TEACHING OF INDIGENOUS VALUES AS AN INTERVENTION FOR CURBING SOCIAL VICES IN NIGERIA

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Abstract
The paper examines the teaching of indigenous values as an intervention strategy for curbing social vices in Nigeria. A qualitative research approach which made use of library research method was adopted to examine the variables of the study. The finding of the study indicated that social vices could be curbed through the teaching of indigenous values such as honesty, benevolence, communal ethos. It was recommended that Social Studies teachers should be exposed while on the job to an additional sound training to upgrade their skills on indigenous values as well as incorporation of value education into school curriculum. Furthermore, teaching resources and other materials should be made available for the teaching of indigenous concepts.

Keywords: Indigenous values; Effective teaching; Social vices; Sound values

Introduction

The world today and Nigeria inclusive are facing series of social vices which are threatening its peaceful coexistence of the world. Government at various levels spend huge sum of money to combat these social vices but all to no avail, instead the situation continue to increase making life hard for people. Government has lost many of her military operators in fighting this great calamity as well as her citizens whom they are expected to protect including properties thereby making Nigeria efforts to achieve accelerated and sustainable development far reaching. It is known fact that no nation from the most reclusive to the most civilized can boast of achieving her intended outcomes for the benefit of her citizenry under the atmosphere of insecurity as could be seen in Nigerian society today.

Okorafor and Njoku (2012) observed that value crisis is evident in Nigeria as traditional values that used to hold the society together have virtually broken down. They opined that present day values are characterized by elements of individualism and materialism. By implication, more people are becoming self - centered and the society defines persons more in terms of what they have as opposed to whom they are. This is manifesting in the desire to get rich quick and by any means. As such, incidences of social ills like misappropriation of public funds, stealing, kidnapping, banditry, terrorism, and the like are on the increase.

The first section in the National Policy on Education starts with the statement of the overall philosophy of Nigeria which is to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice and to promote inter- African solidarity and world peace through understanding. The document further identifies the five main national goals which have been endorsed as the foundation for the policy.

These are building of:

(a) a free and democratic society,
(b) a just and egalitarian society,
(c) a great and dynamic economy,
(d) a united, strong and self - reliant nation,
(e) a land full of bright opportunities for all citizens.

The policy goes further to list values that the educational enterprise should seek to inculcate and these are:

(a) respect for the worth and dignity of the individual.
(b) faith in man's ability to make rational decisions,
(c) moral and spiritual principle in inter-personal and human relations,

(d) promotion of the physical, emotional and psychological development of all children, and
(e) acquisition of competencies necessary for self-reliance.

These are great dreams for people of this nation but its realization become worrisome due to situation we find ourselves in which everyone including the government share from the blame.

Conceptual Clarification of Social Vices

Social vices are forms of evil, wicked and criminal actions or behaviours in the society. These are social problems and have been thought of as social situations that a large number of observers feel are inappropriate and need remedying. According to Asmau (2020) describe Social vices as those acts and conditions that violate societal norms and values.

Igwe (2014) identified some common examples of social vices such as drug abuse, alcoholism, smoking, casual sex or pre-marital sex, sexually transmitted diseases, conflict, pocket picking, indecent dressing, prostitution, cultism, examination malpractice, hooliganism, thuggery, gambling, rape, sexual assaults, and many other unhealthy lifestyles that features among youths of modern societies. According to Elujekwute (2019) social vices are acts of indiscipline and they are those acts and conditions that violate the societal norms and values. They are habits or behaviours of immoral activities such as cultism, robbery, ritual killing, kidnapping, smoking and drug peddling.

Value education is a process, which begins at home and continues in the society and in formal education institutions (Başçı, 2012).Value education is needed in the society today especially when old values are fading away and no substitutes to replace them. Omonijo et- al (2013) remarked that value disintegration in modern time has created many ills in human societies from the most advanced countries to the most underdeveloped ones. Due to this in recent days, the significance of values and having certain values has been emphasized. Values play a significant role in social life educational systems which may be given through independent courses or through integration of values in different courses in the educational programmes. On the other hand, educational institutions transfer values to students, which is one of the ways of socialization. Anzene (2014) averred that the roles of teachers in the teaching of values cannot be overemphasized. It is certain that in order to fulfill this specific role teachers should assimilate those values to be taught to students. On the other hand, values have a significant effect on teachers' educational decisions and acts. Values allow for individuals to understand what are prior and what are not. On the other hand, values should be taught at home and at formal education institutions (Awe, 2016). If an educational approach which supports only cognitive and psycho-motor competence is adopted, then students cannot acquire affective gains which include values of the society. Therefore, value education should be emphasized both at home and in schools.

Teaching is a moral activity in which teachers have to consider the ethical complexity of teaching and the moral impact they have on their students (Carr, 2011). All kinds of activities in schools in which students learn or develop values and morality are often referred to as values education (Lovat, 2011)

Causes of Social Vices

Peer Pressure is the major cause of youth involvement in social vices. Students spend more time with friends at school or at home. Due to weak nature and tender age, they can easily be influenced. Children have a high level of curiosity to learn, to have fun and practice new things thus making them smoke, drink and have sexual intercourse. This is evident in a proverb that says bad association corrupt good manners this shows the significance of friends and how they influence lives. A child tends to behave like his or her friends so as not to be labeled as cowards, uncivilized or crude.

Parental Neglect: Another cause of social vices is negligence by the parents or a broken home. Most children that engage themselves in vices are from broken homes. Wollter (2022) remarked that lack of parental care, supervision and attention makes a child engage in social vices. Children from the permissive and

uninvolved parenting styles fall mostly into these traps. They move with bad people and movements are not queried; academic progress is not being followed up. Freedom to do anything without been probed affect children negatively. Negligence of parents can make the wards turn to friends for love, emotions, care, advice who can lure them into deadly acts.

Values Disintegration in Society: The collapse indigenous value system caused by civilization and modernization in the world today has led to acceptance of foreign culture has created room for value shock as evident in multifarious immoral acts. This is alienating African child from traditional values, even most of what is learnt in educational institution alienate African child from cultural environment.

Media Influence: Mass media such as television, radio, daily news as well as social media as increased the social vices in recent time. The unchecked programs of these channel of communication exposes youth to immoral acts which are detrimental to healthy society.

Lack of Purposeful Economic Direction by Government: Economic hardship prevailing in Nigerian society today has caused many acts which are detrimental to survival and peaceful coexistence of this country. Life of people without work is a complex problem of individuals as youths of modern societies to involve in social vices. Many youths want to act what they have watched to prove that they are current and to be like star they have watched. Many of these acts contradict existing cultural values which promote social vices in human societies as well as the whole society. The way of satisfying the basic existential and social needs and of setting the standard of living corresponds again with behaviour and depends on the economic level of that individual or the society. Increased crime rates and violence signal absence or inefficient function of economic instruments and low living standards. Long-term unemployment, instability within family, long-term poverty, social exclusion associated with existential crisis are all factors that predict all forms of social vices, which are another complex and long-term problem of every society.

Effects of Social Vices

Social vices have significant negative impact on the life of the people at various level of human existence. Here are few of such negative impacts:

Dangerous acts like cultism are rampant in schools: A secret cult is an organization of some people who engage in some activities that are secret. Some students are lured while some are forced to join a cult. It was found that most members of these secret associations are from rich homes. Greater attention is given to the cult to the detriment of academics. Much demand is expected from members. The cult is their priority while any other things including studies are secondary. They forget primary assignments in school by focusing on meeting the needs of other members, fighting, and initiation of innocent students. Being in a secret cult expose a child to other forms of illegal acts such as smoking, alcoholism, rape, taking of illegal substances, hooliganism and thuggery,. They may lose their lives in fights or when there is a clash with an opposing cult(s) and some may be rusticated from schools. They might even progress to higher crimes such as highway and bank robbery. A high rate of social vices can tarnish the image of a family and a country. It can destabilize a home and crumple the peace of a household. Parents blame each other for their wayward child/children which could lead to separation, broken homes and divorce. The health of parents with wayward attitudes are threatened which can further lead to anxiety, depression how, high blood pressure, stroke, and death. The absence of a parent or both parents will further complicate matters and would not help in the rehabilitation of the children.

The Image of a Country is Reduced by the High Number of Vices: Other countries look down on such a country as being weak, corrupt and deadly. They sometimes disallow migration to their countries and even if they allow, strict screening exercises are put in place. Investors, both foreigners, and citizens will be scared to invest in a corrupt country. This could lead to fewer industries and companies that should have provided employment to the citizens, thus leading to the high unemployment rate and inhibition of national growth and development. Illicit drugs, smoking, alcoholism deteriorate

the health of the users. They can also lead to the boldness of going for higher crimes. Many lives are lost to cancer and mental disorder. Many of the students, especially the addicted ones squander their resources on drugs and result to theft when they are broke. Rapists and victims are exposed to sexual diseases like AIDS and other related STD. Female students might stop education due to early pregnancy. High numbers of student who engage in evil acts in a school reduce the morality and standard of the school. Parents tend to withdraw their wards from such schools and the change of institution might have negative effects on students

Approaches to Value Education

Two general approaches to values education are usually described and contrasted in the literature (Solomon, Watson & Battistich, 2001). These are:

The Traditional Approach

This emphasizes adult transmission of the morals of society through character education, direct teaching, exhortation, and the use of rewards and punishments (Durkheim, 1961). The aim is to teach and discipline students to develop good character and virtues, and to conform to the dominant values, legitimate rules, and the authority of the society. Examples of virtues to inculcate in character education are "being honest, hardworking, obeying legitimate authority, kind, patriotic and responsible" (Jones, 2009).

The Progressive or Constructivist Approach

This emphasizes children's active construction of moral meaning and development of a personal commitment to principles of fairness and concern for the welfare of others through processes of social interaction and moral discourse" (Solomon et al., 2001). Reasoning and explanations, deliberative discussion about moral dilemmas, and participation in social discuss.

Roles of Social Studies in Teaching of Indigenous Values

Social studies is a subject that deals with social reality and also it is a problem solving discipline which society can employ to help solving problem of survival in human society Based on the nature of Social Studies, it bestow on teachers to teach appropriate values of honesty, transparency, self-discipline, integrity, respect, love, kindness, humility, contentment, loyalty and prudence for the formation of healthy society.

Conclusion

Based on the finding of this study, it is evident that social vices can be curbed through the teaching of indigenous values for the promotion of peaceful coexistence in the world. To achieve this desire, teachers of Social Studies should be exposed to in-service training to update knowledge in teaching of indigenous concept with appropriate teaching methodologies. Also teachers must be provided with appropriate instructional materials to facilitate effective teaching so as to bring desirable change in the behaviour of youth of modern society.

Recommendations

In line with discussion so far as regard to causes and effects of social vices on the well-being of people and with a view to ameliorate it negative impacts, the following recommendations are hereby made:

1 That all levels of educational institution should emphasize the teaching of traditional values and its curriculum should be adequately fashioned to build healthy society.
2 That the teachers who are to teach or implement the curriculum should be well trained and capable of demonstrating moral probity.
3 That the mass media should direct their programmes to help inculcate appropriate values in young ones and not those capable of inducing them to engage in social vices.
4 That government should direct it economic policies to empower the youth in more profitable venture, youth unemployment should be taken into consideration and be well handled by patriotic Nigerian.
5 That parent should be alive with parental roles by providing needed care to their wards as well as controlling peers the children associate with in daily life.

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