

The externalities of education



The Externalities of Education 7th, August, The Externalities of Education

This paper identifies three positive externalities of public education as higher income, social cultural diversity, and better work force (Kling, 2008). Quality education supplement better work force with a high income. A helpful externality of public education is high income to a well educated individual who is competent in his area of professionalism. With high income, there are few people on the government assistance and many people paying taxes. In turn, the money goes on to pay other employees working. Higher income boosts the economy that in turn creates job opportunities and encourages many people to spend on investment. This creates a platform for businesses to hire more employees to work and meet customer's needs.

The second externality is social-cultural diversity. It is worth noting that, in public people learn how to interact with others as they are people from different backgrounds, cultures, and races. Public education helps one to interact with other people and this carried over to work force where one becomes friendly, tolerant, and understanding to different people. The last positive externality of public education is that it creates better work force. A better work force comes from excellence education whether private or public. Quality education produces better work force especially in the technological world of the 21st Century. With public education, people are equipped to handle demanding jobs, be in demand, and likely further education after high school.

In support of existence of public k-12 school systems, schooling is free for all students, which become proficient for people from poor backgrounds. As discussed earlier, in public school socio-cultural diversity and education can be acquired in various ways such as home schooling, online school, charter

school, and school building. With online, home, and virtual schooling, there are many options of subjects and curriculum. In this way, one can acquire quality education at a lower cost than that of private school.

According to National Education Association of the United States (1984), public schools have charter schools that help students learn the trade and this shapes them to face the real world of trading and make a living from it or further studies. Since public school comprises of a varied student body, students become more sociable which equip them to tolerate different personalities. In reality, the real world comprises of people from different cultures, ethnicities, races, and backgrounds. Strong social skills enable an individual to relate with others effectively regardless of different personalities.

While students in public schools learn to interact with others, those from private schools are not social diverse as many are reserved due to their family status (National Education Association of the United States, 1984). Most students in private schools come from rich families, as the fee is too expensive to those living below or beneath poverty range. Socially, rich families are reserved as many own their apartments and hardly interact with their neighbours. This triggers how they raise their children as many turns to be reserved thus when sent to school become antisocial. After school, students from private school encounter difficulties in interacting with people from different backgrounds, races, and culture.

Conclusively, while children in public schools are better equipped to perform any work force those from private schools hardly comprehend it. Public schools equip students with the necessities of hard work to face the real world. After school, these students become competent and hard working in

their areas of assignment and augmenting the required growth in organizations. However, children from private schools are more likely to be lazy and less competent.

References

- Kling, A. (2008). Public Goods, Externalities and education. Library of Economics. Retrieved from http://econlog.econlib.org/archives/2008/08/public_goods_ex.html
- National Education Association of the United States. (1984). Public vs. nonpublic schools: Over three decades of public opinion polling. Washington, D. C: National Education Association.