

**ARTICLE**

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**DEMOCRATIC GOVERNANCE, UNIVERSITY  
EDUCATION AND ECONOMIC DEVELOPMENT:  
RETHINKING POSSIBILITIES**

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## **Abstract**

*This paper presents a strong advocacy for change and advancement. It argues that understanding the extent to which the symbiotic relationship between democratic governance and university education impacts the Nigerian economy and economic development will provide the challenges for National leaders and stakeholders of university education in Nigeria to rethink possibilities for further development of the education sector and citizenry. It is a descriptive analysis which used an online survey to examine the perceptions of Nigerians accordingly. The mixed method research design was adopted and the Ordinary Least Square Method (OLS) of the classical linear regression model was used to test the stated hypothesis. Findings reveal that Democratic Governance and University Education significantly impact economic development negatively indicating a disconnect between democratic governance and meeting the core needs of the citizenry, amongst others, and a significant positive impact of the variables of the economic development: quality of university education, healthcare services, poverty level and youth unemployment on economic development. Repositioning of democratic governance and the university education system are recommended, amongst others, for the economic and social wellbeing of the citizenry.*

**Keywords:** Democratic Governance, University Education, Economic Development, National Development, Possibilities

## **Introduction**

The role of universities in enhancing the active participation of the citizenry in the society for economic growth and economic development is well documented in Political Science literature. While the process of democracy which has participation at its core is simply governance that meets people and societal needs as well as a system of power controlled by the people. Education, on the other hand, and university education in particular, has contributed immensely to the growth of democracy and political changes in Nigeria, having both social and developmental impact on the citizenry as it enhances their capabilities and capacities to be productive to themselves and their immediate society as well as increase the extent of their support for democratic principles and involvement in building strong and inclusive institutions for political and social processes.

Dewey (1918) sees democracy as the developmental process whose elements take part in directing things which are of the group's interest allowing the members the privilege of actively building communities through processes of communication and shared actions. Global Development Research Centre (2021) broadly defines governance as an instrument of public affairs management; a gauge of political development and useful mechanism to enhance the legitimacy of public realm as well as an analytical framework for comparative politics.

UNESCO International Bureau of Education (2022) defines governance as structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. In the same vein, the Global Monitoring Report (2009); Francis Fukuyama (2013) and International Bureau of Education (2021) define governance as 'power distribution relationships,' 'formal and informal processes of formulating policies and allocating resources,' 'processes of decision-making' in order to manage a country's economic, political and administrative affairs as well as 'mechanisms for holding stakeholders

accountable.’ Similarly, Governance Institute of Australia (2021) avers that governance encompasses the system by which an organisation is controlled and operates, and the mechanisms by which it, and its people, are held to account with ethics, risk management, compliance and administration as elements of governance.

When considered as political processes that exist in and between formal institutions, Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Democratic governance therefore is an open participatory governance process in which the citizens are part of the decision-making process that responds to their individual needs and that of the business environment. Similarly, Leister (2008) describes democratic governance as a new movement which seeks to mobilise citizens to make decisions, overcome conflicts and solve critical public problems. According to Lawal and Tobi (2006), the quality leadership in democratic governance plays a vital role in determining the level of development. The concept of modern development includes improvement of the economic, health, cultural, environmental and political aspects of the society and people are usually at the center of development, particularly when it involves meeting their basic needs such as food, clean drinking water, education, health care services and so forth.

Economic development is said to occur when the economic wellbeing and the quality of life of the citizens, a community or a nation is improved. Hence, countries with more wealth and high standard of living are usually referred to as ‘More Economically Developed Countries’ while those with lower standard of living are referred to as Less Economically Developed Countries.’ Generally, the development of any country is difficult to measure. However, some data such as social data (Level of services used by the citizens such as education, health care), population data (life expectancy, infant mortality, and so on and economic data (employment structure and ease of doing business) have

served as measures of development. In the same vein, common indicators of economic development, amongst others, include quality of education/ school enrolment ratio/percentage of population in tertiary education, poverty rate (percentage of citizens living on less than \$1.25 per day), quality health care/ life expectancy, unemployment rates, national income index, Per Capita Real Income, Human Development Index, Gender Inequality Index, and so on. In other words, development is a vital aspect influenced by governmental actions.

Furthermore, Bujus (2021) and E-Collaborative for Civic Education (2020) posit that democratic governance is characterised by respect for human rights, individual freedom, rule of the law, transparency, accountability processes and institutions, social justice, equality in political processes as well as effective people participation in development process. The strength of democracy depends on the character and intelligence of her citizens provided by the education system. Through education the citizens are exposed to their basic rights and responsibilities. A functional education system is expected to enhance the productive capabilities of the individuals to contribute to the development of the economy as well as create informed and courageous citizenry to know their civic rights and responsibilities and empowers the people to deal with social and economic issues. In the democratic trajectory, effective education system opens up the democratic space and respect for human rights, safety of voters: void of fear and intimidation.

Democratic governance when applied to education provides for the participation of stakeholders in the design of national education system as well as determines the overall quality of the education system through the provision of the required educational resources. This explains, in part, why the governments of some nations including Nigeria invest in the education of its citizenry as well ensure quality education delivery. Despite these government investments, the delivery mission of universities in enhancing the capabilities of individuals for civic participation and economic productivity as well as the impact of democratic governance on the education system in Nigeria and economic development are still in doubt. This study therefore examines the extent to which the symbiotic relationship between democratic governance

and university education impacts the Nigerian economic development; seeks to provide the challenges for National leaders and stakeholders of university education in Nigeria to rethink possibilities for further development of the education sector and the wellbeing of the citizenry.

This paper is guided by the following research questions:

- i. Are Nigerian Universities delivering on its mission in developing the capabilities of individual for civic participation that is critical to the functioning of modern democracy and economic productivity?
- ii. Is Governance in Nigeria participatory enough and delivering on its economic development objectives as stated in the constitution of the Federal Republic of Nigeria?
- iii. What are the resultant effects of the role of democratic governance and education on economic development (Wellbeing of the citizens)?
- iv. How do we strengthen the democratic Institutions and Processes for full social participation of the citizenry and economic development?

## **2.0 Concept of Exploration on Democratic and Governance**

Several scholars have viewed the subject of democracy from different perspectives. Historically, the word democracy is derived from the Greek word *demos*, or people, is defined, basically, as government in which the supreme power is vested in the people. According to the U.S., Department of State sees democracy as a form of government in which power and civic responsibilities are exercised by all adult citizens, directly or indirectly through their freely elected representatives. As phrased by President Abraham Lincoln, democracy is government of the people, by the people, and for the people (web-Archive, 2017).

The success of democracy in a country is dependent on functionality of the major arms of government such as the Legislature, Executive and Judiciary. While the legislature is invested with responsibilities of legislation (power to make laws for the citizens), effective representation of the people (serving as the link between the government and the people) and overall scrutiny and oversight; the executive arm of government is responsible for

the implementation of the laws and policies made by the legislature as well as provide leadership at the highest level of government. And the judiciary arm of government interprets the laws as well as ensure equity and fairness for all the citizens.

Generally, governance involves decision-making and implementation process as well as the authoritative management of a country's resources through a well-designed, formulated and implemented policies for the welfare of the people. As avers by Anyadike and Ikechukwu (2014), governance is primarily about problem identification and solving; and the extent to which the society's problems are solved. Most societal problems when solved by good governance will lead to higher and sustainable economic development.

Today, democratic governance is representative in nature where the citizens elect officials to rule, make political decisions on their behalf, formulate laws, and implement the programmes for the good of the general public as well as ensure equity and fairness to all. These representatives are expected to establish an effective link between the government and the governed. The Organisation for Security and Cooperation in Europe (OSCE, 2021) sees Democratic governance as a system of government where institutions function according to democratic processes and norms, both internally and in their interaction with other institutions. National Democratic Institute (2021) and UNESCAPC (2009) identify transparency, responsiveness, inclusion, integrity, strict adherence to the rule of law for equity/fairness and accountability as core democratic values for effective, 21st-century public-sector institutions and governance processes. Through improved governance the benefits of democratic development most directly impact the lives of citizens.

Conversely, when governments and parliaments fail to meet public expectations, citizens can lose confidence in democracy's virtue and may turn to alternative models that rely on authoritarian methods or illiberal models to achieve results (National Democratic Institute [NDI], 2021).

The economist perspective of democratic governance and economic development is that political institutions impact the effectiveness of market

reforms which in turn affects efficiency and effectiveness of the nations' economy as well as the overall well-being of the citizens (Encyclopedia Britannica, 2021). The basic pillars on which democratic governance rests include citizens' participation in decision making process on matters that affect them; equality before the law and opportunities irrespective of gender, ethnicity and religious background; accountability, transparency, economic freedom, respect for human rights and freedom to vote as well as participate in the political system.

### **Governance in Nigeria: The Constitution (1999) Amended**

The political, economic, social, educational, security aspects of the national objectives as contained in the 1999 Constitution of Nigeria as amended (Federal Republic of Nigeria, 2011) are as follows:

#### ***Political objectives***

- (1) The motto of the Federal Republic of Nigeria shall be Unity and Faith, Peace and Progress.
- (2) Accordingly, national integration shall be actively encouraged, whilst discrimination on the grounds of place of origin, sex, religion, status, ethnic or linguistic association or ties shall be prohibited.
- (3) For the purpose of promoting national integration, it shall be the duty of the State to:
  - (a) provide adequate facilities for and encourage free mobility of people, goods and services throughout the Federation.
  - (b) secure full residence rights for every citizen in all parts of the Federation.
  - (c) encourage inter-marriage among persons from different places of origin, or of different religious, ethnic or linguistic association or ties; and
  - (d) promote or encourage the formation of associations that cut across



ethnic, linguistic, religious and or other sectional barriers.

(4) The State shall foster a feeling of belonging and of involvement among the various people of the Federation, to the end that loyalty to the nation shall override sectional loyalties.

(5) The State shall abolish all corrupt practices and abuse of power.

### *Economic Objectives*

(1) The State shall, within the context of the ideals and objectives for which provisions are made in this Constitution.

(a) harness the resources of the nation and promote national prosperity and an efficient, a dynamic and self-reliant economy;

(b) control the national economy in such manner as to secure the maximum welfare, freedom and happiness of every citizen on the basis of social justice and equality of status and opportunity;

(c) without prejudice to its right to operate or participate in areas of the economy, other than the major sectors of the economy, manage and operate the major sectors of the economy;

(d) without prejudice to the right of any person to participate in areas of the economy within the major sector of the economy, protect the right of every citizen to engage in any economic activities outside the major sectors of the economy.

(2) The State shall direct its policy towards ensuring:

(a) the promotion of a planned and balanced economic development;

(b) that the material resources of the nation are harnessed and distributed as best as possible to serve the common good;

(c) that the economic system is not operated in such a manner as to

permit the concentration of wealth or the means of production and exchange in the hands of few individuals or of a group; and

(d) that suitable and adequate shelter, suitable and adequate food, reasonable national minimum living wage, old age care and pensions, and unemployment, sick benefits and welfare of the disabled are provided for all citizens.

(3) A body shall be set up by an Act of the National Assembly which shall have power;

(a) to review, from time to time, the ownership and control of business enterprises operating in Nigeria and make recommendations to the President on same; and

(b) to administer any law for the regulation of the ownership and control of such enterprises.

(4) For the purposes of subsection (1) of this section -

(a) the reference to the “major sectors of the economy” shall be construed as a reference to such economic activities as may, from time to time, be declared by a resolution of each House of the National Assembly to be managed and operated exclusively by the Government of the Federation, and until a resolution to the contrary is made by the National Assembly, economic activities being operated exclusively by the Government of the Federation on the date immediately preceding the day when this section comes into force, whether directly or through the agencies of a statutory or other corporation or company, shall be deemed to be major sectors of the economy;

(b) “economic activities” includes activities directly concerned with the production, distribution and exchange of wealth or of goods and services; and

(c) “participate” includes the rendering of services and supplying of goods.

### *Social Objectives*

(1) The State social order is founded on ideals of Freedom, Equality and Justice.

(2) In furtherance of the social order-

(a) every citizen shall have equality of rights, obligations and opportunities before the law;

(b) the sanctity of the human person shall be recognised and human dignity shall be maintained and enhanced;

(c) governmental actions shall be humane;

(d) exploitation of human or natural resources in any form whatsoever for reasons, other than the good of the community, shall be prevented; and

(e) the independence, impartiality and integrity of courts of law, and easy accessibility thereto shall be secured and maintained.

(3) The State shall direct its policy towards ensuring that-

(a) all citizens, without discrimination on any group whatsoever, have the opportunity for securing adequate means of livelihood as well as adequate opportunity to secure suitable employment;

(b) conditions of work are just and humane, and that there are adequate facilities for leisure and for social, religious and cultural life;

(c) the health, safety and welfare of all persons in employment are safeguarded and not endangered or abused;

(d) there are adequate medical and health facilities for all persons;

(e) there is equal pay for equal work without discrimination on account of sex, or on any other ground whatsoever;

(f) children, young persons and the age are protected against any

exploitation whatsoever, and against moral and material neglect;

(g) provision is made for public assistance in deserving cases or other conditions of need; and

(h) the evolution and promotion of family life is encouraged.

### *Educational Objectives*

(1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.

(2) Government shall promote science and technology

(3) Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide

(a) free, compulsory and universal primary education;

(b) free secondary education;

(c) free university education; and

(d) free adult literacy programme.

### *The foreign policy objectives are:*

(a) promotion and protection of the national interest;

(b) promotion of African integration and support for African unity;

(c) promotion of international co-operation for the consolidation of universal peace and mutual respect among all nations and elimination of discrimination in all its manifestations;

(d) respect for international law and treaty obligations as well as the seeking of settlement of international disputes by negotiation, mediation, conciliation, arbitration and adjudication; and

(e) promotion of a just world economic order.

*Security Objectives:*

The State shall protect and improve the environment and safeguard the water, air and land, forest and wild life of Nigeria.

The State shall -

- (a) protect, preserve and promote the Nigerian cultures which enhance human dignity and are consistent with the fundamental objectives as provided in this Chapter; and
- (b) encourage development of technological and scientific studies which enhance cultural values.

*The national ethics* shall be Discipline, Integrity, Dignity of Labour, Social, Justice, Religious Tolerance, Self-reliance and Patriotism.

*The Duty of Every Citizen:* Shall be to -

- (a) abide by this Constitution, respect its ideals and its institutions, the National Flag, the National Anthem, the National Pledge, and legitimate authorities;
- (b) help to enhance the power, prestige and good name of Nigeria, defend Nigeria and render such national service as may be required;
- (c) respect the dignity of other citizens and the rights and legitimate interests of others to live in unity and harmony and in the spirit of common brotherhood;
- (d) make positive and useful contribution to the advancement, progress and well-being of the community where he resides;
- (e) render assistance to appropriate and lawful agencies in the maintenance of law and order; and
- (f) declare his income honestly to appropriate and lawful agencies and pay his tax promptly.

## **Symbiotic Relationship between Democratic governance and University Education**

The symbiotic relationship between democratic governance and education is such that while universities through inculcating knowledge, skills and values are able to produce the needed human capital for economic and national development as well as provide the citizens with learning opportunities on the values of democracies and civic participation; democratic governance, on the other hand, impact the quality of the education system, for instance, democratic leadership may either free up or restrict the availability of educational resources (financial resource, facilities, the quality human resources and learning environment) in the education system. In other words, the quality of democratic leadership impacts the quality of educational spending leading to quality teaching, provision of quality educational services; quality educational outcome and, by extension, impacts national development.

Acemolugu and Robinson (2006) reports that while democratic constitution has direct impact on the economic performance of nations, the level of a country's economic development had proved to be one of the best predictors of a durable democracy.

## **Role of University Education in Democratic Process and Economic Development**

Universities, as complex institutions, play vital roles in the democratic process and economic development. These roles range from providing formal education which is capable of increasing society-wide literacy levels, enhance individual's interest in democratic legislative or executive leaderships and political party membership to communicating effectively in political discourse as well as individual and societal productivity. According to Robert and Thierry (2012), Dalton (2008) and Magalhaes (2008), formal educational attainment and university education is an explanatory variable for citizen's characteristics, productivity and behaviour such as voting during election, exhibiting political tolerance in working with other citizens and upholding the virtues of democracy.

Similarly, Ghani and Lockhart (2008); Paris and Sisk (2009) opined that higher education can also contribute to establishing the rule of law, which is often viewed as the most important institution upon which the success or failure of state building efforts hinges through legal education. Education has been shown to increase voter turnout and civic engagement in several different developing world contexts (Magalhaes 2008; Lam & Kuan 2008). In many developing countries particularly Nigeria, education is the explanatory variable for citizens' productivity as well as support of democracy (Larreguy & Marshall (2013); Bratton (2007). Similarly, Dalton (2008) and Dee (2004) aver that university education, when combined with high levels of political interest significantly contributes to citizen's ability to vote, volunteer and participate in political parties and election campaigns.

Some scholars have also questioned whether the education system in developing society is producing a sufficient mass of people capable of running for and holding electoral offices and productive enough to influence the economic activities for economic development? Barkan (2009) reporting on the educational background of African Legislators, affirmed that countries with higher aggregate levels of education have higher levels of democracy. Mattes and Mughogho (2010) posit that education impacts the citizen's commitment to democracy, democratic values such as critical citizenship, the rule of law, freedom of expression, political and gender equality, accountability, opposition to corruption and the well-being of the citizens. And the general wellbeing of the citizenry is one of the consequences of economic development.

## **The Challenges**

Scholars of political economics have identified the problem of the "Failed States" as the major challenge of democratic governance in Nigeria. This is the inability of democratic governance to discharge basic constitutional duties such as security, job creation, quality education and healthcare services; reduced poverty rate, and so on. Appraising democracy in Nigeria, Adejumo & Okewale, (2010) and Babawale (2006) highlighted the challenges of democracy in Nigeria to include: Godfatherism, ethno-religious

crisis, national integration, monetization of political process, corruption, lack of good governance and accountability and unhealthy Legislative- Executive relations. This is in line with Chomsky (2006) who perceived failed states as the assault on Democracy; wanton abuse of power by leaders who also fail to protect the citizens from violence and destruction but regard themselves as above the law, and that suffer from a 'democratic deficit' (having democratic forms but with limited substance). Chomsky further states that, such state failure creates a false sense of stability but underneath is a massive reality of deep fear, hopelessness, and outbursts of lawlessness and violence with the state power or authority overwhelmed by competing armed groups engaged in armed struggle and power grabs.

Ghani and Lockhart (2008) and Olu-Adeyemi (2012) argued that every democratic governance must recognize state building as the central goal and accountability to citizens. They attributed the reason for which many nations fail to the undemocratic nature of their leaders who are corrupt, despotic, unaccountable, and lacking transparency; who focus primarily on personal aggrandizement while the state failed to provide or perform essential services. Such failures take a toll on citizens, as well as the wellbeing of its neighbors – economically, environmentally, and politically.

Ufiem, Oyetunji and Nnadozie (2012) examined the nature and dimension of the challenges of democratic governance in Nigeria such as electoral malpractices, inter- and intra-ethnic cleavages, religious crises and insecurity, weak democratic institutions and institutionalized corruption, and found out that these challenges threaten the consolidation of democratic formula capable of carrying the Nigerian state out of its endemic cycle of democratic and leadership crises. They, however, posit that despite these challenges, democracy in Nigeria has the prospects of creating enabling environment for good governance.

Iheanacho (2013) avers that democratic governance crisis in Nigeria has adversely affected the economic and social transformation of the country. He further identified excessive corruption, acute unemployment, poverty, ethno-religious conflicts and lack of instructional facilities as some



of the challenges worth paying attention to. Similarly, Kalu (2016) states that it is difficult for Nigeria to derive the dividends of democracy due to her inability to curtail corruption leading to poverty and election violence as jobless and desperate youths are used as thugs and body guards of political office holders. Kalu further identified other challenges as lack of adherence to ethos, rule of law and constitutionality, ethnicity and maladministration.

Also, Igbokwe (2012) identifies the challenges of democratic governance to include lack of transparency and accountability, lawlessness, under development, economic instability and human rights violations,

### 3.0 Methodology

The study adopted the mixed method research design. An online survey tagged “Democratic Governance, University Education and Economic Development in Nigeria Questionnaire (DGUEEDQ) was used to ascertain the perception of some Nigerians on the impact of the symbiotic relationship between democratic governance and university education on the Nigerian economic development and Two Hundred and One (201) people responded to the survey. The Ordinary Least Square Method (OLS)] of the classical linear regression model was used to test the stated hypothesis.

#### **MODEL 1:**

$$ED = f(QE, QHC, PR, YUE)$$

Where:

ED = Economic Development

QE = Quality Education

QHC = Quality Health Care

PR = Poverty Rate

YUE = Youth Unemployment Rate

#### **MODEL 2**

$$ED = f(DG, UE)$$

Where:

ED = Economic Development

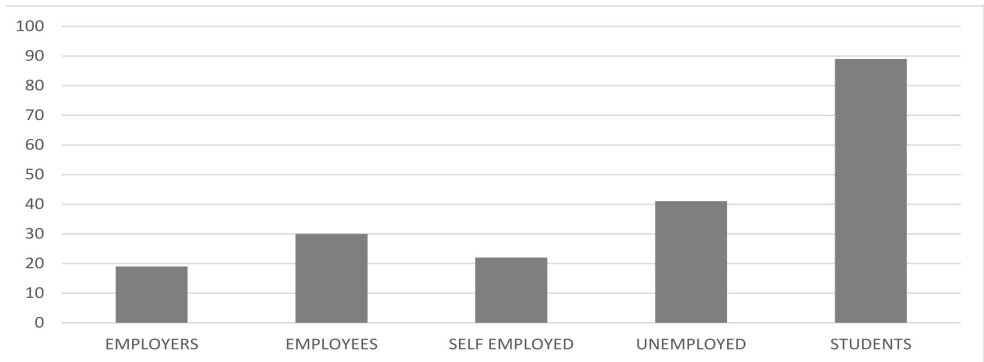
DG = Democratic Governance

UE = University Education

**Table 1: Distribution of Respondents by Status**

STATUS	NO.
EMPLOYERS	19
EMPLOYEES	30
SELF EMPLOYED	22
UNEMPLOYED	41
STUDENTS	89
<b>TOTAL</b>	<b>201</b>

Table 1 shows the distribution of respondents by status: 19 Employers, 30 employees, 22 Self-employed, 41 unemployed and 89 students responded to the online survey

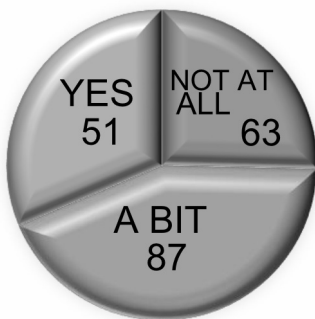
**Figure 1: Distribution of Respondents by Status**

**Answers to Research Questions**

**Table 2: Distribution of Respondents’ perception on the Role of Universities in Democratic Governance and National Productivity**

RESEARCH QUESTIONS	YES	A BIT	NOT AT ALL	TOTAL
Are Nigerian Universities delivering on their mission in developing the capabilities of individual for civic participation that is critical to the functioning of modern democracy and economic productivity?	51	87	63	<b>201</b>
	25.4%	43.3%	31.3%	

From Table 2, the highest number of respondents (87 representing 43.3%) agree that universities are, to an extent, delivering on its mission. This, in part, can be explained by the high graduate unemployment in Nigeria (Akinyemi, Ofem & Ikuenomore 2011; Anah, Nwosu & Ezeji, 2017).



*Figure 2: The Pie Chart showing the distribution of respondents on Table 2*

**Table 3: Distribution of Respondents’ perception on the Participatory Role of Governance in delivering on its national development promises**

RESEARCH QUESTIONS	YES	A BIT	NOT AT ALL	TOTAL
i. Is Governance in Nigeria participatory enough to delivering on its economic development objectives as stated in the constitution of the Federal Republic of Nigeria?	13	43	145	201
	6.5%	21.4%	72.1%	

From Table 3, the highest number of respondents (145 representing 72.1%) shows that Governance in Nigeria is not participatory enough to deliver its economic development objectives as stated in the amended 1999 Constitution of the Federal Republic of Nigeria. This report is at variance with the report of Walter and Uhumwuangho (2017) whose research report revealed that there is slight improvement in governance in Nigeria; however, Nigerian political leaders will need to change their dispositions in the handling of state affairs which is believed when done will lead to improvement of the standard of living of the people.

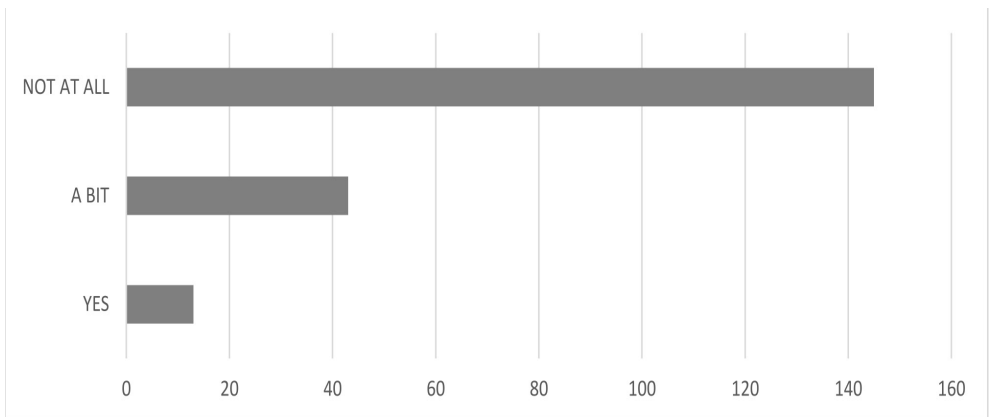


Figure 3: The Bar Chart showing the distribution of respondents on Table 3

**Table 4: Distribution of Respondents’ perception on the resultant effects of the role of Governance and education on economic development**

RESEARCH QUESTIONS	POSITIVE	NEITHER POSITIVE NOR NEGATIVE	NEGATIVE	TOTAL
What are the resultant effects of the role of Governance and education on economic development (Wellbeing of the citizens)?	1	34	166	201
	0.5%	16.9%	82.6%	

From Table 4, the highest number of respondents (166 representing 82.6%) shows the Respondents’ perception of negative resultant effects of the role of Governance and education on economic development. This implies that the Government is not providing enough for the university education system to achieve its objectives of producing quality human capital for improved economic productivity, amongst others.

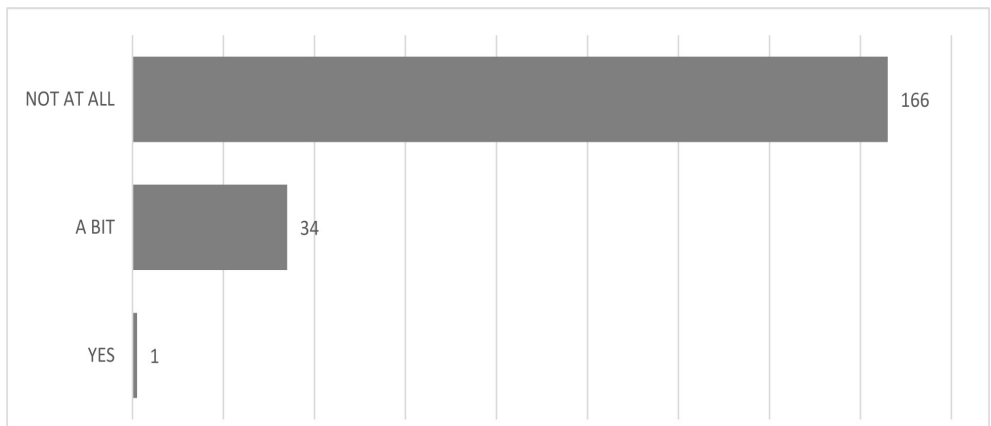


Figure 4: The Bar Chart showing the distribution of respondents on Table 4

## Research Hypothesis

**Ho1:** There is no significant impact of Democratic Governance and University Education on Economic Development.

**Table 5: The Ordinary Least Square Estimation the key variables of Economic Development**

Dependent Variable: ED				
Method: Least Squares				
Date: 10/29/22 Time: 14:02				
Sample: 1 201				
Included observations: 201				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.777387	0.474138	1.639580	0.110051
QE	0.007411	0.104024	-0.071285	0.941790
QHC	0.065135	0.086597	-0.752406	0.456230
PL	-0.300007	0.103110	2.928571	0.006221
YU	-0.712672	0.117498	6.237180	3.7527613
R-squared	0.9926100	Mean dependent var	13.8	
Adjusted R-squared	0.985997	S.D. dependent var	2.857289	
S.E. of regression	0.338106	Akaike info criterion	0.7855566	
Sum squared resid	4.001058	Schwarz criterion	0.9966668	
Log likelihood	-10.711133	Hannan-Quinn criter.	0.8618871	
F-statistic	621.265658	Durbin-Watson stat	1.0561680	
Prob(F-statistic)	9.9543174			

Source: Researcher's computation

$R^2 = 0.926$ ,  $F(3, 201) = 621.265$ ;  $DW = 1.056$

## Results Interpretation

The findings from Table 5 shows that Quality Education (QE) has a co-efficient of 0.0074; Quality HealthCare (QHC) has a coefficient of 0.0651, Poverty Level (PL), a coefficient of -0.300 and Youth Unemployment (YU) had a co-efficient of -0.712. According to the results, the positive coefficients indicates a positive relationship between Quality Education and Economic Development as well as a positive relationship between quality Health Care Delivery and Economic Development. This implies that the higher the level of quality education and healthcare delivery, the higher the living standards of the citizens and the higher the level of Economic development. In a similar manner, the negative coefficients for Poverty Level and Youth Unemployment indicates their negative relationships with Economic development. This implies that the lower the poverty and youth unemployment rates, the higher on the average the rate of Economic development. However, the t-statistics shows that the calculated t-value for PL (2.929) and YU(6.237) are greater than the critical t-value (1.960)at 0.05 level of significance whereas the calculated t-value for QE (-0.0712) and QHC(-0.0752) are less than the critical t-value (1.960)at 0.05 level of significance. This implies that the poverty level and youth unemployment have greater impacts on the economic development in Nigeria.

Also, the coefficient of determination  $R^2$  which has a value of 0.962 shows that the dependent variable (ED) was perfect and adequately explained the behaviours of the independent variables (QE, QHC, PL and YU). It shows that approximately 92.6% of the variation in the dependent variable (Economic Development) was explained by the independent variables (Quality of Education, Quality Health Care delivery, poverty Level and Youth Unemployment).

Furthermore, the Darbin Watson value of 1.056 indicates the absence of serial Auto- Correlation among the variables used in the model.

**Table 6: Ordinary Least Square Estimation of Democratic Governance, University Education and Economic Development**

Dependent Variable: ED				
Method: Least Squares				
Date: 10/29/22 Time: 14:38				
Sample: 1 201				
Included observations: 201				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	1.319095	0.739690	1.783307	0.0825
ED	-0.921172	0.052514	18.21057	0.0000
R-squared				
Adjusted R-squared	0.796197	Mean dependent var		14.62500
S.E. of regression	0.896031	S.D. dependent var		2.906116
Sum squared resid	0.937056	Akaike info criterion		2.756560
Log likelihood	33.36683	Schwarz criterion		2.841004
F-statistic	-53.13120	Hannan-Quinn criter.		2.787092
Prob(F-statistic)	326.0001	Durbin-Watson stat		1.224103
	0.000000			

Source: Researcher's computation

$R^2 = 0.796$ ,  $F(3, 201) = 326.00$ ;  $DW = 1.224$

### Results Interpretation

Table 6 showing the Ordinary Least Square Estimation of Democratic Governance, University Education and Economic Development reveal that Economic Development (ED) has a negative co-efficient of 0.921; which indicate negative relationships with Democratic Governance and University Education. This implies that the lower the intervention of Democratic



Governance and University Education the higher on the average the rate of Economic development and vice versa. Also, the t-statistics shows that the calculated t-value for ED (18.21) is greater than the critical t-value (1.960) at 0.05 level of significance which implies that Democratic Governance and University Education have significant impact on the Economic Development in Nigeria.

Furthermore, the coefficient of determination  $R^2$  of 0.796 shows that the dependent variable (ED) was perfect and adequately explained the behaviours of the independent variables (DG and UE). This implies that approximately 79.6% of the variation in the dependent variable was explained by the independent variables. The Prob(F-Statistic) value of 0.000 at 5% level of significance implied the model is well specified and adequate for forecasting and policy analysis and the Darbin Watson value of 1.224 indicates the absence of serial auto-correlation among the variables used in the model.

### **Rethinking Democratic Governance Possibilities for Education System and National Development**

Given the numerous challenges of democratic governance in Nigeria, a politically reconstructive and transformative democratic agenda is inevitable for a sound educational system as well as economic and national development. Walter & Uhumwuangho (2017) in search of the way forward to the challenges of democratic governance in Nigeria, used qualitative research method of gathering data through secondary source was adopted to infer that for there to be significant improvement in the democratic processes, amongst others, Nigerian political leaders should change their dispositions in the handling of state affairs. Furthermore, in rethinking possibilities of Democratic Governance for the Education System and National Development in Nigeria, the following is suggested:

- The Nigerian Government should set collective and realistic goals and agenda that will promote the democratic governance, social and economic well-being and governance as well as the rule of law which will aim at rebuilding the failed state of the nation. Higher education in Nigeria,

particularly universities should be given priority attention in order to ensure effective democratic governance and the overall well-being of Nigerians.

- A strong national identity that recognizes the diversity and historical narratives of the Nigerian people should be created.
- There should be deliberate efforts by all national stakeholders on all fronts at ensuring ethnic and religious unity.
- A holistic approach in embracing reforms that affect security, economic wellbeing, institutional development, and democracy should be adopted.
- Leadership at all levels should be dedicated on purpose as this will go a long way to inspire the citizenry, assure legitimacy as well as ensure that the leaders are held accountable. This is in line with Haque (2014), that legitimate state, enhances the collective mobilization, cooperation, and trust of the citizenry.

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