SOCIAL VALUES AND VALUE EDUCATION: ITS EFFECT ON CHILD BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN LAGOS STATE

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Ganni Kashetu **MAMUDU,** Adeshola Akeem **ALAGBE**
& Sulaimon Babatunde **MUSTAPHA**
*Department of Social Studies, Adeniran Ogunsanya College of
Education, Oto/Ijanikin, Lagos State, Nigeria*

Abstract
This study investigated social values and value education; as its affect child behaviour among secondary school students in Lagos State. The need for our students as leaders of tomorrow, to be responsible members of the society against issues of violence, armed robbers, kidnapping, prostitution including other forms of sexual behaviours prompted the interest of this paper. The objectives were to justify how the teaching of Social Studies have promoted value education among junior secondary school students, and how social values can promote value education among junior secondary school students. The research design adopted was survey descriptive method. Convenience sampling technique was used to select 92 teachers within Lagos Education District V using questionnaire which ranged between 0.727 and 0.930. The response rate was 76.7% and data were analyzed using descriptive and inferential statistics. Data gathered were analyzed with the aid of Statistical Package for the Social Sciences (SPSS) via person Product Moment Correlation (PPMC). The result obtained indicates a significant relationship between Social

Studies and promotion of value education among junior secondary school students with correlation value of 0.820. Results also showed that there was significant relationship between social values and promoted value education among junior secondary school students with correlation value of 0.819. The study therefore, recommended that secondary school teachers who lack competency in teaching Social Studies should be encouraged to upgrade himself/ herself on the teaching subject.

Keywords: *Social Studies, Value education, Society, Violence, Prostitution, kidnapping*

Introduction

The increase of socio-economic and technological changes in recent years have brought along some social problems since values could not be transferred to new generations adequately in many societies. Most of the increasing social problems in society, at home and school are closely related to values. For instance, social violence and intolerance are problems related to those values. It is believed that the most effective way both to avoid and to decrease such problems that ruin the social order is to undergo efficient teaching process of values. Many other instances damaging global and social peace are observed. It is understood that most of the people who are responsible for those instances have not received sufficient teaching on values. Teaching values is the most important item of social control mechanisms. As well as becoming an essential part of social integrity, teaching values is a realistic solution for any existing or potential problems both in social and global scale. However, people understand social values as the wider and non-financial effects of programmes, organizations and projects, especially on the well-being of people and communities (Mulgan, 2010).

Also, Certo and Miller (2008), they stated that social values has little to do with wealth creation but instead with the fulfillment of basic and established needs such as providing physiological and psychological needs. Somefun (2019) opined that there some food, water, shelter, education and medical services to those members of

the society are in need. Moreover, social values as those beliefs and practices that are practiced by any particular society (Anuwuluorah & Asika 2018). The society has a way of forcing the beliefs and practices that are performed either normally by its members or performed whenever the event demands. Therefore, we have festivals games, sports and dances that are peculiar to different societies. Those activities are carried out by the society because they are seen to be necessary (Certo & Miller 2008). Social values especially in African society cannot exactly be separated from religious, moral, political values, and so on. Social values are based by customary laws. It was note4d that they comprise of those traditional carnivals that an individual sees as a necessity for survival (Kagan 2018). The behaviour on attitude cannot be seen on any child in the society. Expect it is on incidental by way of prosperity to react positively or otherwise to some provocation. These prosperities in turn are based upon individual student's values. Social values are idea which help students to tell if a particular or behaviour is good or bad, whether it is desirable or not (Maxwell & Nwagbogwu, 2018).

Value is the attitude-related attribute that are protected upon individuals, objects and situations. Since values, sometimes gives orientation towards a given goal, it can be viewed as motives. Moreover, the transmission of acceptable social values and value education in the society cannot be overemphasized, therefore, through the teaching of Social Studies subjects in schools, students are to encouraged to express their faith and to develop their talents and thus, prepare themselves for useful in living in the society (Jun, Carvalho, & Sinclair 2018).

Some values such as working, producing, and being honest are more important than the others in the social life. Secondly, individuals achieve their desires one by one and one after another. Hence, we can always talk about the hierarchical structure of values such as a pyramidal one. What rest behind an individual's success are not one or two values, but a set of values. Values make a hierarchical form in our cognitive world. Tools values are at the lowest part in the cognitive world. There are higher values on the tools values which also form a kind of hierarchy within it. At the top, there are the ultimate values such as oneness in religion,

democracy in society, monogamy in family, justice in social life all of which interact in a given society (Aydýn, 2011). In almost all societies, higher values are seen as important indicators of that society's continuity and welfare. In the hierarchy of values, high values are important in all fields such as the value called justice applies to all fields such as economy, politics, and family. In this respect, the hierarchy of values must work in cooperation for the good of society.

Values can be categorized in many ways such as by their content (aesthetic, scientific, educational, economic, political, and social values), extensiveness (societal, national and global values) and process (exchange modes) modern and traditional values. Here, we will focus on the categorizations of values on the basis of their extensiveness because of their importance in their dynamic role in society as well as in the world. The word value reflects the importance, worth, desirability and the respect something gets in return (Soykan, 2007). As a sociological concept, values refer to similarities and shared demands. Social values are moral beliefs and principles that are accepted by the majority so as to ensure the continuity of a society. Bodunrin (2009) noted that values are basic beliefs and attitude in a society whether of individual or groups which are considered worthwhile and which serve as guide to choices and behaviour in daily life. Esu (2009) further defined values as ideals that guide or qualify your personal conduct, interaction with others, and involvement in your career. Values help one to and inform one on how he or she can conduct one's life in a meaningful way. On his part, Bolarin (2009) after broad consideration of various definitions of values defined values to mean trait, practices, acts, ideals, beliefs, attitudes, and principles that a group or society considers to be of merit, worthwhile, dear, acceptable and right. From the above, the core values of Nigeria that have been weakened over the years need to be strengthened for obvious national development to be achieved.

The National Economic Empowerment and Development Strategy (NEEDS) described Nigeria as a multi-ethnic society, with a value system that is derived from the diversity of its people, religion and culture. These core values NEEDS identified include respect for

elders, honesty and accountability, co-operation, industry, discipline, self-confidence and moral courage. The above core values are grossly compromised in the present Nigeria socio-economic and political contexts to the extent it this has constituted a serious moral problem. Also, their excessive compromise has manifested in greed, corruption dishonesty, violent crimes, political killings, drug peddling, and so many other anti-social behaviours capable of jeopardizing all sincere efforts directed at stimulating national development. From this weak background, Dike (2005) calls for the strengthening of values education in schools as corruption drives and shapes social values in Nigeria, and for some individuals the quest for easy money is a justification for violating the laws of the land and distorting official policies directed toward national development.

Given this circumstance, the imperative for values education cannot be over emphasized as values education involves educating for character and for good moral values. This implies the teaching of respect and responsible adult life to the citizens. It is for good character and moral development which will lead to a healthy nation. Basic fundamental moral values every responsible nation should teach its citizens include respect for constituted authority and sanctity of life, responsibility, values of honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation and courage, along- side some fundamental procedural values look upon as basic ingredients of democracy. They include the rule of law, equality of opportunity, due process, representative government, checks and balances and democratic decision-making. These are the underlying democratic values that guarantee democratic stability. Nonetheless, Bolarin (2005) went further to identify some dominant values which formed the core values upheld by a larger section of the Nigerian society to include the following: Detesting laziness, Dignity of labour, Respect for parent/elders, Hospitability, Public spiritedness, Respect for authority, Hard-work Respect for sanctity of life and Honesty and truthfulness.

The above cherished values radically started getting eroded and to corroborate Aderinwale (2003), the paradigm has shifted and Nigerians have generally slipped away from those cherished core values and embraced a new culture, a new way of life, a new world

views. The consequence is that those cherished values have been diluted by the prevailing societal vices. To Kanu (2005), the core public values of the society were the primary contents of education that constituted child-upbringing and it emphasized development of such attitudes as hard-work, open competition, high achievement orientation and communal cooperativeness. Within this world view, the worth of every individual was measured by the extent to which he/she contributed to the progress and welfare of the society and not by the amount of personal wealth amassed.

It is not possible for a society to survive without education. Societies survive with education; maintain their existence, development and permanence by means of educational institutions both generally and fundamentally (Mialaret, 2001). It is in the light of the above that the Federal Republic of Nigeria (FRN, 2004) acknowledges education as an instrument "per excellence for the actualization of her lofty goals. Kosemani (2003) sees education as "a universal practice or phenomenon engaged in by societies at all stages of development. It describes the total process of human learning by which knowledge is imparted, valuable skills developed and faculties trained." In the view of Okoh (2003), education is "the activity of preserving, developing and transmitting the culture of a people from one generation to another". From whichever angle one may view education, certain features are common. Such features are, man, society, behaviour, values and transmission. It is in the light of this that Dosunmu (2006) posits that: Whatever the case may be, the main goal of education is to prepare the right type of environment for the individual, to allow him grow physically, mentally and spiritually in order that he can develop harmoniously within himself and at the same time together with his fellow human beings.

Human being can be identified in many ways; however, primarily, human is a being that has values and creates values. Human is a unique being that need to live together and deal with each other. The purpose of life is not only to satisfy material desires and aspirations of life but also improve individual as a human being and in spirit. Purpose of the values education is to create values and raise individuals who convert their values to behaviours. Values

cannot be gained by telling or describing. They should be experienced directly, internalized and should be given with the feelings related to them. Values become identities by experience.

One of the primary goals of education is to give the individual confidence and the consciousness of being an individual. The individuals who are not given that consciousness and subject to excessive socialization cannot be creative. In the excessive socialization, uploading knowledge predominates rather than knowledge generation. In that case, the societies have to make the individuals become active members of the society by teaching them the values that they have; such as: learner, teacher, school environment or atmosphere, family, society, environment etc. are considerably important in the acquisition of values. To ensure that individual develop a personality based on values is only possible with education. Therefore, it is important to imprint values to minds of individuals for the sake society's existence, continuation and future. Education systems that cannot see and pay attention to the motivator aspect of values always remain below the targets.

Nigeria society today, we have been hearing so much Herdsmen, Boko Haram, political thuggery, ethno-religious crises, examination malpractices, examination leakages, drugs abuse, prostitution including other forms of sexual behaviour, sex abuse, social values decadence and indiscipline in Nigerian society (Onovughe & Mordi 2017). It was noted that the students are bad today and not because of their negative societal influence but also because some parents/ guardians and school teachers have failed in their inseparables roles of teaching social values and value education to the individual (Adebisi, 2018). In other words, parents have been misguided with belief that any teacher can teach Social Studies, the authority concerned does not bother to recruit qualified Social Studies teachers. The students too were misguided with the postulation that Social Studies in Nigeria (Onovughe & Mordi 2017). This has made many parents to distrust the reliability of the teaching of Social Studies in school's curriculum as a means to promote or enhance value education upbringing.

Purpose of the Study

This paper investigated the social value and value education as its affect the secondary school students in Lagos State, by using Lagos Education District V as a case study for the analysis. The specific objectives are to:

i.   determine the relationship between teaching Social Studies and value education among Junior Secondary School Students.

ii. determine the relationship between social value and promotion of value education among junior secondary School Students.

Hypotheses

This paper tested the following null hypotheses:

Ho1: There is significant relationship between teaching Social Studies and value education among Junior Secondary School Students.

Ho2: There is significant relationship between social value and promoting value education among Junior Secondary School Students.

Methods

The authors use descriptive survey design to investigate social values and value education of secondary school students in Lagos State, Nigeria. The study was conducted by using four (4) selected Junior Secondary School Students in Lagos Education District V of Lagos State. The population of the study comprised all Junior Secondary School Teachers teaching Social Studies. These selected categories were targeted because they are in the best position to provide adequate required information on social values and value education of secondary schools students. The technique used in this paper was 92 selected out of 120 participants for the study based on the availability, accessibility, convenience and willingness. Twenty-five (25) each was selected from the four (4) schools. The research instrument used was with the name "Social values and value education among secondary school students" (SVESQ) has four (4) sections. Section "A" meant for (Personal information) that has five (5) items like name of school, gender, qualifications, area of

specialization and experience of the teachers and was used to collect general information about the participants' demographic data. Section "B" has six items, this intend on the elicit information on social values, while section "C" has six items collect information on the values education in Nigeria society and section "D" with six items questions to collect information on how to promote social values and value education in our junior secondary schools within the study areas. The items were structured in a four-point likert rating scale with response options of; Strongly Agreed, Agreed, Strongly Disagreed and Disagreed.

The instrument used was subjected to professionals in the4 department and from other departments in the School of arts and Social Sciences of Adeniran Ogunsanya College of Education, Oto/ Ijanikin, Lagos State. The instruments were examined for clarity and suitability for the use in the collecting data for the study. In other words, the observation suggestions of this study improved the instrument. The reliability test of instrument was administered on 15 participants. Cronbach Alpha at 0.05 level of significant was computed for testing the internal reliability from the responses using Statistical Package for the Social Sciences (SPSS) and the reliability coefficient was 0.86 indicating that the instrument was reliable for the study. The result from the two (2) tests shows some similarities thus attesting reliability of the instrument for this study. The instrument was administered during the visits to study areas, and 92 copies were retrieved from the initial 120 over a period of three weeks, this represented 76.7% return rate and were all focus useful. The data analysis used was frequency count, simple percentage and Pearson Correlation with 0.820 and 0.819. The researchers after careful and systematic analysis of the respondents' responses to the baseline research questions, the following analysis are carried out for the specific testing of the4 formulated research hypothesis.

Results

$Ho_{1:}$ There is significant relationship between teaching Social Studies and value education among Junior Secondary School Students.

Table 1: Correlation analysis showing that there is significant relationship between Social Studies and value education among Junior Secondary School Students

		Social Studies with adequate learning materials	Value education for Junior Secondary Schools
Social Studies curricula with the adequate learning materials	Pearson Correlation	1	.820**
	Sig. (2-tailed)	.000**	
	N	92	1
Value education for Junior Secondary Schools	Pearson Correlation	.820**	
	Sig. (2-tailed)	.000	
	N	92	92

*** Correlation is significant at the 0.01 level (2-tailed)*
Source: Computer SPSS version 23.0 output, Field Survey, 2020.

From the table 1 showing above, the Pearson Correlation Coefficient between the independent variable and dependent variable is 0.820, indicates that there is significant positive relationship between Social Studies curricula with adequate learning materials and value education for Junior Secondary Schools in Lagos Education District V. therefore, the null hypothesis was rejected while the alternative hypothesis was accepted.

Ho$_2$: There is significant relationship between social value and promoting value education among Junior Secondary School Students.

Table 2: Correlation Analysis Showing Significant Relationship between Social Values and Promotion of Value Education

		Social Studies with adequate learning materials	Value education for Junior Secondary Schools
Social Studies curricula with the adequate learning materials.	Pearson Correlation	1	.820**
	Sig. (2-tailed)	92	.000
	N	.819**	92
Value education for Junior Secondary Schools	Pearson Correlation	.000	1
	Sig. (2-tailed)		
	N	92	92

*** Correlation is significant at the 0.01 level (2-tailed)*
Source: Computer SPSS version 23.0 output, Field Survey, 2020

Now from the above table 2, the Pearson Correlation Coefficient between trained qualified teachers teaching Social Studies and value education loss is 0.819, this indicating that a positive and strong correlation between the independent and dependent variables. This shows that the null hypothesis was rejected and the alternative hypothesis was generally accepted by the society in Lagos State in particular.

Discussions

Looking at the above findings, which were made through this study. It was confirmed that there was a significant relationship between Social Studies curricula in the teaching materials and that of the value education for Junior Secondary Schools in Lagos Education V. Thus, the finding was supported with the submission of Aydýn, (2011), affirmed that there are higher values on the tools values which also form a kind of hierarchy within it. At the top, there are the ultimate values such as oneness in religion, democracy in society, monogamy in family, justice in social life all of which interact in a given society. Also, that there was a significant relationship between trained/qualified teachers and Value education for Junior Secondary

School students. The records available show that Medeiros, Watts, Multhearn, Steele, Mumford & Cornnelly (2017), identified that there is lack of interest with gift and drift. But they opined that many teachers are not keen about their job just because some of them who entered the teaching profession are less academically gifted individuals, while the gifted seen to just drift into it, of which he is going to be non-committed teacher on the job. Furthermore, lack of sufficient professionally trained teachers is another problem affecting the teaching Social Studies in secondary schools.

Conclusion

In conclusion, values as social standards; are fundamental beliefs that help to distinguish right and wrong for humans being. Adding balance and meaning in life, values enable individuals to live together within a society. Values are not innate; however, they are learnt and transmitted through observation and interaction, which puts forward the responsibility of schools for values education. Society has always been in occurrence and change due to its dynamic characteristic. Changes and developments in a society result in new needs, events and problems in time. These changes might be both negative and positive. The positive changes need to be continued and generalized and negative changes need to be changed into positive. The only way to do that is value education. Similarly, the best and at the least costly way of avoiding from social diseases, protecting social structure and improving it is value education. In order to give an effective value education, firstly a planned and in coincident education percept is needed. Societies exist with their values and they are valuable owing to their values. For a peaceful world and society it is essential for cultures to be developed and transformed through common values that are shared by people. The best way to do it is value education. Value education constitutes a solid basis for a better human being, society and world at large.

Recommendations

The curriculum planner should decide on which values to teach as well as what the society values are the main problems of values education. The relevant information needed for effective teaching

of Social Studies as a subject on moral instruction should be provided to influence good behaviour of the students. The school should have adequate teaching aids, while, the Social Studies teacher should have sufficient background, ability and pedagogical skills in using the teaching aids on the subject for effective learning.

Government should give the teachers teaching Social Studies opportunity to attend courses, seminars and workshops for efficiency on the teaching of the subject. Government should employed qualified professional Social Studies teachers on the job, and there are should be adequate good reference books for students use. The Social Studies teachers should be a role model for the students to emulate, and generally, both social value and value education must be given self-importance in all our educational systems: from primary to tertiary levels.

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ASSESSMENT OF THE PERCEPTION OF SOCIAL STUDIES ON CITIZENSHIP DEVELOPMENT AMONG UNDERGRADUATE SOCIAL STUDIES STUDENTS IN TERTIARY INSTITUTIONS IN SOUTHWESTERN NIGERIA

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[1]Babatunde Adeniyi **ADEYEMI** &
[2]Saheed Olagbenro **SALAWU**
[1]*Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria*
[2]*Department of Educational Foundations, University of Abuja, Abuja, Nigeria*

Abstract

This study examined the perception of Social Studies on citizenship development among the Nigerian Youth and determined the best practices on how Social Studies can be used as means of raising good and responsible citizenry. The study adopted descriptive research design of survey research type. The target population comprised undergraduate students in tertiary institutions in Southwestern Nigeria. The sample size was made up of 360 undergraduate Social Studies students, selected using multistage sampling procedure. A validated instrument titled "Perception of Social Studies on Citizenship Development Questionnaire" (PSSCDQ) was used to collect information from the respondents who are undergraduate Social Studies Students. Data collected were analyzed using a descriptive statistics of frequency counts, simple percentages and mean. The results among others showed that youths had positive perception of Social Studies and Citizenship Development with weighted average of 3.51.