THE EFFECT OF TERTIARY INSTITUTIONS ON HOST COMMUNITIES: A STUDY OF FEDERAL COLLEGE OF EDUCATION, OBUUU, CROSS RIVER STATE, NIGERIA

Irene-Mary Awah

Abstract

This study on "The Effect of Tertiary Institutions on Host Communities: A Case Study of Federal College of education, Obudu, Cross River State, Nigeria" was intended to empirically examine the effects that tertiary institutions have on their host communities. Four variables were identified and isolated for this study. Adopting the ex-post facto research design, a 30-item Likert scale questionnaire was used as the main instrument for data collection. This instrument at validation had 30 response items, which covered the relevant constructs of the study. The data so collected were carefully coded and analyzed with (he Pearson's Product Moment Correlation Coefficient statistical technique as main statistic. Tested at 0.05 level of significance, with 598 degrees of freedom and t-critical =1.96, ail the four hypotheses yielded significant results. The null hypothesis on each of the four variables of the study was respectively rejected and I lie corresponding alternatives retained. It was concluded, therefore, (hat the establishment of tertiary institutions has highly significant relationships with level of physical development, population increase, commercial activities and rate of crime and violence of host communities. These results represent a mixed grill of blessings and challenges, which require creative interventions by government, host communities and education stakeholders generally. Conclusions and recommendations were accordingly made in the light of the findings of the study towards further studies and policy implementation.

Introduction

History is replete with cities as the point of maximum concentration of power and culture in a community. Along with industrial revolution which has transformed the face of our society is the proliferation of educational institutions. We are also undergoing the cultural shock of urban revolution, and however seriously people may think their urban milieu has been perturbed during the last twenty-five years, it is only a foretaste of still more problems which lie ahead. Unprecedented problems of various dimensions will be added to the turmoil, which accompanies urban growth in the modern world. The massive event has already radically changed the relations of people between themselves. It has already developed into a crisis apparent in the economic, political and educational aspects of the new form of collective life, which is gigantic, uncontrolled urbanization.

We are witnessing a dynamism, which tends to reshape, at one and the same time, the geography, the social structure and the whole psychology of a collectivity. Properly speaking, it brings about a mutation of a whole society, a mutation of which we can hardly measure the aptitude because our frame of reference still remains the traditional city. The present day phenomenon of urbanization could be said to correspond to a new social era.

The most important aspect of this phenomenon is its cultural dimension. The modern city is first and foremost a way of life, a typical mentality. They are the reality of culture with all its potentialities and contradictions, and with its aspirations as well. It is a vital point of view, which should interest all persons, and institutions dealing with cultural life and in a special way, it should become the object of serious reflections and new pedagogical approaches. Considering the human values at stake, one can hope that schools and universities will be the first to try to reverse a kind of resignation, which all too often seems to prevail in (his matter.

In the whole history of society there has always been a close link, which existed between the evolution of cities and that of educational institutions. For instance, relations between the universities of the Middle Ages and so many cities in the Europe. The influence of these institutions was such that many of them assimilated the name of the city, which [hey help to make famous: Oxford, Salamanca, Heidelberg, Louvain, to mention but a few. They still say today in Tubingen - "Cologne has a university but Tubingen is a university[1]' (Carrier, 1985).

The association between universities and cities has continued to the present: Yale, Stanford and so on. The often heard expression; "town and gown" derives from the integration of a university within a town. The British experience of the so-called red brick universities started around 1910 and is an excellent example. Cities like Birmingham, Sheffield, Bristol, Southampton, are after the other have created a university to serve their urban community (Kyazze, 1993).

Nearer home in Nigeria, several communities see the advantage and pride in having schools bear their names. For instance, the University of Ibadan developed out of a very small settlement. The people of Nigeria took pride in knowing that a good educational institution could emanate from their country then Ibadan in those days was a rural settlement with its red-roof houses. But now, it has metamorphosed into a big urban settlement. Also, the University of Port Harcourt developed from a small rural settlement, but now "Choba" (as it is called) and its environs is a bustling urban settlement. Another example is the University town of Nsukka.

Purpose of the Study

The broad purpose of the study was to determine the overall effect of the tertiary institution on the host community. Specifically, the study sought to identify the impact of the tertiary institution on the physical development of the community. It is said that the establishment of the college has brought tremendous changes in the physical, economic, social, cultural and political spheres. For instance, there have been rapid physical transformations of the environment through the construction of more structures and houses that have never existed here before.

Another purpose of the study is to examine the rise in population in the area since the establishment of the tertiary institution. Population growth has increased because of the influx of people into the town, some for the quest of education, trade and other transactions. This situation, it is believed, is the cause of the chaotic traffic situation in the area, especially when school is in session. This also means that, the major means of transportation (motorcyclist) is on the increase in the major roads leading to and fro the college.

The study also sought to determine the sudden upsurge in crime and violence. The establishment of the college, it has been observed, has created a situation that has led to a preponderance of youth in the population. Younger generations now openly oppose old typical style of living, values, and beliefs and so on. This can be seen in the clash between parents and children, schools and students, generating painful antagonism. There is an increased rate of juvenile delinquency and they are responsible for most of the violence, crime and killings in the area.

The purpose of the study also included finding out the increase in commercial activities of the host community. Meanwhile, there has been increase also in commercial activities and observers are of the opinion that the institution is responsible for this. This is because before the establishment of the college, market was periodical and held only a few farm produce. But today, there have been tremendous increase of stalls/stores and products in the market.

Methodology

The population of this study includes all people of Obudu and Obanliku local government areas of Cross River State and Vandikya Local Government Area of Benue State. This population is suitable because the research has to do with effect of tertiary institutions on host communities using Obudu and its environs as case study. Obanliku and Vandikya all share boundaries with Obudu, where the college is sited.

Therefore, the sample of this study included: civil servants, clergymen, teachers, traders/businessmen and women, the number of respondents was six hundred (600). Sampling technique that was proportionate to the study was stratified random sampling. The population of the study was grouped (stratified) into sub-groups (strata) like: Obudu, Obanliku and Vandikya local government areas, and FCE staff and students. Then from each sub-group samples were selected. The essence was to subdivide (stratify) a heterogeneous population into its homogenous subgroups (strata). The heterogeneous population was the whole population of the study. When it was divided into local government areas, it now became homogenous sub-groups. After this was done, from eac stratum the random sampling technique was applied to draw the required sample.   The distribution of the study sample is shown in the table below:

Table 1: Distribution of study sample

Sub-Groups	No. of Respondents
Obudu LGA	279
Obanliku LGA	147
Bekwarra LGA	129
Vandikya	45
Total	600

Source: Field survey Note: The further the population from the case study, the lesser the number.

The questionnaire method of data collection was used. It was structured in sections, Section A, sought to obtain information on bio-data of respondents and for confidentiality, names of respondents were not required. Section B, contained response items designed to find answers to purpose of the study.

Based on the data collected, the Pearson Product-Moment Correlation Coefficient was used to determine the effect of tertiary institutions on host communities. The Chi-square (X) test was used to determine the measure of association or influence of the college on the development of the community. The presentation and analysis of data was carried out hypothesis by hypothesis. The null hypotheses that guided the study were subjected to statistical testing using the above method as the main statistic. All the hypotheses were then tested at (= 0.05 level of significance using the appropriate degree of freedom in each case.

Findings
Table 2: Pearson's product moment correlation coefficient of the relationship between levels of physical development and establishment of college

Variables	IX IY	XX^2 LY^2	SXY	r	t
Physical development	11,016	5,959.065	8,329.220	.396	10,45*
Establishment of institution	68,772	74,361.360			

Source: Field survey, 2005. * Significant at 0.05 level, d.f. = 598, t - critical = 1.96 (n=600)

The computation and the comparison of the two variables (physical development and establishment of tertiary institution) yielded a correlation coefficient (r) of ,396, which portrays a positively weak relationship between the variables of the test. To test for the significance of this correlation, the r-value was converted to t-value equivalent. The critical l-value equivalent, which is 10.45, compared with the critical t-value of 1.96 at $a = 0.05$ level, using 598 d.f. A picture emerges. It is clear from the test that the calculated t (10.45) is far greater than the critical-t (1.96). With this result, we have no reason to accept the null hypothesis and so the alternative hypothesis is retained. This means that there exists a significant relationship between the level of physical development in host communities and the establishment of tertiary institutions. It implies that, the establishment of a tertiary institution has positive impact on the level of development in host communities.

Table 3: Pearson's product moment correlation coefficient of the relationship between population increase and the establishment of tertiary institution

Variables	Ix EY	IX^2 IY^2	ZXY	r	t
Population increase	12,510	4,530.59	11,598.66 ^	.632	19.94*
Kslnblishmenl of institution	68,772	74,36 Ir360			

Source: Field survey, 2005. * Significant at 0.05 level, d.f. - 598, t-critical = 1.96 (n^600)

Population increase is highly correlated with the establishment of tertiary institutions also. To test the significance of this correction, the r-value was converted to t-value equivalent which is 19.94, compared with the critical t ~ 1.96, a = 0.05 level, using d.f. of 598. We can see that the calculated t-value is far greater than the t-critical. It yielded high positive correlation of 0.632 which is statistically significant at a = 0.05 level and d.f. = 598. This leads us to reject the null hypothesis and retain the alternative hypothesis, which says that: there is a significant relationship between population increase in host communities and the establishment of tertiary institution. This means that with the establishment of tertiary institution, host communities experience an influx of people, thereby creating an increase in the population.

Table 4: Pearson's product moment "correlation coefficient of the relationship between commercial <u>activities and the inception of tertiary institution</u>

Variables	IX IY	IX^2 IY^2	ZXY	r	t
Commercial activities	12,108	5,982.47	15,378.18	0.73	26.04*
Establishment of institution	68,772	74,361.36			

Source: Field survey, 2005. *Significant at 0.05 level, d.f. = 598, t- critical = 1.96(n=600)

The comparison of the commercial activities and establishment of-tertiary institutions yielded a correlation coefficient (r) of 0.729. This figure portrays a very high positive relationship between the two variables. To test for the significance of this correlation, we can see the t-value at 26.04 on the table, compared with the critical-t 1.96 at a = 0.05 level using 598 degrees of freedom. The calculated t-value (26.04) is far greater than the critical t- (1.96). The outcome indicates a highly significant relationship between commercial activities in host communities and establishment of tertiary institutions. The null hypothesis is accordingly rejected and the alternative hypothesis retained. The alternative hypothesis stated that there is a significant relationship between level of commercial activities in host communities and the establishment of tertiary institutions. This goes to show that the establishments of tertiary institutions bring about a boost in commercial activities and private sector employment in the host communities.

violence, the Pearson's Product-Moment Correlation Analysis yielded correlation coefficient (r) of 0.464, which reveals a positively weak correlation. The t-value equivalent of this r-value was 12.S at (= 0.05 level, df= 598. In the light of this, where the calculated t-value (12.8) is far greater than the table value oft (1.96), the only option (hen, is to reject the null hypothesis and conclude that there exists a significant relationship between the level of crime/violence in host communities and the establishment of tertiary institutions. This implies that the establishment of tertiary institutions brings mi upsurge of crime/violence in the host communities.

Discussion Table 5: Pearson's product-moment correlation coefficient of (lie relationship between increase in crime/violence and establishment of tertiary institutions

Variables	Zx ZY	ZX^2 ZY^2	Z XY	r	t
Crime violence	12,372	5,982.47	8,327.22	0.464	12.84*
Establishment of institution	68,772	74,361.36			

Source: Field survey, 2005. * Significant at = 0.05 level, df-598 , t- critical- 1.96 <n=600)

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Physical Development of Host Communities
The findings of the test show that there exists a significant relationship between level of physical development in the host community and establishment of tertiary institutions. This finding corresponds with Carriers' (1985) assertion that because of the association and close link between tertiary institutions and host communities, many communities have developed way beyond the stage they were before the establishment of an institution. In the same vain, Ukachi (1987) reveal that the land-grant colleges enacted by a law in 1862 and the Merrill Act wherein public lands were given to be developed by various communities.

Population Increase in Host Communities
The result implies that the populations of host communities tend to increase in size and diversity with the establishment of tertiary institutions. This is easy to see, as students, academic and non-academic staff integrates themselves with the local population to build social networks that could become immensely beneficial to society at large.
The influx of students, workers, businesspersons, increases the population. The result is what Kennedy and Cheng (1998), have observed. That internal migration takes different forms and pattern but the most significant is the movement from rural to urban areas. And, that rural-urban migration is usually, dominated by young able-bodied

individuals in search of employment, schooling and other opportunities in the city.

Commercial Activities in Host Communities of Tertiary Institutions

It could therefore be inferred from the result that the presence of a tertiary institution affects the commercial activities as more people who settle temporarily or permanently as students, staff and families/dependants do generate streams of income for variety of businesses associated with basic needs such as housing, clothing, fast foods, books/stationeries, computer and photocopying etc. In the view of Wilson and Schulz (1978), people began to live in cities of substantial size and density, and that the city contained a variety of occupational groups not directly involved with agriculture. This can be seen in host communities, where cities become bustling commercial areas with the establishment of tertiary institutions, instead of its former status as an agrarian society.

Crime and Violence in host Communities of Tertiary Institutions

It is revealed that among the negative impact, which tertiary institutions are likely to bring on their host communities is higher levels of crime and violence. This suggests that there are serious significant security implications of establishing a tertiary institution in any community. It is a well-known fact that urbanization brings with it crime and violence. As Otlong (2002), puts it "rapid urban growth results in problems of urban congestion, overcrowding, poor housing, poor environment and above all crime and other social vices[1]'.

Recommendations

In the light of the findings of the study, the following recommendations are hereby proffered:

Government and other providers of education should urgently evolve a policy on the siting of tertiary institutions to include a deliberate plan to spread development and populations. This will forestall any congestion, slums and ghettos that may develop as a result of physical development associated with educational establishments.

Members of host communities of tertiary institutions should adequately be mobilized to take advantage of the larger benefits of such establishment in their domains. This will reduce to barest minimum incessant agitations for compensations and other friendly gestures like, vandalization of school facilities and hostilities to students and staff.

Government, communities and private developers should adhere to feasibility reports, and initial layout plans and faithfully implements same as where tertiary institutions are involved. This would prevent avoidable congestion, health hazards and unmanageable social crises.

Landlords, businessmen, service providers including transporters should be educated to be friendlier to students and staff of tertiary institutions for mutual benefit.

Government and other education providers should always have in view the security implications of tertiary institutions. They should also make adequate provision for security of lives and properties in the host communities concerned.

Conclusion

The data so collected was coded in accordance with the chosen coding schedule and analyzed using the Pearson's Product Moment Correlation Coefficient statistical technique as main statistic. All the null hypotheses were tested at 0.05 alpha levels.

The study therefore revealed that physical development of host communities is significantly enhanced by the establishment of tertiary institution, and that, there is a significant relationship between increase in population of host communities and the establishment of an institution. Also commercial activities in host communities witness a significant boost with the establishment of tertiary institution. Finally, there exists a significant relationship between increase in crime and violence in host communities and the establishment of tertiary institutions.

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