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Proper Upbringing and Education of Primary School Children for Sustainable National Security and Development in Anambra State, Nigeria: A Case Study of Unizik Primary School, Awka

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Abstract: The study examined the proper upbringing and education of primary school children for sustainable national security and development in Anambra State, Nigeria A case study of UNIZIK primary school, Awka. The study which was guided by two research questions adopted descriptive survey design. The population of the study consists of all the primary school children from Nnamdi Azikiwe University Primary School (UNIZIK) numbering 685. Complete enumeration thus all the pupils were utilized for the study which is 100%. The researcher designed the instrument for the study and captioned it “Upbringing of Primary School Children Educational Instrument” (UPSCEI). The validity of the instrument was certified while internal consistency approach was employed to test the reliability of the instrument. The result yielded 0.79 when subjected to Cronbach Alpha reliability test which is adjudged reliable. The instrument was questionnaire type but was carefully supervised and reduced to oral interview type due to the level of education of the participants. Observation approach was also involved to explore all the information needed for the study. All the collected data were analysed using mean and standard deviation to answer the research questions. The findings revealed that children are highly neglected and are not properly trained and educated by the parents. It is therefore recommended that the parents be sensitized on the implications of this negligence of their duties through seminars, Parents Teachers Association (PTA), conferences and various adult education outlets and obligations specified as this helps to restore national security that engenders national development thus a practicable and vibrant Nigeria.

Keywords: Proper upbringing, Education, Primary school children, Sustainable, National Security and Development.

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INTRODUCTION

Nigeria as a nation has been battling with insurgencies, banditries, kidnapping, armed robbery, and a host of other anti-social vices which could be traced to improper upbringing and education of the youngsters. This is because, it is believed that when children are brought up adequately and educated, the children are challenged to be useful to themselves and the entire nation thus avert incidences of being recruited into armed bandits and all of that. They rather promote national security and development through productivity. It is in the light of this that the home should as a matter of importance live up to expectation in carrying out their duties as parents/guardians to the beloved children which are adjudged as God’s special gifts (Uwaezuoke, 2020).

Obviously, the family or rather the parents/guardians reserved the duties to train/educate their children in the societal norms like moral, values, beliefs and ethical standards which have been hitherto transmitted from one generation to another. When these duties are halted and/or distorted, our heritage will gradually fizzle out leaving the present generation empty with nothing to pass on to the next. The children are thus, coerced to embrace crime as an alternative means of

surviving hence insecurity and under-development stare us in the face.

Every adult today was once a child so also with leaders. This is the reason for the universal notion that “Children are the leaders of tomorrow”. Consequently, characters or leadership traits being portrayed by the leaders of today were inculcated in them mostly when they were young. It is for this reason that the Esahc (2018) lucidly put in proverb 22:6 that the behaviour of every child reflects the type of child’s upbringing and education even at old age. This is imperative because the upbringing and education given to children internalizes in them and lead them all through life. This is why children should be brought up properly and educated so as to become good citizens, followers and leaders in the near future. The children are absolutely not responsible for their upbringing and education. Their parents/guardians are solely obliged to carry out such responsibilities. The children under this condition are helpless, defenceless and susceptible to the dictates of the people charged with their upbringing and education. The Holy bible is not oblivious of this subtle nature of children and emphatically expressed that the irrationality overflows in the heart of children and that it is only the dowl of discipline that can put them aright (Angie, 2013).

Ironically, many Nigerian parents have that belief that the number of children one has determines the magnitude of one's fatherhood/motherhood and/or actualization of self-fulfilment (Isiugo-Abanihe & Nwokocha (2020). Sequel to this, many parents keep counting their children without adequate resources for their proper upbringing and subsequent education. This is even worst in polygamous families where wives compete among themselves on who begets the highest number of children undermining what the future holds. More so early marriages and teenage pregnancies breed living in penury and matrimonial quagmire which is detrimental to the upbringing and education of children (UNICEF, 2017 & kunnuji 2020). In consonance with the above idea, Al-sharfi & Miller (2015) affirmed that children from polygamous homes are exposed to antisocial behaviour, mental health problems coupled with poor academic performance. All of these create stagnant sustainable national security and development thus exposing them for use as political thugs, hired assassins and a host of them.

It is truism that as frail as children may be their predisposition to crisis environment remains the first life challenge and could expose them to subsequent challenges that could ruin their entire life when unattended to. This is what prompted Onyekuru & Thompson (2012) to declare that Children from dysfunctional families are liable to lack of adequate care, feeding, clothing and quality education because of the number of sibling to be catered for and as a result look haggard, uncared for and unhappy. When these children are finally in school such children are stubborn, disobedient, bullies, hostile and academically backward.

It is the duty of the parents to feed, clothe, shelter their children as well as teach them virtues of life like good morals, greetings, appreciations (thank you), humility (am sorry) and other ethos. They should also be taught how to do some simple house chores. Most importantly register them in school while ensuring that learning materials are adequately provided (Maduagwu & Nwogu, 2006) for functional education. In a situation where all or any of these provisions are lacking, the life expectancy of the affected children is bastardized and unproductive thus sustainable national security and development is marred by this unwholesome negligence of duties. It is necessary to ensure that the children's needs are not ignored, when this is done, they must surely seek alternative means of satisfying their needs which could ricochet.

Empirical Studies

Nnadi & Uzoekwe (2021) carried out a study on the Effect of Cognitive Restructuring on Conduct Disorder among Secondary School Adolescents of Njaba LGA of Imo State. Two research questions and two hypotheses guided the study. Quasi-experimental research design was utilized for the study. The population was made up of all 209 adolescent students

with proven conduct disorder. Using purposive and cluster sampling techniques, 40 students were selected. The findings revealed that cognitive restructuring is effective in the reduction of conduct disorder behaviour among students even 4 weeks after the experiment thus recommended that parents and guidance should encourage their wards to partake in cognitive restructuring.

The above study is similar to the present study in that both deal on the behaviour misconduct prevalent in secondary schools which is common among adolescents. It differs from the present study in that, it dwelt on the re-direction of the children's mind from what it used to be to what the children are supposed to know. It is a psychological construct which is therapeutically in nature. The students' unruly behaviour could result to social problems when not restructured on time. However, differs in the content, study area, the research design, the population and sampling technique. The study neglected the root cause of this conduct disorder which emanates from the types of upbringing from home which constitute unproven cases of behaviour disorder which if not identified and tackled could demean national security and development in the near future hence the study.

Proper upbringing

The word proper accordingly is synonymous with right, correct, accepted, appropriate, good, suitable and so on (Oxford Lexico, 2021). The word upbringing on the contrary is synonymous with rearing, raising, breeding, care, upkeep, teaching, education among others (Oxford Lexico, 2021). Good upbringing is the rearing in an acceptable manner, breeding in an ethical direction, genuine way of raising something or somebody. Child upbringing is therefore appropriate way of raising a child. It is a good and universally accepted way of educating a child to lead a meaningful life.

Upbringing is the breeding, rearing or raising processes adopted by the parents or care-givers in the nurturing of the growing child. It goes to tell the type of background, training and education given to the child as he progresses from childhood to adulthood. Every child is born into a family and the type of family that a child came out from determines the type of upbringing. Stemming from the above proclamation, Chujor (2014) identified two types of family namely: functional and dysfunctional families. Functional family breeds proper upbringing while dysfunctional family rears children with unsocialized aggressive behaviour (Nwankwo, 2013). A child who is appropriately brought up leads a meaningful life unlike the one who is inappropriately brought up. When children are raised unethically, they constitute nuisance to the society thus security challenge that derails development prevails.

In his own submission, Ernest-ehibudu (2011) lucidly put that parenting practice has been pin-pointed

as one of the determinant factor in ascertaining whether a child grows to become delinquent in behaviour or goes into crime. According to the scholar, children exhibit deviant behaviours as they grow but when left unguided and uncontrolled could lead to socially maladjusted behaviour which stands to hunt not only the child and the immediate family but spreads like wild fire to impact negatively on the entire society.

Education

Education is the transmission of knowledge, skills, norms, ethics, attitudes and values to the learner which is expected to have permanent positive change in behaviour of the recipient and make the learner useful not only to themselves but also the society where they find themselves. In line with the above expression, Dhaker (2011) espoused that education is the process which fosters learning, knowledge, skills, values, beliefs and habits of a people are transfused to other people through the means of telling stories, discussions, teaching/training or research.

Primary School Children

Primary education is typically designed children 6 to 11 years of age. Merriam-Webster, (2021) described primary school as a school which encompasses the first three levels of elementary school which kindergarten is inclusive. Primary education is the basic or foundational level of education given to children before moving to the secondary school. It is the first level of education in Nigerian educational system. Children at this level demand solid foundation upon which under educational level could be rooted. When the foundation is loose, other levels could be mangled hence poor output is evinced which negates sustainable national security and development. On the other hand, sustainable national security and development is guaranteed when there is good and solid foundation laid at this level which should basically emanate from home to school.

According to UNICEF (2021) on primary education, it is the basic right of children to acquire primary education. It plays a vital role in reduction of abject poverty and engendering social changes. The sustainable development Agenda acknowledges the relevance of primary education in Goal 4 which stipulates that by 2030, the world should ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, including a target on universal access to primary education.

National Security

A nation is a sovereign independent state while security is described as the state of being free from harm, danger and bondage. National security is thus a sovereign independent state where the citizens do not live in fear of any form of harm, attack, danger and/or bondage. It is a situation where the citizens of a country enjoy peace and harmony in all field of human endeavour. Where people move from place to place without fear of the unknown,

this is only achieved where the country breeds citizens with good family background and educated in the right direction. These citizens are disciplined, hardworking, educated and very productive thus promotes national growth and development void of security challenges.

National Development

National development describes the growth in per capita income of the country which in turn is made manifest in the citizens standard of living. This good standard of living involves good health care system, good drinking water, and affordable good three square meals a day among others.

Sustainable development Youmatter (2020) posited that is the idea that human societies must live and meet needs without compromising the ability of future generations to meet their own needs. It is a way of designing the societal resources in such a way that it can stand the test of time and even surpass/topple it so as to accommodate the future generation adequately. It implies meeting up the needs of the present generation without short-changing the needs of the future generation as well. It deals with conservation of the environment and natural resources, social and economic parity.

Statement of the Problem

The level of moral decadence among the youths which has escalated insecurity and degraded economic life of the citizens of Anambra State in particular and Nigeria in general has become so bothersome that there is urgent need to trace and identify the source to avert imminent danger. Every individual has a root which is the family. The family serves as the base or foundation upon which other attributes are laid for children. The researcher is henceforth suspecting the level at which parents establish moral, ethics, values and other qualities that makes for good upbringing. This is essential because when the foundation laid by parents or guardians is not solid, it becomes jerky or suffers total collapse when other good traits are imbued with the children. Sequel to this, this study became eminent.

Purpose of the Study

The purpose of the study is to ascertain the level of proper upbringing in terms of training and educating them on moral and ethical behaviours as well as in performing simple house chores among primary school children of UNIZIK Primary school. To be precise, the study is meant to:

- Determine the frequency at which moral and ethical behaviour are being transmitted to the UNIZIK and Primary School children from their parents for sustainable national security and development.
- Find out the frequency at which performance of simple house chores are imparted to the UNIZIK Primary School children by their parents for sustainable national security and development.

Research Questions

- What is the frequency at which moral and ethical behaviour are being transmitted to the UNIZIK Primary School children from their parents for sustainable national security and development?
- What is the frequency at which performance of simple house chores are imparted to the UNIZIK Primary School children from their parents for sustainable national security and development?

METHODOLOGY

The study adopted descriptive survey design. The population of the study consists of all the primary school children from Nnamdi Azikiwe University Primary School (UNIZIK) numbering 685. Complete enumeration was used sequel to this all the pupils were utilized for the study which is 100%. The researcher designed the instrument for the study and captioned it “Upbringing of Primary School Children Educational Instrument” (UPSCEI). The validity of the instrument was certified while internal consistency approach was employed to test the reliability of the instrument. The result yielded 0.79 when subjected to Cronbach Alpha reliability test which is adjudged reliable. The instrument was questionnaire type but was carefully

supervised/reduced to oral interview type due to the level of education of the participants. Observation approach was also involved to explore all the information needed for the study. Five point Likert scale was adopted as; 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always. Following this process, the responses are weighted as 5+4+3+2+1=15/5=3. Therefore, any score from 3 and above is taken as ‘always’ while anything short of that is regarded as ‘Never’. All the collected data were analysed using mean and standard deviation to answer the research questions. Administration of the instrument was done by the researcher along with three trained research assistants in collaboration with the class teachers. Out of 685 copies of questionnaire distributed 670 was retrieved due to the stringent measures employed and were used for analysis.

RESULTS

The collected data were coded, weighted and analysed to answer the research questions.

What is the frequency at which moral and ethical behaviour are being transmitted to the UNIZIK Primary School children from their parents for sustainable national security and development?

Table 1. The responses of the UNIZIK primary school children on the frequency at which moral and ethical behaviours are imparted to them by their parents for sustainable national security and development.

S/N	Item Statement	Mean	SD	Remark
What is the frequency at which your parents taught you how to:				
1	Greet them when you wake up and/or come back from school.	2.6	1.2	Never
2	Greet your teacher and/or elders.	2.9	.9	Never
3	Say thank you in appreciation of good done to you.	3.1	1.0	Always
4	Say I am sorry when you are at fault.	2.6	.8	Never
5	Be polite when talking to your elders.	2.5	.9	Never
6	Discipline you for telling lies.	3.1	.9	Always
7	The moral lessons of being contented with what you have.	3.2	1.0	Always
8	Reprimand you when you come back home from school with someone’s belonging(s).	3.2	1.1	Always
9	Compel you to return item(s) found in your possession that are not yours back to the owner the next day.	3.0	.9	Always
10	Control your temper when provoked.	2.6	1.0	Never
Average		3.2	1.0	Never

Table 1 show that the participants obliged that their parents never taught them to greet, apologize and control their temper when angered with the mean rating score ranging from 2.5-2.9 on items 1, 2, 4,5 and 10 with the standard deviation ranging from 0.9 -1.2 while the average mean and standard deviation stood at 2.8 and 0.9 respectively. On the other hand, items 3, 6, 7, 8 and 9 affirmed that the respondents were taught moral values

with mean score fluctuating between 3.0-3.2 and SD ranging between 0.9-1.1. Aggregate mean and standard deviation stood at 3.2 and 1.0 accordingly.

What is the frequency at which performance of simple house chores are imparted to the UNIZIK Primary School children by their parents for sustainable national security and development?

Table 2. The responses of the UNIZIK primary school children on the frequency at which performance of simple house chores are imparted to the UNIZIK Primary School children by their parents for sustainable national security and development

S/N	Item Statement	Mean	SD	Remark
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What is the frequency at which you are being taught by your parents to perform the following simple house chores?				
1	Remove your plate after eating.	3.1	.9	Always
2	Wash dirty plates and cutleries.	2.6	.8	Never
3	Sweep the rooms and arrange them.	2.7	1.0	Never
4	Dress your bed before and after sleeping.	2.3	1.1	Never
5	Keep your school uniforms clean after school.	3.1	1.0	Always
6	Keep yourself and younger ones neat at all times.	2.6	.8	Never
7	Assist your mother in the kitchen.	3.7	.2	Always
8	Keep your convenience clean.	3.5	0.6	Always
9	Take care of your belongings.	4.3	0.7	Always
10	Avoid wasting food.	3.9	0.8	Always
	Average	3.1	0.7	Always

Table 2 indicates that items 2, 3, 4, 6, never received training on the performance of simple house chores with mean and standard deviation scores moving from 2.3-2.7 and 0.9-1.1 respectively. On the reverse side, items 1, 5, 7, 8, 9, and 10 always receive training on the performance of house chores with the mean rating ranging from 3.1-3.9 with the standard deviation fluctuating from 0.9-1.1. The average mean yielded 3.1 with 0.7 as the standard deviation.

FINDINGS

The first finding of the study revealed that parents always teach their children moral lesson at Nnamdi Azikiwe University Primary School by ensuring they are appreciative, do not tell lies or come home with item that do not belong to them. When children are taught moral values and ethics, they master and internalize the traits and grow with it thereby become responsible, cultured, disciplined and civilized citizens that promote economic growth and development that translates to sustainable development. This is in congruence with what Nwankwo (2013) asserted that a child who is well brought up with good moral principles leads a meaningful life while lack of adequate teaching of moral values breeds irresponsible citizens who are not productive hence set-back to the entire nation.

The second finding of the study discovered that the pupils of Nnamdi Azikiwe University Primary school receive sufficient training on the performance of simple house chores. When these duties are transfused to the children, they become conversant with performance of such duties thus become independent, dutiful and are equipped with enough skills to impact the next generation for sustainable development. This is not different with what Esahc (2018) observed and reiterated that whatever a child becomes in life is attributed to the type of training and/or upbringing transmitted to the child at a young age. In the scholar's perspective, children are very receptive and regurgitate behaviourally whatever attributes transmitted to them. This is why Ernest-ehibudu (2011) espoused that children are prone to misbehaviour and when left unguided and uninformed, the wallow in ignorance and turn to criminal element.

This process of guiding and controlling them is what Nnadi, & Uzoekwe, (2021) referred to as cognitive restructuring.

CONCLUSION

In line with the findings of this study, it is concluded that the pupils of Nnamdi Azikiwe University, Awka are taught moral and ethical behaviours as well as performance of simple house chores by their parents, this enables the children acquire necessary skills thus develop coping mechanism that enables them face life challenges and be reliable and independent when left alone. All of these attributes foster national growth and progress which translates to sustainable and transformational development.

Recommendation

Stemming from the findings, the following recommendations were made:

- Parents should be made to be aware of the impact of parental negligence on their children through social media, Parent Teachers' Association (PTA), seminars and workshop so as awaken them to live up to expectation in carrying out their parental obligation. This will surely help to raise responsible and promising children that stand to positively influence the generation unborn for sustainability.
- The second recommendation is that parents should ensure that they teach their children how to perform simple house chores as it is the fundamental aspect of informal education upon which the formal education is built. This positioned them to survive and rattle adverse situation which is inevitable in human life experiences.

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