

Teachers' Awareness of the Value Component of the National Policy on Education in Nigeria

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Abstract

Nigerians as a people are in dire need of value re-orientation in order to stem the tide of negative social values that are bedevilling the country. Education has crucial role to play in the efforts towards value regeneration and reorientation because the youth of the nation spend their formative years in the school system. This study investigated the level of secondary school teachers' awareness of the National Policy on Education (NPE) with regard to the value components of the Policy. A descriptive survey design was employed to collect data for the study, using a sample of 301 secondary school teachers in Kano state, Nigeria. The data collection instrument was a self-developed and validated 16 items questionnaire. Data collected through the instruments were analysed using SPSS 20; descriptive statistics (Frequency, Percentage, Mean, and Standard Deviation) and inferential statistics (i.e., Independent sampled t-test and One-Way ANOVA) were used to analyse the data. Findings reveal that, the secondary schools teachers have no access to the NPE document and possess moderate level of awareness of the value component of NPE. Similarly, there is no significant difference in the teachers' level of awareness with respect to gender, qualifications and teaching experiences. Based on the findings of this study it can be concluded that, the secondary school teachers have limited access to the NPE documents and irrespective of their gender, qualifications and years of teaching experience possess moderate level of awareness of the value component of NPEs in Kano state. It is therefore recommended among others that, relevant authorities should provide more copies of the latest edition of the NPE in school libraries; In-service training of teachers should include sensitization on the contents and relevance of the policy document to their work as teachers. Moreover, in-service training of teachers should include inculcation of skills of identifying the value components of school subjects and the retraining should be all-inclusive to accommodate teachers of all cadres.

Keywords

values, National Policy on Education, teacher, awareness, moral values

1. Introduction

Human society is regulated by moral principles which point to desirable conduct in such a society. Such moral principles guarantee harmonious relationships among members of such society and subsequently enhance their survival and development. This assumption is premised on the fact that not all human actions can promote social well-being. Values have, therefore, evolved in humans according to the usual principles of natural selection in which behavioural patterns that are conducive to human well-being are selected (McGrin, 1979, p. 81). Conversely, patterns of behaviour which are seen to be inimical to human well-being are condemned by social disapproval. In the opinion of Dienne and Morrison (2011), the essence of society is solidarity through cohesion of ideas (values) and mutual understanding. This understanding ensures order, stability, peaceful relationship, continuity, development and sustainability. For a society to be peaceful and progressive therefore there is the need for careful selection of values that will integrate rather than disintegrate the society. The values of a society are usually passed down through the ages through the educational system so that such values are institutionalized and practised from generation to generation.

1.1 What are Values

It is a concept that is related to man as man cannot do without valuing in their day to day activities. Value systems inform how people behave and how societies are organised and managed. According to Jekayinfa (2012) value is a disposition to believe that something is good or bad and people express their values in the ways they think and act. She goes further to classify value into moral and procedural values. Moral values include value such as honesty, fairness, self-discipline, compassion, prudence, while procedural values include value such as rule of law, due process, equality of opportunity, checks and balances and democratic decisions making.

Values are ideas, beliefs and things we generally care about and consider as priorities. Values can be assigned at personal, family, community and national levels. Most people adopt the values they hold as they grow up in a society. How one is brought up and the type of education one receives, more often than not, determine the type of value one holds and there is hardly anybody who does not hold any value. So when we refer to what an individual values, we mean what he or she thinks is good or what he or she cares about and what the individual considers as important. Shamsuddin (2007) identifies four major sources of values namely; cultural background, scientific background, religious background and life experiences.

Amaele (2009) also admits that contemporary experiences have shown a terrible loss of genuine societal values especially among the youths. He traces this to the growth of industrialization and urbanization in which people are living under the misconception that the growth of technology means a happier and better life. He observed that rather than a happier life, there seem to be a steady and alarming increase in crime rate and insecurity occasioned by lack of definite lifestyle and a change towards negative attitude. The spirit of materialism, rebellion, corruption, impatience, and other acts of indiscipline, in his view, has completely eroded our old cherished traditional values. There is therefore

the need to refocus and redirect youths through a well-integrated education system. In this regard, teachers have a critical role to play. According to Lovat (2005) the quality of students' learning outcomes is directly dependent on the quality of the teacher. He contends that for values education to become part and parcel of mainstream schooling, especially in public systems, the closest possible links need to be found between it and the world of teachers and schools. In his words:

It is the quality of quality of pedagogy that most directly and most powerfully affects the quality of learning. We need to ensure that this greatest influence is optimized to have powerful and sensationally positive effects on the learner. The teacher is not only to drive students towards surface factual learning, but to induct them into the skills of interpretation, communication, negotiation and reflection (Lovat, 2005, p. 38).

This above submission of Lovat is instructive for the fact that values education has a lot to do with building on any factual knowledge to develop in students the kind of communicative and interpretative capacities that are crucial for social conscience that serve as a foundation for personal morality.

1.2 The National Policy on Education (NPE)

The Nigeria National Policy on Education (NPE) is a product of the national curriculum conference of 1969 which was convened by all the major stakeholders in education with a view to providing education which would be more relevant to the political, economic, social and cultural needs of the Nigerian people than the implanted British educational system (Osokoya, 2002). The document aimed at giving the nation a sense of direction by establishing a system that will embody the nation's aspirations. The 1969 curriculum conference did not produce a white paper until 1977 and the document has been revised in 1981, 1989, 1998, 2004 and 2014. The NPE was operationally introduced into Nigeria's education system for the first time in 1982 to provide education that is more in tune with Nigeria's social and community life (Ibukun & Aboluwadi, 2010).

The curriculum reform conference in 1973 led to the production of the National Policy on Education in 1977, 1981 and 2004. The production of the document and the eventual take-off of the policy in 1982 in some states of the country, marked the end of the post-independence piecemeal and rather disjointed adjustments to the colonial education heritage bequeathed on Nigeria (Ibukun & Aboluwadi, 2010).

The first section in the NPE 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 as follows: (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. These values 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.

1.3 Problem Statement

Nigerians are in dire need of value re-orientation in order to stem the tide of negative social values that are bedevilling the country. The negative social values manifest in subversion of truth and due processes in all facets of national life. Education has crucial role to play in the efforts towards value regeneration and reorientation because the youth of the nation spend their formative years in the school system. The current model of education seems to be lopsided by putting exclusive attention to learners' cognitive development to the near total neglect of the affective domain of learning. The problem of moral values in Nigerian educational system manifests in different forms of academic fraud which poses serious threat to the validity reliability and integrity of certificates awarded at all levels of our education in the country (Aroyehun, 2010). Parents, teachers and the authorities of both public and private schools are often implicated in aiding and abetting examination malpractice in one way or the other in order to attract unmerited accolades from the public or for financial gratification. With the problem persisting, there can be no greater threat to the quality of education because one is not sure of how much knowledge a graduate has acquired in relation to his educational credentials.

For education to play the role of re-orientating the younger generation effectively, teachers have critical roles to play both in terms of being a moral compass and role models for learners and in terms of their teaching skills, attitude and orientation towards ensuring that their students do not only grow intellectually but also morally. Teachers can exert very great influence on learners both with their personality and their methods of teaching. Much depends on teachers' personality to foster positive values through both the official as well as the hidden curricula. There is no denying the fact that the moral character of the teacher is copied whether consciously or unconsciously by the learners. Through the teachers' actions in and outside the classroom, he or she initiates the learners to a pattern of behaviour which can be positive or negative. It is from this perspective that this study seeks to investigate the level of teachers awareness of the NPE with regard to the above stated value components of the policy in Nigerian secondary schools.

1.4 Objectives of the Study

The main purpose of this study is to examine the level of awareness of teachers of NPE with regard to the value components of the Policy in Nigerian secondary schools. Specifically, the study intends to:

- 1) Investigate the level of teachers' access to the NPE Document.
- 2) Determine the level of teachers' awareness of the value component of the NPE.
- 3) Find out whether there are differences in the level of teachers awareness of the value component of the NPE with respect to gender, qualifications and teaching experiences.

1.5 Research Questions

- 1) Do secondary school teachers have access to the NPE document?
- 2) What is the level of teachers' awareness of the value component of the NPE?

3) Are there significant differences in the level of teachers awareness of the value component of the NPE with respect to gender, qualifications and teaching experiences.

1.6 Hypotheses

Ho₁: There is no significant difference in teachers' level of NPE awareness with respect to gender.

Ho₂: There is no significant difference in teachers' level of NPE awareness with respect to qualifications.

Ho₃: There is no significant difference in teachers' level of NPE awareness with respect to teaching experience.

2. Materials and Methods

2.1 Design of the Study

This is a descriptive study; descriptive survey design was adopted to collect the relevant data. In a descriptive survey design data are collected from the target population in order to examine the characteristics, opinions or behavioural intentions of the population (Polit & Beck, 2004).

2.2 Participants

The population of the present study comprises of all the secondary schools teachers in Kano state Nigeria. According to the available records there are 11,436 teachers comprising 8371 males and 3065 females. Therefore 301 teachers participated in the study. Simple random sampling technique was used in selecting the sample.

Table 1. Distribution of Study's Sample

Gender		Highest Educational Qualifications		Teaching Experiences	
Male	234 (84.4)	Master Degree	18 (6.0)	1-5 years	125 (41.5)
Female	47 (15.6)	Bachelor Degree	165 (54.8)	6-10 years	73 (24.3)
		NCE	118 (39.2)	11-Above	103 (34.2)
Total	301 (100)	Total	301 (100)	Total	301 (100)

Information on the Table 1 above shows the distribution of the respondents by gender, highest educational qualifications and teaching experiences. Distribution by gender shows that, male has the highest participation rate of 84.45% while female has 15.65% of the respondents. Distribution by highest educational qualifications shows that, 54.8% of the respondents have bachelor degree as the highest qualifications, followed by teachers with Nigeria Certificate of Education (NCE) with 39.2% and teachers with Master's Degree were 6% of the respondents. Similarly, distribution with respect to teaching experiences shows that teachers with 1-5 year teaching experiences were the majority participants, followed by teachers with 11-above years with 34.2% and lastly teachers with 6-10 years' experience were the list with 24.3%. Looking at the population of teachers in the study area all the

groups was fairly represented.

2.3 Instrument for Data Collection

The Instrument used was researchers' developed and validated instruments following the established procedure in the literature. The instrument titled "National Policy on Education Awareness Scale" (NAPEAS) was a 16-item questionnaire comprising 3 parts (A, B & C). Section A was designed to elicit demographic information of the respondents, Section B contained 2 items to gauge teachers' access to the NPE, while Section C contained 14 items to measure respondents NPE awareness level of the value component of the NPE. The modified ratings (two points) were used that is Yes (Y) and No (N) for Access: Agreed (A) and Disagreed (D) for NPE awareness.

2.4 Content Validation of the Instrument

The instrument "NAPEAS" was face and content validated by experts in philosophy of education, Curriculum, technology and item development who have many years of experiences in teacher training and conversant with educational policies in Nigeria. They validated the scale in terms of clarity of language, ambiguity of the statement, relevance to the topic and appropriateness of the items. After scrutinizing the scale, the expert made some constructive suggestions and corrections which were effected before the second draft of the scale was used for the pilot study.

2.5 Reliability and Construct Validity of the Instrument

The NAPEAS was trial-tested on 50 secondary school teachers in a secondary school in Kano, who did not constitute part of the sample for this real study. The pilot test data was used for the factor-analysis process. Factor analysis revealed two subscales, namely: Access and Awareness of NPE. According to the results obtained from the factor-analysis process, the scales were found to be valid. The internal consistency reliability of 0.83 and 0.76 were obtained for access and awareness using Cronbach Alpha procedure respectively. These values (0.83 & 0.76) were considered appropriate for the study.

2.6 Method of Data Collection

The developed and validated NAPEAS was administered to samples after receiving specific instruction for the survey by the researchers with help of research assistants. The responses were collected, quantified/coded, scored and used as data in this study.

2.7 Method of Data Analysis

The descriptive method of data analysis (frequency, percentages, mean and standard deviation) were used to address the research questions 1 and 2, while Independent Sampled t-test was used to test the hypothesis 1 and ANOVA for Hypotheses 2 and 3. The values or weightings of the responses were Y = 1 and N = 0 for Access, while A = 1 and D = 2 for Awareness. The average of Awareness points is $1.5 = (1 + 2) / 2 = 1.50$. Mean of 1.50 to 3.00 indicates Awareness with NPE while a mean of 1.49 to 1.00 indicate absence of Awareness with NPE. However, access was taken based on percentage of the responses.

3. Results and Findings

The results of this study as explained in the method of data analysis above are presented in the form of descriptive and inferential analysis. Similarly, all results were presented under each research question/hypothesis.

Question One (1): *Do secondary school teachers have access to the NPE document in Kano State?*

To answer the above research question (1), the responses of teachers on their access to NPE document was assessed using two common items. The percentages, mean ratings and standard deviation as tabulated on Table 2 below.

Table 2. Teachers Access to NPE Documents

S/N	Statement	Yes	No	Mean	SD
1	I have a personal copy of NPE	128 (42.5)	173 (57.5)	0.43	0.495
2	There are copies of NPE in our school	151 (50.2)	150 (49.8)	0.50	0.501

The result presented in Table 2 shows that; majority of the secondary schools teachers do not have access to the NPE document going by the 173 (57.5%) of the responded that have no copy of the NPE document. Similarly, on whether there are available copies of the document in their schools, 151 (50.2%) stated that there are copies of the document in their school while 150 (49.8%) responded that they do not have copies of the document in their schools. Looking at the results it can be observed that considerable proportion of the secondary school teacher have no access to the NPE documents.

Question Two (2): *What is the level of teachers' awareness of the value component in the NPE?*

To answer the above research question (2), the responses of teachers on their awareness of the value component of the NPE document was assessed using fourteen common items. The mean ratings and standard deviation are tabulated on Table 3 below.

Table 3. Teachers Awareness of Value Component of NPE

Variable	Global Mean	Standard Dev.
Awareness of Value Component of NPE	1.76	0.19

The results of the teachers' awareness of the NPE document are integrated in items 1-14 as contained in the instrument. All the fourteen items have a mean rating higher than the decision rule (1.5). The overall (global) mean of the teachers awareness of NPE is 1.76 which is also above the decision point. This shows that majority of the teachers are aware of the value component of the NPE in Kano state.

Hypothesis 1: *There is no significant difference in the teachers' level of NPE awareness with respect to gender*

To test the above hypothesis, the mean teachers' NPE awareness of male and female were used to

conduct a test of differences. The coefficient of the difference was determined using independent sample t-test at 5% level of significance as presented in Table 4 below.

Table 4. Gender Difference in Teachers' Level of NPE Awareness

Test Variables	Gender	N	Mean	SD	Df	t-cal	Sig.
NPE Awareness	Male	254	1.755	0.194	299	-1.44	0.151
	Female	47	1.798	0.172			

The result of the test for differences using the independent sample t-test obtained, as shown in Table 4, shows the $t(299) = -1.44$ and $p\text{ value} = 0.151$, $\alpha = 0.05$. The result of the analysis revealed the mean NPE awareness level of male teachers is not significantly higher than that of female teachers ($t = -1.44$, $df = 299$, two-tailed probability > 0.05). The null hypothesis which says there is no significant difference in the teachers' level of NPE awareness with respect to gender is therefore accepted since $0.151 > 0.05$.

Hypothesis 2. *There is no significant difference in the teachers' level of NPE awareness with respect to qualifications*

To test the above hypothesis, the mean of teachers' NPE awareness of different qualifications was used to conduct a test of differences. The coefficient of the difference was determined using One-Way Analysis of Variance (ANOVA) at 5% level of significance as presented in Table 5 below.

Table 5. Teachers' Level of NPE Awareness and Utilization (Qualifications)

Test Variables		Sum of Squares	Df	Mean Square	F	Sig.
NPE Awareness	Between Groups	.011	2	0.005	0.150	0.86
	Within Groups	10.897	298	0.037		
	Total	10.908	300			

The result of the test for differences using the One-Way ANOVA obtained, as shown in Table 5, shows the F statistics (298) = 0.150 and $p\text{ value} = 0.86$, $\alpha = 0.05$. The result of the analysis revealed the mean NPE Awareness of secondary school teachers who have Master Degree, Bachelor Degree and Nigeria Certificate of Educaiton is not significantly difference (because the $p\text{-value}$ is greater than the α value of 0.05). The null hypothesis which says there is no significant difference in the teachers' level of NPE awareness with respect to qualification is accepted since $0.86 > 0.05$.

Hypothesis 3: *There is no significant difference in the teachers' level of NPE awareness with respect to teaching experience*

To test the above hypothesis the mean teachers' NPE awareness of different teaching experiences were

used to conduct a test of differences. The coefficient of the difference was determined using One-Way Analysis of Variance (ANOVA) at 5% level of significance as presented in Table 6 below.

Table 6. Teachers' Level of NPE Awareness (Teaching Experience)

Test Variables		Sum of Squares	Df	Mean Square	F	Sig.
NPE Awareness	Between Groups	.129	2	0.064	0.78	0.17
	Within Groups	10.779	298	0.036		
	Total	10.908	300			

The result of the test for differences using the One-Way ANOVA obtained, as shown in Table 6, shows the F statistics (298) = 0.78 and p value = 0.17, $\alpha = 0.05$. The result of the analysis revealed the mean NPE Awareness of secondary school teachers is not significantly different with respect to their years of teaching experience (because the p -value is greater than the α value of 0.05). The null hypothesis which says there is no significant difference in the teachers' level of NPE awareness with respect to teaching experience is accepted since $0.17 > 0.05$.

4. Discussion of Findings

The major objective of the Nigeria National Policy on Education (NPE) is to provide education which would be more relevant to the political, economic, social and cultural needs of the Nigerian people (Osokoya, 2002). The document aimed at giving the nation a sense of direction by establishing a system that will embody the nation's aspirations. Thus, the present study assesses the teachers' level of awareness of the value component of the NPE in Kano Nigeria.

The findings on the research question one which was to determine the level of secondary schools teachers' access to the NPE document, shows that only a small percentage of the teachers possess a personal copy of the NPE document and a considerable proportion of the teachers do not have copies of the documents in their schools. In fact, majority of the secondary schools teachers have no access to NPE documents in Kano state. This inability of the teachers to have access to the documents may be connected with the lack of required teaching and learning materials in schools which led credence to the statement of Aroyehum (2010) who affirmed that, abuse of funds from ministries, parastatals and commissions to schools can be as much as 80% of the total sum allocated which negatively affects the provision of educational materials and staff welfare.

The results of the level of teachers' awareness to the value component NPE document shows that secondary schools teachers were found to possess a moderate level of awareness of the NPE. Looking at the (mean score) denoting moderate level provided an insight to the fact that a considerable number of secondary schools teachers were found to be either completely ignorant of the value component of NPE or possess low awareness level of the NPE. This result is not surprising considering the level of

teachers' access to the documents which is very low. This implies that teachers cannot successfully execute the role of school teachers as opined by Shamsuddin (1996) in helping learners to become aware of the values they have learnt, make them understand the reasons for their beliefs, make them aware of how to use their values when faced with choices, understand how to relate choices with consequences and understand what value alternatives exist for others. This is because; a teacher that knows nothing or little of the objectives of the education policy may find it difficult to contribute meaningfully toward the accomplishment of the goals of that educational system, and vice versa.

The result of the analysis on whether significant difference exist between male female teachers on their level of NPE awareness, revealed that secondary schools teachers do not differ in their level of awareness of the NPE with respect to gender. This implies that both male and female possess moderate awareness level of value component of NPE. Similarly, the result of the analysis on whether significant difference exist in the level of secondary school teachers awareness of the value component of NPE with respect to their qualifications shows that, secondary schools teachers do not differ in their level of awareness of the NPE with respect to qualifications. This implies that secondary school teachers who have Master's Degree, Bachelor Degree and N.C.E have moderate awareness level. Moreover, the result of the analysis on whether significant difference exist in the level of secondary school teachers awareness of the value component of NPE with respect to their teaching experience shows that, secondary schools teachers do not differ in their level of awareness and utilization of the NPE with respect to years of teaching experience. This implies that all teachers irrespective of teaching experience possess moderate awareness of the NPE.

5. Conclusions and Recommendations

On the basis of the findings of this study, it can be concluded that secondary school teachers in Kano State, Nigeria have limited access to the National Policy on Education. Moreover, their level of awareness of the value component of the policy is at a moderate level irrespective of gender, academic qualifications and teaching experience. Hence, it can be said that not much has been done with respect to popularizing the document and its relevance among teachers in Kano state.

Based on the findings and discussions, the following are provided as recommendations for the government and policy makers in Nigeria and Kano State.

- a) Government of Kano State needs to provide more copies of the latest edition of the National Policy on Education (NPE) in school libraries. Moreover, every teacher should be given a copy of the document considering its centrality and importance in ensuring that teachers' activities are in line with national goals and aspirations.
- b) Following from the fact that majority of teachers in Kano State only have moderate awareness about the value components of the NPE, in-service training of teachers should include sensitization on the contents and relevance of the policy document to their work as teachers.

- c) In service training of teachers in Kano state should also include inculcation of skills of identifying the value components of school subjects. The Teachers' training should be extended to values education. This would help to inculcate in teachers the skill of identifying the values that are inherent in the subjects they teach and as such promote moral development of learners.
- d) Since there is no significant difference in the levels of awareness and utilization of the teachers about the value component of the NPE on the basis of gender, qualifications, and teaching experience, retraining programmes should be more all-inclusive to accommodate teachers of all cadres. All teachers need to be sensitized to know that irrespective of the subject they teach, they have to contribute to learners' moral and character development.

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