
TEACHERS' PERCEPTION OF THE ISSUES AROUND
THE IMPLEMENTATION OF VALUE EDUCATION
IN NIGERIAN SCHOOLS

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Abstract

To develop appropriate values and attitude of Nigerian children, it is important to establish strong values education in Nigerian schools. Therefore, this study examines the challenges in implementing values education by using the National values curriculum as well as the prospects of effective implementation of National Values. The descriptive survey design was adopted. The population comprised the Upper Basic Education teachers of national values in all public secondary schools in Delta State. Random sampling was used to select a sample of a study of 300 Upper Basic Education teachers in the State. The self-designed questionnaire was used as an instrument of the study. The instrument was validated and the reliability was calculated by utilizing the method of test-retest. The instrument had a reliability of 0.68. The collected data were analyzed using mean scores and standard deviation. The findings revealed that the lack of subject specialists to teach national values and poor content delivery are a few serious challenges. Empowerment of youth and modification of negative attitudes to positive ones are the prospects of value education. It was recommended that teachers should be qualified for values education and the

Nigerian government should consider the proper implementation of a values education curriculum in all learning institutions for the brighter future of the Nigerian nation.

Keywords: Issues, Value education, Curriculum implementation, Social Studies, Civic Education, Security Education

Introduction

Value education is important for a democratic society such as Nigeria to develop and survive. Malin (2011) stated that education is a base of democratic society, because it incorporates in the people essential values, attributes, skills, and attitudes. Values are usually long-term criteria or concepts used to judge the value of an idea or action (Duvie, 2018). For as long as education continues, value creation has been the purpose of education. However, the lack of fundamental values across institutions contributed to revision, change and creativity of the curriculum. Social Studies was divided into three subjects (Social Studies, Civic Education, and Security Education) and named National Values at the level of Basic education and Civic Education at the level of senior secondary school. This was well reflected by the Federal Republic of Nigeria, National Education Policy (Federal Ministry of Education, 2013).

Indigenous education also stresses the inculcation of civic values such as equality and fair play, hard work, respect and modesty, decency and morality, patience and stamina, honesty and openness, collaboration and good conduct (Adeyemi & Salawudeen, 2014). The educational policy review provided for compulsory teaching in Nigeria schools of civic value at all levels of education. After this initiative, the civic conduct of young people and adults in Nigeria is still below expectations. Among others, misuse of office, executive immorality, and rash political actions are signs of the deterioration of civic values like democratic rights, free and fair elections, justice, and equality (Aderonmu, 2011). It was noted by Falade and Falade (2013) that no effective nation-building could be accomplished without values education and representation of civic values.

Independent Corrupt Practices and Other Relevant Offences Commission (ICPC) in 2000, after a close study of the Nigerian learning environment, diagnosed the ethical disparity in the educational curriculum as being primarily responsible for the negative actions of young people (Babajo, 2020). It was requested that the Nigerian Educational Research and Development Council (NERDC) should develop a curriculum that would reflect Nigerian's national values and implemented in the education system as a whole. The goal of the curriculum was to flourish the values in our education system as a strategic step to improve the values of youth and to reinforce their moral integrity to combat corruption. This gives way to the National Values Curriculum (ICPC, 2013). The establishment of a national values program has become important because children learn values very early in life, from their family, then from the media, teachers, playgroups, local government, and other institutions. Research reports has shown that during the first two years of childhood, children possibly acquire a sense of morality (Halstead & Tailor, 2010). The development of the National Values Curriculum (NVC) for basic, secondary, and tertiary education in Nigeria has been completed by the Nigerian Educational Research and Development Council. The components of national values have been infused into five related carrier subjects at the basic education level that are according to NERDC (2004) involves (i) Business Studies (ii) Christian Religion Studies (iii) English Studies (iv) Islamic Studies and (v) Social Studies.

Any educational program's success relies primarily on the teachers (qualified teachers) because they are the major part of school system. Not just that, the quality of education offered to students often depends primarily on the quality of teachers, the lack of quality teachers is a consequence of which aptly reveals that no education can surpass the quality of its teachers (Ayanwale, Wahab & Wojuade, 2012). As the structure of the Social Studies curriculum coincided with the shortage of qualified Social Studies teachers, it led to the call for conventional subject teachers (especially those in the field of social sciences) at its inception to teach the relatively new subject named Social Studies (Ajiboye, 2003). Hence, every

teacher even those from languages and sciences teach the subject, this issue is present until now (Adedigba & Wahab, 2011).

Some of the challenges of value education in Nigeria were identified by Babajo (2020) that there are several mishaps about the proper implementation of value education, including the impact of peers, parenting styles, social and environmental impact, and the poor curriculum implementation in schools. The need and focus on the creation of the right values among people have contributed to the inclusion of values education into the Nigerian school curriculum. Civic was taught as a single subject in Nigerian elementary schools during the colonial period and immediately after Nigeria's independence in 1960 (Adeyemi & Falade, 2015).

Civics was designed to educate students' equality, order, accountability, independence, patriotism, fairness, and obedience. The teaching of Social Studies in some areas of Nigeria began in the mid-1960s. Civics was no longer taught as a school subject in 1971 because it became an integral part of the curriculum for Social Studies. Civic, religious, political, and economic issues define Nigeria's contemporary culture. Besides, globalization has generated problems that raised additional issues. Particularly, the need for morality in society has taken on a larger dimension as it is associated with the problems of religious, social, political, and economic (Ajibade, 2013). Consequently, new subjects were added to the school curriculum as a means of improving specific skills and attributes in the learners. In 2005, for example, the Nigerian government initiated a 9-year universal basic education (UBE) program (Falade, 2016). The maximum subjects for primary and junior secondary schools are not more than ten in other areas of the world. For instance, in the United States of America, the number of subjects is six; seven in Kenya; six in Tanzania; six in Ghana; nine in Malaysia, Indonesia, Singapore, and India (Obioma, 2012). NERDC was then led to update the 9-year basic education curriculum following the Summit's recommendations (NERDC, 2012). To form new subjects, similarly Universal Basic school subjects were then combined, to reduce the school subjects, as obtainable in other parts of the globe. As a result, a new school subject named Religion and National Values was integrated into Islamic Studies, Christian Religious Studies, Social

Studies, Civic Education, and Security Education. According to NERDC (2012), Religion and National Values is the framework for the previously independent subjects of Religious Studies (Christian Religion and/Islamic Studies), Civic Education, Social Studies, and a recent addition, Security Education, in the light of the existing reduction, collection and harmonization of the UBE Curriculum title. The reason for the new title is the desire to stress the importance of values across the educational system.

Through curriculum review, reforms, and creativity, value education has undergone a transformation to address social expectations through the ever-dynamic shifts in needs, educational goals, and objectives aspirations. It is a mechanism that is used by persons to guide one another. The teaching of values has been accommodated by Social Studies as culture is evolving. It was quite difficult to incorporate the national principles which appear to fragment three subject areas into one body when the subjects are taught separately by multiple teachers. It has been agreed among the community of scholars that as a proper noun and dynamic discipline, Social Studies should always start as an initial Subject. The idea of teaching values is often used as an umbrella of principles that involve spiritual and civic education that is degraded for personal, social, and cultural advancement (Duvie, 2018).

Values education has remained a main channel for students to inculcate materials that are supposed to develop appropriate social norms in the people resultantly leading to the growth of society. The realistic methods of demonstration of real-life to students should be followed, as the persistent use of the lecture method for teaching values has demonstrated poor national values curriculum implementation. The constant use of the conventional lecture method by the teacher can be due to several variables. According to the teacher, the teaching time of 40 minutes could only be compensated by the lecture method, inadequate control of the teaching process by school administrators, low encouragement of the teacher that affects their teaching ability (Babatunde, Benedict & Adu, 2016).

Therefore, there is a need for a purposeful ethics revival and value orientation curriculum for people, value education has

multiple viewpoints. National values such as integrity, tolerance, affection, fairness, obedience, teamwork, and vigilance are identified in the study. This will help to instill in secondary school students national values and thereby shift the divisive conduct of the Nigerian young generation (Ajibade, 2013). Ajere and Oyinloye (2011) argue that negative attitudes can be improved and turned into positive ones. By restructuring Nigerians to teach key values in Nigerian schools for assimilation and institutionalization, an academic approach to turning negative conduct to good ones is possible. Bad habits such as disrespect, intolerance, carelessness, inequality, selfishness, and corrupt practices have been imparted in many Nigerian youths. As Locke's opinion mentioned in Ayorinde, Amali, and Yusuf (2011), a well-groomed and educated child is supposed to have established character after the stipulated educational program that will make him law-abiding and successful in society. Value education can accomplish this aim by inspiring the young people of Nigeria to become successful and responsible citizens. The topic will help empower our young people with traits such as reliability, diligence, dignity, patriotism, patience, and selfless service to the country.

The growing emergence of current social challenges and the decline of values that can occur as a result of problems like the content of curriculum, design, and implementation strategies. It seems like the introduction by the National Values Curriculum of the values education house is dealing with the importance of one subject over another. It was stated by Odey and Opoh (2015) that as a result of the ineffective implementation of its content, several commendable educational targets of the curriculum have struggled to reach the planning stage. This is a serious concern for stakeholders of value education.

Purpose of the Study

This study investigated the problems around the implementation of value education in Nigeria. The specific objectives were as follow;

1. To examine the issues around the implementation of values education using National values curriculum

2. To identify the prospects of effective implementation of National Values

Research Questions

1. What are the issues around the implementation of values education using National values curriculum?
2. What are the prospects of effective implementation of National Values?

Methods

The study adopted a survey design. The population of the study comprises of Upper Basic Education teachers of national values in all public secondary schools in Delta State. The sample of the study comprises 300 teachers randomly selected across Delta State. The instrument used for data collection was a questionnaire developed by the researcher. The instrument had three sections. Section A collected respondents demographic data information. Section B required respondents to indicate issues around the implementation of values education using the National values curriculum. Section C seeks information on the prospects of effective implementation of National Values. A two-point rating scale Agree (A) and Disagree (D) was used. The instrument was validated by two measurement and evaluation experts. The reliability was calculated by utilizing the method of test-retest and the instrument had a reliability of 0.68. The questionnaire was administered and retrieved within three weeks. However, 20 copies out of the 300 copies were invalidated, because they were not completed by the respondents.

Results

The results of the study are given as follow;

Research Question 1: What are the issues around the implementation of values education using National values curriculum?

Table 1: Mean and Standard deviation on issues around the implementation of values education using National Values Curriculum

SN	Statement	Mean	SD	Rank
1	Poor preparation of lesson notes from the scheme of work and curriculum	2.67	0.37	11
2	Low interest of teachers in the implementation process	2.85	0.90	2
3	Poor understanding of teachers about the purpose of curriculum content	2.87	0.94	1
4	Inadequate teachers to implement the curriculum	2.80	0.78	4
5	Lack of subject specialist to teach national values	2.83	0.86	3
6	Lack of national values textbooks that is NERDC compliant	2.79	0.70	5
7	Increase workload due to teaching of national values as three distinct subjects with different lesson notes	2.69	0.41	10
8	Poor content delivery	2.72	0.49	9
9	Conventional instructional methods	2.61	0.30	12
10	Poor monitoring and supervision of classroom instructions	2.76	0.60	7
11	Non-involvement and participation of Social Studies expert teachers in developing national values curriculum	2.59	0.25	13
12	Assessment of National values contents is confusing	2.78	0.65	6
13	Frequenting turner over of through transfers and intern and volunteer teachers (N-power, NYSC, Trainee Teachers)	2.75	0.55	8

Table 1 shows the perceived responses of respondents about the challenges in implementing values education in Delta State, Nigeria. As shown in table 1, poor understanding of teachers about the purpose of curriculum content (2.87, 0.94), the low interest of teachers in the implementation process (2.85, 0.90), lack of subject specialist to teach national values (2.83, 0.86), inadequate teachers

to implement the curriculum (2.80, 0.78), lack of national values textbooks that is NERDC compliant (2.89, 0.70), assessment of National values contents is confusing (2.78, 0.65), poor monitoring and supervision of classroom instructions (2.76, 0.60), frequenting turner over of through transfers and intern and volunteer teachers (N-power, NYSC, Trainee Teachers) (2.75, 0.55), poor content delivery (2.72, 0.49), and increased workload due to teaching of national values as three distinct subjects with different lesson notes (2.69, 0.41). These were identified by the respondents as the foremost challenges in implementing values education curriculum in Upper-Basic schools in Delta State, Nigeria as indicated by the mean and standard deviation values respectively. Additionally, these recognized challenges took the rank from 1st to 10th respectively among other challenges. The least recognized challenges include poor preparation of lesson notes from the scheme of work and curriculum (2.67, 0.37), conventional instructional methods (2.61, 0.30), and non-involvement and participation of Social Studies expert teachers in developing national values curriculum (2.59, 0.25) with the respective rank of 11th, 12th, and 13th.

Research Question 2: What are the prospects of effective implementation of National Values?

Table 2: Mean and Standard deviation of the prospects of effective implementation of National Values

SN	Statement	Mean	SD	Rank
1	Development of national values in students	2.89	0.96	1
2	National values gives a fixed and strong value education program	2.71	0.83	3
3	Intellectual strategy to change bad behavior to positive ones	2.64	0.78	4
4	Empowerment of youth and re-orientation	2.79	0.89	2
5	Negative attitude can be modified and changed to positive ones	2.58	0.69	5

Table 2 indicates the prospects of value education in Delta State, Nigeria. As shown in table 2 development of national values in students (2.89, 0.96) ranks 1st, empowerment of youth and re-orientation (2.79, 0.89) ranks 2nd, national values gives a fixed and strong value education program (2.71, 0.83) ranks 3rd, intellectual strategy to change bad behavior to positive ones (2.64, 0.78) ranks 4th, and negative attitude can be modified and changed to positive ones 4 (2.58, 0.69) ranks 5th.

Discussions

The study results, found that implementation of value education curriculum has many challenges like, poor teachers understanding on the purpose of values national values curriculum content, teachers low interest in the implementation process, lack of subject specialist to teach national values, inadequate teachers to implement the curriculum, lack of national values textbooks that is NERDC compliant, assessment of National values contents is confusing, poor monitoring and supervision of classroom instructions, frequent turnover of teachers through transfers, intern and volunteer teachers (N-power, NYSC, Trainee Teachers), and increased workload due to teaching of national values as three distinct subjects with different lesson notes by teachers. These were identified as the leading issues in implementing values education curriculum in Upper-Basic schools in Delta State, Nigeria. Poor content delivery was also a serious challenge as stated by Babatunde, Benedict, and Adu (2016) that teaching values have remained the main problem for students to inculcate material that is supposed to shape people into appropriate social norms and lead to the growth of society. The least recognized issues include poor preparation of lesson notes from the scheme of work and curriculum, conventional instructional methods, and non-involvement and participation of Social Studies expert teachers in developing national values curriculum. National values education was found to have a lot of prospects for learners and Nigerian society as a whole, such as the growth of national values in learners as an intellectual strategy for transforming bad conduct to good ones, negative attitudes may be altered and modified to positive ones, empowerment of youth and

reorganization, as national values have a purposeful and strong educational value. These results are in line with the previous study result of Ajere and Oyinloye (2011) that negative attitudes can be improved and turned into positive ones. Bad habits such as disrespect, intolerance, carelessness, inequality, selfishness, and corrupt practices have been imparted in Nigerian youths can be corrected through values education.

Conclusion

The research examined the issues of implementing the values education by utilizing the National Values Curriculum. The Universal Basic Curriculum had to be changed and the number of subjects reduced. National Values curriculum was designed to strengthen the internalization and representation of national values such as equality, obedience, integrity, and teamwork as a Universal Basic subject. The study found that National Values education has a lot of prospects for learners and Nigerian society as a whole, such as the growth of national values in learners as a cognitive strategy to transforming bad conduct to good ones, negative attitudes may be improved and changed to positive ones, empowerment of youth and reorganization as national values to provide a meaningful and strong program of value education. Value education, however, faced some issues, including lack of subject specialist to teach national values, lack of national values textbooks, poor understanding of teachers about the purpose of national values curriculum content, poor monitoring and supervision of classroom instructions, and conventional instructional methods.

Recommendations

Based on the findings, this study recommended that all national values stakeholders at the Upper Basic School programme should be sensitized on the reasons for introduction of national values curriculum and planned strategies for its successful implementation. Qualified teachers should be engaged and given continuous training with sufficient information and skills that are appropriate for value-related instructional methods and appraisal techniques, to increase teacher's interest. National values textbook writers should ensure

that their books are NERDC complaints, to reduce teachers frustration in accessing contents for their notes of lessons. School administrators should effectively monitor and supervise classroom instructions, to reduce poor national values content delivery by subject teachers.

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