

Research Article

## Value-Added Education and Nigeria Sustainability

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**Abstract:** The paper examined value-added education and Nigeria sustainability. A country can hardly achieve a meaningful development without a committed investment in her human capital through education. However, education with only paper knowledge, without values and creative minds, is worthless. The present traditional education, inherited from Nigerian colonial masters, seems to have failed to fulfill the purpose for which it is established. The paper stresses the importance of value-added education to take its place in the present day Nigeria. To guide the study, two hypotheses were formulated. Descriptive research design of the survey type was adopted for the study. All the stakeholders in education in Ondo State formed the population for the study. The sample was made up of two hundred (200) respondents, selected through a purposive sampling technique. The instrument for the study was a self-constructed questionnaire titled “People Perception of the Value-Added Education and Sustainability in Nigeria Questionnaire (PPVESQ)”. It had a reliability coefficient of 0.76. Data collected were analyzed using t-test and Pearson Product Moment Correlation statistics. Results of the study showed that: (i) there was a significant relationship between value-added education and Nigeria sustainability ( $r=0.734$ ;  $p<0.05$ ). (ii) There was no significant difference in criminality between educated and non-educated Nigerian youths ( $t_{cal}=1.25$ ;  $p>0.05$ ). It was concluded that value education is quite germane to sustainability in Nigeria. It was recommended that, value-added education is given a priority in Nigeria, to produce graduates who, apart from being self-reliant would be able to contribute to the growth and development of the country.

**Keywords:** Value-Added Education, Nigeria sustainability.

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## INTRODUCTION

Education is seen by many as the most important weapon which is looked up to as a cure to poverty, ignorance, joblessness, inadequate shelter, poor governance, amongst others. According to Spencer (2008), every nation of the world has her hopes and aspirations towards quality life and social status through education. Kodlins (2001) felt that education is far beyond preparation for development, but rather a process of development in itself for individuals and the nation's identity as a country. More scholars attested to the fact that education is a change agent, which serves as an instrument to facilitate the integration of the younger generation into the present system and bring about conformity to it. According to Osabuohien (2005), improvement in education is generally expected to in turn improve the quality of human life and change human values for the better. Yesufu (2000) and Obikoya (2002) were of the same opinion that education makes people to be productive and instrumental to societal development. In the assertion of Fafunwa (1974), education is the aggregate of all processes by which a child develops the abilities,

attitudes and other forms of behaviour which are of positive value to society. In a nutshell, Lochener and Moretti (2004) remarked that years invested in education often generate more incentives which are greater than the private returns enjoyed by individuals. Perhaps it is based on this high hope and the assumption that education is fundamental to societal growth and development that spurred the Nigerian government into making sure that all her youths are well educated. Hence, the mass production of University graduates year in, year out in Nigeria.

In spite of high hopes of Nigerians on education however, the observed moral decadence among majority of graduates from Nigerian Universities appears to have dampened people's spirit. The questions that readily come to mind at this point are; “If education is perceived as a positive change agent, why do Nigerian graduates who have benefited greatly from education often lose the core values and etiquette?” “Why have they fallen into lust for wealth and materialism?” “Could this be possibly traced to lack of employment to the teeming number of Nigerian

University graduates?"Comparatively, it is assumed that only educated youths are well-behaved, that crimes are found more with the uneducated. Looking at this submission critically, one may want to ponder on whether uneducated youths never behave right. In the opinion of Freeman (1996), crime ought to decrease with increased internalization of educational values among the youth. Freeman (1996) carried out a study in the United States (US) and found that two thirds ( $\frac{2}{3}$ ) of the incarcerated men were drop-outs from high school. While Jacob and Lafgreen (2003) also examined the short-term effects of school on juvenile crime and found that property crime during student-in-school session decreases by 14%, while violent crime increases among out-of-school juvenile by 28% during the same time period. The opinion of Nwabuisi (2007) was however in contrast to the preceding findings. Nwabuisi (2007) posited that being highly educated is never a guarantee for being virtuous, otherwise how could one explain why educated professionals such as Accountants defraud their companies, or highly qualified Civil Engineers make poor quality roads, bridges, houses, and others, which eventually become death traps for the users of such facilities? This is an evidence to support the fact that education is only the predicament of people inner minds, rather than the mere knowledge through education with no value attached.

Values are seen as being fundamental to all human societies in human activities and actions all over the world. Iyanmu and Iyama (2007) described values as beliefs, convictions, which are viewed as being of good quality to be useful and desirable. For example, truthfulness, honesty, respect for hard work, elders and humanity in general, were prized highly in Nigeria, while dishonesty and moral laxity were seriously frowned at by Nigerians in the days of old (Nwabuisi, 2007). All these values often start in the home, where the child is born and socialized before proceeding to school for the obtainment of formal education. It is observed that there is a striking relationship between values and education objectives, principles and goals. According to Spencer (2007) education objectives are to be derived from the man's desire for total welfare. This implies that the quality and standard of education are to manifest in society. Ayatse and Ortese (2004) posited that educated people as responsible members of society are to contribute their quota when they graduate and serve the society as professionals in their various fields and capacities.

The non-adaptability of Nigerian graduates to job creation however, seems to pose a serious challenge to a pro-active type of education which could meet crucial demands of the 21<sup>st</sup> century nation. What is the essence of education in Nigeria if it fails to generate and promote right values amongst its youths? The persistent fear is always there when one considers the negative trend of education in Nigeria, which is fast giving way

to poor academic quality coupled with criminal involvement of Nigerian graduates. It can be inferred from here therefore that the present state of Nigerian education which appears more theoretical, less realistic, and dwelling more on paper qualification, is far from being appropriate for the expected growth and development of Nigeria as a nation. This has been one of the major reasons why Akinboye (2007) advocated for a value-added education in Nigeria. Akinboye (2007) considered value-added as a more appropriate education for Nigeria because it includes job and wealth creation, creativity, good character and moral values. He described character education as an important aspect of value-added education because an educated person without good character could constitute a danger to his or her society. A related view by Usher (1997) saw value-added education as an asset through which education enthrones ethical values into people, promote community spirit of oneness and collective responsibility.

This study was thus out to investigate value-added education as a way of transmitting Nigerian values into her youths for her transformation and sustainable development. For the purpose of discussion, one general question was raised, while two hypotheses were formulated.

#### **General Question**

- (i) Will value-education have any bearing with sustainability in Nigeria?

#### **Research Hypotheses**

- Ho<sub>1</sub>:** There is no significant relationship between value-added education and Nigeria sustainability
- Ho<sub>2</sub>:** There is no significant difference between educated and uneducated Nigerian youths in criminality.

## **METHODOLOGY**

The study adopted a descriptive research design of the survey type. All the stakeholders in education in Ondo State formed the population for the study. The sample for the study comprised two hundred (200) respondents who were selected through a purposive sampling technique across all walks of life from the urban and rural areas in Akoko South West and Akure South Local Government Areas (LGAs) of Ondo State, Nigeria. The sample included University Lecturers, Primary and Secondary School Teachers, Civil Servants, Business People, Educated and Uneducated youths, within the age range of 18-40 years. The instrument for the study was the self-constructed Questionnaire by the researchers titled "People Perception of the Value-Added Education and Sustainability in Nigeria Questionnaire (PPVESQ). Both face and content validity of the questionnaire was ensured by the researchers. Using Cronbach alpha the reliability coefficient obtained was 0.76. The

questionnaire was structured on a four-point-Likert Scale of: Strongly Agree (4), Agree (3), Disagree (2), and strongly Disagree (1). Section A of the questionnaire comprised information on the respondents' Bio-Data, while Section 'B' comprised 25 items, that elicited information on respondents' perception on the concept of value-added education, benefits of value-added education, importance of creativity, character building, national development education, criminality and others. Copies of the questionnaire were administered personally by the researchers on the respondents in the two Local Government Areas for the study. One day was

earmarked for the administration of the research instrument in each of the two LGAs of study. The questionnaire were given to respondents in their various work-places; primary, secondary and tertiary institutions, offices, business centers, the market place, where most uneducated or a drop-out-of school are easily accessed. Altogether, two hundred respondents were sampled for the study. The completed questionnaires were collected immediately from the respondents to avoid any loss. Data collected were analyzed using t-test and Pearson Product Moment correlation statistics at 0.05 level of significance.

## RESULTS

### General Question:

- i. Will value-education have any bearing with sustainability in Nigeria?

This research question was later translated into research hypothesis and tested statistically as shown in hypothesis 1.

### Testing of Hypotheses

**Ho<sub>1</sub>:** There is no significant relationship between value-added education and Nigeria sustainability

**Table 1:** Relationship between value-added education and Nigeria sustainability

Variables	N	Mean	SD	df	r-cal	r-tab
Value-added education		24.91	3.54			
Nigeria sustainability	200	62.22	7.65	198	0.734	0.195

P < 0.05 Alpha Level of significance \* (significant)

From Table 1, the value of r calculated is 0.734 and critical r value is 0.195. Since the calculated r-value of .734 was greater than the critical r-value of 0.195, the hypothesis earlier stated that there is no significant relationship between value-added education and Nigeria sustainability is hereby rejected at 0.05 level of significance. This implies that that there was a significant relationship between value-added education and Nigeria sustainability.

**Ho<sub>2</sub>:** There is no significant difference between educated and uneducated Nigerian youths in criminality

**Table2:** t-test showing significant Difference in criminality between educated and uneducated Nigerian youths

Variables	N	Mean	SD	df	r-cal	r-tab
Educated Youths	100	23.0	2.03			
Uneducated Youths	100	62.21	7.65	198	1.25	2.08

P > 0.05 Alpha Level of Significance (Not Significant)

From Table 2, the value of t-calculated is 1.25 and the t-critical value is 2.08. Since the value of t-calculated is less than t-critical value, the hypothesis earlier stated that there is no significant difference between educated and uneducated Nigerian youths in criminality is hereby upheld. It showed that no significant difference was found when educated Nigerian youths were compared to their uneducated counter-parts in criminality.

## DISCUSSION

Findings for hypothesis one showed that value-added education was significantly related to Nigeria sustainability. This could be perhaps, majority of the respondents have realized that students need more than paper qualification to either survive the complexities of society, or to make their individual contributions to their nation. This finding corroborated Akinboye (2007)

who stressed the need for the replacement of the present traditional education in Nigeria, which is found to be more theoretical, with the value-added education. Akinboye's preference was on the fact that it is through value-added education that Nigeria can move out of her present stagnation to a better development. According to the scholar's further explanation, value-added education has the ability to produce graduates who are not on mere cognitive training alone, but are adequately

trained to be morally disciplined, equipped with emotional intelligence, possess innovation that could serve as a drive to move Nigeria forward. In other words, products of value-added education would be of great asserts who will be independent and self-reliant to make their contributions to the government.

Findings for hypothesis two confirmed that there was no significant difference between educated and uneducated Nigerian youths in criminality. It implies that being criminally inclined goes beyond being educated or not. It could depend on several other factors amongst which is the person's mindset. It is possible to have uneducated and equally poor youths who would never go near crime whereas, there might be other youths who could be highly educated with good means of income but would still get involved in crime. This result corroborated Nwaibuisi (2007) who posited that being educated is not a guarantee for being virtuous. According to this scholar, if education is the yardstick for freedom from crime or being well-behaved, why is it that some highly rated and educated professionals such as Accountants still defraud their companies? Why should Civil Engineers who are well-educated and respected in society become so unscrupulous as to construct poor roads, houses, bridges, that become death traps for users of such facilities?

The finding of this study was however in contrast with Freeman (1996) who carried out a study in the United States (US) and identified that two thirds (2/3) of incarcerated men were drop-outs of high school. Also Jacob and Lafgreen (2003) examined short-term effects of school on juvenile crime, and found that property crime during student-in-school session decreased by 14% while violent crime increased among out-of-school juvenile by 28% during the same period. The findings of freeman (1996) and Jacob and Lafgreen (2003) showed that crime was found more among the uneducated youths than the educated ones. As observed earlier the contrast between these two studies and the findings of the study at hand could probably be as a result of the difference in the location or area of study; America where the two preceding studies were carried out is a well-structured place where the welfare of their youths is paramount to them. Regrettably, unlike America, many University graduates in Nigeria are neither supported nor gainfully employed by the government. This could probably explain the reason why Nigerian graduates are prone to crime as a means of survival.

## CONCLUSION

Based on the findings of the study, it can be concluded that if value-added education is given a priority in Nigerian schools, it would empower the youths to be self-reliant, a drive to contribute to the growth and sustainability of Nigeria. Furthermore, if all

stakeholders are good models to the youth, giving them the right orientation and values; depart from celebrating wrong doings, Nigeria would have a sustainable development.

## Recommendations

Based on the findings and the conclusion of the study, the following recommendations were made:

1. Value-added education should form essential complement to school curriculum in each of the levels of education in Nigeria to encourage good character and adaptable education that has the real ingredients of success in life and work.
2. Since the findings of the study showed that education was not a guarantee for good behaviour, it is recommended that, in addition to cognitive training, parents, teachers and people in positions of authority in Nigeria should be of good models to the youth. Let the youth have the right orientation from home; let them know that only the man of character who combines education with right values is adjudged a well-educated, a cultured citizen and an assert to his nation.

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