

## Perspective

# Importance of Education in Generation

Hilda Salcedo, EdD

**SUMMARY**

Education plays a vital role in the quest to ensure that the basic needs and well-being of the entire world's people are met. This is also the vital goal of population policies. The concept of education throughout the full width of life is the most important innovation to appear in recent educational theory. Education is not only endure throughout life, but as broad as life itself also; that is, an tactic to education that serves all people, appeals upon all domains of knowledge, and seeks to participate learning into all of life's major activities. The education is not limited to schools or colleges only, nor is it limited to age. The things happening in the practical life also educate us. There are many benefits of education in our life. If there is no education, then there is no life. All those of you who are reading in good schools and colleges are indeed very lucky. You all have the golden chance to own the ornament-like study, and to get yourself counted in the list of educated people. Education is the only means of alleviating poverty, improving people's health and increasing economic growth. Improving literacy levels in demoted societies will go a long way in improving human living standards.■

**KEYWORDS**

Education; Generation; Development; Criticism; Knowledge

*Sci Insig Edu.* 2016;2016:e00029. doi:10.15354/sie.16.pr003

**Author Affiliations:** Author affiliations are listed at the end of this article.

**Correspondence to:** Dr. Hilda Salcedo, EdD, North American Center of Education (NACE), The BASE, Chapel Hill, NC 27510, USA. Email: h.salcedo@basehq.org

Copyright © 2016 The BASE. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

**E**ducation plays very important role in our life, without education there's nothing. It has many leading functions in our life, as it is as important as we breathe. A key role of education is shaping the future generation and achieving the dream, the objective of education is humanity has set for himself, i.e. to continuously outshine and constantly achieving the better and satisfying the abiding curiosity to know the outer universe and the inner of own perception. All knowledge is constantly collected, experimented and applied to the welfare of humanity. And the tool of shifting knowledge and skills to the next generation is our system of education or education itself. As teachers, educationists, parents, administrators, mentors continuously explore how our methodologies can be fruitful to educate our children and help them to develop the values and wisdom (1). With the development of technology and changing social demands our mechanism i.e. education need to be anticipated and continually progressed to meet the new challenges, our daily life presents.

Our world is continually changing and it needs a society that is well experienced in understanding the problems originating from culture variances and patience of one another's beliefs and perceptions. We are allocating with systemic problems in education, economic, government, religion and culture differences. To appraise a phrase from Gottfried Wilhelm Leibnitz, "Make me the master of education, and I will undertake to change the world." If we are going to change the world, merely we have to continually attain the education necessary to rise knowledge; we must never overlook education along without the practice of persuading what is learned is not sufficient to create reasonable results satisfactory to tolerate a society in the 21st century (2). We have to become the voice of the people by getting complicated to make a difference in the world by setting into gesture what we have learned. To discover how education can be successful in terms of needs for knowledge, skill and values and to meet life inspiring needs while conveying spiritual and moral values, knowledge of social norms and duties, sense of self-esteem and identity and an pledge of belonging and companionship, we need to logically define the role of education and need to understand the components of learning process.

## TRADITIONS IN EDUCATION

Following are the traditions in education:

- **Optimism (Idealism)** – This tradition began in Greece and the well-known philosophers who announced this concept were Socrates and his pupil Plato. The simple concept tossed was that all the possessions we see in this world are truly the copy not original. Whatsoever we produce here, converts an idea in our mind. So whatever we work to create something is
- first takes shape in ideas and minds, so the true reality is Idealism (3). They both sustained the education, which provides the chance to develop mental abilities and make student think appropriately to find any reality.
- **Pragmatism (Realism)** – Aristotle, the follower of Plato was the person, who got the concept of Realism and claimed that the Idealism is not the only reality, but there are many ordinary things that are the part of our atmosphere and we come through those things. Whatever we observe is very important to develop and find the realities using experimental indications (3). So the education that is based on experience and visible realities will direct the students to find out the reality. The same has significance to the philosophy of Positivism.
- **Perennialism (Normative Philosophy)** – This concept was presented by Robert Hutchins has an opinion that the education should have eternal effect on the students and then the only eternal ideas should be educated. For that he supported the religious thoughts to be amalgamated in the prospectus (4).
- **Existentialism (The worth of Life)** – Kierkegaard debated that all the philosophers are of a view to indoctrinate into the students, which is roughly outdoor with orientation to the students. He told that realities are particular and they are with the individuals themselves. The education should work on the individuals to yoke the inner realities (5).
- **Theism (Belief in the existence of god)** – Thomas Aquinas presented the church principle in education and stressed that reason and faith are admiring so the both ideas should be the base of education and the students should go by the motives hosted by the faith, church or religion (3, 5).
- **Essentialism (Educational theory based on ideas and skills)** – The education philosophies were captivating many turns in the twentieth century when William Bagley elevated his voice to attract the attention of the scholars telling that the education should have a essential basics of the culture and tradition (6). The students should be given choice of study as said core subject and they should go to the 1930s education where the similar was used to teach.
- **Pragmatism (Advantageousness)** – John Dewey was the individual who told that in education a representative view is to be executed. Students should be given a chance to explore themselves and they should go by their own intuitive efforts (6).
- **Critical thinking (Intellectual Disciplined Process)** – There was a team of German scholars like Adorno, Horkheimer and Habermas who offered the perception of Critical Theory and discussed that the education which delivers the students and prepare them to ex-

plore the things under conversation, is the basic obligation of education (6).

- **Social education (Education of Community)** – In his book, *Social Education, Applied Perspective*, Muhammad Zahid Azeem Zahid has contended that the education that affords the chance to the students to find their space in society and the education should be in line with the collective need not only individually but holistically as well. The Social Education Model is to be applied in the third world countries as there is a big need to join the individual and society. An educated person can become a good specialized and can tip a good life individually, but the need of the day is that he or she should keep his profession and the lifestyle auspicious to the society as well (6, 7).

## LEVELS OF EDUCATION

Following are the levels of education:

- **Early Childhood Education Level** – Early childhood education level is a division of education theory that narrates to the coaching of young children (formally and informally) up till the age of about eight. Nursing/kindergarten education, a subgroup of early childhood education, signifies the education of children from birth to age two. In recent years, early childhood education has become a predominant public policy issue, as civil, state, and federal policymakers deliberate funding for preschool and pre-K.
- **Primary Education Level** – Primary education level states to an era of education that is necessary of persons, levied by law. In some countries, the education needs to take place at a registered school. Other countries allow the education to happen outside of school, for example via homeschooling. Some kind of education is essential to all people in most countries, but different neighborhoods vary in how many years or grades of education they involve and in whether it needs to be in a school or can be provided at home.
- **Secondary Education Level** – Secondary education normally takes place in secondary schools, taking place after primary education and may be monitored by higher education or vocational training. In some countries, only primary or basic education is compulsory, but secondary education is involved in compulsory education in most countries. In post-Soviet countries it is also known as general education or general middle education.
- **Higher Education Level** – Higher education, post-secondary education, or third level education is an optional final stage of formal learning that arises after secondary education. Often distributed at universities, academies, colleges, seminaries, and institutes of technology, higher education is also accessible

through certain college-level institutions. Higher education is an educational level that monitors a achievement of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Higher education contains teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities.

- **Vocational Education Level** – Vocational education is education that makes people to work in a trade, in a craft, as a technician, or in provisional roles in professions such as engineering, accountancy, nursing, medicine, architecture, or law. Skill vocations are typically created on manual or practical activities and are traditionally non-academic but related to a definite trade or occupation. Vocational education is sometimes referred to as career education or technical education.
- **Tertiary Education Level** – Tertiary education also denoted to as third stage, third level, and post-secondary education, is the educational level succeeding the completion of a school providing a secondary education. The World Bank, for example, defines tertiary education as containing universities as well as institutions that teach definite aptitudes of higher learning such as colleges, technical training institutes, community colleges, nursing schools, research laboratories, centers of excellence, and distance learning centers. Higher education is occupied to include undergraduate and postgraduate education, while vocational education and training afar secondary education is known as further education in the United Kingdom, or continuing education in the United States.

## GENERATIONAL PREFERENCES

- **Silent Generation (Born 1925–1942):** Silent has been designated as unoriginal, hesitant, vigilant, and withdrawn thus they named as “Silents.”<sup>1</sup> This generation is “adaptive” as they were enthusiastic to follow to beliefs of their parents and accept and adapt easily, rather than rebel. Members of the silent generation prefer to work in large organizations that offer job security. Silent may have more difficulty in adjusting to technological advances in education (8-10).
- **Baby Boomers (Born 1943-1960):** Baby Boomers are equated to a “pig in a python” because they are a large population moving through history. The Baby Boomer student has a great work ethic, comes ready for class, and reaches on time. This is either a second career change for them, or even possibly the first opportunity they could afford to attend college after putting their own children through school. Thus, they retain great inspiration to flourish now they are able to follow this career goal. Not growing up with computers, some

may struggle with the technological developments; however, they are diligent and enthusiastic to accept help (11). Most would perhaps prefer to learn gratified through an organized lecture and note taking, rather than a self-taught learning component on the Web or a CD-ROM. They are very anxious with grades, and usually want to know exactly what they need to do to make a certain grade.

- **Generation X (Born 1961-1981):** Generation Xers struggle to apply their existence in history, squeeze in between the Baby Boomers who are irritating to keep their youth and just will not go away and the Millennial who are acclaimed to be the next great generation. Generation Xers want things accessible in a direct manner and want to learn the information in the calmest and speediest way conceivable. To the Generation Xer, time is a valuable thing, and leisure time is as significant as time consumed on academics. Permitting leisure time to take priority over project sometimes appears reasonable to them. They do not want to pass time “learning something they don’t need” just for the sake of learning (12, 13). They want points attached to their assignments or they won’t do them, or won’t do them well. Gen Xers vision education as something that has to be tolerated; it is purely a means to an end of a job with financial stability.
- **Millennials (Born 1982-2002):** The Millennials, also recognized as the “next generation,” is mentioned as America’s Next Great Generation, and are those who graduated from high school in 2000 and subsequently. Millennials are now the traditional students sitting in classes. They are affirmative, emphatic, civic, honest, and essential individuals. Millennials learn much inversely than the Gen Xers and the Boomers. Because they are computer perception, they would desire to get an article off the Web, rather than finding it on a shelf in the library. In addition, they mandate instant feedback on their work, as they are familiarized to information access 24/7 (14-16). Because this generation has been elevated doing things in teams, they favor group projects, and may even have struggle with individualized thinking.

our traditional global edge in entrepreneurship and innovation which, thankfully, is still with us could pay off for the failure to maintain a dynamic prospectus, participate our kids, and deliver to them an exciting and rewarding educational environment (17). Vocational training will also need to play a more important role in preparing the next generation, thus withdrawing a nonspiritual failure in emphasis. And safety nets will need consolidating given the time that it takes to reorient a labor force and overcome structural inflexibilities that allowed to get entrenched in the structure of too many economies. Clearly focused and well-defined government policy plays an important role in all this. It is necessary to set the quality and support an assisting environment; but, unsympathetically, it is far from appropriate. Furthermore, the opportunity and gauge of government policies will be unavoidably limited by the realities of tight budgets and large competing claims. Individuals and companies need also to step up to the plate and assume greater responsibilities. As parents, we must play a greater role in furnishing our children for a more interesting future. We should also care for those members of society who are disregarded (18-22). Our welfare is fundamentally consistent with theirs. If we are not all much more attentive, further differences in wealth and income inequality will seriously tear the drapery of our society. As citizens, we should also think twice about what we do with the older generation's authority of the vote box (23). As demographics degrade, there will be a natural propensity for the constituency to try to derive even more growth and proceeds from the future, thus commanding a much higher cost on the next generation. This natural tendency is comprehensible, but it can also be countered by ingenious design of financial accountability and reasonable burden sharing. It can also be balance by earlier and more comprehensive political awareness among the young, including through the use of social media (24). The bottom line is simple yet significant. The reaction to the west's challenging viewpoint should neither be paralysis or more of the same. Instead, we cooperatively need to make greater efforts to arm the next generation with the right mix of toughness and dexterity.

---

## INTELLECTUALIZING RESULT

Our generation overindulged on debt and credit prerogative. Financial engineering closed us, even believing that "finance" was the next (natural) stage of capitalistic fiscal expansion. Comprehensibly, disaster management mindsets have conquered companies, governments, and individuals. And, as often happen, this has congested out the important but apparently not urgent. For years, western societies have under and mal-invested in education. As we slipped down global rankings, we persuaded ourselves that

---

## CONCLUSIONS

Education is not objective to pass examinations, take a grade and a job, get married and settled down but also be able to snoop to the birds, to see the sky, to see the astonishing beauty of a tree, and the shape of the hills, and to feel with them, to be really, directly in touch with them. Right education is the essential education in which all magnitudes of the growing child physical, mental, intellectual and spiritual are addressed. A free and natural growth is the fundamental condition. Education is always very

important in building a strong base in one's life. This is especially true in terms of looking at our future generation. The challenge for educationalists is to stable the generational learning styles of all students with good training. Even yet Baby Boomers prefer to learn through lecture, the students learn best through active involvement with the content. While cooperative strategies may be unreliable with some generational learning styles, addition of a variety of learning methodologies and various assignments will boost learning in all students. The suggestions go else-

where boosting the young to remain in school and a more effective financial commitment to the sector. Further progress is needed in developing prospectuses to certify their significance for today's quickly re-aligning world. And this evolution needs to be made more global, interactive and engaging, thus powering the type of intellectual snooping that anchors mental agility that is so helpful in today's fluid world.■

## ARTICLE INFORMATION

**Author Affiliations:** North American Center of Education (NACE), The BASE, Chapel Hill, NC 27510, USA.

**Author Contributions:** Dr. Hilda Salcedo had full access to all of the data in the study and takes responsibility for the integrity of the data and the accuracy of the data analysis. *Study concept and design:* Salcedo.

*Acquisition, analysis, or interpretation of data:* Salcedo.

*Drafting of the manuscript:* Salcedo.

*Critical revision of the manuscript for important intellectual content:* Salcedo.

*Statistical analysis:* N/A.

*Obtained funding:* N/A.

*Administrative, technical, or material support:* Salcedo.

*Study supervision:* Salcedo.

**Conflict of Interest Disclosures:** The author declared no competing interests of this manuscript submitted for publication.

**Funding/Support:** N/A.

**Role of the Funder/Sponsor:** N/A.

**How to Cite This Paper:** Salcedo H. Importance of education in generation. *Sci Insign Edu.* 2016;2016:e00029.

**Digital Object Identifier (DOI):**

<http://dx.doi.org/10.15354/sie.16.pr003>.

**Article Submission Information:** Received, May 05, 2016; Revised: June 04, 2016; Accepted: June 28, 2016.

## REFERENCES

1. Introduction, [http://conference.pixel-online.net/edu\\_future2012/common/download/Paper\\_pdf/183-ITL31-FP-Gupta-FOE2012.pdf](http://conference.pixel-online.net/edu_future2012/common/download/Paper_pdf/183-ITL31-FP-Gupta-FOE2012.pdf)
2. <http://www.123helpme.com/the-importance-of-education--view.asp?id=242359>
3. Traditions in education, [https://en.wikipedia.org/wiki/Outline\\_of\\_education](https://en.wikipedia.org/wiki/Outline_of_education)
4. Early childhood education level, [https://en.wikipedia.org/wiki/Early\\_childhood\\_education](https://en.wikipedia.org/wiki/Early_childhood_education)
5. "The Scope of Early Childhood Education". 20 July 2010. Retrieved 6 February 2015.
6. Jump up ^ <http://www.nga.org/cms/home/nga-center-for-best-practices/center-divisions/center-issues/page-education-issues/early-learning-from-birth-through.html>
7. Primary education level, [https://en.wikipedia.org/wiki/Compulsory\\_education](https://en.wikipedia.org/wiki/Compulsory_education)
8. Secondary education level, [https://en.wikipedia.org/wiki/Secondary\\_education](https://en.wikipedia.org/wiki/Secondary_education)
9. <http://www.urnadecristal.gov.co/gestion-gobierno/utiles-inutiles-colegios>
10. Higher education level, Pucciarelli F., Kaplan Andreas M. (2016) Competition and Strategy in Higher Education: Managing Complexity and Uncertainty, Business Horizons, Volume 59
11. [https://en.wikipedia.org/wiki/Higher\\_education](https://en.wikipedia.org/wiki/Higher_education)
12. Vocational education level, ASTE. "Career and Technical Education - ASTE - aste.usu.edu". Aste.usu.edu. Retrieved 2016-02-27.
13. [https://en.wikipedia.org/wiki/Vocational\\_education](https://en.wikipedia.org/wiki/Vocational_education)
14. Tertiary education level, "Tertiary Education (Higher Education)". The World Bank.
15. [https://en.wikipedia.org/wiki/Tertiary\\_education](https://en.wikipedia.org/wiki/Tertiary_education)
16. Generational preferences, <http://www.chw.org/~media/Files/Medical%20Professionals/Nursing%20Students/generational%20diversity%20teaching%20and%20learning%20approaches.pdf>
17. Silent generation, Strauss W, Howe N. Generations: The History of America's Future, 1584-2069. New York: Quill; 1991.
18. Baby boomer, Ebersole P. The pig in the python: baby boomers. *Geriatr Nurs.* 2001;22(1):6.
19. Generation X, Howe N, Strauss B. 13th Gen: Abort, Retry, Ignore, Fail? New York: Vintage Books; 1993.
20. Millennials, Howe N, Strauss B. Millennials Rising: The Next Generation. New York: Vintage Books; 2000.
21. Tapscott D. Growing Up Digital The Rise of the Net Generation. New York: McGraw-Hill; 1998
22. Intellectualizing result, <http://www.theatlantic.com/business/archive/2012/10/how-to-make-sure-the-next-generation-is-better-off-than-we-are/263579/>
23. Conclusion, [http://conference.pixel-online.net/edu\\_future2012/common/download/Paper\\_pdf/183-ITL31-FP-Gupta-FOE2012.pdf](http://conference.pixel-online.net/edu_future2012/common/download/Paper_pdf/183-ITL31-FP-Gupta-FOE2012.pdf)
24. <http://www.chw.org/~media/Files/Medical%20Professionals/Nursing%20Students/generational%20diversity%20teaching%20and%20learning%20approaches.pdf>■