
ATTITUDE OF UPPER BASIC SOCIAL STUDIES
STUDENTS TOWARDS VALUES EDUCATION IN
DELTA STATE, NIGERIA

Onyeka Destiny **UKOR**

IJMB Unit, College of Education, Agbor, Delta State, Nigeria

Abstract

Attitude of Social Studies students towards values education in upper basic secondary schools in Delta State was investigated in this paper. Its main focus was to determine the attitude of Social Studies Students towards Values Education among Upper Basic Schools in Delta State. This article considered the conceptual framework and characteristics of students attitude. The researcher asked one research question and postulated one hypothesis that guided the study. The study was delimited to Delta North Senatorial District. The targeted population of the study was 2,146 Upper basic 2 Social Studies Students. The researcher utilized 15% of the target population consisting of 322 sampled participants. 9 Schools were randomly selected from 178 Upper Basic Schools In Delta North Senatorial District. The research adopted the descriptive survey design. The research instruments used was the questionnaire entitled: Attitude of Social Studies Students Values Education Questionnaire (ASSSVEQ). The instrument used was validated through face and content validation. The Chronbach formula was used to determine the reliability of the constructed and validated instrument with which the coefficient of 0.73 was obtained. The

methods of data analysis were the descriptive and inferential statistics. Finding in this study indicated that Social Studies Students have positive attitude towards values education. The researcher concludes that Social Studies Students shows positive attitude towards values education in Delta State. The study recommends that schools should increase the level of inculcation of values education in classroom interaction in order to motivate them to imbibe cherishable values in the society.

Key words: Attitude, values, values education, values re-orientation

Introduction

Social Studies provides a holistic approach in the investigation of social issues. Among its objectives in the development of skills, acceptable attitude and awareness of the environment people live in. Decadence in society without doubt has its root in the neglect of values that were once held by past generations. Often times, values are associated with cultural heritage. This is because, culture consists of attached values and a learned behaviour transmitted from generation to generation within a social group. The transmission of values makes it possible to preserve known culture of a group of people in larger community. This implies that the process of transmitting values could consist of parents detailing the values held by the people of their community to their children. Other adult members of the community could also instruct young members of the society of those values that are being observed in the community. Similarly, the school has been identified as the institution charged with the responsibility to train the young generation to imbibe those cultural and moral values needed for the continuous existence of a healthy society. As an agent of change, the institution of the school, as observed by Ezewu (1983), is a social organization whose goal is determined by the values of the larger. Hence, the introduction of Social Studies in the school curriculum has been a welcome development. Akinlaye (2003) believed that Social Studies is a school subject to be more humane, rational, responsive and responsible

participating citizens in a world that has become increasingly interdependent.

Furthermore, one of the major objectives of Social Studies teaching is to develop in students' positive attitude and values. Identified positive attitudes of togetherness, comradeship and cooperation while values to be inculcated to student include those of; honesty, integrity, hardwork, fairness and justice among others. Based on this objective, it implies that attitudes and values are serious concepts to be taught in Social Studies lesson. But Itedjere and Osakwe (2005) observed that value education is neglected in a number of Social Studies lessons.

Denobile and Hogan (2014) describe education as a process of teaching and learning about the ideals that a society deems important. They held the view that while this learning can take a number of forms, the underlying aim is for students not only to understand the values but also reflect them in their attitudes and behaviour and contribute to society through good citizenship and ethical practice. According to them, values education takes place in classroom, school and community. Mondal and Majumder, (2019) on their part sees values education as all aspect of the process by which teachers transmit values to pupils.

Social Studies is a subject that is really value laden and thus it cannot shy away from value education. Value represents the quality of worth or merits which people place on various aspects of their experience. The variable of values education is contain in several studies such as that of Aghulor (2009). In his opinion, the curriculum of Social Studies emphasizes the need for young adults to cultivate cherished values of their culture. Similarly, Akinlaye (2003) shows that values consists of elements such as the ability to defend the truth, obeying constituted authority and other moral rectitude that makes up a society. Values indices are there to help in promoting the ideology of the society, enhance the realization of its continual survival devoid of deviance in the society for peace and harmony in the society in general. This has point to the facts that the school and the community cannot shy away from inculcating the needed values to the young ones from generation to generation. The effort the school and the community put in the teaching of values will in turn

tell the level of values acceptance and practice by the young adults in the society. Odor (2002) in his contribution indicates that Social Studies educators should ensure that learners are equipped with the desirable social norm, customs, beliefs and values found in the society so that the learners can fit in into the society. He believed that held values contributes to a strong community. Social Studies experts assigns values orientation of students as a sure way of achieving the objectives of teaching and learning of Social Studies education in Nigeria. This is because, it leads to developing in learners acceptable attitude needed in a wider society. Social Studies education is values laden, hence the need to echo the importance of orientation for national and global citizenship awareness.

Mbala and Omabe (2011) stated that “an individual’s attitude could be measured by his self-image and social acceptance”. The implication of the above statement is that someone’s character could tell about his worth among his peers, parents, acquaintances, and the community in general. This is because, attitude speaks about how someone behaves towards others in the family, school, workplaces and the community. Therefore, developing positive attitude is a major aspect of Social Studies teaching and learning in schools.

Value education is the process by which social values are conveyed to young adult of a community. It is in this beliefs that the Wikipedia (2014) stated “that values education is activity that takes place in any organization during which people are assisted by others”. By this notion, it is believed that people imbibe values from many angles where they come across human interacting among themselves at any given period of time within a community. Accordingly, this could be lean in the school, village square, the religious association, political associations among others

The falling standards of values orientation in present day Nigeria society can to some extent be blamed on the ineffective teaching of values education in schools. It is a known fact that teachers are held as the life-wire of a sound educational system of any nation. Therefore, if values education is not taught in Social Studies classes, it is usually not uncommon to point accusing fingers at teacher. Consequently, student’s attitude towards value education

could be affected. The upsurge in moral self-indulgence in Nigeria Culture appears to be credited to the abandonment of values teaching. The instruction of values has been shifted from most educational establishments, as well as the secondary school system to spiritual organizations in most part of Nigeria. If the neglect in the teaching of values is not addressed, most students will have negative attitude towards acceptable values to be observed and practiced. Consequently, the importance of values education will not be known by most students in Upper Basic Secondary Schools In Delta State. It is against this backdrop that this study seeks to establish the attitude of Upper Basic Social Studies students in Delta State.

Purpose of the Study

The ultimate objective of this study is to find out Social Studies students level of values orientation and their interest in values education. The study is specifically carried out to fulfill this objective.

1. To investigate the attitude of Social Studies students towards value education in Upper Basic Secondary School in Delta State.

Research Question

This question was stated to guide the study.

1. What is the attitude of Social Studies students towards value education in Upper Basic Secondary Schools in Delta State?

Hypothesis

A null hypothesis was formulated to be tested in the study.

Ho1: There is no significant difference between attitudes of Social Studies students and values education in Upper Basic Secondary School in Delta State.

Methods

This study adopted a descriptive method. This is because the researcher will use a questionnaire to collect opinions from the sampled participants. Egbule and Okobia (2001), agreed that “this method is used where opinions are required from participants

necessitating the researcher to see participants in their different places". The descriptive survey design involving all upper basic 2 secondary school Social Studies students in Delta State was used. The population of this level of students comprises of 21,463. The random sampling technique which entails the use of percentage in the technique for the assortment of number of participants'. 15% of the target population of 2,146 involving 322 sampled respondents for the study was used in the study. The target population is 10% of the entire population. 20% was employed to draw the number of schools from the target population of 45 schools given a total of 9 schools for the investigation. Questionnaire was used as the instrument for the collection of data. It was named: Attitude of Social Studies Students Value Education Questionnaire (ASSSVEQ). The constructed instrument was validated using face and content process of authentication by academics in Social Studies Education, College Education, Agbor, Delta State.

The Chronbach alpha formula was used to determine the reliability of the instruments. 32(10%) of the sampled participants of 322 was randomly selected outside the study area. The researcher administered the instrument twice to the same set of respondents at two intervals of two weeks. The coefficient result of 0.73 was obtained. In order to analyse data, descriptive and inferential statistics was used. Percentage calculation was used to answer research questions while the z-test statistics at 0.05 level of significance was used to test the postulated hypothesis. This was used to assist the researcher to find the existing significance difference between attitude of Social Studies students and values education. Benchmark of 50% and above was used to accept the responses of sampled participants on each questionnaire items.

Results

- 1. Research Question:** What is the attitude of Social Studies students towards value education in Upper Basic Secondary Schools in Delta State?

Table 1.1. Analysis of Social Studies students Attitude and Values Measures

S/N	Items	No of sample	Rating Scale				Total	%	Remark
			SA	A	D	SD			
1.	Punctuality at values education class is good	322	900	500	410	90	1900	59	Accepted
2.	Respect to authority is good	322	986	396	328	80	1790	56	Accepted
3.	Self-image determines social engagement	322	860	436	320	73	1689	52	Accepted
4.	Peer acceptance promotes good behavior	322	910	423	315	105	1753	54	Accepted
5.	Students obedience to the constituted authority is good for community.	322	838	510	312	96	1756	55	Accepted

Table 1.1 presents analysis of percentage of Social Studies students attitude on values education. Respondents who responded to item 1 of the questionnaire obtained 59% from the rating scale indicating that punctuality at values education class has effect on students values orientation. In the same vain, 56% of the respondents in item 2 of the questionnaire agreed that respect to authority is a desirable behaviour. On question number 3 ,it has been indicated that the respondents gave favourable answer indicating that 52% agreed that self-image determines social engagement. On question number 4, 54% of the respondents are of the view that peer acceptance promotes good behaviour. On item 5, 55% of the respondents holds strong that students obedience to the constituted authority is good for the community.

Test of Hypothesis

The following hypothesis was tested at 0.05 level of significance using z-test statistics.

Ho1: There is no significant difference between attitudes of Social Studies students and values education in Upper Basic Secondary School in Delta State.

Table 2: Z-test analysis of difference between Attitude of Social Studies Students and values education

Variables	Sample	df	Cal. Z	Crit. V	Level of Sig.	Decision
Attitude	322	320	1.81	2.23	0.05	Accepted
Values Education						

The hypothesis which measures the differences between attitude of Social Studies students and values education was subjected to Z-test calculation on a degree of freedom of 320 obtained the following results. Where Z- test -calculation equal to 1.81 and the table value equal to 2.23 performed at 0.05 level of significance. The result indicated that the null hypothesis was accepted, meaning that there is no significance difference between the variables of attitude of Social Studies students and values education. The implication is that attitude of Social Studies students does not determine the values exhibited by an individual.

The calculated Z-test value of 1.81 is less than the critical Z-test value of 2.23. The calculated z-test value is therefore not significant at the 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference between attitudes of Social Studies students towards value education in upper basic secondary schools in Delta State.

Discussions

Findings on this variable indicated that Upper Basic Social Studies students in Delta State have positive attitude towards values education. This finding is corroborated with the opinion of Odor (2002). In his contribution indicates that Social Studies educators should ensure that learners are equipped with the desirable social norm, customs, beliefs and values found in the society so that the learners can fit in into the society. He believed that held values contributes to a strong community. The study shows that Social Studies students in Delta State have positive attitude towards values education. This means that students are ever ready to imbibe cherished values needed for the growth of the society in general.

Conclusion

Based on the findings summarized from the results of the study, The study shows that Social Studies students in upper basic secondary schools in Delta State have positive attitude towards values education. The researcher concludes that Social Studies students shows positive attitude towards values education in Delta State.

Recommendations

Based on the findings from the study, it was recommended that Social studies educators should not relent in the delivery of acceptable socio-cultural values that will create in students the beliefs, ideas and skills needed for a better society. Students should also attend religious gatherings where moral values are preached to enhance their peaceful and cooperative living in the society. They should preach these values learnt to others to help in curtailing social vices and moral decadence in the society at large.

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