of a committee clerk add values to committee's performances.	4	3	-	-	25	3.57	Accepted
7.	Staff experience could be considered before he/she is appointed as a committee clerk	5	2	-	-	26	3.71	Accepted

8.	Committee clerks' experiences help to improve the performances of the committees through an increased in the number of motions and bills sponsored by the members of the parliament.	4	3	-	-	25	3.57	Accepted
9.	Input of Committee Clerks' experiences into bills could lead to committee performances through an increased in the number of bills acceptable for passage into the law by the Senate.	4	3	-	-	25	3.57	Accepted
10.	Committee clerks' experiences could facilitate committees' performances through an increased in the conduct of public hearings in a bill process.	4	3	-	-	25	3.57	Accepted

Sectional average mean score $(\bar{x}) = 3.56$

Source: Field Survey (2020).

Items 1 – 10 in table 4.37 above show the opinions of NGOs/CSOs or citizens on the influence the committee clerks experiences could have on the increased performances of

committees' activities. Item 1 of this sectional categorisation shows 6 person or staff of NGOs/CSOs or citizens who strongly agreed with the statement, 1 person or staff agreed, nil disagreed and strongly disagreed with the statement. Σfx for this item is 27 with item's mean score of 3.85. In item 2, 4 strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25 with item's mean of 3.57. Item 3 has 5 persons or staff for strongly agreed, 1 for agreed, 1 for disagreed and nil disagreed. Σfx is 23. It has item's mean of 3.28. Item 4 has 3 who strongly agreed, 4 agreed, nil disagreed and strongly disagreed. Σfx is 24 with item's mean of 3.42. Item 5 has 4 who strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25 with item's mean of 3.57. Item 6 has 4 who strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25 with item's mean of 3.57. Item 7 has 5 who strongly agreed, 2 agreed, nil disagreed and strongly disagreed. Σfx is 26 with item's mean of 3.71. In item 8, 4 strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25 with item's mean of 3.57. Item 9 has 4 who strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25. It has the item's mean of 3.57. In item 10, 4 strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25. It has the item's mean of 3.57. The sectional average mean for this categorisation is 3.56. It could therefore be stated that committee clerks' experiences could influence the increased performances of the committees. This is because the sectional average mean score of 3.56 is found to be higher than the decision rule of 2.50.

4.4 Examination of effects of training and retraining of committee clerks on objective three (3).

4.4.1 Responses of the Senate's directorate on the effects of training and retraining of committee clerks.

The director/clerk of committees of the Senate's directorate responded to questions which were contained in a letter written to the clerk senate on training and retraining of committee clerks as below:

Main question: Do training and retraining of committee clerks have effects on committees' performances?.

Ans: Yes

Sub-questions:

1. Why did you train and retrain your committee clerks in the 8th senate?

Ans: We trained and retrained committee clerks in order to:

- (i) Update their knowledge, skills power and intelligence in legislative practices/procedures and to keep abreast with global dynamics in legislative practices, generally for effective and optimal performances; and
- (ii) Develop their ethical conducts, attitudes and value systems in a desired direction.

2. What were the types of training and retraining carried out for your committee clerks in the 8th senate?

Ans: The types of training and retraining carried out by committee clerks in the 8th senate include the following:

- (a) Technical skills development in legislative practice and procedure;
- (b) Legislative drafting;
- (c) Soft skills development, ICT training;
- (d) General orientation and ethical conducts;

- (e) Communication between committee clerks and their Chairmen, as well as other members of the committee;
- (f) Structure and functions of effective legislative committees and the responsibilities of committee clerks; and
- (g) Report/speech writing.

3. At what interval did you train or retrain your committee clerks in the 8th senate?

Ans: Training and retraining is a continuous process, therefore, there is no specific interval for training and retraining of committee clerks. It is important to note that there were training programmes organized in every quarter (i.e. 4 times in a year) whilst some were organized as the need arises, subject to availability of funds or training programmes organized by NGOs, Development Partners or through collaborative efforts with Donor Agencies.

4. Please, highlight the training and retraining programmes you had offered your committee clerks in the 8th senate?

Ans:

- (a) Legislative practice and procedure.
- (b) The workings of the committee system in a parliament.
- (c) The techniques and methodology of research making.
- (d) Budgeting processes and the roles of the National Assembly.
- (e) Bills and motions as legislative tools for socio-economic development.
- (f) Computer and ICT based trainings.
- (g) Capacity building for top management staff of the National Assembly.
- (h) Overview of committee system.

(i) Structure and functions of effective legislative committees and the responsibilities of committee clerks; among others.

5. (a) After committee clerks training and retraining, did these training and retraining programmes add values to the qualities of the committee clerks?

Ans: Yes

(b) if yes or no, how did you measure this?

Ans: it was measured through value addition and other legislative deliverables, such as improved performance in their legislative assignments and activities and the quality of report presented at the plenary, as well as interface with members of the public.

6. (a) How many committee clerks were trained/retrained in the 8th senate? Were these training and retraining adequate?

Ans: All the committee clerks in the 8th senate were trained. However, the training and the retraining programmes were not adequate.

(b) If yes, what modalities did you put in place to make it possible?

Ans: The Directorate collaborated with the Policy and Legal Advocacy Centre (PLAC) and the National Institute for Legislative and Democratic Studies (NILDs), which facilitated the training programmes organized for committee clerks in the 8th senate.

(c) If no, why?

7. How many of your committee clerks were trained locally in the 8th senate?

Ans: All the committee clerks

8. How many of your committee clerks were trained overseas in the 8th senate?

Ans: None

9. (a) What were those challenges faced the Management/Directorate in organizing training/retraining programmes for the committee clerks in the 8th senate?

Ans: The challenges faced by the Management/Directorate in organizing training programmes were:

- (j) Paucity of funds;
 - (ii) Nonchalant attitudes of some committee clerks
 - (iii) Conflict with active legislative calendar; and
 - (iv) Lack of feedback from participants.
- (b) What solutions did you apply or planning to apply to solving those challenges?

Ans: The solutions are:

- (i) Collaboration with donor agencies to facilitate training programmes on topical issues;
 - (ii) Provision of adequate funds for training and retraining; and
 - (iii) Giving of monetary and non-monetary incentives to participants.
10. Please, any additional information not covered in 1 – 9 above which you thought would be relevant to achieving objective three on the impact of training/retraining of committee clerks in adding values to the qualities of committee clerks could be provided.

Ans: Training and retraining of committee clerks will help to improve their knowledge of legislative practice/procedure, good governance and development, general improvement and efficiency in the discharge of their assigned duties.

4.4.2 Responses of senators on the effects of training and retraining of committee clerks to improving committees' performances.

Senators' responses were analysed as contained in table 4.38 below.

Table 4.38:

N = 29

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1	Regular training and retraining of committee clerks have effects on them by adding values to their qualities for improving committees' performances.	27	2	-	-	114	3.93	Accepted
2	Administrative and legislative based training and retraining programmes should be organized for committee clerks on quarterly basis.	20	9	-	-	107	3.68	Accepted
3	Computer based training/retraining programmes are required for committee clerks.	15	14	-	-	102	3.51	Accepted
4	Committee clerks deserved local training for at least thrice in a year.	15	13	1	-	101	3.48	Accepted
5	Committee clerks are expected to travel overseas for at least twice in a year for	13	9	6	1	92	3.17	Accepted

	training/retraining programmes							
6	Positive effects of training and retraining programmes of committee clerks should be considered as determinants for their deployment from one committee to another.	14	12	3	-	98	3.37	Accepted
7	Special training needs such as policy writing, legislative scrutiny, appropriation process, motion/bill drafting, report writing etc. should be regularly organized for committee clerks	20	9	-	-	107	3.68	Accepted

Sectional average mean score $(\bar{x}) = 3.54$

Source: Field Survey (2020).

Items 1 - 7 on the questionnaire in table 4.38 obtained responses from the senators on the training and retraining of committee clerks on whether or not they have effects on committees' performances. In item 1, 27 senators strongly agreed to the statement, 2 agreed, and nil for disagreed and strongly disagreed. Σfx is 114 with the item's mean score of 3.93. Item 2 has 20 senators who strongly agreed to the statement, 9 agreed, nil disagreed and strongly disagreed. Σfx for this item is 107 with item's mean score of 3.68. In item 3, 15 strongly agreed, 14 agreed, nil

disagreed and strongly disagreed. Σfx is 102 while the item's mean is 3.51. 15 strongly agreed in item 4. 13 agreed, 1 disagreed and nil strongly disagreed. Σfx is 101 with item's mean score of 3.48. For item 5, 13 strongly agreed, 9 agreed, 6 disagreed and 1 strongly disagreed. Σfx is 92 with item's mean score of 3.17.

In item 6, 14 strongly agreed, 12 agreed, 3 disagreed and nil strongly disagreed. Σfx is 98 with 3.37 as item's mean score. 20 strongly agreed in item 7, 9 agreed, nil disagreed and strongly disagreed. Σfx is 107 while the item's mean score is 3.68. The sectional average mean for this categorization is 3.54. Since, the sectional average mean score of 3.54 is above the decision rule of 2.50, it could be stated that senators perceived training and retraining of committee clerks as activities capable of having positive effects on committees' performances.

4.4.3 Responses of committee clerks on the effects of their training and retraining programmes to improving committees' performances.

Committee clerks' responses were analysed as contained in table 4.39 below.

Table 4.39: N = 27

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1	Regular training and retraining of committee clerks have effects on them by adding values to their qualities for improving committees' performances.	20	7	-	-	101	3.74	Accepted
2	Administrative and legislative based training and retraining programmes should be	21	6	-	-	102	3.77	Accepted

	organized for committee clerks on quarterly basis.							
3	Computer based training/retraining programmes are required for committee clerks.	16	11	-	-	97	3.59	Accepted
4	Committee clerks deserved local training for at least thrice in a year.	16	10	-	1	95	3.51	Accepted
5	Committee clerks are expected to travel overseas for at least twice in a year for training/retraining programmes	17	9	1	-	96	3.55	Accepted
6	Positive effects of training and retraining programmes of committee clerks should be considered as determinants for their deployment from one committee to another.	4	15	7	1	76	2.81	Accepted
7	Special training needs such as policy writing, legislative scrutiny, appropriation process, motion/bill drafting, report writing etc should be regularly organized for committee clerks	19	8	-	-	100	3.70	Accepted

Sectional average mean score $(\frac{\Sigma f x}{x}) = 3.52$

Source: Field Survey (2020).

Items 1 – 7 in table 4.39 above obtained responses from committee clerks on whether or not their training and retraining have effects for improving committees' performances. In item 1, 20 committee clerks strongly agreed with the statement, 7 agreed, nil disagreed and strongly disagreed. $\Sigma f x$ is 101 while the item's mean score is 3.74. Item 2 shows 21 committee clerks who strongly agreed with the statement, 6 agreed, nil disagreed and strongly disagreed. $\Sigma f x$ is 102 with item's mean score of 3.77. 16 strongly agreed in item 3, 11 agreed, nil disagreed and strongly disagreed. $\Sigma f x$ is 97 while the item's mean is 3.59. For item 4, 16 strongly agreed, 10 agreed, nil disagreed and 1 strongly disagreed. $\Sigma f x$ is 95 with item's mean score of 3.51. In item 5, 17 strongly agreed, 9 agreed, 1 disagreed and nil strongly disagreed. $\Sigma f x$ is 96 with item's mean score of 3.55. 4 strongly agreed in item 6, 15 agreed, 7 disagreed, 1 strongly disagreed. $\Sigma f x$ is 76 while the item's mean score is 2.81. Lastly, item 7 has 19 committee clerks who strongly agreed with the statement, 8 agreed, nil disagreed, and strongly disagreed. $\Sigma f x$ is 100. It has the item's mean score of 3.70. The sectional mean score for this categorization is 3.52. Based on the above, committee clerks perceived that training and retraining programmes have influence or positive effects on them for improved committees' performances. This is because the sectional mean score of 3.52 is found to be above the decision rule of 2.50.

4.4.4 Responses of MDAs on whether or not training and retraining of committee clerks have effects on committees' performances.

Staff of MDAs' responses were analysed as contained in table 4.40 below.

Table 4.40

N = 5

S/No.	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1.	Regular training and retraining of committee clerks have effects on them by adding values to their qualities for improving committees' performances.	5	-	-	-	20	4.0	Accepted
2.	Administrative and legislative based training and retraining programmes should be organized for committee clerks on quarterly basis.	3	2	-	-	18	3.6	Accepted
3.	Computer based training/retraining programmes are required for committee clerks.	2	3	-	-	17	3.4	Accepted
4.	Committee clerks deserved local training for at least thrice in a year.	-	5	-	-	15	3.0	Accepted
5.	Committee clerks are expected to travel overseas for at least	1	4	-	-	16	3.2	Accepted

	twice in a year for training/retraining programmes							
6.	Positive effects of training and retraining programmes of committee clerks should be considered as determinants for their deployment from one committee to another.	1	4	-	-	18	3.6	Accepted
7.	Specific training needs such as policy writing, legislative scrutiny, appropriation process, motion/bill drafting, report writing etc. should be regularly organized for committee clerks.	3	2	-	-	18	3.6	Accepted

Sectional average mean score $(\bar{x}) = 3.48$

Source: Field Survey (2020).

Items 1 – 7 in table 4.40 above obtained responses from the MDAs on whether or not training and retraining of committee clerks have effects on committees' performances. In Item 1, 5 staff from different MDAs strongly agreed with the statement, nil agreed, disagreed and strongly disagreed. Σfx for this item is 20 with item's mean score of 4.0. In item 2, 3 strongly agreed, 2 agreed, nil disagreed and strongly disagreed. Σfx is 18 with item's mean score of 3.6. Item 3 has 2 staff who strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 17. It has item's mean of 3.4. Item 4 has nil for strongly agreed, 5 staff agreed, nil disagreed and strongly disagreed.

Σfx for this item is 15 with item's mean score of 3.0. 1 strongly agreed in item 5, 4 agreed, nil disagreed and strongly disagreed. 16 stands for Σfx for this item with mean score of 3.2. In item 6, 1 strongly agreed, 4 agreed, nil disagreed and strongly disagreed. Σfx is 18 with item's mean score of 3.6. In item 7, 3 strongly agreed, 2 agreed, nil disagreed and strongly disagreed. Σfx is 18 with item's mean score of 3.6. The sectional average mean score for this categorisation is 3.48. Since the average mean score of 3.48 is above the decision rule of 2.50, it could be concluded that staff of MDAs considered training and retraining of committee clerks as necessary activities that should be planned, budgeted and carried out in adding values to committee clerks' qualities to improving committees' performances.

4.4.5 Reponses of NGOs/CSOs or citizens on whether or not training and retraining of committee clerks have effects on committees' performances.

Staff of NGOs'/CSOs' or citizens' responses were analysed as contained in table 4.41 below.

Table 4.41

N = 7

S/No.	Items	SA (4)	A (3)	D (2)	SD (1)	Σfx	\bar{x}	Decision
1.	Regular training and retraining of committee clerks have effects on them by adding values to their qualities for improving committees' performances.	6	1	-	-	27	3.85	Accepted
2.	Administrative and legislative based training and retraining programmes should be	6	1	-	-	27	3.85	Accepted

	organized for committee clerks on quarterly basis.							
3.	Computer based training/retraining programmes are required for committee clerks.	6	1	-	-	27	3.85	Accepted
4.	Committee clerks deserved local training for at least thrice in a year.	4	3	-	-	25	3.57	Accepted
5.	Committee clerks are expected to travel overseas for at least twice in a year for training/retraining programmes	1	2	4	-	18	2.57	Accepted
6.	Positive effects of training and retraining programmes of committee clerks should be considered as determinants for their deployment from one committee to another.	1	6	-	-	22	3.14	Accepted
7.	Specific training needs such as policy writing, legislative scrutiny, appropriation process, motion/bill drafting, report writing etc. should be regularly organized for committee clerks.	3	4	-	-	24	3.42	Accepted

Sectional average mean score (\bar{x}) = 3.46

Source: Field Survey (2020).

Items 1- 7 in table 4.41 above sought the opinions of the staff of NGOs/CSOs or citizens on the influence the training and retraining of committee clerks may have in adding values to their qualities for positive effects on committees' performances. In item 1, 6 persons or staff of NGOs/CSOs or citizens strongly agreed with the statement, 1 person or staff agreed, nil disagreed and strongly disagreed. Σfx for this item is 27 with item's mean of 3.85. In item 2, 6 strongly agreed, 1 agreed, nil disagreed and strongly disagreed. Σfx is 27. It has the item's mean of 3.85. In item 3, 6 strongly agreed, 1 agreed, nil disagreed and strongly disagreed. Σfx is 27. It has item's mean of 3.85. In item 4, 4 strongly agreed, 3 agreed, nil disagreed and strongly disagreed. Σfx is 25 with item's mean of 3.57. In item 5, 1 strongly agreed, 2 agreed, 4 disagreed, nil strongly disagreed. Σfx is 18 with item's mean of 2.57. In item 6, 1 strongly agreed, 6 agreed, nil disagreed and strongly disagreed. Σfx is 22 with item's mean of 3.14. In item 7, 3 strongly agreed, 4 agreed, nil disagreed and strongly disagreed. Σfx is 24. It has the item's mean of 3.42. The sectional average mean score for this categorisation is 3.46. However, since the sectional average mean of 3.46 is higher than the decision rule of 2.50, hence, it could be said that staff of NGOs/CSOs or citizens expressed positive opinions on the effects of training and retraining of committee clerks in adding values to their qualities for improved committees' performances.

4.5. Summary of Findings

This study obtained responses from the senate's directorate of the National Assembly by communicating with the clerk of senate through a letter on the position of educational qualifications of committee clerks and on whether or not training and retraining of committee clerks have effects on committees' performances. Copies of questionnaire were also distributed to

50 senators and 50 committee clerks. Out of these numbers, only 29 senators and 27 committee clerks responded to the questionnaire while 5 respondents from MDAs and 7 respondents from NGOs/CSOs or citizens also responded to the questionnaire for this study in finding out if there will be counter factual evidences of opinions. However, summary of the results of findings included the following:

1. Responses from the senate directorate of the National Assembly indicated that committee clerks in the 8th senate were holders of different academic certificates ranging from HND, first degrees, second degrees and Ph.D. The positive responses revealed that educational qualifications of committee clerks played significant roles for improved performances of the committees in the 8th senate. Similarly, questionnaire analysis of responses from the senators showed that sound educational background of committee clerks were desired for improving committees' performances. This was because the sectional mean of 3.56 for this categorization was greater than the decision rule of 2.50. Also, the sectional average mean scores of 3.67 for staff of MDAs and 3.49 for staff of NGOs/CSOs or citizens were also accepted because they were above the decision rule of 2.50.
2. Findings revealed that experiences of committee clerks were relevant for improving the performances of the committees in the 8th senate. This was because analyses of responses from the questionnaire showed that the mean score for senators' sectional categorization of 3.48 and mean score for committee clerks' sectional categorization of 3.32 were found to be above the decision rule of 2.50. Not only these, the sectional average mean scores of 3.32 for staff of MDAs and 3.56 for

staff of NGOs/CSO or citizens were also found positive because these mean scores were higher than the decision rule of 2.50.

3. Responses from the senate's directorate of the National Assembly showed that committee clerks in the 8th senate were trained and retrained to add values to their qualities for improved committees' performances. Its responses to research question three were found positive through a letter received from the senate's directorate which stated that committee clerks were trained and retrained in order to update their knowledge, skills, powers and intelligence in legislative practices/procedures, and to keep abreast with global dynamics in legislative practices,, generally for effective and optional performances, and also to develop their ethical conducts, attitudes and values system in a desired direction. Aside, findings also revealed that even though all committee clerks were trained and retrained in the 8th senate, these trainings were not adequate.

It revealed further that all committee clerks were trained locally but none was trained overseas. Findings also discovered that training and retraining programmes were challenged with paucity of funds, non-challant altitudes of committee clerks, conflict with active legislative calendar, and lack of feedback from participants. Similarly, analysis of the responses from the questionnaire revealed that the mean score of senators' sectional categorization of 3.54 and mean score of committee clerks' sectional categorization of 3.52 were greater than decision rule of 2.50. In addition, the sectional average mean scores of 3.48 for staff of MDAs and 3.46 for staff of NGOs/CSOs or citizens were found to be more than the decision rule of 2.50. These opinions were positive and supportive to committee clerks' training

and retraining programmes. Therefore, results of these findings indicated that training and retraining programmes of committee clerks have positive effects on committees' performances.

4.6 Discussion of Findings

Educational qualifications could be described as essential requirements for a legislative staff before he/she could be appointed to the position of a committee clerk in the legislature. Holders of good educational qualifications may be expected to be able to communicate effectively in accepted official languages of democratic nations. This is because discharging, one's duty, a committee clerk as an officer may be required to liaise with other ministries, agencies, departments, states and local government establishments and other democracies of the global community. He/she is also expected to be able to write clearly to express what the legislative committees intend to do and what it stands for.

This qualification will help a committee clerk to position himself/herself in an acceptable manner, exhibiting positive attitudes, values and other democratic norms/traditions. The educational qualifications of a committee clerk should be capable to make a committee clerk acquire the legislative experiences as deemed necessary within a shortest period of the time, and acquire legislative skills deserved of a committee clerk to administer and manage his/her committee, organize committee meetings and oversight visits, conduct investigative/public hearings, write minutes of meetings and report of oversight visits/investigative or public hearings. Educational qualifications of a legislative staff should be the first requirement to be considered for determining the ability of a staff for administrating a legislative committee before his/her appointment.

It should however, be noted that the responses from the senate's directorate indicated that educational qualifications occupy significant position for the effective performances of legislative committees. In its response in this regard, it was made known that senate committee clerks in the 8th senate were holders of at least HND, first degrees, second degrees and Ph.d certificates. Responses from the questionnaire administered to the senators also revealed that educational qualifications are crucial for improving the performances of the legislative committees likewise the opinions of staff of MDAs and staff of NGOs/CSOs or citizens were found positive.

Positive responses on the educational qualifications of committee clerks could be attributed to report writing required of committee clerks in the discharge of their legislative functions. In writing the committees' reports, committee clerks have significant role to play as the writers to the committees. Ayewoh (2019) classified the reports of the committees' activities to include public hearing reports, legislative hearing, quarterly reports of committees' activities, sectional reports of committees, report of oversight visits, report of committees' tours, both local and international, and reports of interactive sessions. These reports could only be written by experienced committee clerks with sound education. He buttressed the importance of committee clerks by stating that committee clerks are required to be present in the chamber when reports of their activities are scheduled for presentation and consideration.

Similarly, Osuji (2003) also described a committee clerk as writer for the committee. He explained this duty to include writing minutes of meetings, writes the necessary correspondences for the committee, writes reports from the committee to the senate, prepares relevant questions to be asked of witnesses during hearings for members, writes summaries of memoranda and evidence presented to the committee for members' use during hearings. He went further to reveal the qualities of committee secretary/clerk in relation to sound education by expressing that committee

secretary/clerk should have a good master's degree, be familiar with the government policy dimension in the committee's jurisdiction, be brilliant and have retentive memory, and be a very good English user, etc. These among many other functions and qualities of committee clerks should be considered by stating that educational qualifications of committee clerks occupy significance position for improving the performances of committees with a view of solving challenges of rejection of committees' reports.

Legislative experiences in the operations of legislative committees are very important and difficult to ignore. An experienced legislative committee clerk may be able to do his/her work or job better because he/she could have learnt what methods or practice that work better to achieve the committee objectives. Experience which could be referred to as the best teacher helps committee clerks to be a good keeper of the committee secretariat and a better manager or custodian of his/her legislative committees. With relevant legislative experience, a committee clerk could be able to guide the Chairman and members of the committee on what to do at the appropriate time. Experience may help committee clerk to operate in accordance with the traditions of the legislature to achieve the stated objectives of the committee.

Knowledge and skills that might have been gathered through various training and retraining may form part of committee clerks' experiences. Responses from the questionnaire dispatched to senators and committee clerks themselves revealed that experiences of committee clerks were relevant for improving the performances of the committees. This revelation was supported by the opinions of the MDAs and NGOs/CSOs or citizens which were found positive. Committee clerks are expected to be familiar with the traditions of operations of the committees within and outside the chamber.

Ayewoh (2019) enumerated some of these practices. These among others included conduct of regular meetings which shall not be less frequently than monthly, preparation of notice of meetings and agenda by committee clerks in consultation with the chairman for circulation to members through electronic means, office, mail, box and ensure it is stated in order paper, restriction of attendance at meetings to committee members while senators who are non-members must have taken the approval of the chairman, no youth corps member, legislative aids or intern shall be allowed to attend committee meetings, while committee clerks sits by the chairman at meetings for consultation, official correspondences are to be signed by the chairman or in his absence, the vice chairman while committee clerk with the authority of the chairman can also sign, quorum at the meetings is the same as that of the senate which is one third of members present while a meeting can proceed without a quorum being formed provided no member raises an alarm, chairman and the clerk must append their signatures to report of bills, and committee clerks are required to be present in the chamber when reports of their activities are scheduled for presentation and consideration etc. Ayewoh (2019) went ahead to state that committee staff which is inclusive of committee clerks should be loyal, trustworthy, civil, honest, discreet, candid, competent, diligent and hardworking, fair, discipline, supportive, apolitical, law-abiding, respectful and courageous. These among others could be expressed as part of those traditions in the civil service which are expected of committee clerks as civil servant that are capable of making him/her to excel in his/her job.

Display of these habits could be expected from experienced committee clerks for improving the performances of the committees. However, and experienced committee clerk should be capable of managing his/her committee to solve some problems or challenges caused by intervening variables. These include inadequate office accommodation for committee clerks and

staff, poor internet facilities, absence of operational vehicles, inadequate and up to date computer systems, inadequate funding, poor staff's qualities/staff non-challant attitudes to work and many others. Others intervening variables include tension between chairperson and clerk, chairperson looking down on clerk, non-active chairperson, committee members' difficult personalities and many more.

Training and retraining programmes in an organization could be regarded as a process through which staff is provided with a new knowledge, new discoveries, innovations and new ways of doing his/her job. In legislative practice, training and retraining could be considered very important tools to update the staff and committee clerks on happenings in other democracies. It is through training and retraining that committee clerks' knowledge could be updated from the obsolete ones. The committee clerks may gather new experiences and skills that are relevant for doing his/her work in the legislature. Training and retraining of committee clerks will help to retain the already acquired knowledge, skills, good attitudes and values as they may be related to the norms/traditions of doing the job, and also gather new knowledge, skills, good attitudes and values that may also be required for improving the performances of the committees.

Hamalai (2017) stressed that committees are the engine room of any parliament. This she said informed the need for the training, by adding that it is an intervention to enhance skills of clerks. She stated that at the committee level, the role of the clerk was very important in positioning the committee to function effectively and thereby improving the legislature. She also discussed thus: *“in carrying out the committee work effectively, the committee clerk or staff is critical as she/he is expected to take charge of the overall organization of the committee's operations including the administrative work of the committee, scheduling meetings and taking minutes,*

organizing committee's oversight visits and hearings, keeping and archiving committee's records including in some instances providing research support and preparing brief".

Improving committees' performances may be difficult to achieve, if committee clerks are neglected or ignored through poor training and retraining arrangement. In relation to Hamalai (2017), Magbagbeola (2017) also expressed that *"most parliamentary operations were at the committee levels, adding that the effectiveness of the parliament depends on the quality of the committees, explaining that central to the work of the committee is the committee clerk who organizes its activities"*. Magbabeola disclosed further that: *"given important role of the committee clerks to the operations of the committees it is therefore to train and retrain committee clerks on legislative practices and tools needed to enhance their work. A good and high trained committee clerk will make the work of his/her committee easy and enhance the dignity of the parliament"*.

Going further, it could also be stated that training and retraining of committee clerks provide skills and ethical conduct for committee clerks. Training and retraining could be described as medium through which useable qualities may be added to the values of committee clerks. Osuji (2003) stated qualities of committee clerks to include fast writing skill and dependable note taking techniques, good listening ability, administrative skill, technical competence and general comportment. Training and retraining of committees' clerks may also provide the desired ethical conduct to committee clerks as civil servants. These according to Ayewoh (2019) include loyalty, civil, trustworthy, honest, discipline, fair and law-abiding among others.

Training and retraining programmes for committee clerks are expected to add values to their qualities such as improving their attitudes being humane, have good approaches to various people he/she liaises with and many others, Osuji (2003) highlighted some of committee clerks'

qualities that are capable of adding values to them by stating that committee clerks attitudes to work should be passionate, love hard work, be devoted to work instead of being induced to work and they should also be humane, unbiased and decorous in their work attitude. Adding values to committee clerks' qualities through their training and retraining would help them to improving the performances of the committees. It could be concluded from the report of this study that training and retraining of committee clerks may be capable of adding values to their qualities in relation to the responses obtained from the senate's directorate, senators, committee clerks themselves and which may have been also found positive from the opinions of the MDAs and NGOs/CSOs or citizens.

Aside the positive perceptions of the relevance of educational qualifications, experiences, training and retraining of committee clerks which were received through responses from the senate directorate, senators and committee clerks themselves, the committees and their clerks are being faced with some challenges. It becomes worrisome that despite the laudable objectives with which legislative committees were created, hindrances of various degrees make the achievements of these objectives difficult for committees and their clerks to achieve. Ojagbohunmi (2006) enumerated some of these operational challenges to include:

- Poor funding of committees. This could make investigation and research on legislative proposals impossible.
- Most times no quorum is formed at committee meetings because some members have interest in some other committees.
- Over 60% of committee secretaries/clerks do not have basic working facilities like computer, photocopies, fax machine, telephone lines etc.
- Most committee secretaries/clerks and their support staff do not have offices.

- Committees' secretaries/staff are not being allowed to participate in executive session. This kills the morals of the clerks with low productivity as the end result.
- Inadequate committee rooms for committee meetings. This consume the energy of the committee clerks before rooms are secured, thereby it makes clerks to be unorganized to do a productive work.
- Some members expect the committee secretaries/clerks to undertake errands, follow up files, and hence their work become jack of all trades.
- Training facilities and opportunities are grossly inadequate for committee secretaries/clerks. After many years on the job, some committee secretaries/clerks are still unable to write good minutes of meetings and good periodic report of activities.
- The leadership of some committees are often unwilling to allow the committee secretaries/clerks to accompany committee delegations on local and foreign tours, therefore, no records of such tour is prepared
- Committees are characterized into many junior staff. Most do not have anything to do, but rather loiter around and exhibit numerous acts of indiscipline.

In addition to the above, Commonwealth Parliamentary Association UK (2018) also expressed that while committee clerks are usually aware of what is going on, they are unable to have much of a say, and also tend to have limited influence on how committee agencies are set. It went on to say that committee clerks are facing other challenges which include tensions between chairpersons and clerks, chairpersons looking down on clerks and difficult personalities from committee members, non-active chairpersons, chairpersons advancing personal agendas, and chairpersons not being conversant with the mandate of their committees. However, based on the positive perceptions of the respondents in this regard on the values and significant contributions

the committee clerks are capable of providing to the committees for improved performances, it should be noted that committee clerks' duties are being hindered with various degrees of challenges as pointed out in this unit.

Having discussed the above findings, it would be necessary to look into the committees' activities of the 8th senate with a view to relate them with committee clerks' qualities. These would help in determining committees' performances. In doing this, 5 senate standing committees were considered, namely, committees on Agriculture and Rural Development, Ethics, Privileges and Public Petitions, Works, Marine and Niger Delta. The parameters used to describe committees' performances in this regard were numbers or frequencies of bills worked on, numbers of public hearings and oversight visits conducted. This was meant to find out how well committee clerks' qualities were displayed or utilized in achieving committees' performances. Among such qualities included legislative knowledge, cognate experiences in legislative practices and procedure and legislative skills.

Activities of the identified 5 committees in the 8th senate were compared with their activities in the 7th senate, using the same parameters. For instance, committee on Agriculture and Rural Development in the 7th senate sponsored 11 bills out of which only 1 was passed, while 5 joint bills were also referred, totalling 16 bills. 1 joint bill out of these was considered, 3 joint bills passed and 1 joint bill was awaiting consideration as at the time of this committee's report. The committee also held 4 public hearings. It undertook 34 days oversight visits to MDAs under its purview. In the 8th senate, the committee had 17 bills referred to it, and 5 other joint bills totalling 21 bills. It conducted 8 public hearings out of which 2 of the reports were laid and passed, 3 reports considered at the plenary and 3 reports were awaiting consideration at the time of this committee's report. It undertook 36 oversight visits to MDAs. 3 days oversight visits were also carried out in

Zaria, Kaduna, Kano axis to oversee the operations of the MDAs. It could be deduced from here that the committee had growing numbers of activities in the 8th senate compared to 7th senate.

Secondly, committee on Ethics, Privileges and Public Petitions in the 7th senate had no bill referred to it but held 5 public hearings on petitions referred to it. Reports of these hearings were laid but yet to be considered as at the time of this committee's report. It did not perform any oversight visit. In the 8th senate, a bill was referred but the senate suspended its consideration as at the time of this committee's report. 644 petitions were referred out of which reports of 150 petitions were adopted. It held 146 hearings and conducted 2 oversight visits. The report of this committee in the 8th senate showed increases in the numbers of activities of the committee.

Thirdly, in the 7th senate, committee on Works reported 3 bills referred to it while 2 were considered and passed. It carried out 2 oversight visits. Compared with the 8th senate, the committee had 5 bills referred to it, out of which 2 were considered and passed, while 3 others were receiving legislative actions as at the time of this committee's report. It performed oversight visits to the six geo-political zones in the country excluding Borno State and other related areas where insecurity was at the high level. Committee's activities in the 8th senate for this committee was also picking up very well compared with the 7th senate.

Fourthly, committee on Marine had 2 bills presented to the senate. It performed 5 oversight visits. No record of consideration nor passage of any of this bill, neither public hearing held. But in the 8th senate, 2 bills were laid and considered, while 1 joint bill was also laid and considered totalling 3 bills that were considered. 2 committee bills and 2 joint bills were on-going as at the time of this committee's report. Numbers of activities of this committee slightly increased in the 8th senate.

Fifthly, committee on Niger Delta in the 7th senate reported that no bill was referred to it, but it indicated performance of oversight visits to the six geo-political zones while in the 8th senate, a bill was referred. The bill was still receiving committee's legislative action as at the time of this committee's report. No hearing was reported while the report revealed performance of oversight visits to 7 states. It could be stated that this committee is struggling for improved performances.

However, considering the qualities of committee clerks for increasing the performances of the committees, it could be stated that the above 5 committees had improved in their performances in the 8th senate. These increases in the numbers of activities could be attributed to the positive inputs of committee clerks in the management and administration of the committees through utilization of their wealth of knowledge, experiences and skills. For example, committees on Ethics, Privileges and Petitions and Agriculture and Rural Development had improved in their performances while committee on Works had also performed better than in the previous legislative tenure. Committees on Marine and Niger Delta were also struggling to improve in their activities.

The performances of these committees could have been far better than what they reported in the 8th senate, but probably the state of insecurity in Nigeria might have limited their performances to what they reported. It would be recalled that in the recent past and present, activities of boko haram, bandits, herdsmen/farmers' clashes and kidnapers etc. continued to increase without workable solutions till the present time. Based on the findings of this study in relation to improved committees' activities, at the 8th senate, it could be concluded that committee clerks' qualities had helped in improving committees' performances.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is based on the summary, conclusions, recommendations, limitation of findings, suggestions for further studies and contribution to knowledge.

5.1 SUMMARY

This research work examined the qualities of committee clerks on committees' performances in the Nigerian 8th senate. The study obtained responses from the senate's directorate, senators and committee clerks. Senate's directorate responded through a letter written to its office while 29 senators and 27 committee clerks responded through questionnaire (internal sources). 5 respondents from MDAs and 7 from NGOs/CSOs or citizens also responded through questionnaire (external sources). Findings revealed that responses from these five (5) categories of respondents were positive on sound education, experiences, skills acquired from training and retraining as qualities desired of committee clerks for improving the performances of the committees. Discussion of findings showed that despite the relevance of these qualities of committee clerks for improving the performances of the committees, committees and their clerks were challenged to get the work done properly through some intervening variables . Among others, these intervening variables that constitute challenges included poor committees' funding, committee clerks' inadequate working facilities like fax machines, telephone lines, inadequate training and retraining opportunities for committee clerks, chairperson looking down on committee clerks and difficult personalities of some committee members/staff and many more.

5.2 CONCLUSIONS

The position of committee clerks in every parliament is very important to achieving committees' performances. Committee clerks are expected to possess certain qualities which are

required to make them perform optimally for improved committees' performances. Committee clerks are supposed to be highly educated, experienced, skilled through training and retraining and they are also expected to have acquired the desired good attitudes and values. It is in this regard that this study examined the qualities of committee clerks of the Nigerian 8th senate in improving the performances of the committees. Responses were obtained from the senate's directorate, senators, committee clerks themselves MDAs and NGOs/CSOs or citizens. The findings revealed that qualities of committee clerks such as education/knowledge, experiences, and skills acquired through training and retraining programmes are capable of making positive effects on committees' performances. It is expected that committee clerks should be able to display or utilize their qualities to manage various challenges confronting them to achieving committees' performances.

5.3 RECOMMENDATIONS:

This study recommended that:

1. The appointment of committee clerks should be based on educational qualifications of not less than master's degree certificates in legislative studies and other related courses from recognized universities within and outside the country. The National Assembly Management should motivate its staff through sponsorship to undertake legislative related courses from National Institute for Legislative and Democratic Studies (NILDS) or in other Universities where related legislative courses are available or offered. This approach or action will help in solving the rejection of committees' reports in the plenary.
2. An executive or private member's bill should be sponsored into the National Assembly to alter the mandatory retirement age of 60 years and 35 service years to 65 years and 40 service years respectively for National Assembly Staff. This will help to retain and manage the experienced committee clerks who will be expected to share their knowledge,

experiences, and skills with young staff having more service years. It would be recalled that in 2019, the 8th National Assembly passed a resolution of 65 years of age and 40 years in service for the staff of the National Assembly which was later declined by the National Assembly Service Commission that succeeded the former. Extension of retirement age and service years are in good direction to reduce the challenges of declining of legislative experts in the operations of the National Assembly. In addition, officers who had attained assistant directorate levels from grade levels 15 and above with a length of legislative service of not less than 15 years should be given priorities for consideration as committee clerks. It is expected in this regard that a committee clerk with relevant legislative experiences in the service should be able to apply or exhibit his/her experiences to manage some committees' challenges caused by intervening variables to achieve committees' performances. These include inadequate fund for training, poor internet facilities, non-challant attitudes of some committee staff, inadequate computer systems, absence of operational vehicles, difficult personalities of committee members and tension between chairperson and committee clerk, non-active chairperson and many others.

3. The senate management should make adequate provision for fund through appropriation to take care of committee clerks' training and retraining programmes to help in making positive effects or impacts on committees' performances. It should develop a mechanism for ensuring that the appropriated fund is not diverted but used for the purpose it is meant to achieve. It should collaborate with National Institute for Legislative and Democratic Studies (NILDS) to offer relevant training and retraining programmes to National Assembly committee clerks/staff and also partner with civil society organizations (CSOs)/non-governmental organizations (NGOs) to achieve training objectives. At least

committee clerks should be expected to undertake four (4) local and two (2) overseas training and retraining programmes in a legislative session. These training and retraining programmes should include technical skills development in legislative practice and procedure, legislative drafting, ICT training, general orientation and ethical conducts, report/speech writing etc.

5.4 LIMITATIONS OF FINDINGS

Findings of this study did not go beyond the relevance of the qualities of committee clerks for doing their job to improve the performances of the committees. These qualities were limited to educational qualifications, experiences, and skills from training and retraining. Respondents were also limited to the senate's directorate, senators and committee clerks of the National Assembly. The gap which this study might have created could be filled through other researches in this area of study.

5.5 Suggestions for Further Studies

New researches are expected to take care of areas uncovered by the previous researches. In this regard, the following suggestions are made for new research/es as follow up to this study.

1. Impact assessment of committees' performances on the output of the Nigerian 8th National Assembly.
2. An appraisal of the contributions of senate's support staff on committees' effectiveness of Nigerian 8th senate.
3. An evaluation of legislative oversights on committees' effectiveness of the 8th senate of Nigerian National Assembly.

5.6 Contribution to Knowledge

This study has contributed to knowledge by advocating that qualities of committee clerks like sound education, experiences, skills and values that may be acquired from training and retraining are capable of improving the performances of the committees. It contributed to knowledge by making it known that; it is not only the knowledge, skills and personalities of committee chairman nor members of the committee alone, that can help to make committee excel but also the qualities of the committee clerks.

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APPENDICES

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/

UNIVERSITY OF BENIN

POST GRADUATE PROGRAMMES.

Date: 1st September, 2020
Department of Legislative Studies
National Institute for Legislative and
Democratic Studies,
Maitama – Abuja.

The Clerk,
Senate of the Federal Republic of Nigeria,
Senate Directorate,
National Assembly,
Abuja.

Sir,

Request for Data/Information

I am a post graduate student of the above named Institute. I am pursuing my Master's Degree in Legislative Studies and presently writing my Dissertation on "**An Examination of the Qualities of Committee Clerks on Committees' Performances of the Nigerian 8th Senate.**" Completion of my study is depended on obtaining secondary data from the Senate Directorate to achieving the objectives of this research work.

In view of the above, I will be very grateful if the desired information is provided as attached. This would help in a greater measure to contribute to knowledge in academic.

Please, be assured that your responses will be treated with all utmost confidentiality and will be used strictly for the purpose of this study.

Thank you for the courtesy of your assistance.

Please, find attached the research questions and sub-questions.

very sincerely yours,

Adeleke D. Baderinwa
PG/NLS/1714006

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/

UNIVERSITY OF BENIN

POST GRADUATE PROGRAMMES.

Request for data to achieve objective one of the study

Objective One: To examine the place of educational qualifications of committee clerks to improving the performances of the committees.

Research Question one: Can educational qualifications of committee clerks improve the performances of the committees?

Sub – Questions:

1. Did committee clerks in the 8th Senate possess the same level of educational qualification. If yes or no, why?
2. Did you face challenges in the appointment of clerks to the committees based on their educational qualifications in the 8th Senate? If yes, what are the challenges? If no, why?
3. Did the Management/Directorate of Senate consider any staff with educational qualification below first University Degree or its equivalent as committee clerk in the 8th Senate? If yes or no, why?
4. Did you in the 8th Senate disengage any committee clerk from his job for non-performance based on educational qualification? If yes, how many were disengaged?
5. What level of education is most appropriate for staff to have obtained before his/her appointment as committee clerk? i.e. NCE, ND, HND, B.Sc. or its equivalent, M.Sc.

or its equivalent, Ph.D. If others, specify. Please, justify any of the option you have chosen.

B

6. **Records of educational qualifications of Committee Clerks in the 8th Senate**

- i. How many Committee Clerks were holders of highest educational qualifications below first University degree?
- ii. How many Committee Clerks were holders of highest educational qualifications of first University degree and its equivalent?
- iii. How many Committee Clerks were holders of highest educational qualifications of postgraduate degrees and their equivalents? i.e.
 - a) How many holders of post graduate diploma degrees?
 - b) How many holders of postgraduate master degrees?
 - c) How many holders of post graduate degrees of Doctor of Philosophy (Ph.D.)?

7. Please, do not hesitate to provide additional information to achieving objective one of this study, which may not have been covered as stated in 1 – 6 above. This is based on whether or not higher educational qualifications of committee clerks improve committee performances.

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/

UNIVERSITY OF BENIN

POST GRADUATE PROGRAMMES.

Request for data to achieve objective three of the study

Objective Three: To find out whether or not the training and retraining of committee clerks add values to their qualities.

Research Question 3: Do training and retraining of committee clerks add values to their qualities?

Sub-Questions:

1. Why did you train and retrain your committee clerks in the 8th Senate?
2. What were the types of training and retraining carried out for your committee clerks in the 8th Senate?
3. At what intervals did you train or retrain your committee clerks in the 8th Senate?
4. Please, highlight the training and retraining programmes you had offered your committee clerks in the 8th Senate?
5. (a) After committee clerks training and retraining, did these training and training programmes add values to the qualities of the committee clerks?

- (b) If yes or no, how did you measure this?
6. (a) How many committee clerks were trained/retrained in the 8th Senate? Were the training and retraining adequate?
- (b) If yes, what modalities did you put in place to make it possible?
 - (c) If no, why?
7. How many of your committee clerks were trained locally in the 8th Senate?

D

8. How many of your committee clerks were trained overseas in the 8th Senate?
9. (a) What were those challenges faced by the Management/Directorate in organizing training/retraining programmes for the committee clerks in the 8th Senate?
- (b) What solutions did you apply or planning to apply to solving those challenges?
10. Please, any additional information not covered in 1 – 9 above which you thought would be relevant to achieving objective three on the impact of training/retraining of committee clerks in adding values to the qualities of committee clerks could be provided.

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC
STUDIES/UNIVERSITY OF BENIN
POST GRADUATE PROGRAMMES.

Date: 1st September, 2020
Department of Legislative Studies
National Institute for Legislative and
Democratic Studies,
Maitama – Abuja.

Distinguished Senator,

Administration of Research Questionnaire

I am a post graduate student of the above named Institute. I am pursuing my Master's Degree in Legislative Studies and presently writing my Dissertation on "**An Examination of the Qualities of Committee Clerks on Committees' Performances in the Nigerian 8th Senate.**" Completion of my study is depended on you to obtain the desired information on the qualifications, experiences, and training/ retraining of Committee Clerks in determining

Committees' Performances. I am aware you could be busy attending to various legislative activities these days.

In view of the above, I am appealing that you respond promptly to this questionnaire from your tight schedule. Your responses would help in contributing to knowledge in legislative process.

Please, be assured that your responses will be treated with all utmost confidentiality and will be used strictly for the purpose of this study.

While thanking you for your cooperation and support, kindly find attached the questionnaire.

very sincerely yours,

Adeleke D. Baderinwa
PG/NLS/1714006

F

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/

UNIVERSITY OF BENIN

POST GRADUATE PROGRAMMES.

Title of Dissertation: An Examination of the Qualities of Committee Clerks
on Committees' Performances in the 8th Senate.

Questionnaire for Members of Parliament of the Nigerian Senate on objectives one, two and three of the study.

Objective One: To examine educational qualifications of Committee Clerks to improving the performances of the Committees:

Objective Two: To ascertain the relevance of the experiences of the Committee Clerks in improving the performances of the Committee:

Objective Three: To find out whether or not the training and retraining of Committee Clerks have effects on committees' performances.

Section A: BIODATA

1. Position of the Senator in a Committee:

(a) Committee Chairman [] (b) Vice Chairman to a Committee []

(c) Member to Committees []

2. Sex (a) Male [] (b) Female []

3. Age Bracket (a) 20 – 30 years [] (b) 31 – 40 years []

(c) 41 – 50 years [] (d) 51 years and above []

4. Marital Status (a) Married [] (b) Single []

(c) Divorced [] (d) Widow []

5. Highest Educational Qualifications:

(a) Ph.D. []

(b) M.A./M.Sc. or its equivalent []

(c) B.A./B.Sc. or its equivalent []

(d) HND or its equivalent [] (e)

NCE [] (f)

ND [] (g)

SSCE []

(h) Others. Please specify.....

6. Working experience as a committee chairman/vice chairman/member:

(a) 0 – 4 years []

(b) 5 – 9 years []

(c) 10 – 14 years []

(d) 15 – 19 years []

(e) 20 years and above []

7. How many committees have you served in or presently serving?

(a) 1 – 5 committees []

(b) 6 committees and above []

SECTION B

Instruction: Please, indicate by ticking () in the appropriate column. The key to the codes are as follows:

(i) SA: Strongly Agree

(ii) A: Agree

(iii) D: Disagree

(iv) SD: Strongly Disagree

H

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/

UNIVERSITY OF BENIN

POST GRADUATE PROGRAMMES.

Date: 1st September, 2020
Department of Legislative Studies
National Institute for Legislative and
Democratic Studies,
Maitama – Abuja.

Dear Sir/ Ma,

Administration of Research Questionnaire

I am a post graduate student of the above named Institute. I am pursuing my Master's Degree in Legislative Studies and presently writing my Dissertation on "**An Examination of the Qualities of Committee Clerks on Committee Performances of the Nigerian 8th Senate.**" Completion of my study is depended on you to obtain the desired information on the qualifications, experiences, and training/ retraining of Committee Clerks in determining Committee Performances. I am aware you could be busy attending to various legislative activities these days.

In view of the above, I am appealing that you respond promptly to this questionnaire from your tight schedule. Your responses would help in contributing to knowledge in legislative process.

Please, be assured that your responses will be treated with all utmost confidentiality and will be used strictly for the purpose of this study.

While thanking you for your cooperation and support, kindly find attached the questionnaire.

very sincerely yours,

Adeleke D. Baderinwa
PG/NLS/1714006

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/

UNIVERSITY OF BENIN

POST GRADUATE PROGRAMMES.

Title of Dissertation: An Examination of the Qualities of Committee Clerks
on Committee Performances in the 8th Senate.

Questionnaire for Committee Clerks on objective two and three of the study

Objective Two: To ascertain the relevance of experiences of the committee clerks to improving the performances of the committee.

Objective Three: To find out whether or not the training and retraining of committee clerks add values to their qualities.

Section A: BIODATA.

1. Name of Committee:
2. Sex (a) Male [] (b) Female []
3. Age Bracket (a) 20 – 30 years [] (b) 31 – 40 years []
(c) 41 – 50 years [] (d) 51 years and above []
4. Marital Status (a) Married [] (b) Single []
(c) Divorced [] (d) Widow []
5. Highest Educational Qualifications:
 - (a) Ph.D. []
 - (b) M.A./M.Sc. or its equivalent []
 - (c) B.A./B.Sc. or its equivalent []
 - (d) HND or its equivalent []
 - (e) NCE []
 - (f) ND []

(g) SSCE []

(h) Others. Please specify.....

6. Working experience in the Legislative Service:

(a) 10 – 15 years []

(b) 16 – 20 years []

(c) 21 – 25 years []

(d) 26 – 30 years []

(e) 31 – 35 years []

7. Working experience as a committee clerk: (a) 10 – 15 years []

(b) 16 – 20 years []

(c) 21 – 25 years []

(d) 26 – 30 years []

(e) 31 – 35 years []

8. How many committees have you served in?

(a) 1 – 5 []

(b) 6 – 10 []

(c) 11 – 15 []

(d) 16 – 20 []

(e) 21 and above []

9. What is your present grade level as a committee clerk?

(a) GL 10 - 12 []

(b) GL13 - 14 []

(c) GL 15 and above []

SECTION B

Instruction: Please, indicate by ticking (✓) in the appropriate column. The key to the codes are as follows:

- (i) SA: Strongly Agree
- (ii) A: Agree
- (iii) D: Disagree
- (iv) SD: Strongly Disagree

NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/
UNIVERSITY OF BENIN
POST GRADUATE PROGRAMMES.

Title of Dissertation: An Examination of the Qualities of Committee Clerks
on Committees' Performances in the 8th Senate.

Questionnaire for Ministries, Departments and Agencies (MDAs)/Parastatals of the Federal Government of Nigeria on the three (3) specific objectives.

Objective One: To examine the place of educational qualifications of Committee Clerks to improving the performances of the Committees:

Objective Two: To ascertain the relevance of experiences of the committee clerks to improving the performances of the committee.

Objective Three: To find out whether or not the training and retraining of committee clerks add values to their qualities.

Section A: BIODATA

1. Name of MDA/Parastatal:

2. Sex (a) Male [] (b) Female []

3. Age Bracket (a) 20 – 30 years [] (b) 31 – 40 years []
(c) 41 – 50 years [] (d) 51 years and above []
4. Marital Status (a) Married [] (b) Single []
(c) Divorced [] (d) Widow []
5. Highest Educational Qualifications:
- (a) Ph.D. []
(b) M.A./M.Sc. or its equivalent []
(c) B.A./B.Sc. or its equivalent []
(d) HND or its equivalent []
(e) NCE []
(f) ND []
(g) SSCE []
(h) Others. Please specify.....
6. Working experience in the public/civil service:
- (a) 10 – 15 years []
(b) 16 – 20 years []
(c) 21 – 25 years []
(d) 26 – 30 years []
(e) 31 – 35 years []
7. Working experience with the committee clerks of the 8th senate:
- (a) 10 – 15 years []
(b) 16 – 20 years []
(c) 21 – 25 years []

- (d) 26 – 30 years []
- (e) 31 – 35 years []
8. How many committee clerks did you work with in the 8th Senate?
- (a) 1 – 5 []
- (b) 6 – 10 []
- (c) 11 – 15 []
- (d) 16 – 20 []
- (e) 21 and above []
9. What is your present grade level as a public/civil servant?
- (a) GL 10 - 12 []
- (b) GL13 - 14 []
- N
- (c) GL 15 and above []

SECTION B

Instruction: Please, indicate by ticking (✓) in the appropriate column. The key to the codes are as follows:

- (i) SA: Strongly Agree
- (ii) A: Agree
- (iii) D: Disagree
- (iv) SD: Strongly Disagree

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POST GRADUATE PROGRAMMES.

Title of Dissertation: An Examination of the Qualities of Committee Clerks

on Committees' Performances in the 8th Senate.

Questionnaire for Non-Governmental Organisations (NGOs)/Civil Society Organisations (CSOs) / Citizens or Members of the Public on the three (3) specific objectives.

Objective One: To examine the place of educational qualifications of Committee Clerks to improving the performances of the Committees:

Objective Two: To ascertain the relevance of experiences of the committee clerks to improving the performances of the committee.

Objective Three: To find out whether or not the training and retraining of committee clerks add values to their qualities.

Section A: BIODATA

- 1. Name of NGO/CSO:
- 2. Sex (a) Male [] (b) Female []
- 3. Age Bracket (a) 20 – 30 years [] (b) 31 – 40 years []
(c) 41 – 50 years [] (d) 51years and above []
- 4. Marital Status (a) Married [] (b) Single []
(c) Divorced [] (d) Widow []
- 5. Highest Educational Qualifications:
 - (a) Ph.D. []
 - (b) M.A./M.Sc. or its equivalent []

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- (c) B.A./B.Sc. or its equivalent []
- (d) HND or its equivalent []
- (e) NCE []

(f) ND []

(g) SSCE []

(h) Others. Please specify.....

6. Working experience in NGOs/CSOs:

(a) 10 – 15 years []

(b) 16 – 20 years []

(c) 21 – 25 years []

(d) 26 – 30 years []

(e) 31 – 35 years []

7. Working experience with the Committee Clerks of the 8th Senate:

(a) 10 – 15 years []

(b) 16 – 20 years []

(c) 21 – 25 years []

(d) 26 – 30 years []

(e) 31 – 35 years []

8. How many committee clerks did you work with in the 8th Senate?

(a) 1 – 5 []

(b) 6 – 10 []

(c) 11 – 15 []

(d) 16 – 20 []

(e) 21 and above []

SECTION B

Instruction: Please, indicate by ticking () in the appropriate column. The key to the codes are as follows:

- (i) SA: Strongly Agree
- (ii) A: Agree
- (iii) D: Disagree
- (iv) SD: Strongly Disagree

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POST GRADUATE PROGRAMMES.

The place of educational qualifications of committee clerks to improving
the performances of the committees.

S/No		SA (4)	A (3)	D (2)	SD (1)
1.	Committee clerks' high levels of educational qualifications contribute to committee performances.	✓			
2.	Committee clerks' educational qualifications should not be less than at least first University degree from a recognized University in Nigeria or overseas.				
3.	Committee clerks' high levels of educational qualifications will help in an increased drafting of motions and bills for the members of the Parliament in the Senate.				

4.	High level of educational qualifications of committee clerks is an instrument for a desired number of acceptable minutes, brief and report writing for the legislators.				
5.	Staff with sound education from recognized Universities in Nigeria or overseas could be considered as committee clerks when the need arises.				
6.	High educational qualifications of committee clerks help them to perform effectively to a global standard.				
7.	Educational qualifications help committee clerks to perform better as manager of a committee secretariat and also as a permanent consultant to the committee by providing rightful direction.				
8.	Sound education of committee clerks will help in increasing the number of legislative activities such as conduct of public hearings in bill processes.				

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POST GRADUATE PROGRAMMES.

Relevance of Experiences of Committee Clerks to Improving the Performances of the Committees

S/No	Experiences	SA (4)	A (3)	D (2)	SD (1)
1.	Committee clerks' experiences determine the level of committees' performances.	✓			
2.	Committee clerks on grade level 15 and above could be described as having possessed desired				

	experiences for committees' performances.				
3.	Length of service from 15 years and above of a committee clerk in the public service shows his level of experience for committee's performances				
4.	Serving a committee for at least 8 years of two tenures as a committee clerk show the level of experience of a committee clerk.				
5.	Committee clerks could be deployed from one committee to another based on experience for committees' performances.				
6.	High level of experience of a committee clerk add values to committee's performances.				
7.	Staff experience could be considered before he/she is appointed as a committee clerk.				
8.	Committee clerks' experiences help to improve the performances of the committees through an increased in the number of motions and bills sponsored				

	by the members of the parliament.				
9.	Input of Committee Clerks' experiences into bills could lead to committee performances through an increased in the number of bills acceptable for passage into the law by the Senate.				
10.	Committee clerks' experiences help to facilitate committees' performances through an increased in the conduct of public hearings in a bill process.				

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POST GRADUATE PROGRAMMES.

Effects of training and retraining of committee clerks' on committees' performances

S/No.		SA (4)	A (3)	D (2)	SD (1)
1.	Regular training and retraining of committee clerks have effects on them by adding values to their qualities for improving committees' performances.				
2.	Administrative and legislative based training and retraining programmes should be organized for committee clerks on quarterly basis.				
3.	Computer based training/retraining programmes are required for committee clerks.				

4.	Committee clerks deserved local training for at least thrice in a year.				
5.	Committee clerks are expected to travel overseas for at least twice in a year for training/retraining programmes				
6.	Positive effects of training and retraining programmes of committee clerks should be considered as determinants for their deployment from one committee to another.				
7.	Specific training needs such as policy writing, legislative scrutiny, appropriation process, motion/bill drafting, report writing etc. should be regularly organized for committee clerks.				