
VALUE EDUCATION AS INSTRUMENT FOR CHARACTER
FORMATION TOWARDS ACADEMIC ATTAINMENT OF
SECONDARY SCHOOL STUDENTS IN OGUN STATE

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Abstract

The study examines the value education as instrument for character formation towards academic attainment of secondary school students in Ogun State. This study employed a descriptive survey research design where questionnaire was used to acquire necessary data for the research work. Population comprises of all secondary school students in Odeda Local Government area of Ogun State. Simple random sampling technique was used to select 10 secondary schools, 20 students were randomly selected from each of the chosen school to make a total of 200 as sample for study. The study adopted a self-designed questionnaire. Two research questions were answered in the study. The data collected were analysed with the use of simple percentage, mean and standard deviation statistical tools. The result revealed that, value education is an important aspect of curriculum that affect student's value laden in the society. This culminate to the moral and character formation of the students. It was therefore recommended that there is a great need for imparting value based education in each stage of education. Although, education is an agent of change and the expected process

of inculcating values to equip the learners for their successful life with the cherished values and contribute to ideal and healthy society.

Keywords: Value Education, Character, Instrument, Attainment, Formation

Introduction

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character formation and self-respect. The greatest gift education gives is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from leaders and followers and then growing up to be the person one is meant to be (Kumar, 2009). Value-based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character (Gailbraith, 2005).

Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area. Value based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of life is undoubtedly to know oneself and be yourself. One cannot do it unless one learn to identify oneself. The objective of education in a country like Nigeria, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live successful life (Das, 2008).

Values are essential for positive human behaviour. Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Education is inherently values oriented and must develop in learners caring, co-operation and respect for others. In addition to equipping them with life skills and

attitudes, it must prepare them to lead a full life (Awasthi, 2014). As a society, the concern with Values Education is not unique to our times but the erosion of values has forced introspection and reflection in education. Values Education is integral to education of any kind and has been focused upon in many educational committee reports in Nigeria (Awasthi, 2014). A value is one of the many alternatives that a person chooses and acts upon because it increases human development. Values constitute that which is accepted by the group, community or society. Hence, all the aspects are important and linked to each other. Value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else. A value stands for ideas men live for (Reddy, 2010).

There is a serious need to give the “Value Education” to individuals mainly in the place of learning environment, as they spend most of his/ her time and learn many things. Value education can be given or gained in any place like home or in schools, colleges, universities, jails, voluntary youth organizations or at many other places. Robb (2008) submitted 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 is a process of teaching and learning about the ideals that a society considers them to be important (Lovat & Toomey, 2007; Robb, 2008). Value education can take place in different forms, but the main aim of providing it to students in their educational institutions is to make them understand the importance of good values; use and reflect them in their behaviour and attitudes; and finally contribute to the society through their good social responsibility and ethics (Adediran & Atanda, 2010).

Rathsin (2012) reserves the term value for those individual beliefs, attitudes, activities or feelings that satisfy the criterion, among others of having been prized and cherished, incorporated into actual behaviour, character formation and repeated in one life. This presupposes that a person who holds certain values will be imbued with certain motivations and those values need to be seen

in behaviour and not merely as a passive form of assent. Values are beliefs or convictions that the person considers important, not only for himself but for other people as well. Respect for and development of character formation is vital to human activities in the society. Olaogun (2012) asserts that values meaningfully impact on an individual and prompts one to: determine what one regards as rights, good, worthy, beautiful and ethical; provide standards and norms by which one guides his/her day to day behaviour; determine one's attitudes towards the causes and issues such as social, political, economic and industrial with which one comes into contact daily; and determine which ideas, principles and concepts one can accept, assimilate, remember and transmit without distortion.

Adewuya (2002) describes value as beliefs that the idealized ways of living and acting are the best ways for the society. Since values are beliefs, they serve to inspire the members of the society to act in the approved ways. Values provide a means of judging quality of actual behaviour. The need for value education in today's context according to Adediran and Atanda (2010) cannot be over-emphasized, these days we are all surrounded by gross consumerism and an aggressive rush for self fulfilment. Moreover, the social system worldwide is undergoing great transformation. In Nigerian scenario, people are gradually moving from joint family system to nuclear family system. Also, there is a high degree of stress, especially in the younger generation, owing to fast paced modern day lifestyle. Factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon. It is here that inculcation of values among the students can play a very important role by shielding them from all such influences.

The need for value education for character formation in the school setting becomes more apparent with the passing of each day. Young people are almost unanimous in saying that ethics and character are important on both a personal level and in business, but they express very cynical attitudes about whether a person can

be ethical and succeed (Josephson, 2006). Value education is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures. To be effective, value education must include all stakeholders in a school community and must permeate school climate and curriculum (DeRoche, 2000).

The relevance of upholding the values that are at the foundation of democratic societies is even more pressing in a multicultural society that is struggling to cultivate a common identity and national citizenship. Values education programmes have always been in place in some schools and school systems, especially those schools that have evolved from commitments to particular religious or worldviews. The intentional teaching of value education is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. Therefore, it is critical to create schools that simultaneously foster character formation and promote learning. An increasing proportion of young people are growing up without a firm understanding or commitment to the core ethical values needed to inform and energize the conscience. As a result, they lack internal mechanisms to help them know right from wrong and to generate the will power to exercise self-control and consistently do what is right. Value education includes a broad range of concepts such as positive school culture, character formation, just communities, caring school communities, social-emotional learning, positive youth development, civic education, and service. However, this paper aimed at examining the value education as instrument for character formation towards academic attainment of secondary school students in Ogun State.

Purpose of the Study

The main objective of the research was to examining the value education as instrument for character formation towards academic attainment of secondary school students in Ogun State. The specific objectives are to;

- i. find out the contributions of value education in character formation towards academic attainment of secondary school students
- ii. identify the value problems plaguing Nigeria secondary schools

Research Questions

- i. What are the contributions of value education in character formation towards academic attainment of secondary school students?
- ii. What are the value problems plaguing Nigeria secondary schools?

Methods

The study adopted a descriptive survey research design. Population comprises of all secondary school teachers in Odeda Local Government area of Ogun State. Simple random sampling technique was used to select 10 secondary schools, 20 students were randomly selected from each of the chosen school to make a total of 200 as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of study. To ensure the validity of the instrument, the researchers gave the draft of the questionnaire to the experts to restructure the instrument in line with the research questions. To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and the Pearson Product Moment Correlation Coefficient formula was applied and a correlation coefficient of 0.72 was obtained. On the basis of the corrections done on the questionnaire items, and the test-retest reliability coefficient computed, the instrument was judged adequate, valid and reliable for the purpose of gathering relevant data for the study. Data collected was analysed using simple percentage, mean and standard deviation statistical tools.

Results

Research Question one: What are the contributions of value education towards character formation for academic attainment of secondary school students?

Table 1: Contributions of Value Education towards Character Formation for Academic Attainment

S/N	ITEMS	YES		NO		Mean	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Value Education promote people interaction with themselves and their environment.	163.00	81.50	37.00	15.50	3.85	.79
2.	Value Education emphasizes compromise to achieve harmonious independence among members of society.	137.00	68.50	63.00	31.50	3.64	.75
3.	Value Education promotes moral, tolerance, truthfulness and cooperation among students.	155.00	77.50	45.00	22.50	3.76	.76
4.	Value Education helps students to develop the skill to critique social institutions constructively.	145.00	72.50	55.00	27.50	3.78	.77
Overall Total		Mean (\bar{x}) = 3.74		and STD = 0.78			

Results in table 1 above show the question statement that says, what are the contributions of value education towards character formation of academic attainment of secondary school students? This findings indicate that,value education promote people’s interaction with themselves and their environment (\bar{x} = 3.85, SD = 0.79), value education emphasizes compromise to achieve harmonious independence among of members of society(\bar{x} = 3.64, SD = 0.75)value education promotes moral of tolerance truthfulness and cooperation among students(\bar{x} = 3.76, SD = 0.76) and value education helps students to develop the skill to critique social institutions constructively (\bar{x} = 3.78, SD = 0.77) This reveals that the mean and standard deviation of the items listed above is very high showing the contributions of value education in character formation for academic attainment of secondary school students with value (\bar{x} = 3.74, SD = 0.78).

Research Question Two: What are the value problems plaguing Nigeria secondary school?

Table 2: Problems Plaguing Nigeria Secondary School

S/N	ITEMS	YES		NO		Mean	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Moral decadence has resulted in indiscipline at all levels in the society.	101.00	50.50	99.00	49.50	3.52	.75
2.	Lack of dignity and respect for human life and the monster of corruption.	155.00	77.50	45.00	22.50	3.88	.79
3.	Readiness to cheat and embezzle are moral problems plaguing Nigeria.	146.00	73.00	54.00	27.00	3.77	.76
4.	Get rich quick syndrome is a major problem in the society due to lack of moral.	101.00	50.50	99.00	49.50	3.52	.75
Overall Total		Mean (\bar{x}) = 3.82		and STD = 0.77			

Result in table 2 above show the question statement that says, what are the value problems plaguing Nigeria secondary school? This findings indicate that moral decadence has resulted in indiscipline at all levels in the society (\bar{x} = 3.52, SD = 0.75), lack of dignity and respect for human life and the monster of corruption (\bar{x} = 3.88, SD = 0.79), readiness to cheat and embezzle are moral problems plaguing Nigeria (\bar{x} = 3.77, SD = 0.76), and get rich quick syndrome is a major problem in the society due to lack of moral (\bar{x} = 3.52, SD = 0.75). This reveals that the mean and standard deviation of the items listed above is very high showing the value problems plaguing Nigeriasecondary school.

Discussions

Research question one shows that value education promote people's interaction with themselves and their environment, value education emphasizes compromise to achieve harmonious independence among of members of society, value education promotes moral of

tolerance truthfulness and cooperation among students and value education helps students to develop the skill to critique social institutions constructively. The result of the findings is in line with the findings of DeRoche, (2000) who says that the need for value education for character formation in the school setting becomes more apparent with the passing of each day. Young people are almost unanimous in saying that ethics and character are important on both personal level and in business, but they express very cynical attitudes about whether a person can be ethical and succeed (Josephson, 2006). Value education is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures. To be effective, value education must include all stakeholders in a school community and must permeate school climate and curriculum.

Research question two revealed the value problems plaguing Nigeria secondary school. This findings indicate that moral decadence has resulted in indiscipline at all levels in the society, lack of dignity and respect for human life and the monster of corruption, readiness to cheat and embezzle are moral problems plaguing Nigeria, and get rich quick syndrome is a major problem in the society due to lack of moral. Thus, this findings is in agreement with the findings of Reddy, (2010) who says values constitute that which is accepted by the group, community or society. Hence, all the aspects are important and linked to each other. Value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else.

Conclusion

Findings from the study affirmed that, value education is an important aspect of curriculum that affect the overall wellbeing of the students and society in general. Learning values promote moral and character formation of students that positively affect their academic attainment. Many educators tend to give less importance to the moral value of overall development and growth of students which may be detrimental to their academic pursuits. For adequate

inculcation of values, educational institutions need to give support as well. As values are caught more than taught, the students need to grow up in an atmosphere to learn empathy, sharing, rationality, spirituality, technological competency; communication skills etc. and internalize them at every stage and sphere of life in this globalized world.

Recommendations

In light of the findings made, the study recommended that value education should be part and parcel of education curricula in Africa in general and Nigeria in particular to bring about sustainable development. There is a great need for imparting value based education in each stage of education. Although education is an agent of change and the expected process of inculcating values to equip the learners for their successful life with the cherished values and contribute to ideal and healthy society. Many teachers believe that teaching values and character development issues are an important part of their responsibility. Some teachers hesitate at times, concerned about “covering” core curriculum. These fears could be addressed in additional studies that may effect the academic achievement and the implementation of character education.

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