

IMPACT OF EDUCATION ON NATIONAL DEVELOPMENT

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Abstract

Nigeria needs to develop a more formal technical and vocational education system that will produce graduates with the technical and vocational skills needed to operate the employment intensive industries and its value chains and thereby put more of its graduate and youths to gainful work. Nowadays whoever wishes to set up a factory or a construction project in Nigeria knows that he has to import Chinese or German technicians or Indian to run the project. Nigeria is producing too many liberal arts, science and theoretical engineering graduates in our tertiary institutions whose employability potential is very limited. Entrepreneurial, technical and vocational education appears to be the antidote of educational system in Nigeria which is not receiving the utmost attention it deserves. Despite the lukewarm attitude of various successive governments to these aforementioned areas, the importance of education to national development cannot be undermined. This paper attempt to stress the importance of education in entrepreneur, health, productivity, agriculture and technology before conclusion and recommendation were made.

Keywords: Education, Technology, Entrepreneurs, Development

Introduction

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. It also plays a very crucial role in securing economic and social progress and improving income distribution.

Education and Technology

Falade (2010) opines that technology is the application of scientific knowledge to solve the accumulated problems of mankind. Technology can therefore be viewed as the totality of the ways in which the social group provides themselves with the materials of civilization. Thus sciences and technology go hand-in-hand. Science refers to know-why while technology is know-how. Recent advances in digital technology and fiber optics have revolutioned the way

we live and learn, this is a reflection of rapid educational system in the country. Education has helped the citizenry through technology. In some decades ago the use of cell phone is not as common as it is these days. Market women, drivers, elite, ghetto, technicians, artisans, farmers; make use of cell phones everywhere. It is the knowledge of education that has been used to improve technological advancement. Empirical evidence at both micro and macro levels further illuminates these relationship. At a micro level numerous studies indicate that increases in earning are associated with additional years of education, with the rate of return varying with high level of education. Behrman (1990) Psacharopoulous (1994).

The internet appears to be newest entrance into the world communication process and invariably into the education system. Akpan (1997) sees it as a global collection of many networks that are linked together. Just as a road allows travel through different areas of a country, so the internet allows information to flow through many different interconnected computer networks.

Video production can be used at sporting, school, stage, wedding, church and similar events to provide recordings of the events. Event video production can also be used to broadcast events live to viewers at home such as a press conference concert. Besides, video packages can be used by the teaching staff as a supplement to lectures, a substitute for lectures and an individual learning package for students Barford & Weston (1997). Researches in various dimensions in education has made it possible to find/discover new things that are hidden to vast majority of the population in the country.

Education and Entrepreneurship

Entrepreneurship means so many things to different people, depending on their educational background and professions callings. Nnena (1999) described entrepreneurship as a creative and innovative response to environment where such responses can take place in any field of human endeavour. Entrepreneurship education is essentially aimed at creating awareness and mobilizes people for career purpose in order to provide skills needed to promote business and development.

There are also a lot of literatures that link successful entrepreneurship to functional educational policy where innovative and creative skills acquired through the formal education imbued with the instilling or imbibing of success traits in entrepreneur, create a culture of entrepreneurship in an economy Yusuf (1998). Sulit (2006) attributed the success of entrepreneurship to the Chinese, Japanese and newly emerging economies to the cultures and the educational system on those countries. The challenge before countries especially in Africa is to develop the skills and knowledge of their citizens and deploy them towards economic development.

Functional education to educationalistics is the kind of education that comes spontaneously from the influence of the environment. It is based on the child needs rather than oriented towards a national educational development policy. To achieve national goals, the nation's education policy, the nature and structure of entrepreneurs' education must be tailored towards serving the needs of the pupils, students and citizens in order to work towards realizing the objectives of development. Mahieu (2006) insists that such education for national development must operate initiative, flexibility, responsibility and enterprises.

Development is seen as a process generated within a society by forces propagated and invigorated by the actual members of that society. It is believed that true development can neither be started nor sustained by outsider. Although no country can develop in isolation, but heavy emphasis should not be placed on foreign resources for the country's development.

Education is an important contribution to technological capability and technical change in industry. Statistical analysis of the clothing and engineering industries in Sri Lanka, showed that the skill and education levels of workers and entrepreneurs were positively related to the rate of technical change of the firm Deraniyagala, (1995).

"It should be emphasized that some qualities must be possessed by any potential entrepreneurs, while other must be acquired through training, education and development" Norbert (2001). Education is an important determinant of economic and social development of a nation. Quality of education in a country indicates the quality of its human resource. Expenditure on education is considered as an investment in human resource enrichment. In the opinion of Tilak (1989), the impact of trade openness on long-term growth thus depends on how well people and technology made available through trade and foreign investment. Some countries have successfully combined openness and investment in learning and education, forming a virtuous circle: openness creates demand for education and learning and education make a country's export sector more competitive. Knowledge accumulation influences a country's trade performance and competitiveness. Grossman and Helpman (1989): trade in turn enhances knowledge accumulation, especially through imports. Ben David & Loewy (1995).

Human resources development is also a sine qua non to Nigeria national development; this was demonstrated in Japan and Korea Lawat et. al (1976). Development depends very much on human knowledge and skills. This must be such a high quality of education and training is achieved for a large majority at a reasonable price and the context and quality of such education and training should be relevant and adequate to the country's development needs. Literature on development stresses the axiom that it is the people who develop and that unless there are large numbers of suitably qualified people development cannot take place. Gboyega (2003) captures development as an idea that embodies all attempts to improve the conditions of human existence in all ramifications. It implies improvement in material wellbeing of all citizens, not the most powerful and rich alone in a sustainable way such that today's consumption does not imperil the future. It also demands that poverty and inequality of access to the good things of life be removed or drastically reduced. It seeks to improve personal physical security and livelihoods and expansion of life chances.

Education and Agriculture

Education may have both cognitive and non-cognitive effects upon labour productivity. Cognitive outputs of schooling include the transmission of specific information as well as the formation of general skills and proficiencies. Education also produces non-cognitive changes in attitudes, beliefs and habits. Increasing literacy and numeracy may help farmers to acquire and understand information and to calculate appropriate input quantities in a modernizing or rapidly changing environment. Improved attitudes, beliefs and habits may lead to greater willingness to accept risk, adopt innovations, save for investment and generally to embrace productive practices. Appleton & Balihuta (1996); Cotlear (1990).

Education may either increase prior access to external sources of information or enhance the ability to acquire information through experience with new technology. That is, it may be a

substitute for or a complement to farm experience in agricultural production. Schooling enables farmers to learn on the job more efficiently. Rosenzweig (1995).

Education may directly influence agricultural productivity via one or more of the routes described above. Education may also indirectly increase output through its interaction with other institutional variables. For example, schooling may substitute for access to credit by providing the skills necessary to obtain waged employment, thereby generating cash to finance agricultural investment. Appleton & Balihuta (1996). Coller & Lar (1986) note the importance of non-agricultural income for farmer's productivity. Remittances from migrants educated by the household may also serve this function. Furthermore, Phillips and Marble (1986) note that educated farmers are able to interact more effectively with credit agencies because they can understand financial transactions and keep records, increasing the likelihood of obtaining credit.

Cotlear (1990) describes three different types of education: formal, non-formal and informal. Formal schooling is what is usually meant by the term education. Non-formal education includes agricultural extension contacts and apprenticeships as well as adult literacy training. Informal education may refer to as wide range of experiences, including learning by doing and migration or other activities which provide exposure to new ideas and facilitate learning. Formal education tends to promote formation of cognitive skills and abstract reasoning ability as well as changes in attitudes. Non-formal education most often serves to transmit specific information needed for a particular task or type of work. Informal education may serve mainly to shape attitudes, beliefs and habits.

In the opinion of Hussain & Byerlee (1995) there are two important ways in which education may increase farm output (1) general skills acquired in school reduce technical and allocative inefficiencies in production and second one is attitudes acquired in school encourage the adoption of new technologies which may cause the production frontier to shift outward.

Education and Productivity

At a micro level numerous studies indicate that increases in earnings are: associated with additional years of education, with the rate of return varying with high level of education. Behrman (1990). No country has achieved constant economic development without considerable investment in human capital. Education provides a foundation for development, the ground work on which much of our economic and social wellbeing is built. It is the key to increasing economic efficiency and social consistency. It increases the overall productivity and intellectual flexibility of the labour force. It helps to ensure that a country is competitive in world markets now characterized by changing technologies and production methods.

Families make a variety of decisions. One is whether to have many children or to have fewer children. Also some try to do more for each child. As countries develop, the trend shifts very strongly toward the latter. Every nation that has developed has done that, some in remarkably short periods of time. Taiwan for example has a birth rate lower than the United State, Declining birth rates also characterized Hong Kong, Mexico and Poland as a result of education. Becker (1998).

Education and Health

It's well-known that education leads to better jobs and higher income, but research also links education with reduced risk of illness, increased vitality, longevity, and better school success for future generations. Yet changing demographic trends and rising college costs threaten the future of education in Nigeria.

Education has been identified as a common social vaccine resulting in the more educated less likely to be infected. Accurate information on health risks suggests a negative linear relationship between years of education and HIV infection rate. UNESCO Director General made a statement during 2011 World AIDS Day, identifying education as one of the three primary concerns and urging for it to become a full-fledged priority. By implementing educational policies, UNESCO aims to make sure all individuals in and out of formal education have access to comprehensive HIV education. Education is important in the growth of adolescent reasoning as having less prior knowledge shows a compulsion to construct reality based on recent experience. A new Nigerian citizen who values hard work, self-actualization rather than dependency for nothing. Achieving this aim may be that strongest action Nigeria can take to build a better future for its people. NPC & CBN (2005).

Many perceive education as an instrument for self-reliance, social reconstruction and economic development. The increasing demand for education and the resultant expansion in enrolments have quite serious impact on the future development of education in the poor countries. Societies through ages have one form of education or the other whether indigenous or Western education. This is because education is as essential to man as life itself on this planet earth.

As reported by Oluwatoyin Malik (2015) The General Officer Commanding (GOC), Division of the Nigerian Army, Ibadan, Oyo State, Major General Sanusi Nasiru Mu'azu has stressed the importance of education to the development of the society saying that its absence would make the contemporary world stagnant. The GOC stated this at a four-day second quartered 2015 conference of the Nigerian Army Education Corps (NAEC), held at the Tiger Officers' Mess, Agodi, Ibadan.

In attendance at the conference were all officers of the Nigerian Army Education Corps. The conference, the Nigerian Tribute learnt was aimed at harnessing ideas to move NAEC forward and would feature presentations from resource persons in the military and academia. Mu'azu reiterated that education was synonymous to peace and security, as technological equipment that would aid the tracking of criminals and its optimal use could only be utilized through education.

Studies show that exploiting from modern technologies like computer and world web in classrooms, gives this possibility to the students to learn by faster speed and better performance Mehmet (2004) and have more satisfaction by attending in the classroom Milleken & Bames, (2002).

Today students are born in audio, video and motional world. Therefore teacher's attempt for their training by exploiting from educational media and methods during past period will be useless or will not be followed by a significant result.

Therefore it is necessary for the both teacher's know well about new educational media and technology and also contact with it by a positive attitude Tileston (2004).

21st century is knowledge and information revolution century. It means the conversion of industrial society into information society; and today the rich countries and human societies are those who have access to the greatest knowledge, awareness and information. Technology will have a critical role in the 21st century. Alinston (2002).

Conclusion and Recommendation

This paper concludes that the three tiers of government should intensify efforts at making our educational system functional in all ramifications entrepreneur, health, productivity, agriculture, technology and other sectors of the economy.

It is however, the submission of this paper that all the stakeholders in the education industry, government and private owners join hands together and fully embrace functional education more than in the past with the government playing a leading role. The paper opines that since no nation can develop above its educational system it becomes not only important but also imperative to find some solutions to the problems of indifference to our technological advancement in the country. More attention is required on the part of the government in the provision of the vocational and technical education to growing number of prospective students seeking admission to tertiary institutions.

Since the country has entered 21st century insufficiently prepared to cope or compete in the global economy, a rapid attention should be given to vocational and technological subjects so that our graduates will cease from being idle after graduation from tertiary institutions.

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