

## **Assessing Urbanization and Educational Development in Yenegoa and Its Environs.**

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### **Abstract**

*Urbanization has become a defining feature of contemporary development, with significant implications for educational growth and service delivery in rapidly expanding urban centers. This study assessed the influence of urbanization on educational development in Yenagoa and its environs. The study employed a survey research design utilizing both primary and secondary sources of data. Primary data were collected through structured questionnaires administered to teachers in five selected secondary schools within the study area, namely Bishop Dimieri Grammar school, Oyo; St Jude's Girls Secondary school, Amarata; Community Secondary School, Opolo; Community secondary school AgudamA-Epie and Community secondary Igbogene. A total of twenty-five (25) teachers and one hundred and forty five (145), that is twenty nine (29) each from the chosen communities were selected using simple random and convenience sampling techniques. Data were analyzed using descriptive statistics, including simple percentages and mean scores derived from a five-point Likert scale. The findings revealed that although urbanization has contributed to population growth and infrastructural expansion within the study area, its impact on educational development has not been proportionately significant. Respondent generally expressed reservations regarding the extent to which urban growth has translated into improvements in educational facilities, teaching quality, and learning outcomes. The study concludes that urbanization alone does not guarantee educational development without corresponding investments in educational infrastructure, personnel, and planning. The study recommends the integration of educational development objectives into urban planning policies to ensure that the benefits of urban growth are effectively translated into improved educational outcomes.*

*Key words: Urbanization, Educational development, urban growth, secondary schools, Yenagoa.*

### **Introduction**

The development of any society is directly proportional to the quality of her populace and that can be seen as all round development of any individual who want to fit properly into the society. Education is the foundation upon which human physical, mental, and technological development rest. It has been an integral part of national development strategies because of its impact on productivity and economic development. Education for development is therefore a veritable vehicle for socio economic emancipation and economic self reliance of a nation. According to

Brubacher in Agih (2019), the purpose of education is to develop excellent human character, and the human mind, and character in essence is concerned with the affective domain. Arikawei (2025) stated that all over the world and indeed in emerging societies of Africa, Asia and the Caribbean, there exist an overwhelming number (population) who continue to grapple with degenerating conditions of illiteracy, hunger, poverty, diseases, environmental degradation, insecurity and political relegation among several others. Also, societies suffer from the consequences of the aforementioned menace, with increasing levels of development and underdevelopment, economic downturns as well as social instability. Government, communities, private organizations and individuals have established educational institutions with views of training the citizens to be functional and productive towards nation building and sustainable development. (Nwosu , 2010). The world has steadfastly held that education is the only means against underdevelopment, illiteracy, poverty, unemployment and social unrest and the body of knowledge which equips individuals with skills, abilities and attitudes required to sustain the future economic, social and national development.

Urbanization has emerged as one of the defining phenomena of the 21st century, reshaping landscapes, economies, and societies across the globe. As cities expand and populations move to urban centers in search for better employment, better life, opportunities, and education. The intricate relationship between urban growth and educational advancement and infrastructural development becomes increasingly evident. This exploration delves into how the rapid transformation of urban environments influences educational access, quality, and development.

Urban areas play a vital role in the education. Schools in urban areas differ from schools in rural areas in ways that are usually associated with better student performance, largely due to improved infrastructure for teaching and learning. Urban schools are target for the highly intelligence, the rich and are usually larger, enjoy greater responsibility for resource allocation, they are less likely to experience staff shortages, are more likely to have a higher proportion of qualified teachers, and have higher student-teacher ratios than schools in rural areas and towns (OECD, 2013).

The world is experiencing an unprecedented rate of urbanization, with an estimated 68% of the global population projected to reside in urban areas by 2050 (United Nations, 2018). In Nigeria, urbanization has been driven by factors such as rural-urban migration, population growth, and economic opportunities (Makinde, 2012). In Yenegoa and its environs, like many other urban areas is experiencing rapid urbanization, which has significant implications for educational development Omojola et al (2009). Urbanization can have both positive and negative impacts on educational development. On one hand, urban areas often have better access to educational facilities, infrastructure, and resources, which can improve the quality of education. Urbanization can also lead to increased economic opportunities, which can enable individuals and governments to invest more in education which could be pedagogical or andragogical (Arikawei,

2025). On the other hand, rapid urbanization can put pressure on existing educational infrastructure, leading to overcrowding, inadequate facilities, and a shortage of qualified teachers (Cohen, 2014). Additionally, urbanization can lead to social and economic inequalities, which can affect access to education, particularly for disadvantaged groups.

By examining the correlation between city growth and infrastructural development, it's important to note there are challenges that arise in education due to Urbanization such as poor toilet facilities, well equipped libraries, laboratories, overcrowded classrooms, and resource allocation (Makinde, 2012). Yenagoa and its environs have experienced significant population growth due to rural-urban migration, driven by factors such as economic opportunities, better living standards, and access to social services. This influx of people presents both challenges and opportunities for the local educational system. As the city expands, the demand for educational facilities and resources escalates, necessitating an analysis of how urban growth correlates with the development and quality of educational infrastructure. The rapid growth of cities and towns in Nigeria, particularly in this study has brought about significant challenges to the educational sector.

Urbanization, while offering opportunities for economic growth and development, has also put a strain on the existing educational infrastructure. The lack of essential equipment, facilities, and basic infrastructure in schools has become a pressing concern, affecting both students and teachers. The study therefore is aimed at investigating the impact of urbanization on educational development in the study area.

**The Concept of Urbanization.** Urbanization is a fundamental concept in understanding the dynamics of modern societies. It represents a significant shift in population demographics, economic activities, and social structures as more individuals migrate from rural areas to urban centers. This complex process is driven by various factors, including economic opportunities, lifestyle changes, and historical developments. The United Nations Centre for Human Settlements (UNCHS, 2000) views urbanization as the spatial expansion of urban areas, primarily resulting from migration. This movement of people into cities often creates congestion, placing stress on urban infrastructure such as housing, transportation, and social services. These pressures frequently lead to the development of suburbs, particularly in developing nations where many suburban areas are unplanned and rapidly evolve into integral parts of the urban landscape.

Current projections indicate that by 2015, over half of the world's population would reside in urban environments (United Nations Centre for Human Settlements, 2000). This dramatic shift symbolizes a transformation in how individuals engage with their surroundings. According to Harvey (2018), urbanization involves not only a demographic shift but also significant changes in the economic, social, and cultural dimensions of society. As populations concentrate in urban areas, their lifestyles, values, and interactions evolve, fundamentally altering the fabric of

communities. Hall (2014) succinctly describes urbanization as the mass movement of people to cities seeking improved living conditions, thereby enlarging urban spaces and increasing their activity intensity. This growth is inherently multifaceted, tied to broader social, economic, and environmental changes. Historically, urbanization is closely associated with the Industrial Revolution, which marked a pivotal moment when factories emerged as the epicenters of employment, pulling rural populations into urban centers in search of work and better livelihoods. In contemporary society, globalization and technological advancements fuel urbanization, promising enhanced access to education, healthcare, and connectivity. Economically, urbanization leads to the development of productivity hubs characterized by skyscrapers, tech startups, and bustling markets. However, it also raises challenges such as the uneven distribution of wealth and resources, further entrenching socioeconomic disparities within cities. Socially, urbanization reshapes cultural identities and practices by creating vibrant melting pots of tradition and modernity. Yet, it can also lead to social stress and fragmentation as cities grapple with issues such as inequality, overcrowding, and deteriorating social cohesion. Kingsley (2021) defines urbanization as "the process of population concentration in which the ratio of urban population to the total population increases." This definition underscores urbanization as a dynamic and ongoing transformation rather than a static outcome. It involves the continuous transition of societies from predominantly agricultural bases to industrial economies. Marvin Olson (2019) elaborates on this process, describing urbanization as a growth in both the size and strength of community society. This notion highlights not only numerical growth but also the collective ability of urban societies to adapt, innovate, and respond to changing circumstances. Madan (2022) takes an even broader view, suggesting that urbanization encompasses changes in individual thoughts, behaviors, and social values. This perspective emphasizes the psychological and cultural shifts that accompany population movements, illustrating how urban environments influence and transform personal identities. Additionally, Ashish (2017) emphasizes the temporal nature of urbanization, noting it as an "increase in urban population in proportion to the total population over a period of time." This focus on time frames highlights urbanization as an evolving phenomenon that can be analyzed through various stages of development. Urbanization is not merely a demographic shift; it serves as a catalyst for broader societal transformations. Environmental challenges arise as urban areas expand, resulting in issues like pollution, loss of green spaces, and increased demand for sustainable infrastructure. Addressing these challenges requires innovative planning and policies to create livable urban environments that cater to the needs of diverse populations. Moreover, urbanization influences governance, as city administrations must adapt to growing populations and associated challenges, including transportation, housing, and public health. Effective urban governance is essential to ensure that the benefits of urbanization are equitably distributed and that challenges are proactively addressed. (Pocovk, 2020). Srinivas (2018) Adds that urbanization is not just about the increase in population in a limited area, but also about changes

in socio-economic relations, formal relations, and transformation of primary groups into secondary groups.

The concept of education is complex and multifaceted, characterized by a lack of universally accepted definitions. Numerous scholars and experts across diverse fields have attempted to elucidate what education entails, each contributing unique perspectives shaped by cultural, historical, and disciplinary contexts. The etymology of the term "education" provides insights into its foundational meanings. The word originates from the Latin "educare," which signifies "to bring up" or "to raise." This suggests that education is fundamentally linked to the nurturing and development of individuals. Another Latin term, "educatio," refers to "the act of learning or training," emphasizing the dynamic process through which knowledge and skills are acquired. Collectively, these origins imply that the comprehensive development of individuals—intellectually, emotionally, and socially—is inherently tied to education. The Business Dictionary (2024) defines education as "the wealth of knowledge acquired by an individual after studying particular subject matter or experiencing life lessons." This definition highlights the dual nature of education: it is not confined merely to formal schooling but extends to informal learning experiences that enhance understanding and awareness about the world. This accumulation of knowledge cultivates a person's ability to navigate complex situations, make informed choices, and engage meaningfully in society.

Education seeks to develop the innate abilities of individuals. As articulated by Taylor (2002), education imparts desirable knowledge, skills, attitudes, and critical thinking essential for personal growth and societal contribution. This perspective aligns with the understanding of education as not merely a transfer of knowledge but as an empowering process that encourages individuals to reach their full potential. Education as a Comprehensive Learning Process, According to Mackey (2017), education encompasses the total process of human learning, where knowledge is transmitted, and skills are developed. This process is gradual and involves various stages that foster positive changes in individuals' lives and behaviors. This broader definition recognizes that education is an ongoing journey that equips individuals with the tools necessary for lifelong learning and adaptation. Through education, individuals learn, unlearn, and relearn—facilitating personal growth and continuous improvement. Education also plays a pivotal role in shaping collective societal outcomes. It is an essential pathway for individuals to contribute to their communities and societies at large. The social benefits of education include enhanced civic engagement, social cohesion, and economic development. An educated populace is better equipped to participate in democratic processes, embrace diversity, and drive social change. At its core, education is transformative. It aims to effect meaningful change in individuals, nurturing not just intellectual development but also moral, ethical, and emotional growth. Education challenges pre-existing beliefs and fosters critical thinking, enabling individuals to question assertions, analyze information, and develop well-rounded perspectives. This capacity for critical engagement is vital in an increasingly complex and interconnected world. Moreover, education

empowers individuals to address societal challenges and contribute to the greater good. In this sense, it extends beyond personal development it cultivates responsible citizens who can adeptly respond to the varying demands of their communities, driving progress and innovation.

Challenges of Urbanization on Educational Development cannot be overemphasized. Urbanization in the study area is a multifaceted phenomenon with significant implications for the quality of education. The rapid population growth, driven by migration from rural areas and natural increases, leads to heightened demands on educational resources but also presents noteworthy challenges. While the influx of people into urban environments may foster improved educational opportunities, it simultaneously strains existing infrastructure and creates disparities in access to quality education. According to Goyal and Kakar (2015), the impacts of urbanization on education can be classified into positive and negative outcomes.

Positive Impacts such as Increased Educational Opportunities in the urban centers typically exhibit a higher concentration of schools and educational facilities, resulting in enhanced access to education. This concentration attracts a variety of talented individuals—engineers, artists, and academicians—whose presence fosters innovation and creates a vibrant educational ecosystem. Urban areas often support better educational frameworks, fueling advancements in technology and culture. As Gugler (2015) notes, this proliferation of educational institutions results in superior educational options for children and adults alike, advancing overall societal progress. Similarly, for better Infrastructure, the growth of urban populations necessitates improvements in educational infrastructure. Increased demand often results in the development of new schools, renovations of existing facilities, and enhanced resources like libraries, laboratories, classroom size, fence, playgrounds, ICT center etc. Improved infrastructure not only supports learning but also creates an environment conducive to educational advancement. **Others includes**, qualified teachers in Urbanized area tend to attract a higher concentration of qualified teachers due to the availability of opportunities and resources. Access to professional development and incentives in urban settings can enhance the teaching workforce, which contributes to improved educational outcomes. The presence of more experienced and educated teachers can significantly elevate the quality of instruction and student engagement. Urban schools may offer more competitive salaries and benefits; attracting top teaching talent can provide high-quality instruction, tailoring their teaching methods to meet the diverse needs of their students. Research suggests that qualified teachers can significantly impact student outcomes, including improved academic achievement and increased graduation rates. By attracting and retaining qualified teachers, urban schools can provide students with the high-quality instruction and support necessary to succeed in an increasingly complex and competitive world. (Potts, 2016). Technological Advancements: Urban schools are more likely to benefit from technological innovations that improve educational experiences. The integration of advanced teaching tools such as computer systems, electronic whiteboards, projectors, and other multimedia resources—facilitates interactive learning and keeps students engaged. Enhanced access to technology prepares students for

contemporary job markets that increasingly demand digital literacy. Technology allows for personalized learning and facilitates collaboration among students, teachers, and peers, promoting a sense of community and teamwork.

**Diverse Learning Opportunities:** Urban areas provide a wide variety of specialized educational institutions and programs that cater to diverse student needs and interests. This richness of options allows students to pursue their passions and equips them with the skills necessary for success in a globalized world (Potts, 2016). Urban areas often have schools that focus on specific subjects, such as science, technology, engineering, and mathematics (STEM), arts, or music. Also it offers vocational training programs that equip students with practical skills in areas like culinary arts, automotive repair, or construction. Diverse learning opportunities can equip students with the skills and knowledge necessary to succeed in a rapidly changing workforce. Students who participate in specialized programs or extracurricular activities may experience improved academic outcomes, such as higher grades and increased graduation rates.

One of the most immediate consequences of urbanization is the increased population density, which leads to overcrowded schools. As families migrate to urban areas in search of better opportunities, existing educational facilities often become insufficient. Overcrowded classrooms hinder the quality of education, resulting in less individualized attention for students and increased difficulty for teachers in managing large classrooms. Research has shown that overcrowding adversely affects student performance, engagement, and overall educational outcomes. As highlighted by Gugler (2015), rapid population growth can lead to excessive classroom sizes, negatively impacting the quality of instruction and students' ability to learn. Overcrowded classrooms can hinder individualized attention and engagement, leading to a decline in overall academic performance. **Urbanization** does not automatically translate to improved educational resources. Many schools may not have sufficient learning materials, such as textbooks, computers, and basic classroom supplies. Additionally, schools in rapidly urbanizing areas may find it challenging to maintain hygiene and safety standards, as inadequate facilities can lead to health concerns among students and staff. This lack of proper equipment and learning resources substantially affects the quality of education being provided.(Gugler2015). **Urban Crime and Safety Concerns:** Rapid urbanization may lead to increased crime rates in some areas, which can directly impact educational development. School environments in high-crime neighborhoods may face safety concerns, which can affect student attendance and overall morale. The presence of violence and crime can create a challenging atmosphere for learning, making it difficult for both educators and students to focus on academic goals.

Human Capital Theory (HCT) is pivotal for understanding the connections between urbanization and educational development. Initially articulated by economist Gary Becker in 1964, the theory

posits that education is a crucial driver of economic growth and individual productivity. As urbanization intensifies, the implications for educational systems become increasingly significant, making Human Capital Theory a relevant lens through which to analyze the evolving landscape of education in urban environments.

Human Capital Theory principles center on Investment in Education, therefore it emphasizes that individuals invest in their education to acquire skills, knowledge, and competencies that enhance their productivity and earning potential. This investment is akin to purchasing financial capital, as individuals seek to increase their "human capital" for better job prospects and higher wages. The process of urbanization typically catalyzes this investment, as people move to cities in search of employment opportunities that demand higher skill levels. Also as urban areas grow, they evolve into dynamic labor markets characterized by increased demand for various skills to meet the needs of diverse industries. Urbanization drives the need for a more specialized workforce because industries such as technology, healthcare, and finance proliferate in metropolitan settings. Consequently, education and training become prerequisites for accessing these lucrative job markets, as individuals seek relevant skills that align with the urban economy.

The theory also underscores that education is not only vital for individual advancement but also a cornerstone of collective economic growth. A well-educated workforce enhances productivity, innovation, and competitiveness within urban areas, contributing to overall economic development. As cities expand, the implications of human capital accumulation become evident in heightened productivity levels, more robust economic activity, and improved societal welfare.

**Method of Data collection:** Two forms of Data collection was used for the study such as the primary and the secondary sources. The primary source includes information gotten direct from the respondents through oral interview, observation and questionnaires. While the secondary sources of data collection include information from existing materials and texts such as internet, newspapers, textbooks, journals and articles. The researcher adopted the two sources of data collection for the research study. After oral interview with respondents, a questionnaire was used to obtain relevant information. The research instrument is a questionnaire designed by the researcher titled "the impacts of urbanization on educational development" (**IUOED**). The questionnaire is used to generate data from respondents for the study. Questionnaire is divided into two sections. Section A comprises of respondents personal demographic data while section B comprises of questions to gather data from responses from respondents and four likert scale measure of four-point scale of Strongly Agreed (SA) , Agreed (A), Strongly Disagreed (SD), Disagreed (D). A total number of 20 items to represent respondent's opinion. The questions in the questionnaire will be both open-ended and the closed-ended format the Likert scale is a method designed to measure attitude and is a continuum on it (JRCT, 2010). It is another variation on the rating scale which is widely used in attitude measurement. It provides a series of representations to which participants can indicate degree of agreement or disagreement (Bordens

and Abbott, 2008). This will allow for better statistical analysis. A sample of the procedure is stated below

Intervals and Interpretations of a Four-Point Summated Scale, Intervals and Interpretations of a Five-Point Summated Scale, Interval One Interval Two Interval Three Interval Four Strongly Agree Agreed Neither Agree nor Disagreed and Strongly Disagree 4 3 2 1

SA A NAE D SD 5-4.51 4.50 - 3.51 3.50 - 2.51 2.50 - 1.51 1.50 - 1 will be used for the analysis Interval One Interval Two Interval Three Interval Four Strongly Agreed, Agreed, Neither Agreed, Disagreed and Strongly Disagreed 5 4 3 2 1 as SA, A, NA, D and SD 5-4.51 4.50 - 3.51 3.50 - 2.51 2.50 - 1.51 1.50 - 1

Method of Data Analysis; The data gathered from the research instrument will be analyzed using simple percentage for the demographic data and mean statistic such as the mean and standard deviation for the research questions. Data will be presented and analyzed on frequency distribution table.

**Result and discussion.** The analysis of data is presented using simple percentage and frequency distribution tabulated. For the purpose of the research study, analysis was based on the research questions.

**Table 1 showing number of respondents in the sampled study.**

| S/N | NAME OF SCHOOL             | NO. OF RESPONDENT | PERCENTAGE |
|-----|----------------------------|-------------------|------------|
| 1   | BDGS Ovom                  | 36                | 21.17      |
| 2   | ST. Juds Girls SS, Amarata | 48                | 28.24      |
| 3   | CSS Opoli Epie             | 24                | 14.12      |
| 4   | CSS Agudama-Epie           | 40                | 23.53      |
| 5   | CSS Igbogene               | 22                | 12.94      |

Total

170

100

Sources. **Research Field Data, 2026**

**Table 2 Educational infrastructure decay affects the lifestyle of the urban populace**

| STATEMENTS                                                                                                     | SA | A  | D  | SD |      |     | TOTAL |
|----------------------------------------------------------------------------------------------------------------|----|----|----|----|------|-----|-------|
|                                                                                                                |    |    |    |    | M    | STD |       |
| 1 It leads to reduced access to quality education, affecting students' academic performance                    | 49 | 59 | 33 | 29 | 42.5 | 1.9 | 170   |
| 2 Deteriorating school facilities lead to environmental issues, such as un conducive learning and health risks | 57 | 41 | 38 | 34 | 42.5 | 1.3 | 170   |
| 3 Contribute to higher dropout rates, leading to a loss of potential talent and skills in the workforce.       | 38 | 39 | 48 | 45 | 42.5 | 0.4 | 170   |
| 4 Contribute to social issues, such as increased crime rates and social unrest,                                | 32 | 40 | 50 | 48 | 42.5 | 1.3 | 170   |

Source: **Research desk analysis, 2025**

The analysis of Table 4.3.1 respondents regarding the impact of educational infrastructure decay on the lifestyle of the urban populace, revealed that Strongly agreed (49 or 28.83%, Agreed (34.71%, Disagreed (33 or19.41%) and Strongly Disagreed (29 or 17.06% respectively with a mean and standard deviation of 42.5 and 1.9.

Reduced access to quality education respondents Strongly Agreed (33.53%), Agreed (44 or25.66%), Disagreed (38 or22.35%) and Strongly Disagreed 34 or20%) with a mean and standard deviation of 42.5 and 1.3 respectively. Respondents on the urban issues, respondents shows that Strongly Agreed (38 or22.35%), Agreed (39 or 22.04%), Disagreed (48 or28.35%) and Strongly Disagreed (45 or 26.47%) with a mean and standard deviation of 0.4. Social issues such as negative attitude towards education strongly Agreed (32 or 18.82%) Agreed 40 or23.53%), Disagreed (50 or29.41%), and strongly Disagreed (48 or 28.24%) respectively with a mean and standard deviation 42.5 and 1.3.

**Table 4 Do you think there enough educational facilities in Schools in Yenagoa?**

| STATEMENTS                                                            | SA | A  | D  | SD | M    | STD | TOTAL |
|-----------------------------------------------------------------------|----|----|----|----|------|-----|-------|
| 1 There is sufficient space for students extra- curricular activities | 51 | 49 | 39 | 31 | 42.5 | 1.5 | 170   |

|   |                                                                                                                |    |    |    |    |      |     |     |
|---|----------------------------------------------------------------------------------------------------------------|----|----|----|----|------|-----|-----|
| 2 | Schools in Yenagoa have spacious classroom, library, ICT center, and science laboratory for learning           | 37 | 36 | 57 | 40 | 42.5 | 1.3 | 170 |
| 3 | They have sufficient learning resources, and educational materials such as textbooks, chairs, desk, and boards | 43 | 39 | 42 | 45 | 42.5 | 0.3 | 170 |
| 4 | There is enough qualified teachers to support student learning                                                 | 40 | 49 | 45 | 36 | 42.5 | 0.8 | 170 |
| 5 | The schools are fenced with gate and secured for students and staff                                            | 56 | 41 | 38 | 35 | 42.5 | 1.2 | 170 |

Source: Research desk analysis, 2025

The analysis of Table 5 reveals whether Space for extracurricular activities of respondents indicates that strongly Agree, Agree Disagree and strongly Disagree as 51,49,39 and 31 or 30%, 28.82%, 22.94% and 18.24% respectively with a mean and standard deviation of 42.5 and 1.5. Similarly, on the issues of spacious classrooms and facilities respondents Strongly Agreed, Agree, Disagree and strongly indicates 37, 57, 36 and 40 or 21.76%, 33.53%, 21.18% and 23.53% with a mean and standard deviation of 42.5 and 1.3. On sufficient learning resources respondents on Strongly Agreed, Agreed, Disagreed and Strongly Disagree indicates 43, 39, 47 and 45 or 26.29%, 22.64%, 27.65% and 26.47% with a mean and standard deviation of 0.33. It is also believed that response on qualified teachers, behavioral measure indicates 40, 49, 45, and 36 or 23.53%, 28.83%, 26.47% and 21.18% with also a mean and standard deviation of 0.75. In similar characteristics for school security respondents indicates 56, 41, 38 and 35 or 32.94%, 24.12%, 22.35% and 20.59% respectively as strongly agreed, agreed, disagreed and strongly disagreed with a mean and standard deviation of 42.5 and 1.2.

**Table 5 Shows the Impacts of urbanization on educational development in the study area**

|   | STATEMENTS                                                                                           | SA | A  | D  | SD | M    | STD | TOTAL |
|---|------------------------------------------------------------------------------------------------------|----|----|----|----|------|-----|-------|
| 1 | It offers a wider range of educational opportunities, including vocational and specialized training. | 45 | 50 | 41 | 36 | 42.5 | 0.8 | 170   |
| 2 | Competitions and overcrowding in schools.                                                            | 57 | 31 | 43 | 39 | 42.5 | 1.5 | 170   |
| 3 | It improve better infrastructure in schools.                                                         | 33 | 44 | 48 | 45 | 42.5 | 0.9 | 170   |
| 4 | Inequitable distribution of resources among schools                                                  | 42 | 54 | 34 | 40 | 42.5 | 1.1 | 170   |

|   |                                                           |    |    |    |    |      |     |     |
|---|-----------------------------------------------------------|----|----|----|----|------|-----|-----|
| 5 | Increase access to more educational quality and materials | 51 | 32 | 45 | 42 | 42.5 | 1.1 | 170 |
|---|-----------------------------------------------------------|----|----|----|----|------|-----|-----|

**Table 6 what do you think are strategies adopted to improve educational development in the study area?**

|   | STATEMENTS                                                                                                                      | SA | A  | D  | SD | M    | STD | TOTAL |
|---|---------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|------|-----|-------|
| 1 | Building new schools to increase access to education and reduce overcrowding                                                    | 72 | 28 | 30 | 40 | 42.5 | 2.7 | 170   |
| 2 | Organize employment for qualified teachers and teacher retraining in schools                                                    | 48 | 52 | 28 | 42 | 42.5 | 1.4 | 170   |
| 3 | Renovating and upgrading existing schools to improve infrastructure.                                                            | 42 | 47 | 42 | 49 | 42.5 | 0.6 | 170   |
| 4 | Technology infrastructure is needed to keep students engaged and motivated                                                      | 66 | 33 | 40 | 31 | 42.5 | 2.1 | 170   |
| 5 | Regular assessments and supervision are necessary to ensure educational programs' effectiveness and make adjustments as needed. | 41 | 52 | 44 | 35 | 42.5 | 0.9 | 170   |

**Discussion of Findings:** On analyzing the Educational Infrastructure Decay in 4.2.1 the study revealed that educational infrastructure decay has significant negative impacts on students' academic performance, environmental conditions, and social outcomes. Specifically a standard deviation of averagely 1.95 of the 170 respondents disagreed that educational infrastructure decay leads to reduced access to quality education. Thus it can be described that deteriorating school facilities lead to social environmental issues. Response also agreed that decay educational infrastructure contributes to higher dropout rates, while 53% disagree. 42% agreed that it contributes to social issues. 58% of respondents disagree. Table 5, The findings of the study revealed that while some aspects of educational facilities are satisfactory, others are lacking. Specifically, the findings suggest that Out of 100% respondents, 80% of respondents agreed that there is sufficient space for extracurricular activities in schools in yenagoa. 77% agreed that schools are fenced and secured. However, 62% disagreed that schools have spacious classrooms and facilities. Also 58% out of 100% disagreed that schools have sufficient learning resources. On table 6, the study revealed that urbanization has both positive and negative impacts on educational development. Specifically Out of 100% respondents 73% of respondents agreed that urbanization offers a wider range of educational opportunities. Also 68% agreed that it leads to competition and overcrowding in the study environment. 61% agreed that it leads to inequitable distribution of resources. 63% agreed that it increases access to quality educational materials. On the Strategies for Improvement of educational quality in

Yenagoa. The study found that respondents strongly support various strategies to improve educational development, including:

- Building new schools (100% agreement).
- Teacher employment and retraining (100% agreement).
- Renovating and upgrading existing schools (79% agreement).
- Incorporating technology (89% agreement).
- Regular assessments and supervision (93% agreement). These strategies are seen as essential to enhancing access to quality education and improving student outcomes

#### Summary and conclusion

The study on the impact of urbanization on educational development in Yenagoa revealed key findings. Educational infrastructure decay leads to reduced access to quality education and environmental issues but doesn't strongly contribute to higher dropout rates or social issues. Some educational facilities are satisfactory, such as space for extracurricular activities and school security, while others are lacking, including spacious classrooms, libraries, laboratories, and sufficient learning resources. Urbanization has both positive and negative impacts, offering a wider range of educational opportunities and increasing access to quality materials, but also leading to competition, overcrowding, and inequitable resource distribution. Respondents strongly support strategies to improve educational development, including building new schools, teacher employment and retraining, renovating existing schools, incorporating technology, and regular assessments and supervision. Overall, the study highlights the need for stakeholders to address the challenges posed by educational infrastructure decay and urbanization to improve educational development in Yenagoa and its environs.

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