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STUDENTS' AND TEACHERS' PERCEPTION OF THE VALUE IN THE EXISTING UPPER BASIC SCHOOL STUDENTS IN ILORIN, NIGERIA

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Being the paper presented at the 27 Annual National Conference of Social Studies Association of Nigeria (SOSAN) Held at the University of Ibadan, Ibadan between 21st and 24th November, 2011

ABSTRACT

The purpose of the study was to find out the opinions of students and teachers on the values held about basic education and the necessity for reposition. A descriptive design was employed. Questionnaire was used to elicit information from 600 students and 100 teachers. The data collected was analysed using mean. The finding revealed that students attached value to education in view of what benefit they will derive rather than the society. The finding also showed the need for re- positioning of the value they held. It was recommended among others that curriculum planners should embark on reform that will incorporate the values that are desirable for the growth and development of the society

Introduction

There are constant reports about moral decadence in Nigeria. The decay in the Nigerian society has affected the standard of values and moral character formation. This has manifested in so many anti-social vices. Among the anti-social behaviours exhibited include corruption, dishonesty, greed, violent crimes, lack of accountability, indiscipline, disrespect to constituted authorities, laziness, and low moral courage among many others. Oderinde (2005) listed dishonesty, indolence, fraud, abuse of office, embezzlement, corruption, cultism, undue youth militancy, stealing, robbery, wickedness, murder, tribalism, nepotism, prostitution, drug abuse, examination malpractices and the likes. All these have constituted a serious moral problem for the Nigerian State and have constrained all efforts targeted at achieving national development.

The current events in Nigerian scene, according to Enomah (2003), religious institutions and of course all other sectors of the society clearly show that there is an unbalanced equation as regards the input and output of societal values in the school system. He asserted that it is either there is a reduction of the necessary and compulsory societal values which must be introduced and imbibed in the school system or that there is a wanton disregard, disrespect, or negligence of the excellent societal values already introduced or made available to the Nigeria school system. In these two probabilities the society receives the blame if the former probability is the case while the school deserves the blame if the latter is the case.

Values are ones principles or standards, ones judgment of what is valuable and important in life. When we apply this to the society, we can refer to values as the societies' principles or standard, society judgment of what is valuable or important in life. Obianuju (2011) viewed value as the worth, merit or esteem given to a person or an object or an idea, kalusi (1996) also opined that values are desires, wants, needs, interests and aspirations. They will present specific element of culture and so can be termed as expected pattern of behaviour. They are equally to be passed on from one generation to another. In the words of Benard (1975) no society has been able to live without rules and regulations and apparently the more complex the society, the greater is the need for a detailed description of behaviour which are permitted and those which are prescribed.

These social regulations are of different levels of visibility-they are called "mores", "folktales" and "laws". They are designed to make it possible for men to live together harmoniously and thus in contemporary society to enhance the living conditions of individuals. Unfortunately, when one examines the modern Nigeria school system there are some doubt if there exist any society values at all.

Itedjere (1997) had warned that education should be a function of cultural matrix in which it operates because educational system is a reflection of a particular culture of which it is a part. To this end every human society at any stage has its own system of education. In the case of a traditional Nigeria society, it could be regarded as indigenous because it is a part and parcel of the society. Itedjere (1997) opined that the objective of indigenous education is geared towards enabling the child to live effectively and efficiently in his culture.

Obianuju (2011) stated that culture is the sum total of the life pattern of the people. Hence character and moral training constitute the cornerstone of indigenous education - children are taught from the early stage of their lives to respect the basic values of their society virtues such as honesty, truthfulness, kindness, wisdom, dignity of labour, loyalty, respectfulness, perseverance are highly cherished and are taught to the children right at the family level using myth, legend, proverbs, music and dance.

He observed that during festival period, rhapsodies are sung either to praise or condemn the activities if people in the recent past. In order to avoid the condemnation in which the offence is over exaggerated people are conscious over what they do so as not to be ridiculed during such festivals. Children were taught morality in the indigenous education systems by model with great pressure on the child to conform to acceptable behavioural standards. Morality leads to the development of an ideal man who is responsible for discipline and order in the society.

According to Ezewu (1990), an educated man must be a man of morals, manners, obedience to authority and respect to customs, conventions and laws of the group. He must accept the values and ethics of the society. Probably that is why value education themes such as honesty, regards for the interest of others, justice, discipline, right attitude to work, courage and national consciousness were recommended for inclusion in the secondary school curriculum.

One of the ways of meeting the moral and character needs of youth and children is that of including contents that help to cultivate such values in school subject curriculum. The project of national values curriculum formulation was found important not only because our indigenous values have been thrown to the dogs in Nigeria (Babalola, 2005) but also because the government of Nigeria is interested in combating and discouraging the sheepish practice of foreign styles of living and also because of the determination of the government to wage anti-corruption war on corrupt practices in Nigeria.

However, Obianuju (2011) observed that the ability of the educational system to cultivate the desired values to his beneficiaries has been adversely affected by the seemingly intractable national ills which include corruption, malpractice, computer scams, lack of respect for life and property as exhibited by incidence of violent robberies, cultism, indecent dressing and several others. Studies have been conducted

on the desirability of the inclusion of traditional values in the Nigerian education system (Oderinde, 2011). He discovered that teachers had positive perception of the need to include the traditional themes in the Nigerian educational curriculum.

Obianuju (2011) also worked on value orientation and reorientation in University education using Imo State University. He sought the opinion of students on the values the held about university education and the need for re- orientation was identified and found out that students opined more to what would benefit them rather than what would benefit the society. From the literature, it is observed that not much had been done on the value positioning and re-positioning of basic school students.

Research Questions

The following research questions were generated to guide the study:

1. What do basic school students' opined as the value of basic education?
2. What are the factors influencing the students' value position in the school?
3. In what areas do the students need re- positioning?
4. What are the possible ways of re- positioning basic school students?

Methodology

This is a descriptive research of a survey type. The population for this study was all students and teachers in upper basic schools in Ilorin. The target population for the study was all the upper basic schools in Ilorin. This sample schools comprised of twenty (20) upper basic schools from Ilorin. The sample for this study included 30 randomly selected students and 5 teachers in the sampled schools. A researcher-adapted set of questionnaires for students and teachers from Obianuju (2011) were used to collect the data required for this study by the researcher. The items were 35 in number. Each respondent made a tick (V) against the appropriate option in each questionnaire item.

The questionnaire was subjected to test-retest technique of three weeks after the first administration to show its reliability. The scores obtained in the two administrations were correlated using Pearson r statistics for the reliability index and resulted in 0.76 which the researcher adjudged reliable.

A descriptive statistical analysis were employed to analyze the data that were collected for the study. Mean was employed to answer the research questions using 2.5 as the bases to determine the strength or otherwise of the statement.

Result

The results are presented in tables to enhance easy interpretation.

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Research question 1: What do basic school students opine as the value of basic education?

Table 1: Mean responses of students on the value of education

SN	Item	SA	A	D	SD	Mean
1	Status	150	180	155	115	2.61
2	Money	245	180	100	75	2.99
3	Salary	265	200	55	80	3.08
4	Job	310	205	65	20	3.28
5	Certificate	350	235	15	-	3.53
6	Further educ.	350	235	15	-	3.53
7	Gain knowledge	160	190	155	95	2.83
8	Society	110	130	205	155	2.33
9	popularity	110	130	205	155	2.33
10	Join politics	110	130	205	155	2.33

Table 1 above showed the values students considered as important values from the analysis, among the items that scored above 2.5, certificate and for further education scored the highest mean with 3.53, while for job followed with 3.28. Out of those items that score below 2.5, items on society, popularity and join politics were scored 2.33

Research question 2: What are the factors influencing the basic school students value positioning in the school?

Table 2: Mean responses of students on the factors that affect their value positioning

S/N	Items	SA	A	D	SD	Mean
1	Teachers	50	180	155	215	2.11
2	Friends	245	180	100	75	2.99
3	School	80	200	55	265	2.15
4	Society	310	205	65	20	3.28
5	Parent	100	75	150	275	1.83
6	Personal decision	350	235	15	-	3.53
7	Ambition	340	205	25	30	3.43

The analysis on Table 2 above revealed that the factors influencing the value positioning of students was personal decision From the analysis, the items that scored the highest mean with 3.53 was personal decision. The analysis showed that students' ambition followed with 3.43, while for society had 3.28. Out of those items that score below 2.5, items on parent had the lowest value of 1.83

Research question 3: In what areas do the students need repositioning?

Table 3 : Mean responses of teachers on the areas students need re- positioning

S/N	Items	SA	A	D	SD	Mean
1	Non challant attitude	65	27	3	5	3.52
2	Quick money	61	29	4	6	3.45
3	Unpatriot tendency	59	36	4	1	3.53
4	Diminishing intrest	44	38	8	10	3.16
5	Hopelessness	73	13	7	7	3.52
6	Paper qualification	84	13	2	1	3.8

The data analysis on Table3 indicated that students need repositioning in all the areas identified. It is observed that focus on paper qualification had the highest mean score of 3.80, followed by unpatriotic tendencies (3.53), while hopelessness and non challant attitude towards studies had 3.52. The analysis revealed that making quick money had 3.45.

Research question 4: What are the possible ways of repositioning basic school students?

Table 4: Mean responses of teachers on the possible ways of re-positioning the students

S/N	Items	SA	A	D	SD	Mean
1	Teachers' conscious	68	27	3	2	3.61
2	Parents' conscious	69	14	10	7	3.45
3	Teachers positive trait	80	6	4	10	3.56
4	Recognition of positive behavior	71	17	8	4	3.55
5	Sanction of negative behavior	62	24	7	7	3.41
6	Emphasis on affective behavior	77	13	5	5	3.62

Table 4 showed that school teachers had positive view on the all the items of possible ways of re- positioning the values of students. The mean scores of all the items were above 3,00. Among the items, emphasis on the affective behavior had the highest mean score (3.62) and followed by teachers conscious teaching of values (3.61) and then the teachers positive traits in the classroom (3.56)

Discussion

The findings in this study revealed that value orientation of students was low and negative. The finding indicated that students at secondary school level viewed education as a mean of getting certificate and for further education and a means of getting job. This finding confirmed Obianuju(2011) who stated that students considered what will benefit them first before what will benefit the society at large.

On research question 2, it was discovered that the school did not serve as a factor that influenced the value positioning of the learners. The finding agreed with Obianuju (2011) who noted that the school had failed to influence the value

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positioning of learners. The finding on the areas of need to re- position the value of learners is also in agreement with Obanya (2002) who identified the need for reform in the education for it to be able to reposition the learner to become willing beneficiary of the process of inter generational transmission of those enduring societal values that will create better Nigeria. The finding showed that school teachers had positive view on the all the items of possible ways of re- positioning the values of students. This means that teachers must shun any corrupt practice in their relationship with the learners.

Conclusions and Recommendations

Based on the findings of this study, the following conclusions can be drawn: Education is value-loaded. There is no education process worth the name that should teach what is not worthwhile. Unfortunately, our present life experience has shown that most Nigeria i youth and the adults alike could not, for sure, state enduring values for themselves and the society.

The overstretched attention which our contemporary education gives to cognitive facts without corresponding input on the affective and even manipulative domains of the individual makes a near mockery of both the educational institutions and the society. The result is that so many of the school products in Nigeria roam the streets of major towns and villages as cannibals or criminals.

It is recommended that the curriculum planners should embark on reform that will incorporate the values that are desirable for the growth and development of the society.

Counselling services should be provided at the basic level of education to help the students understand the values expected from them.

The teachers should always demonstrate positive classroom trait to serve model for students to follow.

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