VALUE RE-ORIENTATION IN NIGERIA EDUCATION: A TOOL FOR NATION BUILDING AND NATIONAL DEVELOPMENT

— — — — — — — — — — —

Z. Onyinyechi **OMENMA** & Joseph C. **ONUOHA**
Department of Social Science Education,
University of Nigeria, Nsukka.

Abstract
This paper examines the state of value system in Nigeria. There are cases of declining value orientation or what has been described as loss of values on the society. Majority of the citizens have abandoned the accepted values (dignity of labour, integrity, respect for elders, respect for human life and blood, religious tolerance and self-reliance among others) and wrongly embraced negative values associated with "get rich quick syndrome". The consequence is that the younger generations are denied of the appropriate value system. It is based on this shortcoming that this paper identified value contents in the culture and socialization content of Social Studies and analyze their implementation in the classroom. The data was generated from the curriculum, teachers' lesson notes, scheme of work and students' classroom notebooks, while logical inference and content analysis was used for variable identifications and explanations. The findings shows full implementation in all areas of the curriculum covered by the teachers as observed in the evaluation of their lesson notes, it contain the detailed explanation of those content listed in curriculum but the problem is that it is non-functional,

non-creative, non-problem solving, it have little or no impact in changing the children's practical value system. The paper strongly recommends the redesigning the culture and socialization curriculum content to be practical and problem solving in other to enhance the needed attitude, behaviour and positive change in children's behaviour. In conclusion, there is urgent need to design the curriculum with these practical values such as respect for others, respect for sanctity of human blood and life, honesty, respect for rule of law and order, mutual co-operation must be the basic content of socialization and culture with effective teaching strategies in order to reach the mind and heart of the children for the attainment of the desired value system that is vital for nation building and national development.

Keywords: *Value education Re-orientation, Culture, Socialization, Content, National development.*

Introduction

Value is central to human behaviour and development. Value system is the acceptable way of doing things which comprises the people's beliefs, ethics, ideologies about the right and wrong in the society. Value guides the choices people make and the way it influences the behaviour of everyone in the society. The value system of any human society determined the level of national development and nation building. Like some aspects of culture, the value system is ideological, and varies from one society to another. Okpilike (2010) stated that values are principles, standards, and sense of judgments to the valuable and important things of life. According to Hill (2004), values are regarded as those priorities individuals and societies ascribe to beliefs, experiences and items. Enu and Esu (2011) sees values as those beliefs and attitude in the societies that are worthy and guides people's everyday life.

There are general views of value as some moral ideas, acceptable rules and regulations, needs, interest, attitudes, preferences, sentiments and dispositions, which mold the behaviours

of every citizen of a community, society and the nation at large. Bodurin (2009) noted that values are beliefs and attitude in a society measured worthy and guides the choices and behaviour of people in their daily life. Bolarin (2009) having assessed various meaning of values gives his own definition of values as practices, beliefs, attitudes, and principles that members of the society considers to be right and acceptable.

According to 1999 Constitution of the Federal Republic of Nigeria, articulated dignity of labour, integrity, religious tolerance and self-reliance etcetera as the elements of national values. Although rules and regulations may not be enshrined in the constitution but it binds the people together and can equally attract sanction by whoever that is going against it. Nigeria is endowed with much cultural diversity; National Economic Empowerment and Development Strategy NEED (2004) report described Nigeria as a nation with cultural and ethnic diversity, with a value system that is derived from the people's religious, ethnic and cultural diversity. The values such as: respect for the elders, honesty, dignity, co-operation, conscientious, self-control and morality. According to Bolarin (2005) the acknowledged values that are molded into the basic values by a greater part of the societies in Nigeria includes: Despising idleness, Dignity of labour, Respect for parent/elders Hospitability Public Spiritedness Respect for authority Hard-work Respect for sanctity of life, Honesty and truthfulness". These outlined right types of values are lacking presently in Nigeria, both in social, economic and political sector, thereby causing serious political and social agitations across the country.

This agitation has degenerated to social unrest and serious insecurity problems in Nigeria. Incessant wasting of innocent lives and property has become a norm. Spirit of get rich quick and by all means syndrome, kidnapping, terrorism, banditry, armed robbery, prostitution, illegal migration in search of greener pasture, ritual killings, human and drug trafficking, do or die politics, political thuggry, vote buying, yahoo boys and girls, rape, embezzlement of public fund, bribery and corruption, job racketeering etcetera. It will be impossible for any nation with all these social vices to attain national development. Pelikan (1992), as cited in Utomi, equally

notes the widely spread of declining values. How politics and corruption have exaggerated our educational problem. (Utomi, 2000) to Ukeje (2002), indiscipline and corruption have overrun our national ethics. He lamented that in Nigeria today, ethnicity, lack of patriotism, indiscipline and corruption thrives in all sectors. In other to regulate these negative values in the society Dike (2005) clamors for the reinforcement of value education in schools in other to tackle the fraudulent practices and reduce the negative aspect of social value in Nigeria. This is essential because a healthy nation they said is a wealthy nation. The endemic corruption in all sectors in Nigeria undermines the purpose of values in the society, the breakdown of law and order is everywhere. The goals and objectives of value have been defeated by the high rate of corruption, which is now a pandemic in our systems. These corruptions have to be wiped out from our system before it wipes all of us out. The issues of values education as a character molding strategy cannot be over emphasized, as values it involves development of good moral values. This implies that educating the people on the acceptable values will promote peaceful co-existence, integrity, hardworking, humility, accountability, honesty, justice etcetera to the citizens.

Education is the consciously planned systematic way of imparting or acquisition of knowledge in a system called school. Many philosophers have expressed their individual reasons for education. Plato holds that a good education comprises all the body and the soul needed to function well. Okafor (1984) and Mann (1990) also noted that education alone can offer us the best of life. Peters (1966) proposed that education involves something meaningful being intentionally transmitted in an acceptable manner. For Dewey education is a reconstruction of experience which aids a person to the direction of subsequent experience. His view is that education is a procedure of daily living and not provision for life to come. It is an endless process. For him, an experience is an educative experience only when it can be transferred. Education is a means to life and living. The implication of this is that the greater part of education should be functional. The ultimate end of education is man's happiness.

There are some reviewed literatures on implementations of value system in schools like a study carried out by Duvie (2018).on the implementation and internalization value education strategies in secondary schools in Abia state, Nigeria. The study was conducted in 235 public secondary schools with 6,390 students and 3735 teachers, making it total of 957. Value education strategies and implementation assessment questionnaire were used to assess them and the findings shows that from all the fourteen studies that supported value education strategies only one was utilized by the teachers. It also indicated that from three assessed value for the internalization, only one is effective and current method.

Another Study carried out by Jabaar and Bichi, (2019).on teacher's utilization of value component of the national policy on education in Kano State, Nigeria. The study is a quantitative research and descriptive survey design were used to investigate the extent to which teachers in secondary school utilize the value components of the National Policy on Education for teaching/learning process in Kano State. Findings revealed that, teachers do not utilize the value component of (National Policy on Education) NPE in classroom instructions. Furthermore, there is no significant difference in the level of teacher's utilization of value component of the NPE with respect to their educational qualifications, teaching experiences and gender. Based on the research findings, it is concluded that secondary teachers in Kano State, Nigeria do not adequately utilize value component of the NPE in classroom instructions notwithstanding of their educational qualifications, teaching experiences and gender.

Another Study carried out by Enu and Esu (2011) on Re-Engineering Values Education in Nigerian Schools, Shows the weak states of values system in Nigeria and strongly endorses the re-engineering of value education in Nigeria schools to attain national development. It motivates the authors to advocates for the attitudinal change through orientation which will ensure the total refurbishing and rebuilding societies value system for the attainment of national development. The authors seek for immediate development and introduction of a national policy on value education as an

instrument to achieve behavioral transformation and ethical reorientation.

The above literature reviewed shows different approaches carried out by different researchers to implement value system in classroom in Abia State and Kano State. This present study identified the value contents in the culture and socialization content of Social Studies and their implementation in the classroom in secondary schools in Nsukka Education zone in Enugu state, Nigeria. The data was generated from the curriculum, teachers' lesson notes, and scheme of work. In as much as school is about character molding, equipping students with the right type of behaviour that is value-based can strengthen students' capacity and commitment to self-actualization.

There are cases of declining value orientation or what has been described as loss of values on the society. Majority of the citizens have abandoned the accepted values such as dignity of labour, integrity, religious tolerance, respect for human life and blood, self-reliance among others, and wrongly embraced negative values associated with "get rich quick syndrome"., the consequence is that the younger generations are denied of the appropriate value system, with little or no effort to guide them on the acceptable values.

Purpose of the Study

The general purpose of the study is to ascertain the value contents in the culture and socialization aspect of Social Studies curriculum and its implementation in the classroom. The specific objectives are to;

1. ascertain the extent Social Studies' curriculum captures the content and meaning of socialization and cultural values in Nigeria, and

2. find out the degree of relationship between the curriculum's value contents and the teacher's lesson notes on socialization and cultural values.

Research Questions

1. To what extent does the Social Studies' curriculum capture the content and meaning of socialization and cultural values in Nigeria?

2. What is the degree of relationship between the curriculum's value contents and the teacher's lesson notes on socialization and cultural values?

Methods

The study adopted survey research design. Primary and secondary data were collected. The area of study was Nsukka Education Zone comprising 59 Secondary Schools located in Urban and Rural areas. Urban populations of the schools are 7, while rural schools are 52. A total of 10 Secondary Schools were purposively selected for data collection from 10 Social Studies teachers, one each from the schools. The study identified and compiled accurate dataset of Social Studies scheme of work as presented in their lesson notes. Secondly, this paper identified the *content* and *substance* of the selected lesson notes with the curriculum of the Social Studies, and analyzes the data using logical inference and content analysis for variable identifications and explanations**.**

Table 1: Breakdown of Value Content in Socialization, Culture and Teachers Notebook

Curriculum topic	Performance objective	Teacher Activities	Evaluation
Socialization content: Meaning of socialization	Students should be able to understand the following: [i] define socialization	The teachers' socialization content: * socialization is a process, · individual learning of new behaviour, · social interaction, peer group relation, · direct learning through formal education, · child social dependence, · learning of human skills and development off human capacity, and	The teacher asks the students to do the following exercise: · define socialization, · mention at least five agents of socialization, · mention at least five importance of socialization, and · mention at least four processes of socialization

	· developing independence or value of independent living.
[ii] mention the significance of socialization	Teacher identified the significance of socialization as: · transforming a biological being into a social being, · leading to the development of a person, · reducing social discrimination in the society, · helping an individual to acquire right aspiration in life, · helping an individual to become disciplined citizens of the society, and · providing knowledge of skills to a newborn child.
[iii] list and explain the process of socialization [iv] enumerate the agents of socialization	The teacher explains the process of socialization as: · direct learning by – parents, school teachers, Sunday school teachers, TV and others to the child. · indirect learning by – imitations of adult behaviours and, observations of their environments, · learning from models by – a child learns to behave in acceptable way of the society when they learn of certain individual in the society who did something noble and were rewarded. The teacher explains various agents of socialization as: · home/family – is the first primary sociali-zation of a child, every child came into the world through family.

· school – is a place a child learns skills and knowledge.
· peer group – is a group of people close to one another. They made up of two or more people and usually move and do things together.

Curriculum	Performance objective	Teachers Activities	Evaluation
Topic Culture: meaning, components and features of culture,	Students should be able to: [i]. define culture	Teacher defines culture as the: · Way of life in the society, and · The totality of people's beliefs.	Teacher evaluates the students by asking them to do the following: · define culture, · mention at least four roles of culture in the society · mention two component of culture, · mention four features of culture, and · mention at least four characteristics of culture.
	[ii]. list the component of culture	The component of culture are: · Material culture, and · Non-material culture.	
	[iii]. group the aspect of culture as material and non-material culture	· Material culture – refers to those aspects of culture that we can see, feel and touch around us. Such as building, dressing, bridges, book, work of arts. Food etc. · Non- material culture – refers to those aspects of culture · that is not visible. This includes: language, religion, morality, beliefs, values, music, ideas, and knowledge. We cannot see and touch them but we can hear and understand them.	

[iv]. state the characteristics of culture	The teacher stated the characteristics of culture as: · dynamic, · learned, · Shared, · symbolic, · transmissive, · universal, · heterogeneous, · collective, · differs, and · adaptive.
[v]. Identify cultural similarities among Nigerians.	Teacher outline Nigeria's cultural similarities as: · Marriage, · Respect for elders and rules, · Farming, · Works of Arts, · Being religious by nature, and · Trading among others.
[vi]. identify Cultural differences among Nigeria	· Chieftaincy institution, · Celebration of birth, burial, weeding, · Religion, · Dressing, · Greeting pattern, · Food, · Language, and · Traditional institution among others.

Source (Federal Ministry of Education, 9-Year Basic Education Curriculum, Social Studies For JS 1-3, Nigerian Educational Research And Development Council (NERDC) 2007, Uniform Scheme Of Work For Upper Basic Education, National Values 2016).

Results

Table 1 presents two measures of evaluations on socialization, and culture with respect to content implementations in the classroom by Social Studies teachers. As indicates, the teachers' lesson notes agree with the curriculum content on the meaning of socialization, as the lesson notes evaluated appropriately defined socialization as a process, learning of new behaviours, peer group interaction, as well as formal learning in the classroom. This conceptualization is both in tandem with the curriculum and Social Studies scholars that present the content of socialization as a process of learning

that begins from the cradle. This also agrees with definition by Peter (2008) that notes socialization as the process of transmission of culture through which men learn the rules and practices of social groups. Also, Lundberg (1966) conceptualization that emphasis on the "complex processes of interaction through which the individual learns the habits, skills, beliefs and standard of judgment that are necessary for his effective participation in social groups and communities". The basic tenets of socialization, which the teachers' lesson explained include a process by which individuals acquire the already existing culture of groups they come into as well as learning of new ideas, believes, skills and experiences for effective life in the communities. Our findings show that the teachers' notes of lesson, curriculum provisions and academic conceptualizations of socialization are in conformity with each other.

Our study did not merely evaluate the general components of teachers' notes of lesson, but equally place emphasis on specific issue-areas of curriculum vis-à-vis the content of lesson notes. The significance of socialization that the teacher discusses in the lesson notes as evaluated was in accordance with the significance of socialization in Social Studies curriculum and also in relation with other scholars, the teacher maintained that Socialization is significant because of its ability of transforming a biological being into a social being through the learning of new knowledge and ideas. It is also significant because it enables total development of a person with the needed skills and knowledge for people's interaction with the environment. It is in line with Mezieobi (1994) that discusses the function of socialization as preparing an individual both to be integrated into social group as well as equipping an individual to be an active member of his social group. Ogbondah (2005) also observed that socialization provides the necessary experience repertoire of habits, belief, and values and the requisite skills and knowledge". Lundberg (1966) views socialization significance as the means through which the individual learns the habits, skills, belief that are necessary for effective participation in social groups and community activities.

The teacher discussed the processes of socialization in the lesson notes: direct (primary) and learning from a model (secondary)

socialization. as observed as from the evaluation as direct learning or what is known as primary socialization that occurs within the family setting. This where children, at their formative stage, learn their own individual identity, acquire language, and develop cognitive skills, cultural values and social roles. The socialization that results from direct learning rest significantly on the social class, religious, and cultural backgrounds and attitudes of the family (Ross, 2001). Learning from a model or secondary process of socialization refers to the social learning that children imbibe at social institutions such as school. The characteristics of the school, teachers, and the peer group all influences the socialization of children within the school setting. No doubt, parents are still important, but children will now have other significant people in their lives from whom they will learn the skills of social interaction.

The total socialization of children as theorized by Bronfenbrebber, is that families and schools are the main engines of socialization, and he underlines his theory on bioecological model that concerns with differentiating between the concepts of environment, the person, proximal process, and the concept of time as they relate to human development (Bronfenbrenner, 1999; Bronfenbrenner & Evans, 2000). Bronfenbrenner placed greater emphasis on proximal processes and called them "the engines of development" (Bronfenbrenner & Evans, 2000, 118). What is understood from Bronfenbrenner's thesis of proximal processes indicates socialization takes on different shapes and form – persons, objects, or activities – which includes the relationship between note of lesson and curriculum. In other words, there should be a close relation between teachers' note on socialization and curriculum content, and both should be free complex interpretations.

Discussions

The study relied on secondary analysis of teachers' notes of lesson as well as curriculum content on socialization, this places some constraints on our ability to follow up the classroom implementations. Also, considering the fact that the period of research was during the corona virus lockdown when students and teachers' relations were restricted, we were unable to assess the

teaching process, that is, curriculum content and teachers' note of lesson on one hand, and classroom teaching on the other hand. However, considering our evaluations of 5 schools and 10 lesson notes on socialization, we found out that there is a great body of evidence showing uniformity of notes of lesson among teachers, regular internal and external supervisors of lesson notes as well as updates of events to demonstrate the different stages of socializations.

Several of the teachers discussed the importance of making a concentrated effort to be deliberate about implementation. They, however, noted that at times they struggled reconciling the requirements of socialization curriculum with some of the more traditional pedagogies pupils had become accustomed to using at the family setting. The school setting now begins to take on some of the roles that previously only family members fulfilled – but in remarkable different ways. School settings often place children in heterogeneous classes with large groups of children of the same age, where they participate in very specific school –oriented activities and events. Most of the teachers noted that they observe behaviour changes within of teaching socialization, as students unconsciously imbibe socialization content.   In describing how students have changed, a teacher noted that 'I would say it looks like students taking a bit more responsibility for themselves and their peers, not just their learning, but their enjoyment and their participation in class'.

The teacher discussed the various agent of socialization as contained in the curriculum in the lesson notes. By the evaluation of teachers' notebook, they note that home/family, peer group, religious organization and school as agents of socialization while the curriculum contained family, school, religious organizations, peer group, age grade, clubs and societies. The evaluation shows that teacher gave attention to only four (4) socialization agents while the curriculum contained seven (7) agents of socialization to cover. Ogbandah (2005) added political parties and non-governmental organization to the above socialization agent contained in the curriculum; Orisa (2010) included voluntary organization and professional places. Nwanna-Nzewunwa (2009)

includes prisons and remand homes. There is the need for teachers to bridge the gap giving in discussing only four agents of socialization out of the seven contained in the curriculum to fill up the learning gap among the students. There must be full implementation of agents of socialization as contained in the curriculum.

The evaluations on culture with respect to content implementations in the classroom by Social Studies teachers. As indicates, the teachers' lesson notes agree with the curriculum content on the meaning of culture. As contained in their lesson notes, they summarized culture as the way of life in the society, the totality of people's beliefs. There is different definition of culture by different scholars, for instance Spencer (1979) in Maduewes (2008) defines culture as a system of ideas, beliefs, knowledge and customs transmitted from generation to generation within a social group. Taylor (1947) defines culture as a complex whole which includes knowledge, beliefs, ideas, arts moral, law, custom and any other capabilities and habits acquired by a man as member of society. Uzuegbunam (2007) discusses culture as the totality of way of life evolved by people in other to overcome the challenges of life in the environment. The teacher discussed the two components of culture as material and non-material culture. The teachers describe material culture as those aspects of culture that we can see, feel and touch around us, such as: building, dressing, bridges, book, and work of arts, Food et cetera. Non-material culture includes those aspects of culture that are not visible. Examples: language, religion, morality, beliefs, values, music, ideas, knowledge. We cannot see and touch them but we can hear and understand them. Torres (2008) describe every culture as a product of material and non-aspects, he stated also that the natural environment affects the life style of the people living in that particular region. And non-material culture as an unseen cause that can lead to observable effect. The teacher discusses the cultural similarities and differences in Nigeria as contained in Social Studies curriculum, based on the multiple ethnic groups each culture depends on the ethnic region. This is in line with what Adelole (1986) who said that factors like physical environment account for variability in culture. Also Anikpo and

Ezegbe (2010) observed natural environment in Nigeria as one of the major factor of cultural differentiation.

There are full implementation in all areas of the curriculum covered by the teachers as observed in their lesson notes, it contain the detailed explanation of those content listed in curriculum and but the problem is that it is not a functional curriculum, it have little or no impact in changing the children's practical value system, talking of socialization processes and agent of socialization as well as material values and non-material values (school, family, peer group, and things you can see and touch) and so on have no tangible input to child 'behaviour. It is difficult for this pattern of curriculum that is not functional, practical, non- creative, non-problem solving to take care of the three educational domains, affective, cognitive and psychomotor domain which is very essential in learning; learning must involve mental, physical, psychological and emotional aspect of the learners. Any topic that is designed to prepare and guide the younger ones on the acceptable way of life must be practical oriented and problem solving. Dissecting the identified values such respect for others, respect for sanctity of human blood and life, honesty, respect for rule of law and order, mutual co-operation must be the basic content of socialization and culture with effective teaching strategies in order to reach the mind and heart of the children, this should the basis of value re-orientation in other to train up the younger generation who will not only be value compliance but also value advocates.

This finding is in conformity with the research findings carried out by Jabaar & Bichi, (2019). On Teacher's utilization of value component of the national policy on education in Nigeria, it is concluded that secondary school teachers in Kano State, Nigeria do not adequately utilize value component of the NPE in classroom, the result is that both failed to achieve the learning objective it was designed to achieve which is positive attitudinal display of the accepted value system. It is also the same by Duvie (2018). on the implementation and internalization of value education strategies in secondary schools in Abia state, Nigeria. The findings shows that from all the fourteen studies that supported value education strategies only one was utilized by the teachers. It also indicated

that from three assessed value for the internalization, only one is effective and current method. The implication of poor implementation of value education strategies, not adequately utilize value component in classroom instruction and full implementation of culture and socialization content in Social Studies in the classroom which is not functional and lacks value content needed for behavioral change leads to lack of knowledge of accepted value system. As Long as the value content is being eroded and overlooked in the classroom implementation the desired value system will continue to be a mirage. It calls for urgent attention in other to address the issue of debased value in Nigeria.

Conclusion

There are full implementations of the curriculum covered by the teachers as observed in their lesson notes, but the problem is that the socialization and culture content as contained in the curriculum lacks the basic value system necessary for attitudinal change in behaviour, it have little or no impact in changing the children's practical value system. It is difficult for this pattern of curriculum that is not problem solving oriented to bring about the needed change in behaviour. Therefore, both federal, state government and curriculum planners in collaboration with school authorities should as matter urgency address the dilapidated state of value system in Nigeria by the redesigning or infusing of practical and functional values like: as self-respect, respect for others, respect for sanctity of human life and blood, mutual cooperation, good manner, morality, hardworking, sharing, obedience to rule of law and order, self-discipline, non-violence in the curriculum and scheme of work in enhancing value orientation. The existing curriculum is theory based and not practical oriented with little or no value to impact on the children's abilities to uphold the right type of value system. Teachers must also be able to use teaching method and strategies that allows for active participation of the pupils and teacher in the teaching and learning process in other to achieve the desired values back in the society. There is need for workshop to retrain the teachers on the need to address the state of our value system. The fact remains that school is an epicenter of knowledge transmission.

Recommendations

The author having studied the value contents in the culture and socialization aspect of Social Studies curriculum and its full implementation in the classroom, strongly recommend the redesigning of the culture and socialization content of the Social Studies curriculum to achieve attitudinal change in children's behaviour. There is urgent need to redesign and strengthened the curriculum with values such as respect for others, respect for sanctity of human blood and life, honesty, respect for rule of law and order, mutual co-operation as the basic content of socialization and culture with effective teaching strategies in order to attain the desired attitudinal change in behaviour.

References

Adelola, I. O. A. (1997). Secret cults in Nigeria institutions of learning: A periscopal Appraisal. In O. A. Ogunmbameru (ED.), *Readings on Campus secret cult* (pp. 156.). Ile –Ife: Kuntel publishing House.

Anikpo, M.O.C., & Ezegbe, M.O. (2009). *Basic Social Studies*. Lagos. Longman Nigeria limited.

Banks J. A, Lundberg, G. A, & McKay, D. (1965). Foundations of Sociology. *The British Journal of Sociology,* Blackwell Publishing. 16(1), 82-83.

Bodunrin, P. O. (2009). Unpublished Postgraduate Seminar Paper, Faculty of Education, Lagos State University.

Bolarin, T. A. (2005). Education as agent of Value Clarification and Orientation: In Values Education. *Proceedings of the 19th annual congress of the academic of education* held at the Lagos State University, Lagos, 22nd-26th November, 2004.

Bolarin, T. A. (2009*).* Values disorientation in the Nigerian system. In Ivowi, U. M. O. (Ed) *Education for Value* (pp.170-176), Lagos. The CIBN press limited.

Bronfenbrenner, U. (1999). Environments in developmental perspective: Theoretical and operational models. In Friedman, S. L., Wachs, T. D. (Eds.), *Measuring environments across the*

lifespan: Emerging methods and concepts (pp. 3-28). Washington, DC: American Psychological Association.

Bronfenbrenner, U., Evans, G. W. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs, and empirical findings. *Social Development*, *9*, 115-125. doi:10.1111/1467-9507.00114

Dewey J. (1922). *Human Nature and Conduct*, New York, Beacon Press.

Dike, V. E. (2005*)*. Value Education and National Development file: IIC Documents and setting /user/desktop/values-education-and-natural development.html.25/2/2010.

Duvie, A.N. (2018*)*. Educational Psychology and Philosophy. *European Journal of Education Studies.* 4(8), 56-90.

Enu, D. B. & Esu, A. E. O. (2011). Re-engineering Values Education in Nigeria schools as catalyst for National Development. *International Education Studies* 4(1), 147-153

Federal Republic of Nigeria (2004). *National Policy of Education*, Lagos, NERDC Press 4th Edition.

Federal Republic of Nigeria. (2005*)*. *National Policy on Education Federal*, NERDC Yaba Lagos-Nigeria.

Johnson, H. M. (2016*)*. *Sociology: A systematic introduction*. London: Routledge Kegan Paul Ltd.

Hill, B. (2004). Values Education in Schools: Issues and Challenges. *Primary and Middle Years Educator*, 2(2), 20 – 28

Jabaar, S. O. & Bichi, A. A. (2019). Teacher's utilization of value component of the national policy on education in Nigeria. *Asian People Journal (APJ)*, *2*(1), 73-83.

Maduewesi. E.J (2005). *Benchmark and Global Trends in Education*. Benin City: Zekol Graphics.

Mann, H. (1990). *A Question of Values six ways we make the Personnel Choices that shape our lives*. San Francisco: Harper and Row Publishers.

Mezieobi, K.A. (1994), *Contemporary Issues in Social Studies education* Owerri: Priscilla Omama Publishers.

NEEDS, (2004). *National Economic Empowerment and Development strategy* NEEDS (Vol.2). Abuja. Perfect Printers Limited.

Nwanna-Nzewunwa, O. P (2009). *Sociology of Education for Certificate and Diploma Students*. Port Harcourt: Springfield Publishers limited.

Ogbandah, L (2008). An appraisal of instructional material used to Educate Migrants fisher men children in River State Nigeria. *International journal of Scientific Research in Education*, June, 1:35-25. Retrieved from http://www.ijsre.com

Okafor, F.C. (1984). *Philosophy of Education and Third World Perspective*. Enugu: Star publishing Company.

Okpilike, F. M. E. (2010)," Basic Social Values in Modern Nigerian school system" *Academic Leadership* 8(3).

Orisa, A.A. (2010). *Culture and Socialization*. Port Harcourt: Okonga Publishing Company.

Pelican, J. (1992). "The Idea of a University: A Re-examination." Cited in Utomi, P. (2000), *Critical Perspectives on Nigerian Political Economy and Management*, Ibadan: Spectrum Books Limited.

Peters, E. (1966). How to be a Nigerian, Lagos: *The Daily Times of Nigeria*.

Ross, E. W. (2001). Social Studies Teachers and Curriculum. In E. Wayne Ross (eds) *The social studies curriculum: purposes, problems, and possibilities*. Albany, New York: State University of New York Press.

Taylor, E.B. (1974). Primitive culture: researches into development of mythology, philosophy, religion, art, and custom. New York: Gordon press.

Torres, H. (2008). The Factors of Culture in Development. *International Journal of Intercultural Relations*, USA. (pp437-447).

Ukeje, F.E. (2002). National Ethics and Social order. *Education Today*, 9(2) (Dec.), 20-25.

Utomi, O.E. (1984), P. (2000). *Critical Perspectives on Nigerian Political Economy and Management*. Ibadan: Spectrum Books Limited.

Uzuegbunam, A.O (2006). Development Administration and Security Friendly Consciousness in Nigeria Society: Challenges from social and gender perspectives. *Proceeding of 2006 International Conference on Affirming Diversity, Women making A Difference,* held at San Antonio Texas U.S.A, May 18-20. WGC.www. womensglobalconnection.org.

Worsely, P. (2008). An Academic Skating on Thin Ice. Oxford and New York: Berghahn Books. Xi -281