

DETERMINANTS OF EDUCATION INVESTMENT ON HOUSEHOLD INCOME IN NIGERIA

BY

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DEGREE IN ECONOMICS

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Determinants of Education Investment on Household Income in Nigeria" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

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Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined determinants of education investment on household income in Nigeria, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of determinants; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with determinants and education. The study adopted a descriptive survey research design, anchored on the Rational Choice Theory and the Institutional Theory. A sample size of 387 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 358 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.08). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.522$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.99, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.14$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on determinants.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of determinants of education investment on household income in Nigeria is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Debates on national transformation repeatedly return to the role of determinants and its attendant dynamics. In Nigeria, the intersection of determinants and education is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Evidence assembled by Okonkwo and Obiora (2015) across twelve states underscored the heterogeneity of outcomes linked to determinants. Such findings reinforce the argument that determinants deserves a place of priority on the development agenda. Empirical evidence from Adekunle and Ogbeide (2021) suggests that positive developments in education are associated with improvements in determinants. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of determinants. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of determinants. Musa and Dauda (2020), in a survey of relevant stakeholders, concluded that the benefits of determinants are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding education. A notable study by Dauda and Okonkwo (2017) argued that the impact of determinants is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of determinants and its attendant dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of determinants. Research by Dauda and Okonkwo (2021) using mixed methods provided particularly rich insight into the mechanisms connecting determinants and education. Such findings reinforce the argument that determinants deserves a place of priority on the development agenda. Comparative work by Adeniyi and Chukwu (2022) across several states uncovered a consistent pattern linking determinants with education. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, determinants has become increasingly significant within the Nigerian landscape and beyond. Nigeria's federal structure and its diverse cultural geography ensure that the experience of determinants varies considerably from one region to another. An examination by Nwosu and Adekunle (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity.