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PRE-SERVICE TEACHERS' PERCEPTION OF NATIONAL  
VALUE EDUCATION IN THE CURRICULUM OF BASIC 1-9  
PUPILS IN NIGERIA EDUCATIONAL SYSTEM

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**Abstract**

*This paper examined the pre-service teachers' perception of National Value Education (NVE) in the curriculum of Basic 1-9 pupils in Nigerian educational system. In carrying out the study, simple random sampling technique was used to select 172 Pre-service teachers in social studies from two Colleges of Education in Osun and Ondo states respectively. A four point-likert was used to collect data on the pre-service teachers' perceptions to NVE. The findings of the study suggest that the fusion of social studies; Civic Education and Security Education to NVE did not affect the curriculum of social studies at the Colleges of Education; It was also found that the excision of religious issues from NVE was not seen as being detrimental to the achievement of the purpose of NVE in Basic 1-9. Finally, it was found that rather than posing a threat to Social Studies as a discipline, the introduction of NVE ensured the achievement of Social Studies Education*

**Key words:** *National Value Education, Civic education, Security education, Social studies education and Basic 1-9 Curriculum.*

**Introduction**

Since the introduction of an indigenous National Policy on Education (NPE) in Nigeria in 1977, a number of changes have been made, ostensibly to make the policy more responsive to the needs of the nation in terms of its complex desires for sustainable and integrative national development. National Policy on Education is the national guidelines to effectively administer, manage and implement education at all tiers of government. It is a “statement of intentions, expectations, goals, prescriptions, standards and requirements for quality education delivery in Nigeria” (NPE 2014)

Perhaps, because of the rapid changes brought about by globalisation and development of knowledge economy which has overtaken all other forms of development, fundamental changes in social, economic and political structures, the NPE has to continually change, hence the revisions in 2004, 2007 and 2011. The latest edition, which has come up with revolutionary changes in Basic 1-9 Curriculum is in 2014. In realisation of the increasing number of subjects which pupils would have to undergo in Basic 1-9, it fuses, among others, Basic Technology, Information Technology and Physical and Health Education to Basic Science; Home Economics and Agriculture to Pre-Vocational Studies; Christian Religious Studies/Islamic Studies, Social Studies, Civic Education, Security Education to Religion and National Values Education (RNVE). A unique feature of the Revised NPE is the recognition it has given to Languages (English Studies, One Nigeria Language and French Language) in Basic 1-9 while it makes Arabic optional. It however relegates the position of Christian Religious Studies/Islamic Studies, Social Studies, Civic Education and Security Education to mere topics to be taught under RNVE at the pleasure of teachers who obviously may not be able to master the skills of teaching the new eclectic curriculum offering.

In realisation of this, and due to the agitation of Muslim and Christian Clerics, a modification has been made by National Education Research and Development Council (NERDC) that the religious issues (Islamic Studies and Christian Religious Studies) be taught in specific classes but as a part in RNVE. But in practice, both Islamic Studies and Christian Religious Studies have been

excised from RNVE. What is presently taught is NVE, comprising Social Studies, Civic Education and Security Education (Inyang, 2017, Jaabar and Bichi, 2017).

In the determination of national values in Nigeria, the combination of Social studies and Civic education and Security Education is in order, but the challenge is whether the scheme of work in Terms 1-3 could accommodate all what needs to be taught. Although religious issues appear central to NVE in Nigeria, its excision and subsequent teaching as a separate subject appears not detrimental to it. Religion gives necessary moral and spiritual bases to NV because religion come with value system, moral compass and direction (Mohamed, 2014). Also, religions teach salient values for the inculcation of characters, values and norms for national development (Kukah, 2004). However, those gaps may be filled by Civics Education, a component of NV.

Social Studies is one of the disciplines combined to arrive at NVE. However, with the excision of Religious Studies from NVE, the other components are within the social studies curriculum as taught in Colleges of Education and Faculties of Education in Nigerian Universities. Civic Education, Security Education, Peace and Conflict Education, Citizenship Education, Political Education, Environmental Education and Gender Education which are central to Social Studies Education (Fageyinbo, 2004, Fadeyiye, 2005, and Okunloye & Olokooba, 2017). Over the years, the Nigerian Journal of Social Studies have been promoting research in all those areas to develop the capacity of Social Studies teachers; (Onuoha, 2011; Ojobo, 2011 and Meizeobi 2011), among others.

Social Studies as a discipline is focused on the holistic study of man in various social roles, positions and interactions either as an individual, member of a group and in group relations. It is a dynamic and integrated discipline, with a curriculum tailored towards addressing problems of multi-ethnic, multi-cultural and religious diverse Nigeria, replete with almost irreconcilable worldviews (Fageyinbo, 2004, Adetoro, 2004; Pauley, 2011; Adediran and Olugbuyi, 2012). Highlighting the challenges of nation building, Ileim (1988), cited in Pauley (2011), argued that the challenges of nation building is a universal phenomenon of big countries which

have history of artificial creation, the like of which Nigeria had as a result of British Amalgamation of 1914. Hence, national integration, is a critical problem which has engaged the attention of curriculum developers in social studies because of its relevance to nation building. National integration according to Chapter II, section 15 (3)(4) of the 1999 Constitution of the Federal Republic of Nigeria, centres on the resolution of specific problems in nation-building by creating a sense of nationhood and eschew parochial ethnic loyalties. Fostering national integration ensures inclusiveness, acceptance and tolerance of others, develop stronger capacity and willpower to confront and defeat external aggressors, harnessing abundant national resources for growth and leveraging on the national size for economic prosperity. No wonder Ajayi (1982; 12) submitted that:

*the problems of national integration in Nigeria stares us in the face all the time and no one can argue that we ignore them. But they are problems which require long term solution and yet we deal with them on an ad-hoc basis, without a consistent or coherent policy or ideology.*

The central question is why, despite the vast human and national resources, Nigeria is still unable to overcome the ever-threatening problems of nation-building? A number of factors appears to be responsible. Nigeria has battled for long with sense of national identity, national value orientation and patriotism (Baffoe, 2005). Divisive tendencies of ethnocentrism, religious intolerance, political violence, lack of inclusive social integration and unimpressive access to democratic participation by at-risk population, such as women, children; certain religious groups, especially in areas dominated by either Islam or Christianity (Zegate, 2011).

The focus of this study is the implication of the removal of religious issues from NVE in Nigeria would have on curriculum building in social studies. The NPE (2013) clearly stipulated that Islamic Religious Studies and Christian Religious Studies be taught as separate subjects, indicating that although being part of NVE, its curricula are to develop along separate lines. This has implication for curriculum development in social studies which covers all the

core mandates of NVE. Frequent policy changes in education in recent years had not been beneficial to curriculum building, especially in a dynamic subject such as Social Studies. Much works had been conducted to examine this phenomenon and its implications on national values education. However, few studies have been specifically conducted on the introduction of National Values Education as an eclectic subject combining Social Studies, Civic Education and Security Education, hence this study.

### **Purpose of this Study**

This study was conducted to examine the attitudes of pre-service teachers to the introduction of National Values Education into the Basic 1-9 Curriculum in Nigeria by the 2014 National Policy on Education. The specific objectives of the study are to:

- (i) Assess the effect of the combination of Civic Education, Security Education and Social Studies in Basic 1-9 on the training of pre-service teachers in Social Studies.
- (ii) Find out the influence of the excision of religious studies on the implementation of NVE curriculum
- (iii) Determine the effect of combination of Civic Education, Security Education and Social Studies on the achievements of social Studies objectives.

### **Research Questions**

The following research questions were raised for the study:

- (i) To what extent can the combination of Civic Education, Security Education and Social Studies in the PVE in Basic 1-9 affect the training of pre-service teachers in Social Studies?
- (ii) To what extent would the implementation of NVE curriculum be influenced with the excision of religious issues?
- (iii) To what extent would the combination of the Civic Education, Security Education and Social Studies affect the achievement of Social Studies education objectives?

**Methods**

The study is a descriptive survey research. The survey design was adopted to examine the perceptions of the pre-service teachers in social studies departments of Colleges of Education in Southwest, Nigeria. The pluralism of the study consisted all students offering social studies combinations in the 10 public Colleges of Education in Southwest Nigeria, comprising Lagos, Ogun, Oyo, Ondo, Osun and Ekiti States. Osun State College of Education, Ila-Orangun and Adeyemi College of Education were purposively selected for the study, while a stratified random sampling was used to select 172 out of a total of 397 NCE II students offering Social Studies combination in the two instructions. The rationale for the choice of NCE II was to ensure that the pre-service teachers used in the study had spent a year in the teacher training programmes while NCE III were not used because of their workload and the expansive teaching practice programmes.

The researcher designed an instrument for the study, namely: Pre-Service Teachers' Perceptions of National Value Education Curriculum (PTPNVE) which was scored in four point likert method with a mean criterion of 2.50. The validation of the instrument was done by the experts in curriculum studies at the Osun State College of Education, Ila-Orangun the coefficient reliability of the instrument was 0.78. The instrument was administered through the help of research assistants. The respondents completed the questionnaire in their respective colleges and the responses were collected immediately.

**Results**

**Research Question 1:** To what extent can the combination of Civic Education, Security Education and Social Studies in the PVE in Basic 1-9 affect the curriculum of pre-service teachers in Social Studies education?

**Table 1: Pre-Service Teachers' Perception of the Combination of Civic Education, Security Education and Social Studies in NVE Curriculum**

S/N	Items	Mean Weight	Rank
1.	Civic education is already part of social studies curriculum	3.45	1st
2.	Security education effectively be taught by Social Studies teachers	3.24	2nd
3.	Objectives of Social Studies can be met with new NVE curriculum	2.76	3rd
<b>Grand Mean</b>		<b>3.15</b>	

Result in Table 1 shows the extent to which pre-service teachers perceived the combination of civic education, security education and social studies in National Values Education Curriculum is indicated in the above table. The perception that civic education is already part of the social studied curriculum ranked first, at the mean weight of 3.45; security education can be effectively taught, by social studies teachers has 3.24 mean weight while the perception that objectives of social studies as captured in NPE 2004 could be met by NVE curriculum implementation ranked third with the mean weight of 2.76. However, all the variables identified were significant with the grand mean of 3.15 and since none of them fell below the criterion mean weight of 2.50, the combination of the three subjects into NVE would promote the objectives of nation-building, national identity, social cohesion and value re-orientation for which social studies education was initially introduced.

**Research Question 2:** To what extent will the implementation of the NVE Curriculum be influence with the excision of religious issues in Basic 1-9.

**Table 2: Pre-Service Teachers Views on Implementation of NVE Curriculum on the Excision Religious Issues from NVE Curriculum**

<b>S/N</b>	<b>Item</b>	<b>Mean Weight</b>	<b>Rank</b>
1.	Respect for the worth and dignity of the individual	2.61	5th
2.	Faith in man's ability to make rational decisions	2.72	4th
3.	Moral and spiritual principles in inter-personal and human relations	3.42	2nd
4.	Shared responsibility for the common good of the society	2.51	6th
5.	Promotion of the physical, emotional and psychological development of children	2.83	3rd
6.	Offering of Religious Issues separately would benefit the educational system and the complexity of the nation	3.46	1st
<b>Grand Mean</b>		<b>3.47</b>	

Result in Table 2 showed that the values of education as contained in NPE 2014 would not be negatively affected with the removal of religious issues from NVE curriculum. Rather, the removal and the offerings of Islamic Studies and Christian Religious Studies separately had beneficial effect for the Nigerian educational system. Offering religious studies as separate class subjects ranked first with mean weight of 3.46, the excision would give opportunities to the pupils to develop moral and spiritual principles in interpersonal and human relations ranked second (mean weight: 3.42). While the extent the excision would affect the physical emotional and psychological development of children ranked third. The fourth position (mean weight: 2.72) was for the value of faith in man's ability to make rational decisions. Respect for the worth and dignity of the individual ranked fifth (mean weight: 2.61). The sixth rank is for shared responsibility for the common good of the society (mean weight: 2.51). This result showed that the NVE curriculum would



achieve the value objective but the effect of the removal of religious issues was quite great, but not great enough as to affect the criterion mean weight of 2.50.

In all, the six values of education under NPE 2013 were perceived not to be negatively affected by the removal of religious issues in NVE curriculum in Basic 1-9 with the grand mean of 3.47. None of the values were below the criterion mean weight of 2.50.

**Research Question 3:** To what extent would the combination of Civic Education, Security Education and Social Studies affect the achievement of Social Studies Objectives?

**Table 3: Effects of the Combination of Civic Education, Security Education and Social Studies on the Achievement of Social Studies Objectives.**

S/N	Item	Mean Weight	Rank
1.	Developing ability to adapt to man's environment	3.14	4th
2.	Inculcating national consciousness and national unity	3.03	6th
3.	Becoming good citizens capable of and willing to contribute to the development of the society	2.97	7th
4.	Developing a sympathetic approach for the diversity and interdependency of all members of the local community and the under national and international communities	3.21	2nd
5.	Inculcating the right types of the skills, values and attitudes	3.16	3rd
6.	Developing positive attitude to citizenship and a united Nigeria	3.41	1st
7.	Developing ability to make effective decisions in solving social problems	3.06	5th
8.	Acquiring desire for knowledge, respect for truth, nationality and tolerance	2.91	8th
	<b>Grand Mean</b>	3.11	

Table 3 indicated that the pre-service facility review that the combination of civic education, security education and social studies in NVE would not affect the objectives of social studies in Basic 1-9. The ranking of the objectives showed positive rating and improvement with the combination. The rank score indicated that the objectives of developing positive attitude to citizenship values and a united Nigeria ranked first with mean weight of 3.41; developing sympathetic appreciation for the diversity and interdependence of all citizens ranked second with mean weight of 3.21; inculcating the right types of skills ranked third with mean weight of 3.16 developing ability to adapt to man's environment ranked fourth (mean weight: 3.14) and developing ability to make effective decision in solving social problems with mean weight of 3.06 fifth; inculcating national consciousness and national unity ranked sixth with mean weight of 3.03; becoming good citizens capable of and willing to contribute to the development of the society ranked 7th with the mean weight of 2.97 and acquiring desire for knowledge, respect for truth, nationality and tolerance ranked 8th and last with mean weight of 2.91. The grand mean was 3.11. The implication of these findings is that all the objectives of social studies education could be met with the combination, since no mean weight was below 2.50. It was discovered that the combination of civic education, security education and social studies in the NVE in Basic 1-9 would not negatively affect the curriculum of pre-service teachers in social studies education.

### **Discussions**

This finding was hinged on the existing curriculum of National Commission for Colleges of Education (NCCE) in Nigeria. The NCCE was in charge of teacher preparation for Basic 1-9. The NCCE Minimum Standards for Social Studies affirmed that the curriculum covered civic education (mean weight: 3.54); security education (mean weight 3.24) and the overall comment that the NCCE curriculum was broad enough to prepare teachers to teach NVE in Basic 1-9 (mean weight: 2,76). The implication of the above finding attests to the multidisciplinary approach of social studies education

to the study of man in his environment (Fadeiye, 2005; Meizeobi, 2010; Onuoha, 2011 and Ojobo, 2011 and Meizeobi, 2011).

The findings of this study also showed that the excision of religious issue from the NVE Curriculum in Basic 1-9 would not negatively affect its implementation. All the six items had mean weights above 2.49, with shared responsibility for the common good of the society least with the weight mean of 2.51. The implication of this finding is that objectives of the National Policy on Education 2013 which introduced the NVE as a subject would not be sacrificed by the modification, more importantly that it was the perceptions of the subjects that the religious issue should be handled separately in line with NERDC directive.

The third question considered was the extent to which the combination of civic education, security education and social studies in NVE curriculum in Basic 1-9 would affect the achievement of Social Studies Objectives. The finding indicated that the combination, rather than jeopardising the achievement of the objectives, would improve them because of all the objectives align with NVE Curriculum. The grand mean of 3.11 was attained in the eight items. This finding was corroborated by Onuoha (2011); Ojobo (2011) and Meizeobi (2011) Jekayinfa (2017); and Balogun (2017) which confirmed the multidisciplinary approach of social studies education to learning.

### **Implications of the Findings to the Effective Teaching and Learning of Social Studies**

Social studies is a multidisciplinary subject which covers broad areas of human knowledge. Social studies cannot, therefore, be threatened or extincted by the innovation in the National Policy on Education. This is because man is the subject of social studies education and all aspects of knowledge revolve around man. Social studies education is the only subject which maintains its dynamism despite rapid changes in science, technology and information dissemination (Adebisi, 2012). Its concentric curriculum accommodates, focuses and fully interrogates human problems: hence the challenges of curriculum innovation or change does not appear to threaten its existence. However, with rapid urbanisation, globalisation and

radicalisation of knowledge which are constantly putting existing knowledge into greater challenge and scrutiny, social studies education, to maintain its relevance has to address upcoming challenges in national developments, politics and pedagogy.

The first challenge to social studies education is the rapid policy change in the educational sector. The 2004, 2007, 2011 and 2013 revisions in the National Policy on Education (NPE) has created an impression of the nation with unstable educational policy. This has affected the teaching of many subjects, including social studies education. Were it not for the holistic nature of social studies curriculum, it would have been threatened with extinction. It is suggested that before any future change in NPE, various stakeholders should be involved at the planning stage so as to be able to compare the proposed changes against the benefit expected.

Secondly, various social problems arise daily in the complex Nigerian social environment. These include: insurgency; resurgency; banditry; kidnapping; ritual killings; internet fraud; and a host of others. Pressure groups and agitation keep on springing up which include the EndSARS protest to stop police brutality in October, 2020 which had led to the loss of lives and property; education on the control of COVID – 19 and all other emerging issues. Social studies education should continually be considering these challenges for inclusion in its curriculum for effective nation building.

Another challenge for social studies is in developing teaching methods and resources to that would afford teachers adequate opportunity for developing critical thinking; social studies and facilities to navigate the web of complex multicultural and multireligious nation that Nigeria is (Yussuf, 2017, Adebisi, 2012, Akintola, 2001). Hence, instructional materials and robust teaching methods need to be developed to surmount the integrated nature of social studies education.

### **Conclusion**

Despite the challenges posed to social studies education, its interdisciplinary and integrated nature has contributed largely to its ability to surmount rapid changes in the Nigeria's National Policy on Education. Social studies is central to the transmission of

knowledge, values, culture and customs. It is also central in civic education, political education, security education, peace and conflict education and gender education. Its robust curriculum has made it the most effective means of transmitting culture, values and knowledge in a complex society like Nigeria.

### **Recommendations**

Based on the outcomes of this study, it was recommended that all stakeholders at the Federal, State and Local Government levels must be involved in the formulation of policy changes in education. The current situation in which educational policy is changes in educational policy is susceptible to the whims and caprices of the officials of the Ministry of Education needs to be stopped. As a federal state which provides for education in its concurrent legislative list, it is recommended that proposals as to the changes of curriculum or any policy thereof be undertaken, at state levels to bring education nearer to the people. Teachers and teacher educators need to be subjected to workshops, seminars, opportunities for on - the job and formal schooling to update their knowledge of the curriculum, its implementation and classroom delivery. Current textbooks should be commissioned by the appropriate agencies to cover new areas such as NVE.

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