

Challenges and Strategies for Improving Value Education in Public Primary Schools in River State.

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Abstract

The study examined challenges and strategies of value education in public primary schools in Rivers State. The study employed a descriptive survey design with a population of 9973 teachers serving in primary schools in Rivers State with a sample of 387 urban and rural teachers drawn using Taro Yemen sampling technique. Two research questions were answered while two hypotheses were tested in the study. The face validated challenges and strategies of value education in public primary schools questionnaire (CSVEPPSQ) was used for data collection, while internal consistency reliability through Cronbach alpha yielded a coefficient of 0.83 for CSVEPPSQ. Mean and standard deviation were used for data collection while t-test was used to test the hypothesis at 0.05 level of significance. The result showed that urban and rural teachers strongly agreed on the challenges and strategies of value education in Rivers State and the researchers recommended that the leaders at all levels should be fair by upholding the National Anthem as a guide while teaching the students as well as the golden rule. The government should provide the needed physical and material resources that will facilitate effective teaching of value education, as well as administrators ensure training and retraining of value education teachers, it equally recommended the need for parents to teach their children on the right value and attitude devoid of constituting nuisance.

Keywords: Value, education, challenges and strategies, leaders.

Introduction

Experience and observations have shown that Nigeria is in a disarray, despite all the enormous human and material blessings it is endowed with, the citizens are crying of unemployment, hunger, and abject poverty except for a few who control the resources (Okoroma, 2018). The international corrupt index reviewed in 2017 showed that Nigeria is the highest in corruption and bribery in the world ranking. Okoroma observed that the rate of injustice, bribery, nepotism, corruption and prejudice in Nigeria has reached an alarming rate, where the bourgeoisie take decisions without fair judgement. The researcher explained that Nigerians can only experience a great rise in socio-economic development if they can embrace the truth and desist from doing the wrong things. These can be actualised if we restructure our mind towards doing the right thing, as we accept to imbibe and inculcate the qualities of honesty, sincerity, and integrity as this will accord respect in good measure as well as direct and instil positive values on the alpha generation, thereby help in fostering national unity and development. This highlights the fact that right values are of great

importance as it encourages and enhances social development. This is because value aids growth at both individual and national levels. Individually, value helps to develop attitudes that guide people to in making the right decision, and also help people to be more responsible and meaningful in life. Therefore, value education ought to be welcomed in and outside the school setting, in a formal, informal and non-formal setting starting from the grass root.

A society that limits its educational service to the provision of schooling alone without value education, has not provided education (Obanya, 2020). Value education is directed to instil cherished social values in students Just like at home, children are taught by their parents, while in school values are taught by teachers, whereas at the church, pastors instil values in children. Values are also taught by the immediate environment according to societal beliefs Value provides a positive direction to the students and plays important role in shaping their future. The school administrators knowing that teaching cannot take place without the student should ensure that the availability of conducive classroom, with qualified teachers who have all it takes to inculcate the right value in the learner. This will enable the learner to be of good conduct and desirous of doing the right thing at all time. This is based on the fact that learning affects changes in an individual and the society at large. The type of education to be learnt in our primary, secondary and tertiary institutions should be capable of bringing a positive change to the learner as part of contribution of academic community towards the promotion of national values and standards (Nwiyi & Ogakwu 2021).

Value

The new international dictionary (2010) defined value as something that is highly rated or the right, beliefs and precept. Atubi (2022) defined value as a specified conception, doctrines, rules that regulates and guides the behaviour and actions of people within their immediate environment. It is the process used by the society to inculcate and instil their moral philosophies to their younger generation as a way of life. The attitude or behaviour of the people is highly influenced by their environment therefore, disregarding the importance of ethical and moral values among the young will only worsen the declining moral values among the youth. A society without values will experience a low socio, economic and political productivity, which the study considers as a contrast to the philosophy and objectives of Nigeria education.

Education

According to John Dewey, in Obanya (2020) education is a preparation to life, therefore, in the midst of time we are in continuous education. This is why we must right past wrongs in the society through purposeful efforts directed at changing our attitudes and experiences, towards the improvement of the society through renewed effort towards value education. This will provide opportunity for school children to acquire the right understanding, values and discipline to do the right thing at all time, irrespective of a circumstance. This will help our school children to become useful citizens with desirable personalities as productive adults contributing to national development. Accordingly, Obanya (2020) emphasized on the need for a functional educational system that will positively ameliorate the cracks in our national value development chains in order to build a comprehensive moral philosophy through

enhanced academic curriculum and practical instructional methodologies to drive excellence in value education. Using social laboratory and teachings that promote morality and civic responsibilities based on societal norms and values are thus highly essential in elementary schools particularly.

Value Education

It is imperative for the teacher as an indispensable figure to transmit moral and intellectual values to the learner using National Policy on Education as a guide. As is an integral part of the curriculum that will mould, uphold and oversee the upbringing of the total child (Wobo, 2017). On the other hand, Aja, Eze, Igba and Ukaigwe (2017) maintained that values like self-confidence and control, honesty, respect for one another, integrity, and cooperation among peers, among others are indispensable for effective integration in the society. Thus, the right social values should be imparted in the learner overtime and continuously, because a lag will influence the learner negatively.

Value education is the best way to promote appropriate societal norms and value as well as a methodology to curb youth restiveness and uplift the society as reflected in the maxim "catch them young". The Holy Bible states in the book of Proverbs 22 verse 6, that if a child is trained up in the way he should be, when he is old he will not depart of it. When value education is learnt in accordance with NERDC in our primary, secondary and the tertiary institutions, it will bring about all round development in the learner. Value education is paramount to everyone, as it should be a business of all irrespective of the class one belongs to, hence it is expected to direct and guide the child to do the right thing inside and outside the classroom, within and outside the environment in which the learner belongs. It informs the recipient with moral and spiritual doctrines, that emphasized against all forms of ill behaviours such as stealing, robbery, unfaithful, lies, kidnapping, prostitution, arrogance, corruption, nepotism, murder, and moral decadent, which must be removed from our social behaviours through quality teaching and inculcation of superior values in the pupils to enable our children to be pure, worthwhile and able to abstain from all forms of negative vices. This is why Geeta et al (2018) insisted that value education will bring about the desired and positive changes Nigeria awaits.

Challenges and strategies to improve value education

Wobo (2017), Shuaibu et al (2022) & Atubi (2022) highlighted inadequate supply of trained teachers for value education, lack of instructional materials, insufficient teaching staff, and power failure. In addition, quick money syndrome and pursuit for material things have become harbingers and propellers of anti-social vices.

Values can be taught in different ways such as, suggestion, participation and by examples (Schaub, 2016). Library.com identified five strategies of inculcating value education as, some of which are taught only in the school, under social studies and geography.

Co-curricular activities, these are values that are taught outside the school but help the learner to play a positive role in the society. Some of these co-curriculum activities include the boys scout, storytelling that captivates the learner to interact with one another, brainstorm on causes and effects as to demonstrate moral choices, as well as discussions and games.

Role modelling can enhance value education. A teacher that wants to teach on the duty of care, prayerfulness and discipline should start by showing an exemplary life such as, praying with the students before the class starts, demonstrate discipline as his core value, caring for someone in the classroom thereby inculcating these value as a way of life that worth to be emulated. Hence, Wobo (2017) revealed in-loco parentis as a doctrine that enables the teacher to assume the duty of care and discipline without legal adoptions. Creating the love for reading by parents and teachers to our children and teaching pupils to know that reading is exhilarating. Students should be properly guided on the values of reading books regularly. Reading of literature and imaginative story books promotes discussions and provokes mental activity which is helpful to modifying idea for positive influence on the learner. Giving them guidelines on how to use and manage their monies prudently. Parents and teachers have to educate children on how money should be seen within the society, as a means to successful life, but not an end in itself".

Statement of the Problem

The attitude of Nigerians over the years has shown that many of them have no idea of values they ought to imbibe as a way of life. Value education as an acquisition of skills is taught in primary school in Rivers State as directed by NERDC. It is expected that after ten years of the commencement of its implementation in 2013, the learner ought to have seen and embrace aesthetic, economic, political, physical, and social and values education which emphasizes on doing good at all time. Even, as the students or youths who are to be responsive and show case their level of development are involved in different forms of ill and negative vices such as, kidnapping, thuggery, prostitution, robbery, and other forms to satisfy their urge for quick money syndrome. Could it be that our primary schools have not been teaching value education effectively or what? The study identifies these as anomalies and thus forms the problem of the study. Consequently, the study investigated these challenges as well as the measures to improve value education in primary schools.

Objectives of the study

1. To find out the challenges to value education in public primary schools in Rivers State
2. To find out the strategies that can be taken to improve value education in public primary schools in Rivers State.

Research Questions

1. What are the challenges to value education in public primary schools in Rivers State
2. What are the strategies to improve value education in public primary schools in Rivers State.

Hypotheses

1. There is no significant difference on the mean scores of male and female teachers on challenges to value education in public primary schools in Rivers State

2. There is no significant difference on the mean scores of male and female teachers on strategies that can be taken to improve value education in public primary schools in Rivers State.

Method of Data Analysis

The design of the study is a descriptive survey design, this is because value education is an ongoing phenomenon in public primary schools in River State. It addressed two research questions and tested two hypotheses; the population of the study consisted of 9,973 teachers serving in primary schools in River State (River State School Board, 2023). The sample of the study is made up of 387 primary school teachers in River State in line with Taro Yemen sampling technique. The instrument for data collection was a questionnaire titled Challenges and strategies for improving value education in public primary schools in River State (CSVEPPSQ). The instrument was designed to have two sections, the first section elicited information from the respondents on their locations, the second was designed to have 15 items with response options of Strongly Agree (4), Agree (3), Disagree (2) and strongly Disagree (1) respectively. Items with serial numbers 1 to 7 was used to elicit responses on challenges to value education in public primary schools in River State while items 8 to 15 were used to elicit information on strategies that can be used to improve value education in public secondary schools in River State. The instrument was validated by experts from department of educational management, Ignatius Ajuru University of Education River State. While the reliability of the instrument was established at 0.83 coefficient using a Cronbach Alpha. The research questions were answered using mean and standard deviation while the hypotheses were tested using t-test at 0.05 level of significance. Items that scored 2.5 mean and above were accepted while those below 2.5 mean were rejected by the respondents.

Results and Discussion

Table 1

Research Question 1: What are the challenges to value education in public primary schools in Rivers State Urban School Rural Schools?

S/N	Description	\bar{X}	SD	Decision Rule	\bar{X}	SD	Decision Rule
1	Quick money syndrome	3.75	0.43	SA	3.41	0.69	SA
2	Inadequate Funding	3.10	0.69	SA	3.20	0.71	SA
3	Lack of trained value education teachers	3.16	0.72	SA	3.05	0.60	SA
4	Inadequate library facilities	2.84	0.87	A	2.55	0.73	A
5	Low emphasis a value curriculum	2.10	0.58	D	2.45	0.50	D
6	Lack of parental support	3.05	0.74	SA	2.73	0.64	A
7	Lack of school councillors	3.40	0.60	SA	3.01	0.68	SA
8	Grand mean	3.06	0.66	SA	2.92	0.65	A

In table 1 above, it presented the responses on the challenges of value education in Public Primary Schools, in Rivers State mean score obtained in item 1, 2, 3 and 4 were agreed by both urban and rural teachers with mean scores of 3.75, 3.10, 3.16 and 2.84 for urban teachers while mean scores of 3.41, 3.20, 3.05, and 2.55 were agreed by teachers.

However, items 6 and 7 were also agreed by both urban and rural teachers with mean scores of 3.05 and 3.40 for urban and 3.01 and 2.92 for rural respectively.

Furthermore, items 5 was disagreed by both urban and rural teachers, hence the agreed items are the challenges to value education in public primary schools in Rivers State.

Table 2

What are strategies that can be used to improve value education in public primary schools in Rivers State?

S/N	STRATEGIES	URBAN SCHOOL MEAN	SD	DECISION RULE	RURAL SCHOOL MEAN	SD	DECISION RULE
1	Using role model teaching	3.49	0.58	SA	2.90	0.60	Agree
2	Simulation teaching model	3.20	0.50	SA	3.04	0.55	Strong Agree
3	Training/Retraining of teacher on value education	3.35	0.61	SA	3.70	0.48	SA
4	Using story teaching method	2.95	0.55	A	3.10	0.66	SA
5	Encouraging students to read relevant literatures by teachers and parents	3.50	0.48	SA	3.00	0.55	SA
6	Flogging disobedient students	2.09	0.55	Disagree	2.00	0.50	Disagree
7	Collaboration with parents Teachers Association	3.00	0.71	SA	3.25	0.54	SA
8	Teachers show of kindness to the students	3.52	0.68	SA	2.90	0.61	Agree
	Grand mean	3.14	0.58	SA	2.99	0.56	Agree

In table 2 above, it presented responses on strategies that can be used to improve value education in public primary schools in Rivers State. Mean score obtained in item 1,2,3,4, were agreed by both urban and rural schools with mean scores of 3.49, 3.20, 3.35 and 2.95 for urban and rural with mean scores of 2.90, 3.04 3.70 and 3.10 were agreed by rural teachers. However, items 5, 7 and 8 were also agreed by both urban and rural schools with mean scores of 3.50, 3.00, 3.52 for urban and 3.00, 3.25, 2.90 for rural respectively.

Furthermore item 6 was disagreed by both urban and rural teachers, hence the agreed items are the strategies that can be used to improve. Value education in public primary schools in Rivers State.

Table 3
Hypothesis I

S/N	CATEGORY	n	\bar{X}	SD	DF	T cri	T cal	ALPHA level	DECISION RULE
1	Urban School	113	3.06	0.66	385	1.96	2.00	0.05	Very Significant
2	Rural	274	2.92	0.65					
P > 0.05									

Table 3 revealed that urban and rural teachers have mean and standard deviation scores of 3.06 and 2.92 respectively with a degree of freedom of 385, the calculated value of 1.96 significant level is rejected because the significant value 2.00 is greater than the alpha level of 0.05 level used in testing the hypothesis. Meaning that the difference is very significant. Therefore, there is a significant difference between urban and rural schools in the strategies to value education in public primary schools in Rivers State.

Table 4
Hypothesis 2

S/N	CATEGORY	n	\bar{X}	SD	DF	T cri	T cal	ALPHA	DECISION RULE
1	Urban School	113	3.14	0.58	385	1.96	2.38	0.05	Very Significant
2	Rural	274	2.99	0.56					
P > 0.05									

Table 4 reveals a t-test analysis for the hypothesis, there is a significance difference between the responses of the urban and rural school teachers regarding the challenges of value education in public primary schools in Rivers State from the data in table 4 above it can be observed that at 0.05 level of significance and 385 degree of freedom. The result further shows a calculated t-test value of 2.38 while the critical value of t is 1.96, since the calculated value of t is greater than the critical value of 1.96 the null hypothesis is rejected. This implies that there is significant difference in the opinion of urban and rural school teachers on challenges of value education in public primary schools in Rivers State.

Discussion of Findings

Strategies that can improve value education. The result revealed that urban and rural school teachers strongly agree on the strategies that can improve Value Education in public primary schools in Rivers State. The study further examined using of role model teaching, storytelling method, training and retraining of teachers through workshop and seminars, reading of relevant literatures and stimulation method. Hypothetically, there is a significant difference in the opinion of urban and rural teachers on the strategies that can be used to improve value education in public primary schools in Rivers State.

Challenges of Value Education

The result revealed that urban and rural teachers strongly agreed on challenges of value education in public primary schools regarding inadequate fund, quest and pursuit of material wealth, quick money syndrome, inadequate facilities, lack of parental support and lack of school councillors. Hence, there is a significant difference in the opinion of urban and rural school teachers.

Conclusion

Nigerians generally should desist from the pursuit of material wealth because it generates to quick money syndrome. Teachers and the society at large should wear integrity as a cloth which will help them imbibe good morals that can promote the culture of inculcating in their pupils ethical and moral values that will transform the child to a meaningful citizen and invariably promote the society at large. If that is done, the mind set of doing good at all times will become a core value needed to restructure our idiosyncrasy as to accord respect to the society in good measure. Educational administrators and teachers must instil in every child the consequences of bad behaviour which is facing the rule of law.

Recommendations

1. Leaders at all level in the country should be fair by upholding the Nigeria National Anthem's intricacies as a guide while teaching the students coupled with using the golden rule as a guide when dealing with everyone.
2. The government should provide adequate physical and material resources that will facilitate effective teaching of value education.
3. The head masters and educational planners must ensure that there is training and retraining of teachers on value education as to enhance and promote teaching and learning of value education in schools.
4. Parents should endeavour to teach their wards on the right value and attitude, informing them of the need to leave a reasonable life of value devoid of constituting nuisance in the society.
5. Punishment to deviant attitude and behaviour of students should be updated clearly in the Nigeria policy on Education.

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