

INFLUENCE OF LOW ENROLEMENT AND THE DECLINING STATUS OF COLLEGES OF EDUCATION IN SOUTH EAST NIGERIA.

ESHEYA GREGORY

Department of Educational Foundations,
Ebonyi State College of Education, Ikwo

AND

UGADU SUNDAY OSE

Department of Educational Foundations
Ebonyi State College of Education, Ikwo
Ebonyi State, Nigeria.

Abstract

The study was titled “influence of low enrolment and the declining status of Colleges of Education in South East Nigeria”. The objective was to examine how the low enrolment of students has been causing the declining status of colleges of Education in South East Nigeria. A descriptive survey design was adopted, while questionnaire was used for data collection. The sample of the study was 20 lecturers each from the seven selected public Colleges of Education, totalling 140 lecturers. Mean and standard deviation were used to answer the research questions and t-test used to test the hypothesis. The paper therefore identified the causes of this low enrolment of students as it poses great danger to the development of both Primary and Secondary Schools which are the major targets and beneficiaries of this level of teacher educational institutions. The paper made some recommendations on how to solve the low enrolment of students and check the declining status of Colleges of Education such as employing those who possess the National Certificate in Education (N.C.E), making teaching more attractive by increasing teachers salary and other incentives; reducing the school fees paid by the students and also restoring the phased out Teacher Training Colleges (T.T.C).

Key Words: College of education, low enrolment, declining status.

Introduction

College of Education is one of the tertiary educational institutions specifically mandated in the National Policy on Education to provide teacher education in Nigeria (Federal Republic of Nigeria 2013). Enyi (2011) traced the origin of Colleges of Education in Nigeria to Ashby Commissions Report of 1959 which recommended massive training of teachers for a period of not less than ten years for primary and secondary schools. The commission recommended the establishment of Grade 1 Teachers Colleges as the place for training teachers. Accordingly, by 1962, the Grade 1 Teachers Colleges has matured to be called Advanced Teachers' Colleges (ATCs) offering courses leading to the award of Nigerian Certificate in Education (NCE). The first generation of ATCs were established at Lagos (1962), Ibadan (1962), Zaria (1962), Owerri (1963) Kano (1964) and Abraka (1968) (Jekayinfa, 2010). The ATCs were later

renamed Colleges of Education (COEs).

However, Colleges of Education particularly in South East Nigeria are currently experiencing very serious declining status due to steady low enrolment of students. This calls for worry on the part of all the stakeholders in the education sector in Nigeria.

Theoretical Framework

According to Enyi (2011:14), generally, teachers are known to have low status and weaker authority than other professional groups. There is the pervasive notion that only the academic dregs that have no discernable future go into the teaching profession. Again, there is the general feeling that teachers are the most poorly paid professionals and this affects their self-ego and self perception. Since people are aware that admission into colleges of Education to acquire the national Certificate in Education (NCE) is associated with the teaching profession, they are not attracted by the teaching

profession generally because that would amount to condemning oneself to perpetual poverty and low social status.

Further, Onuorah and Onah (2018) identified the following as causes of low enrolment into schools (including Colleges of Education): distorted value system, diminishing employment opportunities, education versus societal needs, poor education status of parents, state of the nation's economy and incessant strike actions of teachers. Also, Shertzer and Stone (1974) hold that adolescents may leave school because of their desire to work, their inability to get along with teachers, constant grade failure or the belief that school courses are unrelated to individual needs. All the above excuses could apply to Colleges of Education and other teacher educational institutions.

Enyi (2011:14) state that there is no doubt that people are apathetic to teacher educational programs particularly at the NCE level. The result is that admission into Colleges of Education (COEs) remains very low while attrition rates remain very high for even those already admitted. It has already been stated that there is the general feeling that teachers are the most poorly paid professionals and this affects their self-ego and self-perception. Prospective students in the society observe the quality of life style of teachers and their social status and would ordinarily not want to sentence themselves to the teaching profession by enrolling into the COEs.

Ejue (2020) blamed low enrollment of students into College of Education on proliferation of licensed private Polytechnics, schools of Health Technology and indeed Colleges of Education. With such licensing (according to him), there has been a major competition between these private and public tertiary institution of struggle and scramble for students from the same catchment area. Such competitions and scramble for prospective students has even led some of those institutions to compromise admission requirements with the obvious result of poor quality students and graduates.

Ugadu and Odo (2012) gave another reason for low enrollment and decline in status of COEs. They

blame it on the abolition of Teacher Training Colleges (TTC). According to them probably in the effort to reform teacher education and improve teacher quality the National Council on Education (NCE) in 1990 decided that the National Certificate in Education (NCE) should become the minimum qualification for teachers from the primary schools upwards (Ekundayo, 2008). Before Teacher Training Colleges were phased out, they served as fountain which supplied students to the Colleges of Education. Holders of Teachers Grade Two Certificate (TC II) who needed to upgrade to NCE had no option than to seek admission into College of Education where they would obtain the National Certificate in Education (NCE) and become Grade One Teacher. By phasing out TTC, the fountain that supplied students to the COEs gradually dried up.

Introduction of the Unified Tertiary Matriculation Examination (UTME) by the Joint Admissions and Matriculation Board (JAMB) has made matters worse for the Colleges of Education. With the introduction of UTME, COES face unequal competition since students have a strong bias which favour universities. Even if a Nigeria student would settle for the less by reading education as a course, such a student would prefer to work harder and win admission into the ivory tower, (the University) and not an ordinary College of Education even if it is degree awarding.

The truth is that this word "University" has a sentiment for an average Nigerian student as it evokes an aura of prestige and dignity. Of course, the University is called an ivory tower and the Oxford Advanced Learner's Dictionary, (New 9th Edition) defined ivory tower colourfully as a place or situation where you are separated from the problems and practical aspects of normal life and therefore do not have to worry about or understand them'. This is especially true when one 'gains or wins admission' into the so called premier universities like UNN, UNILAG, UNIPORT, UNIBEN, ABU or probably the 'new arrival' King David University of Medical Science, West Africa! People are just happy to be identified as those who attend University, not an ordinary College of Education.

Statement of the Problem.

N.C.E awarding institutions in Nigeria over the years are witnessing low enrolment of candidates to

the sector. Each College of Education in Nigeria struggles to get enough students to fill-up the admission quota as approved by N.C.C.E. In the last five years in Ebonyi State College of Education, Ikwo for instance, the enrolment figures maintained a downward spiral as follows: 2017-205, 2018-182, 2019-134; 2020-78, 2021-36 and 2022- 7 (source, Admission Office, Ebonyi State College of Education, Ikwo). This clearly shows that there is abysmal low enrolment and attrition in the number of candidates who subscribe for admission in this sector.

Purpose of the Study

The purpose of this study is to determine the causes of low enrolment which has led to the declining status of Colleges of Education in south East Nigeria. A number of factors have been implicated as responsible for this ugly turn in the sector. To this end the following has been identified as constituting the purpose of the study.

1. To find out the extent poor job satisfaction of teachers affect students enrolment into colleges of Education.
2. To determine whether the lack of employment opportunities for N.C.E holders is a source of discouragement for prospective admission seekers into colleges of education.
3. To determine whether the quest for degree certificates has any effects on enrolment into NCE programmes.
4. To find out any other factor that is responsible for attrition in enrolment figures in colleges of Education.
5. To proffer solutions to the problem of low enrolment and the declining status of colleges of education.

Research Questions.

1. What is the effect of poor job satisfaction of teachers on the students' enrolment into Colleges of Education?
2. Does lack of employment opportunities for NCE holders discourage prospective admission seekers from enrolling into Colleges of Education?.
3. Has the quest for degree certificate any effect on enrolment into NCE programme?
4. What other factors are responsible for

attrition in enrolment figures into colleges of Education.

5. How can the problem of low enrolment into NCE awarding institutions be reversed?

Hypothesis

1. Ho1: There is no significant difference between the mean ratings of male and female lecturers on how the problem of low enrolment into NCE awarding institutions could be reversed

Research Method

Research Design

The study adopted the descriptive survey design. A descriptive survey attempts to describe, explain and interpret conditions of the present as it is. Therefore, it is appropriate to use it here, hence the researchers assessed the effects of Colleges of education in south East Nigeria.

Area of the Study.

This research was carried out in the seven (7) public Colleges of Education in the five states of south east zone of Nigeria. The five states include: Ebonyi, Enugu, Anambra, Abia and Imo States, while the seven public Colleges of Education are:

1. Alvan Ikoku College of Education, Owerri, Imo State.
2. Nwafor Orizu College of Education, Nsugbe, Anambra State.
3. Abia State College of Education (T), Arochukwu.
4. Ebonyi State College of Education, Ikwo
5. Federal College of Education, Eha-Amufu, Enugu State.
6. Enugu State College of Education (T), Enugu.
7. Federal College of Education (T), Umunze, Anambra State.

Population of the Study

The population of the study comprise of all the lecturers in the above stated 7 public Colleges of Education in South East Nigeria.

The total number of lecturers in these colleges is about 2090 and this constitutes the research population.

Sample and sampling Technique

The sample of the study was 20 lecturers each from the seven selected public Colleges of Education. This gave a total sample of 140 lecturers, which was drawn through multistage sampling technique.

Instrument for Data Collection

The study made use of self-developed questionnaire to collect primary data from the respondents to find out the reason behind low enrolment and its impact on the declining status of Colleges of Education in the area under study. The questionnaire has two sections. Section A is about profile of the respondents while section B are question based on the research questions. The questions were arranged in Likert Scale format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding rating scale of 4,3,2 and 1 respectively. Any item that has a score of 2.5 and above was accepted or agreed, while the items below the score of 2.5 was disagreed. The 2.5 was arrived at thus: $4 + 3 + 2 + 1 = 10/4 = 2.5$.

Validation of the Instrument

The instrument was subjected to both face and content validity by presenting the draft copies to three experts in measurement and evaluation in the Faculty of Education, Ebonyi State University, Abakaliki.

Reliability of the Instrument

The reliability of the instrument was determined through a pilot test using test-retest method by administering the instrument to 30 lecturers randomly selected from Institute of Ecumenical Studies, Thinkers Corner, Enugu who were not part of the study sample. The data collected from the instrument was analyzed using Cronbach Alpha statistic which yielded reliability coefficient of: Cluster I, 0.73, Clusters 2, 0.81, Cluster 3, 0.89, Cluster 4, 0.75 and Cluster 5, 0.80. The grand reliability index was 0.89, which indicated that the instrument had a very high reliability (See Appendix II).

Method of Data Collection

The copies of the questionnaire was administered to the 140 lecturers used as sample of the study. The researchers were assisted by some lecturers who helped administer the questionnaire directly to the respondents which was filled and collected back within 5 days.

Method of Data Analysis

The researchers in analyzing data made use of mean scores and standard deviation to answer the five research questions stated in the study. A bench mark of 2.5 and above was used as basis for acceptance or otherwise of the statement. Mean and standard deviation were used to answer the research questions, while t-test statistics was used to test the null hypothesis at 0.05 significant level.

Results

Research Question 1

What is the effect of poor job satisfaction of teachers on the students' enrolment into Colleges of Education?

This question sought to find out the effect of poor job satisfaction of teachers on the students enrolment into colleges of Education. Their responses were presented in the table 1

Table 1: Responses on the effects of poor job satisfaction of teachers on students' enrolment into colleges of Education in South East Nigeria.

S/N	ITEMS	\bar{X}	SD	DECISION
1	Most parents who are teachers would not wish their children to be teachers	3.5	0.9	Agree
2	Poor remuneration of teachers discourages students from seeking admission.	3.1	0.91	Agree
3	Teachers poor working conditions makes teachers to discourage their children from taking to the teaching profession.	3.5	0.9	Agree
4	Teachers poor job satisfaction is not a factor admission seekers consider	3.4	0.90	Agree
5	Prospective teachers are not concerned about teachers job satisfaction	3.2	0.91	Agree

Table 1 above presented the views of respondents on the effects of poor job satisfaction of teachers on the student enrolment into colleges of Education. The means scores ranged from 3.1 to 3.5. All the scores indicated agree. It should be remarked in items 4 and 5 with the mean scores of 3.4 and 3.2 respectively that prospective teachers are not concerned about teachers job satisfaction because they do not think about it while seeking admission seeker has no idea of 3.4 and 5.2 respectively that prospective teachers are not concerned about teachers job satisfaction because they do not think about it while seeking admission. An average admission seeker has no idea of how much money a teacher is paid monthly.

Research Question 2

Lack of employment opportunities for NCE holders discourages prospective admission seekers from enrolling into colleges of Education.

This question sought to find out the effect of lack of employment opportunities for NCE holders on prospective admission seekers. Their responses were presented in the Table 2.

Table 2:

S/N	ITEMS	\bar{X}	SD	DECISION
1	In Nigeria, one of the most important goals of tertiary education is to get employment.	3.7	0.89	Agree
2	Job opportunity after graduation is a factor admission seekers into tertiary institutions consider.	2.9	0.92.	Agree
3	There are many NCE holders in the labour market.	3.8	0.89	Agree
4	Students these days prefer to study courses that can avail them self-employment after graduation.	3.1	0.91	Agree
5	Job opportunity after graduation has no effect on enrolment into colleges of Education	2.3	0.93	Disagree

This table presented the views of respondents on lack of employment opportunities for NCE holders as it affects prospective admission seekers into Colleges of Education in South East Nigeria. The mean scores range from 2.3 to 3.8. In fact the 2.3 mean score (Disagree) of item 5 is a re-enforcement of the capital agree of 3.8 in item 3 of the table. There is no doubt that lack of employment opportunities for NCE holders is one of the greatest causes of low enrolment into colleges of Education these days.

Research Questions 3

Effect of quest for degree certificate on enrolment into NCE programme?.

This question sought to find out the effect of the quest for degree certificate on enrolment into NCE programme. Table 3 presented the views of respondents.

Table 3

Mean and standard deviation scores on effect of quest for degree certificate on enrolment into NCE programme.

S/N	ITEMS	\bar{X}	SD	DECISION
1	Completing NCE programme before pursuing a degree programme is seen as double journey.	3.4	0.90	Agree
2	Most students prefer NCE certificates to degree certificates	1.4	0.96	Disagree
3	University is seen as ivory tower with aura of prestige instead of Colleges of Education.	3.6	0.90	Agree
4	Teachers with NCE and those with degree enjoy the same rank, opportunities and benefits.	2.4	0.93	Disagree
5	The school fees paid at the University and the one paid at the College of Education only has a marginal difference.	3.4	0.90	Agree

Table 3 above presented the views of respondents on effects of quest for degree certificate on enrolment with NCE programme. The mean scores range from 1.4 to 3.6. The mean score of 1.4 in item 2 is a capital No and the decision can only be Disagree. The mean score of 3.6 in item 3 is a pointer that most JAMBITES think of UNILAG, UNIPORT, UNIBADAN, UNIBEN, etc. as diadem for celebrities.

Research Question 4.

Other factors responsible for attrition in enrolment figures in colleges of Education.

This question tried to identify other factors responsible for the death or vanishing of even the students who were already offered admission in the C.O.Es. Views of respondents were presented in table 4.

Table 4

S/N	ITEMS	\bar{X}	SD	DECISION
1	Phasing out of Teachers Training Colleges (T.T.C) dealt a major blow on enrolment into C.O.Es	3.4	0.90	Agree
2	Students in C.O.Es pay relatively however fees than their compterparts in the University	2.6	0.90	Agree
3	Greater access to universities and polytechnics these days have reduced subscription rate into C.O.Es	2.9	0.86	Agree
4	Introduction of UTME by JAMB placed C.O.E.S on unequal competition in favour of Universities.	3.1	0.91	Agree
5	Multi-disciplinary nature of Universities and Polytechnics give them edge over C.O.Es	2.9	0.92	Agree

Table 4 presented the views of respondents on other factors responsible for attrition in enrolment figures in colleges of Education. The mean score range from 2.6 to 3.4. Respondents recorded Agree in all the items. The highest mean score of 3.4 recoded in item 1 show that phasing out of T.T.C which served as fountain that supplied students to C.O.Es dealt a deadly blow on students enrolment into C.O.Es. The lowest mean score of 2.6 in items 2 indicates that the relatively lower school fees paid in the C.O.Es is not a very strong factor that can encourage prospective students to seek admission in the C.O.Es rather than the Universities and Polytechnics. After all, Nigerians associate the quality and desirability of commodities (including education) with their price tag. ‘Cheap article de run belle’.

Research Question 5

How to reverse the problem of low enrolment.

This research question is about how to reverse the problem or challenge of low enrolment. Table 5 presented the views of respondents on the possible solutions to low enrolment in the C.O.Es.

Table 5.

How to reverse the problem of low enrolment.

S/N	ITEMS	\bar{X}	SD	DECISION
1	Poor job satisfaction of teachers should be addressed through improved condition of service.	3.4	0.90	Agree
2	School fees paid in C.O.Es should be reduced.	2.8	0.92	Agree
3	Restoration of T.T.C should be considered	3.1	0.93	Agree
4	Indiscriminate establishment of new C.O.Es and Polytechnics and Schools of Health Technology should be controlled.	2.9	0.92	Agree
5	Holders of NCE should be immediately employed and posted to schools to convince prospective students that NCE is still needed in Nigeria.	3.5	0.90	Agree

Table 5 above presented the views of respondents on how to reverse the problem of low enrolment in colleges of Education. Their views range from the mean score of 2.8 to 3.5. The highest mean score of 3.5 in item 5 indicates that employing holders of NCE issued after completing the COE course holds the key to tackling the problem of low enrolment of students. All the mean scores were above 2.5 and were therefore accepted as Agree. Also, poor job satisfaction of teachers should not be ignored to make teacher educational institutions attractive to prospective students as highlighted in item 1 with the mean score of 3.4.

Hypothesis Ho1: There is no significant difference between the mean ratings of male and female lecturers on how the problem of low enrolment into NCE awarding institutions could be reversed

Table 6: T-test of significance on revision of low enrolment in Colleges of Education.

S/NO	Category	\bar{X}	SD	N	Df	Tcal	T-crit	Decision
1.	Males Lecturers	28.8	1.86	86	138	1.72	1.96	Ho1: accepted
	Female lecturers	25.8	0.88	54				

* $P < 0.05$

Result on table 6 shows tcal of 1.72 and t-crit of 1.96 under the degree of freedom of 138 with the probability level of 0.05. Since the t-cal is less than the tcrit, the null hypothesis is accepted which states that, there is no significant difference between the mean ratings of male and female lecturers on how the problem of low enrolment into NCE awarding institutions could be reversed

Discussion of the Findings.

In relation to research questions one, the data analysis indicated that teachers' poor working condition presenting as poor job satisfaction made parents who are teachers never to wish their children to be teachers.

To relation to research question two, the data analysis indicated that lack of employment opportunity after graduating from the college of Education greatly discourage the prospective admission seekers into C.O.Es. This was displayed by items 1, 3 and 4 of table 2 with mean scores of 3.7, 3.8 and 3.1 respectively.

In research question three, the quest for degree certificate lure prospective students to prefer universities where these certificates are awarded. Besides, Universities are sentimental to the youths as they think of it as a diadem which every youth who has arrived should put on as a fashion. The College of Education is not exactly like that.

In research question four, other causes of low enrolment were indicated by the data analysis as phasing out of T.T.C, introduction of UTME by JAMB and proliferation of COEs and polytechnics and the multi-disciplinary nature of universities and polytechnics.

In research question five, some solutions to the challenge of low enrolment of student in COEs were indicated in the data analysis as addressing the teachers poor job satisfaction, restoration of T.TCs, reducing school fees paid in colleges of Education and controlling indiscriminate establishment of COEs and Polytechnics among others.

Conclusion.

The following were the major findings of the study;

1. Low enrolment in the Colleges of Education in South East Nigeria is severe and generic.
2. Non-employment of those who graduated from the colleges of Education greatly

- discourages prospective admission seekers into COEs.
3. Students generally view passing through College of Education before entering the University to obtain a degree as double journey.
 4. Teachers' condition of service is very poor and this leads to apathy from everybody concerning anything associated with teaching.
 5. Many colleges of Education in south-East Nigeria are gradually shutting down.

Implications of the Study.

The findings of the study reveal that if something was not done and quickly, many colleges of Education in south-East Nigeria will close down. For instance, this current academic year (2021/2022), Ebonyi State College of Education, Ikwo admitted and matriculated only seven (7) students for her NCE programme in the whole school. By the next academic year, the Admission unit may record zero admission. Then the following questions will arise:

- a. What will happen to the entire school plant?
- b. What shall be the fate of the whole academic and non-academic staff?

Since the staff of the Primary and Junior Secondary schools diminish on regular basis due to retirement, death, lateral conversion, political appointments, etc, who will staff the Primary and Junior Secondary

schools or do we allow those schools to also close down and announce the death of this country? Then, 'Boko Haram' must triumph.

Recommendations.

The following recommendations should be seriously considered for implementation.

1. Government should quickly grant waiver for employment and posting of NCE holders to prove that Colleges of Education is still relevant.
2. Salaries and other welfare packages of teachers should be made a priority to encourage admission seekers to go for teacher Educational institutions.
3. Colleges of Education should be excluded from the UTME organized by JAMB. There should be a separate admission examination for prospective students of College of Education.
4. The decision to phase out T.T.C is inept and should be reconsidered especially because T.TCs supply students to colleges of Education.
5. School fees paid by students to college of Education should be reduced.
6. Colleges of Education should be allowed to operate dual mode by also awarding degree in education. In this way, students should be saved the double journey of passing through the college of Education before pursuing a degree in the University.

References

- Abdullahi, N.J.K. and Jimoh, A.A. G (2018). Head Teachers role in managing science education towards sustainable development in North-Central Zone, Nigeria. *Malaysia: Online Journal of Education Science* 6 (3) 20-29.
- Agbazue, J.I. (1998). The problem of declining male enrollment in schools. *The Counselor*, 10(2) 30-39.
- Aina, J.K. and Ayodele, M.O. (2018). The decline in science students' enrollment in Nigerian Colleges of Education: Courses and remedies. *International Journals of Education and Practice*, 6(3) 167-178.
- Amadi, M.A. (2012). *Rethinking teacher education in Nigeria*. Lagos: Vitamann Educational Books.
- Ejue, J.B. (2020). Why we record low enrollment in Colleges of Education. Retrieved from <https://www.sunnewsonline.com>, 8 Sept., 2020 on 4/8/2021.
- Ekundayo, T.A. (2008). Repositioning teacher education for national development: the challenges of the Nigerian Colleges of Education. *Journal of Colleges of Education Academic Staff Union (COEASU) (Oyo Chapter)* 8 (1&2) 31-44.
- Enyi, D. (2011). Administering contemporary Colleges of Education in Nigeria: Challenges and options. In *Journal of Education Studies and Research*, 6(1) 1-22.
- Ezekiel, A.I.D., Lawal, R.O., Ogunleye, T.O and Williams Oladapo, U.O. (2014). Curriculum reforms and employability of Colleges of Education graduates: issues and realities. *Journal of Educational Innovation and Practice*, 2 (1) 50-63.
- Federal Government of Nigeria (2014). *National Policy on Education*, Abuja: NERDC (6th Edition).
- Hornby, A.S. (1948). *Oxford Advanced Learner's Dictionary (New 9th Edition)*. Oxford: Oxford University Press.
- Lincove, J.A. (2009). Determinants of Schooling for Boys and Girls in Nigeria under a policy of free Primary Education. *Economics of Education Review*. 28:474-484.
- Nwamou, A.E. (1986). Counseling for value orientation: A case of community counseling: *The Counselor: Journal of Counseling Association of Nigeria*.
- Nworgu, B.G. (2006). *Educational Research: Basic issues and methodology*. Nsukka, Enugu: University Trust Publishers.
- Okah, I.R. (2014). Teachers apathy to teaching: implications for achievement of education for all by 2015. In *Journal of Teacher Perspective (JOTEP)* 8 (2) 346-356.
- Onuorah, A.E. (1995). Program development on declining male enrollment in School. Enugu:
- AB K. Onyekachi, J.A.E. and Onyeachi, C.I.O. (2010). Teaching Practice: A practical step towards the production of quality teacher in Nigeria. *The Nigerian Academic Forum. A Multi-disciplinary Journal*, Awka: National Association of the Academic 19 (4) 64-69.
- Orazen, P.F. and King, E.M. (2008). Schooling in developing countries: the role of supply, demand and government policy. *Handbook of Development Economics* Vol. 4; 3476-3559.
- Ugadu, S.O and Odo, F.A. (2012). Restoration of Teacher Training Colleges (T.T.C.): a correction of structural imbalance in teacher education in Nigeria. In *Journal of Education (JOE)*, School of Education, Ebonyi State College of Education, Ikwo, 2 (1) 145-154.
- International Journal of Development and Economic Sustainability* 7 (4) 27-33, June, 2019 (www.eajournals.org).