AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

EDUCATION FOR VALUE RE-ORIENTATION AMONG UNIVERSITY UNDERGRADUATES: AN INDISPENSIBLE TOOL FOR NATIONAL TRANSFORMATION

Uzokife, Georgina Chinelo. Ph.D.
gc.uzokife@unizik.edu.ng +2348032209276/ORCiD-0009-0000-2652-0846
Department of Educational Foundations, Faculty of Education,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

&

Ihekweme, Nkechi Cynthia
ihekwemenkechi1973@gmail.com
Department of Social Studies,
Federal College of Education Eha-Amufu, Enugu State, Nigeria.

ABSTRACT

This study was conducted to examine education for value reorientation among Nigerian south eastern university undergraduates as being indispensable tool for national transformation. The study was conceived and embarked on due to observed growing rate of declining in the value system visibly displayed in the act of indiscipline, disrespect for elders as well as authority, get rich quick syndrome and moral decadence among undergraduates in Nigeria. The university undergraduates seem disoriented and this calls for value reorientation through the instrumentality of education. The study adopted descriptive survey research design. The population of the study consisted of all university undergraduates in the south eastern part of Nigeria. The sample consisted of 500 university undergraduates selected through simple random sampling technique. A self-designed questionnaire titled, 'Value Reorientation for University Undergraduates Questionnaire' (VRUUQ) was used for data collection. The instrument was validated by two lecturers while reliability test conducted yielded 0.89 coefficients. Findings of the study revealed that hard work, honesty, humility, self-discipline, patriotism, among others are the societal values required of undergraduates for national transformation. The study revealed that absence of value-based leadership, amassing wealth through unlawful means without being cautioned, impunity, modernization and westernization among others are factors militating against imbibing of societal values among university undergraduates. While, demonstration of value-based leadership, serious punishment for corrupt practices, organizing of value re-orientation programs for citizens at all levels, inculcation of good values on wards by families and imparting of patriotism through education were suggested as means of reorientation for undergraduates for national transformation. It was concluded that Nigerian university undergraduates need reorientation to develop values and attitudes that will bring about meaningful national transformation.

Keywords: Education**, V**alue Reorientation, Undergraduates, Indispensable Tool, National Transformation,

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

Introduction

Education is the act of imparting or acquiring general knowledge, wisdom, skills, developing the powers of reasoning and judgement, and generally preparing oneself and others intellectually for future life. It could be seen as a process of transmitting knowledge, skills, values, and character traits which manifest in various forms. It is a means of equipping students with acceptable behaviour and attitude within a given society with which to become good citizens of their country, be useful for themselves and for their society. Knowledge and acquisition of acceptable values is sacrosanct to humane co-existence within a given country for transformation and progress. Education in this context encompasses the formal, informal and non-formal as well as general awareness creation on contents relating to values, attitudes, behaviour and skills for a transformed nation.

Values are rules or standards especially of good behavior that serve as a guide for human behaviour. It can be described as action or cultural practice that a society considers important for its members and is highly cherished. Generally, people are predisposed to adopt the values they are raised with and believe that those values are 'right' since they are their cultural values, standards and guides to peoples' actions. Value provides a means of judging quality of actual behaviour. Wikipedia (2014) described value system as a person's standard and self-discipline set, based on the common sense and wisdom of knowing what the proper moral rules and discipline are and the amount of willingness to see themselves and others abide by them. Olaogun (2012) opines that, values practically impact on an individual and prompts one to determine what one regards as rights, good, worthy, beautiful and ethical, and provide standards and norms by which one guides his/her day-to-day behaviour. Oluwagbohunmi (2017) views values as accepted principles or standards of behaviour and values are used to characterize individuals and society and to explain the basis of behaviour.

The breakdown in societal values can be attributed to factors like absence of value-based parenting, broken marriages which brings about decreased family values, poor upbringing, indiscipline, dishonesty, poverty, as well as focus-less and wicked leadership with poor leadership skills, corruption in the polity, nepotism, greed, impunity, among others. The values of honesty, hard work, dedication, respect for elders, respect for human dignity, loyalty, humility, decent dressing, integrity, fairness, justice and discipline and many others seem to have been gradually diminishing in our society especially among university undergraduates.

Undergraduates are students at the university or college studying for their first degree (Collins Dictionary, 2019). They are students who have graduated from high schools and have been admitted into the university to pursue their first degree. Expectations are high

concerning them at graduation in the areas of academic and character excellence, skill acquisition, abilities and competences in lifting and transforming their families and the nation at large. Unfortunately, reverse is the case with most of them, the environmental freedom that pervades the university community diverts most of them into different societal vices and crimes such as cult-membership, prostitution, indecent dressing, indiscipline, disobedience, dishonesty, immorality, laziness, non-dedication to studies and the likes. It appears that Nigeria university undergraduates are the worst hit in this value decay within the society, they seem to be disoriented and are drifting away from the expectations and moral rules of the Nigerian society for them and there is need for value reorientation for them.

Reorientation is the act of reverting peoples' conception, perception, orientation and belief about something through creating awareness or education. It could mean changing the way things are seen, believed or done for better by letting the people know the right things either by teaching or doing the right. It is a transformation or a fundamental shift in the deep orientation of a person, an organization, or a society such that the world is seen in new ways, new actions and results which become possible that were impossible prior to the reorientation or transformation (Asobie, 2012) Reorientation is the act of changing, adjusting, aligning or realigning something in a new or different perspective. Therefore, value reorientation may be inevitable to reset the minds, perception, conception, attitude, and understanding of university undergraduates towards good morals and society acceptable norms.

Value reorientation portrays the principles of right and wrong that are accepted by individual or social groups (Word, 2012). It also means the change of the moral character for better through the renewal of the innermost nature using awareness creation or information. Within our context, value reorientation is conceived as a high moral intelligence and entrenchment of strong values for the development and prosperity of the Nigerian society and among university undergraduates through education and awareness creation. It is therefore conceptualized as the act of deliberate attempt to change the direction in which attitudes and beliefs of Nigeria university undergraduates are currently orientated, adjusting and aligning their behavior, attitudes and beliefs in a new or different direction within the contemporary Nigerian society. This calls for a move away from nepotism, corruption, impunity, embezzlement, dishonesty, disrespect for elders, authority, and general indiscipline to the direction of virtues of honesty, self-respect, patriotism, hard-work, value-based leadership, respect for elders and authority, and general abhorrence of social vices (Osisioma, 2012, Okafor, 2014).

Value reorientation may be seen as the act of inculcating good values that can

assist individuals out of their numerous predicaments and can refocus their minds and attitude for the nations' journey through to transformation and greatness. (Njoku, 2011) A closer look at the above definition would make one agree that Nigeria would be rapidly transformed if the university undergraduates who are the future leaders and workforce should embraces good moral values, which have the potentials to re-orientate their perception, conception, attitude and behaviors in dealing with others and to bring significant extermination in corruption, nepotism, disrespect, pride, disloyalty, indiscipline, injustice, impunity, laziness, immorality, indecent dressing and other social vices.

To ensure value reorientation among Nigerian citizens, the Federal government introduced National Economic Empowerment and Development Strategy (NEEDS) in May 2004 and this project had value reorientation as one of its four major goals. According to National Planning Commission, (NPC, 2004) this project 'NEEDS' will lay a solid foundation for sustainable poverty reduction, employment generation, wealth creation and value reorientation. The 'NEEDS' project is anchored on the importance of restoring the basic and fundamental values of Nigerian society which have been weakened over the years. The features of this value system as conspicuously elaborated in the NEEDS content include respect for elders and authority, honesty and accountability, cooperation, collaboration, industry, discipline, self-confidence and moral courage. To actualize this vision, NPC (2004) pointed that the National Orientation Agency should be strengthened to lead a campaign to re-instill the virtues of honesty, hard work, selfless service, moral rectitude and patriotism in the citizens.

Although the implementation of NEEDS strategy in Nigeria has been on for over a decade now but there seems to be no tangible result nor observable outcome of value reorientation in Nigerian society, rather, decay in societal values seem to be growing from bad to worse. It is therefore pertinent that the bull should be taken by the horn, value reorientation needs to be carried out through education especially among university undergraduates who are youths being looked up to by others. Instilling discipline and socially acceptable behaviour in these young ones who are being prepared to take up future leadership roles is of great essence and cannot be overemphasized. Education and awareness creation could be powerful tools for meaningful reorientation of university undergraduates in Nigeria.

Consequently, Oluwagbohunmi, (2017) observed that positive attitude of togetherness, cooperation, comradeship, and collaboration towards a healthy nation as well as transformed behaviour of both young and old people in the areas of honesty, integrity, patriotism, fairness, justice, discipline, respect and good morals displayed in governance and in human inter-relationship are essential ingredients to move the nation

forward. According to Egwuatu (2013) Nigeria can be a better place and the system working effectively if Nigerians begin to have a change of mindset, get the right people and put them in leadership positions. This study believes that value orientation in Nigeria can be attained through the instrumentality of education, awareness creation, and information to reform the schools starting with university undergraduates whom other students look up to and they can translate into national transformation.

Transformation can be defined as a fundamental shift in the deep orientation of a person, a society, or an organization in such a way that things are seen in new ways and new actions and results become possible which were impossible prior to the transformation. It is an injunction for a fundamental, structural and radical re-ordering and re-arrangement of the building blocks of the nation. (Asobie, 2012) Transformation entails a basic appraisal of fundamental assumptions that underline the developmental efforts, and reforms that will change the substance and essence of national life. Basically, Nigeria has in the past had one transformation program or the other, which had either through lack of continuity brought about by change of government or as a result of policy somersault had been terminated halfway. Rapheal, 2014) Some essential transformation reforms program introduced in the nation which may not be forgotten in a hurry will be mentioned and they include but not limited to the following:

The 2004 Chief Olusegun Obasanjo led administration National Economic Empowerment and Development Strategy (NEEDS) reform for national transformation which rested on four key strategies viz:

- Reforming government and institutions
- Growing the private sector
- Implementing a social charter
- Value re-orientation

Although, as mentioned earlier, the NEEDS transformation program couldn't achieve the desired outcome, it was still a giant step towards national transformation (NEED, 2004). Second was the 2007 President Yar'Adua led administration 7-point agenda for national development and transformation. The policy thrust for this reforms revolve around Energy, Education, Agriculture, Information, Wealth creation and poverty alleviation, Land reforms, and Security. This reform was meant to catapult Nigeria to the rank of one of the most develop countries of the world by the year 2020. But guess what? This transformation program was terminated prematurely with the demise of the convener. (Rapheal, 2014)

Also, the 2011 President Goodluck Jonathan promised transformation agenda to radically transform the nation and overhaul every aspect of the national life. His reform policies and agenda focused on the public services, security, law and order, the legislature, anti-corruption measures, the judiciary, economic coordination, and support for private investment. These were to be

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

addressed through recommendations and implementation through reforms in all the sectors. President Jonathan's intention to transform and lift Nigeria into an enviable height was greeted with seemingly insurmountable security problems ranging from Boko Haram insurgence, oil theft, to kidnapping, armed robbery and many others. From then till now, there has not been any successful government national transformation in Nigeria, rather, societal value decay is growing from bad to worse. The decay has even extended from corruption, no rule of law and to outright impunity even in apex leadership in the country. Nigerian citizens seem to have lost confidence in government and the country. In all these, Nigerian university undergraduates who are future elites are seriously observing, reading about them and are feeling the impart in the society, they are confused on which way to follow and which values to imbibe. With government transformation programs failures and consistent societal value decay, who can bale the cat? Would sound educational base achieve much for national transformation?

From observations and experiences, many things have gone wrong and there is need to place premium on sound educational base targeted at societal transformation. Education is an essential sector in any nation especially as a major investment in human capital development. Education plays a very important role in long term productivity and growth in both micro and macro levels of the society. UNESCO (2000) explains that education is the total process of developing human ability and behaviours. It encompasses organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding of value for all activities of life. Education and society are inseparable as society equips education with the values to be transmitted while education exposes each generation to the existing beliefs, norms and values of their culture (Schacfer, 2000).

According to Fafunwa (1974), education is seen as what each generation gives to the younger ones which make them develop attitudes, abilities, skills and other behaviours which are the positive values to the society in which they live. Consequently, education develops and imbues in individuals those values which make good citizenship, such as honesty, selflessness, tolerance, dedication, hard-work, and personal integrity. All these provide the good foundation for veritable leadership, sound nationhood and loyal follower-ship. The National Planning Commission (NPE, 2004) also specifies value system as acceptable in the country which can be inculcated to the learners through the instrumentality of quality educational instructions. It is only individuals who have been positively transformed that can transform the society. The transformation of Nigerian society may start with the university undergraduates through education and be sustained through a general reorientation outreach for all citizens especially for leaders at all levels in Nigeria. Based on this, the

researches decided to carry out a study to investigate on education for value reorientation among Nigerian university undergraduates; an indispensable tool for national transformation.

Statement of the Problem

The rate of social vices within the society have reached an alarming level especially among university undergraduates who should be tomorrows' elites and leaders. This is believed to be caused by high rate of moral decadence in the society. There seems to be different forms of unethical dispositions that have led to total collapse of societal values despite being educated at different levels. The values of honesty, hard work, dedication, respect for elders, respect for human dignity, decent dressing, humility and self-discipline among others seem to be gradually winding up in our society and most importantly among university undergraduates. Hence, Impunity, greed, disrespect, dishonesty, cultism, indecency, amassing wealth through unlawful means, unnecessary display of riches, arrogance among other vices prevalent in the society seem to be the root causes of different sorts of misdemeanor that make university undergraduates get involved in negative activities such as political thuggery, respect for only the rich and no longer for the elderly and seniors, violence, lazy attitude, indecency, dishonesty, indiscipline, get rich quick syndrome, armed robbery, nudity, prostitution and many others vices instead of facing their studies, acquiring necessary skills, and equipping themselves academically for future contribution to national development and transformation. Upon this background, this study was carried out to examine education for value reorientation among Nigerian university undergraduates; an indispensable tool for national transformation.

Purpose of the Study

The purpose of this study was to investigate into education for value reorientation among university undergraduates as indispensable tools for national transformation.

Specifically, this study seeks to;

1. ascertain societal values expected of Nigerian university undergraduates for national transformation.
2. determine factors militating against imbibing of societal values among Nigerian university undergraduates.
3. suggest possible means of reorientation for Nigerian university undergraduates to develop societal values.

Research Questions

The following research questions were raised for the study:

1. What are the societal values required of Nigerian University undergraduates for national transformation?
2. What are the factors militating against the imbibing of societal values among Nigerian University undergraduates?
3. What are the possible means of reorientation for Nigerian university undergraduates to develop societal values?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

Research Method

This study adopted descriptive survey research design. Population of this study consisted of all Nigerian university undergraduates in the south eastern part of Nigeria. The sample was made up of 500 university undergraduates selected through simple random sampling technique from five universities in the five states that form the south eastern zone of the country, 100 undergraduates at four hundred and three hundred levels (50 students in 400L and 50 students in 300L) in one university from each state. A self-designed questionnaire titled 'Education for Value Reorientation for University Undergraduates Questionnaire' (EVRUUQ) was used for data collection. The instrument was divided into four sections. Section A sought bio-data information of the respondents while Sections B, C and D contained items on societal values required of university undergraduates, factors militating against development of the values and means of reorientation for university undergraduates respectively. The instrument was validated by social studies lecturers while reliability test conducted yielded 0.87 coefficient. Copies of the questionnaire were administered on the respondents by researchers and the research assistants from the universities. Data collected from the field work were analyzed using frequency counts and simple percentages only.

Results

Research Question 1: What are the societal values required of Nigerian university undergraduates for national transformation?

Table 1: Societal values required of undergraduates for national transformation: A_ Agree, D _Disagree, Freq-Frequency, %-Percentage

Societal Values	Responses	400L (250)		300L (250)		Total		Ranking
		Freq.	%	Freq.	%	Freq.	%	
Humility	A	195	39	180	36	375	75	4th
	D	55	11	70	14	125	25	
Respect	A	140	28	150	30	290	58	6th
	D	110	22	100	20	210	42	
Self-discipline	A	220	44	230	46	450	90	3rd
	D	30	6	20	4	50	10	
Hand work	A	250	50	250	50	500	100	1st
	D	0	0	0	0	0	0	
Honesty	A	240	48	245	49	475	97	2nd
	D	10	2	5	1	15	3	
Obedience	A	135	27	125	25	260	52	7th
	D	115	23	125	25	240	48	
Patriotism	A	180	36	190	38	370	74	5th
	D	70	14	60	12	130	26	

Table 1: shows that 100% of the respondents agreed that hard work was the best and most essential societal value required of university undergraduates for national transformation. This was followed by

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

honesty agreed by 97% of respondents, then self-discipline agreed by 90% respondents, humility by 75% respondents, patriotism by 74% respondents, respect by 58% respondents and obedience by 52% respondents. By implication, the least societal value perceived to be required by Nigerian university undergraduates for national transformation is obedience whereas, hard work was perceived to be the first and most essential societal value for national transformation in Nigeria.

Research Question 2: What are the factors militating against imbibing of societal values among Nigerian university undergraduates?

Table 2: Factors militating against imbibing of societal values

S/N	Items	Agree		Disagree	
		Freq.	%	Freq.	%
1.	Absence of value-based leadership	495	99	5	1
2.	Get rich-quick syndrome	392	78.4	108	21.6
3.	Presence of corruption everywhere in the society	401	80.2	99	19.8
4.	Impunity (committing offenses without fear of prosecution)	450	90	50	10
5.	Poor family values	270	54	230	46
6.	Amassing of wealth through unlawful means without being cautioned	482	96.4	18	3.6
7.	Parent's inability to inculcate values in children at early ages	273	54.6	227	45.4
8.	Ineffective teaching of value-based subjects in our schools	380	76	120	24
9.	Laziness, arrogance and manner-less attitude	201	40.2	299	59.8
10.	Modernization and westernization on the increase	410	82	90	18

Table 2: shows that absence of value-based leadership, as agreed by 99% respondents was the major factor militating against imbibing of societal values by Nigerian university undergraduates. Other factors include amassing of wealth through unlawful means without being cautioned, as agreed by 96% of respondents, impunity (committing offenses without fear of prosecution) agreed by 90% respondents, modernization and westernization on the increase agreed by 82% respondents, corruption everywhere in the society agreed by 80.2% respondents, get-rich-quick syndrome agreed by 78.4% respondents, ineffective teaching of value-based subjects in our schools agreed by 76% respondents and parents inability to inculcate values in children at early ages agreed by 54.6% respondents. Only 40.2% respondents agreed that laziness, arrogance and manner-less attitude is a factor militating against imbibing of societal values among undergraduates and 59.8% disagreed showing that it is not actually a factor.

Research Question 3: What are the possible means of re-orientation for Nigerian university undergraduates to develop societal values?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

Table 3. Possible means of re-orientation for Nigerian university undergraduates

S/N	Items	Agree		Disagree	
		Freq.	%	Freq.	%
1.	Leaders at all levels should demonstrate value-based leadership	500	100	0	0
2.	Corrupt practices should attract serious punishment	495	99	5	1
3.	Offenders of the law should be prosecuted accordingly	450	90	50	10
4.	Wealth without defined or explainable sources should be condemned and not recognized in the society	300	60	200	40
5.	Families should define and inculcate good values on their wards	459	91.2	44	8.8
6.	Value-based subjects like social studies, moral instruction and CRS should be made compulsory in school	310	62	290	38
7.	Nigerians, young and old should be taught to love and appreciate our culture above all other cultures (Patriotism)	410	82	90	18
8.	Value reorientation programs should be organized for citizens at different levels of government and in schools	490	98	10	2

Table 3: shows that the act of leadership at all levels demonstrating value-based leadership is the major means of re-orientation for Nigerian university undergraduates to develop societal values as agreed by 100% of respondents. Other means of reorientation for Nigerian university undergraduates include that corrupt practices should attract serious punishment agreed by 99% of respondents, value re-orientation programme to be organized for all citizens at different levels agreed by 98% respondents, families should define and inculcate good values in their children agreed by 91.2% respondents, offenders of the law should be prosecuted accordingly agreed by 90% respondents, Nigerians should be made to accept and appreciate our culture above all other cultures agreed by 82% respondents, value-based subjects should be made compulsory in schools agreed by 62% respondents, and wealth without defined and explainable source should be condemned and not recognized in the society agreed by 60% respondents.

Discussion

The finding of this study revealed that hard work, honesty, self-discipline, humility patriotism, respect and obedience were accepted as societal values required of Nigerian university undergraduates for a meaningful national transformation. This is in accordance with societal values expectation of citizens in a seemingly ideal nation. Thank goodness that Nigerian university undergraduates are still aware that the above-mentioned values are still sacrosanct for national transformation in a nation bedeviled with all manner of vices staring on people's faces on daily bases. This collaborates with Oluwagbohunmi's (2017) findings which revealed that discipline, humility and hard work were described as societal values required by youths to be able to contribute meaningfully to national development. In his findings also, most respondents did not see patriotism as societal value

required for youths which was attributed to the current situation in Nigeria where most peoples' behaviour do not portray love for the nation since most political office holders only express love for their family members and that is the reason for nepotism, ethnic rivalry, militancy among others in the society today. This also accounts for lack of value-based leadership that constitutes a hindrance to development of societal values by the youths according to him.

The finding also portrayed that absence of value-based leadership; amassing wealth through unlawful means without caution; impunity; modernization and westernization on the increase among others are major factors militating against imbibing of societal values among Nigerian university undergraduates. Agreeing with this, Iwere (2014) submits that impunity is another factor contributing to youths' inability to develop societal values. He further explained that impunity occurs when people willfully, brazenly do what is wrong or neglects to do the right thing with the confidence that there will be absolutely no consequence, no price to pay, no punishment or sanction. From the findings, other factors militating against imbibing of societal values by Nigerian university undergraduates are; presence of corruption everywhere in the society; get-rich-quick syndrome; ineffective teaching of value-based subjects in our schools; parents' inability to inculcate values in children at early ages; and poor family values. Supporting these, Abah (2014) opined that early exposure of pupils to values would elicit in them a local and national consciousness of societal values.

Furthermore, result of the study showed that major means of reorientation for Nigerian university undergraduates for national transformation include; that Nigerian leaders at all levels in the society should demonstrate value-based leadership for followers to emulate; corrupt practices should attract serious punishment as a deterrent to others; value reorientation programs should be organized for all citizens at different levels of government and in schools; and families should define and inculcate good values in their wards. In accordance with this finding, Egwuatu (2013) admitted that the leaders should 'walk the talk' that is, leaders should allow the followers see them do what they advocate. Also, the findings of Oluwagbohunmi (2017) in his study agreed that all Nigerian citizens need to develop positive habits, have a change of attitude, change the way they do things for the youths to emulate and put-up positive behaviour required of them. Other possible means of reorientation for Nigerian university undergraduates are that the rule of law must be very effective and that offenders should be prosecuted accordingly; Nigerians, young and old should be taught to accept and appreciate our culture above all other cultures of the world, that is being taught to be patriotic citizens; value-based subjects should be made compulsory in our schools and be taught effectively; and amassing wealth through undefined or unclear sources

should be condemned and not recognized in the society.

This finding agreed with the submission of Olaopa (2016) who emphasized that the whole nation needs widespread reorientation on national values as basis for re-engineering of fundamental governance institutions to infuse public institutions with cultural and spirituality service.

From the findings, observations and experiences, many things have gone wrong and there is need to place premium on sound educational base targeted at societal transformation. Education is an essential sector in any nation especially as a major investment in human capital development. Education plays a very important role in long term productivity and growth in both micro and macro levels of the society. UNESCO (2000) explains that education is the total process of developing human ability and behaviour. It encompasses organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding of value for all activities of life. Education and society are inseparable as society equips education with the values to be transmitted while education exposes each generation to the existing beliefs, norms and values of their culture (Schacfer, 2000). According to Fafunwa (1974), education is seen as what each generation gives to the younger ones which make them develop attitudes, abilities, skills and other behaviors which are the positive values to the society in which they live. Consequently, education develops and imbues in individuals those values which make good citizenship, such as honesty, selflessness, tolerance, dedication, hard-work, and personal integrity. All these provide the good foundation for veritable leadership, sound nationhood and loyal follower-ship. The National Planning Commission (NPE, 2004) also specifies value system as acceptable in the country which can be inculcated to the learners through the instrumentality of quality educational instructions. It is only individuals who have been positively transformed that can transform the society. The transformation of Nigerian society may start with the university undergraduates through education and be sustained through a general reorientation outreach for all citizens especially for leaders at all levels in Nigeria.

Conclusion

In conclusion, it is obvious that value reorientation is inevitable in Nigeria especially among university undergraduates who are the leaders of tomorrow, future decision makers of the country, and are those whom other youth look up to in the society. Through hard-work, education, honesty, self-discipline and humility with leaders demonstrating value-based leadership at all levels, having the rule of law in action and reorientation of all citizens, national transformation will be achieved for a better society.

REFERENCES

Asobie, A. (2012) Challenges of governance: Need for transformational leadership. Presented at National Conference of ANAN, held at Abuja.

Collins Dictionary, (2019) Penguin Random House LLC and HarperCollins Publishers

Egwuatu, C. (2013). Building a new Nigeria through value reorientation (Orient Daily) Posted by LITECADMIN. Available: web@nigerianorientnews.com.

Fafunwa, B. (1974). History of education in Nigeria. Ibadan: NPS Educational.

Lawal, T. & Oluwatoyin, A. (2011) National development in Nigeria: Issues, challenges and prospects. *Journal of Public Administration and Policy Research*, 3 (9), 237-241. http://www.academicjournals.org/jpapr

National Planning Commission (NPC, 2004). Needs Nigeria: National Economic

Empowerment and Development Strategy. Abuja, Nigeria.

Njoku, F (2011). Corruption: The bane of Nigerian's development. In E.C. Anowai, Pope John Paul II Memorial Lecture Series, 171 – 203. Awka: De-mercury Bright Printing.

Okafor, G. (2014). The Nigerian mass media and reorientation of values: Problems and prospects. *American Journal of Social Science*. 2. 21 –28.

Olaogun, J.A. (2012). Pandemonium in the land: Social value system to the rescue. Ado Ekiti: *Ekiti State University Press*. Being the Text of the 34th Inaugural Lecture delivered in March 2012.

Oluwagbohunmi, M. F. (2017) Value re-orientation for youths: An imperative for national development. *European Journal of Education Studies*, 3 (5) 705-714

Osisioma, B. (2012). Nigeria's transformation agenda: The management and leadership challenges. *Paper presented on the occasion of its official launch*, Abuja. 1st October, 2012.

Rapheal, O. J. (2014) Religion, national transformation and the Nigerian society: Some reflections. *International Journal of Gender and Women's Studies*. 2 (2) 117-136

Schacfer, R. (2000). Sociology: A brief introduction. McGraw Hill: U.S.A.

UNESCO (2000). Nigerian human resource development and civilization. Education and World Affairs, 1 – 288

Wikipedia (2014). Value system. Wikipedia, the free encyclopedia. https://en.wikipedia.org/wiki/Value_(ethics)

Word, N. (2012). Farlex clipart collections @ 2003-2012. Princeton: *Princeton University Farlex Inc*