UNIJERP
Unizik Journal of Educational Research and Policy Studies VOL.5; https://unijerps.org

2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355 *January-June, 2021*
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

IMPLEMENTATION OF FUNCTIONAL EDUCATION PROGRAMME: A TOOL FOR ACHIEVING ECONOMIC GOALS IN NIGERIA

OKEKE, AUGUSTINA O.
DEPARTMENT OF ECONOMICS, NWAFOR ORIZU
COLLEGE OF EDUCATION, NSUGBE,
ANAMBRS STATE.

Abstract

Functional education has become a mirage in Nigeria. Nigeria educational system is characterized by corruption, inconsistency in policy formulation and massive production of job seekers as against job creators which have resulted to stunted economic growth. This paper examines the concept of functional education and economic growth. It highlighted some of the indicators of non- functional system and some of the factors that impede functional education for the achievement of economic growth. The paper made some recommendations and concludes that functional education focuses on development of new talents, skills, values and knowledge which are important factors for economic growth in Nigeria.

INTRODUCTION

Functional education no doubt is vital in the promotion and sustenance of economic growth in Nigeria. Education is the most important instrument of change, as any fundamental change-- in the intellectual and social outlook of any society has to be preceded by a functional education. It transmits desirable values such as work ethnic, patriotism, honesty and fairness to its recipients and these values are notable parameters for development.

However, Nigeria educational system is characterized by inconsistency in policy formulation and corrupt practices. The high rate of corruption in Nigeria has become a very serious impediment to functional education and has negatively affected the quality of input and output of our school system, thus leading to massive production of job seekers as against job creators or

employers of labour. Functional education need to be implemented to achieve economic growth. Functional education focuses on development of new skills, talents, values and knowledge which are increasing important for substance of economic growth.

CONCEPTUAL FRAME:

Function Education

Akinpelu (2002), argues that education which is not functional can even be more dangerous than no education, Amaele (2009). sees functional education as that education which discovers the hidden qualities of the individual child and applies the best humanistic devices or strategies and method to develop them in the person. It takes cognizance of the child's individuality and gives him or her the necessary opportunities to develop according to ability, interest and need. Functional education is marked by its relevance to the society and individual.

Economic Growth

Economic growth implies an increase over time in the actual output of goods and services as well as an increase in the economy's capability to produce goods and services. According to Olewe (2001), the economic growth of a country can be measured by the rate of increase and decline in her Grass national Product (GNP) and Gross Domestic Product (GDP).

Indicators of Non-Functionality of Nigeria Educational System

1. **Lack of Basic Skills:** Many graduates in Nigeria lack the requisite intellectual, vocational and managerial skills for gainful employment in the public or private sector. Today, most job opportunities demand knowledge in modern Information and Communication Technologies (ICT). Lack of these skills have kept many Nigerian graduates unemployed.
2. **Stunted Human Development:** There are identifiable problems that constitute constraint on the wheel of human development Uche (2006) has identified individual factors such as illiteracy, ignorance, greed, corruption, lack of qualitative and functional education, examination malpractices among others. Similarly, no respect for the rule of law, lack of transparency in government business, human right abuses and human trafficking have

added strength to the problem of human development in Nigeria.

Low Quality of Graduates in Nigeria: The low quality of graduates in Nigeria **IBS** been attributed to corruption in the educational system. According to Olayinka (2012), the low quality of high school graduates may not only be borne out of academic laziness of students but official corruption of teachers is also contributing the worrying trend. Olayinka lamented that non-prioritize of service delivery in tertiary institutions has unwittingly leads to the production of graduates whose academic quality' is on the steady downward trend annually.

Social-Cultural Problems: An age long maxim has it that "an idle brain is the devil's workshop". Some of the social vices inherent in Nigeria are due to numerous idle youths especially educated unemployed. Some of these social vices would be drastically reduced if the children or youths education are functional especially in the sciences, vocational and technical education. Lack of functional education has made many unemployed youths a willing tool for religious intolerance and fanaticism resulting to destruction of lives and property in many parts of Nigeria

FACTORS THAT IMPEDE FUNCTIONAL EDUCATION FOR THE ACHIEVEMENT OF ECONOMIC GROWTH IN NIGERIA

Influence of Politics

Many developing nations of the world including Nigeria face problem of political instability. There are frequent changes in government as a result of corruption. Each government that comes to power initiates its own programmes. So each regime has is own priorities. While some are interested in the welfare of workers, others are interested in the establishment of universities or colleges of Education. Hence, priorities of government change rapidly. These factors tend to constitute constraints to the implementation of fractional education programmes because every new government is particularly interested in implementing particular educational programmes.

Also, indiscriminate political appointments are made for ministerial positions without reference to experience or training. For instance politicians who have no knowledge of

educational administration or who have never been, teacher of any cadre were appointed to take charge of education. These methods of appointment result to uneven distribution of educational facilities, distortion of laid down priorities to suit the interest of the ruling party.

Personnel Constraints:

As Odigbo (1999), observed that there are inadequate personnel in the area of computer engineering, statistics, operation research among others, So the implementation of policies in these areas are hampered. There are also insufficient personnel in telecommunication and even in some foreign languages like Russia. German and French languages. All these constitute constraints to the implementation of functional educational programmes for economic growth.

Bribery and Corruption:

Bribery and corruption have become endemic at all levels of the educational system in Nigeria. The only point of difference is the degree of such bribery acts. Teachers, lecturers and administrators compromise their positions in the discharge of their legitimate duties, as a result, implementation of functional educational programmes suffer a setback. For instance, corruption in the admission of students has led to very poor performance of students and general decline in the performance of the school administrators and the staff in general.

Physical Facilities and Equipment Constraints

Lack of physical facilities and equipment or their inadequacy constitute a major constraint which educational administrators have to grapple with in the implementation of functional educational programmes. Most educational institutions in Nigeria have inadequate buildings (classrooms, hostels, laboratories), teaching aids and equipment and science equipment. Some educational institutions have dilapidated structures and equipment. Some have uncompleted buildings.

The issue of inadequate physical facilities and equipment is even more serious in some of the nation's older institutions. Some institutions are yet to have well equipped science laboratories. There some that lack staff quarters and hostel accommodation. This is

particularly true in some of the newly established Federal Universities in Nigeria.

Financial Constraints:

There are inadequate financial resources to implement functional education. In the recent past precisely during the Obasanjo regime (1999-2003) staff salaries and allowances in the nation's tertiary institutions both at the federal and state levels were paid in arrears. This unhealthy financial situation in the nation tertiary institutions damped the morale of both teaching and non-teaching staff of those institutions. According to Ogbonnaya (2003), many projects like the construction of hostels and library blocks in our Universities, Polytechnics and colleges of Education have not been completed because of inadequate funds.

Conclusion

Nigeria educational system is characterized by inconsistency in policy formulation and corrupt practices. The high rale of corruption in Nigeria has become a very serious impediment to functional education. Functional education needs to be implemented if Nigeria desires to achieve economic growth. This type of education focuses on development of new skills, talents, values and knowledge whi-ch are increasingly important for promotion and substance of economic growth.

Recommendation

The following recommendation are therefore necessary as the way forward:

1. Bribery and Corruption should be wiped out in our educational institutions. Government should trough its relevant anti-corruption agencies like Economic and financial crimes commission (EFCC) and independent corrupt practices commission (ICPC) carryout periodic checks into the operations and administration of our educational institutions to ascertain the extent which institutions comply with the policy of due process.
2. Physical and instructional facilities should be provided at all levels of our educational system. It is evident that no educational programme can be effectively implemented without the consideration to the necessary equipment and materials.
3. Teachers need to be trained and re-trained to achieve functionality in our educational system. At the secondary and tertiary' levels of education, teacher's quality and

quantity, exposures, experiences and attitudes are very important condition for meeting a good standard.

4. Politics should not be allowed to influence the appointment of heads of institutions, the criteria for appointment should be qualification and experience. Politicians should support the implementation of functional educational programme, which is necessary condition for economic growth.

REFERENCE

Akinpelu. J.A. (2002). Looking forward: Nigeria education in the 21st century. A key note address delivered at the 8th Annual conference of the Philosophy of Education Association of Nigeria (PEAN) held at Federal College of Education Technical Omuku October 28th-31st.

Amale, K. (2006). Corruption: The Bane of Quality Education in Nigeria. International journal of Higher Education research (IJHER) Vol. l.No.2P. 168-177.

Odigbo, C.I (1999). A new approach to educational administration, planning and supervision, Onitsha: cape Publisher international Ltd.

Ogbonnaya. N.I. (2003). Principles and applications of educational policies in Nigeria. Nsukka: University trust publishers.

Okayinka .C. (2012). Servicom blames low quality graduates on corruption. The guardian, Tuesday February 14, p. 15.

Olewe, B.N. (2001). Development administration. Port Harcourt; Grace ventures.

Uche. O.O. (2006). The Dynamics of religion as a matrix of culture in Ojiakor. N. and Ojih, I. (eds) readings in Nigeria peoples and cultures. Enugu: NG1B Publishers.