

RESEARCH ARTICLE

The Impact of Education in Sustainable Development in the Douala Metropolis of Cameroon

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Abstract

Our objective is to examine how educational differences affect people's participation in the desired predominant values. Questionnaires which were constructed drawing on the predominant values were self-administered in all the major neighbourhoods of Douala employing the systematic sampling method. Unlike graduates and postgraduates, ordinary and advanced level holders are significantly dependent and live in family houses, rent low-cost houses because they are significantly unsalaried and work in the informal sector and hardly earn above the poverty line. This study shows that the rate of return to schooling reflects the spreading of earnings between different educational groups.

Keywords: Social Inclusion, Education, Poverty, Comfort, Health.

1. Introduction

According to European Parliament Report (2016) finding a solution for employability and social inclusion will not happen without equality of access to education. One of the main qualities of adult education is to compensate for lacks in life, it is about catching up or gaining competences that people might have missed. Lifelong learning does not only increase happiness, it also contributes to the social inclusion of the poor. According to UNESCO (2017) people require knowledge, skills, values and attitudes that empower them to sustainable development. Education, therefore, is crucial for the achievement of sustainable development. Education empowers individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from local and a global perspective.

According to Childfund International (2017) poverty and education are inextricably linked, because people living in poverty may stop going to school so they

cannot work which leaves them without literacy and numeracy skills they need to further their careers. Their children, in turns, are in a similar situation years later, with little income and few options but leave schools and work. Education in all different forms is key to breaking the cycle of poverty.

Sustainable development goals call for socially inclusive and environmentally sustainable economic growth. What concern us in this article are the roles education plays in social inclusion. According to Esuna Dugarova (2015) social inclusion is the process in which those at risk of poverty and social exclusion gain the opportunity and resources that are needed to fully participate in societal activities. Frazer et al (2013) explain that adequate income and employment are key means to tackle social exclusion, poverty and inequality. The World Bank considers it to be a foundation for shared prosperity that characterizes the process of improving abilities, opportunities, and dignity of the disadvantaged through access to markets, services and spaces.

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Education is a path to a more productive life as a citizen and an income earner, but it is noted that it can also be an amplifier of social inequality. If higher education is so expensive that only children from affluent families are able to pursue higher degrees, then education becomes a bottleneck for the poor and a cause of widening inequalities (Sach, J. 2016).

The link between education, employability and income has not been a smooth one in Cameroon. In 1983, about 9.4%, 8.4%, 5.2% and 1.5% of the uneducated, primary school leavers, secondary and university graduates were unemployed. Unemployment decreased as people became more educated. In 1987, the situation started changing: about 9.4%, 14.9%, 16.5% and 9.4% of the uneducated, primary school leavers, secondary and university graduates were unemployed. The rate of unemployment of the other educational levels increased while that of the uneducated remained constant. Surprisingly, the rate of unemployment among university graduates was equivalent to that of the uneducated.

In 1993, there was a total inversion of the situation. The rate of unemployment among the uneducated, primary school leavers, secondary and university graduates were 6.5%, 23.8%, 26.7% and 30.9% respectively. While the rate among the uneducated decreased those of the educated increased as level of education increased. In ten years, unemployment skyrocketed from 7.3% to 24.6% with the highly educated suffering the most. About 47.3% of the population was underemployed. In 1992 more than 80% of created jobs were in the informal sector as against only 5% in the public sector and job creation in the public service has been contracting (Berthelier and Rouband 1994). This was because Cameroon's economy deteriorated from 1986 onward and the country has suffered a severe economic and social crisis (Baye, 2004). There was a high rate of unemployment which has become a decreasing function of education capital without the uneducated being the most vulnerable group (Aerts et al 2000).

The question asked is: to what extent is education helping in sustainable development, that is social inclusion in contemporary Cameroon considering that in the past unemployment increased as level of education increased too and how do differing levels of education affect people's participation in the main societal values?

The purpose of this survey was to describe education difference matters in the human capital theory which explains the relative earning advantage of

individuals. This paper examines how the increasing rate of unemployment among the educated due to the deterioration of the job market has affected their participation in the leading desired values in Douala for 202 participants.

We use the theory of relative earnings which assume that schooling and training increase the productivity of workers. The benefit of acquiring increased skills is to augment marginal productivity and future wages. The implication of the human capital theory is that annual earnings differ according to the educational attainment for the worker. This follows directly from the human capital model, because schooling by assumption increases the marginal productivity of the worker. Thus there are systematic differences in earnings between those with different amounts of schooling. In other words, schooling helps to explain some of the variation in annual earnings among workers. After the training period, the worker's marginal product and earnings both rise over time (Wolff 2009).

According to Max Roser et al (2017) the skill premium is the ration of the wages of skilled to unskilled workers. In recent years, the skill premium has been increasing in the United States especially for those with advanced degrees. Less educated workers in United States saw their real wages fell between 1980 and the present day. The average skill premium for OECD measured as the relative wages of those with a university degree relative to a high school education is around 1.5. There is a strong association between the relative supply of skilled to unskilled workers and the skill premium.

American workers with a college degree are paid 74% more than those with a high school degree, on average, nearly the biggest premium in the OECD. Given the payoff, the fact that many of those who would benefit most are not investing in college education suggests an 'epic failure' Eduardo Porter (2014).

Marais M. (1994) asserts that in South Africa, investment in education has been directly related to earnings across racial groups, an increase in the average level of education has been associated with a narrower dispersion of earnings and a more equal distribution of education has been associated with a more equal distribution of earnings.

People who are more able should be more productive on the job and therefore command higher wages. Family incomes depend on the quantities of resources that family can place in employment and prices received for those resources. The basic principle of

wage determination is that units (persons-hours) of any kind of labour tend to be paid a price equal to any one worker's (hourly) contribution to an employer's total receipt. In other words, workers are paid what they are worth to employers (Sharp, Register and Grime 2000).

Education creates skills which facilitate higher levels of productivity amongst those who possess them in comparison with those who do not. Education, then, is costly but it brings associated benefits which can be compared with its costs in much the same way as it happens with any investment project. Employers use educational characteristics as a proxy for the suitability, and potential productivity, of their employees. The uneducated tend to have earnings profiles which remain pretty flat throughout their lives. These patterns indicate not just that education makes people more productive but also that it enhances the ability to learn-by doing, causing productivity, and thus earnings, to increase at a faster rate than for those with less education (Becker 1975). Therefore, people from disadvantaged homes are less likely to get good educational qualifications and are disadvantaged well into adulthood (Hirsch 2007).

For all regions of the world, social returns are greater to primary education than to secondary school, and greater to secondary than higher education. The main reason for the very high return to primary schooling is the substantial productivity differentials between literate and illiterate workers. Returns to education are substantially higher in low-income countries (Psacharopoulos and Patrinos 2002).

2. Materials and Methods

Poverty is relative to a society and epoch. Sociologically speaking, one is poor when one cannot attain the desired values of one's society (Holborn and Haralambos 1991).

A preliminary survey, or what is often called a pilot survey, was carried out using thirty randomly selected respondents who were asked about the psychological and social essentials for ordinary living patterns in Douala before formulating the questionnaire. One out of every twenty of them was selected. The desired values—things one needs in Douala to live a better life—were obtained from the pilot survey and were grouped into four appropriate categories: domestic comfort, feeding habits, health seeking behavior, and leisure activities.

Domestic comfort was broken down into three components: Homeownership, possession of durable

goods and home quality: measured using sufficient electrification, having potable water, privacy, air conditioning, and other qualities.

The second category—feeding habits—was broken down into three components. The first two components being variation of food (how often respondents change the type of food they eat) and the taking of a balanced diet (how often they took all the classes of food). These were measured using the following indicators: daily, weekly, fortnightly, and monthly. The third component was the number of times one fed oneself per day which was measured as being once, twice, thrice, and four times.

In health seeking behaviour, respondents were asked where they would go for treatment when they were sick (the hospital, consult a traditional clinic, stay at home, or use all the above). Finally, leisure activities were measured using reading, visiting friends, sport, travelling, visiting recreational centres, watching television, drinking, etc.

The range of salary was established using the minimum and maximum salaries in Cameroon: 23,514frs and 465,850frs CFA respectively following the trade convention that pays the highest in Cameroon; however, there are workers in Cameroon who earn far above the maximum range and below the minimum range

For the sample population to be representative of the general population, a systematic sampling method was used in which everyone had an equal chance in the selection. In every neighbourhood, much effort was made to start with an *n*th subject and then select every twentieth unit after the first. In this case every unit in the general population had the same chance of being selected. We met respondents in the streets, offices, churches, homes, and wherever possible. Questionnaires were administered in all the major neighbourhoods in Douala; the size of the questionnaires administered in each neighbourhood was determined by its size.

The questionnaires were administered by directly contacting and handing them to the respondents (self-administered) and the non-literate ones were helped to fill them. Since the questionnaire contained some sensitive questions, we ensured that the respondents understood that the research was for an academic purpose. This assurance was conducive to an atmosphere that allowed the respondents to give truthful answers.

Out of the 202 questionnaires administered, fifty-

eight were collected by three research assistants: one postgraduate student in Sociology and two graduate students in Psychology who were taught the research methods used. The response rate was representative because care was taken to select respondents from all the neighbourhoods in the city of Douala using the random sampling method.

3. Results

The poverty line was derived by analysing the collected data. The analyses show that low income earners¹—those who earn between 25,000–176,000frs CFA—are mostly the dependent: They live under someone and in a family house because they do not have enough resources to build or rent a house. However, the homeowners among them own low quality homes: 83.33% of their homes are below 4.1 million franc CFA. Equally, they do not rent expensive houses, about 43.48% of them pay rent below 20,000frs. They hardly possess durable goods: only 35.77%, 7.32%, 12.20% of them own a refrigerator, a personal car, and a computer respectively. They have poor feeding habits: only 44.70% and 39.55% of them will take a variety of food and a balanced diet daily respectively. Sixty percent of them said their poor feeding habits were due to a lack of means.

Contrarily, Douala residents who earn above 177,000frs are not dependent and do not live in family

1. We use person’s income and not household income.

3.1 The Influence of Education on Occupation

Table1. Level of Education and Occupation

Education Occupations	Manager	Private Sector	Informal Sector	Civil Servant	Liberal Profession	Farmer	Trader	Students	Housewife	Unemployed	TOTAL
No Level	0 (0%)	0(0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (7.9%)	3 (1.48%)
FSLC	0 (0%)	7 (12.1%)	7 (17.9%)	0 (0%)	4 (22.2%)	1 (50%)	3 (17.6%)	0 (0%)	4 (57.1%)	8 (21.5%)	34 (16.83%)
O/Level	0 (0%)	13 (22.4%)	15 (38.5%)	6 (33.3%)	6 (33.3%)	1 (50%)	4 (23.5%)	1 (33.3%)	3 (42.9%)	12 (31.6%)	61 (30.20%)
A/Level	0 (0%)	18 (31%)	11 (28.2%)	6 (33.3%)	4 (22.2%)	0 (0%)	6 (35.3%)	2 (66.7%)	0 (0%)	10 (26.3%)	57 (28.22%)
Graduate	1 (50%)	11 (18.9%)	6 (15.4%)	2 (11.1%)	3 (16.7%)	0 (0%)	4 (23.5%)	0 (0%)	0 (0%)	3 (7.9%)	30 (14.85%)
Post-graduate	1 (50%)	9 (15.5%)	0 (0%)	4 (22.2%)	1 (5.6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (5.26%)	17 (8.42%)
TOTAL	2 (0.9%)	58 (28.7%)	39 (14.8%)	18 (8.9%)	18 (8.9%)	2 (0.9%)	17 (8.4%)	3 (1.5%)	7 (3.5%)	38 (17.8%)	202

houses: 35% and 65% of them rent and own homes respectively. 50% of those who are homeowners, own homes worth above 10 million CFA. 84% of those who rent, pay rent above 42,000frs. Above 90% of those earning above 177,000frs possess at least a refrigerator, a gas cooker, a radio, a television, and a compact disc. 55% and 53% of them possess at least a private car and a computer respectively. About 67.5% and 57.5% take a variety of meals and eat a balanced diet daily. The others take it weekly due to lack of time to prepare it. About 80% go to the hospital when they are sick. Considering the two categories, it is clear that the latter are better-off than the former.

Therefore, the poverty threshold in Douala can be fixed at 177,000frs CFA per month.² However, the uneducated and first school leavers hardly earn above the poverty-line. About 4.91%, 24.56%, 36.66%, 64.70% of ordinary and advanced level holders, graduates and postgraduates earn above the poverty-line. This indicates that poverty decreases as level of education increases with postgraduates standing out. Do these differences affect their participation in the predominant values of Douala? How much do they really earn and what relationship do their earnings have with their occupations?

2. About \$354 US dollars considering that \$1 is equivalent to 500frsCFA. CFA means Commauté Financière Africaine (African Financial Community). It is the currency we used through this work.

Illiterates suffer much more from acute unemployment than the lowly-educated: 23% and 19.6% for first school leavers and ordinary level holders respectively. Equally, the lowly-educated have a significant number of women who work as housewives thereby demarcating the public/private spheres. Their unemployment rate therefore increases to about 35.29% and 24.59% for first school leavers and ordinary level holders respectively. Unemployment is therefore a serious problem because the modal education class is the ordinary level (30.2%) and about 48.5% have the ordinary level and below.

Advanced level holders equally have a very high rate of unemployment (17%) although it is not significant. Postgraduates suffer more from unemployment (11.7%) than graduates (10%) despite their higher schooling level. Although unemployment affects all the levels, it is clear unemployment decreases as level of education increases because educated people have a comparative advantage over less educated ones in finding jobs in the private and civil service and in occupying managerial positions.

As a result of high unemployment, nearly all except postgraduates significantly work in the informal sector especially ordinary level holders because they also suffer more from unemployment. Surprisingly, the rate of graduates who work in the informal sector is as high as those of the first school leavers and even higher than that of advanced level holders because of the difficulties graduates face in getting a job.

Interestingly, although the rate of unemployment among post graduates is higher than among graduates, they hardly work in the informal sector. The poor cannot afford to be unemployed, as a result, they struggle to earn an income through own-account work or sporadic casual wage employment (Ortiz and Cummis 2011). They prefer to be more vulnerable to poverty and less vulnerable to unemployment due to lack of social safety nets (ILO 2012). Equally, the lowly-educated and graduates significantly work as farmers and do liberal profession.

The above analyses indicate a very significant relationship between level of education and occupation (chi²=84.02, ddl=60, I-p =97.79%).

Table 2. Level of Education and Income

Income Levels of education	unsalaried	24000-74000	75000-125000	126000-176000	177000-227000	228000-278000	279000-329000	>330000	TOTAL
No Level	1 (3.85%)	1 (1.19%)	1 (2.56%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1.48%)
FSLC	6 (23.08%)	22 (26.2%)	4 (10.26%)	1 (7.69%)	0 (0%)	0 (0%)	0 (0%)	1 (7.69%)	34 (16.83%)
Ordinary Level	10 (38.46%)	35 (41.67%)	11 (28.2%)	2 (15.38%)	3 (17.65%)	0 (0%)	0 (0%)	0 (0%)	61 (30.20%)
Advanced Level	6 (23.08%)	20 (23.81%)	12 (30.8%)	5 (38.46%)	8 (47.06%)	3 (33.33%)	1 (100%)	2 (15.38%)	57 (28.22%)
Graduates	2 (7.69%)	6 (7.14%)	8 (20.51%)	3 (23.08%)	4 (23.53%)	3 (33.33%)	0 (0%)	4 (30.77%)	30 (14.85%)
Post-graduate	1 (3.85%)	0 (0%)	3 (7.69%)	2 (15.38%)	2 (11.76%)	3 (33.33%)	0 (0%)	6 (46.15%)	17 (8.42%)
TOTAL	26 (12.87%)	84 (41.58%)	39 (19.31%)	13 (6.43%)	17 (8.41%)	9 (4.45%)	1 (0.49%)	13 (6.43%)	202

Illiterates and the lowly-educated are significantly unsalaried and earn very low salary (24,000-74,000frs CFA) because they significantly work in the informal sector and suffer more from unemployment. Advanced level holders, graduates and the uneducated who do high-paying jobs in the informal sector like the selling of colourful luxury birds significantly earn between (75,000-125,000frs CFA).

As level of education increases, income also increases. Illiterates and lowly-educated persons significantly suffer from income poverty because only 3.06% of

them earn above the poverty-line. Advanced level holders significantly earn above 74,000frs CFA and below 330,000. About 37% of graduates earn above the poverty-line and postgraduates have the highest number of non-poor persons (65%). Postgraduates hardly earn (24,000- 74,000frs) although about 6% are unemployed due to the difficulties of finding a job in Cameroon.

There is a very significant relationship between level of education and income ($\chi^2=86.20$, $ddl=42$, $I-p=99.99\%$). Education fights against poverty because the higher one is educated, the higher one earns since educated persons are more productive than the uneducated ones. To what extent then does one's income and occupation affect one's participation in the main values in Douala?

3.3 Education and Meals Frequency

Table 3. Level of education and number of meals per day

No of Meals Levels of Education	Once	Twice	Thrice	Four times	TOTAL
No Level	0(0%)	1(1.02%)	1 (1.41%)	1(10%)	3(1.48%)
FSLC	7(30.43%)	16(16.33%)	9(12.68%)	2(20%)	34(16.83%)
Ordinary Level	7(30.43%)	28(28.57%)	21(29.58%)	5(50%)	61(30.20%)
Advanced Level	5(21.74%)	31(31.63%)	20(28.17%)	1(10%)	57(28.22%)
Graduates	2(8.70%)	16(16.33%)	12(16.90%)	0(0%)	30(14.85%)
Postgraduate	2(8.70%)	6(6.12%)	8(11.26%)	1 (10%)	17(8.42%)
TOTAL	23(11.39%)	98(48.51%)	71(35.15%)	10(4.95%)	(202

The above table indicates that the number of times people eat per day significantly increases as income increases. The lowly-educated significantly eat either once or four times per day. The former are independent and are significantly comprised of the unsalaried and low-income earners who have very limited resources to feed themselves adequately. The later consists of depended persons still living in family houses.

Advanced level holders significantly eat twice a day because they significantly earn between 75,000-125,000frs CFA. Graduates significantly eat either twice or thrice per day because they significantly earn better salary. Postgraduates significantly feed themselves adequately (thrice or four times per day) because a significant number of them earn above the poverty-line.

Table 4. Level of education and variation of meals

Food Variation Levels of Education	Daily	Weekly	Fortnightly	Monthly	Occasionally	TOTAL
No Level	0 0%	3 4.17%	0 0%	0 0%	0 0%	3 1.48%
FSLC	18 17.31%	12 16.67%	1 10%	2 22.22%	1 14.28%	34 16.83%
Ordinary Level	31 29.81%	22 30.55%	5 50%	1 11.11%	2 28.57%	61 30.20%
Advanced Level	29 27.88%	22 30.55%	1 10%	3 33.33%	2 28.57%	57 28.22%
Graduates	14 13.46%	9 12.50%	3 30%	3 33.33%	1 14.28%	30 14.85%
Postgraduates	12 11.54%	4 5.55%	0 0%	0 0%	1 14.28%	17 8.42%
TOTAL	104 51.48%	72 35.64%	10 4.95%	9 4.45%	7 3.46%	202

3.2 Level of Education and Feeding Habits

How do educational differences affect vital needs satisfaction in terms of variation of food, the number of times respondents eat per day, the consumption of balanced diets and enough vegetables and fruits considering their low-income and increasing cost of living in Cameroon?

Although the above analyses show some relationships between level of education and the number of times one feeds per day, it is just a random variation because there is no statistical significant relationship between them ($\chi^2=17.07$, $ddl=18$, $I-p=48.20\%$).

Only few uneducated people (33.33%) complained of lack of means than first school leavers (47.05%) and ordinary level holders (42.62%) although they suffered more from unemployment. Although graduates earn better salary and significantly eat twice and thrice per day, more of them (33.33%) complained of lack of means to eat satisfactorily than advanced level holders (28.07%). The postgraduates complained the least (11.76%) because they earn much better salary.

The table shows that first schools leavers and postgraduates significantly consume a variety of meals daily. Illiterate hardly consume a variety of meals daily due to their low economic resources. Surprisingly, advanced level holders have a poorer variation of meals than those with lower academic qualifications. They significantly vary their meals either weekly or monthly or even occasionally. The uneducated significantly consume a variety of meals only weekly. While ordinary and advanced level holders very significantly vary their meals fortnightly,

first school leavers, advanced level holders and graduates significantly vary theirs monthly. Just like advanced level holders, postgraduates vary their meals occasionally, that is, during festive periods like Christmas and New Year celebrations.

Those who significantly suffer from consuming a variety of meals are advanced level holders while postgraduates have a much better variation of meals. There is absolutely no statistical relationship between level of education and the variation of meals ($\chi^2=18.46$, $ddl=24$, $I-p=21.99\%$).

Table 5. Level of education and the consumption of a balanced diet

Food Variation Levels of Education	Daily	Weekly	Fortnightly	Monthly	occasionally	TOTAL
No Level	0 0%	3 4.17%	0 0%	0 0%	0 0%	3 1.48%
FSLC	18 17.31%	12 16.67%	1 10%	2 22.22%	1 14.28%	34 16.83%
Ordinary Level	31 29.81%	22 30.55%	5 50%	1 11.11%	2 28.57%	61 30.20%
Advanced Level	29 27.88%	22 30.55%	1 10%	3 33.33%	2 28.57%	57 28.22%
Graduates	14 13.46%	9 12.50%	3 30%	3 33.33%	1 14.28%	30 14.85%
Postgraduates	12 11.54%	4 5.55%	0 0%	0 0%	1 14.28%	17 8.42%
TOTAL	104 51.48%	72 35.64%	10 4.95%	9 4.45%	7 3.46%	202

The above table indicates that only graduates and postgraduates very significantly eat a balanced diet daily. However, graduates also significantly consume it either fortnightly or annually. Advanced level holders significantly consume it either weekly or fortnightly. Ordinary level holders significantly eat it weekly, monthly and occasionally. First school leavers consume it fortnightly, monthly or yearly.

The uneducated consume it either monthly, yearly or occasionally. The above description shows that as level of education increases, more and more people consume a balanced diet regularly. There is a very significant relationship between level of education and eating a balanced diet ($\chi^2=73.79$, $ddl=30$, $I-p=99.99\%$).

Table 6. Level of education and consuming enough vegetables and fruits

Vegetables/Fruits Levels of Education	Daily	Weekly	Fortnightly	Monthly	Annually	Occasionally	TOTAL
No Level	0 0%	1 1.06%	0 0%	2 11.11%	0 0%	0 0%	3 1.48%
FSLC	4 8.00%	14 14.89%	7 21.21%	8 44.44%	0 0%	1 25%	34 16.83%
Ordinary Level	12 24.00%	32 34.04%	12 36.36%	2 11.11%	1 33.33%	2 50%	61 30.20%
Advanced Level	17 34.00%	30 31.91%	7 21.21%	2 11.11%	0 0%	1 25%	57 28.22%
graduates	10 20%	11 11.70%	5 15.15%	3 16.67%	1 33.33%	0 0%	30 14.85%
Post-graduate	7 14.00%	6 6.38%	2 6.06%	1 5.55%	1 33.33%	0 0%	17 8.42%
TOTAL	50 24.75%	94 46.53%	33 16.34%	18 8.91%	3 1.48%	4 1.98%	202

The above table indicates that advanced level holders, graduates and postgraduates significantly eat enough vegetables and fruits daily. The ordinary and advanced levels holders significantly eat enough vegetables and fruits weekly while first school leavers significantly consume it either fortnightly like ordinary level holders or monthly like the illiterates. Those who occasionally consume them are first school leavers and ordinary level holders. This shows that the consumption of enough fruits and vegetables significantly depend on education although graduates and postgraduates also consume it annually. This indicates that as the people become more educated, they also consume more vegetables and fruits.

Statistically, the dependence of eating enough vegetables and fruits on education is significant ($\chi^2=49.85$, $ddl=30$, $I-p = 98.72\%$).

Few low-income adults consumed recommended amounts of foods (Leung Cindy et al 2012). The poorer sectors of all countries take low vitamins and minerals. As income decreases and food budget reduces, the first items consumers drop out of their diet are usually the healthier ones (Diaz 2012). The biggest problem is 'bad access to good food and good access to bad food' (Oxfam 2014).

As level of education increases, income increases and people seem to have better feeding habits. It does not really matter the number of times one eats or varies ones meals per day but the content of what one really eats which is determined by one's income. That is the reason why there is a negative association between education and the number of times one eats and varies one's meals per day and a positive dependence on consuming a balanced diet and enough vegetables and fruits.

3.4 Level of Education and Health Seeking Behaviour

Here we test the hypothesis of whether there is an association between levels of education and where one receives treatment for one's illness.

Those who do not significantly go to the hospital when they are sick are the illiterates and ordinary level holders. Although first school leavers and advanced level holders significantly go to the hospital when they are sick, they also significantly consult traditional doctors. Those with little or no level of education significantly stay at home when they are sick because they are poor. The lowly educated observe the illness by buying cheap drugs in the informal

sector or consulting untrained roadside doctors. If the illness persists, they will either consult a medical or a traditional doctor whereas the uneducated will continuously stay at home and will hardly go to the hospital because of poverty.

Unlike first school leavers and advanced level holders, very few holders of the ordinary level holders go to the hospital to treat their illness. More advanced level holders slightly treat themselves at the hospital than those with lower academic qualifications. Nearly all postgraduates consult a doctor because they are wealthier.

About 30% of the population do not consult a medical doctor because it is expensive. As a result, they carried out self-medication at home in order to observe the illness before rushing to the hospital. Only about 1.48% of the population benefit from sick insurance.

The monetization on the health-seeking behavior of poor clients make them to go in a more debilitated condition to a health centre because they have endured their illnesses until care could not be put off any longer. They are likely to abandon prescribed medication or economize by buying less than what was prescribed and are unlikely to return as requested for follow-up visits. It therefore leads to high rates of self-medication and recourse to "traditional practitioners (Montgomery Mark 2009).

The statistical relationship shows that, there is a very significant relationship between level of education and health seeking behaviour ($\chi^2=99.55$, $ddl=24$, $I-p = >99.99\%$). However about 2.47% consult a traditional doctor because according to them some illnesses can only be treated using traditional methods.

3.5 Level of Education and Domestic Comfort

In this section, we find out whether there is a correlation between level education and homeownership, cost of house, cost of rent, home qualities, and possession of durable goods.

The above table indicates that the illiterates, first school leavers and postgraduates significantly own a home. The first two because of their age, they are relatively older as compared to the other levels of education. Robert (2016) indicates that the older one is, the higher the likelihood that one will be a homeowner. The last because they have the wherewithal to build since a significant number of them earn above the poverty-line. Apart from the uneducated, the lowly-educated do not significantly rent, they significantly live in a family house. Ordinary level holders suffer the most

because they are not only significantly dependent, but live in a family house and are homeless.

Although advanced level holders significantly rent, they are also significantly homeless. Although graduates significantly rent, they also significantly live in a family house. Those who are much better-off are the uneducated and postgraduates because they significantly rent and own homes. However, some of the postgraduates are dependent especially the young and unemployed ones while those who are uneducated hardly depend on others despite their low-income.

Our statistical analyses show that, the association between level of education and homeownership is slightly significant ($\chi^2=41.47$, $ddl=30$, $I-p = 92.06\%$). More so, the higher ones level of education, the more expensive home one owns. The statistical dependence of level of education on cost of home is very significant ($\chi^2=41.47$, $ddl=30$, $I-p = 92.06\%$)

The high rate of non response is because some are homeowners and others live in a family house while others too are dependent. The illiterates and lowly-educated significantly pay rent <20000. However, ordinary level holders also significantly pay higher rent (21000-41000) than first school leavers. Advanced level holders significantly pay below 21000-41000 and above 63000-73000frs CFA. Postgraduates hardly significantly pay rent below 42 000frs CFA. As level of education increases, the amount paid as rent increases as well. The statistical dependence of level of education on cost of rent is very significant ($\chi^2=76.93$, $ddl=36$, $I-p = 99.99\%$)

Graduates significantly possess all the home qualities unlike the postgraduates who earn more than them. Surprisingly, just like first school leavers, postgraduates do not significantly inhabit well-electrified houses and just like ordinary level holders, they do not live in houses on dry land. The lowly-educated people have the worst houses, they significantly lack most of the home qualities, they possess only one of the qualities. The uneducated slightly significantly possess two home-qualities (well-electrified and houses on dry land).

Therefore graduates significantly possess more quality houses than postgraduates and advanced level holders while advanced level holders surprisingly too own more quality houses than postgraduates.

About 41.09% of the residents in the city of Douala live in poorly constructed houses and 50.5% of them have constructed their houses near stagnant water. These are often unauthorized areas or shanty areas

which Arnott Richard (2008) calls informal housing which is housing that is not in compliance with current regulations concerning land ownership, land use and zoning, or building construction.

There is absolutely no significant dependence of levels of education on home qualities ($\chi^2=33.36$, $ddl=42$, $I-p = 17.27\%$). Therefore the differences we have seen are just random variation. This is because quality houses are very difficult to find in Douala. Therefore it is not a function of money.

Postgraduates, graduates and advanced level holders significantly possess nearly all the durable goods except radio for graduates and postgraduates who significantly possess computer which provides them with the necessary information they need. First school leavers significantly possess only a radio. The class that suffer a lot are ordinary level holders because they do not significantly possess any of the goods. First school leavers are better because they slightly significantly possess radio and the uneducated also slightly significantly possess refrigerator.

The lowly-educated possess very limited or very few durable goods while the highly-educated possess nearly all the goods. However, it is just a random variation because the statistical relationship show that there is no association of the possession of durable goods on level of education ($\chi^2=47.72$, $ddl=42$, $I-p = 74.87\%$). However, as education increases, the reason for not buying the goods because of lack of means decreases. Therefore as level of education increases people have the means to possess more durable goods and vice versa. The goods are indispensable to the poor but they are not rich enough to buy them. The higher one is educated, the more one considers some of the goods indispensable. A radio for example is not indispensable to graduates and postgraduates.

The association between level of education and reasons for not possessing durable goods is slightly significant ($\chi^2=28.59$, $ddl=18$, $I-p = 94.64\%$).

3.6 Level of Education and Leisure Activities

In this part we find out the association that exists between level of education and leisure activities. The question is whether more educated people are more prone to do some leisure activities than the lowly-educated and uneducated.

The uneducated and first school leavers significantly have very limited leisure activities. However, the highly-educated have more leisure activities than the lowly-educated because they have the resources to do

them especially those that involve spending money like travelling and visiting recreational centres.

The lowly-educated especially first school leavers and the uneducated enjoy drinking during their leisure period probably to drown their miseries. This holds true with the culture of poverty. Those who significantly have no leisure activities are the uneducated and first school leavers. It is but normal that 0% of the uneducated read as leisure because they have not been to school. Those who significantly read are ordinary level, advanced level holders and graduates because a significant number of them are still at school. A significant number of graduates do sporting in order to be healthy. Ordinary level holders and the uneducated do not absolutely watch television because they significantly lack it.

There is a significant relationship between level of education and leisure activities ($\chi^2=64.22$, $ddl=42$, $I-p = 98.47\%$).

3.7 Level of Education and Time Spent in One's Neighbourhood

Advanced and ordinary level holders have lived significantly between 5-6 years in their neighbourhoods while advanced level holders and graduates have lived between 3-4 years (first school leavers also included). Graduates and post graduates have lived about 1-2 years in their neighbourhoods. Ordinary level holders and postgraduates live the lowest number of years in their neighbourhoods because the first is poorer and the later is relatively younger.

Robert (2016) shows that high salary earners live longer in their neighbourhoods, but this study shows that as level of education increases, the number of years people spend in their neighbourhoods decreases. Therefore income increases as level of education increases but contrarily, stability decreases as level of education increases as a result of the age factor.

Statistical analyses show that there is slightly a significant association between level of education and number of years spent in ones neighbourhood ($\chi^2=41.55$, $ddl=30$, $I-p = 92.19\%$).

4. Discussion

This study shows that the lower one's academic level is, the higher the probability that one has a precarious job with a very low average salary, hardly visit the hospital when one is sick, have low-quality homes with very limited durable goods and either sleep, drink or gamble during his leisure time. The higher one's level of education, the much higher the

probability that one earns above the poverty-line. Poverty decreases as level of education increases with postgraduates standing out. Poverty is a serious problem in the Cameroon metropolitan city of Douala because only 19.8% of the population earn above the poverty-line; an amount that unable them to have a good health seeking behaviour, domestic comfort, durable goods and a good feeding habit.

The higher one's level of education, the higher the probability that one will earn a higher salary and as a consequence have a better feeding habit in Douala. It does not really matter the number of times one eats or varies ones meals per day but the content of what one really eats which is determined by one's income. That is the reason why there is a negative association between education and the number of times one eats and varies one's meals per day and a positive dependence on consuming a balanced diet and enough vegetables and fruits. One of the objectives of sustainable development is to end hunger and improve nutrition.

The lower one's level of education, the higher the probability that one will stay at home when one is sick and administer self-medication and the higher one level of education, the higher the probability that one will consult a doctor when one is sick in Douala-cameroon. Montgomery Mark 2009 say the monetization on the health-seeking behavior of poor clients make them to go in a more debilitated condition to a health centre because they have endured their illnesses until care could not be put off any longer.

The higher one's level of education, the higher the probability that one has a higher average salary and vice versa. According to Nanche (2016) those who earn above 177,000frs CFA form the upper quintile of Douala households and they receive about 50.89% of the total income. They have a better feeding habit, health seeking behavior, better domestic comfort and very stable life. Therefore the poverty-line can be fixed at 177,000frs CFA which is far above the mean income: 103,505frs CFA and only 19.8% of the total population earn above the poverty-line. Therefore about 80.2 % of the population is poor. From the above it is noticeable that income inequality is very high in Douala with about 80.2% of the population receiving only less than half of the total income of Douala.

In today's world where industry and services are much more important, variations in education levels are also a very significant source of inequality. Young

people who are able to obtain a higher education are also usually able to translate their higher education into higher income levels. Children who are not able to obtain higher level of education often because of poverty may end up with very low-paying jobs. Education can become an equalizer if everybody has the same educational opportunity, but it can also become a source of inequality as well if only the children of the rich are able to obtain a quality education.

In Douala, the number of persons who work in the private and public sectors and who work as managers increase as level of education increases because these professions or sectors require a certain intellectual capacity or qualifications which the lowly-educated lack and as a result, they significantly work in the informal sector. Therefore, the educational institution serves as what Krymkowski (1991) calls an agency for screening and selecting individuals for different types of jobs and scarce positions and offices of power, privilege, and status. The school functions as “mobility escalators,” allowing able, gifted individuals to ascend the social ladder.

Family and individual's incomes depend on the quantities of resources that family can place in employment and prices received for those resources (Sharp, Register and Grime 2000). We discovered that there are about 23.3% graduates and postgraduates in Douala and about 48.93% of them earn above the poverty-line. About 48.5% have the ordinary level and below and only about 3.06% of them earn above the poverty-line. There are about 28.2% advanced level holders in Douala and about 24.56% of them earn above the poverty-line. Therefore as level of education increases, income also increases.

Education creates skills which facilitate higher levels of productivity amongst those who possess them in comparison with those who do not (Becker 1975). Workers are paid what they are worth to employers (Sharp, Register and Grime 2000). Therefore postgraduates and graduates are worth more to employers than advanced level holders and in tend advanced level holders are more productive than the lowly-educated. That is the reason why the highly-educated earn more than the lowly-educated.

The human capital theory assumes that schooling and training increase the productivity of the worker. However, this in tend have an effect on their participation in the predominant values in their society. Money is needed to attain the main

values of Douala and since the highly educated are more productive, they earn more money and as a consequence participate better in them.

As a result, unlike the graduates and postgraduates, the lowly-educated have a very poor feeding habit, health seeking behaviour, are significantly dependent and live in family houses, rent low-cost houses. They hardly possess any of the desired home qualities and durable goods and have very limited leisure activities due to poverty.

5. Conclusion

This paper examines how the increasing rate of unemployment among the educated due to the deterioration of the job market has affected their participation in the leading desired values in Douala. It was discovered that due to high unemployment, nearly all except postgraduates significantly work in the informal sector. Unlike postgraduates (64.70%), the uneducated and first school leavers hardly earn above the poverty-line.

As level of education increases, income increases and people seem to participate better in the predominant values because educated people have a comparative advantage over less educated ones. Although there is statistically a negative relation between number of times one eats or varies ones meals per day, however, the number of times people eat per day increase as level of education increases. There is a significant relationship between levels of education and the consumption of a balanced diet and enough vegetables and fruits.

There is a very significant relationship between health seeking behavior and levels of education. Unlike postgraduates, the lowly-educated buy cheap drugs in the informal sector. About 30% of the population do not consult a medical doctor because of its cost.

Postgraduates, graduates and advanced level holders significantly possess more quality houses and durable goods whereas the lowly-educated possess very limited durable goods. However, there is statistically a negative relationship between education level and home qualities as well as possession of durable goods. The more one is educated, the more one will own and rent an expensive home. The lowly-educated are significantly dependent, live in family houses and homeless. There is a statistically significant relationship between homeownership, cost of home and cost of rent.

The highly-educated have more leisure activities than the lowly-educated especially those that involve

spending money. Although income increases as level of education increases, the number of years people spend in their neighbourhoods decrease as level of education increases as a result of the age factor. There is a statistical relationship between education and leisure activities and geographical mobility.

Therefore there is a positive relationship between level of education and feeding habits, domestic comfort, health seeking behavior and geographical mobility. The more people are educated, the more they participate in the main values because they are more productive and earn higher.

6. References

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