

**THE SOCIOECONOMIC IMPACT OF THE ESTABLISHMENT OF FEDERAL
UNIVERSITY KASHERE ON THE KASHERE COMMUNITY, GOMBE
STATE, NIGERIA**

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Abstract:

This research study endeavours to explore the profound impact of the establishment of Federal University Kashere on the socioeconomic landscape of the Kashere community, situated in the Akko local government area of Gombe state, Nigeria. The primary objective of this paper is to comprehensively assess the implications of Federal University Kashere's establishment on the socioeconomic aspects of the lives of the local inhabitants, all within the broader context of the social and economic transformations experienced by the community since the university's inception. Data collection for this study was carried out through the administration of a structured questionnaire, with a reliability score of 7.8 using Chronbak Alpha. The sample size consisted of 265 respondents, encompassing both male and female inhabitants who were randomly selected to represent the diverse demographic composition of the community. The research findings unequivocally indicate that the establishment of Federal University Kashere has led to a tangible increase in the standard of living among the local population. Although respondents are concerned about the university's operations causing deforestation, noise pollution, increased water consumption, and

sanitary problems, they also differ on other topics, including traffic congestion, soil quality, groundwater contamination, and flood hazards.

Keywords: Social Economics, Federal university of Kashere, Kashere Community, Gombe State

Higher education institution establishment has long been recognised as a catalyst for economic and social growth in diverse locations around the world. The geographic location of these institutions has a significant impact on the socioeconomic landscape of the places in which they are located. The purpose of this research is to look into the complex relationship between the location of higher education institutions and the well-being of local residents, with an emphasis on the multifaceted socioeconomic implications it impacts. It is common knowledge that postsecondary educational institutions support the growth and progress of society and give the host community a democratic voice in the globalization process (Ali 2019). It has been determined that an institution's location inside a community has a significant impact on the area's overall development.

The Federal University of Kashere (FUK) was one of the new federal universities established by the Federal Government of Nigeria in 2010 to increase access and equity in the presence of federal tertiary institutions across the federation and the Federal Capital Territory. FUK wants to be a world-class higher education institution that attracts and trains smart and talented young people from diverse origins in Gombe State, Nigeria, and beyond to become tomorrow's leaders. Since its establishment, the university has grown into the establishment of various Faculties and Departments. Which has influenced the activities within the town and various. Therefore, socioeconomic impact refers to the influence of a novel notion or idea (i.e., the environment). For example, a state, regional, or federal setting may support the construction of a postsecondary institution. The placement of postsecondary institutions in various towns has generated a lot of controversy recently as a result of individuals realizing that doing so could accelerate the socioeconomic development of those communities (Ehinnwo & Eludoyin, 2020). There is little doubt that the location of a postsecondary institution in a community will generate jobs for both skilled and unskilled labour, which will lead to an increase in the town's population as people move there in search of work. Keeping up with the changes in education, it may also result in modifications to building conditions, economic activities, and building uses.

Studies have shown that university growth is strongly related to later GDP per capita development at the subnational level. Even after controlling for a variety of factors (such as national or area fixed effects to account for differences in regional trends and year dummies), A study by Hausman (2012) shows that a 10% increase in the number of universities in a region is related with a 0.4% rise in GDP per capita. We show that neither reverse causality nor demand appears to be driving this.

Global economic and social growth is increasingly being propelled by the use of knowledge. The creation of knowledge in the economies and communities of all countries depends heavily on education and higher education in particular. Furthermore, Hayward (2016) emphasized that higher education institutions can propel economic growth and that active participation in knowledge societies is essential to such growth. Therefore, a country's emphasis on higher education affects the extent to which advantages accrue.

The goal of this study is to examine in further detail how higher education, through the host community, influences regional growth. In addition to producing skilled labour with training and education, Adamu (2019) concluded that higher education has always had an impact on local, regional, and national development. University research and innovation are frequently viewed as catalysts for growth and regional development, with a focus on peaceful coexistence.

The relationship between a postsecondary institution and its community can be described in three ways, according to Garlick (2015): first, structurally, as a situation in which postsecondary institutions are seen as drivers of economic growth; second, spatially, as a relationship with equity measures like student placement; and third, through a third-stream perspective that acknowledges the importance of a region to the postsecondary institution. However, according to FME (2016), tertiary institutions' support for local, regional, and national development is based on four key themes: the notion of a university's centrality, as well as its significance, goals, operations, innovation agenda, and new forms of governance.

Promoting a sense of equity for every member of the community is the fundamental goal of universities' involvement in community development. In the long run, every community member must have the opportunity to seek education and gainful employment, just as the community must have access to necessities like food, shelter, and medical care. Numerous studies have been carried out in Nigeria regarding the function of higher education institutions in various contexts. For instance, they used sample descriptive statistics from the National Bureau of Statistics and other data sources to address two research questions in their study Garlick, S. (2015), which focused on transforming university knowledge production towards the promotion of inclusive development in Nigeria. The findings indicated a lack of capacity in academic knowledge production.

Using an *ex post facto* design, Osim, Uchendu, and William Hayward (2016) focused their research on the role of universities in the development of human capital in Cross River State and its implications for national change. Two research questions and hypotheses served as the study's compass. A sample of 227 academics was selected from a population of 1,517 lecturers from the state's two universities. The data was collected using a questionnaire, and Pearson's product-moment correlation coefficient was employed for analysis. The findings demonstrated a substantial positive correlation between lecturers' chances to attend retraining courses, conferences, and workshops

and their eventual transformation in terms of their efficacy in teaching. They suggested that the government give money to them by their findings.

Statement of the problem

Higher education establishments help local communities have a democratic voice in the process of globalization and contribute to the development of a global civil society. Depending on how an area is defined, multiple perspectives exist regarding the importance of higher education in regional development. For instance, Garlick lists three different ways that Australian higher education institutions and the communities they serve are related. A spatial viewpoint is associated with egalitarian measures like student placement, which is usually based on distance from metropolitan centres, whereas a structuralist approach is associated with situations in which higher education institutions are perceived as economic boosters in rural areas. An appreciation of a region's significance is the cornerstone of a third-stream viewpoint.

Higher education establishments have therefore always affected the community. In addition to producing skilled and educated labour, university research and innovation are commonly seen as catalysts for economic expansion and regional development. Therefore, areas that are home to a university must be prepared to welcome advancements and developments that will inevitably put some of the community's social, environmental, and cultural interests in jeopardy.

Objectives of the study

The general objective of the study is to assess the impact of the establishment of the Federal University of Kashere, Gombe state on the Kashere community. Specifically, the study intends to:

1. Determine the socioeconomic advancement of Kashere community after the establishment of the federal university of Kashere.
2. Determine the socio-economic benefits of establishing a federal university of Kashere on Kashere community.
3. Determine any negative influence of the establishment of the Federal University of Kashere on the environment of Kashere community.

Research questions

1. What is the socioeconomic advancement of Kashere community after establishing Federal University of Kashere?
2. What is the negative influence of the establishment of Federal University of Kashere on the environment of Kashere community?

Methodology

The researcher adopted an ex-post factor research design. To extract information from the respondents, a 19-item structured questionnaire devised by the researcher was used. Two lecturers from the departments of Sociology and one from measurement and evaluation at the Federal University of Kashere in Gombe state verified the four-point response scale questionnaire. Their criticisms and fixes were used to improve the instrument's validity. The Cronbach Alpha was used to test for the reliability of the instrument and a reliability coefficient of 7.8 was established, indicating that the instrument is reliable. The sample size for the study is 265 which was established using random sampling technique. Mean and standard deviations were used to answer the two research questions that drove the study.

Results

Table 1: Distribution of Respondents by Tribe

Tribe	Frequency	Percentage
Jukun	70	26.42%
Hausa	80	30.19%
Fulani	75	28.30%
Tangale	40	15.09%
Total	265	100.00%

Source: Field Data, 2023

Table 1 displays the distribution of tribal affiliations among the respondents. The majority of the participants belong to the Hausa tribe, comprising 30.19% of the sample, while the Tangale tribe has the smallest representation at 15.09%.

Research Question 1: What is the socioeconomic advancement of Kashere community after establishing the federal university of Kashere

Table 2: Socioeconomic advancement of the Kashere community after the establishment of FUK

	Mean	Standard Deviation	Decision
1. How do you perceive FUK's impact on the overall development of the community	2.65	0.95	Agree
2. Has FUK led to an increase in job opportunities within the community?	2.78	1.07	Agree
3. Do you believe that property values in the community have increased since the establishment of the FUK	2.64	0.97	Agree
4. Has FUK contributed to an increase in local	2.75	0.91	Agree

	Mean	Standard Deviation	Decision
businesses and services (e.g., restaurants, shops, transportation)?			
5. How has the establishment of the college affected the accessibility and affordability of education for residents?	2.75	0.92	Agree
6 Has the establishment of the college improved the infrastructure and overall appearance of the community?	3.09	0.95	Agree
7 Has FUK actively engaged with the community through outreach programs, partnerships, or volunteering efforts?	3.14	0.91	Agree
8. How likely are you to recommend this community as a desirable place to live due to the presence of the college?	3.19	0.88	Agree
9. Do you think the college has positively impacted the skill set and education level of the local workforce	3.13	0.93	Agree
10. Have you observed any negative consequences of the college's presence, such as increased traffic or noise pollution?	3.14	0.91	Agree
Grand Mean		2.926	0.94

The table shows the findings of a study that was done to see how the citizens of Kashere felt about socioeconomic development following the founding of the Federal University of Kashere (FUK). The study results indicate that the Federal University of Kashere (FUK) is perceived favourably by the Kashere community in terms of its socioeconomic impact. Respondents concurred that FUK had improved several aspects of the community, including job prospects, property values, local businesses, accessibility to education, infrastructural development, community engagement, and community desirability. Additionally, they typically did not notice any substantial adverse effects, like an increase in traffic or noise pollution.

The standard deviations show that there is some variety in the responses, but the overall trend is in favour of the institution having a favourable impact on the socioeconomic development of the neighbourhood. The grand mean of 2.926 supports this favourable opinion. However, it is crucial to recognize that everyone's experiences and perspectives may vary.

Research Question 2: What is the negative influence of the establishment of the Federal University of Kashere on the environment of the Kashere community?

Table 2: Negative influence of the establishment of the federal University of kashere on the environment of Kashere community

	Mean	Standard Deviation	Decision
1. The construction and expansion of university facilities have resulted in deforestation and a loss of green spaces in our community.	2.74	0.95	Agree
2. The university's activities, such as construction and transportation, have contributed to increased noise pollution in the Kashere community.?	2.63	0.96	Agree
3. The university has led to a higher demand for water resources in our community, affecting local water supply and quality.	2.48	0.92	Agree
4. The disposal of waste and sewage from the university has negatively impacted the sanitation and cleanliness of our community.	2.57	1.00	Agree
5. The increased traffic due to the university has led to traffic congestion and safety concerns within Kashere.	1.54	0.89	Disagree
6 The use of chemicals or pollutants by the university has adversely affected the quality of soil in our community?	1.63	0.96	Disagree
7 The disposal of hazardous materials or chemicals by the university has raised concerns about the contamination of local groundwater.	1.48	0.92	Disagree
8. The construction of the university has disrupted natural drainage systems, leading to increased flood risks in the Kashere community.	1.57	1.00	Disagree
9. The university's growth has resulted in increased land use and development, causing a loss of agricultural land and potentially affecting local food security.	2.54	0.93	Agree
Grand Mean	2.13	0.95	0.94

The overall grand mean score of 2.13 suggests that there is a tendency to concur that FUK has a negative environmental impact on the Kashere community. The majority of respondents voiced concerns about environmental effects linked to deforestation, noise pollution, water demand, sanitation, and land usage, notwithstanding some heterogeneity in replies, notably about traffic-related worries and chemical pollution. The results imply that there are legitimate environmental worries in the neighbourhood about the university's operations. By addressing these issues and adopting sustainable practices, the university will be able to favourably impact the growth of the community while reducing its detrimental effects on the environment.

Discussion of the Findings

A thorough examination of the survey data about the socioeconomic benefits and detrimental environmental influence of the Federal University of Kashere (FUK) on the Kashere community provides a comprehensive picture of the university's effects. The results indicate that socioeconomic progress is primarily seen favourably by respondents, who valued the university's role in fostering community involvement, bettering educational accessibility, creating jobs, and improving infrastructure (2012). Additionally, the institution's presence increases the likelihood that people will suggest the region as a desirable place to live, indicating the community's overall satisfaction with the socioeconomic benefits. These results are consistent with those of Ali (2019) and Ehinnwo and Eludoyin (2020).

On the other hand, the survey on detrimental environmental effects offers a more complex picture. The university's operations are generating deforestation, noise pollution, increased water consumption, and sanitary concerns, according to the respondents; however, they disagree on other issues like traffic congestion, soil quality, groundwater contamination, and flood threats. The findings emphasize how important it is to balance environmental preservation with socioeconomic development. This is somewhat of a different opinion than the research done by Garlick (2015) and Adamu (2019).

There are two implications to these observations. First, the beneficial socioeconomic impact of FUK highlights the university's commitment to the community's development, particularly in terms of employment, education, and infrastructure enhancement. The community is so happy with these benefits that it is highly likely to endorse itself. Secondly, it is important to take the community's environmental concerns seriously. To preserve a sustainable and healthy environment in Kashere, issues related to land use, water resources, sanitation, noise pollution, and deforestation must be addressed. Collaboration between FUK and the community is necessary to achieve a balance between economic development and environmental wellness.

Conclusion

The establishment of the Federal University of Kashere (FUK) has enhanced the socioeconomic standing of the Kashere region. People who live there think there are benefits in the form of improved employment opportunities, better infrastructure, easier access to education, and active community involvement. As a result, there is a higher chance that they will suggest the location as a desirable residence. These findings demonstrate the important role FUK plays in the growth of the local economy and range of educational opportunities.

The university's practices have rightfully raised environmental concerns despite the financial advantages. Respondents expressed concerns about deforestation, noise pollution, growing water demand, and sanitary issues associated with FUK. It is imperative to address environmental concerns notwithstanding divergent views on certain issues, such as soil quality and traffic congestion.

Recommendations

1. **Sustainable Practices:** FUK should give sustainability a top priority in both its current operations and future growth goals. To reduce the negative effects on the environment, this includes sensible land usage, reforestation initiatives, noise reduction techniques, and eco-friendly waste disposal. Environmental audits and reporting processes regularly might aid in progress monitoring.
2. **Collaboration with the community:** Create formal, continuous communication between FUK and the Kashere neighbourhood. Regular town hall gatherings, feedback channels, and joint committees can promote cooperation in tackling environmental issues while boosting the favourable socioeconomic impact. It is crucial to involve the community in decision-making processes regarding university operations.
3. **Environmental Education:** Implement environmental education programs at FUK to educate staff, instructors, and students about their roles in local environmental protection. Promote local projects and scholarly research focused on environmental conservation and sustainable development.
4. **Continuous Monitoring:** Analyze and assess the effects of FUK's operations on the environment continuously through academic research and environmental evaluations. To maintain transparency and accountability, share these results with the local community. Based on these evaluations, policies and guidelines should be modified to ensure a balanced approach to development.

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