

**ASSESSING BENEFICIARIES OF TERTIARY EDUCATION IN THE
MANAGEMENT OF SOCIO-ECONOMIC AND POLITICAL EMANCIPATION
OF OYO STATE, NIGERIA**

Alabi, Amos O.

*Faculty of Education Services
Bowen University, Iwo, Osun State*

Ajiboye, Johnson Tunde

*Department of Curriculum and Instruction
Emmanuel Alayande College of Education, Oyo,
Oyo State, Nigeria*

Abstract

Tertiary education serves as eye opener, helps in the development of latent skills, discovery of self, development of initiatives of beneficiaries, innovations and global competitiveness in the world of work. The benefits of tertiary education are far beyond the individual beneficiaries to the state, nation and the world at large. This study assessed the impact of beneficiaries of tertiary education towards the management of socio-economic and political emancipation in Oyo State. The design adopted was descriptive survey. The entire 33 local-governments in Oyo State formed the total population. Stratified sampling technique was used to group the local governments into three, based on senatorial district. Five of the local governments were chosen from Ogbomoso zone, four local governments from Oyo zone and Oke-ogun zone respectively using stratified sampling technique. The purposive sampling technique was used to select 180 civil servants who had tertiary education. A total of 900 respondents were used. Questionnaire which consisted of forty statements and tagged "Assessing Beneficiaries of Tertiary Education Questionnaire" (ABTEQ) was used. The research instrument was tested through test-re-test method and reliability index of 0.78 was obtained. Simple percentage Analysis was used to answer the three research questions. Findings revealed that there was significant relationship between the impact of beneficiaries of tertiary education and management of political

emancipation (Averagely, 73% respondents supported the option), management of socio emancipation (Averagely, 78% respondents supported the option) and management of economic emancipation (Averagely, 72% respondents supported the option). The paper recommended among others, that tertiary education should be made compulsory for all qualified citizens of the state, tertiary institutions should change the orientation of their students from job seeking to job creation through necessary modification in their curricular and method of instruction and that tertiary institution should ensure the political participation in Student Union Government is inclusive of all students and the union must serve as a model of exemplary government even to the larger society.

Keywords: Tertiary Education Beneficiaries, Management, Socio, Economic, Political Emancipation

Introduction

Education is a gradual process which brings positive changes in human life and behaviour. It means helping people to learn how to do things and encourage them to think about what they learn. Education is the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits. Education is an important key to modern development. Education enables citizens of the country to distinguish between rights and privileges. It makes a citizen to be free from oppression and slavery of all forms- political, social and economic. In the time past, before the introduction of formal education (indigenous education), our ancestors had ways of educating one another -3Rs- reading, writing and arithmetic. With the introduction of western education through the missionaries, the beneficiaries were trained as clerks, teachers, interpreters, cooks. As years rolled by, citizens of the country discovered that they needed secondary education so that they would be able to discover their talents, the agitation of citizens of Nigeria led to the introduction of secondary education where the beneficiaries were exposed to different areas of specialization (Awopeju, 2010).

Beneficiaries of early formal education included Obafemi Awolowo, Nnamdi Azikwe, Tafawa Balewa to mention but few. Today, our medical personnel, lawyers, engineers, professors, scientists are in

the most prestigious laboratories all over the world. It will be difficult to find any good university or institution of research and learning anywhere in the world that does not have Nigerians as their brightest and best teachers or students (Kukah, 2017). Education which was used by the colonial powers for domination became the tool for political emancipation in Nigeria. Emancipation is any effort to procure economic and social rights, political rights or equality often for a specially disenfranchised group or more generally in discussion of such matter (Wikipedia, 2018). It is also defined as the freedom from intimidation or molestation of any forms- political, economic or social.

Education sets people at liberty beneficiaries can distinguish between right and wrong. One can hardly infringe on the rights of educated ones without protest. Education opens masses eye to politics which helps one to know his right (Murray, 2009). Many of the nationalists who championed Nigeria's political emancipation were those who had the privilege of Western education, political factors are not the only drivers of education, policies, economic circumstances and ambitions are significant determinants (Adelabu, 2019).

Okeke (2007) opined that politics controls the school system. Politics is unavoidable in institution settings. You can take education out of politics, but you cannot take politics out of education'. Politics is an inescapable fact of human existence which also makes it ubiquitous. The whistle blowing device of the federal government seems to yield fruitful results in the country. Daedolus (1975) which expressed how it is shaping national government and arouses the interest of masses to get involved in politics, expose nation to different systems of government that could be practiced with achievement of good governance. While efforts are being made to implore the quality and availability of vocational education, many policy oriented approaches have been blocked by a small number of politicians. More importantly, politicians are instrumental to political instability in the country.

Jack (2016) stated that higher education propagate politics, however, despite the number of tertiary institutions in Nigeria and those who had benefited from one programme or the other in tertiary institutions during transition, observations revealed that there is geometrical increase in the number of hoodlums, thugs, miscreants who had acquired tertiary education, but failed to make use of education they had acquired especially during electioneering

campaigns. Adebayo (2011) emphasized that since 1999, the conduct of electoral processes in Nigeria has been a major problem which undermines true democratic system of governance. Political and electoral violence have led to destruction of lives and properties, ethnic affiliations, agitation and clashes, religion crises, corrupt practices, mass unemployment, money laundering, vandalism, insecurity, pipeline vandalism, bad governance. It is a widespread knowledge that the politically related violence witnessed in various parts of the country encourages or fuels the killing and maiming of people during the political process (Adekunle, 2011).

Oyewusi (2020) added that the problems often start from formation and funding of political parties where capitalists masquerading as welfarists hijack the process, buy over all available elective posts and then present themselves to the masses as having foolproof solutions to national problems by presenting party manifestoes drawn merely to cajole the electorates. Barnett (2017) argued that high competency, in both hard and soft skills, is not enough, as higher education needs to go deeper into changing attitudes, and behaviours becoming the core of a globalized knowledge-based economy. One major purpose of education is to enable an individual beneficiary become a responsible member of the society where he finds himself by contributing positively towards the development of that society. It is a common knowledge that the level of responsibility and positive contributions expected of an individual by the level of education an individual has attained. In other words, to whom much is given, much is expected. The higher the level of education, the higher the expected level of responsibility and contributions to the socio-economic and political emancipation of the society.

United Nations Development Programme (UNDP) opened up with the statement that people are the real wealth of a nation. This is important as a statement for policy, in that, it calls government and international organizations to consider brains, knowledge and information as part of the productive forces in the economy. When in more conventional older approaches, 'wealth' was seen to be created by the interaction between natural resources, labour and technology applications (UNDP, 2010). Nnoli, (1978) asserted, that Nigeria is a collection of self-contained and mutually independent native states

that are separated from one another by ethnographic, racial, tribal, political, social and religious differences. In addition, colonial rule fostered by urbanization eventually led to competition among the various groups for space and scarce resources. Asia news Network (2018) opined that higher education could be seen as a focal point of knowledge and its application, on institution which makes a great contribution to the economic growth and development through fostering innovation and increasing skills.

Lijphart (2000) maintained that attempts must be made to associate all significant segments of the society with the country's management which is called "grand principle". Ayoade and Yahaya (1994) were of the opinion that "it is however imperative for the government to fully engage in "integrative processes" that will recognize but de-emphasize ethnic nationalities by recognizing their right to participate in government and other economic, political and social interests. Basically, the bulk of leadership function entails directing, coordinating, controlling and influencing the activities of groups towards goal getting (Anozodo, Okeye and Ezewile, 2012). For any nation to achieve development in any segment of the society, leaders have to be altruistic, truthful, committed and honest. Such leaders would not be products of the type of election that takes place in Nigeria. This is in accordance with the opinion of Babatunde (2011) which posits that one of the major impediments to an enduring democracy in African states is ineffective electoral process cumulating into legitimacy crisis.

Olaopa (2020) opines that the agonies of underdevelopment are so stark and cruel that it shows on the faces and the actions of those who bear the brunt most directly- The Nigerian masses. All the relevant global and regional indices of development and economic performances demonstrate the suffering of Nigerians. For instance, in the 2018 Misery Index Nigeria, Egypt and South Africa came in as the most miserable countries of the world. Nigeria came in at the 6th position, while South Africa was 7th and Egypt 9th position. The Misery Index is calibrated around indications such as unemployment, inflation rate, and ease of doing business (The World University Rankings, 2013).

In furtherance of his views, he added that in the global competitiveness, productivity is measured around significant indications like institution, marked size, infrastructure, the financial

system, macro-economic stability, business dynamics and innovation, ICT, health competences and skills and labor market. Out of 141 countries, Nigeria came in at 116th – just twenty-five spots from the last country, Chad. Oyewusi (2020) in his view posits that political thinkers and theorists are unanimous in their opinion that democracy is the best form of government. Through the ages, no one has been able to dislodge this theory or proffer an alternative to as government of the people, by the people and for the people. Advocates of democracy have often forgotten to take a lot of important issues into cognizance, they did not take into consideration the two popular ideological framework that rule the world namely capitalism and socialism. This obvious over-sight by advocates of democracy is the reason why most developing nations only make a complete, caricature and mockery of it, much to the chagrin of their utterly confounded citizens. Jacques, James, Jonathan and Frank (2017) report estimated that certain percentage of time spent on work activities worldwide could be automated rising existing technologies developed and discovered through tertiary education.

Nnoli (1978) asserts that Nigeria is a collection of self-contained and mutually independent native states that are separated from one another by ethnographic, racial, tribal, political, social and religious differences. In addition, colonial rule fostered by urbanization eventually led to competition among the various groups for space and scarce resources. Adelabu, (2014) underscored the need to keep pace with and respond to the changing dynamics of globalization. To prepare our students for the globalized economy, Adelabu advocated for changes in Nigeria's educational curriculum to include entrepreneurship education. To buttress this, Adelabu, Subir, and Adebakin (2018) advocated that entrepreneurial content should be incorporated into every discipline in the universities so as to shape undergraduates' job preference for entrepreneurial endeavor after graduation as this will change their orientation for entrepreneurial activities and also facilitate the school-to-work transition.

Statement of the Problem

Every society and nation clamours for development and social change. The desire is for an improved condition over and above the current/present situation. In spite of this lofty philosophy of education

backed up with many educational institutions at different levels with graduates being turned out yearly, Nigerian as a nation has not witnessed the much desired national development and social change. Attainment of national development and social change is a great concern to Nigerians to the extent that even political parties campaign in Nigeria are usually based on the slogan of national development and social change. Nigeria is faced with many challenges. All the challenges can be summarized into social cultural, economic and political problems. Most important of all these challenges is political and this is wrapped up in bad leadership and governance. Bad leadership and governance are the banes of Nigerian society. Politics (leadership and governance) controls other areas of life of the country. Majority of the people in leadership and governance in Nigeria, however are beneficiaries of tertiary education. As such, beneficiaries of tertiary education are expected to be more responsible and contribute more meaningfully to the societal development and positive social change than the beneficiaries of primary and secondary education. The society expectation of beneficiaries of tertiary education towards the management of socio-economic and political emancipation in the society is higher than what obtains in the society hence there is need for this study. The problem that this study addressed is the examination of the implication/contributions of beneficiaries of tertiary education towards the management of socio-economic and political emancipation in Oyo State, Nigeria.

Conceptual framework

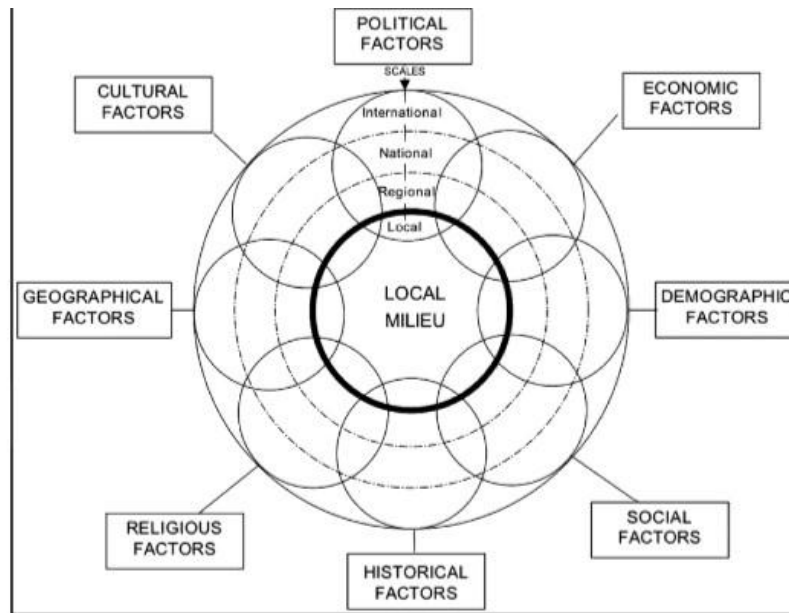


Figure 4.1 Spatial scales and factors affecting education in any location

SOURCE: Griffin (2001).

The political factors dictate the smooth running of educational system of any country. Where there is stability in each of the geographical zones all other factors will have a space to demonstrate their initiatives for the smooth running and growth of education. Benefactors in each of the local, state and national level in general can sell ideas to entire citizen in their zone in an attempt to bring innovation and idea values and norms. In the opinion of the authors, politics is everywhere. In an organization like churches, mosques, schools, co-operative societies, there are some people that are very close to the authority. It is these set of people that relay items of information to the authorities concerned. Political factor is an umbrella that dictates the smooth running or otherwise of all other factors. Stability in politics means smooth running of a nation all other things being equal. It is not a gainsay that once political factor is adversely affected, the education sector feels the pinch more than any other sectors simply because the

progress of trainees would be retarded and time which is as precious as gold once lost could hardly be regained.

There are facts about socio-economic and political emancipation in Nigeria since independence. Among the facts according to Alubo (2017) include:

- a. Nigeria changed from left hand drive to right hand drive in 1972.
- b. Nigeria inherited £ & ₤ currency from the colonial people and was still in use till 1973 when the currency was changed to naira and kobo.
- c. In an attempt to boost our economy and to give room for students to help their parents in farm work and various disciplines the system of education was redesigned for September to June/July as academic session.
- d. In addition, 6-5-4 system of education was replaced by 6-3-3-4 and currently the country is running 9-3-4 system of education.
- e. Nigeria we hail thee.. was first introduced in 1960 and was in power until 1978, when people started to oppose the idea described in the national anthem. New national anthem was introduced in 1978.
- f. Battered Economy made Nigeria to introduce Austerity measure in the management of Nigeria economy.

Research Questions

The three questions raised to guide the study are as follows:

1. To what extent does relationship exist between beneficiaries of tertiary education and management of political emancipation in Oyo State?
2. Is there any relationship between beneficiaries of tertiary education and management of socio emancipation in Oyo State?
3. What is the relationship between beneficiaries of tertiary education and management of economic emancipation in Oyo State?

Methodology

The design adopted for this study was descriptive survey research design. The entire 33 local-governments in Oyo State formed the total population. Stratified sampling technique was used to divide the local governments into three, based on senatorial districts. Stratified sampling technique was used to sample five out of the local governments. From Ogbomoso zone, eight local governments were sampled, from Ibadan zone owing to proximity and convenience, and five local governments from Oke-ogun zone. In each of the local governments fifty respondents were sampled purposively including both male and female from ward levels whose salaries could not sustain them in order to liberate them because they had tertiary education. The total participants were nine hundred .

Questionnaire which consisted of forty statements and tagged "Assessing Beneficiaries of Tertiary Education Questionnaire" (ABTEQ) with reliability index of 0.78 was used to gather data and the result was analyzed with the use of chi-square at 0.05 level of significance. The questionnaire was directly administered by the researchers and assistants personally to the respondents. The research assistants went back at a given date of not more than two weeks to collect the filled questionnaires from the respondents. This approach helped to ensure hundred percent return of the questionnaire administered.

Results

1. **Research Question 1:** To what extent does relationship exist between beneficiaries of tertiary education and management of political emancipation in Oyo State?

Table 1: The Importance of Beneficiaries of Tertiary Education in the Management of Political Emancipation

	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1.	Fundamental human right to vote and be voted for	325 (36.11)	344 (38.22)	101 (11.22)	130 (14.4)
2.	Exposure to different tiers of government, practice and strength	310 34.44	371 41.22	135 (15)	84 (9.33)
3.	Shaping of nation various ministries and their organogram	205 (22.7)	305 (33.88)	190 (21.11)	200 (22.22)
4.	Good governance with credulous initiatives and robust performances	402 (44.6)	335 (37.22)	73 (8.11)	90 (10.0)
5.	Electorates that disrupt elections are majorly the dropout and thugs	323 (35.88)	317 (35.22)	110 (12.22)	150 (16.66)
6.	People who had passed through tertiary education conforms and adhered to rules and conduct of elections.	224 (24.88)	326 (36.22)	230 25.55)	120 (13.33)
7.	Defection from one party to the other is a common occurrence among people with higher qualifications	429 (47.66)	143 (15.88)	127 14.11)	201 (22.33)
8.	House-to-house campaign and other campaign strategies	322 (35.77)	281 (31.22)	187 (20.77)	110 (12.22)
9.	Non-division of people into elite and less privilege group	261 (29)	377 (41.88)	141 15.66)	121 (13.44)
10.	The desire for monetary gain	302 (33.55)	418 (46.44)	134 14.88)	46 (5.11)
11.	Vote buying is not rampant people with higher	348 (38.66)	293 (32.55)	193 (21.44)	120 (13.33)

	qualifications				
12.	Gift of various forms attract people to the party	234 (26)	339 (37.66)	195 (21.66)	132 (14.66)
13.	Cases of careless talk as well as abusive language is minimal	166 (18.44)	224 (24.88)	301 (33.44)	209 (23.22)
14.	Majority of people who has possessed higher qualifications	244 (27.11)	441 (49.0)	113 (12.55)	102 (11.33)
15.	Aggressive behaviour of some people even within and outside the party	212 (23.55)	314 (34.88)	255 (28.33)	119 (13.22)

From table 1, item 1 which states that the fundamental human right to vote and be voted for, 325 (36.11%) respondent strongly agreed, 344 agreed (38.22%) 101 disagreed while 130, 14.44%)strongly disagreed. Item no 5 points out that electorates that disrupt elections are majorly the dropouts and thugs. Respondents that strongly agreed number 323(35.88%) agreed total sum is 317 (35.22%) 110 disagreed (12.22%) while 16.66 of the respondents strongly disagreed. Item 7 showed that the issue of defection from one party to another is a common occurrence among people with higher qualifications. Respondents that strongly agreed were 429 (47.66%) 143 (15.88%) agreed 127 respondents (14.11%) disagreed while a total number of 201 (22.33%)strongly disagreed. Item 11 states that vote buying is not rampant among people with higher qualifications as asserted by respondents who were 348(38.66%) 293(32.55%) agreed, 193(21.44%) disagreed 21.44% and 120 13.33%strongly disagreed. It was stated in item 14 that majority of people who have possessed higher qualification do not cause trouble in the party has stressed by respondents strongly agreed 244 (27.11%) 441 (49.00%) agreed while 113 (12.55%) disagreed while 102 (11.33%)strongly disagreed

Research Question 2: Is there any relationship between beneficiaries of tertiary education and management of socio emancipation in Oyo State?

Table 2: Simple Percentage Analysis on Beneficiaries of Tertiary Education and the Management of Socio Emancipation.

S/N	ITEMS	SA (%)	A (%)	D (%)	SD(%)
1.	The problem associated with the civil service has been drastically reduced due to efforts of tertiary institutions	285 (31.66)	510 (56.66)	65 (7.22)	40 (4.44)
2.	Higher education plays a vital role as people from different tribes school work together	145 (16)	433 (48)	101 (11.2)	221 (24.5)
3.	Democratic philosophies governing the Nigerian democratic system has been sustained and structured	332 (35.7)	178 (19.7)	288 (32)	112 (12.4)
4.	The state and federal government allow their staffs to undergo training in different area of specialization	260 (28.8)	378 (42)	93 (10.3)	169 (18.7)
5.	Taking care of environmental issues wasted management are germane to tertiary education for social freedom	315 (35.4)	318 (35.3)	212 (23.55)	55 (6.1)
6.	Artefacts are all equipped and stored in museum tertiary institutions.	518 (57.55)	292 (32.4)	39 (4.33)	51 (5.66)
7.	Higher education raises the quality of civic and business life	345 (38.3)	303 (33.7)	122 (13.55)	130 (14.44)
8.	Through higher education knowledge, people bring	319 (35.4)	364 (40.4)	94 (10.4)	123 (13.66)

	humane values and broad social outlook to government				
9.	Higher education through its instructional actions undoubtedly discovers talent	140 (15.55)	250 (27.7)	220 (24.44)	290 (32.22)
10.	Higher education results in the whole improved home care and training of children	224 (24.88)	316 (35.1)	250 (27.77)	110 (12.22)

From table 2, item 1 states that the problem associated with civil service has been drastically reduced due to effort of tertiary institutions as indicated by 285 respondents (31.66%), 510 respondents agreed (56.66%) while 65 respondents (7.22%) disagreed and 40 respondents (4.44%)strongly disagreed. Item 5 states that taking care of environmental issues and wasted materials are germane to tertiary education fir social freedom. 315 respondents (35.00%) strongly agreed, 318 (35.33%) agreed while 212 respondents (23.55%) disagreed and 55 which represents (6.11%) strongly disagreed. In item 7 respondents agreed that higher education raises the quality of civic and business life of the 345 (38.33%) strongly agreed 303 (33.66%) agreed, 122(13.15%) disagreed while 14.44% 130 respondents strongly disagreed. Item 9 under table 2 reveals that talents are discovered through tertiary education has confirmed by 140 respondents 15.55%strongly agreed, 250 respondents 27.77% agreed while 220 respondents (24.44%) disagreed and 290 respondents strongly disagreed (32.22%). Item 10 of table 2 also state that there was home care and training of children through higher education with 224 (24.88%) strongly agreed, 316 respondents (35.11%) agreed and 250 respondents (27.77%) disagreed while 110 (12.22) strongly disagreed.

Research Question 3: What is the relationship between beneficiaries of tertiary education and management of economic emancipation in Oyo State?

TABLE 3: Simple Percentage Analysis on Beneficiaries of Tertiary Education and management of Economic Emancipation.

S/N	ITEMS	SA(%)	A(%)	D(%)	SD(%)
1.	The economic-melt down in the country has lured some people	300 (33.33)	348 (38.66)	120 (13.33)	132 (14.66)
2.	Nigeria has actualized domestic policies by virtue of tertiary education.	250 (27.7)	435 (48.33)	115 (12.77)	100 (11.11)
3.	Provision of basic social amenities, enhances management of Nigerian social economy growth	325 (36.11)	348 (38.6)	97 (10.7)	130 (14.4)
4.	In Nigeria in particular, education remains the bedrock for the emancipation	160 (17.7)	230 (25.55)	305 (33.88)	205 (22.77)
5.	Tertiary education has transformed the traditional setting of Nigeria	285 (31.66)	505 (56.11)	60 (6.66)	50 (5.55)
6.	Federal government is recruiting and training professionals with the establishment of department of engineering in universities	310 (34.44)	373 (41.44)	133 (14.77)	84 (9.33)
7.	Tertiary education is a place where money and morals values compete	411 (45.66)	326 (36.22)	46 (5.11)	117 (13.00)
8.	Higher education is now an industry operating in a global market	317 (35.22)	323 (35.88)	120 (13.33)	140 (15.55)
9.	Studying while working is much easier and therefore more mature students now have the opportunity to study	415 (16.11)	316 (35.11)	79 (8.7)	90 (10)

10.	Labour markets demand for skills such as technological competences and complex problem-solving	302 (33.55)	518 (57.55)	34 (3.7)	46 (5.11)
11.	Tertiary institutions are now characterized by economic competition in a strict global market	224 (24.88)	326 (36.22)	250 (27.7)	100 (11.11)
12.	Higher education gives a person an opportunity to succeed in today's global economy by creating a quality workforce.	149 (16.55)	429 (47.66)	121 (13.44)	201 (22.33)
13.	Technology through tertiary education has changed the nature of work	55 (6.11)	318 (35.33)	212 (23.55)	315 (35)
14.	Higher education aims at designing technologies that result in new products	375 (41.66)	263 (29.22)	101 (11.22)	161 (17.88)
15.	Higher education helps to maintain a pro-active stance, strengthens its position	288 (32)	322 (35.77)	180 (20)	110 (12.2)

From table 3, item 4 revealed that education remains the bedrock for emancipation. 160 respondents strongly agreed (17.77%), 230 (25.55%) agreed, 305 (33.88%) disagreed while 205 (22.77%) strongly disagreed. Item 5 of table 3 states that tertiary education has transformed the traditional setting of Nigeria as 285 respondents (31.66%) strongly agreed, 505 (56.11%) agreed, 60 respondents (6.66%) of the respondents disagreed while 50 (5.55%) of the respondents strongly disagreed. It was equally stated that tertiary education is a place where money and moral values compete. 411 (45.66%) strongly agreed, 326 respondents (36.22%) agreed, 46 (5.11%) disagreed while 117 (13.00%) strongly disagreed. Item 8 shows that education is an industry operating in a global market. 317 respondents (35.22%) strongly agreed, 323 (35.88%) agreed, 120 respondents (13.33%)

disagreed, 140 respondents (15.55%)strongly disagreed. Also, item 12 shows that higher education gives a person an opportunity to succeed in today's global economy by creating a quality workforce. One hundred and forty-nine (149) of the respondents (16.55%) strongly agreed, 429 respondents (47.66%) agreed, 121 (13.44%) disagreed while 201 (22.33%)strongly disagreed.

Discussion of Findings

From the responses of questionnaires that were administered, it was discovered that beneficiaries of higher education have a significant relationship on political emancipation to vote and be voted for which is political franchise. This finding corroborates Daedolus (1975) which expressed how political emancipation shaping national government and arouses the interest of masses to get involved in politics, expose nation to different systems of government that could be practiced with achievement of good governance. In a nutshell, education opens masses eye to politics which help one to know his right (Murray, 2009).

In research questions two, firmly has revealed that higher education beneficiaries are highly significant to socio-emancipation in Oyo state, Nigeria. This is because higher education has raised the quality of civic and business life by providing numerous educated leadership, the host of volunteer country leaders needed to make society function and supporting a large corps of people who can bring human values and broad social outlook to government, business and other practical work. This also support the assertion of Jack (2016) which stated that higher education propagate politics. According to Jack (2016) higher education is of utmost importance in enhancing the lives of an individual and for allowing a society to develop and flourish. Social change and change of people policy in race relation results in the whole in improved home care and training of children and that through higher education, one could discover his talent, strengthens leadership in all part of the economy and makes possible wider application of high technology which encourages innovation.

Research question three confirmed the significant relationship that beneficiaries of higher education have in the management of economic emancipation in creating quality workforce and supporting businesses and industries. Asia news Network (2018) opined that higher education could be seen as a focal point of knowledge and its

application, on institution which makes a great contribution to the economic growth and development through fostering innovation and increasing skills. To corroborate our findings, In establishing that beneficiaries are superior in creativity findings by Jacques, James, Jonathan and Frank (2017) report estimated that certain percentage of time spent on work activities could be automated rising existing technologies and discovered through tertiary education.

Conclusion

The paper concluded that based on the findings from this research work, there is significant relationship in the management of socio-economic and political emancipation of tertiary education recipients in Oyo State, Nigeria. Beneficiaries of tertiary education play a vital role in improving the lots of the states as well as her citizens in the management of socio-economic and political emancipation. The beneficiaries of tertiary education are in best position to give hints to everybody on how to comport themselves before, during and after any election or change of government. The number of years and experiences acquired in tertiary institution sight to be utilized objectives without fear or favour for the common good of all and sundry.

Recommendations

Based on the findings on this study the following recommendations are hereby given:

1. Tertiary education should be made compulsory for all qualified citizens of the state with government scholarship to help them.
2. Tertiary institutions should change the orientation of their students from job seeking to job creation through necessary modifications in their curricular and method of instruction.
3. Tertiary institutions should ensure the political participation in Student Union Government is inclusive of all students and the union must serve as a model of exemplary government even to the larger society.
4. The curriculum of General Studies at tertiary institutions should include inculcation in student the tenets of socio relationships that can engender cooperation and understanding that can lead to progress and development of the nation.

5. This paper recommended that in as much as there are multi-party systems in Nigeria polity, party differences should not be a barrier to socio-economic and political emancipation. The incumbent government should see the opposition parties not as enemies but as critics whose voice must be noted.

References

- Adebayo, A. (2011). "Elections and Nigeria's national security in I. O. Albert, N. Danijibo, L., Isola, & S. A. Faleti (Eds.). Democratic elections and Nigeria's national security. Ibadan: John Archers (Publishers) Ltd.
- Adekunle, T. K. (2011). "Election crimes in Nigeria and legal steps to safeguard national security" in Albert, I. O. Danjibo N.L & Isolaoro, U.I. Academia.edu
- Adelabu, M. A. (2014). Globalization transformation and imperatives for changes through entrepreneurship education in Nigeria. *A paper delivered at the Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State,*
- Adelabu, M. A, Subair, S. O. & Adebakin, A. B.(2018). Entrepreneurship or paid employment: The post-school job preference of undergraduate in selected Nigerian public universities. Paper presented at the 40th Capa international conference held at Nixon luxury hotel Abuja 27-31st August.
- Adelabu, M. A. (2019). As it was in the Beginning so it is now: Politics and education policies in Nigeria. 334 Inaugural lecture series Obafemi Awolowo University, Ile-Ife on March 26.
- Alubo, S.O. (2007). "Fuelling the crisis: Labour, the state and pump price increases in Nigeria". A Commissioned research paper, Nigeria Labour Congress.
- Anazodo, R., Okeye J. C. & Ezenville, U. (2012). Leadership- corruption, the bane of Nigeria development *African Journal of Several Sciences*, 2(3), 124-134
- Asian News Network (2018). Importance of higher education for today's economy.
- Awopeju, A. (2010). "The effects of politics on government and development in Nigeria" in Omotoso, F. Agagu, A. & Abegunde, O. (Eds,) Porto Novo: Editions SONO// d 'Afrique (ESAP).

- Ayoade, J. A. A. & Yahaya, B. (1994). "Representation in the Constitution" *Nigerian Journal of Democracy*. (1),1-11 Abuja; Centre for Democratic studies.
- Babatunde, A. (2011). "Governance election violence and Nigeria national security" in Albert, I. O., Danjibo, N. L., Issola, O. and Faleti, S.A. (Eds,) *Democracy elections and Nigeria's national security*. Ibadan: John Archers (Publishers) Ltd.
- Barnett, R. (2017). Constructing the university: Towards a social philosophy of higher education *Educphilos Ttheory Journal* 49 (1) 78-88
- Daedalus, D. (1975). The politics of higher education. *104.1:128-147. American higher Education*.
- Federal Ministry of Education (2014). *National policy on education*. Lagos: NERDC Press.
- Griffin, C. R. (2001). The mediation of market-related policies for the provision of public second level education: An international comparative study of selected locations in England, Ireland and the USA, D.Phil Thesis, University of Oxford.
- Haigh, M. & Clifford, V. A. (2011). Integral vision: A multi- perspective approach to the recognition of graduate attributes, *High Edu Res Dev* 30(5) 573-584.
- Jack, A. Y. (2016). The Benefits of Higher Education/HASTAC <https://www.hastac.org> Jacques, B. James, M. Jonathan, W. & Frank, M. (2017). *A future that works: Automation, employment & productivity*. New York McKinsey & company.
- Kukah, H. (2017). UNIUYO 2017 convocation lecture. Nigeria appears to have come on unhinged publish by the Sun Newspaper 27 June.
- Lijphart, A. (2000). The future of democracy: Reason for pessimism, but also some optimism". *Scandinavian political studies, special section: The future of democracy* (Pp. 245-283) 23 (3): 256-273.
- Murray, J. (2009). Wider social benefits of higher education: what do we know about theirs? <http://journals.sagepub.comdoi/abs/10.1171/policies> helps you to know your right. 00049410905300303
- Nnoli, O. (1978). *Ethnic politics in Nigeria Enugu: Fourth Dimension persistence tranquillity: (helping Educational Achievement in thicken countries*. Boulder CO: Westview press.

- Okeke, B. S. (2007). Politics of education: The Nigeria Experience. Botswana: Doone printing & publishing.
- Olaopa, T. (2020). Nigeria at a crossroads: A productivity revolution as imperative. This day Newspaper February 20.
- Omolewa, M. (2008). Adult literacy in Africa: *The push and pull factors*. *International Review of Education/ international ezeitschrift fur Erziehungswissenschaft/RavueInternational de Education* 54 (5/6) 697-711.
- Oyewusi, J.(2020). Democracy and the Ideology Gambit. The Guardian Sunday March 1.
- The World University Rankings (2013). World University Rankings 2012/2013. Retrieved Sept. 16 2013 from <http://www.Timeshighereducation.Co.uk/world-University-rankings2012-2013/world ranking/region/Africa>.
- United National Development Programme (2010). The real wealth of nations: Pathways to human development. Human Development Deport, UNDP, <http:// hrd.undp.Org /en/reports/global/hdr 2010>(Accessed October 2011).
- Wikipedia (2018). Notes on Political and Human Emancipation, Mark Rupert, Syraeuse University.