

Perceived Impact of Primary Education on the Attainment of Nigeria Vision 20:2020

Adesina, Abiodun Ezekiel

*Department of General Studies
Emmanuel Alayande College of Education, P.M.B. 1010, Oyo, Nigeria*

Abstract This study sought the perceived impact of primary education on the attainment of Nigeria Vision 20:2020. Survey design was adopted for the study. Six hundred primary school teachers were randomly sampled from Oyo Local Government Areas of Oyo State. A self-designed 20 items questionnaire validated and trial-tested with reliability of 0.83 was used to collect the data. Three hypotheses were tested at 0.05 level of significance using t-test statistical tool. The findings revealed that the primary education standard have impact on the nation attainment of NV 20:2020 ($cal-t = 10.73$; $Crit-t = 1.96$, $df = 598$) and that the standard of primary education is hampered by the low level of funding and facilities availability at school ($Cal-t = 11.06$, $Crit-t = 1.96$, $df = 598$). Also it was found that the level of teachers qualification at the primary school significantly influence the standard of primary education in the country ($Cal-t = 4.66$, $Crit-t = 1.96$, $df = 598$). It was therefore recommended that along proper funding and facilities provision for primary level of education, liberalization should be encouraged for better qualified teachers to handle foundational classes in order for the nation to achieve her Vision 20:2020.

Keywords: Primary Education, Funding, Teachers Qualification, Nigeria Vision 20:2020.

Introduction

Education clearly denotes intrinsic worthwhile activities. It is a process of being initiated into knowledge and understanding which in turn regulate the recipients' attitudes, emotions, wants and actions. Jaiyeoba (2007) perceived education as a priority sector in every well-meaning society, she referred to it as a major force in economic, intellectual, social and cultural empowerment. The value of education in bringing about character and attitudinal change ranks as important as its ability to change and reshape human potentials for desired development.

Education, globally as well as in Nigeria is majorly divided into three levels- the primary, secondary and the tertiary education.

The primary education serves as the foundational level of all other education by providing the children with a good preparatory ground for further education. According to Quadri (2001) the Section 4, page 12 of the National Policy on Education (2004) described primary education as the "education given in an institution for children aged normally between 6 years to 11 years plus." The primary education level is the key to the success or failure of the whole educational edifice because the rest of the educational system is built upon it. Primary education according to the National Policy on Education (NPE, 2004) is likened to the key which opens to success or failure of the whole educational system. Akande (2010) reiterated Njoku (2000) regarded primary education as very vital and fundamental to all types of education any person can receive in life.

Purpose of Primary Education

According to Quadri (2001) Primary Education in Nigeria has among others the following intents:

- (i) To help the child to develop intellectually, physically, morally, socially and emotionally,
- (ii) 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.
- (iii) To assist primary school learners who cannot further their education to become useful citizens to themselves and community at large.

The Federal government of Nigeria stated and clarified the objectives of primary education in section 4 page

12 of the National Policy on Education (2004) for the benefit of all citizens in terms of kind of society desired in relation to the environment and the realities of the modern world.

Generally, objectives of primary education are:

- (a) The inculcation of permanent literacy and numeracy and the ability to communicate effectively;
- (b) The laying of a sound basis for scientific and reflective thinking;
- (c) Citizenship education as a basis for effective participation in and contribution to the life of the society;
- (d) Character and moral training and the development of sound attitudes;
- (e) Developing in the child the ability to adapt to his changing environment;
- (f) Giving the child the opportunities for developing, manipulative skills that will enable him function effectively in the society within the limit of his capacity;
- (g) providing basic tools for further educational advancement including preparation for trades and crafts of the locality

A critical scrutiny of the above purposes and objectives of the primary education in Nigeria revealed a package for individual transformation into a whole being, positive and resilient to environmental development.

Justifying the importance of good primary education, the World Development Report (2000/2001) indicates that the biggest problem of poverty, besides the lack of food, is the lack of power directly related to a lack of knowledge worldwide, almost 1 billion people lack a basic skill to acquire knowledge: they are illiterate. They are illiterate because they have had no primary education or because the quality of their primary education was too low (Peter, 2005).

Really, any investment in primary education pays off. The basic knowledge and access to information made possible through functional primary education enables people to choose good government (or to oust bad ones). The effectiveness of investments in health and sanitation depends on good basic knowledge among villagers. The effectiveness of extension services for poor farmers depends on their capacity to understand what is being explained to them.

It is generally acknowledged that the introduction of compulsory primary education in Western Europe in the 19th century has been a crucial factor for economic and social development in the area. Also, few countries in Africa, that years ago significantly invested in primary education is now deriving economic growth from their investment (Ayogu, 2007).

The absence or the poor quality of primary education not only becomes visible in illiteracy but also shows its effects among people who do not finalise or cheated secondary schools and universities. Ministries, factories, hospitals and farms in developing countries often were inefficient, not because the people working there are not capable but because they lack the right knowledge, attitudes and skills of efficiency when they passed through primary education, probably they got teachers without an adequate level of knowledge, who were poorly prepared or who were not motivated (Peter, 2005).

The evidence indicates that primary education affects not only wages but also broader workforce outcome such as participation in the formal labour market, work in more modern sectors and (particularly for women) the ability to earn regular income from work and contribute to national development (Jaiyeoba, 2007).

Nigeria Vision 20:2020

The Nigeria Vision 20:2020 reflects the intent of the Federal Republic of Nigeria to become one of the top twenty economies in the world by the year 2020, with an overarching growth target of NV 20:2020 are indicative of Nigeria's desire to achieve two broad objectives over the medium to long term:

1. Optimize her human and natural resources potential to achieve rapid and sustained economic growth; and
2. Translate economic growth into equitable social development that guarantees a dignified and

meaningful existence for all her citizens.

By 2020, Nigeria envisioned to have a large, strong, diversified, sustainable and competitive economy that effectively harnesses the talents and energies of its people and responsibly exploits its natural endowments to guarantee a high standard of living and quality of life to its citizens (NV 20:2020).

The NV 20:2020 economic transformation blueprint is a long term plan for stimulating Nigeria's economic growth and launching the country onto a path of sustained and rapid socio-economic development. The blueprint articulates Nigeria's economic growth and development strategies for the eleven year period between 2009 and 2020, and will be implemented using a series of medium term national development plans.

NV 20:2020 is a rallying call for all Nigerians, regardless of ethnicity, economic status, or religion to unite and stand behind a common cause of placing the country firmly on a path of sustainable growth, and taking it to its rightful place in the comity of nations. The vision is underpinned by the need to effectively and efficiently mobilize the nation's resources to serve and improve the lives of its citizens and to respond appropriately to the growing challenges of an increasingly smaller, mutually dependent and inter-connected world (NV 20:2020, 2009).

The NV 20:2020 encapsulates the key principles and thrusts of the National Economic Empowerment and Development Strategy (NEEDS) and the seven points Agenda of the current democratic administration (2007 – 2011), situating both within a single, long term strategic planning perspective.

The NV 20:2020 economic transformation plan was developed for and by the Nigerian people. It realized the role Nigerian citizens play in achieving the targets set forth by NV 20:2020, and rightly places on citizens and their welfare at the forefront of the agenda. The vision prioritises and offers strategies to drive the full realization of Nigeria's potential and her emergence as one of the leading global economies in the world within the next decade.

Nigeria's targets for 2020 are based on a dynamic comparative analysis of the country's potential growth rate and economic structure vis-à-vis those of other Top 40 economies of the world. This implies that the Nigerian economy must grow at an average of 13.8 percent during the term horizon, driven by the agricultural and industrial sectors over the medium term while a transition to a service-based economy is envisaged from 2018

Fundamental to the NV 20:2020 are two broad objectives – optimizing human and natural resources to achieve rapid economic growth, and translating the growth into equitable social development for all citizens. The aspiration for NVision 20:2020 are defined across four dimensions:

- *Social Dimension*: A peaceful, equitable, harmonious and just society where every citizen has a strong sense of national identity and citizens are supported by an educational and health care system that caters for all, and sustains a life expectancy of not less than 70 years.
- *Economic Dimension*: A globally competitive economy that is resilient and diversified with a globally competitive manufacturing sector, that is tightly integrated and contributes no less than 25% to Gross Domestic Product.
- *Institutional Dimension*: A stable and functional democracy where the rights of the citizens to determine their leaders are guaranteed, and adequate infrastructure exists to support a market-friendly and globally competitive business environment.
- *Environmental Dimension*: A level of environmental consciousness that enables and supports sustainable management of the nation's God-given natural endowments to ensure their preservation for the benefits of present and future generations.

The NV 20:2020 purposes the formulation and implementation of a sound frame work that would enable the relevant implementing authorities to expand access, increase equity and enhance the quality of educational provision, while promoting international-standards in teaching resources, contacts and methodologies, across all levels. The capacity building for NVision 20:2020 was based upon clear and dynamic strategies geared

towards policy measures that:

- Strengthen education as the foundation for life long learning;
- Foster the development of research and development;
- Promote worker education and training;
- Foster innovation and entrepreneurship;
- Facilitate the diffusion of information and Communication Technology as well as
- Seek equal access and opportunity for women and other vulnerable groups.

NV 20:2020 lays stringent emphasis on educational reform as fundamental to human capacity building, one of such aspects of educational reforms that can enhance NV 20:2020 attainment is primary education.

Akinkugbe (2007) in his Lecture titled paucity of resource-poverty of ideas (the reluctant duo in science) affirmed the importance of education to human development in the areas of human genome, information and communication technology – ICT (the fax, the electronic mail, mobile phones etc), the computer world, human reproduction, gene therapy, genetic engineering and stem – cell research all has significantly high-rated developed world over the developing countries. Corroborating the above, Olatunbosun (2004) opined that the influence of education is readily seen around us in the area of medicine, agriculture, pharmacy, engineering, geology, petroleum etc.

Justaposing the primary education objectives above with the NV 20:2020 objectives, there seem a positive correlation between the two. Thus attainment of the primary educational objectives is tantamount to the actualization of the NV 20:2020.

Researchers have highlighted a number of ways of improving primary education, some of which are: Provision of qualitative and quantitative human and material resources, stable policy, positive attitudes and honesty in funding (Okebukola, 2007; Akinkugbe, 2007; Ayogu, 2007; Adeniyi, 2010; Alao,2010; Olagunju, 2010).

One basic objective of NV 20:2020 is the optimizing of human and natural resources to achieve rapid and sustained economy growth, Osofisan (2009) highlighted the requirements for a revived economy, viz: National security social stability, National growth, improved efficiency and quality of life, creation of a new culture and society. In addition to these requirements are agricultural production of food, improvement in health sector as well as poverty alleviation all of which primary education can assists to attain. It is against this background that this study surveyed the opinions of the primary school teachers on the relevance of primary education on the attainment of NV 20:2020

Statement of the Problem

There is urgent need for Nigeria to minimize illiteracy, ignorance unemployment and poverty as well as stimulate and accelerate the pace of national development, political consciousness and national integration for efficient and effective attainment of Nigeria vision 20:2020. Do the primary education have any impact on the NV 20:2020 attainment. The study therefore investigated ‘the perceived impact of primary education on the attainment of Nigeria Vision 20:2020.

Purpose of the Study

The main purpose of the study was to investigate the perceived impacts of primary education on the attainment of Nigeria Vision 20:2020. Specifically, the objectives of the study include the following:

- (1) To verify the standard of primary education in the country;
- (2) To inquire whether the qualification of teachers are suitable for primary education in Nigeria;
- (3) To find out if adequate funding and facilities are made available;
- (4) To verify if the primary education has contributed to national development so far

Research Questions

The following research questions were answered by the study:

- (1) Does primary education has impact on the attainment of Nigeria vision 20:2020?
- (2) what is the standard of primary education in Nigeria today?
- (3) Is the level of teachers qualification adequate for primary education?
- (4) Is the funding arrangement put in place for primary education adequate?
- (5) Has primary education contributed to the social, economic and political development of the country?

Research Hypotheses

Ho1: There will be no significant impact of primary education on the attainment of Nigeria Vision 20:2020;

Ho2: There will be no significant influence of teacher qualification on standard of primary education in Nigeria

Ho3: There will be no significant influence of funding and facilities availability on standard of primary education in Nigeria

Methodology

Design of the Study

This study adopted a survey type of descriptive research.

Sample and Sampling Technique

The sample for this study consisted of four hundred primary school teachers and two hundred head teachers in Oyo –Afijio, Atiba, East and West Local Government Areas of Oyo State, Nigeria. The selection was gender conscious as it involves two hundred male and female primary school teachers as well as one hundred male and female head teachers in the study. The stratified random sampling technique was employed in the selection of the sample.

Research Instrument

The questionnaire titled “Perceived Impact of Primary Education on the Attainment of Nigeria Vision 20:2020. Questionnaire (PIPEANV 20:2020Q)” was the main instrument used for data collection. It was constructed by the researcher for the study. It contains twenty items structured in two sections, A and B. Section A consisted of the respondents socio-demographic variables while the section B consisted of twenty positively and negatively worded items with a four Likert Scale format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The items focused on the impact of primary education on the attainment of Nigeria Vision 20:2020. Each of the research questions has two positively worded items and two negatively worded questions in a chronological arrangement in the questionnaire.

Validation and Reliability of the Instrument

The instrument was both content and face validated through the assistance of experts in the field of educational evaluation, test and measurement and management. The trial-testing of the instrument was done at Akinyele Local Government Area of Oyo State on sixty (60) primary school teachers using K-R 21 formula, a reliability value of 0.83 (83%) was gotten. The research instrument was highly reliable.

Method of Data Collection

The researcher along with his assistants took the questionnaire to the selected schools for administration. The completed questionnaires were collected from the respondents on the spot ensuring its hundred percent retrieval.

Method of Data Analysis

The data collected were analysed using a descriptive statistics such as frequency count and simple percentage to answer the research questions while t-test was used to analyse the set hypotheses at 0.05 level of significance.

Results and Discussion

Descriptive statistics of respondents on perceived impacts of primary education on the Attainment of Nigeria vision 20:2020.

| ITEMS | S.A (%) | A (%) | D(%) | S.D(%) | TOTAL (%) |
|-------|--------------|--------------|--------------|--------------|-------------|
| +1 | 352 (58.67) | 138 (23.00) | 25 (4.17) | 85 (14.16) | 600 (100) |
| +2 | 369 (61.50) | 124 (20.67) | 61(10.16) | 46 (7.67) | 600 (100) |
| +3 | 103 (17.00) | 23 (3.83) | 341 (56.83) | 134 (22.34) | 600 (100) |
| +4 | 74 (12.33) | 125 (20.83) | 208 (34.67) | 193 (32.17) | 600 (100) |
| +5 | 107 (17.83) | 125 (20.83) | 153 (25.50) | 215 (35.84) | 600 (100) |
| +6 | 143 (23.53) | 58 (9.67) | 196 (32.67) | 203 (33.83) | 600 (100) |
| +7 | 120 (20.00) | 83 (13.83) | 216 (36.00) | 181 (30.17) | 600 (100) |
| +8 | 98 (16.33) | 52 (8.67) | 196 (32.67) | 254 (42.33) | 600 (100) |
| +9 | 194 (32.33) | 172 (28.676) | 186 (31.00) | 48 (8.00) | 600 (100) |
| +10 | 206 (34.33) | 168 (28.00) | 149 (24.83) | 77 (12.84) | 600 (100) |
| -11 | 52 (8.67) | 29 (4.83) | 283 (47.17) | 236 (39.33) | 600 (100) |
| -12 | 47 (7.83) | 65 (10.83) | 131 (21.83) | 357 (59.5) | 600 (100) |
| -13 | 416 (69.33) | 152 (35.33) | 24 (4.00) | 08 (1.34) | 600 (100) |
| -14 | 392 (65.33) | 124 (20.67) | 58 (9.67) | 26 (4.33) | 600 (100) |
| -15 | 327 (54.5) | 164 (27.33) | 72 (12.00) | 37 (6.17) | 600 (100) |
| -16 | 254 (42.34) | 206 (34.33) | 53 (8.83) | 87 (14.5) | 600 (100) |
| -17 | 261 (43.5) | 183 (30.50) | 37 (6.17) | 119 (19.83) | 600 (100) |
| -18 | 208 (34.67) | 242 (40.33) | 96 (16.00) | 54 (9.00) | 600 (100) |
| -19 | 103 (17.17) | 32 (5.33) | 271 (45.17) | 194 (32.33) | 600 (100) |
| -20 | 92 (15.33) | 137 (22.83) | 163 (27.17) | 208 (34.67) | 600 (100) |
| Total | 3917 (32.64) | 2402 (20.02) | 2919 (24.33) | 2762 (23.01) | 12000 (100) |

From table 1, items 1 to 10 are positive while items 11 to 20 are negative.

From Items 1, 2, 11 and 12, we deduced that the greater respondents agreed that primary education has impact on the attainment of Nigeria Vision 20:2020.

From Items 3, 4, 13 and 14, it was revealed that greater percentage of the respondents disagreed that primary educations standard in Nigeria of today is adequate. The greater percentage of the respondents agreed that the standard of Nigeria primary level of education has drastically fallen.

From Items 5, 6, 15 and 16, greater percentage of the respondents disagreed that the present qualification of primary school teachers in the country is adequate.

From Items 7, 8, 17 and 18, greater percentage of the respondents disagreed that the present funding arrangement for primary education in the country is adequate.

From Items 9, 10, 19 and 20, it was revealed that greater percentage of the respondents agreed on the fact that primary education has contributed to the social, economic and political development of the country.

The overall responses showed that greater percentages of the respondents are of the opinion that primary education has impact on the attainment of Nigeria Vision 20:2020.

Hypotheses Testing

Ho1: "There will be no significant impact of primary education on the attainment of Nigeria Vision 20:2020".

Table 2 :t-test Analysis of Impact of Primary Education on NV 20:2020

| Primary Education | N | X | S.D | Crit-t | Cal-t | R |
|-------------------|-----|------|------|--------|-------|----|
| Has impact | 490 | 3.69 | 1.72 | 1.96 | 10.73 | S* |
| No Impact | 110 | 1.21 | 3.58 | | | |

Table 2 showed the perceive impact of primary education on the attainment of NV 20:2020. The calculated-t of 10.73 was greater than the critical-t of 1.96 showing that there is significant impact of primary education on the attainment of Nigeria Vision 20:2020. The null-hypothesis is therefore rejected.

Ho2: "There will be no significant influence of teachers' qualification on the standard of primary education in Nigeria"

Table 3: t-test Analysis on the Influence of Teachers Qualification on Primary Education Standard in Nigeria

| Teachers Qualification | N | X | S.D | Crit-t | Cal-t | R |
|------------------------|-----|------|------|--------|-------|----|
| Has Influence | 232 | 3.42 | 2.21 | 1.96 | 4.66 | S* |
| No Influence | 368 | 1.69 | 5.36 | | | |

Table 3 showed the influence of teachers qualification on the standard of primary education in Nigeria. The calculated value of 4.66 was greater than the critical value of 1.96 showing that there is significant influence of teachers qualification on the standard of primary education in Nigeria. Therefore, the null-hypothesis was not held.

Ho3: "There will be no significant influence of funding and facilities availability on standard of primary education in Nigeria."

Table 4: t-test Analysis on the Influence of Funding and Facilities Availability on Primary Education Standard in Nigeria

| Funding and Facilities Availability | N | X | S.D | Crit-t | Cal-t | R |
|-------------------------------------|-----|------|------|--------|-------|----|
| Has Influence | 374 | 3.96 | 2.14 | 1.96 | 11.06 | S* |
| No Influence | 226 | 1.38 | 3.57 | | | |

Table 4 showed the influence of funding and facilities availability on Primary Education standard in Nigeria. The calculated value of 11.06 was greater than the critical value of 1.96 at 0.05 level of significance showing

that there is significant influence of funding and facilities availability on the standard of primary education in Nigeria. Therefore, the null hypothesis was not held.

Discussion of Findings

From research questions 1 and 5, it was found that primary education has significant impact on the Nigeria social, economic and political development of the country. Thus, the standard of Nigeria Primary Education can influence the attainment of the country NV 20:2020. Likewise, from the tested hypothesis one, primary education was perceived as having significant impact on the attainment of NV 20:2020 ($t_{cal} = 10.73$, $t_{crit} = 1.96$, $df = 598$). This findings is similar to the result of Peter (2005), Jaiyeoba (2007) that the Basic Education has great impact on Nigeria socio-economic and political development.

The research questions 2, 3 and 4 showed that the standard of primary education in Nigeria has fallen and that teachers qualification, funding and facilities availability affected the standard of primary education in Nigeria. Also, the hypotheses 2 and 3 showed significant influence of teachers qualification ($cal-t = 4.66$, $crit-t = 1.96$, $df = 598$) and facilities and funding availability ($cal-t = 11.06$, $crit-t = 1.96$, $df = 598$) on primary education standard in Nigeria. These results were supported by the report of World Development 2000/2001 that the poor funding and inadequate facilities availability impairs the proper launching of Basic Education in developing countries. The research findings are also corroborated by the results of Jaiyeoba (2007), Adeniyi (2010) which acknowledged poor teachers qualification, low level of funding and facilities availability as militating factors against proper implementation of Basic Education programme in Nigeria.

Recommendations

The potency of primary education for the attainment of Nigeria Vision 20:2020 objectives of improved national productivity and socio-economic transformation of the country cannot be over-emphasized. The researchers therefore recommend the following:

- (i) Government should re-address the issue or stereotype of teachers qualification meant for primary education in the country. The primary education teaching staff should be liberalized to accommodate better qualified teachers (degree holders) for efficiency of teaching and learning in foundational education;
- (ii) Government at National, state and local levels should provide a conducive and child friendly environment for effective teaching and learning in primary schools;
- (iii) Government with public – private partnership (P.P.P) should provide adequate and appropriate fundings of schools for the provision and upgrading of necessary teaching aids, library, computer, laboratory materials and other tools for efficient and effective implementation of primary education towards the attainment of NV 20:2020.
- (iv) Government should implement the National Minimum wage along robust allowances for primary school teachers such that their salary becomes competitive with other international or multinational workers. This may boost their morale and ego, making them more conscientious at work.
- (v) Seminars, workshops, lectures and conference should be adequately sponsored by the local, state and federal government of Nigeria to eliminate obsolescence of primary school teachers skills and competencies.

Conclusion

This study examined the state of present primary education in Nigeria vis-à-vis the implementation of the country Vision 20:2020. It was realized that the lingering problems of under-performance in secondary and tertiary institutions in the country is traceable to the poor and shaky foundation laid at the primary school level. It was also noted that the epileptic funding and low facilities availability along low level of teachers'

qualification at the primary school serve as deterrent to efficient and optimum performance of the level of education and that should be addressed if the popularized Nigeria Vision 20:2020 will be attainable.

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