

The Imperative of Education on National Development

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ABSTRACT

This study examined the imperative of education on national development. It posed Nigeria as a sovereign nation that possesses unique and numerous human and material resources that can enhance her developmental pace. The study posited development as a concept defined by various scholars whom have geared their definitions to the quality increase of a society. Similarly, Gboyega (2003) cited by Tolu and Abe (2011) posited development as an idea that embodies all attempts to improve the conditions of humans existence in all ramifications. The study asserted that Nigeria as an African entity is plagued with various negative concepts comprising of corruption, unemployment, terrorism, religious turbulence, injustice, unequal distribution of wealth and power among others that have paved way for numerous social ills in the country and this had antagonized Nigeria's quest for national development. The study noted the prevalence of several measures adopted to salvage Nigeria from her dwindling pace; thus, the study posit education as an imperative tool that can foster national development in Nigeria. The study further posited various confronting problems and issues of national development as well as the challenges foiling the quest of education as an imperative tool attaining the national development goal. This had emanated grave consequences for the Nigerian populace thus; the study posited some remedial strategies that will foster education as an imperative tool to overcome these constraints and at a brighter light to attain national development for Nigeria.

Keyword:- Education, National Development

I. INTRODUCTION

The pride of any government is the attainment of higher value level of development in such as way that her citizens would derive natural attachment to governance. However, for a nation to be in a phase of development there must be some pre-requisites which include socio-political and economic stability (Tolu and Abe, 2011). Development as a concept has been defined by various scholars whom have geared their definitions to the quality increase of a society. Gboyega (2003) cited by Tolu and Abe (2011) posited development as an idea that embodies all attempts to improve the conditions of humans existence in all ramifications. It implies improvement in material well-being of 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 good things of life be removed or drastically reduced. It seeks to improve personal physical security and livelihoods and expansion of life chances.

Similarly, Tolu and Abe (2011) cited Naomi (1995) who stated that development is usually taken to involve not only economic growth but also some of notion of equitable distribution, provision of health care, education, housing and other essential services all with a view to improving the individual and collective quality of life.

Considering the above postulation, national development elicits the efforts of a nation to improve the all-round affairs surrounding the nations existence e.g. provision of social amenities to the people, enhancing

equal distribution of power and wealth as well as aiding the economy of the country. National development refers to a nation's ability to improve the lives of her citizens. Such measures of improvement may be material and social, where the material aspect of the improvement may entail an increase in the gross domestic product and in social aspect may entail literacy rates and availability of health-care. National development is a phenomenon that graces a nation's effort geared towards an increase in political, economic, religious, social as well as the educational sector of a nation.

The globe is made up of countries who are groomed in continents eliciting various principles, ethics, laws, values, beliefs, morals that are unique and dynamic; geared towards fostering their development. These countries are categorized into developed, developing and under-developed countries due to their quota they contribute to the development of their countries. Nations are sovereign geographical entities characterized with subjects called citizens who are controlled, guided and protected under the auspices of nations laws drafted in nations' constitutions. The sole-aim of the constitutions of these nations is geared towards fostering stability in their countries in order to establish national development.

Nigeria as a nation is one of the sovereign nations of the world located in the western region of the Africa continent; whose subjects are controlled, guided and protected under the auspices of the constitution of the federal republic of Nigeria. Nigeria as a sovereign nation is made up of citizens who are categorized into the elite group and the masses group who dwell in various activities under the auspices of the constitution. It is sad to note that Nigerians are lawless citizens, who have little or no respect for the rule of law; Nigeria is a nation where her citizens are free to do whatever they wish to do despising the consequence thereafter. She is a nation where her citizens have great urge for wealth, fame and power and this had agitated them to engage in activities that antagonize the rule of law and this gravely affects the pace of national development. Recalling from the past, most Nigerian leaders due to their urge for fame,

wealth and power paved way for colonization that interrupted our history and our developmental efforts; nationalities were made to be slaves in their own land as they aided the exploitation of their own land with their own brothers; it is pertinent to note that Nigeria resources were exported to western countries with some of our unpatriotic leaders granting them full access. In times past, Nigeria as a society was reckoned as a squalor that is, she was an un-conducive society for living compared to contemporary independent Nigeria where one can live partially comfortable.

The gap between ancient Nigeria and contemporary Nigeria can be adjudged as little despite our independent state. Nigeria as a country is not near development due to various negative concepts of corruption, injustice, inequality among others that have plagued the Nigerian state. These negative concepts have emanated numerous social ills in the country ranging from the terrorist attacks of the Boko Haram sect to the incessant political crises by party oppositions as well as to the occurrence of kidnapping, assassinations, armed-robbery among others that have foiled Nigeria's pace of development. The malignant nature of these negative concepts had immensely foiled the national development of this country (Nigeria) as she is tagged as an under-developed country of the world. As earlier noted, the malignant nature of these negative concepts that have facilitated Nigeria's under-development had paved way for the urgent need for a salvaging tool so as to overhaul the country and curb out these negative concepts that have posed as a culture of Nigerians. It is a known fact that the values, ethnics, beliefs, norms as well as knowledge are features of a given culture that are transferred from generations to generations. Considering this postulation, the negative concepts of corruption, injustice, inequality among others that have emanated numerous social ills, have been adopted as a culture that have existed since Nigeria emergence. However, these negative concepts that have been sued in our culture have been transferred from Nigeria generations to generations, thus, decline the pace of Nigeria's quest for national development.

There have been various efforts made by individuals, groups and organizations geared towards enhancing Nigeria's quest for national development but little or no positive outcome have been recorded due to the malignant nature of the afore-mentioned negative concepts that have eaten deep into the Nigeria state, thus, education has been solicited as an imperative tool that can help salvage Nigeria's under-development in order to establish the much needed national development.

Education is a vital foundation to any country as it elevates her standard of living by instilling in the subjects of the country, the needed knowledge, skills and gadgets to building and establishing a nation of positive attraction and usefulness in the bid to rear national development in the country. It is a phenomenon that agitates positive change in any country as it is pivotal to note that the backbone of the educational process is the instructors who carve self-valued times to impart knowledge on the citizenry. Dienye (2011) explained that education is synonymous with the existence of human societies; it is the medium through which the human society transmits its cultural heritage to its younger generations. In like manner, Orobosa (2010) cited by Dienye (2011) defined education as the process by which an individual acquires the many physical and social capabilities demanded by the society in which he or she has been born into.

Education can be defined as a conscious process of preparing and equipping the citizenry for better internalization of true democracy for them to be legally minded and socially inclined in practicing and exercising their rights and duties without fear and ignorance. It is a process that encompasses the inculcation of the right type of attitudes, values, skills, beliefs and knowledge which the society considers desirable and essential for its survival as a unit for its development. Thus, education posits itself as an imperative for national development. Recognizing the role of education to national development, Dienye (2004) noted that education involved the deliberate efforts on the part of the educator in developing the personality of the child and to prepare him for membership of his

society and in turn aid the development of his society.

Ukeje (1986) cited in Dienye (2011) posited education as power, as a process of acquiring knowledge and ideas that shape and conditions man's attitudes, actions and achievements geared towards developing the child's contribution in national reforms. He further noted that education is a process of mastering the laws of nature and for utilizing them effectively for the welfare of the individual and for national reconstruction; it is the art of utilizing knowledge for an advanced living.

Education is a phenomenon that is intricately interwoven with national development. It is a phenomenon that fosters the zeal of patriotism and nationalism in the citizenry of a nation, it fosters a sense of responsibility and maturity in the citizenry in the bid to groom them towards the much desired national development. Education is a concept that is structured to expose, identify national problems as well proffer practical means of solving the identified problems by inculcating in the citizenry, the citizenship skills, values, as well as knowledge so as to aid the national development of the nation.

The Nigerian society is a society that is in desire need of national integration, national integration entails the attempt to bring together the different potentials of the nation (human and natural resources) for the common goals of unity. It is an aspect of national development which includes the process of modernization in all sectors of the nation the presence of peaceful coexistence among groups in the nation. The disunity in the Nigeria state had agitated the call for national integration with the view to promoting national integration which education is tasked to execute. Education encompasses pedagogical skills to impart the right type of national values, beliefs, morals, norms on the students to foster oneness in them so as to aid national development, as the presence of various efforts can aid the attainment of national goals, thus, education is imperative due to its zeal to inculcate the spirit of oneness in the citizenry so as to emancipate them to contribute

meaningfully to the national development of the country.

Buttressing the afore-noted data of the imperative of education on national development, Dienye (2011) asserted that education contributed to national development when he elicited that the type of education offered to the citizenry must be relevant to the needs of the nation. The system should be such that a level of autonomy is allowed, autonomy here means a situation whereby individuals have the ability to judge, act and think accurately as well as rationally. He further explained that the development of the nation depends on the extent to which education can be an instrument for identifying personal, social goals and objectives. Its relevance is usually determined by its level of efficiency and effectiveness in accomplishing set goals. Furthermore, Dienye (2011) cited Akinpelu (2001) who also asserted education without quality is more dangerous than no education at all. Thus, policy makers must be made by educationists and all stake-holders to realize that quality in education cannot be compromised if Nigeria will meet the challenges of the 21st century (Dienye, 2011).

II. STATEMENT OF THE PROBLEM

The Nigerian society is a society that is uniquely blessed and favoured in all ramifications still they are known and regarded as an under-developed country of the world. Considering Nigerian unique and rich resources, she ought to be flourishing in greatness and at the climax of development but the incessant social ills that have plagued Nigeria had foiled her quest for development. Such social ills that have plagued the Nigerian society entail corruption, injustice, unequal distribution of wealth and power among others.

Nigeria is a land characterized with great brains, technocrats, scientists among other talents who ought to be of immense contribution to the development of the continent but due to the present of these social ills, these talents are sold out to foreign countries to be groomed for their own development at the detriment of

Nigeria national development. These social ills present in the Nigerian terrain had posed as problems and issues of concern that have gravely affected Nigeria's strives for development as measures have been mapped out by various governmental and non-governmental groups in order to salvage Nigeria from these malignant problems in Nigeria; thus this paper tends to solicit education as an imperative tool for National development.

RESEARCH METHOD

The research method undertaken in this study included an extensive review of theoretical literature as well as the use of non-empirical methodology. The following sources were consulted to ensure a balanced review of secondary sources of relevance: published academic works, academic journals, internet sights, workshop reports and as well as magazines and newspapers.

III. PROBLEMS OF NATIONAL DEVELOPMENT

Nigeria as a sovereign nation has encompassed series of activities, efforts that have been geared towards national development by successive Nigerian administrations but all these efforts towards national development have yielded little or no positive outcome as the country is still tagged an under-developed country of the world. There are confronting problems of national development and they include: lack of good governance; higher level of corruption, and indiscipline; non corroboration of brains for national development. The aforementioned problems are militating problems of Nigeria's quest for national development.

Nigeria's quest for national development has been foiled with the presence of injustice, corruption, unequal distribution of wealth and power; less emphasis on various sectors of the country like agriculture; tribalism, nepotisms, cronyism as variables for running the country's affairs; the incessant inflatory demands by global bodies among others that have posed as problems militating against Nigeria's quest for national development. However, the afore-

mentioned problems are products of mental slavery in Nigeria. Nigeria became independent in 1960 from the hands of the British government which I tagged as “physical independence”, contemporary speaking, Nigeria among other Africa nations are mentally enslaved with the presence of external influence and control of our affairs invisible to us. The Nigeria government and her people are still under the control and influence of western bodies because of her unique resources which had agitated the western world to tag Nigeria as an underdeveloped country that needs assistance to become developed. Nigerians who believed them chance to their rhythm and this gravely affected Nigeria’s a nation and this is a major contribution to Nigeria under-development.

In a recap, Nigeria mental slavery is a grave problem that has in times past and presently militate the quest of national development of the Nigerian society.

IV. CONSTRAINTS FOILING EDUCATION IN ACHIEVING NATIONAL DEVELOPMENT

Education as a vital phenomenon geared towards national development is explicitly not a perfect phenomenon; its quest for attaining the goals of national development is confronted with some challenges that have constrained education in the bid to attain national development.

Genry and Una (2008) posited the following as the challenges constraining efforts of education geared towards national development and they include:

- The incessant syllabus change
- He observable time challenge
- The educational turnover challenge
- The educational cross-curricular challenge
- The community challenge

These challenges itemized above according to Genry and Una (2008) pose as constraints education is encompassing in the bid to attain national development.

Consequently, education encompass the constraint of wealth conscious teachers who took up teaching not as a career but as an occupation to earn a living; the constraint of non-subject

specialists who are recruited to teach subjects due to their aid from political influence; the constraint of deviancy on the part of the students who refuse to be attentive during class situations and as such possess little or no comprehension of the subject matter.

Oguejiofor and Ezeabasili (2014) posited the following as constraints of education in attaining national development.

Lack of adequate teaching-learning facilities and equipments.

Acute shortage of quality teachers or instructors

Poor remuneration of teachers

Poor funding of education

Poor perception and misconception about education

Financial constraints facing education

Quality teacher demand and supply

Rising demand for education

Social consequences of education

V. REMEDIAL STRATEGIES FOR EDUCATION ON NATIONAL DEVELOPMENT

Education in Nigeria is unfortunately battling with series of constraints foiling its quest to attain national development for Nigeria. It is against this background that the following remedial strategies are proffered to aid education attain national development in Nigeria:

- There should be adequate emphasis on practical aspect of education to enable the recipients acquire skills and reduce the over-dependence on government paid jobs and become independent by engaging in individually set up jobs to attain income and as well contribute their quota to the growth of the economy of the country.
- To combat poor public perception and misconceptions about education, educators and other stake-holders should embark on aggressive public education and career guidance programmes right from the secondary school level that should be geared towards attaining national development.
- Incessant syllabus change for self-aims should be avoided but implemented for thorough

and critical study of the Nigeria society and fostering her development.

- Educational administrators should carefully screen teachers to ascertain their contents in regards to subject matter before recruiting them into the school system.
- Instructors should be proud and confident in teaching and pose as role models to their students.
- Government should provide enough funds by increasing allocation. Properties of private institution should also seek for alternative means of fund through sponsorship and partnership with industries, NGOs and philanthropist (Oguejofor and Ezebasili, 2014).

VI. SUMMARY

This study explained education as an imperative tool for national development. In the bid to buttress the above, the study posited some problems of national development; as well as the constraints foiling education's quest for national development and in like manner posited some remedial strategies to salvaging education from its constraints; so as to foster education to stand out as an imperative tool that can curb those social ills of the society and agitate national development in the Nigerian society.

VII. CONCLUSION AND RECOMMENDATION

Conclusively, education is an imperative tool for national development. It is a tool needed for upgrade and updates of any society thus its imperative nature in our society. Education encompass a variety of constraints in its bid to achieve national developmental goals thus, the paper recommends the comprehension and utilization of the elicited remedial strategies to education and as well to foster education as an imperative tool for national development.

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