

## EFFECTIVE LEADERSHIP: A PANACEA FOR VALUE RE-ORIENTATION IN PRIMARY SCHOOLS IN NIGERIA

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### Abstract

*The apparent degradation in cultural and moral values in Nigerian society today appears to be the outcome of a shift in educational values such as respect for elders/parents, labour dignity, rights, values, attitudes and outburst of materialism among others. As a result of the evolution, many people have been influenced by socially harmful practices. In Nigeria, there is an urgent need for value re-orientation in primary schools, which can only be achieved through effective leadership. Primary education as the foundation of Nigerian educational system plays a critical role in restoring individual worth in terms of moral growth, patriotism and loyalty. The relevance of leadership in ensuring value re-orientation in our school system is examined in this article which looks at Nigeria's national education goals and the necessity of effective leadership in ensuring value re-orientation in our school system. It also emphasized the need for value re-orientation and effective leadership in primary schools. As a result, it was suggested among others, that civic education be included in the primary school education. School counsellors should incorporate cultural and moral values into their teaching and learning of pupil's and school administrations should place a strong focus on child discipline and the repercussions of bad behaviours to parents.*

**Keywords:** Value re-orientation, effective leadership, primary school, Nigeria.

### Introduction

The Education For All (EFA) objective of ensuring that all children have access to basic education remains a difficult one, particularly in Nigeria. Education is a required process of instilling values in the learner to live a worth living life that is acceptable by individuals and the society entirely without contradicting the societies cultural values and standards. This might be why the Federal Republic of Nigeria (2004) emphasized that education is a key instrument of transformation in the intellectual and social world view of any culture.

Many researchers like Ivowi (2009), Esu (2009) and Bolarin (2005) have expressed their own justifications for education, but the final result is that it is a requirement for societal transformation, social change, personal transformation, and a continual

process of progress and national development. In fact, education is viewed as a valuable tool that adds value to citizens' lives. Every Nigerian child who completes elementary school is expected to demonstrate certain characteristics based on the values they have been exposed to in order to succeed in the workplace. The National Policy on Education (FRN 2004) expressed worry about the society's core values and growing cynicism, and then argued for an educational system is a powerful tool for the promotion of those values. As a result, the school has become the only formal institution with procedures for socialization and internationalization of societal norms and values.

As a result, good leadership in the primary school is required to achieve these goals. It is important to note that the leadership of any school determines its success or failure. The ability to convince and influence others in an organisation is leadership (Mara, 2006). Also, according to Zwalchir (2010), leadership is the ability of an individual to influence the behaviour of others in order to achieve organisational goals. In fact, the purpose of leadership in primary schools is to inspire teachers to make the best use of existing resources in order to enhance output. According to the Federal Government of Nigeria (2011), an effective school leader possesses a strong desire for responsibility and task completion, vigor and persistence in achieving goals, friendliness, and creativity in issue resolution.

The main goals of education as stipulated in the National Policy on Education (FRN, 2004) are stated as thus:

- ♦ the inculcation of national consciousness and national unity.
- ♦ the inculcation of the right type of value and attitude for the survival of the individual and the Nigerian society.
- ♦ the training of the mind in understanding of the world around.
- ♦ the acquisition of appropriate skills, the development of mental, physical and social abilities and competencies as equipment for individual to live-in and contribute to the development of the society.

These objectives are intended to reposition Nigerian individuals and, as a result, improve the country's ability to achieve long-term national development.

However, today's Nigerian culture is plagued by widespread anti-social behaviour. As a result, social vices and ethical issues have arisen, such as indiscipline, instability, a high prevalence of unemployment, crises, and corruption are prevalent in all of the country's schools. As a result, this paper examined good leadership as a remedy for citizen value re-orientation in Nigerian primary schools.

### Concept of Value and Value Re-orientation

A person assigns value to an object in order to determine its worth and significance. In our day-to-day lives, values regulate and guide human behaviour and action. Values, according to Okolo (2011), are the foundations of society and markers of what a society expects of its members. Understanding the concept of value as it applies to educational settings while defining and establishing her basic principles is, once again, quite informative. Values are defined as the value placed on education by people, communities, and cultures. Its importance is judged in terms of acquiring skills and knowledge, improving health, reducing poverty, and advancing national development. According to Bolarin (2009), values are fundamental beliefs and attitudes in a society of individuals or organizations, that are deemed important and act as a guide to daily decisions and behaviour. It plays a crucial role in the policy that ensures that education is both effective and beneficial to society. Values, according to Esu (2009) and Bolarin (2005), are ideas that drive our personal behaviour and interactions with others. As a result, every individual, group, and indeed the entire nation must take action, having core beliefs that act as a catalyst for development, growth, and progress (Eden 2006).

The national ethics, according to Section 23 of the Nigerian Constitution (1999), are discipline, integrity, labour dignity, social justice, religious tolerance, and patriotism. The activities of Nigerians differ significantly from the country's constitutional provisions on ethics and value. There is a great deal of indiscipline in every aspect of life in the country, and many individuals no longer value integrity. Religious intolerance is widespread, as is a lack of respect for our institutions and national symbols (Okolo, 2011). As a result, a significant amount of value re-orientation is required. The strategy was to spearhead a drive to re-instill the virtues of honesty, hard effort, selflessness, morality, and patriotism. Unfortunately, little was done to make the campaign a reality. The National Economic Empowerment and Development Strategy (NEEDS) (2004) recognized this need, and one of the four essential development initiatives was value re-orientation.

Value re-orientation is a re-evaluation, a second look, and putting something back on track once it has gotten off track. In Nigeria, education has veered off course, and the value that was once expected of it has vanished. The goal of re-orientation is to restore lost values in Nigeria's educational system (Magaji, 2014). As a result, it is critical to re-discover the importance of education in Nigeria through a value re-orientation in our educational system.

### Primary Education and Value Re-orientation

It is obvious that no civilization can be powerful or innovative unless it has a set of strong and shared ideals that give meaning to individual lives (Kluekholm, 2005). This shared set of values can be used as a guide for making decisions and resolving disagreements among individuals. The re-orientation process in the basic education system is a focal point for salvaging the national image, and its acknowledgment at the primary level of education is both important for the restoration of our treasured values and a restoration agent. A critical examination of the primary school curriculum, according to Bolarin (2005), reveals that the Nigerian society valued the instillation of social norms, teaching cooperation and team spirit, teaching good habits, character and moral training, and the development of sound attitudes among individuals.

As a result, teachers must carefully examine what values are required in society and utilize this information to change the orientation of adolescents, shape their lives, and equip them with the appropriate values (Emu & Esu 2011). There is little doubt that the satisfying of various aspirations and interests influenced the values we placed on goods in Nigerian society. As a result, the society is characterized by monetary motives that structure society to prioritize individual demands over public goods and goals. In contemporary society, there is lack of respect for parents and elders, as well as an excessive pursuit of financial gain and worship of money at all levels. Indeed, Nigeria appears to be losing its integrity, honesty, respect for labour, and productivity among others. As a result, values are no longer considered as a socially acceptable standard of conduct (Ivowi 2009).

Religious lessons, penalties, and admonitions, for example, were used to guide children's moral behaviour while schools were still operated by missionaries. When the government took over schools, it appears that vices took over the value of morality and virtue, influencing every individual and resulting in the degeneration of our society's value system (Ikpe, 2002). Indeed, the historical splendor we enjoyed following our independence in 1960 has

passed us by, and the cherished principles that once ranked Nigeria high in Africa and the world at large are now history. As a result, beginning with fundamental educational programmes, we must recover and recapture the pride of our Nigerian society.

The term re-orientation refers to the process of repositioning national values to fit societal requirements. It is a technique aimed at restoring the value of education to its previous level. This can be purposefully developed through the primary education system, which molds young brains for the good of society (Arnold, 2000). In this regard, the society's image can only be restored if everyone returns to the basics of formal instruction and learning at the primary school level, where the majority of unwholesome behaviour may be addressed. Many times, children's behaviour that they deem typical for themselves and their peers is viewed as aberrant by their parents, teachers, and society's elders (Omoegun, 2004). As a result, the foundational institutions (family education and religion) were developed to guide children and teenagers toward the values that society holds dear.

Value re-orientation in elementary education is a request for a re-evaluation of society's worth. That is, to reposition and restore what has gone astray in the educational system and society at large. As a result, it is necessary to evaluate our educational system on a regular basis in order to maintain it on course. Its implementation in Nigerian schools, beginning at the primary level, is intended to check what value of education is being practiced and to fulfill the learner's and society's worth. As a result of the shift in individual beliefs, values that were formed in the past are no longer the same as those that are experienced today. As a result, a re-orientation of the value system is required in order to assess the educational system's value for personal and national growth.

#### The Meaning and Roles of Effective Leadership in Value Re-Orientation in Primary Schools

In the school system, effective leadership is essential. Every country's developmental strategy for long-term national growth relies heavily on education. The national educational goals are predetermined towards actualizing the national goals in order to meet this demand. However, in our society, where schools are not recognized, our value system is not recognized, Corruption, indiscipline, dishonesty, lack of responsibility, and insecurity are on the rise in our elementary school system.

In school, leadership is defined as a plan or a comprehensive process for mobilizing relevant

human and material resources to achieve the school's stated objectives (Gyang 2009). The role of the principal in the school system is that of an educational leader. Educational administration, according to Udoh and Akpa (2007), is the process of establishing, developing, and implementing the goals, policies, plans, and procedures essential to fulfill the school system's objectives utilizing methodologies, principles, and practice. School management involves the combined efforts of the school administrator, instructors, students, and society.

The role of school leadership is to devise methods for attaining the school system's objectives. It includes creating policies, determining processes, and determining the best way to manage the school's operations. Because value re-orientation entails a positive mindset, the school leader should set an example and teach instructors and students how to make their own decisions, maintain self-discipline, and solve problems for themselves. When primary school leaders gain academic competence, emotional stability, an indisputable moral standard, and a dedication to the need for national development, they undergo a re-orientation of value.

The right principles for national development are instilled in the youngster by an efficient school leader. It's a policy declaration that won't come to fruition until it's well-integrated into the school curriculum. It strives to promote broader capabilities, attitudes, and skills that matter not just at the elementary stages of education but throughout life, making the world a better place for children, their families, friends, coworkers, and the entire society. Based on the foregoing, there is little question that excellent school leadership may produce graduates who are successful. Create youngsters who are trustworthy, dependable, loyal, and patriotic through developing their character, competence, and abilities.

#### Conclusion

Value re-orientation in education shows that there is a significant shift in the value of Nigeria's educational system. The value of basic education that was formerly recognised and valued in the country is no longer the case. It is critical to find solutions to the value re-orientation in our basic schools. The moment has come to restore education in Nigeria at all levels, beginning with primary school, which can serve as a springboard for instilling moral consciousness and individual development in children. Similarly, the observed improvement in the grade of education development does not happen by accident; it necessitates deliberate and deliberate efforts that are planned and implemented by effective leadership at

the primary school level. Finally, for Nigeria, we do not need to adopt a new behaviour, but rather a re-orientation of our value system toward national development. Nigeria needs to take values more seriously and encourage children to accept them. As a result, value re-orientation should be taught at home, at places of worship, in schools, and at cultural/social gatherings.

#### Recommendations

Following are some recommendations and methods for improving value re-orientation in primary schools based on the above analysis.

1. By incorporating civic education into the curriculum, the federal government should strengthen and encourage the teaching of discipline in primary schools.
2. The National Orientation Agency should expand their value-awareness campaign to benefit both teachers, school heads, and primary school students.
3. In teaching and guiding pupils in their various schools, school guidance and counselors should include cultural and moral value, as well as self-discipline.
4. The school leader should always place a strong emphasis on child discipline and report any inappropriate behaviour to parents and the parent-teacher association.

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