

Ways Nigerian Universities Impact on Their Host Communities for Mutual Co-Existence and Development: Ebonyi State University (Ebsu) Abakaliki in Focus

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Abstract: *The study examined ways Nigerian universities impact on their host communities for mutual co-existence and development EBSU in focus. Three research questions and three hypotheses guided the study that adopted a descriptive survey design approach. The population of the study was one thousand, two hundred and twenty one (1,221) made up of 100 lecturers and 1, 121 third and final year students of 2016/2017 academic session. Simple Random Sampling Technique was used to draw a sample size of 350; 50 lecturers and 300 students. A structured questionnaire with 28 items was the instrument for data collection that was duly validated and its reliability determined using Cronbach Alpha Procedure. It yielded a reliability index of 0.79 which was considered reliable for use in the study. The questionnaire was personally administered to the respondents. Three hundred and thirty-seven (337) copies were properly filled that was used for the study. The findings revealed that the presence of Ebonyi State University, Abakaliki has helped in the physical, educational and the economic development of the host communities. Again, there was no significant differences in the mean opinions of the lecturers and the students on the impact EBSU has made on its host communities. Implications of the study were drawn and recommendations made.*

Keywords: *Nigerian universities; Impact; Host communities; Co-existence and Development*

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I. Introduction

School is a social institution established by the society to equip learners with competencies that should enable them to function and contribute meaningfully to the economic growth and development of their communities. This is why the goals of education reflect the needs, aspirations, values and problems of the society. In other words, schools exist to help equip youths and adult learners with the expected competencies needed in their communities. However for schools to perform this expected function effectively and efficiently, a relevant curriculum must be used to enable school provide authentic contents and learning experiences for learners to develop the expected knowledge, skills and attitudes. The purpose of education is not just the transmission, memorization and regurgitation of facts; rather, the main issue of education is enabling each student or adult learner to discover what he or she is naturally good at or passionate about. In essence, the learner need to be provided with the relevant tools including academic knowledge to develop the necessary competences to excel in area of his or her maximum potential [1]. Any purposeful education works with a planned document called curriculum. Accordingly, [2] sees curriculum as the hard core of education that provides the contents and means of imparting related knowledge, skills, values and attitude for the development of individuals. [3] adds that school curriculum is a dynamic and open document that is consistently changing with the needs and aspirations of the society. For any planned curriculum to be worthwhile, it needs to be properly implemented.

The process of putting the planned curriculum into action is called curriculum implementation or delivery. [4] sees it as putting the various decision made in the field trial stage of curriculum development process into practice. Curriculum delivery is instructional processes of actual teaching in the classroom and other environments where the class is located. [5] explains that it involves preparations, productions and presentations/uses of instructional materials, facilities and other resources-human and materials. [6]; [7] state that effective implementation of the planned curriculum involves the consideration of human, environmental and materials factors to ensure effectiveness; so it involves participation at local level, a degree of flexibility in plans and among planners. The teacher is the curriculum implementer and the prime factor in the process. The teacher translates the intended curriculum into achieved curriculum and this he does through the use of the syllabus which is the broken down curriculum. [8] reiterate that during teaching-learning process, that classroom

activities and interactions are initiated by the teacher whose effectiveness can be determined by their competences. Teachers in the universities are called lecturers and they still perform the function of putting into practice, the planned institutional curricula in diverse ways through teaching-learning process, research, supervision community services among others.

Tertiary education is education given after the post basic education in institutions such as the Universities, Colleges of Education, Polytechnics, Monotechnics and other specialised institutions such as Colleges of Agriculture, Schools of Health Technology and the National Teachers' Institutes (NTI). The National Policy on Education (FRN, 2013,54-55) outlines the goals of tertiary education to include among others: contributions to national development through high level man power training; provision of accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; reduction of skill shortages through production of skilled man power relevant to the needs of the labour market; promote and encourage scholarship; entrepreneurship and community services etc. These goals are to be pursued in tertiary institutions through promotion of a more practical based curriculum relevant to the labour market and dedicated services to the community through extra mural and extension services. It further stipulates that the university teaching should seek to inculcate community spirit in the students through projects and action researches. The present study examines how the presence of EBSU has impacted on its host communities.

University teaching seeks to inculcate community spirit in the students through projects and action research and to make optimum contribution to national development (FRN, 2013: 52). The National Policy on Education captured this expectations in goals of tertiary education in section 81(e) thus: to promote and encourage scholarship, entrepreneurship and community service. This implies that every university must make impact where it situates called the Host Community (HC). According to [9], host community refers to a conglomeration of community based organization within the operational area (catchment area) of any public or private organization. The objectives of the host communities according to the author include but not limited to the pursuit of hospitality for all the stake holders; the projection of justiciable interests in form of employment and contractual activities of her indigenes and unflinching assurance of security to the enterprise or institution for the actualization of stated goals or mission. For full development of the host community, the university must have result oriented curriculum that leads to community sustenance through capacity building, promote responsibility and involvement of the entire community. In addition, such curriculum should involve the development of a holistic community focus, harness the community's expertise to determine their needs, visions and actions (Harvard Public Affairs Commission, 2016).

Universities make a lot of impact on their host communities like employment opportunities created for the community inhabitants. In the aspect of business and commerce, the host community is highly favoured since students from every part of the country get into the university every year to start a new life with many needs. The host community also sees other people's culture, beliefs and ways of doing things from different parts of the country and other countries. They are motivated in every aspect to imitate the activities of the universities and even further their education. In addition, the host communities benefit from the university research works that focuses on problems within the community; they equally benefit from the peace, security, secured environment, facilities and infrastructure in and around the university [10]. To garner community support for schools, [11] posit that they must do two things; do a good job and make sure that people know about it. So university management needs to do good jobs and communicate that effectively to the public and the host communities; this implies sound education and good school-community relationship. As place-making roles, universities serve as an opening up place for its host-communities [12] sees these roles thus:

- Promoting an understanding in the communication of the scope of the universities' contribution to knowledge.
- Boosting the visibility of the universities' contributions to the local city or region
- Encouraging participation in learning in the communities.
- Widening access to learning opportunities in the surrounding areas.
- Blending ideas for innovation from local agencies and businesses with university expertise.
- Facilitating discussion and exchange between members of the university community and the wider community and visiting place users.
- Allowing the university to better appreciate and respond to learning needs within the community and city regions (p.4).

The author concludes by pointing out that most universities are already significant places within their host communities; occupying substantial buildings with an imposing physical presence; provide opportunities for informal exchanges between members of the university communities and visitors and allow them to use the university resources like lecture halls, medical facilities among others. He reiterates that universities act on

global, national and local stages and need to hold itself high on global stage by demonstrating amicable relationship with their host communities.

For realistic community development, the relationship between the universities and their host communities must be cordial. The host communities play significant roles in the growth and wellbeing of their universities. This may include: support for curricula activities; discipline of students; general policy implementation and suggestions in areas of improvement to boost public confidence in schools. Host communities observe staff and students' activities and make useful suggestions where necessary. The community also help to maintain discipline as the university students living among them. Buttressing this point, [13] state that an effective and violent free school administration stems from a good social and well organized community. The community can invite students to community meetings as a means of managing discipline. [14] outlines basic values derived from community meetings with students to include: students' learn to share their ideas with adults; development of decision making skills and planning of beneficial programmes. Accordingly, community meetings with students give them sense of belonging and this normally motivates them to develop their skills and contribute to the welfare of others in the community. So schools experiencing disciplinary problems with students, can inform the host communities who will collaborate with them to tackle them.

The present study focuses on Ebonyi State University, Abakaliki-Nigeria and the impact it makes on its host communities. The university was upgraded to a full fleshed university in 1999 after maintaining a status of university-college under Enugu State University of Science and Technology, Enugu-Nigeria. It is situated in Abakaliki Capital Development Territory and presently run a multi-campus system of four namely: Permanent site campus hosted by Ezzamgbo community and has four faculties; Presco campus hosted by Ezza community with two faculties; CAS campus hosted by Izzi community with two facilities and Ishieke annex campus hosted by Izzy community with one faculty. The presence of the campuses of the university in these four communities have boosted economic, transportation and educational activities, infrastructural development and security beef up. Cordial relationship exist between the university and these communities and this has enhanced the speedy development of both the university and the host communities. Formerly, Ebonyi State was educationally disadvantaged, but with the presence of the university, there is massive turn around not only in the host communities, but in the entire state and the university have maintained steady records of academic successes nationally. These developmental trends made in the host communities as a result of curricula activities in the university have led to the present study.

Statement Of The Problem

Every established institution or organization always aims at attaining great heights in its endeavour. Universities are noble institutions of learning that wants to achieve learning and character excellence in their participants and make significant contributions to their host communities. As a result, the need to implement result oriented curriculum that will make the desired impact becomes imperative. Developmental trends have been noticed in and around the communities hosting Ebonyi State University, Abakaliki-Nigeria ranging from coordinated an uncoordinated activities diverse in nature that have enhanced them in one way or the other. These trends have caught the attention of these researchers that want to ascertain the nature and impact made by the university on its host communities and thus ask: In what ways have Nigerian universities impacted on their host communities for mutual co-existence and development looking at Ebonyi State University, Abakaliki?

Significance Of The Study

The present study on ways universities in Nigeria make positive impacts on their host communities are significant and will benefit the following: the university students; lecturers; university administrators; host communities and the society in general.

- For the university students, the findings of the study will open their eyes to the activities of the universities and the communities around them in order to live and study amicably while contributing their quota to community development.
- The findings of the study will help the lecturers in the universities to prepare a soft landing for the universities and their host communities through their research and teaching activities.
- On the other hand, the administrators of universities in Nigeria will be guided by the findings of this study on how to make good policies and collaborate with the host communities for amicable co-existence and development.
- The host-communities of the universities in Nigeria will utilize the findings of this study to lend helping hands to the institutions and impact on their development. This is because the presence of these universities will boost their all-round development; so they need to help them function well.
- Finally, the society in general will immensely benefit from the findings of this study because, it will provide a model for mutual interdependence and co-existence for real sustainable development of our country-Nigeria.

Purpose Of The Study

The main purpose of the study was to ascertain the ways Nigerian universities impact on their host communities for mutual co-existence and development: EBSU in focus; specifically, the study examined:

1. The ways the presence of EBSU has enhanced the physical development of the host communities.
2. The academic programmes mounted in EBSU that have helped in developing the host communities academically.
3. How the presence of EBSU has boosted the economic activities of its host communities.

Research Questions

The following research questions guided the study:

- 1 In what ways has the presence of EBSU enhanced the physical development of the host communities?
- 2 What are the programmes of EBSU that have helped in developing the host communities academically?
- 3 How has the presence of EBSU boosted the economic activities of the host communities?

Research Hypotheses

The following null hypotheses tested at 0.05 level of significance guided the study:

- Ho₁: There is no significant difference in the mean opinions of lecturers and students on how the presence of EBSU has enhanced the physical development of the host communities.
- Ho₂: There is no significant difference in the mean opinions of lecturers and students of EBSU on the programmes mounted that have helped in developing the host communities academically.
- Ho₃: There is no significant difference in the mean opinions of lecturers and students on how the presence of EBSU has boosted the economic activities of the host communities.

II. Review Of Related Literature To The Study

Review of related literature to the study was done under the following subheadings: Conceptual framework; theoretical framework; review of empirical works and summary of literature review with a gap created.

Conceptual Framework

Purposeful education

The purpose of education is not just the transmission, memorization and regurgitation of facts; rather, the main issue of education is enabling each student or adult learner to discover what he or she is naturally good at or passionate about. In essence, the learner needs to be provided with the relevant tools including academic knowledge to develop the necessary competences to excel in area of his or her maximum potential [15]. Accordingly, education is a basic force for the socio-economic and political transformation of any society. [16] reiterates that no nation can develop to its fullest and keep pace with modern societal trends in science and technology without an effective educational system. This implies that youths in Nigeria needs to be trained to be independent and to contribute their quota in sustainable national development; this is one of the objectives of tertiary education in the country.

Tertiary Education in Nigeria and Sustained Youth Empowerment/ Development

Tertiary education in Nigeria is education given after secondary education in institutions like: Universities, Colleges of Education, Polytechnics, Monotechnics and other specialized institutions such as Colleges of Agriculture, Schools of Health Technology and the National Teachers Institutes (NTI) (Federal Republic of Nigeria National Policy on Education, 2014: 54-55). The policy outlines the goals of tertiary education to include among others: contribution to national development through high level manpower training; provision of accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; reduction of skill shortages through production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship; entrepreneurship and community service (p.56). These goals are to be pursued in tertiary institutions through promotion of a more practical based curriculum relevant to the labour market and dedicated services to the community through extra moral and extension services. It further stipulates that the university teaching in the country should seek to inculcate community spirit in the student through projects and action researches; hence the need for this study on how universities in Nigeria impact on their host communities for mutual co-existence and development. Sustainable development is currently a widely used concept signalling that there is the need for a global change in thinking about the direction and nature of human development. According to [17], this line of thinking is considered as one of the businesses of tertiary institutions of learning. The author puts it this way:

An education at all levels should be the one that can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives knowledge and value to live and work in a sustainable manner. An education that seeks to balance human and economic well-being with cultural tradition and respect

for the earth's natural resources should therefore be the focus of tertiary institutions for developing the required behaviour towards sustainability (p.11).

In pursuance of sustainable development through education, educators, learners and other stakeholders from the community need to reflect critically on their communities, identify non-viable elements in their lives to empower them to develop and evaluate alternative strategies to collectively fulfil these visions.

Raising formidable youths who are self-reliant, employers of labour and community developers has been a yearning desire of any nation that wants to develop. Nigeria with its teeming population of youths has been burdened on how to help them to acquire basic survival skills for sustainability. This urgent yearning led the nation to key into the United Nations' Strides launched in 2005 tagged "United Nation's Decade of Education for Sustainable Development (ESD) that covered a period ranging from 2005-2014 (UNESCO, 2006). Following this declaration, UNESCO launched the Global Action Programme (GAP) on ESD which is an offshoot of the global vision of the United Nations' Sustainable Development with 17 targets. The overall goal of the GAP was to generate and scale up actions in all levels and areas of education. Five priority areas to enhance ESD according to UNESCO (2006) were identified thus: policy support; whole institutional approaches; educators; youths and local communities. The present study takes a holistic view in the interrelationship of these areas to enhance university-community co-existence and development.

University-Community Interactions and Co-existence

University teaching seeks to inculcate community spirit in the students through projects and action research and to make optimum contribution to national development (FRN, 2014:52). This desire was captured in the National Policy on Education (2014), sections 81 (3) in the goals of Nigerian tertiary education thus: to promote and encourage scholarship, entrepreneurship and community service. In essence, every university must make impact where it is situated called the Host community (HC). [17] states that a host community can be seen as community based organization within the operational area (catchment area) of any public or private organization. The objectives of the host communities according to the author include but not limited to the pursuit of hospitality for all the stakeholders; the projection of justifiable interests in form of employment and contractual activities of her indigenes and unflinching assurance of security to the enterprise or institution for the actualization of stated goals or mission. Corroborating this view, [18] states that there are few aspects of community- school relationship: supportive relationship between school and the community; sharing of facilities; community oriented curriculum; lifelong community involvements in school related activities and general community development. Again [19] observe that co-existence and cordial relationship between a school and its host community bring about human and physical resources development.

Furthermore, [20] now warns that universities are challenged to provide curriculum which would provide not only adequate knowledge, but one that would have positive impact on our communities and enhance national development for full development of the host community of a university. The institution must have result oriented curriculum that leads to community sustenance through capacity building, promote responsibility and involvement of the entire community. In addition, such curriculum should involve the development of a holistic community focus, harness the community's expertise to determine their needs, visions and actions (Harvard Public Affairs Commission, 2016).

Theoretical Frame Work Of The Study

The present study is anchored on the Social System Theory propounded by Bertalanffy L Von in 1920. The theory states that all systems such as the society, the school, classrooms, education among others have different parts performing different functions but in a way, each part interacts and is dependent on other parts and with the system and its environment. The theory emphasizes on plurality of individual actors interacting with each other in a situation which has at least a physical or environmental aspects where complex sets of human interactions occur with some regularity and predictability. The social system theory helps to give insight in the understanding of the relationship between the units and sub-units within a system and among systems; for example, all the relationship between the various parts of a school system and the larger society. [21] sees the school as a system with a set of components interacting for a purpose within a boundary that filters inputs and outputs. This theory is related to this study because the university and the surrounding host communities are examples of social organizations that interact to accomplish certain societal expectations for harmonious living and survival of the society.

Review of Empirical Works

Some empirical research related to the present study were briefly reviewed in order to pin-point existing gap that justified the present study thus:

[22] carried out a study on the impact of higher institutions on host communities. A descriptive survey approach was adopted based on the socio-economic impact within the context of the regional development. Geographic

Information System (GIS) maps were used as the instrument for data collection in order to obtain land use changes in Ijagun town of Ogun State hosting the University in addition to structured questionnaire. The findings revealed a positive correlation and symbiotic relationship between the Ogun State University, Nigeria and the Ijagun host community due to their cooperativeness.

Another study was carried out by [23] on secondary education curriculum and community development. A survey research design was adopted for the study that was guided by two research questions and one null hypothesis. The population of the study was 4,200 teachers from both public and private secondary schools in Ebonyi State of Nigeria and a sample size of 500 drawn using Simple Random Sampling Technique. Eight-item structured questionnaire was used for data collection, while mean, standard deviation and t-test statistics were used to analyze the data. The finding revealed that curriculum implementation in secondary schools in the state enhances human and physical resources development which is a booster to community development.

Again, [24] carried out a study on the socio-economic impact of tertiary institutions in Nigeria on host communities. The study adopted quantitative and qualitative research designs and used set of structured questionnaire to collect the data that were analyzed using Statistical Package for Social Sciences (SPSS), Version 20 and ANOVA. The result showed that location of universities increases the standard of living of people within the communities and that the people are closer to each other from diverse ethnic backgrounds. This leads to employment opportunities and harmonious co-existence. Positive correlation between the institutions and their host communities was established by the study findings.

Furthermore, [25] carried out a study titled "Computer Studies Curriculum and Community Development in South Eastern Nigeria: Perceptions of Unity secondary school teachers in Nigeria". Survey research design was adopted for the study that was guided by two research questions. With the use of Purposive Sampling Technique, a sample size of 24 teachers was drawn and mean statistics was used to analyze the collected data. The researcher discovered that Computer studies in the schools enhances intellectual and leadership development in learners and the host communities, which now acts as a tool for sustainable community development.

III. Summary of Reviewed Literature

The review looked at the purpose of education which is to enable students or adult learners to discover what he or she is naturally good at or passionate about. To do this, learners need to be provided with the basic tools and knowledge to achieve the set goals for their education. The paper looked further at tertiary education in Nigeria whose goals include among others, contribution to national development, promote scholarship, entrepreneurship and community service. The present research focuses on community service and the university. Again, the review also looked at sustainable development and its relevance to university education. This is because youths training in the universities must focus on how to sustain limited resources in the environment and interact favourably with fellow human beings.

Finally, community school interactions and relationship were briefly reviewed and a theory related to the present work "Social System Theory propounded by Bertalanffy L. Von in 1920 was reviewed. The theory states that all systems such as society, the school, classrooms, education among others have different parts performing different functions, though each part interact with each other in one way or the other. The theory relates to the present study as the university and its surrounding communities are examples of social systems that interacts to accomplish certain societal expectations for harmonious living and survival of the society. Also, the review considered some empirical works related to the present study like the one done by [5] on impact of higher education on host communities in South West Nigeria, Secondary education curriculum and community development by Okoro and Igwe; socio-economic impact of tertiary institutions on host communities and Computer study curriculum implementation and community development. The reviewed works were done in some parts of Nigeria and anchor on special areas, while the present work was done in South Eastern Nigeria in Ebonyi State University to be specific.

The university runs multi-campus system presently and there are located in four distinct communities. There are obvious impact made on both the university and the host communities that have necessitated this study to fill an existing gap.

IV. Research Method

Design/ Area of the Study

A descriptive survey design was adopted for this study. According to [9], this design is a structure and strategy that an investigator can adopt in order to obtain data from respondents using a questionnaire. The present study follows this pattern with the use of a questionnaire administered to a representative sample of the population for the study. The area of study was the Ishieke Campus of Ebonyi State University, Abakaliki-Nigeria situated at the heart of Izzi community who has benefited immensely from the presence of the

university. This particular campus was selected because it is fully surrounded by the host community unlike the other campuses. The population of the study was 1,221; 100 lecturers and 1,121 students made up of third and final year education students for 2016/2017 academic session in the Faculty of Education, EBSU. Simple Random Sampling Technique was used to draw a sample of 50 lecturers and 300 students spread across the seven departments of the faculty, giving a total of 350 used for the study.

The instrument for data collection was a structured questionnaire designed by the researchers titled “Impact Nigerian universities make on their host communities to enhance co-existence and development: EBSU in focus” It was arranged under three clusters based on the research questions with twenty-eight (28) items. The draft copies of the instrument were given to three experts in EBSU to scrutinize in terms of construction and relevance to what it is expected to measure. Their inputs were built into the final draft used for the study. Furthermore, thirty (30) copies of the questionnaire were trial tested at Presco campus of the university not used for the study. The obtained data were subjected to reliability test using Cronbach Alpha Procedure and it yielded a reliability index of 0.79 showing that it is reliable for the study. A total of 350 copies of the instrument were administered to the lecturers directly in one of the Faculty Board Meetings and to the students with the help of two general course representatives of the levels involved in the study. Three hundred and thirty seven (337) copies were properly filled that was used for the study. The data collected were analyzed using mean and standard deviation to answer the research questions and t-test statistic to test the hypotheses at 0.05 level of significance.

Ethical Considerations

The study on ways universities make positive impacts on their host communities is quite an interesting and interactive one. As such, due considerations on mode of research was considered through private chats and interviews with concerned administrators, lecturers and students of Ebonyi State University, Abakaliki, Nigeria. Participants at all levels in the university were assured of their confidentiality and that the information supplied is only for the research work. Research ethics were duly followed as it is in the university research guidelines and students voluntarily participated in one way or the other.

V. Results

Research Question 1: In what ways has the presence of EBSU enhanced the physical development of the host communities?

Table 1 present the data that answered research question 1

Table 1: Mean responses on how the presence of EBSU has enhanced the physical development of the host communities

S/N	Contributions to physical development:	n = 50			n = 287		
		Lecturers	Students		Decision	Decision	
		\bar{X}	SD	\bar{X}	SD	Decision	Decision
1.	Attracting NYSC development projects	2.76	0.89	2.90	8.07	Agree	Agree
2.	Development of health centres that help the host communities	2.60	0.83	3.10	0.90	Agree	S. Agree
3.	Presence of modern buildings for ancillary services to assist the host communities	2.66	0.87	2.88	0.89	Agree	Agree
4.	Presence of hostels for staff and students' residences	2.78	0.95	2.93	0.98	Agree	Agree
5.	Good road networks in the host communities for movement.	2.66	0.91	3.08	0.85	Agree	S. Agree
6.	Electricity power supply to boost the activities in the host communities	2.72	0.78	3.05	0.87	Agree	S. Agree
7.	Efficient telecommunication services to help the host communities.	2.56	0.92	2.90	0.87	Agree	Agree
8.	Good landscaping networks to beautify the host communities	2.42	0.90	3.08	0.85	Disagree	S. Agree
9.	Portable water supply for the benefit of the host communities.	2.50	0.81	3.14	0.82	Agree	S. Agree
10.	Enhancing the ornamental beauty of the host communities by planting ornamental plants.	2.44	0.86	3.13	0.85	Disagree	S. Agree
11.	Diverse sporting and recreational facilities for the healthy living of the inhabitants of the host communities.	2.62	0.80	3.02	0.75	Agree	S. Agree
Grand Mean/Standard Deviation =		2.61	0.86	2.96	0.86		

Note: S. Agree =Strongly Agree

Research question 1 tried to ascertain how the presence of EBSU has enhanced the physical development of the host communities and items 1 – 11 were designed to answer the question. All the items except items 8 and 10 on the lecturers’ side measured above the criterion mean of 2.50. The means range from 2.42 to 2.78 and 2.88 to 3.14 on the sides of the lecturers and students respectively. Accordingly, items 1 on attracting NYSC project recorded 2.76 and 2.90; item 2 on development of health centres recorded means of 2.60 and 3.10. Items 3, 4, 5, 6 and 7 on attracting modern buildings, hostels for staff and students; good road networks; electricity power supply and efficient telecommunication services scored means of 2.66/2.88; 2.78/2.93; 2.66/3.08; 2.72/3.05 and 2.56/2.90 for lecturers and students respectively. Items 9 on portable water supply and item 11 on diverse sporting/recreational activities recorded means of 2.50/3.14 and 2.62/3.02 for lecturers and students respectively. On the other hand, item 8 on good landscaping and item 10 on enhancing the ornamental beauty of the host communities scored low means of 2.42 and 2.44 on the lecturers’ side and high means of 3.08 and 3.02 from the students’ side respectively. Howbeit, the grand means of 2.61 and 2.96 respectively affirm that the presence of EBSU has enhanced the physical development of the host communities.

Research Question 2: In what ways has the programmes of EBSU helped in developing the host communities academically?

Table 2 presents the data that answered research question 2

Table 2: Mean responses on EBSU programmes that have helped to develop the host communities academically.

S/N	Educational contributions of EBSU to host communities:	n = 50			n = 287		
		Lecturers		Decision	Students		Decision
		\bar{X}	SD		\bar{X}	SD	
12	Mounting of full-time undergraduate programmes	3.36	0.75	S. Agree	2.82	0.95	Agree
13.	Full-time post graduate programme	3.30	0.70	S. Agree	2.97	0.88	Agree
14.	Initiation of part-time programme like WASP	3.46	0.64	S. Agree	3.08	0.84	S. Agree
15.	Initiation of pre-degree programme for university admission preparation	3.30	0.71	S. Agree	3.00	0.82	S. Agree
16.	Hosting of NTI programme for teachers’ professional growth.	2.88	0.96	Agree	3.13	0.85	S. Agree
17.	Introduction of evening secondary school education.	2.34	0.98	Disagree	2.22	1.06	Disagree
18.	Organization of UBEB train the trainer workshops	2.76	0.90	Agree	2.93	0.93	Agree
19.	Mounting of ICT training/services	2.98	0.89	Agree	3.11	0.85	S. Agree
20.	Teaching practice exercise in community schools	3.36	0.74	S. Agree	2.96	0.91	Agree
Grand Mean/Standard Deviation		3.08	0.81		2.91	0.89	

Note: S. Agree =Strongly Agree

Table 2 presents the educational contributions of EBSU to host communities. The means of all the items (12–20) range from 2.34 to 3.46 on the side of the lecturers and from 2.22 to 3.13 on the side of the students. All the items except item 17 on introduction of evening secondary education scored above the determinant mean of 2.50 thus: item 12 was on full time undergraduate programme with means of 3.36 and 2.82 from lecturers and students respectively; item 13 scored 3.30 and 2.97; item 14 had means of 3.46 and 3.08; item 15 had 3.30 and 3.00; item 16 recorded means of 2.88 and 3.13, item 18 had means of 2.76 and 2.93; item 19 on mounting of ICT training/services scored means of 2.98 and 3.11 and item 20 on teaching practice exercise in community schools has means of 3.36 and 2.96 respectively for lecturers and students; item 17 on evening secondary education recorded the lowest mean scores of 2.34 and 2.22 respectively from the lecturers and students. On the whole, all the other items scored above the criterion mean and with a grand mean of 3.08 and 2.91 respectively, the respondents agreed that the enlisted programmes of EBSU has helped in developing its host communities.

Research Question 3: How has the presence of EBSU boosted the economic activities of the host communities? Table 3 presents the data that answered research question 3

Table 3: Mean responses on how the presence of EBSU has boosted the economic activities of the host communities

S/N	Economic contributions:	n = 50			n = 287		
		Lecturers			Students		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
21.	Establishment of business centres for data processing.	3.24	0.79	S. Agree	2.91	0.87	Agree
22.	Introduction of online services for easy processing of educational or academic services	3.18	0.74	S. Agree	3.10	0.90	S. Agree
23.	Establishment of diverse entrepreneurship centres for youths skill acquisition	2.86	0.94	Agree	2.88	0.89	Agree
24.	Opening up of markets to serve students and staff population.	2.82	1.00	Agree	2.94	0.97	Agree
25.	Enhancement of agricultural production and services	2.90	0.83	Agree	3.08	0.85	S. A
26.	Introduction of increased catering services	2.90	0.81	Agree	3.05	0.87	S A
27.	Development of transportation services for movement of goods and people.	3.16	0.76	S. Agree	3.13	0.85	S. A
28.	Mobilization of labour and employment of idle labour force to serve students and staff	2.84	0.86	Agree	3.02	0.75	S. Agree
	Grand Mean/Standard Deviation =	2.98	0.84		3.01	0.86	

Note: S. Agree =Strongly Agree

Table 3 is the result of the responses on how the presence of EBSU have boosted the economic activities of the host communities from item 21-28. Interestingly, all the items scored above the determinant mean of 2.50 ranging from 2.82 to 3.24 on the side of the lecturers and 2.88 to 3.13 on the side of the students. Item 21 on establishment of business centres recorded means of 3.24 and 2.91; item 22 on introduction of on-line services had means of 3.18 and 3.10; item 23 was on establishment of entrepreneurship centres which scored means of 2.86 and 2.88; item 24 on boosting economic activities in the local markets scored 2.82 and 2.94 respectively for both lecturers and students. Furthermore, items 25, 26, 27 and 28 on enhancement of agricultural activities; introduction of increased catering services; provision of gainful employment through transportation and mobilization of idle labour force as casual workers and support staff recorded means of 2.90/3.08; 2.90/3.05; 3.16/3.13 and 2.84/3.02 respectively for lecturers and students. The close matching mean scores of the lecturers and their students is a strong indication that the presence of EBSU has boosted the economic activities of the host communities. This is further confirmed with grand means of 2.98 and 3.01 from lecturers and students respectively.

Table 4: t-test analysis of EBSU lecturers' and students' opinions on the impacts of EBSU on its host communities at 0.05 level of significance.

S/N	Variables	Status	N	\bar{X}	SD	Df	t-cal	t-crit	Decision
1.	Contribution of EBSU in the physical development of the host communities	Lecturers	50	2.61	0.86	333	0.290	1.960	N. S.
		Students	287	2.96	0.86				
2.	Programmes of EBSU that helped in developing the host communities academically	Lecturer	50	3.08	0.81	335	1.350	1.960	N.S.
		Students	287	2.91	0.89				
3	How EBSU has boosted the economic activities of the host communities	Lecturers	50	2.98	0.84	335	0.230	1.960	N.S.
		Students	287	3.01	0.86				

Note: N. S. = Not Significant

Table 4 finally presented the t-test analysis of the three hypotheses for the study. The decision rule is: if the calculated 't' is less than the critical 't', then the hypothesis is accepted and if it is greater, reject the

hypothesis. The first hypothesis stated that there is no significant difference in the mean opinions of lecturers and students on how the presence of EBSU has enhanced the physical development of the host communities. As seen in item 1 of Table 4, the calculated 't' is 0.290 which is less than the critical 't' value of 1.960; so the hypothesis is accepted that there is no significant difference in the mean opinions of the lecturers and the students.

Hypothesis two states that there is no significant difference between the mean opinions of lecturers and students on the programmes of EBSU that have helped in the development of the host communities academically. From Table 4 above in item 2, the calculated 't' is 1.350 which is less than the critical 't' value of 1.960; so the hypothesis is accepted that there is no significant differences in the mean opinions of lecturers and students on the programmes of EBSU that have helped in the development of the host communities academically.

Hypothesis three states that there is no significant difference between the mean opinions of lecturers and students on how the presence of EBSU has boosted the economic activities of the host communities. A look at Table 4 in item 3 shows that the calculated 't' value is 0.230 which is less than the critical 't' value of 1.960; so the hypothesis is upheld that there is no significant difference between the mean opinions of the lecturers and students on how the presence of EBSU has boosted the economic activities of the host communities. Conclusively, from the respondents' view points as seen in Tables 1 to 3 were formally consolidated in Table 4 that the presence of EBSU has led to the development of the host communities physically, academically, economically and infrastructure-wise. These developments have helped to boost community-school relationship, thereby enhancing sustainable development in and around rural communities in Nigeria.

VI. Summary Of The Findings

- Table 1 presents how the presence of EBSU has impacted on the physical development of the host communities in items 1-11. All the items except items 8 and 10 received favourable responses and with a grand mean of 2.96, the respondents affirmed that the presence of EBSU has positively impacted on the physical development of the host communities.
- The findings in Table 2 show how the university programmes positively impact on the host communities academically from items 12-20. All the items except item 17 scored above the criterion mean of 2.50, confirming that EBSU programmes has helped to develop the host communities academically.
- Findings in Table 3 showed favourable responses on all the items (21-28), scoring above the criterion mean of 2.50 set. This shows that the presence of EBSU has boosted economic activities of the host communities.
- Table 4 is the presentation of the t-test analysis of the three hypotheses that were posed for the study. A close look at the t-calculated in items 1, 2, and 3 indicated that they were below the t-critical, showing that there is no significant difference between the mean opinions of the lecturers and students of EBSU on how the presence of the university has significantly impacted on the host communities.

VII. Discussion

The study examined ways Nigerian universities impact on their host communities for mutual co-existence and development with a focus on Ebonyi State University, Abakaliki. Table 1 presents the findings on how the presence of EBSU has helped to enhance the physical development of the host communities from items 1-11. All the items except item 8 on landscaping and 10 on ornamental beauty on the lecturers' side scored above the criteria mean. With a grand mean of 2.61 and 2.96 of lecturers and students, they agreed that the presence of EBSU has enhanced the physical development of the host communities. The finding is in line with the viewpoints of [11] when he stated that every university must make impact where it situates. Again, universities make a lot of impact on their host communities like solving environmental problems, developing infrastructures and facilities that will benefit them. Again universities must do good job and communicate effectively with the host communities through proper community relationship and mutual interactions [22]. Lending credence to these findings in Table 1, [8] described universities as place makers that should boost the infrastructural development of the communities, discussion and exchange of ideas between members of the universities and their hosts.

Table 2 is the analysis of EBSU programmes that have helped to develop the host communities academically. Eight of the enlisted programmes were accepted as contributing to the academic development of the host communities. Only item 17 on hosting of evening secondary education was rejected. This is because most of the secondary education programme on part time basis have been shifted to secondary schools in Ebonyi State. Buttressing the findings, [10] emphasized that any education curriculum must provide the contents and means of imparting related knowledge, skills, values and attitude for the development of individuals. Accordingly, the National Policy on Education (2013) reiterated that university education should inculcate community spirit in the students through projects and action research and to make optimum contribution to national development. Harvard Public Affairs Commission (2016) further explained the findings when it stated

that any result oriented curriculum must lead to community sustenance through capacity building, promote responsibility and involvement of the entire community. These findings agreed with the viewpoints of [1] when he noted that the host communities benefit from the university research works that focuses on problems within the communities.

Table 3 answered research question 3 on how the presence of EBSU has boosted the economic activities of the host communities. A look at the table showed that all the 8 items scored above the determinant mean of 2.50 and with a grand mean of 2.94 and 3.01 of lecturers and students, they affirmed that the presence of EBSU makes visible impact in boosting diverse economic activities in the host communities as can be seen in Table 3. In line with these findings, [15] explained that in terms of business and commerce that the host communities are highly favoured as they have numerous staff and students that patronage their businesses. Furthermore, [25] agreed with these findings when he pointed out that the university serves as 'opening up place' for its host communities, as it blends ideas for innovation from local agencies and business with university expertise. The author posited that universities as place makers encourage participation in learning in the communities and widen access to learning opportunities in the surrounding areas. This is what the Federal Government of Nigeria emphasized in its National Policy on Education (2013) on goal of tertiary education to include promotion and encouragement of scholarship, entrepreneurship and community service. This means that every university should make impact and attract booming activities in its host communities and employment of her indigenes [6].

Buttressing these findings from the study, [11] pointed out that most universities are already significant places within their host communities, occupying substantial buildings with an imposing physical presence. The author explained that universities provided opportunities for informal exchanges between the university community and the hosts. This is done by allowing them to use university resources like lecture halls, medical facilities among others for the benefit of the host communities. Furthermore, [19] stated that an effective and violent free school administration stems from a good social and well organized community-school relationship. The findings confirmed the observations of [9] when he stated that the host communities as they learn from the diverse activities in the universities like the culture, religion and social works, try to imitate those activities including furthering their education. Boniface emphasized that the relationship between the universities and the host communities must be cordial. The host communities also play significant roles in the growth and wellbeing of their universities and this may include: support for co-curricular activities; discipline of students; university policy implementation and suggestions in areas of improvement to boost public confidence in schools.

Table 4 is the summary of the analysis of the three hypotheses for the study that were tested at 0.05 level of significance. Interestingly, all of them were upheld that there is no significant difference in the mean opinions of the lecturers and students on how the presence of EBSU has impacted on the physical development of the host communities, how the academic programmes of EBSU has helped in developing the host communities and boosted their economic activities. Accordingly, the findings confirmed the expectations of Harvard Public Affairs Commission (2016), that any result oriented curriculum must lead to community sustenance through capacity building, promote responsibility and involvement of the entire community. Furthermore, [7] pointed out that the university serves as 'opening up' place for its host communities, as it blends ideas for innovation from local agencies and business with university expertise. [8] further stated that every university should make impact and attract booming activities in its host communities. Lending credence to the similar opinions of the lecturers and the students on the university's presence in helping in the overall development of the host communities, [2] stated that the relationship between the university and the host communities must be cordial. This will help them to learn diverse cultural, religious and social activities that will strengthen good moral development which leads to sustainable peace in the neighbourhood. The general findings for the study showed that EBSU had made a lot of impact on its host communities that have helped in the sustainable development of rural communities around the institution.

Educational Implications of the Study

Based on the findings of the study, the following implications are drawn:

- The academic programmes mounted by EBSU has helped to develop the inhabitants of the host communities as some of them have enrolled in various academic programmes of the university.
- The presence of EBSU has led to the boosting of economic activities, physical and moral developments of the host communities and their inhabitants. Teeming activities are carried out and rapid infrastructural developments are visible in the host communities. Again the presence of the university has attracted religious, social and cultural activities that help in the inhabitants overall moral development.

VIII. Conclusion

The study examined ways Nigerian universities impact on their host communities for mutual co-existence and development: EBSU in focus. The study findings revealed that EBSU academic programmes have helped the host communities as the inhabitants now key in to enhance their capacities. Again, the findings showed that the presence of EBSU has boosted economic activities and physical development of the host communities. Furthermore, the presence of EBSU has attracted a lot of religious, social and cultural activities that keep attune, the moral and social standards of the inhabitants for balanced and sustainable human development.

Recommendations

Based on the findings of the study and the implications drawn, the following recommendations are made:

- Ebonyi State University authority should identify and employ the inhabitants of the host communities that have passed through the programmes of the university and excelled.
- The Ebonyi State University authority should mount scholarship programmes for the indigenes of the host communities that are excelling in academic studies and moral lives to strengthen the university – community relationship.
- The university administration should feel the pulse of the host communities by organizing regular meetings with them to identify areas of further cooperation and development for both groups.
- The EBSU authority should encourage their development partners to mount programmes in its host communities to benefit the inhabitants.
- The EBSU authority should from time to time invite religious authorities and motivational speakers to address the staff, students and other inhabitants in the host communities on issues of sound moral and physical development that will lead to all round development of both the university and its surroundings.

Suggestions for Further Studies

Based on the limited nature of the study for now, the researchers suggest that further studies should be carried out in the following areas:

- Further research on the university community relationships in South-Eastern Nigeria.
- Conflict areas of interest between Ebonyi State University and the host communities.
- Possible areas of collaborations between universities in South Eastern Nigeria and their host communities.

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Competing Interest

The researchers declare that the study is original and that no conflicting interest exist to the best of their knowledge. They have taken time to reference all cited materials as research ethics demand.

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