

THE ROLES OF EDUCATION IN NIGERIA: IMPLICATION TO ECONOMIC DEVELOPMENT.

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ABSTRACT: *This paper examines the roles of education on economic development. However, it stated clearly the contributions of education on economic acceleration in Nigeria. Yet, it also discussed the types of education. Similarly, it explained the implication of education on the economic development.*

KEYWORDS; roles of education, contribution, economic development implication.

INTRODUCTION

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation.

Emil Durkheim (1918) explained that education is performing two majors functions in advanced industrial societies transmitting the shared values of society and simultaneously the specialized skills for an Economy development.

Adesola (2015) states that education is a process of facilitating learning, or the acquisition of knowledge ,skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Further he stated that education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Education is commonly divided formally into such stages as pre-school or kindergarten, primary school, secondary school and then college, university, or apprenticeship..

Chief Olusegun former head of Nigeria in his lecture at the 41st Convocation Ceremony of the university of Nsukka described education ‘’ as the major agency for both personal and national socio- economic development .

Education is the process of bringing desirable change into the behavior of human beings. It can also be defined as the “Process of imparting or acquiring knowledge or habits through instruction or study”. The behavioral changes must be directed towards a desirable end. They should be

acceptable socially, culturally and comically and result in a change in knowledge, skill, attitude and understanding.

With the development of society; education has taken many shapes, such as child education, adult education, technical education, health education, physical education and so on.

risky transition for a kid to navigate. Success, the kind required to move a child from childhood to young adulthood, cannot just be measured in core academic skills. Imagine a middle school "graded" on not only knowledge but on how well it built empathy, self-advocacy, teamwork, and decision-making skills in their students?

Types of Education

Education goes beyond what takes places within the four walls of the classroom. A child gets the education from his experiences outside the school as well as from those within on the basis of these factors. There are three main types of education , namely, Formal, Informal and Non-formal. Each of these types is discussed below.

Formal Education

Formal education or formal learning usually takes place in the premises of school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school. Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree. It is associated with a specific or stage and is provided under the certain set of rules and regulations. The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction. It also observes strict discipline. The student and the teacher both are aware of the facts and engage themselves in the process of education.

Examples of Formal Education

Learning in a classroom School grading/certification, college, and university degrees Planned education of different subjects having a proper syllabus acquired by attending the institution.

Informal Education

Informal education may be a parent teaching a child how to prepare a meal or ride a bicycle. People can also get an informal education by reading many books from a library or educational websites. Informal education is when you are not studying in a school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home. Unlike formal education, informal education is not imparted by an institution such as school or college. Informal education is not given according to any fixed timetable. There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.

Examples of Informal Education

Teaching the child some basics such as numeric characters. Someone learning his/her mother tongue A spontaneous type of learning, “if a person standing in a bank learns about opening and maintaining the account at the bank from someone.”

Non-formal education; someone (who is not in school) can learn literacy, other basic skills or job skills.

Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities. Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

Examples of Non-formal Education

Boy Scouts and Girls Guides develop some sports program such as swimming comes under the non-formal education. Fitness programs. Community-based adult education courses. Free courses for adult education developed by some organization.

The Role of Education in Economic Development

Till recently economists have been considering physical capital as the most important factor determining economic growth and have been recommending that rate of physical capital formation in developing countries must be increased to accelerate the process of economic growth and raise the living standards of the people. But in the last three decades economic research has revealed the importance of education as a crucial factor in economic development. Education refers to the development of human skills and knowledge of the people or labour force.

It is not only the quantitative expansion of educational opportunities but also the qualitative improvement of the type of education which is imparted to the labour force that holds the key to economic development. Because of its significant contribution to economic development, education has been called as human capital and expenditure on education of the people as investment in man or human capital:

Speaking of the importance of educational capital or human capital Prof. Harbison writes: “human resources constitute the ultimate basis of production human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.”

Education and Economic Growth:

Several empirical studies made in developed countries, especially the U.S.A. regarding the sources of growth or, in other words, contributions made by various factors such as physical capital, man-

hours, (i.e., physical labour), education etc. have shown that education or the development of human capital is a significant source of economic growth.

Professor Solow (1909) who was one of the first economists to measure the contribution of human capital to economic growth estimated that for United 57.5 per cent of the growth in output per man hour could be attributed to the residual factor which represents the effect of the technological change and of the improvement in the quality of labour mainly as a consequence of education.

He estimated this residual factor determining the increase in the total output on account of the measurable inputs of capital and labour (man- hours). He then subtracted this figure from the total output to get the contribution of residual factor which represented the effect of education and technological change, the physically immeasurable factors.

He then measured the contributions of education of per worker, capital formation, technological change and economies of scale. Denison found that 28 per cent points of contribution to growth in output due to growth in labour-productivity was due to technological change, 19 per cent points due to capital formation and 14 per cent points due to education per workers, and 9 per cent points due to economies of scale. It is thus clear that education and technological progress together made 42 per cent (14 + 28) contribution to growth in national product .

Rate of Return Approach

The contribution of education to economic growth has also been measured through the rate of return approach. In this approach rate of return is calculated from expenditure made by individuals on education and the measurement of the flow of an individual's future earnings expected to result from education.

The present value of these is then calculated by using appropriate discount rate. This method has been used by Gary S. Backer who measured in- come differential arising from the cost or expenditure incurred on acquiring a college education in the United States. His estimates show that the rates of return on education in the U.S.A. for urban white population were 12.5 per cent in 1940 and 10 per cent in 1950.

Expenditure on Education and Income

Another approach to measure the contribution of education is based upon the analysis of the relationship between expenditure on education and income. Using this approach Schultz studied the relationship between expenditure on education and consumer's income and also the relationship between expenditure on education and physical capital formation for the United States during the period 1900 to 1956. He found that when measured in constant dollars, "the resources allocated to education rose about three and a half times (a) relative to consumer income in dollars, (b) relative to the gross formation of physical capital in dollars".

This implies that the "income elasticity" of the demand for education was about 3.5 over the period or, in other words, education considered as an investment could be regarded as 3.5 times more

attractive than investment in physical capital. It may, however, be noted that these estimates of Schultz only indirectly reflect the contribution of education to economic growth

In our above analysis we have explained that education is regarded as investment and like investment in physical capital, it raises productivity of the labour and thus contributes to growth of national income. The increased earnings or higher wages made by more educated workers have been considered as benefits not only to the private individuals, but also to the society as a whole. This is because higher earnings presumably reflect higher productivity, increased output in real as well as monetary terms.

Consumption Benefits of Education

We have explained above the investment benefits of education and therefore its effects on productivity and national output. But investment benefits are not the only benefits flowing from education. Education also yields consumption benefits for the individual as he may “enjoy” more education derive increased satisfaction from his present and future personal life.

If the welfare of society depends on the welfare of its individual members, then the society as a whole also gains in welfare as a result of the increased consumption benefits of individuals from more education. Economic theory also helps us in quantifying the consumption benefits derived from education.

In economic theory, to measure the marginal value of a product or service to a consumer we consider how much he has paid for it. An individual would not have purchased a product or service if it were not worth its price to him. Besides, an individual would have bought more units of a product if he thought that the marginal utility he was getting was more than the price he was paying.

Thus relative prices of various products reflect the marginal values of different products and the amount consumed of various products multiplied by their prices would, therefore, indicate the consumption benefits derived by the individuals.

It may, however, be pointed out that the prices in a free economy are influenced by a given income distribution and the presence of monopolies and imperfections in the market structure and therefore they do not reflect the true marginal social values of different goods.

However, an objective measure of consumption benefits of education may be difficult and has yet to be found out, but it should not lead any one to ignore the consumption benefits of education and its policy relevance. It may also be noted that, according to the new view, economic development is not merely concerned with the growth of output but also with the increase in consumption and well-being of the society. Therefore, consumption benefits of education may also be regarded as developmental benefits.

External Benefits of Education

We have explained above the investment benefits and consumption benefits flowing from more education both for the individual and for society. The analysis of benefits has been based on the assumption that private interests of individuals are consistent with the social good.

However, private and social benefits do not always coincide for instance social benefits may exceed private benefits. This is the case with the education of an individual which not only benefits individual privately but also others.

First, education makes people better neighbours and citizens and makes social and political life more healthy and meaningful. Secondly, the most important external benefit of more education is its effect on technological change in the economy. More education, especially higher education stimulates research and thereby raises productivity which undoubtedly benefits the society.

The individual inventor may not receive earnings equal to his contribution to the research. Denison's study of contribution of education to growth whose main findings have been mentioned above clearly shows the external benefits of education.

After estimating the contribution of labour (including educated labour) and physical capital to economic growth he obtained an average residual of 0.59 percentage point. Denison attributed this to the increase in knowledge which is the direct result of research and indirectly of higher education. "If the entire residual indeed stemmed ultimately from education, as some human capital enthusiasts have implied, this would mean that education, directly or indirectly, contributed over 40 per cent of total output growth and 80 per cent of increased productivity from 1929 to 57." If Denison's residual is regarded as mainly due to re- search stimulated by additional education then this is indeed a major external benefit of education.

Education, Inequality and Poverty:

An evaluation of the role of education in economic development must not be confined to judging its impact on growth in output but should also include its impact on structure and pattern of economic development as well as on the distribution of income and removal of poverty.

In the 1950s and 1960s, the most important objective of development was the maximization of rate of economic growth, i.e. growth of material output and in conformity with this the economics of education also focused on estimating the contribution of education to the growth of national output. But now-a- days policy of economic development has been increasingly concerned with the distribution of income i.e how gains of economic growth are distributed and whether poverty is being reduced.

But recent studies have revealed that education, given the present education system, has tended to increase the inequalities in income distribution rather than reducing them. The adverse effect of formal education on income distribution has been explained through establishing a positive correlation between level of education received by an individual and the level of his life-term earnings.

It has been shown that those who are able to complete their secondary and university education earn as high as 300 to 800 percentages more income in their life time than those who complete a part or whole of their primary education.

“Since levels of earned income are so clearly dependent on years of completed schooling, it follows that large income inequalities will be reinforced and the magnitude of poverty perpetuated if students from middle and upper income brackets are represented disproportionately in secondary and university enrolments. If for financial and/or other reasons the poor are effectively denied access to secondary and higher education opportunities, then the educational system can actually perpetuate and even increase inequality in Third World Nations.”

There are two important economic reasons why in the present education system, children and boys belonging to the poor families cannot complete their education up to the secondary level and in many cases even up to the primary level.

First, the private costs especially, ‘the opportunity costs’ of primary education for the children belonging to the poor families are higher than for students belonging to the rich families. Children of the poor families are needed to do work on their family farms or in other family occupations, that is, cost of studying in school is family work sacrificed. On the other hand, benefits of education to the poor students are also lower as compared to those to the rich students.

This is because it is difficult for the poor students to be selected for the jobs because of poor contacts and influences as compared to rich students, even though they may possess the same level of education.

Even in agriculture where it can be said that more education can benefit all equally because it raises the labour productivity, the more benefits of education and consequently of higher productivity in agriculture are likely to be obtained by those who own land and have adequate resources to modernize their agriculture. The benefits of more education and consequently higher productivity of landless labour may go to the landlords for whom they work.

It follows from above that as a result of higher private costs and lower expected benefits from education of the poor students, the poor family’s rate of return from investment in education of a child is much lower. As a result of this, the children of poor families are likely to ‘drop out’ during the course of primary education.

The fact that children and boys of poor family are unable to complete their secondary education coupled with the fact that there are large income or wage differentials between different persons of different levels of education explain that education in underdeveloped economies tends to increase income inequalities and perpetuates poverty rather than helps to reduce them.

Education and Rural Development:

If the objective of raising the standards of living of the people in general and removal of mass poverty is to be attained in less developed countries like India, then rural development must get the highest priority.

In the 1950's and 1960's in most of developing countries, the modernization and development of the urban sector was given the highest priority in the development plans and more resources were allocated to this sector. But in recent years the thinking among economists all over the world has undergone a significant change, since the development of the large scale industries and the urban sector has failed to solve the twin problems of poverty and unemployment.

It has now been increasingly realized that it is through the emphasis on agricultural and rural development in the strategy of development that the problems of poverty and unemployment can be solved. Since 80 per cent of the population of less developed countries directly or indirectly depends upon agriculture, rural area needs to be given the highest priority.

Now, education can play an important role in agricultural and rural development provided it is suitably modified and given a rural bias. The present system of education has a strong urban bias so that it is ill-suited to the requirements of agricultural and rural development. Moreover, the emphasis in the present education system is on general education rather than on vocational education.

A relevant and meaningful education can raise the productivity of the rural labour in agricultural work. It can create new employment opportunities if during the schooling students are educated and trained in some useful vocations.

Moreover, education to the poor people will induce in them desire to have fewer children with the result that not only their private level of living will rise, but it will also help the general economic development by checking the growth of population. Above all, education will bring about improvement in their health and nutrition. Phillip H. Coomb, an eminent educationist and economist, has classified different types of education that should be provided to the rural people so as to promote rapid rural and agricultural development.

They are:

1. General or Basic Education:

This should cover teaching the students about reading, writing, elementary mathematics and about understanding of basic science and one's environment. This type of education is being currently provided.

2. Family Improvement Education:

Under this students should be provided knowledge, skills, attitudes which are useful in improving the quality of human life. Accordingly, this should cover subjects such as health and nutrition, family planning, child care, home repairs and environment improvements etc.

3. Community Development Education:

This type of education should be so designed as to improve the working of rural institutions and processes so that rural community should be developed. This should cover subjects such as local self-government, co-operative enterprise, running rural development projects etc.

4. Occupational Education:

Under this students should be educated and trained for performing various agricultural activities properly and efficiently and for imparting education regarding particular agricultural skills and occupations. This would enable the students to make their living through self-employed occupations in agriculture, agro-industries and other non- agricultural works after completing their education.

Implication of Education on Economic Development in Nigeria

Indeed, it may cumbersome in any country to develop without proper educators, However, in advance countries such as America Japan and others countries over the world provide good education for their people this contributes to the development of their economic in their countries, moreover this makes their countries to become self- reliance.

Obviously, in Nigeria the poor standard of education link to the inability to become self- reliance similarly, it generate to undeveloped economic. Therefore we need to allow educators to find last solution to the economic of Nigeria otherwise it may generate to another problems because without proper economic there is no way for a country to move forward and make the needs of the people.

Similarly, since inception of the present administration president Mohammed Buhari there is many problems on economic of Nigeria .For instance, high cost rate, unemployment, inflation , and poor standard of living because there is poverty in the country. Yet, there is high rate of anti- social behaviour rampant among the youths such as stealing, kidnapping, killing the innocent for ritual over the country.

Therefore, the present government that is ruling needs the educators to find the last solution to the problems applicable , so the country will be self- reliance.

Conclusion

Indeed , education performs specific roles on how to cure economic acceleration because, it will be enlighten the people the repercussion of the economic recession in any country. For instance , Nigeria has Economic Recession presently . However, only education can provide the solutions to the problems . Moreover, it will provide the experts who can manage available resources and how to punish anyone who is guilt of money laundering which many public office- holders have committed during former president Good lucky Jonathan administration Nigeria.

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