

Re-engineering Value Education as a catalyst for curbing Maladjusted Behavior among Students in Public Junior Secondary Schools in Rivers State

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Abstract

The study examined the extent value education serves as a catalyst for curbing maladjusted behaviour among students in Public junior secondary schools in Rivers State. Two research questions were posed and answered, while two corresponding formulated hypotheses were tested at 0.05 level of significance. This study adopted the descriptive survey research design. The population of this study consisted of 464 junior senior secondary schools' civic education teachers in Rivers State. The sample size of the study consisted of 262 civic education teachers from the purposively selected Junior and senior secondary schools in Rivers State. The instrument for the study was a self-designed instrument titled "Value Education for curbing maladjusted behaviour Scale (VECMaBS)." The instrument was validated by three experts from Faculty of Education, Rivers State University, Port Harcourt. Cronbach Alpha was used to determine the reliability coefficient, which yielded value of 0.79. Data gathered from the two research questions were analysed using mean and standard deviation and the two formulated null hypotheses tested with Z-test at 0.05 level of significance. The findings of the study revealed that no significant difference between the mean scores of male and female teachers on the extent to which the modification of the curriculum could help curb maladjusted behavior among students in Public junior secondary schools in Rivers and that there is no significant difference in the mean responses of male and female teachers on the extent to which the introduction of character education could help curb maladjusted behavior among students in public junior secondary schools in Rivers State. It was recommended that since value education is a process of teaching values, such as honesty, responsibility, respect, and empathy, to students, its aim should be to develop the character of students and equip them with ethical values that will guide their personal and professional lives. Therefore, teachers should teach students the importance of values such as honesty, integrity, and responsibility.

Keywords: Re-engineering, value, curbing, strategies, behaviour

Introduction

Maladjusted behaviour in schools is a term used to describe behaviour that deviates from what is considered normal or appropriate for a school setting. This behaviour may manifest in a variety of ways, including aggression, defiance, non-compliance, truancy, and poor academic performance. The concept of maladjusted behaviour in schools emerged in the mid-20th century as a result of increased attention to child development and the impact of social and environmental factors on children's behaviour. In the 1960s, researchers and educators began to recognize the importance of addressing students' emotional and social needs in addition to their academic needs. This led to the development of a variety of programmes and interventions aimed at promoting students' mental health and well-being (Kwale, 2011). Today, maladjusted behaviour in schools is often linked to a variety of risk factors, including poverty, abuse, neglect, trauma, mental health issues, and learning

disabilities. These risk factors can interfere with students' ability to learn and function in a school setting and can lead to a range of maladaptive behaviours. Schools have implemented a variety of interventions to address maladjusted behaviour, including counseling, behavioral interventions, academic support, and family involvement (Shuaibu, Shuaibu & Abaje, 2022). To address maladjusted behaviour in Nigerian schools, a multi-faceted approach is needed. This may include embedded value education such as counseling and mental health services, mentorship programmes, positive behaviour reinforcement, and community engagement (Adeniyi, Oyekan & Oluwole, 2016). It is also important to create a safe and supportive learning environment that fosters positive relationships between students, teachers, and staff. This can be achieved through the development of clear and consistent school policies and rules, effective communication channels, and the implementation of restorative justice practices of national values.

Value education is important because it helps individuals to develop a strong sense of morality and ethical principles. It aims to teach individuals about the values and beliefs that guide their actions and decisions, as well as to help them understand the consequences of their actions on themselves and others. Value education refers to the process of instilling moral and ethical values in individuals, typically through educational institutions such as schools and universities. It aims to promote positive values and attitudes such as honesty, respect, responsibility, compassion, and empathy, among others, to help individuals develop a strong character and become responsible citizens. Value education is important because it helps individuals understand the principles and values that guide human behaviour and relationships, and provides a foundation for making ethical decisions. It also promotes a positive social and cultural environment by encouraging respect for diversity and fostering a sense of community (Enu & Esu, 2011). Value education is often seen as an integral part of the educational system, and is included in curricula in many countries around the world. It can be taught through various methods such as classroom discussions, role-playing, community service projects, and character education programmes (Johnson, 2013). The concept of value education is not new, and has been a part of many cultures and traditions throughout history. However, its importance has been emphasized in recent years due to increasing social and ethical challenges faced by societies, such as crime, violence, and intolerance. Value education is an essential part of the curriculum in schools, as it helps students develop a sense of morality, ethics, and social responsibility (Shuaibu, & Abaje, 2022).

Arisi (2015) outlined the strategies for enriching value education in schools:

- i. Incorporate real-life examples: Use real-life examples of individuals or groups who have demonstrated values like honesty, courage, kindness, empathy, or perseverance. This can be through biographies, documentaries, or guest speakers who share their experiences.
- ii. Community service projects: Engage students in community service projects that promote values like empathy, compassion, and social responsibility. This can be through partnerships with local organizations or by creating projects that address a specific social issue.

- iii. Role-playing and simulations: Use role-playing and simulations to help students understand complex ethical dilemmas and decision-making processes. This can help students develop critical thinking skills and learn how to make ethical decisions in real-life situations.
- iv. Collaborative learning: Encourage collaborative learning, where students work together in groups to solve problems or complete projects. This can help promote values like teamwork, communication, and respect for diverse perspectives.
- v. Character education programmes: Develop character education programmes that focus on specific values, such as honesty, respect, responsibility, and fairness. These programmes can include lessons, activities, and assessments that help reinforce the importance of these values.
- vi. Parent involvement: Involve parents in value education by providing resources and opportunities for them to engage in discussions with their children about values. This can help reinforce values taught in school and promote a shared commitment to ethical behaviour.
- vii. Celebrate diversity: Celebrate diversity by promoting cultural awareness and inclusivity. This can help students appreciate and respect the differences among people and develop values like tolerance and empathy.

The aforementioned of ways enriching value education in schools requires a holistic approach that involves teachers, parents, and students working together to promote ethical behaviour and social responsibility.

Junior secondary schools in Nigeria are educational institutions that provide education to students between the ages of 11-15 years old. These schools are typically operated by the government, although there are also private schools that offer similar programmes. The curriculum in junior secondary schools is designed to provide students with a solid foundation in a range of subjects, including Mathematics, English Language, Science, Social Studies, and vocational skills (Akpomi & Kayii, 2021). The goal is to prepare students for the challenges of senior secondary education, where they will focus on more specialized subjects in preparation for higher education or entry into the workforce. Junior secondary schools in Nigeria typically have a three-year programme, with students progressing from Junior Secondary School 1 (JSS1) to JSS2 and JSS3 (Kayii & Okiridu, 2020). The curriculum in each year builds upon the previous year, with a focus on developing critical thinking, problem-solving, and communication skills. Students are also expected to develop a strong sense of social responsibility, and the curriculum may include lessons on ethics, citizenship, and community service. Class sizes in junior secondary schools can vary depending on the school, but they generally range from 20-40 students per class. Teachers are typically highly trained professionals who have a deep understanding of their subject matter and are passionate about helping students succeed. In addition to classroom instruction, schools may also offer extracurricular activities, such as sports, music, drama, and debate. There are many public junior secondary schools in Nigeria, which provide education to students in upper basic level. These schools are generally operated by the government and offer a curriculum that is designed to meet the educational needs of Nigerian students. It is important to note that maladjusted behaviour can be caused by a variety of factors, including environmental, social, and psychological factors. Teachers and school staff can work to identify and address maladjusted behaviour in students by providing appropriate interventions and support. It is

pertinent to state that maladjusted behaviour in Rivers State schools have manifested in a variety of ways; through aggression towards their peers, teachers, disruptive behaviour in the classroom, poor academic performance, social isolation, substance abuse and others. Based on the above background, this study assesses ways to re-engineer Value Education for Curbing maladjusted behaviour among students in Public junior secondary schools in Rivers State.

A number of studies have explored the relationship between modifications to the curriculum and maladjusted behaviour among students. In a study conducted by Arisi (2013), the effects of a modified reading curriculum on the reading skills and behaviour of elementary school students with emotional and behavioural disorders was examined. The study found that the modified curriculum was associated with significant improvements in reading skills and reductions in problem behaviour. Shuaibu, Shuaibu and Abaje (2022) also explored the effects of a modified mathematics curriculum on the academic and behavioural outcomes of students with attention-deficit/hyperactivity disorder (ADHD). The researchers found that the modified curriculum was associated with improved mathematical skills and reductions in problem behaviour. Johnson (2013) further found that the modified curriculum was associated with significant reductions in conduct problems and improvements in social skills, as the researcher examined the effects of a modified behavioral intervention curriculum on the behaviour of children with conduct problems. The researcher found that the modified curriculum was associated with significant reductions in conduct problems and improvements in social skills.

Character education has been studied as a potential catalyst for curbing maladjusted behaviour among students. Enu and Esu, (2011) conducted a meta-analysis of 82 studies on character education interventions in schools. They found that character education interventions were associated with improvements in academic achievement and reductions in problem behaviour, including aggression, delinquency, and substance abuse. Similarly, Menenyx and Nixon (2017) examined the effects of a character education programme on the behaviour of elementary school students. The researchers found that the programme was associated with significant reductions in problem behavior, including aggression, bullying, and vandalism. Also, Menenyx and Nixon (2019) evaluated effects of a character education programme on the behaviour of middle school students with emotional and behavioural disorders. The researchers found that the programme was associated with significant reductions in problem behaviour, including aggression, defiance, and disruption.

Statement of the problem

The prevalence of maladjusted behaviour among students in schools is alarming and has caused loss of moral values in the society (Enu & Esu, 2011). Maladjusted behaviour have manifested in a variety of ways, including aggression, disruptive behaviour, poor academic performance, social isolation, and substance abuse. These behaviours can have a negative impact on the individual student, their peers, and the overall learning environment. Value education is an important aspect of a student's development that teaches them the importance of values such as respect, empathy, responsibility, and honesty. To bring back the lost glory, is to find solution to address maladjusted behaviour which is to re-engineer value education in schools. Therefore, the objective of this

assessment is to explore ways in which value education can be re-engineered to effectively curb maladjusted behavior among students.

Objectives of the Study

The objective of this study was to assess the ways in which value education could be re-engineered to effectively curb maladjusted behavior among students in Public junior secondary schools in Rivers State. Specifically, the study examined the way:

1. Curriculum modification could help curb maladjusted behaviour among students in Public junior secondary schools in Rivers State.
2. Character Education could help curb maladjusted behaviour among students in public junior secondary schools in Rivers State.

Research Questions

The following research questions were posed to guide the study.

1. To what extent does the modification of the Curriculum help to curb maladjusted behaviour among students in Public junior secondary schools in Rivers State?
2. To what extent does the introduction of character Education help to curb maladjusted behaviour among students in public junior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance for the study.

- H01: There is no significant difference between the mean scores of male and female teachers on the extent to which the modification of the curriculum could help to curb maladjusted behaviour among students in Public junior secondary schools in Rivers State.
- H02: There is no significant difference between the mean scores of male and female teachers on the extent to which the introduction of character education could help to curb maladjusted behavior among students in public junior secondary schools in Rivers State.

Methodology

The study adopted an analytical descriptive survey. The design is appropriate because the variables being studied for any sample are compared for various identified strata by hypotheses. In this study: “Re-engineering value Education as a catalyst for Curbing maladjusted behavior among students in Public junior secondary schools in Rivers State”, the researcher described the views of Civic Education teachers toward re-engineering value Education as a catalyst for Curbing maladjusted behaviour among students in Public junior secondary schools in Rivers State, specifically between male and female and Urban and rural teachers respectively, and also went further through the use of hypotheses and appropriate statistical tools to compare the perception of teachers in the various categories. 464 Civic Education teachers from Rivers State's public Junior secondary schools make up the study's population. Through the proportional stratified random sampling technique, a sample of 262 teachers representing 56.4% of the population was selected from each of the three strata (senatorial districts).

Table 1: Distribution of Sample of Teacher by Gender

District	Male	Female	Total
Rivers East	55	59	114
Rivers West	29	28	57
Rivers South East	20	71	92
Sub Total	104	158	262

Table 2: Distribution of Sample by Location

Location	Male	Female	Total
Urban	18	26	44
Rural	131	87	218
Sub Total	149	113	262

Three local governments were chosen using simple random sampling from the senatorial district using a table of random integers. The allocation process regarded the population size of the various strata from which the sample was constituted to be of utmost importance. A 4-point modified Likert-type questionnaire involving Very High Extent, High Extent, Low Extent, Very Low Extent was utilized. The instrument for the study was “Value Education for curbing maladjusted behaviour Scale (VECMaBS). To validate the instrument, the questionnaire was given to three experts who extensively carried out face and content validity relating to the appropriateness of the content of the questionnaire used for the study. A reliability index of 0.79 was obtained through the test-retest method of its measure stability. A stratified sample random sampling technique was used to draw a sample of 30 teachers for reliability. Descriptive statistics were used to answer each of the research questions, and the most suitable statistical tool; Independent samples t-Test was applied in testing each of the null hypotheses at 0.05 level of significance with the aid of SPSS Version 20.0.

Results

Research Question one: To what extent does the modification of the Curriculum help to curb maladjusted behaviour among students in Public junior secondary schools in Rivers State?

Table 3 Summary of mean scores on the extent to which modification of the Curriculum help to curb maladjusted behaviour among students in Public junior secondary schools in Rivers State

S/N	Statement	Male Teachers=104		Female Teachers=158		AVR. Mean	Remark
		Mean	SD	Mean	SD		
1	Modifying the curriculum can have a positive impact on reducing maladjusted behaviour among students	3.58	0.79	3.32	0.89	3.45	HE
2	Have noticed any improvements in student behaviour as a result of modifications to the curriculum in your school	3.41	1.01	2.81	1.1	3.11	HE
3	Modifications to the curriculum made in your school to address maladjusted behaviour among students	2.56	1.21	3.35	0.88	2.95	HE
4	I think modifications to the curriculum would be most effective in reducing maladjusted behaviour among students	2.33	1.03	2.92	1.02	2.63	HE
5	Teachers do play in implementing modifications to the curriculum to address maladjusted behaviour among students	1.99	1.18	2.46	1.03	2.22	LE
6	Modifications to the curriculum are communicated to students and parents in your school	2.5	1.11	2.25	0.86	2.38	LE
7	Observed negative consequences of modifications to the curriculum aimed at reducing maladjusted behaviour among students	2.97	1.03	1.81	1.04	2.39	LE
8	modifications to the curriculum should be tailored to specific student populations (e.g., those with emotional or behavioural disorders)	2.37	1.14	2.38	0.82	2.37	LE
	Grand Mean	2.71		2.66		2.69	

Table 3 above for research question 1, shows the mean responses of respondents on the extent to which modification of the curriculum could help curb maladjusted behaviour among students in Public junior secondary schools in Rivers State. Respondents rated modifying the curriculum can have a positive impact on reducing maladjusted behaviour among students (3.45), have noticed any improvements in student behaviour as a result of modifications to the curriculum in your school (3.11), Modifications to the curriculum made in your school to address maladjusted behaviour among students (2.95), I think modifications to the curriculum would be most effective in reducing maladjusted behaviour among students (2.63), teachers do play in implementing modifications to the curriculum to address maladjusted behaviour among students (2.23), Modifications to the curriculum are communicated to students and parents in your school (2.37), observed negative consequences of modifications to the curriculum aimed at reducing maladjusted behaviour among students (2.39), and modifications to the curriculum should be tailored to specific student populations (e.g., those with emotional or behavioural disorders) (2.36). with a grand mean of 2,69. Respondents agreed to a high extent that modification of the curriculum could help curb maladjusted behaviour among students in Public junior secondary schools in Rivers State.

Research Question Two: To what extent does the introduction of character Education could help to curb maladjusted behavior among students in public junior secondary schools in Rivers State?

Table 4: Summary of mean scores on the extent to which introduction of character Education could help to curb maladjusted behaviour among students in public junior secondary schools in Rivers State

S/N	Statement	Male Teachers=104		Female Teachers=158		AVR. Mean	Remark
		Mean	SD	Mean	SD		
9	Believe that character education can be an effective tool for reducing maladjusted behaviour among students	2.98	0.79	3.59	0.89	2.24	
10	Character education programs can be evaluated to determine their effectiveness in reducing maladjusted behaviour among students	2.37	1.01	2.11	1.1	1.77	
11	Training, support, and funding are necessary to effectively implement character education programs aimed at reducing maladjusted behaviour among students	1.94	1.21	1.59	0.88	2.37	

12	Character education programs should be tailored to specific student populations	2.45	1.03	2.29	1.02	2.3	
13	Character education programs are communicated to students and parents in your school	2.45	1.18	2.15	1.03	1.90	
14	Consequences of character education programs aimed at reducing maladjusted behaviour among students	2.04	1.11	1.75	0.86	2.47	
15	Introducing Character education can reduce maladjusted behaviour among students	2.51	1.03	2.43	1.04	2.95	
16	Have noticed any improvements in student behaviour as a result of the introduction of school.	2.79	1.14	3.11	0.82	2.41	
	Grand Mean	2.67		2.68		2.40	

Table 4 above for research question 2, shows the mean responses of respondents on the on the extent to which introduction of character education could help curb maladjusted behaviour among students in public junior secondary schools in Rivers State. Respondents rated that, believe that character education can be an effective tool for reducing maladjusted behaviour among students (2.24), character education programs can be evaluated to determine their effectiveness in reducing maladjusted behaviour among students (1.77), Training, support, and funding are necessary to effectively implement character education programs aimed at reducing maladjusted behaviour among students (2.37), character education programs should be tailored to specific student populations (2.30), Character education programs are communicated to students and parents in your schools (2.23), Character education programs are communicated to students and parents in your school (1.90), consequences of character education programs aimed at reducing maladjusted behaviour among students (2.45), and Introducing Character education can reduce maladjusted behaviour among students (2.95). with a grand mean of 2.40. Respondents agreed to a low extent that introduction of character Education could help curb maladjusted behavior among students in public junior secondary schools in Rivers State.

Hypotheses

H01: There is no significant difference between the mean scores of male and female teachers on the extent to which the modification of the curriculum could help to curb maladjusted behaviour among students in Public junior secondary schools in Rivers State

Table 5: Z-test of male and female teachers on the extent to which the modification of the curriculum could help to curb maladjusted behaviour among students in Public junior secondary schools in Rivers State.

Respondents	\bar{X}	SD	n	Df	Z-cal	Z-	Decision
Male Teachers	2.71	1.37	104	260	0.40	1.96	Accepted
Female Teachers	2.69	1.22	158				

The results in table 5 shows that male teachers have mean and standard deviation scores of 2 .71 and 1.37 respectively, while female teachers have mean scores and standard deviation of 2.69 and 1.22 respectively. On the basis of z-comparison, the calculated z-ratio (0.40) is smaller than the critical value (1.96). Therefore, the null hypothesis of no significant difference between the mean scores of male and female teachers on the extent to which the modification of the curriculum could help curb maladjusted behavior among students in Public junior secondary schools in Rivers State is retained for insufficient empirical evidence.

H02: There is no significant difference between the mean scores of male and female teachers on the extent to which the introduction of character education could help curb maladjusted behaviour among students in public junior secondary schools in Rivers State.

Table 6: z-test of male and female teachers on the extent to which the introduction of character education could help to curb maladjusted behaviour among students in public junior secondary schools in Rivers State.

Respondents	\bar{X}	SD	n	DF	Z-cal	Z-	Decision
Urban Teachers	2.67	1.11	44	260	0..11	1.96	Accepted
Rural Teachers	2.68	0.95	218				

The results in table 6 shows that urban teachers have mean and standard deviation scores of 2 .67 and 1.11 respectively, while rural teachers have mean scores and standard deviation of 2.68 and 0.95 respectively. On the basis of their z-comparison, the calculated z-ratio (0.11) is smaller than the critical value (1.96). Therefore, the null hypothesis of ‘no significant of male and female teachers on the extent to which the introduction of character education could help curb maladjusted behaviour among students in public junior secondary schools in Rivers State’ is retained for insufficient empirical evidence.

Discussion

The findings of research question 1 and hypothesis 1 showed in table 3 and 5 respectively, indicate that both the male and female teachers agreed that agreed to a high extent that modification of the curriculum could help curb maladjusted behavior among students in Public junior secondary schools and that no significant difference between the mean scores of male and female teachers on the extent to which the modification of the curriculum could help curb maladjusted behaviour among students in Public junior secondary schools in Rivers State. This finding agrees with Arisi (2013) and Shuaibu, Shuaibu and Abaje (2022) who revealed that the modified curriculum was associated with improved mathematical skills and reductions in problem behaviour.

The findings of research question 2 and hypothesis 2 as showed in table 5 and 6 respectively, indicate that both the urban and rural teachers agreed to a low extent that introduction of character Education could help curb maladjusted behaviour among students in public junior secondary schools in Rivers State and that there is no significant of male and female teachers on the extent to which the introduction of character education could help curb maladjusted behavior among students in public junior secondary schools in Rivers State. This finding agrees with Enu and Esu, (2011) and Menenyx and Nixon (2017) who revealed that character education interventions were associated with improvements in academic achievement and reductions in problem behaviour, including aggression, delinquency, and substance abuse. Also, in agreement is Menenyx and Nixon (2017) who revealed that that the programme was associated with significant reductions in problem behavior, including aggression, defiance, and disruption.

Conclusion

From the findings, it was concluded that value education can promote a positive and respectful learning environment, where students are encouraged to engage in collaborative and cooperative learning, rather than engaging in behaviours that are disruptive or aggressive. Therefore, engineering value education can play an important role in helping to shape the character of students and promoting positive attitudes and behaviours that are essential for success in both their personal and professional lives.

Recommendations

Based on the findings, the study recommended that:

1. Value education is a process of teaching values, such as honesty, responsibility, respect, and empathy, to students and aims to develop the character of students and equip them with ethical values that will guide their personal and professional lives, teachers should teach students the importance of values such as honesty, integrity, and responsibility.
2. Value education promote a positive and respectful learning environment where students are encouraged to engage in collaborative and cooperative learning rather than engaging in disruptive or aggressive behaviours, teachers and school administrators should regularly act as role model to the students.

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