

## THE CONTRIBUTIONS OF BASIC EDUCATION TO NATIONAL DEVELOPMENT IN NIGERIA

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### Abstract

*This paper seeks to examine the contributions of Basic Education to National Development in Nigeria. Secondary data were adopted as the source of information for the findings. Based on the literature reviewed in this research, it was concluded that despite the challenges faced by basic education in Nigeria, it still remained paramount to the National Development of Nigeria. However, for education at this level to be more relevant and contribute more to the Nigerian National Development, it was recommended that Basic education planning should always be handled by educationists who are trained and well informed on the task. Government should also ensure adequate supervision and monitoring of the sector. Teachers' salary payment should always be prompt and regular and there should be adequate utilization of research finds.*

**Keywords:** Contribution, Basic Education National Development, Nigeria

### Introduction

The pride of any society is the attainment of a higher value level of national development that would include all aspects of the life of an individual and nation. However, for a nation to be in a phase of development, there must be some – prerequisites that include sound basic education. It is a major step towards building a sound mental system for young learners. Victor (2021) has it that, basic education is the core of a sound educational foundation which other levels of education are built and a necessary requirement for human and national progress. It brings growth and development to the young one's intellectual capacity as well as their moral, attitudes and how they relate to those around them. A country's development lies solely in its educational system. It develops in individuals those values which make for good citizenship, such as honesty, selflessness, tolerance, dedication, hard work and personal integrity all of which provide solid foundation which responsible individuals are groomed (Job and Kingdom, 2013). Education plays a vital role in developing a country in every aspect, be it social cultural or moral development. Faiz (2019) states that the role of education in national development of a country cannot be

denied. It is the platform that manipulates the needed power for national development. Boyi (2012) supported that education at all levels and in all its forms constitutes a vital tool for addressing virtually all societal challenges.

### Conceptual Clarification

#### Basic Education

Basic education refers to the whole range of educational activities, taking place in various settings that aim at meeting the basic learning needs. It covers a whole variety of formal non formal and informal public and private activities intended to meet the basic learning of people of all ages (UNESCO, 2021). It shall be of a year duration, comprising 6 years of primary education and 3 years of Junior secondary education. It shall include adults and non-formal education programme at primary and junior secondary education levels for the adults and out of school youths.

The specific goals of basic education shall be the same as the goals of the level of education to which it applies in Primary Education, Junior Secondary education and Adult and Non-formal Education (FGN, 2004). Basic education is not tied to any one activity, process, place or institution. It

is all encompassing and universal. Dang *et al.* (2011) supported that, education could be structured or unstructured which can best be understood when we understand its essences right from its peripheral to its core usage.

Dang (2014) added that, education is universal, it could be carefully structured as we have it in schools, and it could be casual and sometimes unintended as found in the non-formal and informal forms of education below:

#### **a. Formal Education**

This is the type of education that comes to mind most often when people talk of education. It is the type of education that is characterized by:

- Learning carried out in specialized institution i.e., schools, colleges, and universities
- Learning content being carefully structural in subjects and syllabus
- Timetable and durations are specified
- There is careful supervision by an external and authorized body
- There are laid down methods of evaluation of student's success
- Successful candidates are normally certificated
- Has defined people as teacher's administration
- At principal's agents are schools, colleges, and universities

#### **b. Non-Formal Education**

This is closely related to the formal type of education. It is simply any organization learning activity outside the formal educational system consciously aimed at meeting specific learning needs of specific group.

- It includes various types of organized educational activities such as agricultural extension services, health and family planning talks, companies e.g., on HIV & AIDs
- What is learn is structured but not as obvious as in the formal setting.
- There is flexibility as to the method and of learning
- There may be in some cases examination as a method of evaluation, hence certification could also be flexible.

- Agents here includes literary programs correspondence schools, government information units.

#### **c. Informal Education**

This is rather quite different from the first two. It is characterized by

- No attempt at structuring
- Learning is sometime unconscious without deliberate effort
- It is haphazard in nature
- No syllabus, examination nor certification
- Normally very practical and thons has more lasting and functional effect than the formal type
- No timetable or duration but rather pursues its objectives at its own space and mean
- Its chief agent is home, peer groups, mass media, experience, society and culture.

Obasanjo (2012) has it that education is the process promoting the culture of productivity by enabling individuals to discover the creative potentials in them and apply same to the improvement of the skill and technique of performing specific tasks, thereby increasing the efficiently of their personal societal efforts. Education can also be seen as a form of self-development in shape of learning, knowledge, skills, and habits to be conveyed from one generation to the next at is a crucial sector in any nation. Being a major investment in human capital development, it plays a critical role in long-term productivity and growth at both micro-macro levels (Job, and Kingdom, 2013) and (Faiz, 2019). Education is a significant sector in any nation being a major investment in the human capital development. Education means a form of skills and habits to be conveyed from one generation to the next. It is the platform that manipulates the needed manpower for national development (Faiz, 2019) education at the basic children. The extent the school do this determines the quality of character or morals the child can exhibit in the larger society. The basic education as an all-round child development agent does not neglect the teaching of any aspect of the child potential. The school achieves this by exposing the child to several skills (Anero, 2014). National policy on Education (2004) stated that the goals of basic education in Nigeria should include:

- a. Inculcate permanent literacy and numeracy and ability to communicate effectively
- b. Lay a sound basic for scientific and reflective thinking
- c. Give citizenship education as a basic for effective participation in and contribution to the life of the society
- d. Mold the character and develop sound attitude and morals in the child
- e. Develop in the child the ability to adapt to the child's changing environment
- f. Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the child capacity.

Provide the child with basic tools for further educational advancement, including preparation for travels and crafts of the locality. Job (2013) added that, 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 organization and to some extent in working and competing with outgoing with minimum friction and this goes a long way to promote national unity and peaceful co-existence which will lead to national development education is a tool that avails people with knowledge, skills, technique, and information which empowers them to know their rights and duties towards nation building. This could be seen in features exhibited through education which include removing of poverty, safety and security against crime, prevention of wars and terrorism as well as commerce and trade (Sibuyi, 2016). Abosede (2020), also agreed that education is veritable tool that can be used to unlock many closed doors in a country that leads to national development. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which country may build systematically (UNESCO, 1990).

### **Basic Education Challenges Associated with National Development**

Basic education is the foundation for sustainable life-long learning for national development (Okonwo and Amaka, 2013). However, education at this level suffers some challenges. Birabil and

Ogeh (2020) informs that, problems facing education in Nigeria is inexhaustible and the search for it is unlimited. Sometimes, old problems continue to be new problems as long as they remain unresolved. Some of these problems includes:

1. Inadequate budgetary allocation to the education sector
2. Poor teacher's welfare
3. Politization of education programs
4. Poorly equip libraries and laboratories
5. Poor management of education
6. Inadequate supervision and monitoring of teachers
7. Non – utilization of educational research findings
8. Irregular payment of teachers' salaries

Ogunode (2018) added that, the problems facing the basic education in Nigeria includes inadequate funding, inadequate planning tools, inadequate educational planners, political influences, political instability, and lack of reliable data.

### **National Development**

The term national development according to Abosede, (2020), is very comprehensive. It includes all aspects of the life of an individual and the nation. It is holistic in approach. It includes full growth and expansion of our industries, agriculture, education, social, religious, and cultural institutions. It goes beyond the sustained raise in the productive capacity of a country but also its political and social spheres national development compasses several changes in the economy that are non-material in nature such as level of literacy, social change, political changes, and institutional changes in the country (Jibrin, 2015). National development

according to Ande (2015), it the process whereby the level of national production increases over a period of time. It lays more emphasis on improvement in the general welfare. Bhawna (2016) supported that, national development is as all-round and balance development of different aspects and facets of the nation such as political, economic, social, cultural, scientific and materials. National development is described as an overall

development or a collective socio-economic, political as well as religious advancement of a country or a nation, which can be described as the country's collection of strategies mapped out by the government (Lawan and Oluwatoyin, 2017).

### **National Development Plan in Nigeria**

The Nigeria government has inspired to achieve national development using various types and nature of plans, namely short-, medium-, and long-term plans. Some are planned centrally with complete government control, while some are indicative planning where the government in cooperation with the private sector provides projection and voluntary guidelines (Jibrin, 2015). Development planning in Nigeria can be classified in years, the first Nigeria national development plan was (1962-1968).

The first national development plan of 1962-1968 envisaged a total investment of nearly N2.4 billion and have of this amount was to come from external sources. The second national development plan (1970-1974) envisage a total investment of 32.0 billion by the government. This amount was later revised to 33.2 billion by the government. This third national Development plan (1975 - 1980) the third plan initially envisage a total investment of 310.7 billion but was later revised in 1976 to 343.3 billion. The fourth national development plan (1981-1985) the fourth plan envisage a total investment or capital expenditure of 382.0 billion of these amounts, 370.5 billion went to the public sector while 311.5 billion, was allocated to the private sector of the Nigeria economy (Ande, 2017). National development plan notable to mention also is the economic recovery and growth plan, which was launched in 2017, to effect to target the year 2020. The plan was to compliment the vision 2020 to enable Nigeria to become a potential player in the world's economy. This is by ensuring continuous progress map sheet for vital sectors of the economy, like agriculture and information technology (Ogboi, 2018).

### **Challenges of National Development in Nigeria**

Despite adoption of many developmental plan and huge investment to national development plan, the desired result is faced with some challenges. Ande (2017) has it that inadequate skilled or training make implementation of national development

plan difficult in Nigeria coupled with nepotism, high population, and corruption tendencies Ogboi (2018), added that there is need for Nigeria to invest in human capital. There is need to have a competent work force that can operate the different sectors of the economy with diligence and effectiveness. This can only be achieved through strengthening the educational sector, hence there was need for better structure in the Nigeria educational sector.

Gambari (2008) outline the following as the challenges of national development in Nigeria:

- i. The change from the history of Nigeria
- ii. The challenge of socio-economic inequalities
- iii. The change of an appropriate constitutional settlement
- iv. The challenges of building sound educational institutions for democracy and development
- v. The challenge of good leadership

### **Conclusion**

This study evaluated the contribution of Basic education on National Development in Nigeria. Despite its challenges it identified basic education as a veritable tool for national development in Nigeria. Basic education provides the child with basic foundation for further educational advancement, including impacting in child the societal nor Ms. It avails child with knowledge, skills, techniques as well as empower them to know their roles and duties towards nation building. Anero (2014) supported that basic education serves as a hub for societal development in Nigeria.

Adeniyi (2019) added that education constitute the ultimate basic of production, human beings are the active agent who accumulate capital, exploits national resources, build social, economic, and political organization that carry forward national development.

### **Recommendations**

Based on this finding, the following recommendations were given

- i. Government should be prompt and regular on the payment of teachers' salaries
- ii. There should be adequate supervision and monitoring of teachers for effective delivery



- iii. Planning at the Basic educational level should always be handled by educationist who are well informed about the sector
- iv. There should be adequate utilization of educational research findings.

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