



A Study on Acquisition of Primary Education as a Catalyst for Value Re-Orientation and National Development in Rivers State, Nigeria

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ARTICLE INFO

Article history:

Received: 16 November 2016;

Received in revised form:

17 December 2016;

Accepted: 28 December 2016;

Keywords

Primary Education,
ANOVA,
National Development.

ABSTRACT

The study titled “A study on acquisition of primary education as a catalyst for value re-orientation and national development in Rivers state, Nigeria” was undertaken to among other things determine the nature of contributions made by primary education towards value orientation and national development. 2,277 primary school graduates were sampled. Purposive sampling technique was adopted in selecting them. A self researcher made questionnaire known as “Response of Primary School graduates towards value re-orientation and national development (RPSGTVOND)” and it was made up of 21 items. Professors of primary education and educational evaluation validated the instrument. Test retest method was used to establish the reliability level of the instrument to be 0.68 at 0.05 level of significance. Regression ANOVA was used to analyze the data. Two hypotheses were generated namely: (1) there is no significant relationship between primary education and value re-orientation (2) the relationship between acquisition of primary education and national development is not significant. The study establishes that there is a significant relationship between the acquisition of primary education and value re-orientation whereas the relationship between the acquisition of primary education and national development is not significant. Based on the findings, the study recommends that: teacher trainee institutions like the universities of education need to train student teachers to be equipped with skills such as storytelling, counseling etc. known as useful approaches for the teaching and learning of values in the Nigerian society and there is the need for the government to enlighten all stake holders in primary education through the mass and social media to take the business of primary education serious so that it can sufficiently contribute towards national development.

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Introduction

It is a known fact that programmes such as National Orientation Agency (NOA), National Youths Service Corps (NYSC), Mass Mobilization for Economic Recovery, Self-Reliance and Social Justice (MAMSER), Directorate of Foods, Roads and Rural Infrastructure (DFRRI), Operation Feed the Nation (OFN), School to Land, Better Life for Rural Women among others are mounted by government for the purpose of re-orientation of Nigerians. It is not in dispute that the programmes have existed for years but they do not seem to guarantee speedy national development or value re-orientation.

Observation of the contemporary Nigerian society indicates that there is insecurity of lives and property; inter-ethnic clashes, the Niger Delta militant, the Northern Boko-Haram, kidnapers, rape, abuse of human rights, human trafficking, oil bunkering, armed robbery, certificate forgery, examination malpractice and other forms of may-hem. It is not in dispute that the phenomenon that characterizes the Nigerian cultural milieu is not in in-tandem with the core Nigerian values. Considering the contrast, one makes bold to say that the Nigerian society needs to be re-oriented.

The assertion that the mounting of several programmes in Nigeria has not re-oriented the Nigerian value system or ushered national development is not debatable.

One therefore reasons that the existence of a viable primary education in Nigeria, will enable the citizenry embrace the acceptable values. It will also help to bring about national development in all aspects. This axiom is propounded because primary education, the world over is known for laying the foundation upon which any society can use to strive for value re-orientation and national development. A look at the goals of primary education as contained in the National Policy on Education (2008:18) gives credit to this declaration. The goals among others include:

- a. inculcate permanent literacy numeracy and the ability to communicate effectively;
- b. lay a sound basis for scientific, critical and reflective thinking;
- c. Promote patriotism, failure, understanding and national unity;
- d. instill morals and values in the child'
- e. develop in the child, the ability to adopt to the changing environment; and
- f. Provide opportunities for the child to develop life manipulating skills that will enable the child function effectively in the society within the limits of the child's capacity.

Interpretation of the objectives of primary education suggests that whoever acquires primary education has acquired the expected values and will meaningfully contribute towards national development. On the other hand, where one acquires primary education and cannot exhibit the right values or contribute towards national development, it means that primary education has failed to act as a catalyst for overall societal development.

Definitional of Terms

In this study, three key words are re-echoing. They are primary education, value re-orientation and national development. There is the need to define each of them.

1. Primary education

National Policy on Education defines primary education as that education given to a person in an institution who is aged 6-11+. Beyond this, Oyinlola (2012:351) sees primary education as that which “improves general human capabilities”. If the definitions of Oyinlola is acceptable it can be understood as the training which lays the foundation for individuals to develop intellectually, morally, emotionally, socially and also enables the individuals to gain skill and self-reliance.

2. National Development

Granted that national development is in-tandem with sustainable development, Gboyega (2003) defines national development as a nationwide development. In the same vein, Psacharopoulos and Woodhall (1985) define national development as the improvement of a country’s attitude, values and behavior. National development is also conceived as sustainable development and that is why Kemjika (2014) sees it as poverty reduction, human security, protection of indigenous culture, health promotion, disaster risk reduction and may more. Interpreting the definitions, national development can be referred to as where the populace live above poverty line such that they maintain a common culture, feel secured, have access to good road, water, sanitation, electricity and many more.

3. Value reorientation

The concept re-orientation simply means to improve on what is. Value according to Emi and Esu (2011) refers to basic beliefs and attitude in a society which are considered worthwhile and guides choices and behavior on daily bases. In measurable terms, Nwiyi and Ogakwu (2014) identify values as honesty, patriotism, hard-work tolerance etc. In the same vein, Dienye and Iwele (2011) sees the core values in Nigeria as respect for elders, sanctity of human lives, promotion of law and order etc. In summary, it means the ability of an individual or society to negate all forms of evil.

This discussion indicates that value reorientation and national development are related. Primary education provides the oil that greases the hub for acceptable values and speedy national development. The arrival of this axiom is based on the fact that the purposes of primary education according to Quadri (2011) are:

1. To help the child to develop intellectually, physically, morally, socially and emotionally;
2. To produce well-qualified citizens that are capable of going to secondary and tertiary institutions to be trained as professionals in various services that are essential for the development of the country; and
3. To assist primary school learners who cannot further their education to become useful citizens to themselves and community at large.

Considering that in the preceding paragraphs, the following have been identified: indices of Nigerian values, national development and primary education; there is the need to determine the relationship that exist between acquisition of primary education and value re-orientation as well as national development.

Purpose of the Study

The purpose of this study shall be to ascertain the degree of relationship between acquisition of primary education and the following:

1. Value re-orientation, and
2. National development.

Research Questions

For the purpose of this study, the following questions are posed:

1. What is the relationship between the acquisition of primary education and value re-Orientation?
2. What is the relationship between the acquisition of primary education and national development?

Hypotheses

To guide this study the following hypotheses are formulated:

1. There is no significant relationship between primary education and value re-orientation.
2. The relationship between acquisition of primary education and national development is not significant.

Research Methodology

2,300 persons who have acquired primary education was sample through the use of purposive sampling techniques. 100 persons were sampled from each local government area of Rivers State. Since the state is made up of 23 local governments a total of 2,300 was sample. In all, purposive sampling was adopted because the Researcher specifically sought for only those who have acquired primary education interviewed them.

Since the category of persons interviewed were not found in one place, the Researcher recruited Research Assistants and trained them on how to purposively interview primary school learners who are either into private practice or are jobless. The main instrument for the study was a Researcher self-made questionnaire titled “Response of Primary School graduates towards value re-orientation and national development (RPSGTVOND)” and it is made up of 21 items. To validate the instrument, the Researcher sought the in-input of Professors of primary education and educational evaluation. The Researcher took cognizance of the comments and inputs made by those who validated the instrument. Based on the corrections, the instrument was deemed valid and adopted for the study.

The instrument was further subjected to a reliable test through the use of test retests method. The reliability coefficient of the test retest method was 0.68 at 0.05 level of significance. Based on the reliability value, the instrumental was used for the study. In administering the instrument, the Researcher and the Research Assistants went to public places such as churches, hospitals, market, parks and gardens among others to interview those who had acquired primary education. Out of the 2,300 persons interviewed, 2,277 was used for the analysis the use of 2,277 was because 23 out of the 2,300 questionnaire were wrongly filled and consequently rejected. Regression ANOVA was used to analyze the data.

Results and Interpretation

Research Question 1

What is the relationship between the acquisition of primary education and value re-orientation?

H01: There is no significant relationship between the acquisition of primary education and value re-orientation.

Table 1. Summary of linear regression analysis on relationship between the acquisition of primary education and value re-orientation.

A. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356 ^a	.127	.123	.68940

a. Predictors: (Constant), ACQUISITION

B. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.284	.270		4.754	.000
	Acquisition	.480	.083	.356	5.760	.000

a. Dependent Variable: VALUE

C. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.766	1	15.766	33.173	.000 ^b
	Residual	108.361	228	.475		
	Total	124.127	229			

a. Dependent Variable: VALUE

b. Predictors: (Constant), ACQUISITION

Part B of Table 1

Shows that the relationship between the acquisition of primary education and value re-orientation might be described as strong and positive (Beta=.356). The R-square value of .127 in part A showed roughly a contribution of 12.7% of the acquisition of primary education to the value re-orientation. The regression equation, $y=1.284+.480x$ showed that any increase in the acquisition of primary education may lead to increase in value re-orientation. The F-statistics showed that there was a significant relationship between the acquisition of primary education and value re-orientation ($F1, 228=33.173, p<.05$). The null hypothesis was rejected at .05 alpha level.

Question 2: What is the relationship between the acquisition of primary education and national development?

H01: The relationship between the acquisition of primary education and national development is not significant.

Table 2. Summary of linear regression analysis on relationship between the acquisition of primary education and national development.

A. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.019 ^a	.000	-.004	1.10433

a. Predictors: (Constant), ACQUISITION

B. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.898	.433		6.698	.000
	ACQUISITION	.039	.133	.019	.289	.772

a. Dependent Variable: DEVELOPMENT

C. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.102	1	.102	.084	.772 ^b
	Residual	278.059	228	1.220		
	Total	278.161	229			

a. Dependent Variable: DEVELOPMENT

b. Predictors: (Constant), ACQUISITION

Part B of Table 2

Shows that the relationship between the acquisition of primary education and national development might be described as weak and positive (Beta=.019). The R-square value of .000 in part A showed there was no contribution of the acquisition of primary education to national development. The regression equation, $y=2.898+.039x$ showed that any increase in the acquisition of primary education may lead to increase in national development. The F-statistics showed that the relationship between the acquisition of primary education and national development was not significant ($F1, 228=.084, p>.05$). The null hypothesis was upheld at .05 alpha level.

Summary of Findings

The results of the findings show that there is a significant relationship between the acquisition of primary education and value re-orientation whereas the relationship between the acquisition of primary education and national development is not significant.

Discussion

The discussion of this study shall hold under the following sub-headings:

1. The acquisition of primary education and value re-orientation; and
2. The acquisition of primary education and national development

Acquisition of Primary Education and Value Re-Orientation

The first finding of this study establishes that there is strong relationship between acquisition of primary education and value re-orientation. The government has mounted many programmes to attain value re-orientation in Nigeria but no one can confidently say that any of the programmes are able to yield good results. Therefore, no organ of the society known for value orientation and re-orientation should be exonerated from the present state of value system. Since the common view of the Nigerian populace is that the core Nigerian values are eroded it may be difficult to accept that any of the organs known for orientation and re-orientation of values is leaving up to expectations. It may therefore be difficult to accept this finding which says that the acquisition of primary education has a strong relationship with value orientation and re-orientation in Nigeria.

This finding raises doubt in the minds of any good thinker because the core values of the Nigerian society do not seem to be accorded the needed recognition by people. The view that Nigeria as a nation cannot attain a common and generally acceptable values is traceable to the fact that no nation the world over that is multi ethnic can maintain common values. This position is further buttressed by Kluchohn (2005) who argues that no society is healthy, creative or strong unless the society has a set of common values that give meaning and purpose to group life. On the other hand, it means that societies who share common core values are bound to bring the people together. In Nigeria, there is the existence of more than 250 ethnic groups with variety of values; such that the source of making the

generality of the people imbibe one core value becomes difficult.

The implication in the preceding paragraph suggests that the definition of Nigerian common values on academic papers, national policy on education and the constitution is not the panacea to attainment of core value system in Nigeria. However, no one may argue that the primary school system in Nigeria does not provide a common ground where all Nigerians are trained in all aspect. The fact that all Nigerians are trained or re-orientated to embrace a common value via the acquisition of primary education may have necessitated this finding. The question at this point could be, why give such credit to the primary school education? The immediate and most dependable reason is the fact that primary schools adopt certain strategies that can enhance teaching and learning of values irrespective of language, culture or ethnic backgrounds. Some such approaches adopted by the primary school system are moral instructions, visits to families, counseling, telling stories and many more. In recognition of this, Omoegun, Longe, Alimie and Agbogidi (2009) note that school and guidance counselors recognize the fact that more creative strategies such as storytelling could be helpful in influencing children value choices. The strategies adopted by the primary school may have been more effective when compared with other agencies instituted by government to usher value orientation and re-orientation. This assertion may be responsible for this study to establish that there is strong relationship between the acquisition of primary education and value re-orientation.

Acquisition of Primary Education and National Development

The study contends that there is no significant relationship between the acquisition of primary education and national development. This finding negates the view of many who believe that primary education provides the bases for overall human and societal development. In this connection, Adebola (2007) upholds the view that for any nation to minimize illiteracy, ignorance, poverty and stimulate national development, political consciousness, integration; basic education must be made compulsory. Judging the position of Adebola and the common saying that primary education is the foundation for overall development; can anyone exonerate the acquisition of primary education as being a factor that enforces national development? Exempting primary education that lays the foundation for other levels of education as a contributor to national development is like saying that education does not contribute towards national development. The view that primary education is not a key player towards national development is not accepted by many people. Adesina (2011) stressed that attainment of primary educational objectives is tantamount to the actualization of Nigerian Vision 2020. Adesina's declaration simply means that primary education provides the basis for national development and should be described as a key player in attaining the indices of overall human and societal development. In support to this, Oyinlola (2012:346) explains that:

primary education and training are the main tools available to government and the community to prepare individuals for a world that is rapidly changing with an increasing demand for ideas and to improve an individual's employability. This is why schools of economics of education and national planning continue to link investments in primary education to national and state development.

In the same vein, Oyinlola (2012) further argued that any society that neglects the development of basic education is destined for under development and economic instability. The on-going argument of ignoring the contributions of primary education towards nation building represents the Nigerian situation. The finding of this study therefore provides reasons for the shabby attention given to issues related to primary education in Nigeria. In all, any neglect or none acquisition of primary education is an attempt to promote illiteracy, ignorance, poverty, infant mortality, increase in natural/artificial disasters, social vices, economic cum political instability and an engagement in a venture that accrues indices of under development in a very high frequency.

Conclusion

The issue of value re-orientation and national development has warranted the government to establish many agencies. In spite of the number of agencies established by government, no one can confidently say that Nigeria has attained value re-orientation and national development. Assessment of the contribution of primary education towards these two aspects of our national life indicates that primary education is significantly contributing towards attainment of national values and has made insignificant contributions towards national development. No matter how real this study is, one doubts if any nation can progress without its basic education contributing a good proportion to its indices national development.

Recommendations

Based on the findings of this study, the following findings are made:

1. Since primary education is understood as a strong contributor to value orientation via its approaches to teaching and learning, the teacher trainee institutions like the universities of education need to train student teachers to be equipped with skills such as storytelling, counseling etc. known as useful approaches for the teaching and learning of values in the Nigerian society. Those who employ teachers need to also organize in-service trainings that will help the serving teachers to be abreast with the required skills needed for teaching values.
2. There is the need for the government to enlighten all stake holders in primary education through the mass and social media to take the business of primary education serious so that it can sufficiently contribute towards national development.

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