

TECHNOLOGICAL EDUCATION AND SUSTAINABLE DEVELOPMENT: THE NIGERIAN EXPERIENCE

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ABSTRACT

Nigeria has made several efforts aimed at achieving economic development in the time past. However the desired goals have not been realized. Consequently this paper examined the steps taken and posits that to reach this target technological education and human capital development are critical areas where the country is lacking. This is because technology has become an important factor in fostering growth and national development in the 21st century. Nigeria has to leverage on the advantages technology offers in order to develop the economy. This paper therefore recommends appropriate policy and implementation together with significant investment in technological education and human capital development that would serve as catalyst for sustainable development.

Keywords: Education, National Development, Technology, Sustainable Development

INTRODUCTION

Over the years, education has been used as tool for transformation. Every sphere of human endeavor is amenable to change via the instrumentality of education. Societies have been transformed and reformed to achieve greatness through the adaptation of educational systems and processes. The industrialized nations of the world, have used education to transform their societies and achieve growth in virtually all aspects of their national life. Many countries in the Asian Continent like China, India, Singapore etc. whose economy were regarded as under developed, have grown significantly. These countries which were virtually at the same level with Nigeria, have left her behind in terms of economic growth and development. The giant strides achieved by these countries can be traced generally to education, and in particular to technological education since technology has become a vital instrument to achieve growth and development.

Education is the process of facilitating learning or the transmission of knowledge, skills, values, beliefs and habits etc., which can be achieved through formal, informal and non-formal methods such as teaching, storytelling, discussions, training and research. Formal education occurs in a structured environment, whose explicit purpose is to teach students. It takes place in a classroom

setting with students learning under the tutelage of a certified or qualified teacher. Vocational, special education, distance learning, apprenticeship etc., are also part of the educational system. All methods of education are capable of instilling social changes and economic advancement by individuals and communities to take charge and harness opportunities within their domain.

According to *Encyclopaedia Britannica*, technology is the application of scientific knowledge to the practical aims of human life or to change and manipulate human environment. *Wikipedia* also states technology is the collection of techniques, skills, methods and processes used in the production of goods and services or in the accomplishment of objectives such as scientific investigation. Based on our past and recent experience, technology has been used as a means of manipulating the environment, energy-generation, treatment of food, production, technique of construction, manufacture and design of means of transportation, communication, military application and so on. Indeed, technology is relevant to every sphere of human endeavour.

The impact of science and technology is phenomenal. It is for this reason that... States that it is now recognized that scientific knowledge is more essential for wealth creation by nations than capital or land because physical resources can be depleted

but knowledge is inexhaustible. In the same vein Dyson states that technology is the gift of God after the gift of life. It is perhaps the greatest of God's gift. It is the mother of civilization, of arts and of science. Technology continues to grow to liberate mankind from the constraints of the past. The most revolutionary aspect of technology is its mobility. Anybody can learn it. This is because it jumps easily over barriers of human race and language. Its mobility is still increasing. Nigeria must make a serious effort to leverage on the opportunities offered by technology for development.

National development is a subject of prime importance to nations across the globe and shall remain so in the foreseeable future because of the myriads of benefits accruing therefrom. The advantages of sustainable development are not far-fetched because the developed nations are leaders in all ramifications. National development is multifaceted, encompassing all-round and balanced development of different aspects of the nation to include political, economic, social, scientific, material as well as other forms of growth and development. It is the total effect of all citizens' forces in addition to the stock of physical and human resources of knowledge and skills. It equally covers expansion of industries, agriculture, education, social, religious and cultural institutions.

The United Nation defines national development as growth plus changes and that these changes are reflected in social, economic, cultural as well as in qualitative and quantitative terms. Hence, the scope of national development, is well above economic growth and development measured in terms of GDP or GNI. Animalu & Ajoku that sustainable development is a synergy of political, economic, social security science and technology development. The role of politics in development is obvious, in the sense that without it lasting change is impossible. Gigerich (2017) posits that technology is enabling almost everything and further summed up that investment in technology and talent are vital to ensuring economic growth and wealth creation by individuals and businesses though-out the world.

THE NIGERIA EDUCATIONAL SYSTEM

Education in Nigeria is administered by the ministry of education across the three tiers of government: Federal, State and Local government. The system is run at four levels of: Kindergarten, Primary, Secondary and Tertiary. It is because

education is on the concurrent legislative list; delineation is not quite clear-cut. Consequently, a unified set of educational polices have not been successfully implemented. Differences exist in terms of curriculum, quality/standard cum funding.

Different educational policies have been pursued in the past such as UPE (1976) UBE (1981) etc. At the secondary level subjects and 5 electives are taught. The core subjects are: English Language, Mathematics, Economic/Civic Education and one or more electives from the following: Biology, Chemistry, Physics or Integrated Science. Although, there is uniformity in policy at this level, the administration is variegated because of different factors such as low budget, understaffing, irregular payment of salaries, lack of incentives, indiscriminate sacking of teachers and what have you. This level of education is dotted with both private and public schools with the latter being poorly organized and funded to render quality services. The system at this level appears to be dysfunctional to a great extent.

The ownership structure at the tertiary level is the same with secondary. Hence, it is equally fraught with the same level of maladies.

In evaluating the Nigerian school systems, it may be germane to consider the following questions about the system and policies:

- Are the system adequately planned and implemented in favour of the acquisition of scientific knowledge and skills?
- To what extent is creativity and innovation promoted? Is there adequate balance between theory and practice?
- To what extent is research and development promoted? Any educational system that fail to adequately promote research and development would be stunted
- Are the educational institutions at all levels adequately funded and equipped to deliver the goals and aspirations of the system?
- To what extent is functional literacy promoted? No nation develops beyond its literacy level.

From the foregoing, would it be inaccurate to classify the educational system as dysfunctional and unproductive? The current educational system suffers some difficulties which include but not limited to: poor financial support/underfunding, inadequate infrastructural facilities and equipment, shortage of teaching faculties, lack of research

interest, lack of motivation to compete and collaborate internationally and over-bloated administrative arm. In summary, the educational system is imbued with fundamental problems of poor policies and implementation, underfunding, management cum manpower inadequacies.

EDUCATIONAL SYSTEM AND NATIONAL ECONOMIC DEVELOPMENT

Research has shown that there is positive relationship between education and national development. The standard and quality of the educational systems and the capacity to innovate determine the pace of growth and development of a nation.

Jonathan (2010), opines that the quality of our workforce is a direct reflection of the schooling that produced them. In the same vein, Kingdom and MaeKae (2013), highlight that education is the life wire of industries and also the foundation of moral regeneration and revival of its people. Again, Asaju and Adagba (2014), enunciate that education can be used to bring about positive changes and development needed in the society. Through education, man can think, reason and act as a better person in the society he finds himself. They concluded by stating that functional education helps in equipping recipients with knowledge and skills to engage in productive task, because it is the type of education that emphasizes practice more than theory.

Ugbogbo et al (2013), in their own contribution, state that education plays vital role in economic transformation: improving living standards, socio-economic growth, political stability, infrastructural development, provision of basic amenities amongst other developmental variables. Furthermore, Ugwu (2015), asserts that education is basic to national development. Obviously, the standard and quality of the educational system and the capacity to innovate determine the pace of growth and development of a nation. It has equally been observed by Onyemenam (2015) that education improves the development of any society, hence the need for the educated people to occupy important positions in order to improve society. The schools educate future leaders and equip them with high technical capacities needed for economic growth and development.

Corollary to this, Ako and James (2018), postulate that functional and efficient education

should be able to improve economic development of a nation via training of requisite manpower for development. Education produces citizens with appropriate occupational skills and knowledge to plan and manage the economy efficiently. Grant (2017), in a similar contribution, states that education increases the stock of a nation's human capital, efficiency of individual workers and helps the economies to move up the value chain beyond the manual tasks. Education is the leading determinant of economic growth, employment and earnings. Sustainable development can be achieved through the quality and quantum (.e. the percentage of the population) that have been provided with the requisite knowledge and skills for economic transformation.

Akbari (2016), suggests that education is a fundamental factor for economic development, because it raises people's productivity and creativity as well promote entrepreneurship cum technological advancement. No nation can achieve significant economic advancement without substantial investment in human capital. Education enriches people's understanding of themselves and the society in which they live.

It is in recognition of the foregoing that Nigeria formulated the Science and Technology Innovation (STI) policies and programmes as parts of tools for achieving the goals of Vision 20: 2020 development agenda. STI policy has the objective of creating awareness in society on the relevance of STI culture for the improvement of quality of life and sustainable development. Some of the strategic steps needed to accomplish the targets enunciated in the policy document include among others the following:

1. Encouraging relevant stakeholders to provide pupils and students at primary and secondary schools as well as technical colleges with broad based curricular comprising requisite scientific knowledge and vocational skills.
2. Providing policy initiatives to Nigerian youths for career development in S & T fields.
3. Promoting inventions and innovations that address immediate needs.
4. Producing world class scientists, engineers and technologists, who are well grounded in theory and practice of basic sciences and the need for entrepreneurship/technopreneurship.

5. Providing adequate support for continuous training of academic staff in tertiary and research institutions.
6. Promoting academic-industry exchange programmes to enhance knowledge sharing and collaboration.
7. Promote and prioritize strategies for multidisciplinary mission oriented Research and Development (R &D) activities geared towards the generation, acquisition, storage, application and diffusion of S & T knowledge for national development.

Crystallizing the strategies above depend to a greater extent on the education system. Whether the improvement in Nigeria's educational system designed to realize these targets have been accomplished is subject to debate and your views may be as good as mine; not be in the affirmative.

HOW TECHNOLOGICAL EDUCATION ENHANCES ECONOMIC GROWTH AND DEVELOPMENT

Education facilitates economic growth and development in a number of ways which include the following:

1. Knowledge and skills: Acquisition of knowledge and skills enhances productivity and greater opportunity to do work and earn higher income with the propensity for increased savings/capital formation and investment. Education helps to increase production by equipping men and women with the latest knowledge of science and technology.
2. Innovation: Education increases the capacity for innovation and adaptation.
3. Participation rate: Education increases the opportunity for engagement in meaningful economic activities by large percentage of the nation's population.
4. Acceptability of modern methods. An educated person exhibits higher tendency to adopt modern techniques and achieve economic progress.
5. Reduction of inequality. Education improves quality of life.
6. Promotion of national economy: Individual citizens acquires competencies and capacities for developing and utilizing technologies for

industrial growth and economic development because knowledge helps in the conversion of local raw materials into finished products.

7. Entrepreneurship development: Technical knowledge and skills make beneficiaries to be self-reliant job creators cum employers of labour rather than job seekers.

RELATION BETWEEN LITERACY RATE AND DEVELOPMENT

Literacy is indeed very germane to national economic growth and development. In this respect, literacy goes beyond the 3Rs: Reading, Writing and Arithmetic. Functional literacy is what is required which covers the ability of the individual concerned to discharge his economic, social and civic duties efficiently. Evidence shows a high direct relationship between the literacy attainment of people and the development status of the country. In this regard, the UNESCO Director-General, Audrey Azoulay commented on the 2019 World Literacy Day that *"literacy is the first step towards freedom, towards liberation from social and economic constraints. It is a prerequisite for development, both individual and collective. It reduces both poverty and inequality, creates wealth, and helps to eradicate both problem of nutrition and health"*. The World Bank, in its 2016 data on literacy summarizes that while literacy is improving globally, Africa is the only Continent where more than half of parents could not help their children with homework because of illiteracy. Nigeria is very much caught up in this quagmire as part of the continent. National Bureau of Statistics (2010), states that literacy is fundamental to information dissemination, socio-economic development and poverty alleviation among others. Lemaistre (2013), postulates that the higher the literacy rate, the higher the socio-economic and human development of a nation because literacy strengthens communication skills, builds self-confidence and self-esteem, all of which are necessary for making informed social and economic decisions that will engender improved livelihood.

Although, the Nigerian Bureau of Statistics report on literacy may be faulted on the grounds of currency and the fact that it focused primarily on the basics [the 3Rs], it is provided hereunder to give bird's eye view of the country's position on the subject matter:

ADULT LITERACY RATE BY STATE

STATE	LITERACY IN ENGLISH	LITERACY IN ANY OTHER LANGUAGE
Abia	78.2	81.3
Adamawa	58.4	73.3
Akwa Ibom	75.1	79.6
Anambra	72.8	74.0
Bauchi	28.6	65.7
Bayelsa	77.3	77.7
Benue	69.8	73.3
Borno	38.1	58.6
Cross River	76.6	77.1
Delta	69.5	70.0
Ebonyi	69.8	71.3
Edo	63.5	64.0
Ekiti	62.9	72.2
Enugu	64.6	65.0
Gombe	34.5	63.9
Imo	80.8	82.4
Jigawa	26.1	74.1

Kaduna	53.5	72.4
Kano	27.8	74.1
Katsina	27.5	53.3
Kebbi	29.1	57.2
Kwara	36.1	42.6
Lagos	80.5	87.7
Nasarawa	47.5	54.1
Niger	42.6	50.1
Ogun	66.2	77.7
Ondo	66.6	74.3
Osun	58.9	70.0
Oyo	62.6	71.3
Plateau	59.3	65.0
Rivers	73.2	81.9
Sokoto	22.1	77.4
Taraba	56.9	62.7
Yobe	24.2	82.5
Zamfara	26.2	82.5
FCT	58.1	61.0
Grand[Nigeria]	57.9	71.6

ADULT LITERACY BY GEO POLITICAL ZONES

ZONE	MALE	FEMALE	BOTH
North Central	65.1	47.1	42.0
North East	49.8	33.4	42.0
North West	39.7	23.2	31.7
South East	80.7	67.5	73.8
South South	81.1	66.6	74.0
South West	75.5	62.6	69.1
Total[Nigeria]	65.1	50.6	57.9

SOURCE: National Bureau of Statistics. The Literacy Survey, 2010.

NIGERIA'S ECONOMIC GROWTH AND DEVELOPMENT EXPERIMENTS

In order to guarantee the welfare and wellbeing of citizens, nations embark on economic growth and development programmes. In this regard, Nigeria has made several efforts aimed at growing its economy and consequently, fostering national development. These took the form of national economic plans and policies.

According to Project Writer Nigeria (2016) development planning in Nigeria can accordingly be classified into three areas: fixed term planning (1962-1985); rolling plan (1990-1998), and the democratic dispensation (2000 to date). Although,

according to Orukpe and Omoruyi (2017) and Ibietan and Ekhosuehi (2013), development planning in Nigeria dates back to 1946. We shall focus on the post-independence period. Nigeria started with fixed term planning in 1962. The first development plan crafted by Nigeria, covered the period 1962-1968. The cardinal objectives of this plan were technical education, agriculture and industry with an envisaged growth of 15%. To facilitate these objectives, certain key infrastructures envisioned and crystalized amongst which are: the Kainji dam, Oil refinery, development and construction of iron and steel mill and the extension of railways by several miles. The plan also made available to regional governments,

some loans to be passed on as credits to farmers for active and extensive engagements in agricultural production. The obvious lacuna in the implementation of this plan according to World Bank (1966) was the funding-gap. It was highly dependent on foreign aids which were subject to the whims and caprices of the International funding agencies. The funding gap and the associated problem of implementation, created space for the crafting of another development plan covering 1970-1974, whose object was to rectify the problems of the first plan. Subsequently, the 3rd national development plan came aboard covering 1975-1980. This plan had a budgeted capital expenditures of 43.3 billion naira out of which only 29.43 billion naira was spent due to yet another funding inadequacies.

Again, the 4th national development plan rolled in for the periods between 1981-1985. At this time, with a budgeted capital expenditures of 82 billion naira. Due to mounting problems of underdevelopment another plan christened Structural Adjustment Programme (SAP) took the center stage to correct the structural imbalance in the economy in 1986. SAP held sway until the end of the eighties. As part of SAP Nigeria's exchange rate was liberalized and made to determine by the market forces of demand and supply. SAP ushered in the gradual and astronomic depreciation of the of Nigeria's currency in the international forex market. Prior to SAP one naira exchanged for about two US dollars. Consequently the value of Nigeria's exports plummeted while the cost of imports burgeoned. Thereafter another generation of development planning took the center stage of our national life, which is the rolling plan.

The first in this series, was the 1990-1992 rolling plan, ostensibly, to consolidate the gains of the Structural Adjustment Programme (SAP) and stabilize the Nigerian economy. The main thrust of this plan, was employment generation. Then, again, the 2nd national rolling plan, was initiated from 1993-1995 to correct the observable lapses and inefficiencies in the operation of monetary and credit policy instruments, improve capacity

utilization of industries as well as the rising trends of unemployment. This trend continued till the 1994-1999 rolling plan came on board still focusing on employment generation.

In 1999 came the emergence of democratic dispensation that introduced a new approach to development planning. This approach not only streamlined the processes of development planning but also incorporated a paradigm shift. This time, lofty goals for economic growth and development were set as well as strategy for achieving them clearly outlined. The 1st in this series was the National Economic Direction covering (1999-2003) with a primary objective of pursuing a strong, virile, and broad based economy with adequate capacity to absorb externally generated shocks. This plan had similar goals and programmes with its earlier counterpart, SAP.

Yet another, dubbed as National Economic Empowerment and Development Strategy (NEEDS) held sway from (2003-2007). It was adopted as the pathway for growth and development of Nigeria's economy and had three components. National Economic Empowerment and Development Strategy; State Economy Empowerment and Development Strategy (SEEDS) and the Local Government Empowerment and Development Strategy (LEEDS) to be pursued at the national, state and local government levels.

Vision 2020, took over from NEEDS during Jonathan's administration pursuing similar sustainable social and economic development. It targeted taking Nigerian economy to the 20th position in world ranking.

Another development plan came during President Muhammadu Buhari's tenure as 7 points agenda from 2015 to date.

It is important to note that inadvertently, the implementation of the first development plan between 1962-1968 was punctuated by the Civil War that took place from 1967-1970. The potent and latent influences of the war cannot be ignored. Apart from the political tension that trailed it, the war further expanded the ethnic/religious

differences that existed among the Nigerian populace and coated the same with deep distrust, which is manifested in our psyche and actions till today. The ethnic cum religious hegemony accentuated then still resonates in our national life and discourse. Development planning in Nigeria suffered some setbacks which Ibieta and Ekhosuehi (2013), described as lack of coordination and harmonization of policies and programmes both within the tenure of an administration, and those succeeding it. Poor data capture and availability constitute another source of derailment of development planning in Nigeria. Often times, realistic data were not available or used in the process of planning and evaluation and these boils down to poor planning and implementation. Poor maintenance-culture is yet another challenge. Nigeria is characterized with infrastructural decay, e.g. refineries and railways as well as other projects embarked upon as offshoots of the aforementioned plans are moribund today and thus, reversing the modest gains made. In the same vein, some impactful policies and programmes have been terminated or abandoned prematurely. I.

In fact, the outcome of Nigeria's economic management efforts have not been so impressive over the years. In the 3rd quarter of 2019, Nigeria's year-on-year growth rate of 1.94% fell below the annual average of 3.82% from 1982- 2019. 2015 witnessed a growth rate of 2.7% and again, dropped to 1.9% in 2018. This level of growth according to Word Bank report, is too low to lift the bottom half of the population out of poverty. Nigeria currently has an unemployment rate of 23% with 20% of the labour force underemployed. The problem of insurgency in the North East has equally heightened the incidence of poverty. Worthy of note is that at present the economy is growing at a rate slower than the population growth rate of 2.60%. This

nonetheless, has long term implications. It's in view of the foregoing that this topic attracted the attention of these authors.

MEASURES OF NATIONAL ECONOMIC DEVELOPMENT

The common measures of development frequently used by economists, is the GDP or GNP per capita. However, because of the varied interests and perspectives on the national development, other bases have been developed. These include among others: consumption per capita, population growth, occupational structure of the labour force, urbanization, infrastructure and social conditions which covers literacy, life expectancy, health care etc.

Nonetheless, this paper focuses on the economic models of GDP/GNP per capita and the social conditions of HDI [Human Development Index] as well as literacy rate.

Human Development Index [HDI], covers the following elements:

I. Living a long life or Longevity Index [LEI] i.e. life expectancy [number of years a newly born baby is expected live]

II. Being knowledgeable on Educational Attainment Index [EAI] i.e. education attained by people of the country on the average basis.

III. Standard of living on real per capita GDP [SLI]

$$\text{HDI} = \frac{1}{3}[\text{LEI} + \text{EAI} + \text{SLI}]$$

HDI's are classified as follows: 0.800- 1.000 Very High; 0.700- 0.799 High; 0.555-0.699 Medium; and 0.350-0.554 Low.

Rank	State	HDI	LEI	Education
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		(2016)		Index
1	Lagos	0.652	0.459	1.007
2	FCT	0.629	0.506	0.815
3	Bayelsa	0.591	0.475	0.926
4	Akwa Ibom	0.564	0.491	0.905
5	Ekiti	0.561	0.522	0,0.894
6	Delta	0.556	0.459	0.904
7	Cross River	0.551	0.538	0.857
8	Ogun	0.549	0.522	0.780
9	Rivers	0.542	0.427	0.922
10	Abia	0.541	0.506	0.881
11	Enugu	0.541	0.506	0.881
12	Edo	0.530	0.475	0.849
13	Imo	0.518	0.522	0.916
14	Osun	0.512	0.506	0.855
15	Kwara	0.511	0.506	0.697
	Nigeria	0.511	0.459	0.797
16	Nasarawa	0.506	0.475	0.786
17	Ondo	0.500	0.506	0.871
18	Anambra	0.471	0.443	0.921
19	Plateau	0.463	0.411	0.766
20	Benue	0.462	0.427	0.806
21	Taraba	0.461	0.427	0.755
22	Kogi	0.451	0.411	0.857
23	Oyo	0.440	0.491	0.683
24	Ebonyi	0.434	0.443	0.763
25	Adamawa	0.429	0.364	0.661
26	Kaduna	0.404	0.396	0.642
27	Gombe	0.401	0.443	0.492
28	Niger	0.399	0.475	0.562
29	Kebbi	0.382	0.506	0.396
30	Jigawa	0.360	0.427	0.431
31	Kano	0.359	0.427	0.496
32	Zamfara	0.339	0.475	0.424
33	Borno	0.328	0.364	0.587
34	Yobe	0.325	0.380	0.330
35	Bauchi	0.323	0.396	0.415
36	Katsina	0.303	0.459	0.440
37	Sokoto	0.291	0.475	0.334

LIST OF NIGERIAN STATES BY HUMAN DEVELOPMENT INDEX

SOURCE: WIKIPEDIA (2019): Retrieved from en.m.wikipedia.org./wiki/list-of-Nigerian-States-Human-Development-index on 18/10/19.

The data below at face value depict that countries with buoyant economy have high literacy and HDI and further indicate some form of relationship between education and development.

Country	*LITERACY RATE @ 2017	**GDP per Capita @ US\$ 2017	***HDI @ 2017
Japan	99.0	39,306	0.909
S. Korea	97.9	31,346	0.903
Singapore	96.8	64,041	0.932
China	96.4	9,608	0.752
India	69.3	2,036	0.640
Malaysia	94.6	10,942	0.802
Ghana	76.6	2,206	0.592
Kenya	78.0	1,857	0.590
Nigeria	57.9	2,049	0.532
Siera Leone	48.1	516	0.419
Senegal	55.7	1,474	0.505
Burkina Faso	36.0	729	0.423

Source: Compiled by the author from:

*Retrieved from https://en.m.wikipedia.org/wiki/list_of_countries_literacy_rate

** Retrieved from [https://en.m.wikipedia.org/wiki/list_of_countries_by_gdp_\(nominal\)_per_capita](https://en.m.wikipedia.org/wiki/list_of_countries_by_gdp_(nominal)_per_capita) .

***Retrieved from https://en.m.wikipedia.org/wiki/list_of_countries_by_Human_Development_Index on 22/10/19

FINDINGS

1. Technology has been deployed as a tool for stimulating growth and development elsewhere in the world. There is ample possibility that it can work for Nigeria. Nigeria still lags behind in terms of technological development and innovation.
2. There are significant factors that limit access to education in parts of the country.
3. Nigeria is classified among nations with low human capital development index and this has great consequences for her growth and development,
4. The country's pace of growth and development need accelerated improvement before it finally nosedives irretrievably.
5. The literacy level in some parts of the country is quite below acceptable limits and this has negative implications for economic transformation of the nation.

CONCLUSION

Nigeria has the capacity to reverse the downward trend in the economy and make it bounce back on the path of growth and development. What is required is the political will and sincerity of purpose to take the right step and follow through. Moreso, in view of the country's strategic position in the African continent there are other nations with genuine interest that may be willing to assist in this arduous task. However, we are to take the lead. The myriads of challenges stunting the nation's growth and development can be confronted and conquered by taking the right handle: technological education and human capital development.

RECOMMENDATIONS

1. Review of the educational policies and programmes including curriculum to ensure they are capable of delivering the target of technological education and human capital development.

2. Tackling all impediments that restrict access to education in some parts sections of the country and promoting equal access to education at all levels.
3. Appropriate budgetary allocation to education in order to guarantee adequate facilities and qualified manpower.
4. Beefing up literacy programmes around the country in view of its relevance to economic growth and national development.
5. Taking necessary steps to diversify the economic base of the nation and move it away from its current mono product status and plunging all loopholes that fuel leakages and all forms of corruption.

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