

**Research**

# **Community-Based Economic Education Needs among Community Leaders in Selected Rural Communities of Bauchi L.G.A, Bauchi State, Nigeria: Implications for Rural Development**

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The study ascertained the community-based economic education needs among rural community leaders in selected rural communities of Bauchi Local Government Area, Bauchi State of Nigeria. Survey design was adopted for the study. Theory of human capital development was adopted as the theoretical framework for the study as it explained the role of education in promoting rural community development. The population for the study comprised all the traditional, religious and youth leaders in the selected rural communities of Bauchi LGA, Bauchi State. The sample for the study which comprised 27 respondents was drawn using purposive sampling technique. Self-developed questionnaire was the instrument used for data collection. Data collected were analysed using descriptive statistics such as frequency counts, percentages, means and standard deviations. The study revealed that traditional, religious and youth leaders need community-based economic education such as knowledge of community resource mapping, knowledge of costing community development projects, knowledge of modern farming techniques, knowledge of financing community development projects, mobilization skills for self-help development projects, knowledge of monitoring and evaluation of community development projects, vocational/technical skills and entrepreneurial skills. It was concluded that, for community leaders to be able to function effectively as catalysts of rural transformation, knowledge of community-based economic education programmes is of utmost necessity.

**Keywords:** Community Education, Economic Education, Community Leadership and Rural Development.

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## INTRODUCTION

Most rural communities are characterized by dearth of facilities that give minimum comfort for living. This is the true picture of most African communities, of which Nigeria is not an exception. Most Nigeria's rural communities are characterized with peasant agricultural activities, high level illiteracy, poverty, ignorance and superstitious belief system that militate against rural transformation. There is the need to articulate education programmes that will give them a new lease of life, enhance their socio-economic well-being and reduce the tendency of rural-urban drift.

Education, in every sense, is one of the fundamental factors of development. No society can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and communities. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution.

Economic education is the education that prepares one to become productive member of the workforce, prudent saver, investor, and wise decision maker on his available resources. There is, therefore, the need for community leaders to acquire community-oriented economic education to enable them identify available resources in their communities and make prudent decisions for optimum utilization and reservation of such resources for the rainy days. It equally equips them with knowledge and skills of dealing with their day-to-day economic issues and problems as they arise.

## STATEMENT OF THE PROBLEM

Poor educational system is apparent in nearly all rural areas in Nigeria. This makes it difficult for rural areas to compete with their urban counterparts and contribute meaningfully to the nation's development. Ijere (1992) noted in this respect that education in rural areas is marred by inadequate functional facilities and disregard for technical and handicraft subjects. Okoli and Onah (2002) also reiterated that education which is thought to be a right of every child in Nigeria has become a delusion to majority of poor rural inhabitants. Inability on the part of community leaders to mobilize community members to pursue self-help development agenda has contributed to slow pace at which communities in Bauchi Local Government Area of Bauchi State, Nigeria are developing. This is evidenced by the high rate of illiteracy, poor leadership, inadequate

community based organizations (CBOS), poverty and poor knowledge of community education programmes tailored towards identifying available community resources and utilizing them judiciously (Sunday, Sani, Abdulkarim and Moses, 2018). The truth remains that the rural dwellers, including rural community leaders have not taken adequate measures to better the lots of their communities. Could it be that the community leaders lack community-oriented economic education?

Thus, the study attempts to determine the extent of community-based economic education needs among leaders in four selected rural communities (Dangulbi, Alkaleri, Kangeri and Natfsira) of Bauchi LGA, Bauchi State. Therefore, the study is guided by one research question: to what extent do community leaders need community-based economic education in the four selected rural communities of Bauchi LGA, Bauchi State?

## CONCEPTUAL FRAMEWORK

### Concept of Community Education

Community education is as old as the history of man. It has been conceptualized in various ways by different authors. Ani (2003:121) defined community education as educational process beyond schooling, education that occurs outside the educational institution; education that takes place in a community school or community college; education that occurs for community development; or education for community action. It is that type of education that takes place in a community for the improvement of the community. Ani went further to state the six aspects of community education as:

- i. A supportive relationship between a community school and the community.
- ii. A sharing of facilities between school and community
- iii. A community oriented curriculum.
- iv. Life-long education.
- v. Community involvement in the management of the community school.
- vi. Community development.

Anyanwu (2002) opined that since problems and needs are numerous and vary from one community to the other, the concept of community education is characterized by diverse interpretations. He submits that in developed countries, community education may be understood in terms of expanding existing services and resources such as those of a school, available for wider use by the local community. In developing countries on the other hand, it could be concerned with

the growth in a community of a political awareness that will encourage the people to press for educational or social change. In Nigeria, for example, the incidence of mass education to promote skills acquisition programmes is a strong case to illustrate the peculiarity of community education.

From the foregoing, community education involves the transformation of citizens through both formal and non-formal media of education, who will in turn transform their communities resulting in community development.

### **Concept of Economic Education**

Economic education is the education by somebody (a teacher or any other educated person) on different economic issues and problems. It is the education provided to assist a rational man in organizing his different thoughts whenever he is faced with day-today economic issues and problems (Ibukunolu, 2010). For example, in Nigeria, lockdown order imposed by federal and state governments as a measure to curtail the spread of Covid-19 pandemic has occasioned a sharp downward trend in socio-economic activities in various states and communities. It will take an expert in the area of economic education, some efforts to point out to people, the devastating effects of Covid-19 pandemic on economic activities in general and people's livelihoods in particular. Becker (2001) asserted that economic education is a field within economics that focuses on two main themes: (1) the current state of, and efforts to improve, the economic curriculum, materials, and pedagogical techniques used to teach economics at all educational levels and (2) research into the effectiveness of alternative institutional techniques in economics, the level of economic literacy of various groups, and factors that influence the level of economic literacy.

Idaho council on Economic Education (2012) affirmed that economic education is the education that makes students become competent and responsible decision makers. The council went further to state: the purpose of economic education is to prepare students to become productive members of the workforce, knowledgeable consumers, prudent savers and investors, and wise lifelong decision makers. Nelson (1997) sees economic education of United States as the manifestations of the perennial issues regarding economic knowledge in the education of citizens and how best to provide teachers with a fund of economic knowledge and materials. It concentrates on the application of economic concepts to understanding and analysing the economy of the United States.

### **Concept of Community Leadership**

The idea of community leadership stems from the overall need to provide a directive force that can serve as a role model in the general process of development. According to Anyanwu (1999), community development relies heavily on local leadership to elicit the enthusiasm of the people. This is to ensure that it is not only the change agents, who are paid officials, but also the local leaders, who act as the agents of development in their communities. Community leaders are very often volunteers; and they are perhaps the very real agents of social change and improvement in their communities. According to Ewelum (2014), community leadership creates faith in a number of factors such as common understanding, philosophy of success, ultimate satisfaction of personal and community motives, the integrity of objective authority and the superiority of community purpose, which may generate community development. This is why the community development agent, must endeavour, at the initial stage, to identify the structure and pattern of leadership in his client community. Continuing, community leadership fosters participation in decisions affecting the lives and welfare of people in the community.

### **Concept of Rural Development**

The concept of rural development in Nigeria lacks a unified definition as different scholars tend to view it from varying perspectives. Some scholars look at rural development from the aspect of educational training. Obinne (1991) as cited in Adedire (2014) perceived rural development to involve creating and widening opportunities for individuals to realize full potential through education and share in decision and action which affect their lives. Others like Olayide, Ogunfowora, Essang and Idachaba (1981) view rural development as means for the provision of basic amenities, infrastructure, improved agriculture productivity and extension services and employment generation for rural dwellers.

The objective of the National Policy on Rural development as outlined by Adedire (2014) encapsulates an ideal situation of an acceptable level of development in the rural area. These objectives can be paraphrased to include:

- i. Promotion of the social, cultural, educational and economic well-being of the rural population, promotion of sustained and orderly development of the vast resources in the rural area for the benefits of the rural people.

- ii. Increase in and diversification of job opportunities and improvement of income in the rural areas
- iii. Mobilization of the rural population for self-help and self-sustaining programme of development, and
- iv. Up-lifting of the technological based industries in the rural areas.

Thus, rural development is a process of conscious transformation of various sectors that constitute rural economy with a view to achieving improvement in the productive capacity and general living standard of the people.

## **THEORETICAL FRAMEWORK**

The theoretical approach adopted for this paper is Human Capital Development Theory due to the fact that it is essential to the development of rural communities characterized by high level of illiteracy and low tempo of development. Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. However, in the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labour was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1993).

American economist, Schultz Theodore W. (1961) refined the theory of human capital in the early 1960s. He asserted that the transition from traditional to modern society requires investment in people. During this time, economists began making tangible connections between education and its impact on the ability of humans to earn higher wages. Schultz, a Nobel prize-winning economist is credited with establishing the term "human capital" (Becker 2006). In his 1958 paper, "The Emerging Economic Scene and Its Relation to High School Education", Schultz was the first to write about the connections between education and productivity. Schultz identified people as the source of the economic growth when other economists were attributing national growth to improvements in technology (Fitz-enz, 2000). Schultz argued that traditional economics did not correctly calculate or consider the value of human knowledge. Jac Fitz-enz in his book, *The ROI of Human Capital* (2000), quoted Schultz's description of human capital: "Consider all human abilities to be either innate or acquired. Every person is born with a particular set of genes, which

determines his innate ability. Attributes of acquired population quality, which are valuable and can be augmented by appropriate investment, will be treated as human capital."

According to Ayara (2002), the rationality behind investment in human capital is based on three arguments:

- i. The new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations.
- ii. The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services;
- iii. People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches.

Human capital development theory is important to scholars in sociology and economics of education. Human capital adherents argue for investment in people through education and health care, risking a short-term loss of resources for long-term gains. According to human capital development theory, economic growth depends not only on the nation's physical capital (such as roads), but also on the education and health of the labour pool.

There is no doubt the essence of community economic education among rural dwellers and their leaders fits into this framework in view of a sizeable number of leaders in rural communities of Bauchi LGA, Bauchi State who lack the much-needed skills to facilitate development across their immediate communities. Studies have shown that improvements in education accelerate productivity and contribute to the development of technology, thus improving human capital. Education either formal or non-formal promotes economic and social development because the benefits to the individual spill over to help society.

## **MATERIALS AND METHODOLOGY**

The study adopted a descriptive survey design. The population for the study comprised all the traditional, religious and youth leaders in the four selected rural communities (Dangulbi, Alkalari, Kangeri and Natfsira) of Bauchi LGA. The sample for the study which comprised 27 respondents was drawn using purposive sampling technique. Self-developed questionnaire was the instrument used for data collection (See Appendix I).

While percentage scores were used to analyse demographic characteristics of respondents, mean and standard deviation were used in the analysis of the research question. The computation was done manually using scientific calculator (See Appendix II). To get the calculated mean response for each item, the 4-points rating scale were used and assigned numerical values of:

**Response Category**

Very Great Extent (VGE):	4 Points
Great Extent (GE):	3 Points
Low Extent [LE]:	2 Points
Very Low Extent (VLE):	1 Point

Therefore, the criterion mean is 2.50. The decision rule is that where the calculated mean is less than the criterion mean, the responses would not be accepted but where the calculated mean is equal or more than the criterion mean, responses would be accepted.

**DATA PRESENTATION AND ANALYSIS**

In this section, the results of data generated through the use of questionnaire are presented. All the 27 copies of the questionnaire distributed were retrieved. It also contains the discussion of the research findings and implications of the study for rural and community development.

**Presentation and Analysis of Demographic Data**

**Table 1:** Analysis of Demographic characteristics of the Respondents

Characteristics		Frequency	Percentage (%)
<b>Age</b>	18- 30 Years	Nil	0
	31- 40 Years	2	7.4
	41- 50 Years	10	37
	51 – 60 Years	12	44.4
	61years and above	3	11.1
	<b>Total</b>	<b>27</b>	<b>100</b>
<b>Education</b>	No Formal Education	9	32.4
	Primary Education	2	7.3
	Secondary Education	12	43.8
	Post–Secondary education	4	16.5
	<b>Total</b>	<b>27</b>	<b>100</b>
<b>Type of Occupation</b>	Self-employed (farmer)	18	66.7
	Self-employed (non-farmer)	5	18.5
	Civil Servant	4	14.8
	Others	Nil	0
	<b>Total</b>	<b>27</b>	<b>100</b>
<b>Marital Status</b>	Married	25	92.4
	Single	Nil	0
	Divorced	Nil	0
	Windowed	2	7.6
	<b>Total</b>	<b>27</b>	<b>100</b>

Source: Authors' Field Survey (2019)

Table 1 reveals that 7.4 % of the respondents are between the ages of 31-40 years, 37% are between the ages of 41 -50 years, 44.4% are between the ages of 51 -60 years and 11.1% are between the ages of 61 years and above. This indicates that the respondents, by virtue of their ages, are mature adults, majority of whom are in their productive ages.

On the issue of the respondents' level of formal education, 16.5% of the respondents have post-secondary education, 7.3% of the respondents have primary education, 43.8% of the respondents have secondary education and 32.4% have no formal education. This shows that majority of the respondents have relatively low level of formal

education, which may limit their understanding of community-oriented economic education programmes. Marital status of the respondents shows that majority of the respondents (92.4%) are married, while 7.6% of the respondents are widowed. On the issue of the respondents' occupation, majority of the respondents (66.7%) are self-employed who engage in full-time farming, 18.5% are self-employed who engage in non-farming activities and 14.8% are civil servants. This indicates that most of the respondents are full-time farmers.

### Presentation and Analysis of Data Collected on the research Question

Table 2: Analysis of the community-based economic education needs among the respondents.

S/N	Items	Mean	Std. Deviation	Decision	Rank Order
1	Skills in community resource mapping	3.55	0.6173	Accepted	4
2	Mobilizing strategies for self-help projects	3.26	0.9328	Accepted	6
3	Costing of community development projects	3.59	0.2414	Accepted	3
4	Sources of financing community development projects	3.67	0.2222	Accepted	2
5	Modern farming techniques	3.78	0.1728	Accepted	1
6	Vocation/technical skills	2.93	0.9575	Accepted	8
7	Entrepreneurship skills	3.33	0.6667	Accepted	5
8	Monitoring and evaluation skills	3.04	1.1468	Accepted	7
<b>Total</b>		<b>3.39</b>	<b>0.6197</b>	<b>Accepted</b>	

Source: Authors' Field Survey (2019)

N=27

Table 2 shows that items numbered 1 to 8 have mean ratings ranked in the descending order of magnitude: 3.78, 3.67, 3.59, 3.55, 3.33, 3.26, 3.04 and 2.93 respectively. Each of these items has a mean rating that is greater than the criterion Mean of 2.50. In addition, table 2 shows the overall mean of 3.39 which is greater than the criterion Mean. This, therefore, implies that the respondents agreed that they need community-based economic education such as knowledge of community resource mapping, knowledge of costing community development projects, knowledge of modern farming techniques, knowledge of financing community development projects, mobilization skills for self-help development projects, knowledge of monitoring and evaluation of community development projects, vocational/technical skills and entrepreneurial skills.

### Discussion of Major Findings

It was found that the respondents need community-based economic education which could help them discover available community resources, mobilize community/household members for self-help development projects, understand costing of community development projects, improve agricultural production, acquire vocational/technical skills, entrepreneurship skills and monitor and evaluate community development projects. All these skills and strategies would enable them maximise the development potentials of their various communities. The finding of the study is in agreement with the view of Steinmann (1994) who affirmed that economic education prepares individuals for their roles in everyday economic situations as consumers, producers and economic citizens. It aims at the emancipation of individuals to improve their living situations in a responsible way. Hopkins (2003) corroborates the above statement when he noted that economic education is the education that helps

individuals to develop skills to meet their financial and personal objectives, including savings, financial stability, home ownership, high education and retirement.

### Implications of the Findings for Rural Development

The finding that community leaders need community-based economic education (such as knowledge of community resource mapping, knowledge of costing community development projects, knowledge of modern farming techniques, knowledge of financing community development projects, mobilization skills for self-help development projects, knowledge of monitoring and evaluation of community development projects, vocational/technical skills and entrepreneurial skills) implies that leaders may not function effectively without them. This means that if community leaders lack community-based economic education, they will not be rational in organizing their thoughts whenever they are faced with day-to-day economic issues and problems in their communities. In similar vein, without a good

understanding of community-based economic education, community leaders may not be prepared to become productive members of the workforce, prudent savers, investors, and wise decision makers.

Most rural dwellers are subsistence farmers who hardly produce enough for family consumption. Provision of agricultural extension services which is a community education programme could help to increase agricultural productivity in Nigerian rural communities. According to Ezimah (2004), agricultural extension provides a sound base for rural development. He further asserted that extension is conceived as the development of the individual, village leaders and the rural society as whole and as a continuous education process. Thus, agricultural extension programme helps community members to understand the application of improved methods of farming, which reduce the cost of production and boost agricultural productivity.

Community development at all levels involves the harmonization of human and material resources and usage of such resources for the achievement of project goals. These inputs (land, labour, time, money, materials, etc.) are expected to be consumed in order to achieve selected outputs (market, stalls, health centres, school buildings, water boreholes, roads, electricity, etc.). In planning and executing community development projects, a community or an agency incurs direct cost in the purchase of all the materials needed for the particular project, payment for services (skilled and unskilled labour) rendered by the people employed or engaged in the project. Similarly, certain resources that are available in the community, which may not be bought but used in executing projects, are also included in estimating the direct cost since they are directly used up in the project execution. These may include land, sand, granite or gravel, wood sawn from the community forest, etc.

Finance plays significant roles in planning and implementing community development projects whether in rural areas or urban settings. The importance lies in the fact that funds are needed to employ both human and material resources required for project planning and execution. Inadequate funding of projects often lead to slow pace of work, occasional stoppage of work and in very acute situations, project abandonment. It must be stressed that abandoned projects constitute severe losses to any community. Needed funds for community development projects can be sourced from diverse ways. According to Clement (2009), in sourcing for funds to execute community development projects, no one source may provide sufficient funds. He therefore recommended a combination of two or more sources to obtain the needed funds. The following sources which are by no means exhaustive may be explored in raising funds for community development projects: sale of community resources, payment of levies by community members and groups, donations, project launching,

conferment of chieftaincy titles, loans, grants from local and international donor agencies, returns on community investments and grants from government.

Nigerian rural communities can be transformed through educating local residents on how to promote rural industrialization drive. This entails equipping them with innovative means of establishing as many as possible small and medium-scale enterprises (SME) like pottery, metal work, tailoring, soaps making and weaving among others. This could help to promote self-employment, rural based job opportunities and investment, intensify community development and dent the rural urban migration syndrome. There could be collaborative linkages between community education offering and vocational education, which if well planned and administered to the target communities, might help fuel local productivity especially in the agro based settings.

Entrepreneurship education is a programme that prepares individuals to undertake the formation or acquisition of small scale, medium scale and large scale businesses. Community oriented entrepreneurship education is a planned, systematic and sustained effort at inculcating and nurturing the entrepreneurial spirit among community members or stakeholders so as to produce a pool of willing, able and successful entrepreneurs. Therefore, lack of entrepreneurship spirit among rural residents in Nigeria affects their investment capacity in various business opportunities. Some of them are illiterates hence, ignorant of strategies available for them to improve the community business climate. Community education programme designed to enlighten the rural dwellers on how to establish and manage business ventures plays a significant role in improving their entrepreneurship drive and by extension, enhance their standard of living.

Monitoring and evaluation are very important in achieving better results in planning and implementing community development programmes/projects. The two processes enable community development agent to map out appropriate strategies that will facilitate planning and implementation of community development programmes/projects. It is universally recognized that monitoring and evaluation are indispensable tools in ensuring improved or qualitative performance in community development. Knowledge of monitoring and evaluation tools will enable community leaders to assess the performance of community development projects and recommend changes for improvement leading to sustainability of community development projects.

There could be underused resources available in the communities under study. Individuals may have job skills and experiences that do not match the local demand. Individuals and families may have savings that are being invested outside the community. Communities may have natural resources that could potentially be of

value as an amenity. The essence of community-based economic education is to help community leaders and members identify these resources and make use of them to meet their development aspirations. Therefore, investment in education and training (human capital) produces additional benefits for communities, especially rural areas where there is serious dearth of quality manpower. A sound community-based economic education will not only enable community leaders at various levels to develop community resources inventory through mapping of available community assets (both natural and man-made assets lying fallow) but also harness these underused resources to better the lots of their communities.

Community-based economic education exposes community leaders and members to many institutional obstacles to development that cannot be overcome through individual action but instead must be addressed through the activities of community-based organizations (CBOs). In his analysis of community-based development organizations, Rubbin (2000) found that asset building is the real objective of these organizations. According to Gary and Anna (2012), community-based organizations overcome many of the collective-action and economies of scale problems associated with community development. Thus, to bridge the development gaps in various rural communities, it is imperative to form community-based organizations; whose formation is expected to be championed by community leaders.

## CONCLUSION

From the foregoing, the major index of development in any society is education of its citizenry. Community-based economic education becomes a panacea for improving the quality of life in communities, especially rural communities. It embraces all range of economic activities in any community undertaken by the people, the government or non-governmental organizations. Community development, therefore, relies heavily on community leaders who are the real agents and opinion leaders in their communities. For community leaders to be able to perform effectively as catalysts of rural transformation, understanding of community-based economic education programmes is of utmost necessity.

## RECOMMENDATIONS

Based on the findings, the following recommendations are made:

The agency for mass literacy, adult and non-formal education in Bauchi State should mount campaign in the rural communities on the relevance of community-based economic education programmes. This is to sensitize community leaders to ensure their popular participation in education programme activities that are designed for them to improve their quality of life.

The state and local governments should from time to time organize workshops, seminars, and symposia for community leaders and adult educators on community-oriented economic education. This will go a long way in deepening the leaders' knowledge of community economic development programmes, especially when new innovations in community education are made.

Community education centres should be established in rural communities and qualified adult educators employed. This would enable the people to connect with the whole spectrum of community development programmes and to meet the demand of both the non-literate and functionally illiterate adults to improve their employability and entrepreneurial skills which guarantees leverage to better livelihood.

The policy makers and other administrators in mass literacy, adult and non-formal education should reflect the socio-economic needs of the communities in policy formulation. This will encourage the people to see the educational programmes as their own and participate in the learning exercise.

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**APPENDIX I****Questionnaire on Community-Based Economic Education Needs among Community Leaders in Selected Rural Communities of Bauchi LGA**

This research study is designed to elicit information about your needs for community-based economic education. Your objective responses would greatly enrich this research undertaking. Please, kindly tick appropriately on the questions below.

**SECTION A: DEMOGRAPHIC DATA**

Please, tick (√) in the appropriate box that applies to you.

**1. Age:**

- (a) 18- 30 [ ]  
 (b) 31 – 40 [ ]  
 (c) 41 – 50 [ ]  
 (d) 51 – 60 [ ]  
 (e) 61 years and above [ ]

**2. Educational Qualification:**

- (a) No formal Education [ ]  
 (b) Primary Education [ ]  
 (c) Secondary Education [ ]  
 (d) Post-Secondary Education [ ]

**3. Type of Occupation**

- (a) Self-employed (Farming) [ ]  
 (b) Self-employed (Non-Farming Activities) [ ]  
 (c) Civil Servant [ ]  
 (d) Others [ ]

**4. Marital Status:**

- (a) Married [ ]  
 (b) Single [ ]  
 (c) Divorced [ ]  
 (d) Widowed [ ]

**SECTION B: COMMUNITY-BASED ECONOMIC EDUCATION NEEDS OF COMMUNITY LEADERS**

Please, tick (√) in the appropriate column to indicate the extent you need the following community-based economic education programmes. Use the code of a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), and Very Low Extent (VLE) to indicate your option.

S/N	Items	VGE	GE	LE	VLE
1	Skills in community resource mapping				
2	Mobilizing strategies for self-help projects				
3	Costing of community development projects				
4	Sources of financing community development projects				
5	Modern farming techniques				
6	Vocation/technical skills				
7	Entrepreneurship skills				
8	Monitoring and evaluation skills				

## APPENDIX II

**Result of Data Analysis for Community-Based Economic Education  
Needs among Community Leaders in Selected Rural Communities of Bauchi LGA.**

	<b>4 VGE</b>	<b>3 GE</b>	<b>2 LE</b>	<b>1 VLE</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Decision</b>	<b>Rank Order</b>
Item 1	19	5	2	1	27	3.55	0.6173	Accepted	4
Item 2	15	6	4	2	27	3.26	0.9328	Accepted	6
Item 3	16	11	0	0	27	3.59	0.2414	Accepted	3
Item 4	18	9	0	0	27	3.67	0.2222	Accepted	2
Item 5	21	6	0	0	27	3.78	0.1728	Accepted	1
Item 6	9	10	5	3	27	2.93	0.9575	Accepted	8
Item 7	14	9	3	1	27	3.33	0.6667	Accepted	5
Item 8	12	8	3	4	27	3.04	1.1468	Accepted	7
<b>Total</b>						<b>3.39</b>	<b>0.6197</b>	<b>Accepted</b>	

**N = Total Number of Responses**