

ESSENCE AND VALUE OF TECHNICAL EDUCATION TOWARDS NATIONAL ECONOMIC REFORM

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ABSTRACT

This paper sets out to survey and expound the essence and Technical value of Education. It appreciates the uniqueness as well as the air of life education offers humanity at different times and places. The method of clearing the imports of education naturally deserves a measure of investigation and a study presented in this work to delineate the efficacies of the delivery methods and contents. Education is superimposed on other forces of life. The development of this truth is dependent on schools of arguments and structured proofs. Essence and values change as they affect varying levels of education. Of relevance in this paper are the mode of these changes and the attendant revaluation and adaptations to sustain the educational tide. Times come when even the government slack to get marooned in a wide spread work-to-rule section that last for so long. The incessant nature of such incidences makes for the germination of giant and mushroom private schools which tend to compete with public schools in the delivery of education where they survive the prevailing hash working condition on the teaching staff with its devastating effect on the quality of education.

Key words: Education, mind development, literacy, globalization, hierographic.

INTRODUCTION

Education is an extensively diverse and complex enterprise, not only in terms of the achievement it seeks to meet but also in terms of the means by which it seeks to develop them. As a dynamic force in mind development it is a major character maker. Education is such an all time process which differs in scope and pattern about some definite and indefinite paths of variation traceable from the home through the school to the places of business. At all places the process never departs from the moves to know or understand the unknown better. At the apex is the teacher, the source of knowledge, while at the base, some cloud of ignorance and dark-like demarcation blocks the learner until the teacher works.

Education in its abstract form always surrounds the ignorant like the great encompassing cloud and yet the acquisition remains after some form of induction which the brain assimilates. The process of assimilation is outside the scope of this paper. Anyone can always be getting

education when one is being guided through what one never did before. Observation shows that people are always being instructed through their varying stages of life consciously or unconsciously. The idea called education starts assuming some conspicuously recognizable features when it started delivering literacy. In other words, the idea of literacy becomes most closely attached to education even though it is just one form of education arranged through the formal process. It may not have been so only because the formal process attracts remarkable responsibilities but also of the level of organization and preparations required from the outline to the general curricula.

Certainly this literacy components of education has placed on it the leading and searching light on the general arts of life. So important has the import of education become that no nation under-developed, developing or developed has spent little in the provision of all possible structures and equipment necessary to access it. Like the natural resources educational riches occur haphazardly all over the universe just as thought originators or inventors occur most times as scientists and philosophers. Hence, while one part of the world would excel in shipbuilding, by the medium of education the other parts succeed in grabbing what has been discovered. Education as quality possession spreads on some enlargeable, modifiable and refine-able tool and this has led to the continuous rise in the growth and improvement on nearly all that man first known, the only exception hanging around the magical black and white arts littering the world today. At any rate this does never diminish the quality of scientific education following which man is today succeeding to do a host of things including the miniaturization of world through globalization.

FAMILY EDUCATION

Three parties share most of the responsibility for education the family the society through its schools, and individual who ultimately, can determine, and must therefore accept responsibility for, the success or failure of this education " [1]. Education of all forms starts at birth in the family. On getting into the world the born knows virtually nothing except thirsts and the urge to cry out to inform the caretaker that certain things are urgently needed, and no more. This attitude only subjects the caretaker to a wonder world of imagination to ascertain the method of pacifying the disturbed entity. Necessity they always say is the mother of invention. And the child is now seen to pose one great problem whose solution is education. It can be proved that if the human person is left to be by another animal, it would take up the styles and patterns of life of that animal. That is the education it got!

The child is roundly described as a living mammal without knowledge all because it has not acquired education. It faces the danger of picking and eating any forms of poison once hunger

urges it to. This shows the dimension education has to take and thanks be to providence that no amount of information or education gradually delivered is too much for the brain. Hence very shortly later the young learns to .at least; prompt the helper clearly on most of his or her immediate needs and then goes beyond mere crying to herald to the outside world that some attention of one kind or the other is needed. Soon the gifted ability of the learner starts coming to light and assuming a compelling meaning. Without proper education anyone is essentially no better than most living things including the non-locomotive groups. It is true that sense is resident in man but a lot of education is required to nurture it and make it grow into the form for better use and application. Hence the powers of speech and positive thinking could be developed. Also the ability to take varied life instructions starts becoming more pronounced and the desire to learn more starts burning.

Learning is suffering and so why desiring to suffer? The reason is clear. What is learnt becomes the only possession additional to life because of the values it bestows on the learner. A person who is able to learn some crafts, be it basket marking, immediately adds additional bright feather to his cap of value because it has become possible to take something from less useful materials and transform them into something with different meanings and use. It could be argued that the education at the home constitutes over seventy percent of behavioral pattern which endures longest in the life of the person who later emerges in to the larger society.

THE SOCIETY EDUCATION

The home, the modest home has done much and cannot go further because of so many limitations on what it can expose its member to, education-wise. Yet the member has not acquired any safe percentage of what he or she requires to move on within life. Often, the society got the good fortune of receiving the incoming member with all the benefits of home training which prepares one to proceed to and contribute effectively to the progress of the society. This larger community often welcomes the member but inadequately. The society is usually a complex whole containing all the institution of leaning and all forms of human beings which constitute the all-important social environment. The member finds himself virtually incapable of grappling with various demands of the society because he is ill-equipped with the tools of education, the nature of the one already acquired notwithstanding. Some formal education must be acquired to equip one with the ability of understanding the divers culture and events around him. Essentially education from the formal stage onwards, induces the spirit of light which enable one to know that so much abound which he has to learn and know to be able to successfully fit into the society technically and otherwise. Education starts to be acclaimed as the only source of life. One finds that it is even impossible to compete without the blessing of good education since so much vagueness starts getting clear with the event of progressive education.

One can always imagine what he must be looking like at the time he is not literate. With the great literacy one has been able to leap from the dark world of learning by only oral instructions to the other forms of learning where so much more are emphasized. It is clear that for any skill to be learnt, say carpentry, one must have the ability to measure lengths and mark out precisely. It is noteworthy that a great number of people have not been able to learn and acquire any technical skills because they are incapable of employing the indispensable tools of literacy. The writing power was born in Egypt in Africa as the hieroglyphic method of writing (scribbling on stone). The astounded world then continued to learn and improve on this development till today when hand writing is done with pen on paper. The process of education has always made it possible to get any new development culture started in one part of the world to spread successfully to the other parts. In this light, education is seen as a vehicle of development.

A person finding him/herself in a society starts discovering some of the lapses he or she has which contributes to lack of self realization and general personality. It becomes the practice always to send the member of the society to the school for all necessary instruction, socialization and classification. Here the education system carries out the selection and grading of the member for future occupational roles. So many talents die in the bud because the chance for development is not given. This fact is well understood by the society which plans the school educational curricula to accommodate varied processes by which life could be developed. "School promotes rational thought; education is the development of personal judgment and understanding" [6]. More often than not the formally educated appears to possess more elastic and wholesome thought than the uneducated. This is not unconnected with the fact that education is a total mind developer but not necessarily character. This is why so many go out and exhibit wrong character even though their mind have been trained against such. It is not doubtful that our society today is so immersed in the practice of corruption and even, already bedeviled by the practice. Hence so many are more educated than those who teach morals. Has the society connived then? Observation has shown that developed countries do not exclusively possess high brained citizens to any greater proportion. The truth is that they would transform their educational training into practice to promote the prevalence of incorruption. Unimaginably, so many members of the Nigerian society are richer than the government for whom they work for their living. The struggle for political office then becomes a do-or-die affair since the biggest and most coverable corruption is very possible with political power. It is arguable to say that for a man to be educated it is not sufficient that he should possess merely a know-how or knack. He must also know that certain things of moral are the case [2].

TECHNICAL COMPETITION

One of the noblest attributes of education is healthy competition. A man is measured by the quality of the product his brain and hands are capable of. This awareness results in the intelligent effort made on earth to change life from one stage to a more advanced stage. Without the use of education most discoveries could have died without development. So many secret arts and cults suffer untold demise because all acts are shrouded in mysteries. With the development of science and technology education more have come to be achieved today in nearly all spheres of life. The entire universe is getting penetrable while the earth has been made to appear so small. Objects are there today that can be launched to go round the world in a matter of hours.

Formal schooling and informal education have always been concerned with knowledge as a main item of their traffic. This traffic has been generally a one-way flow. Ways of doing things have been handed on sometimes rationally (like how to make a boat), and sometimes arbitrarily (like how to speak a language). Cultural transmission of this kind has included many habits, customs and formula which may or may not have rational justification, but instruction has generally taken place as though knowledge were transmitted" [3].

The ultimate spirit of competition inducible by education is not exhausted in technology of movement. With the spiraling growth of the world population it could not have been possible to feed world population if the instrument of education has not been used. "When people are convinced that they have come by a way of life, they seek a means to transmit to their young" [4]. The success of agriculture has been a matter of what the soil contains for nourishing the crops. The soil content are not evenly distributed and neither do they remain without depletion of soil nutrients. Infertility has therefore, menacingly set in and the soil can never be guaranteed to support the crops to sustain food supply. This could have assumed dimensions where the crop-fed animal kingdom would have been forced to extinction under sheer lack of food, but for the timely intervention of the forces of education under whose technology soil nutrients are restorable to the soil artificially while the labour of making farms has been cut down by the use of machines and refined tools. Improved crops have been found as unforgettable benefits of education and technology values. "Value is a commodious concept so commodious indeed that only relatively recently in the history of thought has it been fully recognized that the goodness of God and the child's fondness for a toy, the lasting happiness to which man has aspired, the ephemeral lust of a day-dreaming boy, the beauty of a Taj Mahal and the glitter of bauble, are all accommodatable within its range of meaning" [5].

GOVERNMENT AND GENERAL PARTICIPATION

The government and all it stands for is a feasible exercise mainly on the useful wheels of education. No aspect of nation building can go on without the relevant education. Even

utilization of the natural resources of any nation for any successful nation building cannot go given not the right education necessary for tapping and using the resources. Find that Nigeria still finds it difficult to fully utilize her oil wealth endowment to rank at any clear level among the developing world. It has to be clearly stated that it is hard for one to come by another's goodwill that will cover both the gift of power and wealth. Any nation that neglects her intellectual heritage plunges herself into the abyss of perpetual fruitlessness. Is it not when all parties to an issue know both the rules and the exceptions that deceit and cheating disappear? The more the number of educated people the higher the political and social awareness and the more meaningful both life and progress in any community becomes.

The nation normally goes sick in any event of workers strike action either due to lack of payment of school workers or lack of payment of the benefits of government workers. It could be claimed that the delivery of education in this country has not been given the degree of concern it deserves. At fifty-five years of age any nation ought to realize the place of the operators of her education. Whenever a disturbance like strike sets into the institutions of leaning every home mourns. The otherwise busy guardians discover that their time has got to be shared between their business and care-taking of their children. The mature ones among the students find more time than required for business and turn into the devil's workshop during idle hours. The nation suffers no less for if nothing else, all the plans based on academic calendar get disorganized.

As we know well, every problem creates more problems or give way to some solutions. The quickest resort whenever the evil mind derails the wheel of education is the proliferated growth of private schools. These schools actually try to assuage the problems affecting the smooth running of education but raise serious obstacles capable of killing the broad objective of education. The war against education assumes crisis dimension when the fees education are hiked above the reach of the average citizen. Another problem is that the private proprietors who may or may not be education minded themselves are often more interested in the economic gains accruable from their business hence the workers conditions of service are made most unattractive. Not even the missionaries did better in this respect when they were given the free hand to own and operate educational institutions. Even though the moral taints they infuse into the products of education were quite visible, the public outcry against the condition of service for the workers reached the heavens. Quackery is not absent in this practice. This is most regrettable in far as education is concerned because the mind especially that of the young, can very easily be deluded.

CONCLUSION

The various nations of the world are not in any doubt about the need for education but only gasp for the appropriate reforms and application. Hence some progressive nations spend meaningfully on researches and undertake support for the gifted across the world. It can be seen how shameful it is that some parts of the underdeveloped world offer values on the altar of various classes of negativity ranging from social segregation, political differences to utter selfishness. Certainly this paper would have failed if it does not make it clear that education is a matter of application of positivism and this must be adopted consciously.

Education is most successful only when all can get it. This is why free and mass education should always be emphasized except, may be, for service charges if need be. This will afford the nation the opportunity for exposing talented citizens to the challenges and benefits of planned education. This is only how we can stand erect and tall to the heights of high educational achievements that can compete with those around the world. This advice should start gaining acceptance at national budget planning period to ensure that adequate provision is made every year bearing in mind the level of priority educational projects demand. Does it not bugle the mind to find that when many could have burnt the top fibers of their brain cells to carry out some research works, their findings will never see the light of development on the simple reason that there is no money? It then becomes pertinent to say that those electable for the management of our national economy and general welfare should attain some remarkable educational levels. It is true that the level of education is not necessarily a measure of personality but it aids the public to be sure that mistakes at high levels are not due to ignorance.

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