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A Review

Education and Social Development in Nigeria: Matter Arising

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ABSTRACT: Education plays an important role in human development which encompasses development in several dimensions of human wellbeing. Social development is one of the important dimensions. The main objective of the paper is to examine the relationship and the contribution of education to social dimension of human development. It looked at aims of social development and the goals of social development practice in Nigeria as well as the processes associated with the levels of social development practice in social work. The paper highlighted some of the assumptions of social development practice in Nigeria and the role of education in community development and some underlying concept of education and the relevance of education to the society. It also established the role of education in society development. The paper looked at the factors and the importance of social development as well as matters arising on the current state of education programme namely Poor budget to the education sector, Poverty, Ignorance among the people, Poor learning environment and culture, Lack of competent teachers among others. The panorama of education for the Nigerian populace and nation was discussed as well as factors and importance of Social development in Education.

Keywords: Education, society, social development, community development

INTRODUCTION

Quality of life, values at the societal and individual levels, spiritual and material advancement have all been direct outcomes of education since time immemorial. It is thus thought that education has played a critical role in strengthening human endowments, developing talents, overcoming limits, and expanding the available set of possibilities and options for long-term well-being enhancement. The educational process and its outcomes have an impact on all parts of life.

According to UNDP (1994), education is the process through which society intentionally passes its cultural heritage, acquired information, values, and skills from generation to generation through schools and other organizations. It is regarded as one of the most potent weapons for change, providing individuals with the ability to adapt to change while also increasing knowledge of oneself, society, and human welfare. It is a vital invasive tool for achieving economic and political social progress.

Alger (2005) defines development as "qualitative and quantitative improvement in the use of given resources. It is also viewed as the conditions for the realization of human personality. Its evaluation must therefore take into account three link criteria: poverty, unemployment, and inequality reduction (Alger, 2002). "Social growth is when people's standards rise and they feel happier." In conjunction with a dynamic process of development, a process of planned social transformation aiming to increase the well-being of the population as a whole. (Estes, 1993).

Social development is a process of systematic change that is purposely launched via the improvement of the average person's standard of living and equality of life.

THE GOALS OF SOCIAL DEVELOPMENT PRACTICE

According to Estes, 2015 the goals of social development practice are as follows:

1. The realization of more balanced approaches to social and economic development
2. The assignment of the highest priority to the fullest possible human development
3. The fullest possible participation of people everywhere in determining both the means and outcomes of development
4. The elimination of absolute poverty everywhere in the world
5. The elimination of barriers to development which, in every society, have been used to oppress historically disadvantaged population groups, but especially women, the aged, the poor, children and youth, disabled persons, political and economic refugees, the mentally ill as well as persons who have been disadvantaged on the basis of race, religion, ethnicity, social class, caste, and sexual orientation
6. The realization of new social arrangements that accelerate the pace of development and assure the satisfaction of basic needs of people everywhere.
7. The transformation of societies toward more humanistic values based on social justice, the promotion of peace, and the attainment of the fullest possible human development.

SOCIAL DEVELOPMENT GOALS FOR EDUCATION

Estes, (1993b). states the social development goals for education as follows:

1. To ensure inclusive and quality education for all and promote lifelong learning" and provides a broad framework for education's contribution to social progress.
2. To expand access and improve the quality of early childhood education, as a precondition for life-long educational success in all its goals;
3. To improve the quality of schools, including in learners' direct interactions with their peer groups, educators and the surroundings; in institutional characteristics such as group size, student-teacher ratio, teacher qualifications and spatial and material conditions, and in the provision of a meaningful and relevant curriculum;
4. To enhance the role of educators, considering that teachers are not just carriers of knowledge and information, but role models that have a significant impact on children's dispositions towards learning and life more generally;

To make higher and vocational education more inclusive and socially relevant, thereby enhancing the opportunities for students of all sectors of society to further their education in a meaningful and practical ways, eliminating social and cultural restrictions to access and reducing the dividing lines between high and low prestige and esteem between institutions and careers.

THE LEVELS OF SOCIAL DEVELOPMENT AND DEVELOPMENTAL SOCIAL WORK

Cnaan (1998) in Estes, (2015) revealed the eight levels of social development practice, developmental social work practice includes:

1. The provision of personal social services to people in distress, e.g., war victims, refugees, orphaned children.
2. Provision of organizational efforts directed at helping poor and other powerless people remove the sources of their oppression, e.g., corrupt landlords, unjust employers, colonial administrators, racism, etc.
3. The establishment of new social institutions, e.g., for credit unions, mutual aid societies, community welfare centers, seed banks, social security schemes, etc.
4. The reform of existing institutions so as to make them more responsive to the needs of those for whom the institutions were designed.
5. Provision of efforts that seek to accelerate the pace of social development in local communities, states and provinces, nations, regions and, ultimately, the world itself.
6. Promotion of internationally guaranteed human rights.
7. Promotion of community and global Peace initiative. It worked toward the establishment of a new system of international relationships guided by the quest for world peace, increased social justice, the universal satisfaction of basic human needs.
8. Protection of the planet's fragile eco-systems

THE ASSUMPTIONS OF INTERNATIONAL SOCIAL DEVELOPMENT PRACTICE

Verschelden, (2013), postulates the following as the assumption of social development practice globally.

1. That social, political, and economic events occurring in other regions of the world have direct, often immediate, sometimes lasting consequences on the quality of life in all other regions of the world;
2. That the underlying dynamics of human degradation and social injustice found in local communities often emanate from social, political, and economic forces.
3. That international social forces both contribute to and sustain social inequalities in particular locales (e.g., the international dimensions of global poverty and discrimination on the basis of race, class and caste);
4. That international social forces often contribute to and sustain patterns of inter-personal violence between people (e.g., racial, ethnic, and cultural intolerance);

5. That many of the social problems confronting social workers are rooted in national and international dynamics that transcend local boundaries;
6. That only under conditions of peaceful co-existence can local, national and international social development and, in turn, human development be accelerated;
7. That human survival to the year 2000 and beyond requires a fundamental restructuring of the relationships between peoples, communities, and nations;
8. That a restructuring of the national and international social orders is particularly urgent in reducing the profound, largely unnecessary, levels of human misery, degradation, and interpersonal violence that persist in many countries.
9. That social development specialists possesses a unique body of knowledge and skills that can positively impact upon the national and international social situation, especially in helping to find sustainable solutions to recurrent local, state, national and international social problems; and,
10. That acting individually and collectively, substantial numbers of social development specialists, including social workers, are continuing the national and international social movements begun by their forbearers toward the establishment of a more peaceful and socially just world order. These assumptions are far-reaching and provide a framework for integrating the diverse social change activities of the various disciplines and professions that contribute to social development.

THE ROLE OF EDUCATION IN COMMUNITY DEVELOPMENT

Amadioha. and Akor, (2018) indicated the major role of education in community development as:

Education and society

Education's role and purpose are dictated by societal and natural circumstances. In the interplay between education and society, the most prominent characteristic of education is its communal aspect. Society and education benefit each other because education affects not just the person receiving education, but also the entire community, beginning with his or her family. In other words, it is the obligation of education and educational institutions that serve certain societal functions to produce a sufficient number of efficient citizens for a more prosperous society. Through mutual exchanges, each educational institution builds links. Education, as a phenomenon, serves as both a social foundation and a societal process. If a preceding and hierarchical sequence is constructed, society can be considered the goal, and education can be considered a necessary tool for accomplishing this goal. In this sense, research on the functional relationship between education and society, as well as its other institutions, is essential for community development.

Community development and education

Overall development is identical with development. In this way, the educational system and the economy are two intricately intertwined social institutions. Schools are an important part of the educational system because they give instruction and character development, allowing for economic success and community growth. Education and teaching are particularly important in identifying social problems and enlightening folks about these issues in a democratic manner. There are two reasons why educational facilities are necessary: The first goal is to keep people from falling behind as social and economic situations shift. Second, by confining these conditions, the community can be developed and modified. Almost every community's principal task is to govern relationships in order to ensure its existence and preservation. It is vital to consider individual and socio-cultural traits, as well as social efficiency requirements, while developing educational objectives. Coordination of all actions that have occurred or will occur is required for advancement. It is critical to build collaborative educational activities to familiarize society with working in groups in order to accomplish community development. In this sense, educational institutions should not be underestimated. It does not appear possible to be productive in a community implementing programs that contribute to community growth and change without first knowing the relationshipal and value systems of the community and groups. When socio-cultural components are overlooked in development and transition, failure is unavoidable. For example, before beginning a development activity in a sluggish and indifferent social structure, it is generally required to implant in the members of this society the instinct of promise. Self-satisfied people, according to Frank Tyger (1929-2011), cannot provide development. Human attributes are strongly attributed in the world's action plans and strategies of developed and emerging countries. Sociologists believe that there is a strong relationship between educational policy and social expectations and ideals.

Matters arising on the current state of education programme

The Millennium Development Goals (MDGs) aim of attaining education for all did not come close to addressing the UBE Programme's position, which was

attributed to various teething problems related with basic education acquisition. These issues include:

1. Poor budget to the education sector.
2. Poverty.
3. Ignorance among the people.
4. Poor learning environment and culture.
5. Lack of competent teachers.
6. Poor motivation of the teaching personnel.
7. Poor infrastructural facilities.
8. None or Inadequate supply of learning materials.
9. Corruption.
10. Poor policy planning and implementation strategies.
11. Inadequate statistical data for planning.
12. Poor logistic supply from the closet government support.
13. Total neglect of the teaching profession.
14. Lack of trust for government promises.
15. Instability in the polity leading to incessant change in leadership.

Panorama of education for Nigerian

Preservation and transmission of our social, moral and cultural values

Education acquaints learners with social, moral and cultural values and teachers make them familiar with values and ideals through different activities, games, story-telling etc. education makes them familiar with constitutional issues, rules and regulations of citizens and so on even if they may not be aware of the source of the information they are being taught. According to FRN, (2004), major objectives to produce a productive citizen has been fulfilled by Education, so education preserves our values and it make others to imbibe those values.

Awakening of Social feelings

By education, individuals gradually become aware about the importance of unity, love, fraternity and other values. Education makes all people get awakened of being a part of the society and how they can contribute to the world as society in their own little way. People know different values and life skills and thus they develop concern for society including social mindedness, values life skills, learning to be, learning to do, learning to know, learning to live together via different activities, story-telling, dramatization, etc.

Political development of society

Education makes all aware about rights and duties of all, which are their responsibilities and duties so that they can develop their civic sense. Through different lesson of political leaders and stories of education leaders they develop ideal leadership quality so that in the future citizens can lead the state as a society. All these begin by their being given opportunities to serve as class monitor or class captain as they are called and at other times during group learning opportunities are given for the selection of group leaders.

Economic development of society

Through basic education, Nigerians can learn how to generate money through arts and crafts, and with the qualification, he can get a job or labour, and with more education, more or less everyone can get professional work and earn money, therefore per capita income would rise as literacy rises. People migrate to different sections of the country or to other countries as a result of their education, and their earnings contribute to build the society as a whole.

Social changes and reforms

Education makes individuals near perfects and aware about their rights, in order that they can kick against superstitions and beliefs that are harmful for them. Through education everyone learns to grow, to live and how to be saved from difficulty. It also inculcates values and ideals in their lives and in others. Education makes all aware about how to live peacefully and how to face difficulties in their lives.

Socialization of a child

Education trains the mind of a child and it teaches him how to inculcate values in his life. It makes the child understand what society is, how he is a part of society, what are his roles in the society, how he should behave, how he should interact with others etc. Education helps him to understand who he is? And it develops a sense of a social being in him. In short education socializes a child.

FACTORS OF SOCIAL DEVELOPMENT.

Bolan, (1991) state the following as factors of social development:

Family and home environment

The status of family has great impact upon child as it provides moral, financial support and enabling environment to ensure that their children attain higher qualifications. In order to have a balance personality of a child, there must be great cooperation between parent

and their children. The home and family are the only institution for child's socialization and transmission of child's personality because it is the foundation of social development because that is the first contact of the child. The inculcation of basic social values, desirable character traits and norm are learnt first in the family and home. The success or failure of an individual depends on the type of social take-off acquired in the family setting. The child is trained in language, positive character traits, fundamental intellectual knowledge, vocational skills and so on, through the initiation by the adult members of the family like father, mother and other siblings at home.

School and teacher's role

The school is another important agent of social development after the home, the child is exposed to the school which also influences him. It socializes the child, gives him the opportunity to manifest his qualities, potentialities, capabilities, instincts, drives and motives and helps to develop his personality. For the child, the teacher's personality and character provide a mode which he strives to copy, thereby consciously moulding his personality This is true only of those teachers who succeed in arousing in the child's mind an attachment and love of themselves. Every little action, every movement, speech made by the teacher impresses itself on the child's mind. Apart from the teacher, the child is also influenced by his school mates or groups. These mates or groups play a significant role in determining the status and role the child will occupy in the society later in life During the process of education, the child's personality develops under the impact of the other personalities with whom he comes in contact.

Parental style

The parental style must be very democratic and involved on the sack of children. those children show greater social development and emotional maturity whose parental style is democratic and involve one.

Peer group

The peer group consists of the child's own friends and equals who have comparable motivations, reasons, and interests. A youngster gains social independence and makes decisions to define his or her role in a peer group. Here, a youngster can express his or her feelings and emotions independently, gain self-confidence, and create new behaviours that define a child's personality. Peers can have an impact on a child's life in both positive and negative ways. A youngster must take caution while selecting peer groups to which he or she will belong.

Information explosion

Nowadays, we have great information explosion where every person has very easy access to all kinds of information. the most commonly available information is machines, internet, cable tv, and mobile phone system. These means of information can be used in positive and negative ways. now it is the responsibility of children's to in charge to guide them on the right path.

IMPORTANCE OF SOCIAL DEVELOPMENT IN EDUCATION

Social Development enhances academic competence and helps individuals to is be effective and resourceful (Bargal,2004). It also helps in fulfilling Social competence which includes the following:

Self-awareness: the ability to reflect on one's own feelings and thoughts in academic pursuit.
Self-control: the ability to control one's thoughts and behaviour**.**

Social awareness: the ability to empathize, recognize social cues and be adaptable.

Relationship skills: the ability to communicate, make friends, manage disagreements, recognize peer pressure and cooperate.

Responsible decision making: The ability to make healthy choices about one's own behaviour while weighing consequences for others.

All these skills are extremely important in one's life because socially competent student are better adjusted and adaptable and willing to accept diversity and changes in life and learning.

CONCLUSION

The most important contribution of education is not only to upgrade the living standards of citizens but also to enable them to become better citizens. Human right to education today is a prerequisite for development and also an effective means for both taking knowledge-based decisions and improving democracy. The statement of Roosevelt's 'trying to educate a person mentally without educating morally is to bring a menace into the society' simply implied that a holistic education has the capacity to cause great transformation and consequently can help to develop an uncivilized, nation, make strong a weak and incapacitated community to a great one. this vein, education can create a safer, healthier and more prosperous world and enhance the living standards by

changing the visions and perspectives of individuals.

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