



## Ensuring Value Reorientation through Effective Leadership in Nigerian Primary Schools

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**Abstract.** This paper examined effective leadership for ensuring value reorientation in primary school in Nigeria. In the course of discussion, the national education goals of Nigeria and the Important of Leadership in Ensuring Value orientation in school highlighted. The paper also talked about value reorientation, effective leadership in primary schools and made recommendations for improving leadership behaviour in the schools

**Keywords:** Value reorientation, effective leadership , primary schools and Nigeria

### 1. Introduction

The main aim of education is to socialize, transmit knowledge and skills and prepare the learner for adult roles, responsibilities and placement in the society (Damle, 1969, in Abama, Oadipo & Gyang, 2016). The formal method of socializing learners in the school system is by educational process, through the classroom. This has made the school the only formal institution with procedure through which socialization and internalization of norms and values of the society are transmitted. The importance of school cannot be over emphasized as learners imbibed with norms and values becoming capable of creating an individual identity for themselves and the society. Consequently, to achieve these objectives, there must be an effective leadership. It is pertinent to

note that the success or failure of a school system depends largely on the leadership. Leadership is the art of persuading and influencing people in an organization (Stuch, 2004). Amadi (1989) and Zwalchir (2010) view leadership as the ability of an individual to influence the behaviour of others positively, they belief that leading is to motivate followers to utilize available resources to maximize productivity. Federal Government of Nigeria (FGN) (2011) believes that effective leader of the school is one who has a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, friendliness and originality in problem solving. The main goals of education in Nigeria as stipulated in the Nation Policy on Education (2013) are as follows:

- 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 main goals are meant to enhance the achievement of sustainable national

development. However, Nigeria society today is faced with pervasive anti-social pattern of behaviour. This has led to social vices and ethical challenges such as indiscipline, insecurity, high rate of unemployment, crisis and corruption pervading across all the sectors of the country. In this regard, the prevalence of such pervasive situation in the primary school will demand for value reorientation. The need for ensuring value reorientation through leadership in primary school is the concern this paper.

## 2. Value Reorientation

Value according to Bolarin (2007) is the worth, merit, or esteem given to a person or an object or an idea. This implies that value influence peoples' behaviour and serves as a yardstick for evaluating the action of the people in the society. In the same view, Noah (2003) in Okolo (2011) belief that value are the building blocks of the society and that values are beliefs or idea which people consider acceptable for national development. Values are deep seated beliefs that influence people's actions and the rules by which they make decisions within their society. Values determine attitudes which in turn influence behaviour. It has been documented that value ascription is a motive force that drives positive achievement. It is therefore essential that every individual, group and indeed the entire nation must have core values which serve as the driving engines of development, growth and progress (Otiye, 2013).

Section 23 of the Nigerian constitution (1999) provides that the national ethics shall be discipline, integrity, dignity of labour, social justice, religious tolerance and patriotism. However, the lived experience of Nigerians is quite different from the constitutional provisions on ethics and values for the country. There is a lot of indiscipline in every facet of life in the country. Integrity is no longer cherished by many people. The get rich quick syndrome and pursuit of easy money has reduced the dignity of labour. There is high level of religious intolerance and the love for the country is waning. Many Nigerians have no respect for our institutions and national symbols. There is therefore a great need for value re-orientation.

The National Economic Empowerment and Development Strategy (NEEDS) (2004) recognized this need and value re-orientation was one of the four key strategies of the development strategy. The approach was to "lead a campaign to re -instill the virtues of honesty, hard work, selfless service, moral rectitude, and patriotism." Unfortunately, throughout the period of the NEEDS, very little was done to actualize the campaign. Value re-orientation is a re-assessment, take a look again and put something back on course because it has gone off -course. Education has gone off -course in Nigeria and the values expected from it, lost. There is therefore the need to redeem education in Nigeria through value re-orientation in the system now. Re-orientation is to bring back the lost values in the school system of education in Nigeria (Magaji, 2014)

## 3. The Important of Leadership in Ensuring Value Orientation

Generally there is no common or single definition of the term 'leadership', much depend on who is defining it and the perspective for which it is defined. According to Northouse (2004) leadership is the ability to head and guide the individual in the organization and to coordinate their input towards goal achievement. The implication is that leader must possess distinctive qualities to be able to operate and lead others to willingly accept responsibilities in order to achieve the organizational goals.

In brief, leadership is an integral part of organization management and plays an indispensable role in the operation of the organization. Leadership exists at various levels of endeavour. These include : the family, the community, the church, amongst animals, organization, nation, and countries, regions, continents and even the world at large (Oke, 2008). From the foregoing one can say leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Leadership is geared towards achievement of goals and the main task of the leader is to ensure

that human potentials are appropriately utilized and motivated to yield the desired results. Leaders guide and maintain in the school system, the leader (school head) should be able to apply and manipulate these elements and the principles to achieve success in creating awareness of value reorientation. A part from curriculum implementation

#### 4. Effective Leadership in School

Education serves a respective role in the developmental strategy in sustainable national development of every country. In meeting this demand, the national educational goals are predetermined towards actualizing the national goals. However, air value system is not recognized in our society, which schools are not accepted. There is increase rate of corruption, people indiscipline, dishonesty, lack of accountability and insecurity pervading our primary school. Leadership in school is seen as the strategy or the total process through which appropriate human and materials resources are used towards the attainment of the set goals of the school (Gyang 2009). The function of the leader in the school is that of educational administrator. Udoh and Akpa (2007), defined education administration as the process concerned with using methods, principles and practice to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives. The combine effort of the school administrator, the teachers, the learners and the society are involved in school administration.

The task of leadership in school is to develop strategies in identifying what need to be done and how to do them. Designing of a formal structure which allows flow of responsibility and communication, it provides for decision making and division of labour according to human and material resources, the stimulation and motivation of workers their duties with efficiency, the coordination of activities of the various group within the school and the evaluation of the progress and achievement of school (Eden, 2006).

One major function of the school leadership is the process of feeding and learning towards

achieving the objectives. Therefore the leadership ensures that there is effective of adequate instructional materials. And has a responsibility of satisfying the staff needs which are not necessary related to the school goals.

The duties of the school leader are numerous. These could be seen as management procedures. Agbonifoh (2005) defined management relate to people or subordinates who need to be led or guide, whose behavior need to be coordinated and channeled and whose performances need to be measured, appraised controlled and rewarded. Leadership in school simple involves formulating policies, identifying procedures and seeking for the best method in running the affair of the school towards the achievement of educational goals.

Mang (2005) believes that an effective leader add values to the resources of the school, is a prime mover, resource expert, a change agent and an essential link between the staff, pupils and the community. He also energizes staff, built a comminuted and cohesive work group and promotes satisfaction of subordinates needs. No one will doubt the fact that all these qualities require creativity, imitative and innovative ideas. Since value reorientation involves positive way of doing things, attitude, behavior that is accepted and required in the society for national development. The leader school leader should be an example and train teachers and pupils to be self-decision makers, self- discipline and self-problem solver, and in turn teacher, bring up their pupils in the same manner it can be seen that it is not easy to be school leader. The school leader has to be person of discipline, positive value, and originator of suggestions, decision and idea as a person who guide and Orientale other. Thus makes him an effective leader.

#### 5. Recommendations

In view of what has been discussed in this paper on ensuring value reorientation in Primary School, the researchers made the following recommendations that should be implemented to improve value reorientation in Primary Schools.

Federal government and educational planning should strengthen and encourage the teaching of

discipline primary schools by incorporating civic education

National Orientation Agency should further step down their awareness campaign on value to benefit both the teachers, leaders and the pupils in primary school

School guidance and counselor should include cultural and moral values, self-discipline in teaching and guiding pupils in their various schools

The school leader should always emphasis on children discipline and result of negative behaviour to parents during Parent Teachers Association Meeting.

## 6. Conclusion

School aims at socializing and transmitting the knowledge, skills and national values of the country for sustainable national development and transformation. To achieve this, the role of school leadership becomes imperative and necessary. Leaders assume the responsibility of administration and therefore manages the behaviour and of the school system.

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