
ISSUES AFFECTING TEACHING-LEARNING OF
NATIONAL VALUE EDUCATION IN ONDO STATE
SECONDARY SCHOOLS

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Abstract

The study examined issues affecting teaching-learning of National Value Education in public secondary schools in three selected local government areas of Ondo state. Descriptive research design of the survey type was employed for the study. The population of the study comprised all secondary schools Social Studies teachers in Akure South, Akure North and Ifedore local government areas in Ondo state. The sample of the study was 48 respondents selected using simple random sampling technique. A well-structured questionnaire designed by the researchers was the instrument used for the study. The face and content validity of the instrument was ensured by two experts in Social Studies and they ascertained that the instrument has face value and contained the appropriate items for the study. Reliability of the instrument was determined through test-re-test method. A reliability coefficient of 0.85 was obtained and it was considered adequate for the study. The data collected were analyzed using descriptive statistical tools

such as Mean and Standard Deviation. The study revealed issues affecting the teaching-learning of value education such as inappropriate value education curriculum development, gap between association and curriculum designer, inadequate teaching learning materials, inappropriate use of teaching methods, teachers' inability to give needed assistance to students, inability of social studies teachers to implement the curriculum adequately to the understanding of the students, poor leadership style makes objectives of value education difficult to achieved. The study concluded that achieving the objectives of national value education is a collective responsibility of all education stakeholders including the government, parents, teachers, administrators, staff members, students, families, community members, and elected officials such as School Board members, city councilors, and state representatives and others. Therefore, the study recommended collaboration among the Ministry of Education, curriculum designer, and other education stakeholders, and non-governmental educational organizations to adequately provide the needed teaching and learning materials for the effective teaching and learning of National Value Education.

Keywords: Students, Education Stakeholders, Leaders, Value Education

Introduction

The role of education in promoting national value cannot be overemphasized because it is a mean through which skills; values, beliefs, habits and knowledge are acquired. However, Education has helped the society with some set of values which include the importance of hard work, difference between right and wrong, self-respect as well as a belief in God and the knowledge of unconditional love. Education has also given opportunity to appreciate social conduct, strength, character and self-respect. Nevertheless, education is seen as the only way in which values can be passed to individuals.

Values form the core of educational goals and objectives. Value education according to Basha and Ramana (2018) is education for 'becoming,' because it is concerned with the development of the total personality of the individual-intellectual, moral, spiritual, emotional, social, and aesthetic. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action.

Value education in view of Lakshmi and Paul (2018) is the process by which people give moral values to others. The authors stated further that it is an activity taken place in an institution or organization in which people are assisted or helped by others, who are elder or have more experience or have an authority over the people. This activity of value education is used to make an individual better and it is important to assess the result of it in order to see the long-term well-being of an individual and other. The above definition is in line with Marvin (2011) who described value education as an alternative of moral education, or character education which is the attempt, within schools, to craft pedagogies and supportive structures to foster the development of positive, ethical, pro-social inclinations and competencies in youth, including around strengthening academic focus and achievement.

Furthermore, in relation to teaching and learning Lovat & Toomey, (2007) and Robb, (2008) affirmed that Value education is a process of teaching and learning about the ideals that a society considers to be important. John Dewey cited by Lakshmi and Paul (2018) opined that value education means primarily to prize, to esteem, to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else. Value education can take place in different forms, but the main aim of providing it to students in educational institutions is to make them comprehend the importance of good values; use and reflect them in their behaviour and attitudes; and finally contribute to the society through good social responsibility and ethics.

According to Basha and Ramana (2018), the traditionally objectives of value-education were based on religion and philosophy.

He further describe that the objectives of value education all over the world include full development of child's personality in its physical, mental, emotional and spiritual aspects, inculcation of good manners and of responsible and cooperative citizenship, developing respect for the dignity of individual and society, developing tolerance towards and understanding of different religious faiths, developing sense of brotherhood at social, national and international levels, helping pupils to have faith in themselves and in some supernatural power that is supposed to control universe and human life, inculcation of a spirit of patriotism and national integration, developing a democratic way of thinking and living, Enabling pupils to make decisions on the basis of sound moral principles, evolving the evaluation criteria on value-education, suggesting measures for better utilisation of value-education, finding out the interests of pupils in relation to different aspects and activities of value-education and to clarifying the meaning and concept of value-education.

Although, the high rate of social vices in Nigeria made the stakeholders introduced value education into educational curriculum so as to reduce the unethical/unacceptable behaviours in the society to the barest minimum. The effective value education is needed in Nigeria in order to prepare younger ones to become good citizens in anywhere they find themselves to choose between competing values of good and evil. Again, it would help to educate the younger ones on the importance of good behaviours, peace and security in the nation. Moreover, social problems where the right values are fast being thrown away for the "get rich quick" syndrome could be solved through value education, as well as to prepare the youths for the future roles in the society in the near future, in the various leadership positions they will occupy and of course as parents showing good examples to children (Dorgu, et al, 2019)

To achieve these, there must be effective teaching and learning. Fuhrman, Fuhrman, and DeLay (2010) carried out a study on effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context. Sprinkle (2009)

studied students' perceptions of effective teaching and found out that students considered effective teachers as those who uses variety of teaching styles and make real world applications. Faryadi (2012) indicated that the functions of teaching and learning theories are to assist students on how to learn effectively, it can also be used as a guide to teacher to use a range of methods of designing instruction and teaching methodology.

However, many factors are affecting teaching-learning process in secondary schools, teachers experience is one of these factors. The skill and art of the teacher (experience) is the most crucial tool for success or failure of education development (Abdullahi, 2005). Chingos and West (2010) argued that the quality of learning materials such as textbooks is an important ingredient in improving instructions. Solomon and Kedir (2015) revealed teaching and learning are affected due to teachers' lack of competency in their subject and method of teaching as well as lack of interest and motivation to be engaged in their professional tasks, poor supervision (frequent follow up) from concerned bodies, inadequate availability of instructional materials (laboratory equipment's). Mavhundutse (2014) is of the view that experience is one of the major factors contributing towards effective teaching and learning.

In addition, Falade (2016) affirmed that the problems of value education in Nigeria is not limited to the gap between curriculum designers, school administrators, and even the teachers who is employed to teach the subject is also a problem as many teachers of the subject and school administrators are confused because they lack sufficient information about the take-off and strategies for the implementation of the new subject. The non-availability of teaching/learning resources as well as instructional aids in schools is another problem hindering the achievement of value education in schools. Many teachers do not have access to teaching materials and even the curriculum contents. That is why many teachers in schools using textbooks that are not relevant to the outline of value education.

Another obvious problem hindering the achievement of value education is the method of teaching employed by the teachers. Many teachers are still making use of conventional methods, which are not effective in enabling learners to develop and manifest national

values and skills (Falade 2016). School environment is another problem in this dispensation in Nigeria, where students are expected to learn value education with different facilities, most schools are facing with the problems of coping with the welfare responsibilities expected by the students. For instance, there are inadequate recreational and welfare facilities, outdated libraries, unequipped laboratories and shortage of classrooms for learning and lack of exposure of students to reading materials (Anzene, 2014)

Problem of parental care cannot be over emphasized in child development because a good home training is sine-qua-non for overall child's development. Although other people around get involved in the training of the child, apart from parents as they grows up. It is more important for parents and guardians to train their children and wards, as an adage says charity begins at home (Anzene, 2014). However, some parents over-protected and over-pampered children at home and thus become problematic in the school and society. Leadership also form part of the problems which are hindering the achieving aims of value education in Nigeria. These could be seen in the finding of Enu (2010) who affirmed that the practical situation reveals that Nigeria as a society is highly defective in governance, moral integrity, truthfulness, honesty, and institutional structure. All these could hinder the achievement of the objectives of national value education in secondary schools.

The study carried out by Ronald and Agyemang (2020) examined students' attitude towards learning of Social Studies in the Accra Metropolis of Ghana. A sample of 72 teachers was used. The study adopted the simple random sampling technique and purposive sampling technique. Questionnaire was used to collect data. The quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 23.0. The study revealed that factors that affect students' attitude towards Social Studies include; lack of teachers interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching methods in teaching Social Studies classes, inadequate teaching and learning materials and inability of Social Studies teachers to employ resource persons in times of difficulty. They recommended that Ghana Education Service should recruit

professional teachers to teach Social Studies in Senior High schools. This will help the students to improve more with the right knowledge in Social Studies.

Similarly, Ahmet (2017) examined values education as perceived by Social Studies teachers in objective and practice dimensions. This qualitative study used a phenomenological pattern. The participants of the study were 120 Social Studies teachers working in the province of Istanbul. Quantitative data were collected using a questionnaire, which was found to have a Cronbach's Alpha value of 0.82. The data was analyzed using descriptive analysis. The result showed that the participants had ideological approaches and taught values that enabled basic humanitarian values and social structures to be maintained. The study concluded that values education activities performed in schools were found to be inadequate, and teachers mostly preferred the infusion approach in values education.

Another study conducted by Okogu (2011) investigated the factors affecting the effective implementation of Social Studies curriculum in Teachers' Training Colleges in Delta State. The design used for the study was descriptive survey. Questionnaire was used to generate data for the study. The data were analyzed using Pearson Moment Correlation and Regression Analysis. The study revealed factors affecting effective implementation of Social Studies curriculum in Delta State Teachers Training Colleges stemmed from inappropriate use of teaching methods, inability of Social Studies teachers to implement the curriculum adequately to the understanding of the students and teachers' inability to use good constructive questions during teaching and learning processes in the classroom. The study concluded that the continued and persistent presence of these factors affected negatively the quality of academic standard of Social Studies education in the colleges.

In relation to this study, David (2018) examined factors affecting the achievement of senior high school Social Studies lesson objectives in the Kumasi Metropolis, Ghana. Purposive and random sampling techniques were used to select a sample size of twenty-four (24) teachers and One-hundred and twenty (120) students. A-24 item questionnaire and eight (8) detailed observation guides for

teachers' lesson presentation as well as a- sixteen (16) item questionnaire were used in the collection of data for the study. Descriptive analysis was used to analyze the data collected. The result revealed that large numbers of teachers were academically qualified to teach at the Senior High School but majority of them did not possess professional qualifications in Social Studies. Teaching of Social Studies was mostly done by the use of lecture and discussion methods without paying attention on the other methods of teaching Social Studies. Inadequate teaching are learning materials, lack of in-service training courses and inexperience of teachers were major challenges facing Social Studies teaching.

The study conducted by Duban and Aydođdu (2016) also examined the opinions of primary school teachers about values education in primary schools. The qualitative research method and focus group interview technique were used. The participants of the study were eight (8) classroom teachers who were pursuing master's degree at the classroom education program of Afyon Kocatepe University. The intense case sampling was used to select, which is part of purposeful sampling technique. The data were collected through audio-taped group interview. The data collected from the interview were examined using a qualitative data analysis approach. The findings of the study showed that if value education starts at early ages it would provide much more opportunity to prepare for future life, to improve personality and to have long-lasting values. The participants argued that parents are very significant in value education.

Despite the objective of value education, the society are still experiencing social vices such as thuggery, bombing, indiscipline, armed robbery, cheating, oil bunkering, drug abuse and trafficking, lack of respect for law and order and kidnapping areas a result of poor national value education. Teaching and learning of value education in secondary schools of the country in general and the Ondo state in particular have been encountered by many problems. One of the problems is that, teachers had low motivation to teach value education, the reason could be due to some problems encountered in teaching and learning of value education or something else. Also, students in the secondary schools had low

interest in value education when compared with other science subjects, although, it could be due to selfishness, indecency, lawlessness and corruption among leaders. However, it is necessary to look into the issues affecting the teaching and learning of National Value Education in Nigeria school system.

The manifestation of negative ethical attitudes are exhibited in Nigeria society today which include poor attitude to work, indiscipline, engaging in armed robbery, cheating, oil bunkering, drug pushing, lack of respect for law and order, kidnapping and all other crimes are as a result of poor national values. Observation shows that some indices of civil dis-obedience exhibited by students showing in behaviour and characters in Ondo state showed that they lack value education. Most students are not interested in engaging what society considered as being right rather than achieving their unethical thoughts such as get rich quickly, yahoo yahoo, rituals and other crimes that become order of the day among students. The question is why is national value education are not been achieved in Nigeria? Therefore, this study examined issues affecting the teaching and learning of National Value Education in Ondo state secondary schools.

Purpose of the Study

The study investigated issues affecting teaching-learning of National value education in public secondary schools in three selected Local Government in Ondo state. Specifically, the study;

1. examined the issues affecting teaching-learning of national value education
2. examined the way forward to the issues affecting teaching-learning of national value education in secondary school.

Research Questions

The following research questions were answered in the study

1. What are the issues affecting teaching-learning of national value education in secondary schools?
2. What is the way forward to issues affecting teaching-learning of national value education in secondary schools?

Methodology

Descriptive research design of the survey type was employed for the study. The population of the study comprised all secondary schools Social Studies teachers in three selected Local Government area of Ondo state. The sample of the study was 48 respondents selected using simple random sampling technique. A well-structured questionnaire designed by the researchers was for the instrument used for the study. The face and content validity of the instrument was ensured by two experts in Social Studies and they ascertained that the instrument has face value and contained the appropriate items for the study. Reliability of the instrument was determined through test-re-test method. A reliability coefficient of 0.85 was obtained and it was considered adequate for the study. The data collected were analyzed using descriptive statistical tools such as Mean and Standard Deviation.

Results

Research question 1: What are the issues affecting teaching-learning of national value education in secondary schools?

Table 1: Mean Scores and Standard Deviation on the Issues Affecting Teaching-Learning of National Value Education in Secondary Schools

S/N	Items	N	Mean	St.D	Remarks
1	Inappropriate value education curriculum development	48	3.20	0.65	Agreed
2	Gap between association and curriculum designer	48	2.95	0.68	Agreed
3	Inadequate teaching learning materials	48	3.16	0.91	Agreed
4	Poor leadership style makes objectives of value education difficult to achieved	48	2.79	1.03	Agreed
5	Inappropriate use of teaching methods	48	3.04	0.94	Agreed
6	Inability of social studies teachers to implement the curriculum adequately to the understanding of the students	48	3.12	1.12	Agreed
7	Teachers' inability to give needed assistance to students	48	2.91	1.13	Agreed
8	Lack of seminar and workshop for teachers on teaching-learning of value education to refresh brain and learn new methods and tech-niques of impacting knowledge	48	3.52	0.71	Agreed
Grand Mean			3.09	0.89	Agreed

The result in table 1 revealed that items 1-8 rated above the acceptable mean score of 2.50, which indicated respondents agreed with all the statements, this means that all the statement are the issues affecting teaching-learning of national value education in secondary schools. The grand mean and standard deviation of 3.09 and 0.89 further indicated that teaching-learning of value education is affected by all the items in the table.

Research Question 2: What is the way forward to issues affecting teaching-learning of national value education in secondary schools?

Table 2: Mean scores and standard deviation on the way forward of issues affecting teaching-learning of national value education in secondary schools

S/N	Items	N	Mean	St.D	Remarks
9	Teachers need to focus on educational practices that provide all learners with knowledge and skills necessary to contribute positively to the global society	48	2.60	0.60	Agreed
10	Provision of adequate teaching learning materials in secondary schools	48	3.10	0.77	Agreed
11	Bridging the gap between association and curriculum designer for effective implementation	48	3.08	0.87	Agreed
12	Value education curriculum development must be appropriate for teaching-learning	48	2.64	0.73	Agreed
13	Leaders must lead by sample, leadership styles in the country make objectives of value education difficult to achieve	48	3.20	0.77	Agreed
14	Regular seminars and workshops and conferences for teachers on teaching-learning of value education to refresh brain and learn new methods and techniques of impacting knowledge	48	3.10	0.72	Agreed
15	Re-Designing of Values education curriculum towards achieving high value education standard among citizens for eradication of the current immoral values in Nigeria society	48	2.81	0.44	Agreed
Grand Mean			2.93	0.70	Agreed

The result in table 2 revealed way forward of issues affecting teaching-learning of national value education in secondary schools. The means scores of items 9-15 were rated above the acceptable mean score of 2.50, which indicated that majority of the respondents, agreed with the ways forward on issues affecting teaching-learning of national value education in secondary schools. The grand mean and standard deviation of 2.93 and 0.70 indicate that there were strongly agreed of all the statements.

Discussions

The findings of the study revealed that issues affecting the teaching-learning of value education, are includes; inappropriate value education curriculum development, gap between association and curriculum designer, inadequate teaching learning materials, inappropriate use of teaching methods, teachers' inability to give needed assistance to students, inability of social studies teachers to implement the curriculum adequately to the understanding of the students. The study covaborated with that of Ronald and Agyemang (2020); Okogu, (2011) in the literature reviewed. The study further revealed poor leadership style that makes objectives of value education difficult to achieve and lack of seminar and workshop for teachers on teaching-learning of value education to refresh brain and learn new methods and tech-niques of impacting knowledge. This study supported the study of David (2018) who revealed lack of in-service training courses and inexperience of teachers as challenges facing teaching of Social Studies.

Furthermore, the study showed some way forward through which the objectives of value education can be achieved these include providing all learners with knowledge and skills necessary to contribute positively to the global society; in the school setting, teachers should try as much as possible to impact on students the right knowledge and skills that would enable them contribute quota to the growth and development of any society they find themselves. Also, provision of adequate teaching-learning materials is very important in the teaching and learning of value education; relevant materials to value education would improves the effectiveness and efficiently in the teaching and learning of value education in

secondary schools. This result slightly supported Ronald and Agyemang (2020) that recommended that Ghana Education Service should recruit professional teachers to teach Social Studies in Senior High schools. Same should be done as well to value education in Nigeria to impact and improve the right knowledge in value education

Another important way forward is bridging the gap between association and curriculum designer, at times, what association wants for the students is different from what curriculum designers haven in mind for students, in order to achieve national value education, there should be effective collaboration between association and curriculum designers so as to develop appropriate value education curriculum for teaching-learning. This is in line with Acat and Arslan, (2012) and Arslan and Tunç, (2013) who conducted research on values education in Turkey revealed that perceptions and expectations of administrators, teachers, students, and parents related to values and values education and determine values to be taught to students

Leaders including those in government, teachers, and every others stakeholder should lay down good example, students of nowadays learn from leaders, they emulate characters from them. In Nigeria, for us to achieve value education leaders have roles to play. Furthermore, another way forward is regular seminars, workshops and conferences for teachers on teaching-learning of value education to refresh brain and learn new methods and tech-niques of impacting knowledge, and finally, re-designing of values education curriculum towards achieving high value education standard among citizens for eradication of the current immoral values in Nigeria society.

Conclusion

It was concluded in the study that achieving the objectives of national value education is a collective responsibility of all education stakeholders including the government, parents, teachers, administrators, staff members, students, families, community members, and elected officials such as school board members, city councilors, and state representatives and others.

Recommendations

Based on the findings from the study, it was recommended that to overcome the challenges facing teaching and learning of value education, there should be collaboration among the Ministry of Education, curriculum designer, and other Non-governmental educational organizations to adequately provide the needed teaching and learning materials for the teaching and learning of National value education. Teachers should use appropriate teaching learning resources and techniques in teaching National value education in secondary schools. There should be regular seminars, workshops, and conferences for teachers' in-service to refresh their brain for effective teaching and learning of National value education.

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