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COMPARATIVE EFFECTS OF VALUE IDENTIFICATION  
AND COLLABORATIVE LEARNING TECHNIQUES ON  
PUPILS' LEARNING OF VALUE EDUCATION  
CONCEPTS IN SOCIAL STUDIES

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**Abstract**

*The paper presents a comparative study of the effects of value identification and collaborative learning techniques on primary school pupils' learning of value education concepts in Social Studies. It adopted a pre-test post-test experimental controlled group design with the target population comprising of all pupils in primary schools in Lagos State. Four primary schools were selected from the Alimosho Local Government Area for the study. The study adopted a simple random sampling technique to select the four schools and twenty pupils from each school. Three instruments were used for the study. These are two treatment Packages on Value Identification Technique (PVIT) and Collaborative Learning Strategy (CLS) and a Teacher Made Test on values education concepts in Social Studies (TMTSS). The Cronbach Alpha reliability test of internal consistency was used to determine the reliability*

*which gave the co-efficient values of the instruments at  $r=0.79$ ,  $0.81$  and  $0.87$  respectively. The data was analysed with the Analysis of Covariance and the “t” test statistic formulae while the hypotheses were tested at  $0.05$  level of significance. Findings from the study revealed that both value identification and collaborative learning techniques contribute significantly to pupils’ performance in (learning of) value education concepts in social studies. There was also a significant difference in the effects of these techniques on pupils’ achievement in social studies. It was therefore, recommended that teachers should always vary their teaching methods in relation to the topics or concepts being taught; that they should allow learners to identify the values intended to be acquired through their lessons rather than forcing hard held values on learners; that teachers should always adopt collaborative learning technique to teach learners of equal abilities and that teachers should emphasis strongly the affective (behavioural) aspects of Social Studies in their lessons which is the major interest of Social Studies.*

**Keywords:** Value Education concepts, Value Identification, Collaborative Learning.

### **Introduction**

The primary school system remains the foundation on which other levels of education rest. It is a sensitive stage in the life of a child because of the numerous changes experienced by the child in his course of exposure and development. During this phase of dynamic and unique changes in the lives of pupils, inculcation of values and other accepted norms expected in the society are best learnt at this time of their lives.

According to Anikpo, Mohammed, Ezegbe, Salau, & Okunamiri (2012), values can be seen as the worth or fair equivalent of something. They added that it is an intrinsic worth or goodness which renders a particular thing useful or estimable. They emphasized that it is the degree of quality attached to something

and therefore the actual worth of an object or item in monetary terms or the moral professional standards of human behaviour and principles. In personal skills, values involve a more personal measure of worth such as how one sees oneself (self-esteem) or how important one considers certain things, beliefs, principles and ideas. People attach great value or worth to things based on their sense of value. When people attach great value or worth to something they are always ready to defend it, proclaim it and stand up for it. Values are those things that one holds very dear and preferred to some other alternatives. Values and valuing occupy a prominent position in all human endeavours. On daily basis, every individual is confronted with many alternatives to choose from and the ones that are priced highly by the individual are always chosen. Values are principles or standards of a society; a society's judgement of what is desirable and important. This shows that values are dynamic. While some are fundamental in all societies; others are specific in some societies. That is why the African Leadership Forum identified some values that are specific to Nigerians which need to be instilled into the younger ones. These values include love and protection of the family name, filial piety, honour and respect for parents and all elders, attachment to and appreciation of one's native dialect, respect for hard work and productivity, truthfulness and honesty, respect for sanity of life, hospitality and respect for leadership and authority. Bolarin (2004) expatiated that value is the worth, merit or esteem that a person gives to other person, objects or an idea. This shows that value is the worth of a thing, object or an idea. Noah (2003) opined that values are the building blocks of the society. If the society's value system is porous, there is bound to be chaos and strife among the people. Invariably one sees that values are general guides to behaviour which give direction to life. According to Anikpo, Mohammed, Ezegbe, Salau, & Okunamiri (2012), social values include honesty, discipline, integrity, commitment, dedication, punctuality, regularity, consistency, diligence, transparency, efficiency, leisure, service and civility while negative behaviours include dishonesty, corruption, insults, stealing, sexual offences, suicide, drug abuse, assault and insult, drug and human trafficking and examination malpractice among others.

It is important for teachers (facilitators) to always help learners to develop skills, methods and processes for analysing, clarifying and assessing their own values rather than teach them a set of pre-determined values. Akinlaye (2003) maintained that value identification technique is the only authentic technique adoptable in connection with academic system. It's used to identify values contained in topics, social events, ceremonies, rituals, taboos and customs that may be used or adapted in connection with other units at all levels of classroom instruction. This technique begins with learners identifying events or facts and the main reasons for the events/topics under study. The analysis may become personalized by carrying out two steps which call for learners to state what would have been done and to infer the values behind the positions they have taken. The facilitator or teacher can use a variety of teaching materials to make learners practice using the steps in the model.

Descriptive curriculum content in literatures, arts, games, role playing, open-ended stories in story books, folktales, pictures, cartoons, picture sketches with or without captions, newspaper stories and protest cards among others are some of the materials used to help learners to deal reflectively with values identification. The procedure of this strategy takes some basic steps under the guidance of a teacher. The technique has five basic steps for classroom activities as adapted from Akinlaye (2003) to include:

Step 1: Teacher selects a special event, topic, picture sketch with or without caption etc. in the level social studies syllabus. He/she presents the event clearly to the class and then clarifies the facts about the event to the class.

Step II: Teacher guides the learners to clarify facts about the event. He/she then stimulates the learners by asking what actually happened. What are the facts about the event? Etc.

Step III: The teacher guides learners to identify the main reasons for the event. He/she asks motivating questions: why did it happen? What are the main reasons implied about the event? And so on.

Step IV: The teacher leads the pupils to infer values from reasons given by them through the following thought provoking questions

such as: What do the reasons imply? How are the reasons important to them?

Step V: Teacher guides the pupils to identify what they would have done if they were involved and to give reasons for their positions. The teacher asks what might have been done in the same situation. Why would they do so among others?

This strategy and materials (teaching aids) are typical examples only. Teachers should think of many other relevant materials that are equally as appropriate and which teach values identification processes. In other for the pupils to identify their values rationally among other alternatives, they should make the pupils to examine and discuss the consequences of each value they identify. What values technique is trying to enforce is that the teacher should help learners to develop skills, methods and processes for analysing, clarifying and assessing their own values rather than teach them a set of determined values.

Cooperative or collaborative learning is as an approach used in converting classroom activities into social learning experience (Braimoh, 2012). In this type of learning experience, pupils are advised to work in groups to complete whatever task given to them. The implication is that everyone succeeds when the group succeeds. Collaborative learning could be formal, informal and grouped based. It becomes formal when the group is structured, facilitated and monitored by the educator over time and used to achieve group goals (e.g. completing a task). Any course material or assignment can be adapted to this type of learning and groups can vary from 2-6 people with discussion lasting from a few minutes up to a period. Formal cooperative learning includes assignments that involve group problem solving and decision making, laboratory experiments and peer review work. Organizing experiments and developing skills with this type of learning often facilitate informal and base learning (Braimoh, 2012). Informal cooperative learning is often undertaken when group learning is aligned with passive teaching by drawing attention to material through small groups throughout the lesson or by discussion at the end of the lesson and typically involves groups

of two (e.g. turn-to-your-partner discussion). These groups are often temporary and can change from lesson to lesson (very much unlike formal learning where the students may be laboratory partner throughout the term and contributing to one another's knowledge of science).

Group cooperative learning includes a learning experience that is more suitable in the higher institution. The peer groups gather over a long term (e.g. over the course of a year, or of several years such as in high school or post secondary studies) to develop and contribute to one another's knowledge mastery on a topic by encouraging one another and supporting the academic and personal success of group members. It establishes the spirit of caring, support and peer relationship which in turn motivates and strengthens students' commitment to the groups' education while increasing self-esteem and self worth. It is effective for both individual learning and as well a social support.

Cooperative or collaborative learning is often characterized with certain merits which include its ability to inform learners of their achievement, it can equally be used effectively for all ability levels, very effective for all ethnic groups, it allows for learner-learner assessment since they are working in groups, and increases self esteem and self concept among others. Sharan (2010) maintained that cooperative learning is a threat to learning, in that, it is continually changing. There is the possibility that teachers may become confused and lack complete understanding of the method. Teachers using cooperative learning may also be challenged with resistance and hostility from pupils who believed that they are being held back by their slower teammates or by pupils who are less confident and feel that they are being ignored by their team.

Social Studies (by its objectives, nature and scope) is a curricular area through which some of the national objectives of the country can be achieved. During its inception, it was hoped that the subject would help to build a united, strong and egalitarian society. Social studies as a discipline, if properly planned and effectively delivered, would help to solve some of the plethora of problems that are facing developing nations like Nigeria. If the subject hoped to be used as a channel to achieve educational

objectives of the country in particular and the national objectives in general, there is therefore, the need to ensure its effective teaching and learning right from the primary school level.

The aims and objectives of Social Studies are different from one country to the other. This is so because of the variations in human needs, problems and environments. In formulating the goals and objectives of Social Studies in any society therefore, its curriculum planners and educators need to recognize the underlying economic, political and social circumstances and the environmental milieu of their society and use these as the basis for the formulation of the objectives of their Social Studies.

Considering the very numerous functions performed by Social Studies in the development and growth of man and his environment, one can summarize the aims and objectives of teaching social studies in Nigeria as the one which is designed to promote and transmit cultural heritage, unveil the socio-economic problems of the society (with a view to solving them); a subject targeted towards creating awareness of the past in relation to the present, to develop knowledge and appreciation of civic duties, rights, responsibilities and of the principles governing an ideal and enduring society among others (Sharan, 2010).

The realities of the effects of Social Studies in the society had started to dwindle as values and expectations deemed to be exhibited by its learners are not practiced in the society. Ogundare (2005), Onuoha and Onuoha (2009) claimed that performance of pupils and the manifestation of the tenets of social studies will keep falling as long as necessary techniques needed to impart values expected from learners are not adequately employed. Effective application of the techniques would ensure relatively permanent state of values to be attained. Teachers should adopt appropriate techniques in teaching especially when faced with teaching of core values in social studies to ensure appropriate deliverance of its content.

Braimoh (2012) suggested that collaborative learning, if well maximized, can help in content mastery. This method of learning ensures relatively permanent change in behaviour as a result of the learnt materials. Collaborative learning is capable of improving performance of learners because pupils tend to interact better in

groups of equal learning abilities and the weaknesses of under-achievers are easily unveiled and identified and therefore afford corrective measures to be taken at addressing them by the teacher. Therefore, in the attempt to provide access to alternative effective instructional strategies to teachers, this study tries to experiment on and compare the effectiveness of both value identification technique and collaborative learning strategy on the teaching and learning of value education concepts in social studies.

Despite the introduction of Social Studies into the Nigerian school curriculum for over a decade now and with the acclaimed objectives of the subject, there is no gain saying in the fact that Nigeria is still faced with many challenges that demand surmounting. The increase in social, economic and political vices like robbery, cyber-crimes, cultism, prostitution, lies, disrespect for elders and authorities, insecurity, insincerity, bunkering, destruction of public properties, examination malpractices, communal and inter tribal clashes and killings, destruction of lives and properties among others makes one to wonder if the teaching of Social Studies in Nigeria really holds water. Academically, the subject has also witnessed a fall in pupils' performance as teachers, evaluators, curriculum planners and other stakeholders saddled with the responsibility of providing quality education are at a cross road. These and many more have prompted this study in order to suggest to teachers some alternative strategies for effective inculcation of the Social Studies concepts towards attainment of its inherent purposes. The study focuses on primary school pupils because of the status of that level of education as the foundational basis for other levels and with the hope to catch them young because what learners learn as children remains in their memory for a long time.

### **Purpose of the Study**

This study determined the potency of value identification technique and collaborative learning strategy on Primary School Pupils' learning of value education concepts in Social Studies and specifically it hopes to:



- i. determine the effect of value identification technique on Primary School Pupils' learning of value education concepts in Social Studies.
- ii. determine how collaborative learning can influence Primary School Pupils' learning of value education concepts in Social Studies and
- iii. compare the effects of both strategies on pupils' learning of value education concepts in Social Studies.

### **Hypotheses**

Three null hypotheses were formulated to guide the study. They include:

- Ho1: There is no significant effect of value identification technique on primary school pupils' learning of value education concepts in Social Studies.
- Ho2: There is no significant effect of collaborative learning strategy on primary school pupils' learning of value education concepts in Social Studies.
- Ho3: There is no significant difference in the effects of value identification technique and collaborative learning strategy on pupils' learning of value education concepts in Social Studies.

### **Methodology**

The study is a Pre-test post-test experimental controlled group research type with a target population of all primary five pupils in public primary schools in Lagos State from which four schools were randomly selected in Alimosho Local Government Area of Lagos State which was also randomly selected out of the twenty local government areas in the state. Twenty Pupils in Basic 5 were sampled through simple random sampling technique in each of the four schools to afford every student an equal opportunity of being sampled for the study. The samples were grouped into two groups through randomisation. The groups were statistically equivalent since subjects were assigned at random and consequently

extraneous variables like history, maturation and regression were all controlled. A total of 80 pupils were sampled for the study.

Three instruments were used comprising of one treatment Package on each of Value Identification Technique (VIT), Collaborative Learning Strategy (CLS) and a 20 item Multiple Choice Test on selected value education concepts from Basic 5 Social Studies curriculum. The packages have 20 items each designed along a 3-point scale type ranging from strongly agree, agree and disagree. The multiple choice test was used as a measure to generate data on the pupils' academic achievement level. The instruments were validated by experts in Early Childhood Education and Educational Measurement and Evaluation. The final drafts of the instruments were pilot tested on an equivalent sample of ten pupils outside the sample for the main study. The Crombach Alpha measurement of internal consistency was used to determine the reliability of the instruments which were established at 0.79, 0.81 and 0.87 respectively. Ethical consideration was also adhered to in the study. The data obtained was analysed with the Analysis of Co-Variance (ANCOVA) and t-test statistics while the hypotheses were tested at 0.05 level of significance.

## **Results**

**Ho<sub>1</sub>:** There is no significant effect of value identification technique on primary school pupils' learning of value education concepts in Social Studies.

**Table1: Analysis of effect of treatment (value identification technique) on primary school pupils' performance in Social Studies.**

Source	Type III sum of square	Df	Means Square	F	Sig
Corrected model	6543.654 <sup>a</sup>	15	436.244	53.546	0.000
Intercept	202.876	1	202.876	24.526	0.000
Pre-Test	137.041	1	137.041	28.827	0.000
Post-Test	675.654	2	337.827	54.770	0.000
Value Identification Technique	213.093	2	106.54	5.05	0.005
Value Identification Technique* Pupils' Performance*	3.963	1	3.963	3.43	0.000*
Error	898.150	77	11.664		
Total	82607.000	80			
Corrected Total	6149.992	79			

The analysis in table 1 shows a significant effect of value identification technique on pupils' performance in Social Studies ( $F_{(1, 80)} = 3.43$ ,  $P < 0.05$ ). This, by extension, implies that the null hypothesis is rejected and the alternative hypothesis is upheld. Therefore, there is a significant effect of value identification technique on pupils' performance in Social Studies.

**Ho<sub>2</sub>:** There is no significant effect of collaborative learning strategy on primary school pupils' learning of value education concepts in Social Studies.

**Table 2: Analysis of effect of Collaborative learning method on primary school pupils' performance in Social Studies**

Source	Type III sum of square	df	Means Square	F	Sig
Corrected model	4232.844 <sup>a</sup>	15	282.1896	40.542	0.000
Intercept	184.804	1	184.804	24.526	0.000
Pre-Test	132.863	1	132.863	25.827	0.000
Post-Test	345.431	1	345.431	33.432	0.038
Collaborative Learning Technique	435.543	2	217.77	54.770	0.000
Collaborative Learning* Pupils' Performance*	653.654	2	217.88	55.304	0.007*
Error	675.654	77	8.774		
Total	67864.432	80			
Corrected Total	6149.992	79			

The analysis in table 2 shows a significant effect of collaborative learning approach on Pupils' Performance in Social Studies ( $F_{(2,80)} = 55.304$ ,  $P < 0.05$ ). The null hypothesis previously formulated was therefore rejected while the alternative hypothesis was upheld. Hence, there is a significant effect of collaborative learning on pupils' performance in Social Studies.

**Ho<sub>3</sub>:** There is no significant difference in the effects of value identification technique and collaborative learning strategy on pupils' learning of (academic achievement in) value education concepts in Social Studies.

**Table 3: Comparison of Mean Scores of pupils in value identification technique and collaborative learning strategy**

Technique	N	Total Score	Mean Score	SD	Mini-mum	Maxi-mum	"t" Call	"t" Tab	D/F	L/S	Decision
Value Identification	40	690	17.25	35.6	6	18	2.3	1.99	78	0.05	Significant
Collaborative Learning	40	590	14.75	11.12	12	16					

The analysis in table 3 shows the comparison of pupils' mean scores in the two instructional techniques. The analysis shows a significant difference in the mean scores of the learners since the calculated "t" was 2.3 while the critical value was 1.99 at 0.05 level of significance.

### **Discussions**

The study compares the effects of two principal methods of teaching value education concepts in social studies. Three hypotheses were tested in the study. Finding from the analysis of data on hypothesis 1 shows a significant effect of value identification technique on pupils' performance in Social Studies value education concepts ( $F_{(1, 80)} = 3.43, P < 0.05$ ). This finding conforms with Ogundare (2005) as well as Onuoha and Onuoha (2000) who claimed that performance of pupils will keep falling as long as necessary techniques needed to impart values expected from learners are not employed. Effective application of value clarification technique would induce relatively permanent inculcation of knowledge and subsequent acquisition of values by learners. Through the adoption of this technique in teaching related concepts in Social Studies, prompt identification of values would be aided. The most frequently used strategy for teaching values or moral education in the school according to Akinlaye (2003) is the indoctrination of values that are considered "right" by adults. Teachers using this method assume that adults know what "correct" values are for all the times and for learners from all cultural and ethnic groups. Values such as love, justice, truth, honesty, freedom, co-operation, etc are taught through moonlight fairy tales, folktales, local legendary heroes, rituals, patriotic jingles, anthems and songs and a number of story books and pictures of past historic and political figures.

Akinlaye (2003) however, opines that the teacher's role is to help learners to develop the skill, method and process for analysing, clarifying and assessing their own values rather than teaching them a set of predetermined values. The approach to identifying values contained in curriculum topics or social events, ceremonies, rituals, taboos and customs may be used or connected with other units during classroom instruction. They may begin by first identifying

the events or facts and the main reason for the event under study. Then they will infer the values from the stated reasons. If personalised, pupils may be made to explain what they would have done in a given situation and to infer the value behind the position they have taken. This is the approach to teaching values through value identification rather than indoctrination of already held values. To make intelligent decisions, learners as (future) social actors must have knowledge, must be able to identify and clarify their values and relate them to the knowledge they have already derived. This valuing component is very important in decision making process. Pupils are faced with an infinite number of value alternatives from which they must choose, many of which are contradictory. If teachers and adults force values on learners (through indoctrination), they may not prize such values and the forced standards will have little or no influence on their behaviour when they are out of the presence of the authorities. Hence, the teacher's duty is to help the learners to develop a process for clarifying and examining their own values rather than teaching them a set of predetermined values.

The result from the test of hypothesis two also shows a significant effect of collaborative learning approach on pupils' performance in Social Studies value education concepts ( $F_{(2, 80)} = 55.304, P < 0.05$ ). This result is in consonance with Braimoh (2012) who reiterated that collaborative learning, if well maximized would help in content mastery of the subjects. This method of learning ensures relatively permanent change in behaviour as learnt material is a function of the group members' ability and not through indoctrination by some external forces. So content learnt in a group would definitely be attributed to unique traits inherent in members of that group. Collaborative learning improves performance of learners because pupils tend to interact better if pupils with equal learning abilities are grouped together; the weaknesses of under-achievers are also easily unveiled and identified. These therefore afford corrective measures to be taken at addressing their problems by the teacher (Sharan 2010). If the collaborative learning style is well organised, coordinated and related to classroom situations especially in teaching social studies concepts, it would bring about a positive significant change in pupils' achievement.

The analysis of hypothesis three exposes the difference in the effects of both techniques (value identification and collaborative learning) on pupils' academic achievement in favour of value identification with a mean score of 17.25 against 14.75 of collaborative learning strategy. The difference in the mean scores was also found to be significant when tested with the student t-test (table 3). This success of value identification technique over collaborative learning have been identified by Akinlaye (2003) when he opined that this technique (value identification) is the only approach to values education in social studies that is educationally sound hence, teachers should help students to develop the skills, methods and processes for analysing, clarifying, and assessing their own values rather than teaching them a set of pre-determined values. He further suggested that teachers may help the students to begin with identifying events or facts and the main reasons for the event or topic under study and then infer values from the stated reasons; to state what should have been done and to infer the values behind the position they have taken. This will enable them make rational decisions about the values chosen. The method helps students to use rational analytical processes in inter-relating and conceptualising their values. For instance, on their personally identified values in related topics, they can make decisions such as: "I'd rather be punished than to tell lies"; "My career first, then marriage"; "Either a boy or girl, a child is a child"; "Make love and not war"; "I'll rather be a builder than a destroyer" etc.

### **Conclusion**

From the findings of the study, it could be concluded that value identification and collaborative learning techniques to a large extent, positively influence pupils' performance in learning value education concepts in Social Studies especially at the Primary school level and that both value identification and collaborative learning techniques are appropriate methods for Social Studies instruction. Moreover, value identification could be more effective in teaching value education concepts in Social Studies than collaborative learning technique.

### Recommendations

On the basis of the findings, it is then recommended that teachers should assist learners to always identify the values to be acquired rather than forcing learners to adopt hard held values. Teachers could also adopt collaborative learning technique to teach when learners of equal abilities are grouped together for interactive instruction. Teachers of primary school Social Studies should always strongly emphasis the affective (behavioural) aspects of the subject in their lessons since values education falls within the affective domain which is the major interest of Social Studies.

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