



Global Scientific JOURNALS

GSJ: Volume 9, Issue 5, May 2021, Online: ISSN 2320-9186
www.globalscientificjournal.com

**THE ROLE OF EDUCATION IN NATIONAL DEVELOPMENT AS IT
RELATES TO ITS CHALLENGES AND PROSPECTS: A CASE STUDY
OF COLLEGE OF EDUCATION IGUEBEN, EDO STATE – NIGERIA**

BY

ADAM, JOHNBULL

Email: adamjohnbul@gmail.com

Contact: +234-806-6993-118

© GSJ

AND

ORIBHABOR, ABUMERE CHRISTOPHER

Email: oribhaborac@gmail.com

Contact: +234-803-7499-835

**BOTH OF THE DEPARTMENT OF GENERAL EDUCATION,
COLLEGE OF EDUCATION, IGUEBEN
P.M.B 003 EDO STATE**

Abstract

The purpose of this study was to determine the role of education in National development. This study investigated the role of education in national development using the four schools (School of Arts and Social Sciences, School of Vocational and Technical Education, School of Sciences and School of Education) of the College of Education, Igueben, Edo State, Nigeria as a case study in relation to its challenges and prospects. The population of the study comprised of 600 persons made up of staffs and students for the year 2019/2020 academic session. Simple random sampling technique was adopted to select 120 students and 40 lecturers. This was based on proportional representation. The instrument used for the study was a -18 items question titled (QREND) and adopted a four point Likert-scale of measurement namely: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). A validated questionnaire with reliability co-efficient of 0.83 was used. The reliability of the instrument was established through test-retest method. Data collected was analyzed using the arithmetical mean. The cut-off point for decision was 2.5 based on the rating scale. The decision rule was that any item with a mean score above 2.5 would be accepted. While items whose mean score falls below 2.5 would be rejected. Based on the findings, the study reveals that, poor government allocation, corruption, inadequate funding, politicization of education amongst others, play a significant role in limiting the contribution of education to national development. The study also confirms that the effect of inadequate funding is responsible for poor teaching and learning, inadequate infrastructural facilities etc., and therefore made useful recommendations. One of such is that Government should heed to UNESCO'S 26% allocation to education.

Keywords: Education, National Development

INTRODUCTION

Education is a critical sector in any nation. Education has being globally acknowledged as an instrument per excellent for national development. For any society to attain sustainable development, it must invest in education by ensuring school quality in terms of teachers, facilities, and other inputs and processes. Being a major investment in human capital development, it plays a critical role in long term productivity and growth at both micro and macro levels. This explains why the state of Education in Nigeria will continue to be our national discuss at all levels.

Consequently, the implication of the sorry state of education at all levels has far reaching negative impact on a nation's moral, civic, cultural, and economic sustainability. Therefore the discussion on education and its reforms to make it contribute meaningfully to national development should not be politicized if we must revamp our educational system.

Furthermore there should be proper funding of the three tiers of government. Samaila and Murtalia[2010;254] state that something urgent has to be done in the educational sector to avoid illiterates from leading Nigerians.

In all, the main focus of this study remains the role of education in national development.

LITERATURE REVIEW

The focus of this paper is to look at the contributions of education to national development. Prominent among the points to be considered here is that education supplies the needed manpower for national development. Afolabi and Loto (2012) support this argument by stating that a developed or educated policy is the one that has enough manpower and each person occupies his or her rightful position to enhance the growth of the society. To support this, Ajayi and Afolabi (2009) have also remarked that education is largely perceived in Nigeria as an indispensable tool which, will not only assist in meeting the nation's social, political, moral, cultural and economic aspirations but will also inculcate in the individual knowledge, skills, dexterity, character and desirable values that will foster national development. Therefore, it should be clear that without education, a nation cannot get the needed manpower for material advancement and enlightenment of the citizenry. The trained engineers, teachers, medical doctors, etc; are all products of education. This explains why it is also argued that the quality of a nation's education, determines the quality of its national development. In addition, education promotes social and group relationships (Armstrong, D.G.etal 1981). In this regard, Obasanjo (2012: 3) stated that education trains individual to relate and interact meaningfully with others in the society and to appreciate the importance of

effective organization for human progress. Here, the school system within the educational system fosters this development. The school brings people of different cultural backgrounds together for a common purpose. This promotes mutual coexistence among the different students. Learners who strongly identify with their school are thought to have a more positive attitude towards teachers, other learners and the entire educational enterprise. Again in the school system, there are official clubs and organizations in existence. Learners' who participate in these organizations and clubs gain experience in working with others outside the individual organizations and to some extent in working and competing with outside groups with minimum friction and this goes a long way to promote national unity and peaceful coexistence which, leads to national development. Sometimes, organizations not formally sponsored by the school in some cases make arrangement to use school facilities when classes are not in session. Learners derive benefits from their association with these groups in the same way they benefit from participating in school sponsored organizations. By doing this, education provides a setting within which, different learners, organizations flourish and a context for helping young people learn appropriate patterns of inter-personal relations. Through this, it provides a forum for the development of many kinds of acceptable person-to-person behaviour pattern as the school classes include a variety of individuals. In these classes, learners meet people from different social, ethnic and cultural background different from their own. Here male- female relationships begin to develop as young people mature. It is obvious education

through the system inculcate much to learners beyond the prescribed academic curriculum and also encourages the development of social behaviours that will be useful to them at adulthood. Education also promote the culture of productivity by enabling individuals to discover the creative potentials in them, and apply same to the improvement of the existing skills and techniques of performing specific tasks thereby increasing the efficacy of their personal societal efforts (Obasanjo 2012:3). Education teaches or trains people to be useful to themselves and the society they live. By this, they have to be productive and discover their creative abilities and use this to perform specific tasks to attain self-actualization.

Education also develops in individuals those values which make for good citizenship, such as honesty, selflessness, tolerance, dedication, hardwork and personal integrity, all of which provide the rich soil from which good leadership potentials is groomed. Education trains an individual to be responsible in the society through moral training. Consequently, if a section of the society had received quality and sound education, they would have abstained from violence. It follows that if our elected representatives in our various states and national assemblies had been well trained educationally, as in the case of the River State House of Assembly, there wouldn't have been an ugly incident as that of July 9, 2013 in the State where law makers were fighting each other. This therefore shows that most Nigeria leaders are morally bankrupt and has nothing to offer in terms of national development judging from their leadership style. This therefore

demonstrates that education has not fully impacted positively on them. From the above, it is clear that education has a critical function in national development. But in the Nigerian context, education has not fully played its roles in this regard. This is as a result of certain inherent problems in the Nigerian educational system.

METHODOLOGY

This study was carried out using the descriptive survey technique. The descriptive survey requires the collection of data in order to test the research questions, determine and report things the way they are. The design was chosen in line with the findings of Gay (1976).

Population of the Study

The population of the study comprises of all the academic staff and students of the College of Education Igueben, Edo State for the year 2019/2020 academic session.

Sample/Sampling Techniques

The simple random sampling technique was used to select staff and students from the four (4) schools in the study area. The sample size of 160 including lecturers and students was considered adequate. The choice of institution selected was based on random sampling techniques using simple ballot approach. 40 Lecturers and 120 students were used for the study.

Instrumentation

The research instrument used for the study was a well-structured questionnaire of a - 18 items developed by the researchers after a thorough review of the literature on the related matters. The questionnaires were structured into a -4 point rating scale. (Rensis Likert (1964) Scale).

Validity of Research Instrument

The research instrument was administered on a face- face and content validity by two experts in the field of measurement and evaluation of the college

Research Instrument

The instrument used in the study is the researchers designed questionnaire titled “The Role of Education in National Development “as it relates to its challenges and prospects- A case study of College of Education, Igueben ”. The questionnaire is of two sets. Lecturers Questionnaire (Lq) and Students Questionnaire (Sq). Each set was divided into two sections. The first section asked about the lecturers’ personal demographic data as well as students’ personal data. The second section elicited information about the role of education in national development with respect to its challenges and prospects using college of education Igueben, Edo State Nigeria as a case study. This section also supplies items which respondents are expected to respond to by ticking “Agreed or Disagreed” Respondents were to react to the questionnaire by using assigned four-point Likert scale response alternatives of “Strongly agree”, “Agree” “Disagree and “Strongly disagree. The

highest number 4 indicates a strong agreement; while the lowest number “1” indicates a strong disagreement.

Administration of the Instrument

The researchers who also collected the completed copies of the questionnaire personally, administered them. This took the researchers two weeks, and it was intended to ensure high rate of returns of the copies of the questionnaire and, hundred percent returns were recorded.

Objective of the Study

The objective of the study is to identify:

1. The role of education in national development;
2. Factors limiting the contribution of education to national development, and
3. Make recommendations based on findings.

Research Questions

1. What are the roles of education in national development?
2. What are the factors limiting the contributions of education to national development?

Technique for Data Analysis

Mean was used to analyze the data collected. The mean response of the respondents was calculated as shown below:

$$\text{Mean} = \frac{4+3+2+1}{5} = \frac{10}{4} = 2.5$$

The cut-off point for decision was adjudged to be 2.5 based on the rating scale. The

S/N	ROLES	SA	A	D	SD	MEAN
1.	Education supplies the needed manpower for national development	92	50	12	6	3.43
2.	It inculcate in the individual knowledge, skills dexterity, character and desirable values that foster national development	40	74	26	20	2.84
3.	The quality of a nation's education determines the level of its development	106	50	4	----	3.64
4.	Education promotes social and group relationships	72	68	8	12	3.25
5.	Education trains individuals to relate and interact meaningfully with others in the society	100	46	14	--	3.54
6.	Education promotes mutual coexistence	80	58	20	2	3.35
7.	Education provides a settling within which different leaners, organizations flourish	50	94	12	4	3.06
8.	Education promotes the culture of productivity by enabling individuals to discover the creative potentials in them	126	30	4	---	3.82
9.	Education develops in individuals those values which make for good citizenship e.g. honesty	40	106	14	---	3.16
10.	Education trains an individual to be responsible in the society	54	98	6	2	3.28
						3.28

Expected Mean = 2-5

Average Mean = 3.28

decision rule was that any item with a mean score above 2.5 was accepted i.e agreed. While items whose mean score falls below 2.5 was rejected i.e disagreed.

Reliability of Research Instrument

In order to establish the reliability of the instrument, it was first administered to a number of 20 respondents who were part of the sample of the study, using a test – retest method which involves administering the instrument twice at different times. The Pearson product moment correlation statistical tool was employed to correlate the set scores. The computation yielded a correlation co-efficient of 0.8 which revealed that the instrument was reliable

Method of Data Analysis

The data collected were analyzed in line with the objectives of the study using the mean statistics.

Research Question 1: What are the roles of education in national development?

Table 1: Roles of Education in National Development

Decision; The calculated Average mean score (3.28) > the expected mean (2.5). This implies that all the above roles are required to enhance education in national development.

Research Question 2: What are the factors limiting the contribution of education in national development?

Table 2: Factors Limiting the Contribution of Education in National Development.

S/N	Factors	SA	A	D	SD	MEAN
1.	Inadequate funding	76	42	30	12	3.14
2.	Inadequate teaching staffs/ poor quality of	84	56	20	----	3.48

	teaching staffs					
3.	Poor policy implementation	66	62	26	6	3.10
4.	Lack of infrastructure	52	74	24	10	3.1
5.	Corruption	54	64	30	12	3.0
6.	Frequent labour disputes and closure of schools	42	62	30	26	2.75
7.	Cultism and other vices	56	72	20	12	3.10
8.	Politicization of education	46	56	40	18	2.81
						3.10

Expected mean = 2.5

Average mean = 3.10

Decision: The calculated average mean score (3.10) > the expected mean (2.5).

This implies that all the above factors are militating against the roles of education in national development.

Discussion of Findings:

From the various analysis carried out, below are the findings:

- (1) It revealed some roles enhancing education in national development. That education supplies the needed manpower for national development, promotes social and group relationship, it inculcate in the individual knowledge, skills dexterity, character and desirable values that foster national development amongst others.

(2) It also revealed some factors militating against the roles of education in national development, this include, inadequate funding, poor policy implementation, corruption, frequent labour disputes and closure of schools, politicization of education etc.

Conclusion

Education remains a critical factor in National growth and development and in raising the productivity level of the citizens. This however depends on the continued quality and relevance. The focus of this paper is the contributions of education to national development and the researchers have identified specific ways in which education contributes to national development. This paper also emphasizes that the contributions to national development has been limited by poor funding, politicization of the system, unsteady political environment, corruption amongst others in Nigeria. For education to impact positively on national development, some recommendations have been made. One of such is adequate funding.

Recommendations

Based on the findings, the following policy recommendations are hereby proposed:

1. Government should place high premium on education by meeting up the recommended 26% educational spending prescribed by UNESCO to help revitalize education across the three tiers of education system.

2. Government should create the enabling environment for staff through improved conditions of service, provision of infrastructures, virtual libraries and information communication technologies and internet connectivity.
3. Reforms in educational institutions should be promoted through deliberate collaborative efforts by government, business sector, civil society and the academia. This could help to reinvent the educational system for better quality delivery in research, teaching and community services.
4. There should be need for strong political will among political leaders to ensure continuity of educational policies and doggedness in the fight against corruption in the country.
5. Education should not be politicized and there should be a steady political environment to ensure continuity and maturity of educational policies.

References:

- Abubakar, S. and Murtala, A.R. (2010). "An Evaluation of Educational Funding in the Fourth Republic: A critique". In Terhomba, W. and Talla, N.S. (eds). *Governance and Economic Development in the Fourth Republic*, Lapai; Aboki Publishers, P. 257.
- Adesina, S. (2005) *Growth without Development: Nigerian Educational Experience between 1914-2004*. Abeokuta: Educational Industries Ltd.
- Afolabi, F.O. and Loto, A.B. (2012) "Socio-political Vicissitudes and Bureaucratic Constraints on Educational Formulation and Implementation in Nigeria". In Edo, V.O. and Salami, E.F.K. (eds), *issues and Trends in Nigeria's Development: A Festschrift for Rev. (Fr.) Abiodun, F.A*. Ibadan: John Achers, P. 330 and 339.

Ajayi, A.I. and Afolabi, F.O. (2009) "The Role of Tertiary Education in National Development: The Nigerian Scenario; *Journal of Teacher Education*, 10(1), 34-46.

Armstrong, D.G., et al (1981) *Education: An Introduction*. 4th edition,

Canada: Macmillan Publishing Company, p. 142 and 143.

Amaele, S. et al (2011) *History of Education: from Ancient to Contemporary Era: The Global and Nigerian Perspectives*. Port Harcourt: Hrey Publications Coy, p. 6 and 7.

Fafunwa, A.B. (1974) *History of Education in Nigeria*. Ibadan: NPS Educational Publishers Ltd.

Himmelstrend, ULF (1984) *In Search of a New paradigm for the Study of African Development*. London: Inliers Publications, N7, p. 18-21.

Jega, M.A. (1997). The State and Education in Nigeria Today., Lecture Delivered at the Opening Ceremony of Kano Students Week, Udu, Sokoto, p. 5.

Lichman, W. (1972) *The Political Economy of Development*. Berkeley and Los Angeles: University of California Press, P. 57.

Omoyibo, Kingsley, U. and Agbonzeke, L. (2010) Obasanjo's Leadership and National Development (1999-2007): A Critical Appraisal, in Terhemba, W. and Talla, N.S. (eds). *Governance and Economic Development in the Fourth Republic. Nigeria State: Aboki publishers*, P. 284.

Oke, Babatunde, (2004) “Sustained National Development Starts with Agriculture” in Vanguard, Friday, October, 14, p. 31.

Olusegun, Obadanjo. (2010) “Education and National Development”, A Lecture Presented at the 2012 Graduation Ceremony of University of Nigeria, Nsukka, January 26, p. 3.

Markovitz, Irving. L. (1997) *Power and Class in Africa*. Engel Wood Cliffs, N.J. Printice Hall.

Todaro, M.P. & Smith, C.S. (2006). *Economic Development*. England: Pearson Education Limited, p. 20-21.

