

---

---

## CONSTRAINTS IN TEACHING AND LEARNING OF VALUES IN NIGERIAN SCHOOL

---

Latifat Apeke **SAKA**

Department of Social Studies, Michael Otedola  
College of Primary Education,  
Noforija-Epe, Lagos State, Nigeria.

---

---

### **Abstract**

*This paper reports the major and minor constraints to teaching and learning of values in Nigerian schools as provided by a sample of 79 teachers drawn from public tertiary, secondary and primary educational institutions. The constraints were classified into major and minor constraints based on the rating of their level of seriousness by the respondents. Constraints rated below 50% were rated minor. It was convenient sampling. The respondents were not of equal characteristics because they were randomly choosing by convenience. They responded to online questionnaire which asked them to rate the level of seriousness of the constraints to teaching and learning of values on a scale that ranges from "very serious, serious, fairly serious, mild, very mild to nil. Findings show that all identified constraints are on the high level of seriousness to teaching and learning of values. The study also revealed that by categorization, societal constraints contribute most with 94.31 degree, closely followed by school and teacher constraints. It is recommended that teachers and administrators need to function as role models and show the youth the true values. There should be value re-*

*orientation; the society should try to find solution to areas of value conflict.*

**Keywords:** *Values, Constraint, Curriculum, Teacher, Society, Evaluation*

### **Introduction**

Values are inculcated to the young, old and immigrants by many agents of socialization. Among these agents are home, school, church, mosque, peer group, market and so on. The school, by virtue of its well organized and standardized environment, promotes the teaching and learning of values. The school curriculum is developed based on categories and levels of education. It is the school curriculum that education uses as the medium by which people are prepared for the creation of their own particular civilization, and the advancement and glory of their own race (Akomolafe, 2018). This is why Abah (2017) said education is necessary for people to train their mind and interact well and solve life problems. The school is a specialized agency set up by society to facilitate acquisition of experience by the child by making the process of learning faster and thorough (Adeleye, 2017). The school is not only a part of the community; it is in itself, a mini-community in which the child is to experience group-living and co-operative learning activity. The school cannot directly change society, but it can reform it by equipping the children with social intelligence, and by holding up the ideas of the life in that society. It is in the school that teaching as a systematic presentation of facts, ideas, skills, values and techniques takes place (Fan, Monday & Bawa, 2015).

With particular reference to values, The Guide (2008) stated that the quality of instruction at all levels has to be oriented towards inculcating the following values: Respect for the worth and dignity of the individual; Faith in man's ability to make rational decisions; Moral and spiritual principle in inter-personal and human relations; Shared responsibility for the common good of society; Promotion of the physical, emotional and psychological development of all children; and Acquisition of competencies necessary for self-reliance.

The Nigerian National Policy on Education puts the teaching and learning of values as one of the cardinal objectives of education. The four Objectives of Education according to National Policy on Education are: the inculcation of national consciousness and national unity, the inculcation of the right type of values and attitudes for the survival of the individual and the society, the training of the mind in the understanding of the world around and, development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society (NPE, 2014). In addition, all those activities that are good, useful and valuable from educational point of view are considered as educational values. Generally, education has its aims to modify the nature of the and not merely to supply a certain amount of knowledge (Berkowitz, 2011). Bihatt (2019) in her opinion said education system of any country is expected to prepare the following generation to adapt better in the dynamic society and prepare students to differentiate between dos and don'ts at all stages of life.

Values are principles of life, which are conducive to one's physical, social and mental health. Inculcation of desirable values is felt necessary through the education and for this purpose teachers, the educational institutions and society in general should be prepared. In Nigeria, values to be taught are contained in the National Values curriculum of Basic Education. Prominent among them are: honesty, truthfulness, hard work, obedience, respect etc. (NERDC, 2012). In India, Maharashtra State has adopted the following values to be inculcated among the students through education. These are punctuality, neatness, scientific attitude, dignity of labour, sportsmanship, equality, brotherhood, patriotism, secularism, cooperation, tolerance, respect for elder, non-violence, national integrity and so on. All these are categorized as main objectives of values education. Also, stated are the following objectives of value education: To understand the relationship between education and values, to appreciate the need for value education, to understand the objectives of value education in schools, to identify the different sources of value education, to understand different approaches to value education and to plan different learning

experiences for children to develop values among themselves (Piyasa, 2020). This is why Hill (2005) defined values as priorities individuals and societies attach to certain beliefs, experiences and objects in deciding how they shall live and what they shall treasure. What Oparinde and Abdsalam (2018) identified as positive values are in agreement with the list in Nigeria and India: honesty, truthfulness, hard work, integrity, love for one another, respect for laws and orders, obedience, trustworthiness and self-faithfulness. They therefore define values as beliefs about what is right and wrong; acceptable societal beliefs that could be cultural, religious and or political which morality defines the state of goodness or badness of an individual in relation to how the individual espouses the approved and acceptable community values.

What then constitutes value education? Ajitoni and Omoniyi (2017) opined values are broad preferences concerning appropriate courses of action or outcome; they are essential building blocks on which an education for a humanistic and international society is built. With this, they boost self esteem both personal and cultural, promote respect and tolerance for others as individuals and as members of ethnic or cultural groups, and create a sense of belongings. Values are not just to be taught to students but to be modeled and imbibed by adults and teachers so that they become part of the character of the individual. The value curriculum promotes a learning environment where values are absorbed progressively and through a variety of activities structured according to the relevance and age of the students. Passing the value message to students will base on teachers' experience and different teaching methods with appropriate and adequate resources materials/aids. Fan *et al*, (2015) and Piyasa, (2020) independently stated that Value education should not be only for the children who are in the school but also for those who are outside the school. Even parents, non-integrates, new-integrates should be involved in the process of value-oriented education. Enu (2011) also opined that values education involves educating for character and for good moral values. This implies that teaching of respect and responsible adult life to the citizens; all these are for good character and moral development and with these essential values, detesting laziness, dignity of labour,

respect for parent/elders, hospitality, public spiritedness, and respect for authority, hard-work, and respect for sanctity of life, honesty and truthfulness which will lead to a healthy nation. Payal-Bedi (2020) said values should be integrated in various aspects of life. It goes without saying that values go a long way in building a person's character. Education without strong character is like a ship without a captain. Good education is inconceivable if it fails to inculcate values which are indispensable for a holistic life. Qualifications and skills are essential in the success of an individual but without values he is incomplete as a person. He probes further that values are virtues that are imbibed by the children from their surroundings, the environment in which they are brought up, the environment in which they live. The people around them play a vital role in leaving an impression on the tender minds of these young individuals. With the increasing trend of nuclear families, parents working round the clock, absence of grandparents and elderly in the family, children end up spending a lot of time with housemaids and caretakers.

In the school, regular subjects of the school curriculum are the first source of value education. Subjects like science, mathematics, Social Studies, history, civics, literature; religion etc has certain values in itself and will develop some sort of values among the students. Also co-curricular activities develop some values in school children with its multifarious programmes, which are not only confined with education and instruction, but also provide young pupils with opportunities for self-expression and self-fulfillment. School environment provides some sort of values among the students. The personal examples, hard work of teachers, the ideals of teachers help the students to acquire right values in life. (Payal-Bedi, 2020).

Examples of values education from around the world show that Indian Government currently promotes values education in its schools. The Ministry of Human Resource Development has taken strong step to introduce values among schools and teachers training centers. <https://en.m.wikipedia.org/wiki/va>. In Japan, elementary school and middle school students from first to grades are being taught the importance of life, to listen to others with different

opinions, to be fair respect their country and learn about foreign cultures. Values education is a part of Swedish schools. Values education and schools democracy often appeared to be reduced to traditional disciplining with high focus on rules and regulations (Thornberg, 2009). Since 1988, the British government, although not recognizing or calling it values education has promoted and respected values in the guise of spiritual, moral, social and cultural development (SMSCD) leaving the initiative to individual schools to decide how values education standards should be met (The standard site, Wikipedia).

Recent studies on values and values education have touched on some aspects of the subject. For example, Ogundare (2005) studied the performance of primary six pupils in some social values and deduced some implications for values education. Using teachers' classroom observations that spanned six weeks, the study found that pupils were good teamwork, honesty and friendliness. Danladi (2010) based his study on Community Values. He addressed the place of community values in Social Studies as basic tools for economic securing in Nigeria. The author agreed that Social Studies focuses on human attitudes; values; and skills that guarantee human security. His study informs the recommendation that formation of cooperation teams to promote economic empowerment and community spirit for economic securing. Matt (2013) tangentially touched on constraints to values teaching. He studied why the teaching of values in school is necessary but still not sufficient. His findings revealed that values education as taught in schools has a grounding problem—it cannot point to a sufficient basis for validation. He concluded that Values Education is too individualistic, relativistic, and ultimately subversive of a serious moral commitment. The author argues that a sufficient case can be made for the explicit teaching of values but only on a theistic foundation. The discussion concludes that ultimately the most defensible grounding for values education is in the narrative given to humans by a transcendent being (in the Christian tradition, God). Solomon and Alhassan (2017) also examined lecturers' and students' views on the need for teaching of values education. They raised the query that while values education helps students to use both rational

thinking and emotional awareness to examine personal behavior patterns and clarify their values, how do students and lecturers see the need for teaching values education? Fifty lecturers and 150 students from two colleges of education responded to a questionnaire. From the study, lecturers' attitude towards the teaching of values education in schools was more encouraging than that of the students. While some elements of values education can be acquired incidentally in school, there should be conscious effort to teach values in our schools. Their study did not touch constraints in teaching and learning of values rather the authors examined lecturers' and students' views on the need for teaching of values education. Dovie (2018) in his study investigated the extent to which research supported value education strategies are implemented as well as the degree of internalization of these values among public secondary school students in Abia state. The findings revealed that out of the three values assessed for their internalization only one seemed effective with the current method. It was recommended that there should be a complete overhaul of the strategy of implementation of value education in order to achieve the desire objectives of the students. The teachers should therefore be made to attend workshops where these strategies would be available to them. The above studies opened a gap in teaching values in schools which is the constraints in teaching and learning of values in Nigerian schools, hence, this study.

### **Objectives of the Study**

The specific objectives of this study are to;

1. identify the major and minor constraints to the teaching and learning of values.
2. determine the relative proportions of;
  - a. societal constraints
  - b. school and teacher constraints
  - c. curriculum definition constraints and
  - d. students' and evaluation constraint in the teaching and learning of values.

**Research Questions**

- i. What are the major and minor constraints to the teaching and learning of values?
- ii. What is the relative proportion of each category of the constraints towards the entire constraints of teaching and learning of values?

**Methods**

The design was sample survey. It was a non-probability sampling, with the option of purposive and convenience type. Participants were professional teachers who were available online during COVID19 lockdown. They were 79 teachers drawn from public tertiary institutions, public secondary and primary schools. Their distributions by characteristic show some variation and give us wide spectrum of teachers who have information or experience about constraints in teaching of values. In qualification sixteen (20.3%) were PhD holders, forty-four (55.7%) with M.Ed, eighteen (22.8%) with B.Ed while the remaining one (1.3%) was NCE holder. In teaching experience, sixteen of the respondents are within 1-7 years (20.3%); twenty-seven of them are within 8-14 years (34.2%); eleven of them are within 15-21 years (13.9%); while twenty-five are with 22 years and above (31.6%). The respondents' level of teaching experience shows that most of them are teaching in tertiary institutions, that is, fifty-two (65.8%) while only 5 (6.3%) of them are teaching in primary schools. Under subject taught, forty-two of them are in social sciences (53.2%), followed by Arts with twenty (25.3%), and sciences with seventeen (21.5%).

They responded to an online questionnaire which was divided into two sections: section A consists of respondents personal data such as sex, qualification, teaching experience, level of teaching and subject taught. Section B consists of four sub-groups of constraints to teaching and learning of values in which each group has five items making a total of twenty items. The first category, 1-5 items, was based on 'societal constraints' followed by 'school and teacher constraints' (6-10). The third category was 'student and evaluation constraints' (11-15), and last group was 'curriculum definition constraints' (16-20). The respondents rated the level of



seriousness of the constraints to teaching and learning of values on a scale that ranges from *very serious*, *serious*, *fairly serious*, *mild*, *very mild* to *nil*. The questionnaire was vetted for content validity by two senior colleagues. After administering the questionnaire online on different platforms, the spreadsheet was later analyzed to determine the descriptive and inferential statistics. The items were adapted from Hill (2005) work, titled *Values Education in Schools: Issues and Challenges*

### Results

*Research Question 1: What are the major and minor constraints to the teaching and learning of values?*

Constraints to the teaching of values are put into four groups: namely societal constraints, school and teacher constraints, students and evaluation constraints, and curriculum definition constraints. Each group has five items of the constraints. Respondents rated the level of seriousness based on the scale provided. The mean score shows that the higher the mean, the higher the level of seriousness. The highest mean score from this table is 3.78 while the lowest is 3.55. Responses to each group are now presented in the tables 1a to 1d below:-

**Table 1a: Level of Seriousness of Societal Constraints**  
**N= 79**

<b>Societal Constraints</b>	<b>Mean</b>	<b>SD</b>
Complexities of seeing values as the priorities individuals and societies attach to certain beliefs, experiences, and objects, in deciding how they shall live and what they shall treasure.	3.78	1.058
Difficulty of living the values of the school outside the school	3.78	1.106
Fear of peer group pressure often prevents students who are actually interested in the material we are teaching from showing it.	3.69	.971
Most school staffs are value pluralistic, and the families of the children they teach even more so	3.59	1.032
Difficulty of not always acting according to what we believe or value	3.55	1.169
Total	18.32	3.410

Table 1a shows the items on societal constraints and how each item was rated by the respondents. From the table “Complexities of seeing values as the priorities individuals and societies attach to certain beliefs, experiences and objects, and deciding how they shall live and what they shall treasure/come first in rank with mean score of 3.78 (75.6%). This issue is explainable given the multi-ethnic and multi-religious nature of Nigeria. Values are products of this diversity. “Difficulty of living the values of the school outside the school” ranked next. “Fear of peer group pressure often prevents students who are actually interested in the material we are teaching from showing it” ranked third with 3.69 (73.8%), “Most school staffs are value pluralistic, and the families of the children they teach even more so” came fourth with 3.57 (71.8%). “Difficulty of not always acting according to what we behave or value came last with the mean score of 3.55 (71%). All the items in this group were rated very high by the respondents.

**Table 1b:- Level of seriousness of school and teacher constraints N= 79**

<b>School Teacher Constraints</b>	<b>Mean</b>	<b>SD</b>
Commitment to a value is not merely a socially conditioned habit	3.65	1.075
Teachers and administrators inevitably function as role models, and have little chance of hiding their true values from the people with whom they are so constantly and intensively in contact.	3.63	1.183
Teacher’s difficulty task of enhancing capacities of thinking and feeling in regard to values.	3.58	1.069
There are still many teachers who think their subject area has little to do with values education, and that anyway it’s the responsibility of Social Studies.	3.39	1.265
The affective and volitional dimensions of valuing are difficult to teach and assess	3.28	1.280
<b>Total</b>	<b>17.48</b>	<b>3.682</b>

Table 1b: shows the items of school and teacher constraints and how their levels of seriousness were rated by the respondents. Among the five constraints of school and teacher, “*commitment to a value as not merely a socially conditional habit*” was rated very high with mean score of 3.65 (73%), This is followed by the fact that “*Teachers and administrators inevitably function as role models and have little chance of hiding their true values from the people with whom they are so constantly and intensively in contact*” 3.63(72.6%), Next to it is that of “Teacher’s difficulty task of enhancing capacities of thinking and feeling in regard to values” with mean score of 3.58, Next comes the fact that “There are still many teachers who think their subject areas has little to do with values education, and that anyways it’s the responsibility of social students” with a mean score of 3.39, The issue of affective and volitional dimensions at valuing which are difficult to teach and assess comes next with a mean score of 3.28. These items’ levels of seriousness were very high, considering their percentage 71.6%, 67.8% and 65.6% respectively. This means that the degree of seriousness of the entire school and teacher constraints are very serious.

**Table 1c:- Level of seriousness of students and evaluation N=79**

Constraints	Mean	SD
Ethical issues about the student’s right of choice in regard to values	3.64	1.128
Seeing values from cognitive domain and evaluating it in that way	3.58	1.099
The teaching and evaluation of values in the classroom can be sabotaged by other school practices.	3.55	1.193
Difficulty of developing students’ capacity to empathies with values, and also to evaluate them	3.47	1.125
Within the context of formal testing, teachers are only entitled to test and report on <i>capacity</i> , not <i>commitment</i>	3.28	1.413
Total	17.44	3.940

Table 1c: shows the items of students and evaluation and how their level of seriousness have been rated by the respondents. From the table, all the five items were rated very high starting from the first item which is “Ethical issues about the student’s right of choice in regard to values” with the mean score of 3.64 (72.8%), It is closely followed by “Seeing values from cognitive domain and evaluating it in that way with the mean score of 3.58 (71.6%). Next to this is “the teaching and evaluation of values in the classroom can be sabotaged by other school practices” with 3.55 (71%). “Difficulty of developing students’ capacity to empathies with values, and also to evaluate them, closely followed with a mean score of 3.47 (69.4%). What was rated least in this category is that *within the context of formal testing, teachers are only entitled to test and report on capacity, not commitment* with mean score of 3.28 (64.8%), but still above average as one of the constraints affecting, teaching and learning of values in Nigerian schools.

**Table 1d: Level of seriousness of curriculum definition as constraints N=79**

Constraints	Mean	SD
What kinds of values: moral values, the intellectual, aesthetic, technical, religious and social shall be included?	3.70	1.187
Difficulty of setting a minimalist set of agreements on which to base common action	3.55	1.077
Problem of “bag of virtues” approach (Christianity, Islam, Traditional, Capitalist, Socialist, Moralistic etc).	3.43	1.221
There are still few timetables which allow for the systematic study of logic and values discourse in school.	3.23	1.276
Value teaching develops to a totalistic account to which all participants would be expected to conform. Possibility of dogmatism?	3.19	1.300
Total	16.69	4.582

Table 1d: This table describes five items that shows the constraints that are related to curriculum definition in values education. The level of seriousness of each item was rated very high by the respondents considering the percentage. The item that came

first by ranking is “What kind of values: moral values, intellectual, aesthetic, technical, religious and social? It has a mean score of 3.70 (74%). It is followed by “Difficulty of setting a minimalist set of agreements on which to base common action” with mean score of 3.55 (71%). The third in rank is “Problem of bag of virtues” approach (Christianity, Islam, Traditional, Capitalist, Moralism etc), how do we select? It has a mean score of 3.43 (68. %). The fourth in rank, which was also rated high with mean score of 3.23 (64.6%) is the problem that “There are still few timetables which allow for the systemic study of logic and values discourse in school” while the last in rank and least dreaded is that “Value teaching develops to a totalistic account to which all participants would be expected to conform which may result into dogmatism with mean score of 3.19 (63.8%).

Research Question 2: What is the relative proportion of each group of the constraints towards the entire constraints of teaching and learning of values?

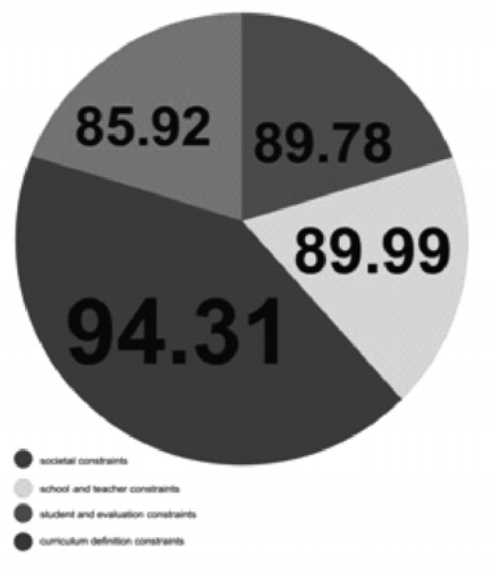


Fig. 1 Relative proportion of each group of the constraints

From the figure, the groups of constraints are not markedly separated in their contributions. However, by proportion of their slices in the pie chart, *societal constraints* contribute most with 94.31 degree. This is closely followed by *school and teacher* which has 89.99 degree. The difference between societal constraints and second constraints (school and teacher) is very marginal. *Student and evaluation* comes third in the contribution with 89.78 degree. The differences among 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> are very marginal. Curriculum definition constraints take fourth position in the contribution with 85.92 degree. Also the difference between 3<sup>rd</sup> and 4<sup>th</sup> of the constraints is very marginal. It can be safely concluded that the four categories of constraints are equally potent to the extent that in addressing the constraints, all the four groups should be equally tackled.

### **Discussion**

The result on general information shows the distribution of the sample by characteristics. The variations give as wide spectrum of teachers who have information or experience about constraints in teaching of values. Constraints to the teaching of values were grouped into four, namely, societal; school and teacher; student and evaluation; and curriculum definition constraints with which each of them having five items. The result of five items on societal constraints shows high level of seriousness to constraints with none less than 70 percent in seriousness. This implies that these are problems mostly affecting effective teaching and learning of values. The gap between what school teaches about values and what students experience at home and their community may largely account for this. Whereas the school condemns corruption, bribery, decency in dressing etc, the opposite are found in the society. The society therefore, needs to adopt method of projecting the national and local heroes in the society and their biography and discussed and highlighted their good and positive action in the society regularly. Teachers in all schools should also cite the Heroes or examples from Nigerian statutes as an example where necessary in the classroom. Value clarification strategy should be adopted in teaching social values.

The result of five items on school and teacher constraints also shows high level of seriousness. The degree of seriousness ranged from 73%, 72.6%, 71.6%, 67.85 to 65.6% . This indicates that teachers in all school levels do contribute to constraints affecting teaching and learning of values. Some teachers by their behaviours and practices negate what they are teaching about values. For instance, a teacher who takes money from students, who comes to class late, who over dresses, who is drunk, who fights colleagues openly are not good examples of values. To find lasting solution to these constraints, the teacher and administrators in the school need to serve as role models and show the youth the true values. Also teachers should adopt different teaching strategies like story telling method, peer reflection, transfer of cognitive knowledge at different levels. The teaching of values should not be classroom based alone. The teacher and the school as a whole should seek to monitor staff' behavior. This is in terms of respect, obedience, honesty, relating with others in the school and the society at large. This may likely correct items 1-5 of school and teacher constraints. The school administrators' should periodically organize training on value and positive attitude for the teachers that can make progress to all the teachers, non-teaching staff and contract workers associated with the school.

The result of the five items in the group of student and evaluation constraints also shows high level of seriousness ranging from 72.8%, 71.6%, 71%, 69.4% to 64.8% . The respondents also rated this group very high because teachers usually base the classroom evaluation only on cognitive domain, teaching values based on theory only, especially in the era of ICT that they can easily see the side effect of wrong act. To tackle these constraints the teacher can adopt teaching strategy such as Learning by doing method.

The results of items 1-5 on curriculum definition constraints equally show high level of seriousness to constraints. All the items contributed negatively to the teaching of values. The common challenges are: what kind of values do curriculum developer add to school curriculum, is it moral, intellectual, aesthetic, technical, religious or social? Considering these, we need to take society as a whole into consideration because what a particular society valued

may be different from others. Teaching of values in schools should also focus on what society considers to be valued or conscious of, this may be socially, politically, economically, religiously and culturally, so that things can work as it is expected. For peace to reign and smooth running of helm of affairs, , there should be a set of goals to conform with.

The result on relative proportion of each group of constraints show that out of four groups, by proportion of their slices in the pie chart, *societal constraints* contribute most with 94.31 degree. This indicates that societal constraints are the most serious constraints on relative contribution considering the constraints categories on major and minor constraints. This means that society at large has a lot to do in putting things right in the society. Therefore, all agents of socialization need to contribute effectively to teaching and learning of values in Nigerian schools. This is followed by *school and teacher constraints* with 89.99 degree, which indicates that school and teacher need to buckle up to fence out any challenges that may serve as a storm to teaching and learning of values in schools. The next group on relative proportion of each group of constraints is *student and evaluation* with 89.78 degree, which needs to be tackled by professional bodies in their seminars and conferences to come with acceptable minimum standards..

### **Recommendations**

Out of the four categories of constrains, societal constraints has the highest level of seriousness, particularly “difficulty of living the values of the school and outside the school” followed by “complexities of seeing values as the priorities in the societal constraints. Generally, the study also shows that in achieving effective teaching and learning of values, there should be value re-orientation, and then society should try to sort out areas of value conflict and arrange for experts in different specialization like sociologist to investigate more on how to resolve these constraints.

The teachers of value education in particular need to function as role models and show the youth the true values. A conference of values education teachers and experts on constraints to teaching and learning of values is essential at this point in time to



intellectualize and find more feasible solution to the constraints, as this study has humbly pointed to the need.

School and educational authorities across board from primary school to university can institute award for the best teacher (s) of the year for their respective institutions, detailing their invitations. Government and Teachers Registration Council should organize workshops on personal and moral values to teaching staff. Similarly professional can organize training workshop on values o teaching and nonteaching staff, emphasize on those that can be regarded as value constraint. School curriculum should be designed in a way that it includes values in all subjects taught from elementary to tertiary instiutions.

## References

- Adeleye, I.O (2017). Pragmatism and its implications on the Teaching and Learning in Nigerian Schools. Research Highlights in Education and Science (Eds) Mustafu Pehlivan Ph.D and Wenxia Wu Ph.D. pp. 3-6 <https://www.isres.org/pragmatism> accessed 12/09/2020.
- Abah S. (2017). The value of education. The Guardian Nigerian News. [ni.guardian.ng/Deu31](http://ni.guardian.ng/Deu31) accessed 07/09/2020.
- Ajitoni, O. S & Omoniyi, T.O (2017). Value Education: Essential Toll for Socio-Political and Economic Development in Nigeria. *Nigerian Journal of Social Studies*.xx (1) .26-27.
- Akomolafe, F. (2018). Linking our Culture to our Educational System. *sahararepoters.com* accessed 06/09/2020.
- Berkowitz, M. W (2011). Values Education and Holistic Learning. *International Journal of Education Research* 50 issue 3, 153-158 accessed 17/08/2020 <https://www.sciencedirect.com>
- Bihatt Kinjal (2019). Imparting value education in schools. Scoo News, changing Teachers lives, everyday, everyway, value education [www.scoonews.com](http://www.scoonews.com) accessed 18/9/2020.
- Danladi, E.N (2010). Community values as basic tools for economic security in Nigeria. *Nigerian Journal Social Studies* xiii (182) 86.

- Dovie, A.N. (2018). Assessment of Value Education Strategies Implementation and Internalization in Secondary Schools in Abia State, Nigeria. *European Journal of Education Studies*, .4, issue 8. Available online: [capub.org.edu](http://capub.org.edu), accessed 28/11/2020.
- Enu, D.B (2011). Re-Engineering Values Education in Nigerian Schools as Catalyst for National Development. *International Education Studies*.4 (1) 147-152 [www.ccsenet.org/ies](http://www.ccsenet.org/ies) accessed 14/09/2020.
- Matt Estherington (2013). Values Education: Why the Teaching of values in schools is necessary, But not sufficient *Journal* [www.researchgate.net/publication](http://www.researchgate.net/publication) accessed 18/9/2020
- Fan, A.F, Monday, U.V and Bawa, Y.J (2015). Towards effective teaching of values in Nigerian schools. *Merit Research Journal of Education and Review*,.3 (10).292-298 [www.meritresearchjournals.org](http://www.meritresearchjournals.org) accessed 14/09/2020.
- Hill, B.V. (2005). Values Education in Schools: Issues and Challenges. *International Journal of Christianity and Education*,.48(3),.1-10 . [journals.sagepub.com](http://journals.sagepub.com) accessed 26/10/2020.
- NPE (2014). National policy on Education. Aims and Objectives of Education on National policy. 6<sup>th</sup> Edition, pp. 2- 3. Available on [Education.gov.ng](http://Education.gov.ng)> 2020/06 Accessed 17/11/2020.
- NEDRC (2012). Religion and National Values. Junior Secondary School Curriculum (JSS 1-3) NERDC printing press, p. 19.
- Ogundare, S.F, (2005). Performance of primary six pupils in social values in school: Implications for values education in Social Studies. *Values Education, Nigerian Academy of Education* Lagos. 314-329
- Oparinde, F.O and Abdulsalam, A.A (2018). Curbing Students' Deviant Behaviour Through The Teaching of Value and Moral Education in Osun State. *Social Science Education Journal* 2 (2) 84.
- Payal Bedi (2020). Value education in schools. The progressive Teacher, *Monthly Resources Magazine to empower school*

educators. [www.progressiveteacher.in/value-education-in-school](http://www.progressiveteacher.in/value-education-in-school) accessed 17/09/2020

Piyasa, M (2020). Value Education: objective, importance and effective management. <https://www.yourarticlelibrary.com/value-education-objective-importance-and-effective-management/> accessed 11/09/2020.

Solomon, A.O and Alhassan, Y.S (2017). Adequacy of the Value Components in UBE, Civic Education Upper-Basic Curriculum for National Security Challenges. *Nigerian Journal of Social Studies* xx (2) 111.

The Guide (2008). The Current Policy on Education in Nigeria. [getguide.blogspot.com](http://getguide.blogspot.com). School of Education. Accessed 17/11/2020. The standards site: social and emotional aspects of learning improving behavior. Improving Learning. ([www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk), [https://en.m.wikipedia.org/wiki/Value\\_Education](https://en.m.wikipedia.org/wiki/Value_Education) accessed 06/09/2020.

Thornberg, R (2009). The moral construction of the good pupil embedded in school rules. Education, *Citizenship and Social Justice* (4) 245-261 [https://en.m.wikipedia.org/wiki/Value\\_Education](https://en.m.wikipedia.org/wiki/Value_Education) accessed 07/09/2020.