

**KWARA STATE TEACHERS' PERCEPTION ON THE
DESIRABILITY OF THE TRADITIONAL VALUES
THEME OF THE PROPOSED NATIONAL VALUES
CURRICULUM OF NIGERIA**

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Abstract

The study investigated the perception of Kwara State Teachers on the desirability of the Traditional values Theme of the Proposed National Values curriculum of Nigeria. The sample consisted of 355 randomly selected secondary school teachers randomly sampled. The instrument used was a questionnaire consisting of 35 items in the traditional values theme of the proposed National values curriculum of Nigeria prepared by the Nigeria Education Research and Development Council (NERDC) The findings showed that there is no significant difference in the perception of teachers on the desirability of the traditional values theme of the Proposed National Values Curriculum. It is recommended that the traditional values curriculum be introduced to schools in Nigeria.

Introduction

Before the advent of the Europeans into the Nigerian society, it operated a set of unwritten but functional traditional values. The values and traditions made the young ones in the society to be obedient to elders and constituted authorities and the Law of the land. Children respected their parents and elders in the society. They learnt to work hard to achieve and to be contented with what they had. They learned the vocation and skills of the society and were socially well interacted through the various moonlight stories, various community activities and ceremonies, such as wrestling, age grade, wedding, funeral and the likes. Children by that time were morally sound (Otite and Ogionwo, 2004).

The interaction of the Nigerian people with various other peoples of the world has brought about a great deal of change on the values, social, moral and religious life of Nigerians. According to Fadeiye (2004), the majority of Nigerians prefer to use foreign things - clothes, food, music and also they speak foreign languages.

The moral situation of youths in Nigeria is not encouraging. Omoyajowo (2003) found that the Nigerian youths are no longer virgin until the time they marry. They engage in premarital sex regularly. In the same vein, Adalumo and Adalumo (1999) felt disgusted with the skinny, short, too tight and semi-naked wears which the youths in our society put on. While writing on the social vices that are common in the Nigerian society today, Oderinde (2009) listed lying, cheating, premarital sex, robbery, abuse of office, advance fee fraud, tribalism, nepotism, financial misappropriation, examination malpractices, drug abuse, thuggery and lately, oil bunkering, human trafficking, abduction, and suicide bombing. He lamented that these were not common in the traditional Nigerian society.

The spate of crimes and immoral practices engaged in by the youths is not done only within Nigeria but also in foreign countries, thereby tarnishing the good name and existing cordial relationship between Nigeria and other lands. This caused the government a lot of worry and a determination to obtain solution to this menace. According to Otite and Ogionwo (2006), a society that wants to be orderly and morally decent must make concerted efforts to teach its, values, morals and traditions to the future generation. That is

perhaps why the federal government of Nigeria in year 2000, under the leadership of Olusegun Obasanjo decided to establish and commission the Independent Corrupt Practices and other Related Offences Commission (ICPC) to embark on a programme that would return the people of Nigeria to their traditional roots so that the society would once more enjoy a moral living. (Akanbi, 2000).

In order to achieve its set goal, the ICPC commissioned the Nigeria Educational Research and Development Council (NERDC) to formulate a "National Values Curriculum for it. That was how the National values curriculum of Nigeria came into being (Maduwesi, 2000). In the curriculum, there is a portion for the "Traditional Values". It is the content of this proposed curriculum that this study seeks to find out if the secondary school teachers who are to implement the curriculum finds it desirable for use or not.

Youth Perception: The term perception refers to the way in which a person come to view and understand a thing (Horrby, 1979). According to Hilgard, Atkison and Atkinson (1979) the young people are matured and they are able to perceive things and reason like adults. In his on view, Olowonirejuaro (2003) believed that although the young people are matured, sometimes their thought and the way they perceive things sometimes may be different from the more matured adults. He added that the youths may sometimes be affected by youthful exuberance.

Purpose of the Study

The main purpose of this study is to determine the desirability of the traditional Values Theme of the Proposed National Values Curriculum of Nigeria; and specifically to determine if

- i. the themes of the proposed traditional values curriculum of Nigeria desirable for use in our secondary schools?
- ii. there will be any difference in the perception of the teachers who teach in private and public schools on their perception on the desirability of the Traditional Values theme of the proposed National values curriculum of Nigeria?
- iii. there will be any difference in the perception of the married and

- unmarried teachers in respect to their on the desirability of the traditional Values theme of the proposed National curriculum of Nigeria
- iv. there will be any difference in the perception of teachers on the desirability of the Traditional Values theme of the proposed National Values Curriculum based on gender?
 - v. there will be any difference in the perception of Social Studies specialists and non specialist teachers on the desirability of the traditional Values theme of the proposed National values curriculum of Nigeria?
 - vi. there will be any difference in the perception of the experienced and less experienced Social Studies secondary teachers on the desirability of the Traditional Values theme of the proposed national values curriculum of Nigeria?
 - vii. there will be any difference in the percept on of graduate and non-graduate Social Studies teachers on the desirability of the Traditional values theme of the proposed National Value Curriculum of Nigeria?

Research question and Hypotheses

Are the themes of the proposed traditional values curriculum of Nigeria desirable for use in our secondary schools?

In addition to this question, the following hypotheses are tested at 0.05 alpha level.

- Ho₁: There is no significant difference in the perception of teachers who teach in private and public schools on the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.
- Ho₂: There is no significant difference in the perception of married and unmarried teachers in respect of the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.
- Ho₃: There is no significant difference in the gender perception of teachers on the desirability of the Traditional values theme of

the proposed National Values Curriculum of Nigeria based on their gender.

- Ho₄: There is no significant difference in the perception of Social Studies specialist and non specialist teachers on the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.
- Ho₅: There is no significant difference in the perception of experienced and less experienced Social Studies teachers in respect of the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.
- Ho₆: There is no significant difference in the perception of graduate and non-graduate Social Studies teachers on the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.

Methodology

This descriptive survey design was employed in the study. The 35 sub-themes items in the curriculum of the Traditional Values of the proposed National Values Curriculum form the items in the questionnaire. The target population for this study was all the secondary schools Social Studies teachers in Kwara state, Nigeria. Samples were drawn from the secondary school Social Studies teachers in each of the three senatorial districts of Kwara State. One hundred and twenty (120) teachers were taken from each of the districts using the stratified sampling technique. In all, 355 respondents returned their questionnaires out of the 360 sent out. The samples therefore are Kwara South - 120, Kwara Central - 120, Kwara North 115.

The instrument used in this study was a questionnaire on the desirability of the traditional values theme. The questionnaire was formed using the items in the content of the proposed traditional values curriculum. The data used for this study was collected from each school by the researcher with the support of the principals and their deputies (Vice-Principals and Heads of Departments). The only research question was answered by finding the frequency counts and percentages, while hypotheses 1 to 6 were tested using chi-square (χ^2) to test the relationship that exist in the perception of the various

groups of teachers.

Results

Research Question 1.

Are the themes of the proposed traditional values curriculum of Nigeria desirable for use in our secondary schools?

Table 1 provides answer to this question.

Table 1: Table showing the perception of all the respondents on the desirability of the traditional values theme of the proposed National values curriculum of Nigeria.

Variable	Frequency	Percentage
Desirable	316	89%
Undesirable	39	11%
Total	355	100%

The result on table 1 showed that 319 respondents representing 89% of the total respondents agreed that the Traditional values component of the National values curriculum of Nigeria is desirable for teaching in secondary schools curriculum of Nigeria while 39, representing 11 % believed that it is not desirable.

H_{o_1} : There is no significant difference in the perception of teachers who teach in private and public schools on the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.

Table 2 presents results of chi-square test of this hypothesis.

Table 2: Chi-Square statistics showing the perception of the public and private teachers on the desirability of the traditional values theme of the proposed National values Curriculum of Nigeria.

Variable	N	\bar{x}	S.D	Df	Calculated χ^2 Value	Critical χ^2	Decision
Private	32	88.44	8.46	353	0.02	3.00	Ho ₂ Rejected
Public	323	89.19	10.83				

null hypothesis which states that there is no significant difference in the perception of the public and private school teachers on the desirability of the Traditional values theme of the proposed National values curriculum of Nigeria is rejected.

Ho₂: There is no significant difference in the perception of married and unmarried teachers in respect of the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.

Table 3 presents results of chi-square test of this hypothesis.

Table 3: Chi-square statistic showing the perception of married and unmarried teachers on the desirability of the Traditional Values theme of the proposed National values curriculum of Nigeria.

Variable	N	\bar{x}	S.D	Df	Calculated χ^2 Value	Critical χ^2	Decision
Married	204	89.35	10.01	353	0.35	3.00	Ho ₂ Rejected
Unmarried	151	88.81	11.92				

states that "there is no significant differences in the perception of married and unmarried teachers on the desirability of the traditional values theme of the proposed National values curriculum of Nigeria"

is rejected.

Ho₃: There is no significant difference in the gender perception of teachers on the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria based on their gender.

Table 4 presents results of chi-square test of this hypothesis.

Table 3: Chi-square statistic showing the perception the male and female teachers on the desirability of the traditional values theme of the proposed National Values curriculum of Nigeria.

Variable	N	\bar{x}	SD	Df	Calculated χ^2 Value	Critical. χ^2	Decision
Male	242	88.94	10.19	3.53	0.64	3.00	Ho ₃ Rejected
Female	113	90.61	8.27				

states that "There is no significant difference in the perception of male and female teachers on the desirability of the Traditional values theme of the proposed National Value Curriculum of Nigeria is rejected.

Ho₄: There is no significant difference in the perception of Social Studies specialist and non specialist teachers on the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.

Table 5 presents results of chi-square test of this hypothesis.

Table 5: Chi-square statistics showing the perception of Social Studies specialists and non-Social Studies specialist teachers on the desirability of the traditional values theme of the proposed National Values Curriculum of Nigeria.

Variable	N	\bar{x}	S.D	Df	Calculated χ^2 Value	Critical. χ^2	Decision
Specialist	24	87.33	11.81	353	0.34	3.00	H_0 Rejected
Non-specialist	331	89.36	10.19				

perception of married and unmarried teachers on the desirability of the traditional values theme of the proposed National values curriculum of Nigeria is rejected.

H_{05} : There is no significant difference in the perception of experienced and less experienced Social Studies teachers in respect of the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.

Table 6 presents results of chi-square test of this hypothesis.

Table 6: Chi-square statistic showing the perception of experienced and less experienced teachers on the desirability of the Traditional values theme of the proposed National values curriculum of Nigeria.

Variable	N	\bar{x}	S.D	Df	Calculated χ^2 Value	Critical. χ^2	Decision
Experienced	265	88.48	10.82	353	0.96	3.00	H_0 Rejected
Less experienced	90	91.11	8.5				

perception of the experienced and less experienced teachers on the desirability of the traditional values theme of the proposed National Values curriculum of Nigeria is rejected.

Ho₆: There is no significant difference in the perception of graduate and non-graduate Social Studies teachers on the desirability of the Traditional values theme of the proposed National Values Curriculum of Nigeria.

Table 7: Chi-square statistic showing the perception of the graduate and non-graduate teachers on the desirability of the Traditional values theme of the proposed National Values curriculum of Nigeria.

Variable	N	\bar{x}	S.D	Df	Calculated χ^2 . Value	Critical χ^2	Decision
Graduate	271	89.16	10.71	353	0.68	3.00	Ho, Rejected
Non-graduate	84	88.08	9.70				

perception of experienced and less experienced teachers on the desirability of the Traditional Values theme of the proposed National Values Curriculum of Nigeria is rejected.

Conclusion and Recommendations

From the findings of this study it could be concluded that Nigerians appreciate the importance of value education and are expressly yearning for its introduction into the Nigeria school curricula for further classroom exposition. Based on the findings of this study, it is recommended that the traditional values theme of the National values curriculum should be made available for use in Nigerian secondary schools; and because of the great deal of relationship that exists between the content of the traditional values curriculum and Social Studies, the teachers of Social Studies should be made to teach the values. The teachers who are to teach the traditional values should be trained and retrained through in-service courses, seminars, conferences, workshops and so on. Also, specialists and authors should be motivated to produce quality books on the traditional values of Nigeria.

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