VALUE EDUCATION: IMPLICATION FOR SOCIAL STUDIES EDUCATORS IN NIGERIA

Gambo Baranzi Mbaya and Ibrahim Adamu Miringa
Department of Social Studies, College of Education, Waka-Biu Borno State, Nigeria
gambombaya12@gmail.com 07038186011

Abstract
Nigeria is bedeviled by challenges that affect its quest for socio economic and political development. Some of the challenges include insecurity, poverty, ethnicity, nepotism, religious extremism, and corruption. The desire to build a strong and prosperous nation in face of these numerous challenges, led to the call of value education in Nigeria schools and colleges. Core values such as honesty, integrity, cooperation, respect for socio- cultural diversity, and social justice are considered important in restoring national dignity. Education is based on mutual communication between the teacher and the students. Most processes of acquiring knowledge are based on interaction between certain sources such as the teacher, books, internet materials, journals and documentaries. Quality of the teacher and the sources of acquiring information must be appropriate to achieve desired instructional aims and objectives. This paper presents six major objectives of teaching value education and how value education can foster value sensitivity in the minds of students in schools through Social Studies. It also presents roles of Social Studies teacher in attaining value education objectives.

Keywords: Value education, Social Studies, National values, Desirable character traits.

Introduction

The fundamental goal of value education is to equip the student with knowledge and skills needed for societal growth and development. This is considered important because the individual would live a happy life and useful to their communities. Nigerian overall philosophy and goals of education states that: "the aim is to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice".

For this philosophy to be in harmony with the national objectives, it has to be geared toward better human relationship, effective citizenship, national unity and social, cultural, economic and political progress which value education objectives intend to achieve through Social Studies in Nigeria schools. Cyril, Etim (2014) considered morals and value education as the major way of achieving overall development of citizens who are expected to be the main drivers of change and transformation of human society. Iheomat (2013) considered moral and value education as response to the consequently wide spread concern about the nation moral predicament.

Value and good morals are necessary tools that one needs to carry all through life it required continuity to old age. Value could help people make difficult decisions about issues, value education could also help students define their communities, be it family, village or school. It is very important that people also learn to respect each other's different opinions and beliefs. Value education also reminds students that they are all individuals from different homes, families, and religions. Therefore to have greater understanding of whom they are.

Conceptual Clarification

Value can be seen as ideas or ideals about whether experiences are important for citizens in the society. It can also be defined as a worthwhile consideration by an individual which dictates for him/her what he/she will see, hear, think and do in the process of socialization or interpersonal relationship in the society. Therefore, value education is the type of education that helps in the development and fostering of value sensitivity in the minds of people which Social Studies education curriculum is considered relevant to achieve.

Theoretical Framework

Plato's time, idealism of philosopher king theory (1857) can be used to explain the role of moral and values education in ensuring society's continuity and peaceful coexistence. The theory which considered guardians of the society was based on general values like; goodness, truth, justice and loyalty as being infinite unlimited, unbounded and universal. These and many other values are unfailing guides to right conduct in every society. Dike (2016) considered values education to involve educating for character and for moral values. It encompasses the teaching of respect and responsibility to the citizen for good character development and for the health of the nation. It involves respect and responsibility which are vital foundation of moral values that Social Studies emphasized in its curriculum.

Value education is also considered an activity that can take place in any organization during which people particularly students in schools are assessed by teachers or older members of the society to make explicit decisions about issues related to behaviours and attitude. It is equally necessary to experience values education because it reflects those acceptable behaviours in the society weather long term or short term values. The end result is to promote good moral upbringing and realization of self and able to contribute to society's development.

Some of the objectives which value education intends to achieve through Social Studies education include:

Creating Awareness on National History

The roles of values education in creating awareness on national history: values education in Nigeria schools will be what Khalid (2015) considered man-made process of directing social evolution through values education which help to guide the development of young people into individuals of integrity who can tolerate the demand of continually changing society. Through value education, students would be taught the custom, norms, value of their societies and how important they are to the people. Thus, some values of the society changes over time but no human community or society can live without common values that unite them. Values education can also be acquired outside the school, through associations, organization where people interact.

Value Education and Value Influence

Value education can help individuals to think about choice they make in terms of values framework or values clarification as suggested by Bello (2018). This can be done through daily life in schools or classrooms where emphases would be placed on consideration of others, freedom, equality, independence of thought, responsibility for ones action, dignity of individual human being and cooperation with other members of group to achieve general goal of the group. Individuals interact directly or indirectly with members of the society which can affect the nature of value acquired. Therefore, when acceptable values such as honesty, respect, tolerance, etc are taught in schools, the student will develop positive attitude in their social interaction and that influence can affect others positively.

Growth of Human Dignity

Value education has among its objectives to improve growth of human being in totality: value education strives to initiate and stimulate the development of moral values in students and the society as a whole. Both the students and value education teachers are to achieve this through personal life style as well as through teaching and learning in the classroom, as it helps in the understanding of character traits and values. It has other areas of value development such as:

a. Value education and Nigeria cultural diversity: A Social Studies teacher needs a winder understanding of the need to exist with people of different cultures in Nigeria and other people of the world community. As this is a type of education treats multi ethnic multi-social and multi-racial compositions of people in a country or nation. The Social Studies teacher should use Folk tale, folk song, folk dance culture ethnic heritage in teaching. These methods would help the students in understand the different and composition of the society.
b. Value education and gender: This is an education given to both young and old

people on the differences between the sexes of human kind in terms of physical and psychological characteristics sexual activities and consequences such as abortions, pregnancies, sexually transmitted disease (STDS). Junior Secondary School Social Studies teacher needs to use a more efficient method in teaching sex education in order to give a balanced learning and help in solving sexuality crisis in the school and the society at large such as unwanted pregnancies, dropping out of schools and children having children. Discussion method and storytelling method of teaching can be used to avoid unguided conception of the subject.

c. Value education and Nigeria environment: This is an education that deals with the understanding of problems, causes, consequences and remedies to ecological issues that faces mankind Social Studies teacher needs instructional method that could develop in the student's attitudes of responsible concerns for the quality of their environment. The teacher may use students center learning e.g. take home work for the students to have opportunity to do something themselves to improve the environment such as to draw how waste disposal is managed.
d. Career education: This is an education that deals with the world of work in the society. It is concerned with counseling, vocational guidance, coping behaviours and occupational information. The schools need to direct the students to learn value and ethnic roles in the world of work through career education. It also deals with work roles, jobs, importance of work to the individual and the community.
e. Citizenship education: This is a concept used to express the status of an individual who possesses full political and social rights as well as enjoys some privileges in his/her country. Social Studies teachers need to test the student's rights of citizens, responsibilities and how to integrate and interact with others in schools and out of school. This could teach the students ways of integrating the diverse citizens of Nigeria.

Value Education for Development of Social Models

Value education also intends to develop individuals as social models for desirable character traits in the students both in the school settings and the society at large Oladipo (2016). The teacher and students of value education are therefore involved in teaching and learning behaviours that are right, socially acceptable and relevant to the needs of society such as respect for the right of other people and to accept responsibility for one's action.

Value Education and Various Living Styles

This is about study of ethnic groups in Nigeria illustrating their difference in terms of values and the need for maintenance of such values that generally bind people together. Examples are hard work, diligence, honesty, tolerance, cooperation, discipline, chastity, and responsibility (Kazi (2017). This has become important going by the complexity of our modern society in the areas of pluralism and dynamism. Value education helps to develop positive desires and discourage its aversions to ensure the continual success and preservation of the society. Students are expected to choose life styles that are good and purposeful and avoid negative and unwanted habits so that in later stage of their lives, they will became responsible members of society and be reliable, dependable, and be able to contribute toward societal growth and development.

Value Education Envisages a Social Order

In the society as it could take care of learners varied and various talents and capabilities for specific calling or occupational needs of society. There is always a change in values due to prevailing circumstances in the community or society. And another problem of values is that not all the citizens of a community or society can agree with any value and interpret it or them in the same way and at the same time.

Conclusion

The objectives of value education in Nigeria could go a long way in addressing moral decay which manifests through high and increase crime rate, cultism, drug abuse, violence, arm rubbery, examination malpractice, prostitution

to mention few. This is because value education in schools could inculcate awareness about societal values, morals and their significance in national development. National integration is a basic requirement for development of Nigeria and any nation that is why most of the developed nations of the world built their economy in atmosphere free of challenges such as corruption, insecurity, ethnicity, and violence that are affecting Nigeria development. Value education through Social Studies could go a long way in enhancing national values if introduced and properly implemented in Nigeria school curriculum.

Recommendations

The following recommendations are made:

i. The government at all levels of education should take steps in improving the teaching of value education in schools through the available traditional subjects
ii. Social Studies curriculum should incorporate contents of value education at all levels of learning
iii. Government and other stakeholders should continuously organize training, research seminars, and workshop to encourage the teaching of values in schools.

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