

Primary Education and Child development: A study of Government owned primary schools in Port Harcourt, Metropolis.

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Abstract

This work was set out to study the role of primary education on the development of a child. A study of some selected government owned primary schools in Port Harcourt metropolis, Rivers State, Nigeria. The study adopted the survey research method. Six hypotheses were formulated and proposed respectively. Mean and standard deviation were used to test the level of significance of the relationship of the variables. Ten primary schools in Port Harcourt metropolis were selected for the study. The results showed that primary education has a significant relationship on the development of a child. Among other things, we concluded that primary education is the foundation for success in the future educational achievement of any child in Port Harcourt metropolis. The study also recommended primary education should be free of charge, government and parents should make sure every child enrolls in primary education. Secondly, government primary schools should be equipped properly so as to meet up with the private primary schools. Finally the study suggested that further studies should be carried out in other locations in Rivers State and also investigate the performances of primary school students based on the national policy on education.

Keywords: Education, Primary Education, child development.

1.1 INTRODUCTION

Education in any society is a vital tool without which development will be hampered. The basic

need of any child is to be given education at an early age. The foundation of a child should be rooted in education because it will be helpful in the development of that child. The behavior and attitude of a child today determines the effort of the parents of the child. In other words, quality education is a necessary tool for the development of any nation.

According to UNESCO (1020), primary education has a significant influence on the child's competency and success in most country. The training of a child or an adolescents in a nation is very crucial for national development, however, it is expected that educational reforms and restructuring should be carried out to enable Nigerian education to improve in the future.

According to (Modh and Lanstrom 1990), "education is the right and privilege of every child. They further stated that primary education should be universal and it must meet the general basic needs of a child. They stressed that "the basic learning needs are comprised by the learning tools (Literacy, Oral expression, Numeracy, problem-solving and reasoning ability and the basic learning content (knowledge, skills, values, attitudes and self-esteem".

Furthermore, education or learning should not be merely for passing examination, but it should be something that will sustain the child for life.

Primary education is the education given to a child by an educational institution from age five to eleven. Nakpodia (2011), opined that the "foundation of education of the child is the pre-schools education which terms an integral part of his or her early education which may be formal or informal. "The Universal Basic Education Act of 2000 cited early Childhood Education (ECE), which has to do with pre-primary education given to children between 5 years and above, Nakpodia (2003).

Education provides vital benefits which are fundamental in the development of human life, it

therefore has a significant relationship with the pupil's performance at the primary school level and other higher levels in the institution. Nakpodia (2011), stressed that the first stage or age of primary education is the most important and integral part in the achievement of educational goals and objectives. That is to say, that it is the basic foundation for a life-long or future education.

Anadi (2010) noted that the reason why the millennium goal is being pursued in primary education is that, it helps a child to prepare for what the future holds for him or her and it is also meant to fully explore all available areas that will help the children reach their fullest development as individuals that will become useful and responsible citizens of the society.

According to Kwapong (1995), primary education therefore, satisfies the basic human needs for knowledge, which provides a meaningful help in meeting other basic needs of an individual and also help in sustaining and improving the overall development of a child.

1.2 STATEMENT OF THE PROBLEM

Primary education as the formal aspect of basic education covers the six years of primary education and it is the first stage for the development of a child. Primary education has been the first education given to a child at his or her early childhood days.

Primary education remains the foundation for every other education, without it no child can function well in other areas of the educational system. There has been problem in the improvement of primary education in Nigeria. The early stage of life is said to be one of the most significant stage in the life of any child, but some parents neglect these important issues, by not helping or encouraging their children to enroll in primary education. It is an absurd to see children roaming around the street, towns and villages during school hours, they are not being encouraged or counseled on why they should be in the classroom.

The role of parents has a lot to play in the development of a child, and mothers as a care givers and protective factor should be able to encourage their children on the importance of

education and what education will make them become.

Secondly, primary education is also experiencing negative and poor performance. This is supported with Adewole, 2000, Denga, 2000 and Utibe 2001, that earlier UPE (Universal Primary Education) programmes could not be sustained due to certain problems such as poor planning, inadequate funding, massive enrolment, lack of trained teachers, insufficient classroom, non-availability of facilities and equipment, incoherent implementation of the curriculum and inadequate supervision.

There is an ample evidence that Nigerian children have not been given proper reason why they should enroll in primary education.

1.3 RESEARCH QUESTION

The following research questions will be answered to obtain the findings or results of the study.

1. What relationship exists between primary education and child development?
2. What relationship exists between primary education and learners for further educational development?
3. What relationship exists between primary education and the achievement of basic human need for knowledge?

1.4 REVIEW OF RELATED LITERATURE

The literature review of this study is discussed under the following headings:

Primary education universality, primary education must meet the basic learning needs, primary education impact on culture, needs and opportunities of the community, problems of primary education, expansion of primary education, education and child development, importance of child development on learning.

Education is the bedrock for the sustainability of any nation. In other words, no economy will survive without education, it improves a nation as well as the citizens of that nation. Primary education is the basic foundation for the

development of any child, it helps a child to acquire the learning needs which includes problem-solving, literacy, numeracy, reasoning ability and oral expression, as well as the learning content which is knowledge, self-esteem, attitudes, skills and values.

According to Modh and Landstrom (1993), "Learning tools make up the framework which enables a person to understand and learn new and more complicated things. They stressed that formal education should not only give the students knowledge, but also skills, values, attitudes and self esteem, also that education or learning should be for life, and not merely to pass examinations. Primary education is the education given to children in schools at age 5 to 11 plus. It is the first education a child receives for his or her development. Primary education enables a child to acquire knowledge, skills and values. It is also the education that equips a child with basic mental activities such as cultural, moral, social and physical skills.

According to FRN (Federal Republic of Nigeria) (2004), "Primary education is also expected to empower learners for further educational advancement, it further stressed that primary level of education is very highly rated in Nigeria for according to National policy on education, since the rest of the educational system is built upon it, the primary level is the key to the success or failure of the whole system". Anadi (2010) opined that primary education is so crucial to the development of a child and it is important determinant for the survival of the entire educational system. Previous studies have acknowledged primary education as the foundation for other levels of education (Nwanan 2009; Nwankwo, Onuselogu and Alia, 2009, Ugbe and Ndem, 2009).

While primary education is the foundation upon which every other levels of education is laid on, is supported by the studies of the following scholars. According to Maduwesi, (2006), primary education is the gateway to whatever individuals can achieve through education". While Aminu (1999), posited that primary education is a pre-condition not only to secondary and tertiary education but also to continuing education.

We are therefore inclined to say that primary education is what empowers and prepares a child for life and to equip the child to explore all the available rocks that will help him or her to reach their fullest development as individuals and also be helpful and useful citizens to the society at large.

Universality of primary education

According to Modh and Landstrom (1993), primary education should be for boys and girls, they should have equal rights and access to education. Secondly, education is meant and opened for all, and schools are all over the place for learners to attend. Primary education can be said to be free of charge, but there are hidden charges attached to it, such as textbooks, bus fees, examination fees, building, practical fees, stationeries, school uniforms.

Primary education must meet the basic learning needs.

Primary education must meet those important learning tools which are literacy and mathematics and also endeavour that students acquire the knowledge which are required of them.

Primary education should be able to help a child learn how to read and write and also help the child to adapt while learning how to read and write.

Primary education must take into account the culture, needs, and opportunities of the community.

The community need educated adults and it is education that can make it possible. Secondly, improved educational policy will bring about employment opportunities. The communities are also in need of adults that are ready to execute change and go for what is right in their society. When these adults (youths) are educated, it in turn shapes their character and also prevents crime and violence in the community. Education also helps the children from different ethnic groups to understand and value other children and culture.

Education and Child Development

Child development can be referred to be the ordered emergence of development in a child. It is also seen as taking place in different stages with

sensitive periods of development being more prominent in the first year of life (www.unesco.org). Developmental skills require that children should be able to succeed in school thereby becoming similar across cultures.

According to Tinajero and Loizillion (2012), children with poor cognitive or socio-emotional development or who are poor in physical health, when entering primary school are more likely to be absent from school, repeat classes and eventually drop out of completing primary education. Also children already facing significant disadvantages in life, such as poverty and marginalization loses the capacity to succeed in school.

They further stressed that high quality learning schemes for young children have a higher rate of return than other investments in human capital later in life. When children are faced with a more conducive and safe environment to learning, it fosters their motivation and desire to learn and engage socially and otherwise.

Education For All

According to Tinajero and Loizillion (2010), Education for All (EFA) is the main international initiative that aims to meet the learning needs of all children, youths and adults. This is the decision made by national governments, civil-society groups, international organizations and development agencies such as UNESCO, UNDP, UNFPA, UNICEF, and the WORLD BANK.

Importance of child development on learning

Learning as a feature that helps a child to develop is an important ingredient for the growth of a child. Learning helps a child to know what is right, or wrong, what to value and also how to interact in his or her environment. It also helps a child to acquire basic skills for his development and upbringing.

According to Wood (1998), the impact of learning on children is bound with the nature of their development. He further stressed that research in past decades has reflected the changing view of how children develop and learn. He further noted that as children encounter a new lifestyle or changing experiences, that their existing memory structures in the brain or scheme will also be

reshaped, thereby impacting the cultural, social and emotional development in the life of the child. Ryan and Cooper (2000), posited that “knowledge cannot be given directly from the teacher to the learner, but must be constructed by the learner and also be reconstructed as new information.

However, we are inclined to accept that learning is development, when we learn a new thing, be it skills, education or knowledge, it tends to develop us in one way or the other. A child’s development through learning exposes the child to opportunities and also helps him to interact with more knowledgeable others.

3.0 Methodology

Research Design

This research work used the survey research design. The survey design allows the use of questionnaire to enable us access the role of primary education on the development of a child.

Population

The population of the study consists of all the head masters, head mistress, head teachers, and teachers. The population was also drawn from a list of some selected government owned primary schools in Port Harcourt metropolis.

Sample and sampling techniques

The sample size used for the study was one hundred (100) respondents to be drawn from the (10) ten selected government own schools in Port Harcourt. And the random sampling technique was used to obtain the (10) ten selected primary school used for the study.

Development of Research Instrument

The instrument used for data collection was a questionnaire containing structured questions developed through the research questions

developed through the research questions of the study. The questionnaire contained two sections:

Section A and section B.

Section A obtained information about the respondent's background, while section B (with 16 items) obtained responses on the role of primary education on the development of a child. All the questions in section B was scored on a likert scale of 1 – 4 points distributed as follows:

Strongly Agree (SA) – 4 points, Agree (A) - 3 points, strongly disagree (SD) – 2 points, Disagree (D) – 1 point.

Validation of the Instrument

The instrument was face-validated and pre-tested by an expert in measurement and evaluation, who has expert knowledge and experience in test construction. All the inputs in the form of corrections and comments from the expert was properly utilized which actually modified the research instrument for administration on the respondents.

Reliability of the Instrument

The reliability of the items of the instrument was ascertained by the application of the test-retest method which was used to establish the instrument reliability co-efficient. The Pearson's product Moment co-efficient (r) technique was used.

Administration of the Instrument

The researcher personally administered the instrument to the respondents in their various schools. One school was visited on a separate day. The collection of the completed instrument was done on the spot.

Data Analysis Technique

Results from the response in the instrument was hand scored on the coding form for computerization purposes or analysis. The results obtained were organized and presented in tables for analysis. Simple arithmetic mean was used to analyze the research question while independent t-test was used for the hypotheses.

Mean was used in answering research question and t-test for testing the null hypothesis at the significant level of 0.05 degree of freedom = (N-1).

The mean criterion was determined by the weight of four (4) points, three (3) points, two (2) points and one (1) point assigned to SA = Strongly Agreed, A = Agreed, SD = Strongly Disagreed, D = Disagreed respectively. It is a four (4) point scale. The decision rule is therefore, any item with a mean value of 2.5 and above was accepted and regarded as a positive role of primary education on the development of a child. While any item with a mean point (s) less than 2.5 was not accepted.

4.0 RESULTS

Research Question One: What relationship exist between primary education and child development?

Table 4.1: Mean and standard deviation analysis

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	NO. OF QUESTIONS	TOTAL SCORES	X	SD
1	Primary education in Nigeria has been able to lay a basis for scientific and reflective thinking.	50	20	10	20	100	300	3.00	1.7321
2	Primary education moulds a child's character and develops sound attitude and moral in him	60	10	16	14	100	316	3.16	1.7776
3	Primary education	56	244	-	20	100	316	3.16	1.7776

	inculcates permanent literacy and numeracy and ability to communicate effectively in a child.								
4	Primary education gives child opportunities to develop manipulative skills that helps him to function effectively in his environment and society.	71	9	19	1	100	250	3.50	1.8708
5	Primary education effectively contributes to the lifestyle of a child.	49	31	16	4	100	325	3.25	1.8028
Total								16.07	

$$\text{Grand mean} = \frac{3.00+3.16+3.16+3.50+3.25}{5} = \frac{16.05}{5}$$

$$\text{Grand mean} = 3.214$$

The above table showed that questions “A, B, C, D & E, were accepted which shows that primary education have a relationship on a child’s development.

The grand mean of 3.214 indicated that primary education affects a child’s development.

4.2 HYPOTHESIS 1

There is no significant relationship between primary education and child development.

Table2: t-test Analysis of Hypothesis 1:

S/N	ITEM	NO.	X	SD	DF	T-CAL	T-CRIT	DECISION
1	Relationship between education and child’s development	5	16.07	4.009	4	3.214	2.776	Significant

Table 2: Shows that the calculated t-value of 3.214 is greater than the critical t-value of 2.776 at 0.05 level of significant; the null hypothesis is therefore not accepted. This implies that there is a relationship between primary education and child development.

Research Question 2: What relationship exists between primary education and learners for further educational studies?

Table 3: Mean and Standard Deviation Analysis

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	NO. OF QUESTIONS	TOTAL SCORES	X	SD
1	Primary education has influenced the development of a child in Port Harcourt metropolis	66	10	14	10	100	332	3.32	1.8221
2	The life of a child is groomed and enlightened through the primary	20	20	44	16	100	244	2.44	1.5620

	education he receives.								
3	Primary education is the foundation for the development of a child.	10	30	-	60	100	190	1.90	1.3784
4	Primary education has empowered learners in communicating effectively, reading and writing for further educational development	58	32	10	-	100	348	3.48	1.8655
5	Primary education has also empowered learners to adapt in their environment, learn manipulative and numeracy skills	49	19	20	16	100	309	3.09	1.7578
	Total Mean							14.23	

$$\text{Grand mean} = \frac{3.32+2.44+1.90+3.48+3.09}{5} = \frac{14.23}{5}$$

$$\text{Grand mean} = \underline{\underline{2.846}}$$

Table 3: analysis indicated that question “A, D & E” were accepted while question “B & C” showed were not accepted. Therefore the grand mean of 2.846 revealed that the goal of primary education affects the development of a child.

4.4 HYPOTHESIS 2:

There is no significant relationship between the goals of primary education and its development on a child?

Table 4: t-test Analysis of Hypothesis 2:

S/N	ITEM	NO.	X	SD	DF	T-CAL	T-CRIT	DECISION
1	Significant relationship between goals of primary education and child development	5	14.23	3.7723	4	2.846	2.776	Significant

Table 4 above revealed that the calculated t-value of 2.846 is greater than the critical t-value of 2.776 at 0.05 level of significant; therefore the null hypothesis is rejected. This implies that there is a significant relationship between the goals of primary education and its development on a child?

4.5 RESEARCH QUESTION 3:

What relationship exists between primary education and its contribution to the life style of a child?

Table 5: Mean and Standard Deviation

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	NO. OF QUESTIONS	TOTAL SCORES	X	SD
1	Primary education empowered Learners to acquire learning needs such as problem solving skills, reasoning ability, oral expression, knowledge and self-esteem.	67	23	3	17	100	320	3.20	1.7889
2	Primary education also empowers learners to acquire learning needs like morals, values, different cultures, attitudes, etiquette.	59	31	10	-	100	339	3.39	1.8412
3	Primary education also empowers learners to acquire skills in trading and crafts of their locality.	20	19	51	10	100	249	2.49	1.5779
4	National Policy on Education has greatly influenced the 6-3-3-4 system of education in Nigeria.	56	24	14	6	100	330	3.30	1.8166
5	The National policy on education has created equal and adequate educational opportunity for all at all levels of the education system.	70	-	12	18	100	322	3.22	1.7944
	Total Mean							15.6	

$$\text{Grand mean} = \frac{2.20 + 3.39 + 2.49 + 3.30 + 3.22}{5}$$

$$\text{Grand mean} = \frac{15.6}{5} = \mathbf{3.12}$$

Table 5 revealed that questions “A, B, D, & E” were accepted while question C was not accepted as a foundation for the development of a child. The grand mean of 3.12 shows that primary education contributes to the lifestyle of a child.

4.6 HYPOTHESIS 3:

There is no significant relationship between primary education and its contribution to the lifestyle of a child?

Table 6: t-test Analysis of Hypothesis 3:

S/N	ITEM	NO.	X	SD	DF	T-CAL	T-CRIT	DECISION
1	Significant relationship between primary	5	15.6	3.9497	4	3.12	2.776	Significant

	education and its contribution to the lifestyle							
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Table 6 indicated that the calculated t-value of 3.12 is greater than the critical value of 2.776 at 0.05 significant level; hence the null hypothesis is therefore rejected and the alternative hypothesis is accepted which implies that there is a significant relationship between primary education and its contribution to lifestyle of a child.

4.7 RESEARCH QUESTION 4:

What relationship exists between primary education and learners for further educational development?

Table 7: Mean and Standard Deviation

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	NO. OF QUESTIONS	TOTAL SCORES	X	SD
1	The National Policy on education has also promoted science and technology even at the primary level of education	48	18	20	14	100	300	3.00	1.7321
2	The National Policy on Education through its effort has eradicated illiteracy through the provision of free compulsory universal primary education.	14	20	61	5	100	243	3.43	1.8520
3	The National Policy on education created learning opportunity for all children, irrespective of their sex, peculiar background or ability.	56	26	10	8	100	220	3.30	1.8166
4	The National Policy on education provided free universal education and free adult literacy programme to help the citizens of the nation.	67	17	11	5	100	346	3.46	1.8601
5	Primary education has been able to meet those basic human needs for knowledge such as literacy and mathematical skills.	61	29	-	10	100	341	3.41	1.8466
	Total Mean							16.6	

$$\text{Grand mean} = \frac{3.30+3.43+3.30+3.46+3.41}{5}$$

$$\text{Grand mean} = \frac{16.6}{5} = \underline{3.32}$$

Table 7 above shows that question “A, C, D and E” were accepted while question B was not accepted. From the grand means of 3.32, it shows that relationship exist between primary education and learners for further educational development.

4.8 HYPOTHESIS 4:

There is no significant relationship between primary education and learner’s further educational development.

Table 8: t-test Analysis of Hypothesis 4

S/N	ITEM	NO.	X	SD	DF	T-CAL	T-CRIT	DECISION
1	Primary education and learner’s further educational development.	5	16.6	4.0743	4	3.32	2.776	Significant

Table 8: Above indicated that the calculated t-value of 3.32 is greater than the critical value of 2.776 at 0.05 level of significant: the null hypothesis is therefore not accepted. This implies that there is a significant relationship between primary education and learner’s further educational development.

4.9 RESEARCH QUESTION 5:

What relationship exists between primary education and its achievement in National Policy on Education?

Table 9: Mean and Standard Deviation

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	NO. OF QUESTIONS	TOTAL SCORES	X	SD
1	Primary Education equips a child to acquire the basic human needs of how to read and write.	47	40	3	10	100	324	3.24	1.8
2	Primary education empowers a child to adapt while learning how to read, write and communicate within his environment	10	13	71	6	100	227	2.27	1.5067
3	Primary education equips a child to acquire the basic human need by giving and receiving attention from others.	81	9	-	10	100	361	3.61	1.9
4	Primary education also helps a child to acquire the basic human needs that helps him to remember what was taught in school.	20	4	56	20	100	224	2.24	1.4967
5	Primary education helps a child to acquire the basic human needs of contributing to the society	73	7	9	11	100	346	3.46	1.860

	and also be creative in learning something new.								
	Total Mean								14.82

Grand mean $\frac{3.24+2.27+3.61+2.24+3.46}{5}$

Grand mean = $\frac{14.82}{5} = 2.964$

Table 9 above shows that questions A, C, & E were accepted while questions B & D were not accepted. From the grand mean of 2.964. It showed that there is a relationship between primary education and the achievement of National Policy on education.

4.10 HYPOTHESIS 5:

There is no significant relationship between primary education and its achievement in National Policy on education.

Table 10: t-test Analysis of Hypothesis 5:

S/N	ITEM	NO.	X	SD	DF	T-CAL	T-CRIT	DECISION
1	Primary education and achievement of National Policy on Education.	5	14.82	3.8497	4	2.964	2.776	Significant

Table 10 above showed that the calculated t-value of 2.964 is greater than the critical t-value of 2.776 at 0.05 level of significant: the null hypothesis is therefore rejected and the alternative hypothesis accepted. This implies that there is a significant relationship between primary education and its achievement in National Policy on education.

4.11 RESEARCH QUESTION 6:

What relationship exists between primary education and it achievement in basic human need for knowledge.

Table 9: Mean and Standard Deviation

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	NO. OF QUESTIONS	TOTAL SCORES	X	SD
1	Primary education enables a child to acquire the basic human needs by craving for intimacy. That is the need to share and communicate with people.	60	16	16	14	100	316	3.16	1.7716
2	Primary education also helped a child to acquire the basic human needs of having a sense of control, mental health and emotional well being.	56	32	10	-	100	348	3.48	1.8655
3	Primary education empowers a child to acquire the basic human need of making a contribution to the society	20	19	51	10	100	249	2.49	1.5779

	and his generation								
4	Primary education empowers a child to acquire the basic human need for a sense of safety and security in the society environment.	67	17	11	5	100	346	3.46	1.8601
5	Primary education also develops and helps a child in developing his purpose, goals and meaning about life.	81	9	-	10	100	361	3.61	1.9
	Total Mean								16.2

$$\text{Grand mean} = \frac{3.16+3.48+2.49+3.46+3.61}{5}$$

$$\text{Grand mean} = \frac{16.2}{5} = \underline{\underline{3.24}}$$

Table 11 above shows that questions A, B, D & E were accepted while question C was not accepted. From the grand mean of 3.24, it shows that a relationship exist between primary education and the achievement of basic human need for knowledge.

4.12 HYPOTHESIS 6:

There is no significant relationship between primary educations on the achievement of basic human need for knowledge.

Table 12: t-test Analysis of Hypothesis 6:

S/N	ITEM	NO.	X	SD	DF	T-CAL	T-CRIT	DECISION
1	Primary education and achievement of basic human education for knowledge.	5	16.2	4.0249	4	3.24	2.776	Significant

Table 12 above shows that the calculated t-value of 3.24 is greater than the critical value of 2.776 at 0.05 significant level; the null hypothesis is therefore reject and accept the alternative hypothesis which implies that there is a significant relationship between primary education on the achievement of basic human need for knowledge.

4.13 DISCUSSION OF FINDINGS

The following findings of the study are presented below thus:

- Primary education affects a child's development.

- There is a significant relationship between primary education and child development.
- The goals of primary education influences development on a child.
- There is a significant relationship between the goal of primary education and its development on a child.
- Primary education contributes to the lifestyle of a child.
- There is a significant relationship between primary education and its contribution to the lifestyle of a child.

- Primary education affects learners for further educational development.
- National policy on education affects educational system at the primary level.
- There is a significant relationship between primary education and its achievement in National policy on education.
- Primary educations have achieved the basic human need for knowledge.
- There is a significant relationship between primary education and the achievement of basic human need for knowledge.

Discussion of Findings

The analysis in table 4.1 showed that primary education affects child's development. And table 4.1.1 indicated that there is a significant relationship between primary education and child development. To support the above view Anadi (2010) opined that "primary education is so critical to the development of a child and if is an important determinant for the survival of the entire educational system.

The analysis in table 4.2 indicated that primary education affects learners for further educational development.

Also table 4.2.1 indicated that there is a significant relationship between primary education and learners for further educational studies. To support the above "the foundation for success or failure in the future educational achievement of any child is laid on primary education.

The analysis in table 4.3 indicated that primary education affects the basic human need for knowledge. Also the table in 4.3.1 indicated that there is a significant relationship between primary education and the achievement of basic

human need for knowledge. To support the above view Kwapong (1995), in Anadi (2010) noted that "primary education satisfies a basic needs and helps to sustain and accelerate overall human development.

CONCLUSION

Based on the findings of the study, the research conclude that primary education is the foundation for success or failure in the future educational achievement of any child in Port Harcourt metropolis.

A good number of primary school students are receiving adequate education as stated in the national policy on education 2004. The behavior and attitude of a child today determines greatly the effort of the parents to allow the child get quality primary education for himself or herself.

Recommendations

Based on the analyzed data, it is observed that the study has not reached the educational objective of today, which provides the society with sufficient well-trained men and women capable of forwarding and controlling the complete process of economic and social development.

Therefore the researcher provided the following recommendations:

- 1) Primary education should be free of charge.
- 2) Government and parents should make sure everyone enrolls in primary education.
- 3) Government primary schools should be equipped to meet up with the private primary schools.
- 4) Primary school curriculum in both government and private school should be harmonized.
- 5) Universal Primary Education (UPE) Schemes should be effective

- in carrying out their objective by the government effectively.
- 6) Primary education should be funded adequately.

Suggestion for further studies

The study centered on the role of primary education on the development of a child in government owned schools in Port Harcourt metropolis, Rivers State.

The study did not end here, in a study of this nature, it is not possible for all intervening variables to be controlled. Therefore, there is need for further investigation into relative areas. The researcher hereby suggested the following:

1. Similar study should be carried out in another location in Rivers State.
2. An investigation into the performance of primary school students based on National Policy on education.
3. Problems associated with primary education.
4. Challenges associated with teaching in primary education.

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