

**THE IMPACT OF THE CONTRIBUTION OF EDUCATION TO
SOCIOECONOMIC DEVELOPMENT WITHIN UNIBEN**

BY

**Faith Auguston IGHO
EDU1709521**

**DEPARTMENT OF EDUCATIONAL MANAGMENT,
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
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CERTIFICATION

We the undersigned, certify that this research work was carried out by **Faith Auguston IGHO** with matriculation number **EDU1709521** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment for the award of B.Sc (Ed) Degree in Economics Education.

Dr. M. I. Imakpokpowan
Ekejiuba
Project supervisor

Rev. Sis. (Dr.) P.
Project Coordinator

Date

Date

Professor O. K. Omorogiuwa
Dean, Faculty of Education

Date

DEDICATION

This study is dedicated to almighty God for his mercies, grace, and strength for bringing me this far.

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ABSTRACT

This study was primarily focused on the Impact of the Contribution of Education to Socioeconomic Development within Uniben. Four research questions were raised to guide the researcher. The design of the study is descriptive survey while the population comprises of consist of all individuals situated in the University of Benin and its environs. The sample size for this study was 100 respondents. The simple random sampling technique was used to select the sample for this study. Frequency count and simple percentage was used to analyze the research question.

The findings revealed that education has contributed immensely to socio-economic development through increased business activities, skill acquisition and increased per capita income. Furthermore it was concluded that these contributions have impacted the society by raising the standard of living, reducing poverty and reducing unemployment.

It was recommended that government should approve loans and grants to small-medium scale businesses. This will encourage these

business strive and develop faster. Government should establish more health centers and create health awareness programs as to help the residents of UNIBEN and its environs be cautious of their health. This will help increase the life expectancy of these individuals.

CHAPTER ONE

INTRODUCTION

Background of Study

Education is an age long phenomenon in all societies although it may take various forms from one society to another. In Nigeria two forms of education were in existence before the advent of colonialism. They were indigenous education and Islamic education. Traditional education as was practiced in the southern and some parts of the middle belt Nigeria, consisted essentially of general but informal training in character, norms, agriculture, fishing, intellectual and other ways of life as approved by society. Islamic education on the other hand was practiced mainly in Northern part of Nigeria. It is based on the Quran. Both forms of education preceded the Western education which was introduced to Nigeria in the first half of the 15th century by the Portuguese on the attempt of their second visit to Nigeria. The factors responsible for the introduction of education were not indigenous but trade. Then they taught the children of the Oba of Benin, this was the

beginning of the contribution of education to socio economic development in Nigeria. However, there was no significant development of western education not until the 18th and 19th centuries. The advent of colonialism brought about formal education in Nigeria. The colonialists had to organize the training of the indigenous people to understand the Queen's language. The Christian missionaries in 1842, organized schools and trained Nigerians the art of reading and writing. The initial persons that were trained in the communities became the first indigenous persons to be employed by the colonial government as interpreters, clerks and teachers.

It did not take long before the benefits of formal western education became manifest in Nigeria. The regional governments of independent Nigeria expanded educational opportunities, building more schools and providing grant-in-aid to missionary schools in their respective regions especially in the southern regions. Expanded educational facilities were seen as the panacea to the manpower needs and overall development in post colonial Nigeria. Education – formal

and informal, contributes to skill acquisition. Informal education begins at the household level where children are taught how to sweep, clean their environment, fish or farm. By participating in these activities they learn how to do things by themselves and contribute to family income growth. Although such incomes are not recorded in national income accounting, they nevertheless amount to substantial family income. According to Schultz (1962), formal education is a kind of investment in human being that enables them to acquire skills. Such skills raise the marginal product of the worker itself and also help to raise the marginal product of the other co-operant factors. Thus human capital has a unique character – it enters the production function as a factor of production and also as a marginal product augmenting variable. The latter makes the marginal rate of return on capital and other inputs rise continuously so that the unexplained growth rate explains the Solow's surplus it is not surprising therefore that there was a rapid expansion in the education sector in Nigeria beginning from 1960 when political independence was attained. Between 1960 and 1974, educational facilities were expanded

culminating in the takeover of privately owned primary / secondary schools by government. In 1975 the central government also took over the universities and other tertiary institutions (Aigbokhan et al 2003) and created new ones. It is rather surprising when the federal ministry of education in 2003 reported that all is not well in the education sector since 1978. Financial inadequacies among other factors were responsible. The central Bank of Nigeria in year 2000 reported that inadequate funding has been the bane of the Nigerian education system. One question that borders one's mind is that why should government not fund education properly. Again does education no longer contribute to growth in Nigeria as it is elsewhere? Although some authors (Aigbokhan et al 2005; Adebisi and Oladele 2005) have studied human capital development, through education in Nigeria, the causality issue is largely neglected.

Education is one of the most important drivers of social and economic development. Higher levels of literacy lead to greater economic output, higher employment levels, better health, better social

structures, and number of other development indicators. More specifically, the impact of education has been shown to result in rapid improvements in family planning, nutrition, health, and income and is seen as one of the best tools for promoting social and economic development. Education in a broad sense is a process by which an individual acquires function. Education is the process of acquisition of knowledge, that is, it involves the teaching and learning process. Education as a key component of human capital formation is recognized as being vital in increasing the productive capacity of people. Education especially at the higher level, contributes directly to economic growth by making individual workers more productive and leading to the creation of knowledge, ideas, and technological innovation. The effect of education on technological innovation is direct following the Romer/Solow growth theory framework. An investment in education is beneficial to the society, both at micro and macro levels and affects the system both directly and indirectly. Education is basic to development and is also regarded as an instrument through which the society can be

transformed. As a salient factor in transition programme, education equips human resources with the needed knowledge, skills and competencies, which would make them functional, and contribute to the all-round development of the nation. It does not only help to supply the essential human capital which is a necessary condition for sustainable economic growth but it is also a key to poverty reduction and a major vehicle for promoting equity, fairness and social justice.

Statement of Problems

There are several challenges faced by the educational system's contribution to economic and socio cultural welfare of Nigeria. In consideration to developing countries especially in Nigeria faces many challenges in education system. University of Benin as an institution turns out millions of graduates each year, many skilled in IT, engineering and other varieties of profession. This manpower advantage underpins Nigeria's recent economic advances, but masks deep seated problems with in Nigeria's education system. The following challenges facing public education today:

1. Lack of adequate funding for education is a major challenge, especially with the recent severe state budget cuts. As a student of education, University of Benin, I will advocate for reinstatement of funds for education and for applications for stimulus package grants that can alleviate the fiscal constraints caused by these budget cuts. UNESCO recommends its members to at least allocate 26% of its budget to the education sector. But in Nigeria the situation is not like this; 11.2%, 8.3%, 7.0%, and 5.9% were allocated to education in 1999, 2000, 2001 and 2002 respectively. The worst period of time which allocation to education fell was in 2003 where only 1.8% was allocated to the education sector. We can say that military leaders did better than their counterpart democratic leaders.
2. The fast-paced changing face of the job market, I would also look at research tools that can forecast the best career areas and job opportunity industries and businesses in order to develop curriculum that will prepare our students to mesh with this new

work environment. One area of fast growing job opportunity is green technology. I want to advocate for an increase in curriculum choices in this area so businesses are searching out university of Benin students for employment.

3. Today, the trends of globalization and Technological changes that have transformed the workplace has given education reform a strong driving force in order to create an education system that will work in a new world. For close to a century, people were accustomed to obtaining a well-paid professional job once they completed their high school and college education. However, with the restructuring of the economy, even professionals such as lawyers, engineers and doctors struggle to acquire and hold onto their jobs. These realities send a clear signal that the traditional school system of education needs to be changed in order to move in synch with the times.
4. Despite efforts to incorporate all sections of the population into the Nigerian education system, through mechanisms such as

positive discrimination and non formal education, large numbers of young people are still without schooling. Although enrolment in primary education has increased, it is estimated that at least 35 million, and possibly as many as 60 million, children aged 6–14 years are not in school. Severe gender, regional, and caste disparities also exist.

Purpose of the Study

The main objective of this study is to evaluate the causative effects of education relative to socio economic development.

1. It investigates the administrative political contributions satisfying UNICEF declaration of which states that the budgetary allocation to education should be 26% of the federal annual budget.
2. Evaluates the influence of education on how it reconciles the socio-economic development
3. The study brings some ways to improve and develop the education of Nigeria such as funding, the motivation of the

teachers, provision of guidelines, organizing seminar, workshop and conferences.

4. The study espouses the number of literates individuals in the country that can influence the human development index thereby increasing the country's economy status.

Research Questions

1. What are the contributions of education to the socio-economic development of UNIBEN and it's environs.
2. What is the impact of these socioeconomic development to UNIBEN and it's environs.
3. What are the necessitated factors that will bring about these contributions to UNIBEN and it's environs.
4. How relevant are these contributions to the socio-economic development of UNIBEN and it's environs.

Significance of the Study

1. Education is an important key of achieving a sustainable national development, the quality of its education should be improved. (Abubakar, 2014).
2. The importance of investing in education is well appreciated and understood in economies that wish to attain growth and development. Nigeria is rated by international standards as „less developed“ and thus has economic growth as a major goal. Indeed, the importance of a prime sector such as education has been stressed in Nigeria since the early sixties following the submission of the Ashby report in September 1960.
3. Human Capital is recognized as an agent of national development in all countries of the world. Providing education and health services to people is one of the major ways of improving the quality of human resources. Apart from being issues of social concern, both provide an economy with healthy trained human resources required for economic growth and development. (ISOLA .A. Wakeel)

4. Education is the basic need to bring up the social development. It makes the foundation of better social life and also helps in creates social assets, which forms social networking in personal as well as professional life . It is not that only social development foster by education but also vis-versa and both play a vital role in economic growth.

Scope/Delimitations of the Study

The study covers analytically the contributions of education to socio economic development in Nigeria.

1. There is a positive relationship between teachers qualifications and students achievement. The more professionally qualified teacher in a given school is, the better the performance of the students and the less difficulty the teacher has with curriculum materials (Wada, 2006:11). The absence of these positive teaching and learning experience brings about a slow growth in process.

CHAPTER TWO

LITERATURE REVIEW

Concept of the Analysis of Education to Socio Economic Development

Education is a purposeful activity and has great implications for both the individuals and the societies. This paper examines the social and economic benefits of education in developing countries in general and Nigeria as a developing country in particular. The study is an ex-post facto research in nature and primarily based on the secondary data. The study explores that the monetary and non-monetary benefits of education to the society are numerous such employment, earning, poverty alleviation, export rate. On economic front while social responsibility, health care, political awareness, etc on the social front. The government and the civil society have to invest in education to reap the benefits of education more socially than economically.

The education system is developed and evolved by the human society and vice versa. Therefore, education is considered as an

important investment for both human as well as economic growth and development that influenced by the settings where it exists.

Education is one of most important variables that play a key role in the advancement of human capitals across the world. Numerous research studies provide it that “the pace of economic growth of the developed countries could not be achieved without the stock of human capital” (Javed et al, 2008, p133). It is the continued boost of the knowledge economy that has produced powerful new inducement for the general public to develop their talent and abilities through education (OECD, 2012).

Presently, mostly the developing countries of the world are suffering from a number of economic and socio-political problems such as rapid population growth, exploitation, inflation, unemployment, corruption, low earnings and especially political instability due to poor literacy rate. In this backdrop, education is considered to be the only effective solution that a country can utilize for the development of its economy and social well being.

Since long the returns to investment in education were higher at primary level of schooling. The shortage of human capital in poor countries provided a considerable benefit to invest in education. This justifies making education a priority in poor and developing countries across the globe whereas the returns to education at almost all levels are comparatively lower.

A comparison in this regard is given in the figure 1. The higher returns to education in poor countries can be associated with the reason of having deficiency of human capital in these countries (Jimenez & Patrinos, 2008).

Theoretical Framework

The contribution of education to economic growth of societies is well recognized. The history of research on the topic shows that each year education put in 0.58% to the economic growth rate (World Bank, 2007). This is evident for both developed and developing countries.

Across the globe, it is a general phenomenon that likelihood of having job associated with having higher levels of education. Similarly,

the earnings also affected by the levels of education a person has. It means that earnings and education have a direct relationship. In other words, a well educated family is rarely to be poor.

The higher salaries in the labour market for the well educated individuals are mainly due to their higher productivity, which signifies to the employer at the time recruitment. Countries with average income have greater opportunity and highly developed markets for the skilled and educated workforce in terms of better jobs and consequently higher wages (Berg, 2008).

Studies such as Hanushek and Zhang, (2006), Hanushek and Wobmann, (2007) reveal quite convincingly that good quality education advance economic growth. The effect of high and continuous degrees of economic growth and development on a society as well as on general development would be very high. The increased economic growth and development can alleviate poverty in the developing countries considerably for instance China and India are the best examples to cite here in the context.

Sun (2012) provides that higher education is meant for equipping individuals to acquire employment capacity and other sources of livelihood as well develop them for future life. Meeting this objective, universities are required to offer complete and comprehensive education programs and provide guidance to their students regarding their employment. By doing these universities will strengthen the professional career planning among students helps them to find a suitable position, correcting their employment concepts and thus facilitate their comprehensive development. It was formerly thought that the measurable returns to education were highest at lower levels of schooling i.e. primary. Nevertheless, some research studies provide more mixed evidences whereas other studies carry on the same earlier plea. But there are much evidences in support of higher rate of returns to secondary and tertiary education some of the countries.

The private returns to primary and tertiary education are depicted in the table 2.1 below. The vary in results show that returns to education differ with varying factors like development level, availability of

educated workforce, as well as demand for such type of workforce in development process (Berg, 2008).

Table 1

Private Returns to Primary VS Tertiary Education

Country/Region	Private Returns to	
	Primary education	Tertiary education
World	26.6%	19.0%
Papua New Guinea	6.0%	9.2%
Philippines	9.10%	17.0%
India	2.4%	10.3%
Kenya	7.7%	25.1%
Nigeria	2.3%	10.15%
Ethiopia	25.0%	27.0%

Source: The World Bank, (2009, p.7)

Besides the economic benefits or direct returns of education has been wide acknowledge and discussed by both the economists and education. Whereas, the social benefits or the indirect returns to education are mostly ignored especially by the policy makers. However, many observers have draw attention towards the substantial benefits of

schools and urge the governments to invest in education not for the sake of economic benefits for the sake of well being of the individuals and community (Riddell, 2004).

Milligan et al (2003) and Dee (2003) study the impact of education on voting and improved citizenship. In both the study the research attempt to highlight the general behavior of educated people regarding the political activities in the country.

Lochner and Moretti (2004) analyze the impact of education and criminal activities. The study provides that education and crimes have an inverse relationship. The higher the level education, the lower is crime rate. The study also highlights that education heighten an individual's rate of future consequences for the punishment as a result of a crime.

Barros and Katz (1992) identified three channels through which education influences economic growth: education has a direct effect on growth even after controlling for measures of a nation's fertility rate and rate of investment in physical capital. This direct effect is likely to reflect a positive effect of a more educated labour force on a nation's

ability to adopt and develop new technologies-increased productivity; increased educational attainment is associated with increased physical capital investment. This factor will be of greater importance in the future because the skills of a nation's labour force are likely to be crucial in attracting internationally mobile capital in an increasingly globalized economy; A more educated population tends to have a lower fertility rate and plausibly more intensive parental investments in each child (Anyanwu, 1998).

Umo (2011) stated that development heights attained by contemporary industrialized nations have largely been explained by the impressive height of their educational attainment, hence education has been widely acknowledged as a development catalyst. The education sector from a broad perspective contains the cognitive skills, knowledge, technology, social, political, networking skills, and migration, which forms the basis for economic growth. When education is offered on a broad front, it serves as the most effective instrument of inclusive

growth. Education plays a key role in reducing delay if there is any of our assets with a powerful distributive attribute.

Resource-based growths have been showing serious limitations with the explosive progress in service and technology.

He identified three key developmental variables that are affected by education as follows:

Education and poverty: The first step in empowering any individual is to provide an opportunity to be educated. It will equip him with the skills to and livelihood. Quality education offers the recipient the ability to address and overcome absolute poverty and relative poverty.

Education and Employment: Education can aid employment in several ways. Formal education is needed for paid employment. Cognitive attributes and certificates that any employer requires are gained through formal education. Also, quality education is needed to master the skill for self-employment. Education disciplines the mind, directs it to productive ends and enhances train ability. It develops one's critical faculties and creativity. It is therefore indispensable for invention,

innovation, discoveries and extending the frontiers of knowledge.

Education and Global Competitiveness: The international competitiveness of any economy critically depends on education, technology and innovation system. Countries with high level of these have been able to register high level of global competition. These countries have also made substantial progress in reducing poverty. They include China, India, South Korea and Malaysia. The case is not so in most African countries because of low quality of education, low level of ICT skills and innovation. He asserted that education can best be conceptualized as a generalized human capital. This allows linkages of education with technological advancement and the innovation system both of which are critical to modern-day development.

Most theoretical and empirical studies on education and economic growth, both cross-section and time-series, under distinct theoretical approaches, have repeatedly proved the existence of a significant association (and causality) between the economic performance of national economies and the level of education of their population. Long-

run historical approaches concerning economic backwardness have underlined how a poorly educated, trained and culturally unaware population have been a decisive factor of persistent low productivity levels, low labor mobility, slow structural changes, slow diffusion of innovation, preventing sustained economic growth to set in. Moreover, if an economy, though succeeding, at last, to achieve modern economic growth is not able to overcome rapidly the human capital accumulation gap, some loss of opportunities for the expected catch up growth will be met and growth rates will be comparatively small (NUNES, 2001).

Schumpeter (1954) has similarly stressed the role of innovation (which is a by-product of education) in the process of economic growth. This he asserted can be achieved by assigning key role to entrepreneurs particularly because of their ability to innovate which could be seen in different ways: creation of new products, and new markets; designing of more cost effective method of production; and organizational restructuring.

Conceptual Framework

Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Its methods include: story-telling, discussion, teaching, training and directed research.

Investment in human capital is universally recognized as a key pillar of achieving inclusive growth. Investment in education has been statistically linked to better economic development outcomes. Education is basic to development and is also regarded as an instrument through which the society can be transformed. As a salient factor in transition programme, education equips human resources with the needed knowledge, skills and competencies, which would make them functional, and contribute to the all-round development of the nation. It does not only help to supply the essential human capital which is a necessary condition for sustainable economic growth but it is also a key to poverty reduction and a major vehicle for promoting equity, fairness and social justice (TODARO, 2007)

Education enables poor men and women both to participate in and benefit from economic growth (Ravallion,2004). Maddisson (2007) conducted a survey of impact of education on rural economy and reported that in rural economies, educational improvement has been shown to increase returns to small scale farmers because they can readily absorb new technique and innovation as well as adapt more effectively to climate change risks.

Rauwyar and Kandbur (2009) found that by improving infrastructure qualities, social benefits for deserving people, advanced agriculture technologies, social services (including education), GDP growth and increased contribution of agriculture GDP growth will provide the basis for inclusiveness of economic growth. Rahul et al (2013) estimated a unified measure of inclusive growth for emerging markets by integrating their economic growth performance and income distribution outcomes, using data over three decades. They applied the micro economic concept of social mobility function at the macro-economic level to measure inclusive growth that macroeconomic

stability, human capital (education), and structural changes are foundation for achieving inclusive growth.

Elena and Sushana (2013) focused on both the pace and pattern of growth and have identified the employability of the poor and cost of capital, geography and infrastructure and building blocks of inclusive growth analytical framework. They pointed out that rapid pace of growth is necessary for substantial poverty reduction but for growth to be sustainable in the long run, it should be broad across the sectors and inclusive of the large part of the country's labour force.

Andersson, Jagers, Lindskog and Martinsson (2013) investigated whether education for sustainable development (ESD) might have the intended effects on teacher education students. More specifically, they account for the results from a panel study on the effects of a course on SD held in autumn 2010 at the University of Gothenburg (n = 323) on teacher education students. The surveys consisted of questions about the students' concerns about various issues, including issues related to SD, and their attitudes towards SD and views of moral obligations to

contributing to SD. The study included a control group (n = 97) consisting of students from the teacher training programme at University West, which had not and did not include ESD. They found positive effects of ESD on almost all attitudes and perceptions, including e.g., personal responsibility in relation to SD and willingness to contribute to SD, while there is no noticeable effect in the control group.

Boyi (2013) explained the concept of education, the concept of sustainable national development and relationship between education and sustainable national development. The study provided an insight into various challenges confronting education in Nigeria such as gender inequity in education, dearth of teachers, inadequate infrastructures, overcrowded classrooms etc. It finally suggested ways on how to solve challenges confronting education in Nigeria. This is done through creation of conducive atmosphere for learning, allocation of enough funds for educational development, discouraging gender disparity in education by an enlightenment programme, setting up a trustworthy committee that will manage and supervise education etc.

Ikechukwu, Njoku and Ugwuozor (2014) examined education and development disconnect in Nigeria and made a case for education for Sustainable Development (ESD) as the critical path to Nigeria's sustainable development and global competitiveness. The outcome of the study revealed that education is the pivot of national transformation and development, but Nigeria's dysfunctional educational system perpetuates and deepens poverty and underdevelopment and consequently, the resource-rich Nigeria is described as a low human development country and as a country with blunted edges in the United Nations Development Programme (UNDP) Human Development Reports and the World Economic Forum Africa and Global Competitiveness Reports, respectively. Relying on secondary data, the study argued that a human rights-approach-to-education, investment in quality education, environmental education, research and innovation, achieving the millennium development goals (MDGs) and science and technology are prerequisites for Nigeria's sustainable development and global competitiveness.

Essentially, that Nigeria's educational system, policies and practices should be reoriented towards sustainable development, which is a tripod of interdependent and mutually reinforcing pillars of economic growth, human development and environmental conservation, in an equitable and sustainable manner, for present and future generations. The study submitted that all curricula and taxonomies of education, including environmental education are subsumable under ESD which equips individuals and societies with the knowledge, values and skills to live and work in an equitable secure and sustainable manner and balances economic well-being and human development with cultural tradition and respect for and protection of earth's natural resources and environment.

Adedeji (2014) examined university as a catalyst for sustainable development in Nigeria with particular emphasis on the Federal University of Technology, Akure using the political economy method. They also examined some of the challenges plaguing the Nigerian university system in the achievement of its objectives with emphasis on

sustainable development. The place of the university system in the nation's attainment of the position of one of the best twenty economies by the year 2020 was discussed.

It further reviewed the importance of university education to the knowledge economy through collaborations and linkages, knowledge dissemination and sharing occasioned by globalization, since no part of the world is insulated from the current challenges facing mankind which threaten sustainable development. They also reviewed some of the variables that needed to be given proper consideration in order to improve the quality of university education in Nigeria. It posited that with quality university education, the gap between Nigeria and the developed countries of the world can be bridged. The study concluded that through research and innovation, university education is a veritable and dynamic source of knowledge and human capital to transform the nation and ensure sustainable development.

Bakare (2006) investigated the growth implications of human capital investment in Nigeria using vector auto-regressive error

corrections mechanism. The study revealed that there is a significant functional and institutional relationship between the investments in human capital and economic growth in Nigeria since 1% fall in human capital investment led to a 48.1% fall in the rate of growth in gross domestic output between 1970 and 2000.

Azra et al (2016) in their study of measurement and determinants of inclusive growth integrated growth, inequality, accessibility and governance into one single measure. Their results showed that macroeconomic stability and social financial deepening are important determinants to enhance inclusiveness, and reduce poverty and inequality.

Olaniyan and Okemakinde (2008) carried out a research on the implications of educational development on human capital. They concluded that Nigeria is confronted by most of the problems that could limit the capacity of expansion in education to stimulate growth and development such as under-employment, low absorptive capacity, and shortage of professionals, regional imbalances and brain-drain.

Dauda (2009) carried out an empirical investigation on the relationship between investment in education and economic growth in Nigeria, using annual time series data from 1977 to 2007. The paper employs Johansen co-integration technique and error correction methodology. Empirical results indicate that there is indeed a long-run relationship between investment in education and economic growth. All the variables used including gross fixed capital formation and educational capital are statistically significant (except labor force) in the Nigerian economy. The findings have a strong implication on educational policy in Nigeria. The study seems to suggest that a concerted effort should be made by policy makers to encourage increase in educational investment in order to accelerate growth which would engender economic development (Gylych JELILOV, Ilyas TOPARSLAN, 2015).

Ekwueme and Ezenwa-Nebife (2016) studied education for sustainable development through academic freedom using political economy approach. The authors observed that academic freedom leads

to the expansion and discovery of new ideas of knowledge, transmits and preserves culture developed in the learner's independent judgment of an environment free from external control and domination. Educational opportunities that Nigerian children would have enjoyed through Education for all to achieve sustainability and self-reliance is lacking due to: education for all, Gender Equality, Cultural Diversity, among others.

Robert, Yuko, Nonoyama-Tarumi, Rosalyn, and Charles (2016) investigated the contributions of education for sustainable development (ESD) to quality education in 18 countries. The analysis revealed that major themes repeated across the 18 studies, showing that ESD contributes in many ways to quality education in primary and secondary schools.

Teaching and learning transforms in all contexts when the curricula include sustainability content, and ESD pedagogies promote the learning of skills, perspectives and values necessary to foster sustainable societies. The research also identified the need to integrate

ESD across all subjects, to provide professional development for teachers to ensure ESD policy implementation and to adopt ESD management practices to support ESD in the curriculum in order to broaden ESD across countries. Faouzi and Othman (2017) investigated the causal relationship between education expenditure and inclusive growth in Saudi Arabia (1981-2013) using inequality adjusted human development index for inclusive growth, ratio of human resources development expenditure to GDP for education and structural Auto Regressive model of analysis. They found out that education expenditure has a positive impact on inclusive growth.

Ibukun and Aremo (2017) utilized Nigeria's annual data from 1981 to 2014, and employed both the auto-regressive distributed lag model (ARDL) and Error Correction Method (ECM) to investigate long run and short run parameter among inclusive growth variables. They found out a negative relationship between Government consumption education expenditure, and inclusive growth both in the short run and long run.

Onovughe and Mordi (2017) examined the role of religious education in attaining Sustainable Development in Nigeria using research approach which relied on logical slogism that adhere to the rule of logical slogism. The study identified factors/affecting sustainable development, and posits that education is a determinant factor for development of any nation or society.

Again, the study found out that the right values are integrated in the educational system through religious teaching. It demonstrated that the right change of persons is through moral value which is the prerequisite for developing in any nation. As there is no nation that can rise above the quality of her education.

Florian, Norma, Rodrigo, Daniela and André (2019) conceptualized the impacts of higher education institutions (HEIs) on sustainable development (SD). Inductive content analysis was applied to identify major themes and impact areas addressed in the literature to develop a conceptual framework detailing the relationship between HEIs' activities and their impacts on SD.

The findings revealed six impact areas (education, research, outreach, campus operations and campus expenses) where direct (qualified workforce, research uptake in business and policy making, cultural dialogue, GHG emissions caused by operations and positive attitudes towards SD, immigration of students) and indirect (economic growth, change of societal and business practices, social cohesion, contribution to climate change and sustainable lifestyles) impacts of HEIs on SD may occur. The findings also indicated a strong focus on case studies dealing with specific projects and a lack of studies analyzing impacts from a more holistic perspective.

The data used in this study were obtained from Central Bank of Nigeria Statistical Bulletin and World Bank data. The variables to be used are Real Gross Domestic Product, Capital Expenditure on Education, Recurrent Expenditure on Education, Primary School Enrolment and Secondary School Enrolment from 1970 to 2006. Therefore, in this section, a model that seeks to examine the impact of Export on economic growth in Nigeria will be used. The estimation of

the model is via the ordinary least squares (OLS) facilitated by the application E-views, the regression output includes other relevant statistics that enhances further analysis and evaluation. The model employed in this paper is multiple regression models.

The model is specified as follows:

$$RGDP = F(CEDU, REDU, PRYE, SECE) \dots \dots \dots (3.1)$$

Linearized thus;

$$RGDP = b_0 + b_1 CEDU + b_2 REDU + b_3 PRYE + b_4 SECE + U \dots (3.2)$$

Where:

RGDP = Real Gross Domestic Product

CEDU = Capital Expenditure on Education

REDU = Recurrent Expenditure on Education

PRYE = Primary School Enrolment

SECE = Secondary School Enrolment (Schumpeter, 1954)

U = Error Term

Summary

Education is an important key of achieving a sustainable national development, the quality of its education should be improved. (Abubakar, 2014).

Psacharopoulos (1994) found that average private rate of return to primary education in developing countries was 29%, while the returns to secondary and post-secondary education were 18% and 20% respectively. The main problem with the focus of this study is that majority of individuals in developing countries are not wage earners. For example, only about 20% of working individuals in Ghana were wage earners at that time. Similarly, wage earners made up to 15% of work force in India, 19% in Haiti, 20% in Nigeria, and 11% in Togo (World Bank, 1995, Table A2).

Barro (1991) carried out a study on the effects of human capital on growth. His study was based on data sets pertaining to very diverse array of countries. He used a narrow flow of human capital such as school enrolment rates at the primary and secondary level. Human

capital is implicitly referred to as formal and informal education, yet it can also contain factors such as the costs of raising children, health costs, and ability (LEEUWEN 2007).

Human Capital is recognized as an agent of national development in all countries of the world. Providing education and health services to people is one of the major ways of improving the quality of human resources. Apart from being issues of social concern, both provide an economy with healthy trained human resources required for economic growth and development. (ISOLA .A. Wakeel).

The importance of investing in education is well appreciated and understood in economies that wish to attain growth and development. Nigeria is rated by international standards as „less developed“ and thus has economic growth as a major goal. Indeed, the importance of a prime sector such as education has been stressed in Nigeria since the early sixties following the submission of the Ashby report in September 1960.

Adenuga (2006) examine the relationship between economic growth and human capital development using Nigeria data from 1970 to

2003. They applied co-integration theory incorporating the error correction mechanism and found that investment in human capital, through the availability of infrastructural requirements in the education sector accelerates economic growth. The paper then concludes that there can be no significant economic growth in any economy without adequate human capital development.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the method and procedures to be adopted in carrying out the study. It is to be carried out under the following sub headings.

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of Instrument
- Reliability of Instrument

- Administration of Instrument
- Method of Data Analysis

Research Design

The research design to be adopted for this study is the descriptive survey method which is aimed at determining the contribution of education to the socio-economic development of the University of Benin (UNIBEN), Benin-city, Edo-State and its' Environs (Ekosodin, B.D.P.A, Osasogie, UBTH, e.t.c)

Population of the Study

The population of this study will consist of all individuals situated at the University of Benin and its' environs.

Sample and Sampling Techniques

The Simple Random Sampling (SRS) technique will be adopted to randomly select 100 individuals within UNIBEN and its' environs.

Research Instrument

The Structured questionnaire will be the instrument used for the collection of data. The questionnaire will be divided into two sections.

Section A centered on the respondent's demographic details. Section B entails the list of questions the respondents are supposed to provide answers to as regard the research questions.

Validity of Instrument

The questionnaire used as instrument will be designed by the researcher and submitted to the project supervisor and two experts to ensure it has face and content validity to ensure it measures what it is expected to measure. The final copy of the instrument will therefore be used after their positive and constructive criticism.

Reliability of the Instrument

The reliability of the instrument will be tested using the test retest reliability method. The instrument will be administered to 100 individuals and the Pearson's product moment correlation formula will be used to compute the scores and reliability.

Method of Data Collection

The questionnaire will administered by the researcher after due permission is sorted. The questionnaire will be distributed to the

individuals and collected upon completion immediately in the sampled area of the study.

Method of Data Analysis

The data gathered through the questionnaire will be analyzed using the frequency count and simple percentage.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESULT AND DISCUSSION

This chapter of the research work is centered on the analysis of data gathered through questionnaire. These data shall be analyzed in order to answer the research questions raised in chapter one.

Demographic data

Table 4.1

Distribution of respondent based on age and gender.

SECTION A

AGE	FREQUENCY	PERCENTAGES (%)
14-22	20	20
23-30	37	37
31-35	20	20
36 & above	23	23
Total	100	100

Table 4.2

SEX	FREQUENCY	PERCENTAGES (%)
Male	63	63
Female	37	37

Table 4.1 indicates that 100 respondents participated in the study 20 were within the age of 14-22, 37 were within the age of 23-30, 20 were 31-35, 23 were 36 years & above, making a total of 100 participants.

Table 4.2 indicates that 100 respondents participated in the study of which 63 were male, while 37 were female making a total of 100.

Research Question One

What are the contributions of Education to the socio-economic development of UNIBEN and its environs?

Table 4.3 Response to the contributions of Education to the socio-economic development of UNIBEN and its environs.

Statement	Respondent	Positive	%	Negative	%
Education has helped increase the level of business activities around UNIBEN.	100	90	90	10	10
Education has helped increase the profits and sales of business men and women around UNIBEN.	100	83	83	17	17
Education has encouraged people living around UNIBEN to acquire sellable skills like Barbing, Hair-dressing, Painting, e.t.c.	100	77	77	23	23
Education has helped reduce the amount of illiterate youths and children around UNIBEN	100	66	66	34	34
Education have encouraged people living around UNIBEN to maintain good hygiene and live healthier lives.	100	54	54	46	46

The table above shows the summary of the response gotten from the questionnaires administered to 100 respondents situated around UNIBEN. From the table it can be deduced that 90% of the respondents agree that Education has helped develop the business sphere around UNIBEN, 83% of the respondents agrees that Education has helped raise the profits and sales of business men and women around UNIBEN which indicates that the per capita income of individuals around UNIBEN have seen an increase due to Education. Although from the above table we can observe that 66% of the respondents agree that Education has helped reduce the level of illiteracy around UNIBEN, 34% of the respondents rejects this claim. This indicates that there exist to some extent reasons to disbelieve that Education has helped reduce the level of illiteracy around UNIBEN. The table also shows that 77% person of respondents agree that Education has encouraged people living around UNIBEN to acquire sellable skills. Which indicates that Education have helped in the reduction of Unemployment level within and around UNIBEN.

Finally, while 54% of the respondents agrees that Education has encouraged people living around UNIBEN to live healthier lives, 46% of the respondents rejects this claim. The above further shows that the major contributions of Education to the socio economic development are Increase in: Business Activities, Per Capita Income and Reduction in: Illiteracy Level and Unemployment level.

Research Question Two

What are the impacts of the socio-economic development to UNIBEN and its environs?

Table 4.4 Response to the impacts of the socio-economic development to UNIBEN and its environs

Statement	Respondent	Positive	%	Negative	%
The increase in business activities around UNIBEN have helped improve the standard of living of people around UNIBEN.	100	72	72	28	28
Higher sales and profits have helped reduce the level of poverty around UNIBEN.	100	65	65	35	35
Skill acquisition have helped reduce the level of unemployed youths around UNIBEN.	100	76	76	24	24

The above table shows that 72% of the respondents affirms that the increase in business activities around UNIBEN have helped improve the standard of living of people around UNIBEN. The table further shows that 65% of the respondents affirms that the increase in sales and profits experienced by business men and women around UNIBEN have led to a reduction in poverty level. Furthermore Skill acquisition was confirmed by 76% of the respondents to have reduced the level of unemployment around UNIBEN. With these results we can conclude that the impacts of the socio-economic development brought about by Education around UNIBEN includes: Increase in standard of living, Reduction in poverty level and Reduction in unemployment level.

Research Question Three

What are the necessitated factors that will bring about the contributions of Education to socio-economic development?

Table 4.5 Response to the necessitated factors that will bring about the contributions of Education to socio-economic development

Statement	Respondent	Positive	%	Negative	%
Government approval of loans and grants to small-medium scale businesses around UNIBEN will help boost the level of business activities.	100	89	89	11	11
Government establishing vocational schools will encourage people around UNIBEN to acquire sellable skills.	100	75	75	25	25
Government establishment of Adult education programs have helped reduce the level of Adult illiteracy around UNIBEN.	100	49	49	51	51
Establishment of government owned health facilities have helped people living around UNIBEN live healthier lives.	100	67	67	33	33

The above table shows that 89% of the respondents affirms that Government approval of loans and grants to small-medium scale businesses around UNIBEN will help boost the level of business activities. The table further shows that 75% of the respondents affirms that Government establishing vocational schools will encourage people around UNIBEN to acquire sellable skills. Furthermore it can be observed from the table that Establishment of Adult Education programmes have not yielded desirable results as to reducing the level of illiteracy around UNIBEN as 51% of the respondents affirms this. Finally, 67% of the respondents affirms that the Establishment of government owned health facilities have helped people living around UNIBEN live healthier lives. With these results we can conclude that the major factors required to bring about the contribution of Education to socio-economic development includes: Government establishment of Vocational schools and Health Centers and Government approval of loans and grants to small-medium scale businesses.

Research Question Four

How relevant are the contributions of education to socio-economic development?

Table 4.6 Response to how relevant are the contributions of education to socio-economic development?

Statement	Respondent	Positive	%	Negative	%
Increased business activities is very important in increasing the income of people living around UNIBEN.	100	86	86	14	14
Skill acquisition is very important in reducing unemployment level around UNIBEN.	100	77	77	23	23
Good hygiene is very important in raising the life expectancy of people living around UNIBEN.	100	67	67	33	33

The above table shows that 86% of the respondents affirms that increased business activities is very important in increasing the income of people living around UNIBEN. The table further shows that 77% of the respondents affirms that skill acquisition is very important in reducing unemployment level around UNIBEN. Furthermore it can be observed from the table that good hygiene is very important in raising

the life expectancy of people living around UNIBEN. This was affirmed 67% of the respondents. Overall we can conclude that all of the contributions of education to the socio-economic development of UNIBEN and its environs are of great relevance.

Discussion of Findings

Table 4.3 above attempted to analyze the contributions of Education in the socio-economic development of UNIBEN and its environs. It was further discovered that the major contributions of Education to the socio economic development are Increase in: Business Activities (affirmed by 90% of the sample population), Per Capita Income(affirmed by 83% of the sample population) and Reduction in: Illiteracy Level(affirmed by 67% of the sample population)and Unemployment level(affirmed by 77% of the sample population).While about 54% of the respondents agree that Education has contributed to living healthier lives within UNIBEN and its environs, a large amount of the sampling population appear to disagree with this claim. Since they

feel many students especially in the hostels find it hard practicing good hygiene.

Table 4.4 attempted to analyze the impact of the socio-economic developments brought about by education on the residents of UNIBEN and its environs. It was discovered that due to the increase in business activities, rise in per capita income and skill acquisition, the residents of UNIBEN and its environs have enjoyed increase in their standard of living, reduction in the poverty level and reduction in the level of unemployed persons. This was affirmed by 72%, 65% and 76% of the sampling population respectively.

Table 4.5 attempted to analyze the necessitated factors required to bring about the contributions of education to the socio-economic development of UNIBEN and its environs. While three factors were presented in the questionnaire to the respondents, only two were considered necessary which involves: Government approval of loans and to small-medium scale enterprises and Government establishment of health centers. While the former has the potential of increasing the level

of business activities around UNIBEN, the later has the potential of raising the life expectancy and welfare of the people.

Finally, Table 4.6 studied the relevance of the socio-economic developments. It was discovered that all of the socio-economic developments were considered to be of great relevance based on the percentage of positive feedbacks gotten from respondents.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Conclusion

After a careful and logical administration of the research instrument (questionnaire) about the view of resident of UNIBEN and its' environs on the contribution of education to the socio-economic development of UNIBEN and its environs which involves: Ekosodin, BDPA, Osasogie and UBTH were collected and critically analyzed. It was deduced that education has contributed immensely to socio-economic development through increased business activities, skill acquisition and increased per capita income. Furthermore it was concluded that these contributions have impacted the society by raising the standard of living, reducing poverty and reducing unemployment.

Recommendations

Based on the conclusion drawn, the following are hereby suggested by the researcher as possible ways of bringing about socio-economic developments within and around UNIBEN.

1. Government should approve loans and grants to small-medium scale businesses. This will encourage these business strive and develop faster.
2. Government should establish more health centers and create health awareness programs as to help the residents of UNIBEN and its environs be cautious of their health. This will help increase the life expectancy of these individuals.

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APPENDIX

SECTION A

Age: _____ Years

Sex: Male [] Female []

Marital status: single [], married [], others []

Highest Education Level: Primary[] Secondary[] College[]
University []

Masters[] PhD[] Other _____

Location: UNIBEN[] Ekosodin[] Osasogie[] BDPA[]
Other: _____

SECTION B

Instruction: please read each of the following statements and indicate the extent to which of these statements describe your opinion.

Keys: SA (strongly agree) A (agree) D (disagree) SD (strongly disagree)

	SA	A	D	SD
Per Capita Income				
1. Education has helped increase the level of business activities around UNIBEN.				
2. Education has helped increase the profits and sales of business men and women around UNIBEN.				

<ol style="list-style-type: none"> 3. The increase in business activities around UNIBEN have helped improve the standard of living of people around UNIBEN. 4. Government approval of loans and grants to small-medium scale businesses around UNIBEN will help boost the level of business activities. 5. Higher sales and profits have helped reduce the level of poverty around UNIBEN. 6. Increased business activities is very important in increasing the income of people living around UNIBEN. 				
<p>Employment</p> <ol style="list-style-type: none"> 1. Education has encouraged people living around UNIBEN to acquire sellable skills like Barbing, Hair-dressing, Painting, e.t.c. 2. Skill acquisition have helped reduce the level of unemployed youths around UNIBEN. 3. Government establishing vocational schools will encourage people around UNIBEN to acquire sellable skills. 4. Skill acquisition is very important in reducing unemployment level around UNIBEN. 				

<p>Literacy Level</p> <ol style="list-style-type: none"> 1. Education has helped reduce the amount of illiterate youths and children around UNIBEN 2. Government establishment of Adult education programs have helped reduce the level of Adult illiteracy around UNIBEN. 				
<p>Life Expectancy</p> <ol style="list-style-type: none"> 1. Education has encouraged people living around UNIBEN to maintain good hygiene and live healthier lives. 2. Establishment of government owned health facilities have helped people living around UNIBEN live healthier lives. 3. Good hygiene is very important CHIn raising the life expectancy of people living around UNIBEN. 				