NEED FOR FOSTERING VALUES EDUCATION IN NIGERIA INSTITUTIONS OF LEARNING: THE ROLES OF EDUCATIONAL PLANNERS AND SCHOOL TEACHERS

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ABSTRACT

This paper focused on the need for fostering values education in Nigeria institutions of learning: the roles of educational planners and school teachers. Indiscipline among students is one of the great challenges for education in our country nowadays. Three research questions guided the study. Survey research design was adopted for the study. The population of the study consisted of 140 educational planners and 560 school teachers in Eket Senatorial district of Akwa Ibom State. A sample of 62 educational planners as well as 205 school teachers totaling 267 respondents were selected using stratified random sampling technique. A four-point likert type rating scale questionnaire was the instrument used for data collection. The instrument having been validated by two experts were divided into two sections A and B. Section an elicited personal content while section B contained 15 structured items on values. The items were on a scale of Strongly Agree = 4 points, agree = 3 points, disagree = 2points and strongly disagree = 1point. The reliability of the instrument was carried out using 20 educational planners and 20 school teachers respectively from Mkpat Enin education Zone. Split techniques were employed for the purpose. Cronbach-alpha formula was used and a coefficient of 0.70 was obtained. The researcher made use of two research assistance to administer the instrument; they were tutored by the researcher beforehand. The research questions were answered using mean and grand mean. The decision rule was set at 2.50. Meaning that any point above 2.50(>2.5) was regarded as agree while mean value less than (<2.50) 2.5 were regarded as disagree. Based on the results of the research, the following recommendations made among others are; the Need for fostering values education in Nigeria institutions of learning

must be enshrine into the Nigeria school system as core curriculum and held with teachers working in schools at different levels, teacher should be able to provide students with activities in school in which they learn and practice ethical and altruistic behavior.

KEYWORDS: Values, Education, Planners, Teachers, Role.

1. INTRODUCTION

Indiscipline among students is one of the great challenges for education in our country nowadays. The problem becomes more serious when the students lost their moral breadth to discern what is right and wrong for their actions in school or out of the school. Moral development is an important dimension of education of the child. The National Policy on Education, 1986 expressed a great concern over the erosion of moral values. It strongly emphasized that curriculum should be readjusted in such a way as it makes education a forceful tool for the cultivation of moral and social values. "Psychology of the child and curriculum" has listed the following important moral qualities which need to be developed in children: Honesty in words and deeds, Truthfulness, Self-respect and a desire to respect others, Self-Control, Duty and Consciousness Comparison.

Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Virtually every education policy document has emphasized the role of education in fostering values. One may begin to ask what Values is. In the context of learning, values are fundamental principles, convictions, virtues, ideals, standards which act as general guide in controlling the behaviour, character, attitude and conduct of a person within a specify setting. In most general terms, value education is simply an issue of inculcating suitable conduct and habits which is done by developing constructive qualities.

According to Freeks (2007), the relevant role-players in character-development and character-building (education) with regard to students include parents, brothers, sisters, lecturers, teachers, friends, pastors, institutions and God. The influence of institutions in terms of character development and character-building with students is derived from the home, the church, primary school, high school and college.

Calhoun (2002) asserted that institutions can include diverse areas of social activity, from the family, to basic aspects of political life, and are one of the central concerns of the functionalist tradition. In more specific and broader terms, value education must have cognitive factors in its activities, which is more permanent in nature than creating habits. The main viewpoint behind this perspective is that the aptitude to make moral judgment must be based on sound reasoning and it cannot be neglected in deliberate activities and learning processes of value education. It is believed that the moral development of a child is inevitable outcome of schooling and its mini society. In this mini society, a child develops the attitudes, standards, values, ethics and general conduct in order to adjust his/herself according to the norms of his social circle. Value development requires a personal thoughts process and individual reasoning power. This individual reasoning enables the person to choose a true action for true reason, rationally. Value education therefore sustains the child in such adjustment.

What the society is witnessing today in terms of values in our educational system as gone far beyond what happened in the past. The era we are today is full of competition and laxity in moral values. The economic growth has led to the advent of high life and higher standard of living by the people. It has made man rich in materialistic sense but deteriorated the ethical fiber in the society.

The corruption in religious, political, economic, social, educational field is widespread. Children due to their exposure to mass-media are turning into youthful lawbreakers. Due to lack of values they adhere to whatever is shown in the Television and on net ruining their life. Family disorder has made them astray. Parents are busy pursuing their careers and children are taken care by day care centers. Values are essential for positive human behaviour.

According to National Policy on Education (NPC 2013: 6th Edition), the philosophy of Nigeria education is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels both inside and outside the formal school system. All educational efforts attempt to develop three domains: Cognitive, affective and psycho-motor domains. Cognitive domain contains knowledge; affective domain holds affections, attitudes, and values; psycho-motor domain includes behaviours, acts. It is on this basis that the researcher surveys need for fostering values education in Nigeria institutions of learning by examining the roles of educational planners and school teachers.

Statement of the Problem
Education in school is not only about learning various disciplines. The reason why one would enroll their children in a school is to them various disciplines. However, it is essential to understand that children should nurture values as well. Academic alone is not responsible towards making of a successful individual or towards helping achieving personal goals. When student learn about value at the school level, it becomes useful for them in facing real-life situation. The evolutions in the learning environment are impediments to imbibing value education which is not getting enough focus at the school level. As a result, it is essentials for parents as well as teachers to be concerned about the development of children. The school and the community play a vital role in imparting values education. For this reason, it is essential for teachers to develop a framework of value education in the school.

Purpose of the study
The purpose of this study center on the need for fostering values education among students in Nigeria institutions of learning: the roles of educational planners and school teachers. Specifically, the study was carried out to find the following:
1. The roles of educational planners in impacting moral values influence on the character building of students
2. The roles of teachers in fostering values among students
3. The challenges of teachers in developing students' morality.

Research Questions
The study was guided by the following research questions;
1. What are the roles of educational planners in impacting moral values influence on the character building of students?
2. What are the roles of teachers in fostering values among students?
3. What are the challenges being faced by teachers in developing students' morality?

2. METHODOLOGY
Survey research design was adopted for the study. The population of the study consisted of 140 educational planners and 560 school teachers in Eket Senatorial district of Akwa Ibom State. A sample of 62 educational planners as well as 205 school teachers totaling 267 respondents were selected using stratified random sampling technique. A four-point likert type rating scale

questionnaire was the instrument used for data collection. The instrument having been validated by two experts were divided into two sections A and B. Section A elicited personal content while section B contained 15 structured items on values. The items were on a scale of Strongly Agree = 4 points, agree = 3 points, disagree = 2points and strongly disagree = 1point.

The reliability of the instrument was carried out using 20 educational planners and 20 school teachers respectively from Mkpat Enin education Zone. Split techniques were employed for the purpose. Cronbach-alpha formula was used and a coefficient of 0.70 was obtained. The researcher made use of two research assistance to administer the instrument; they were tutored by the researcher beforehand.

The research questions were answered using mean and grand mean. The decision rule was set at 2.50. Meaning that any point above 2.50(>2.5) was regarded as agree while mean value less than (<2.50) 2.5 were regarded as disagree.

3. RESULTS

Table 1. Roles of educational planners in impacting moral values influence on the character building of students

S/N	ITEMS	EDUCATIONAL PLANNERS			SCHOOL TEACHERS		
		SCORE	X	DECISION	SCORE	X	DECISION
1	Enshrine of value in the school curriculum	139	3.31	Agree	532	3.37	Agree
2	Promotion of core ethical values	128	3.34	Agree	512	2.98	Agree
3	Employment of teachers with sound moral	104	3.21	Agree	421	3.03	Agree
4	Mode of curriculum delivery	124	3.54	Agree	366	3.78	Agree
5	Orientation by guidance and counseling	137	3.12	Agree	288	3.42	Agree
	GRAND MEAN		**3.30**			**3.32**	

Table 1 above revealed that grand mean value for educational planners is 3.30 and school teachers 3.32 respectively. The decision rule is agreed when it is above 2.5.

Table 2: Roles of teachers in fostering values among students

S/N	ITEMS	EDUCATIONAL PLANNERS			SCHOOL TEACHERS		
		SCORE	X	DECISION	SCORE	X	DECISION
6	Serve as role model to students	116	3.44	Agree	225	3.68	Agree
7	Lead students to success	127	3.54	Agree	462	3.45	Agree
8	Teaching of moral values	139	3.15	Agree	310	3.19	Agree
9	Communication with parents	110	3.00	Agree	356	3.74	Agree
10	Organization of curricular activities	106	2.85	Agree	378	3.10	Agree

GRAND MEAN	3.26		3.43

Table 2 revealed that both educational planners and school teachers for secondary schools in Eket senatorial district of Akwa Ibom State agreed that role of teachers in fostering values among students are numerous. This is evidenced from the grand mean value for educational planners is 3.26 and that of school teachers 3.43 which exceeded the critical mean value of 2.50. This indicates that role of teachers in fostering values among students can enhance students of becoming a better citizen in the society through the teaching of values in the school. This is evident from the grand mean values for educational planners 3.26 and that of school teachers 3.43 which exceeded the critical mean value of 2.50

Table 3: Challenges being faced by teachers in developing students' morality

S/N	ITEMS	EDUCATIONAL PLANNERS			SCHOOL TEACHERS		
		SCORE	X	DECISION	SCORE	X	DECISION
11	Method of Teaching and Evaluation	133	3.02	Agree	253	3.74	Agree
12	Lack of interest	112	3.48	Agree	378	3.78	Agree
13	Qualification of Teacher	137	3.29	Agree	279	2.65	Agree
14	The Expectation of Parents and Society	109	3.40	Agree	410	3.33	Agree
15	School valves and family value	132	3.88	Agree	272	3.61	Agree
	GRAND MEAN		3.41			3.42	

Table 3 showed that the grand mean for both educational planners and school teachers were 3.41 and 3.42 respectively. Both values are greater than the critical value or decision rule of 2.50.

4. DISCUSSIONS OF FINDINGS

The findings on research question one as contained in the table 1 revealed the roles of educational planners in impacting moral values and influence on the character building of students. Like all other enterprising organizations in human affairs, education must be efficiently planned, and effectively implemented to achieve the objectives, goals and national aspirations. Education is one of the avenues through which national development could be achieved. Bosah (1991:157) holds this opinion and is shared by many authors in Education. The National policy on education (1998), rates education as 'the most important instrument of change'. Most world countries use education as an instrument to plan national development. The findings agreed with Bosah (1991) that the potency of education as a change agent, is manifested in its effect on socialization, the transmission of culture, acquisition of skills, knowledge and societal norms as well as inculcating moral values and attitudes. This explains why education should be properly planned and effectively implemented. The roles of the educational planner in a result-oriented planning, presenting prescriptions or imperatives in planning, which will result in achieving goals, and national aspirations in educational enterprise in Nigeria maybe examined through Challenges and problems of educational planning.

The findings on research question two as contained in the table 2 revealed the roles of teachers in fostering values among students. Teachers are as facilitator in developing students' morality. They should provide opportunities to students to use moral reasoning skills independently. Students

should have self-regulation so that they could monitor their own behavior and actions. They should be given chance to train to resolve the moral dilemmas with skills that they learned. This can help them to be more capable to apply the skills in real life situation and choose the appropriate behavior. Besides, students should be given roles that require moral responsibility.

Teachers can assign post to the students and provide them with practice opportunity to build a sense of themselves as moral human beings. This finding agreed with Character Education Partnership (2010) that since children spends so much time in school, educators have a unique and special opportunity to impact all students through the implementation of character education. Schools are in a primary role to offer support to our youth and help them to achieve their greatest potential, both as students and as people. When schools offer a place for students, teachers, and parents to feel safe, valued, and encouraged, they are more likely to do their best work. Educators must be proactive in teaching good character, especially with all of the challenges and negative influences that our youth face today.

The findings on research question three as contained in the table 3 revealed the Challenges being faced by teachers in developing students' morality. These challenges include: method of teaching and evaluation, lack of interest, qualification of teacher, the expectation of parents and society, school valves and family value. The other challenge of the teachers is about the interest of students in moral education. First, students cannot see the relevance of this subject in their lives (Oladipo, 2009). They are taught these moral values in school but they do not know how to apply in their lives. Second, teachers always use the same strategies in teaching the moral concepts. The students feel bored with the subject by just listening to the explanation of the moral concepts. The old style of teaching method is not so advanced in boosting students' interest in learning. This finding is in agreement with Okeke & Okoye (2016) that Students nowadays are exposed to gadgets in their lives. They can focus and learn well if those devices are provided. However, not every school provides the facilities or devices to them. Teachers face challenges when the school value and family value are far different from each other. Students often find what is considered as 'good' by the school is seen as 'wrong' and 'impractical' in their family (Velea & Farca, 2013).

For example, teachers teach students to be helpful to everyone regardless of their background while the parents ask them not to help the strangers as they may be possible to harm them. Besides, parents who show the negative example also will be contrasted with the values that are taught by the teachers.

5. CONCLUSIONS
Today, school system has experienced moral deformation among students. Therefore, educational planners and school teachers has a numerous role to inculcate value towards students' behaviors. Value education and character-building can inculcate a positive attitude in students. Apart from the role of the parents with regard to value education and character-building, the role of the teachers in particular is indispensable for the students.

6. RECOMMENDATIONS
Based on the results of the research, the following recommendations were made:
1. Need for fostering values education in Nigeria institutions of learning must be enshrine into the Nigeria school curriculum and held with teachers working in schools at different levels.
2. It can be ensured that concepts and practices related to character/values education take more places in the school curriculum courses. Teachers can be informed in order to achieve the

objectives of the gains in character/values education and they can be provided with more time in the education of values in and out of the lesson.

3. Teacher should help students to become aware of the moral world of others and help them learn to empathize with it.

4. Teacher should be able to provide students with activities in school in which they learn and practice ethical and altruistic behaviour.

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