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INFLUENCE OF VALUES EDUCATION ON SECONDARY SCHOOL STUDENTS' LEADERSHIP SKILLS FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

It has been recognized that one major problem confronting nations of the world, Nigeria inclusive, is the erosion of values which has been greatly attributed to the proliferation of negative information on the internet and social media, coupled with violence, social problems, lack of respect among others. This study was carried out to ascertain the influence of values education on the behaviour, attitude for leadership and the perception of secondary school students in Anambra State towards sustainable development. The study adopted the descriptive survey research design. The population consisted of 5382 senior secondary school students in the 32 public secondary schools in Onitsha Education Zone of Anambra State. A sample of 270 senior secondary school students drawn from 10 out of the 32 schools were utilized for the study. The sample was composed using simple random sampling technique. Three research questions guided the study and three hypotheses were tested. A 30-item researcher developed questionnaire was used for data collection. It was validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University. The reliability was ascertained through test retest using Pearson Product Moment Correlation. A reliability coefficient of 0.80 was obtained. Data were collected through direct delivery and with the help of three research assistants. Out of

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the 270 copies of the instrument administered, 235 copies representing 87% return rate were retrieved and were used for data analysis. Data were analyzed using mean scores and standard deviation to answer the research questions while t test was applied in testing the hypothesis at the 0.05 level of significance. Findings included that values education significantly influenced the behaviour, attitude for leadership and perceptions of the students towards sustainable development. Based on the findings it was recommended among others that values education should be made a compulsory subject at all levels of education in Nigeria so as to secure a positive future both for the present generation and for posterity.

Keywords: Value, Values Education, Leadership Skills, Sustainable Development.

Introduction

Education has been regarded as the instrument for sharpening the intellectual powers of man. It is equally observed, that the proliferation of information on the internet and media which may likely cause negative impacts on young minds calls for a need to readjust the processes of education and anchor more on values.

Values have been variously defined by experts. Joshi (2014) defined values as everything from eternal ideas to behavioural actions as well as a way of determining levels of goodness, worth or beauty. Joshi also considered the act of valuing as an act of making value judgments, an expression of feeling, or the acquisition of or an adherence to a set of principles. This corroborates Huitt (2000) who argued that values are the properties individuals and societies attach to certain selections-acceptance works and in deciding how they should live and what they should treasure in life .Characteristically, values are stable; known or unknown to men; create conflicts, exist in a certain pattern and can be identified (Joshi, 1998). Values are typified into three; universal values such as aesthetic, ethical and spiritual; social values such as cultural, political, and religious and temporal values such as material and economical. According to Aneja (2014), values play important roles in preparing the children for future roles in the society, countering bad influences ,becoming honest ,imbibing hard work, having respect for others ,learning cooperation, becoming, compassionate and helping to conserve the environment.

This is in agreement with Yaman (2012), who opined that value is the sensitiveness a person shows for a person, thing, event and situation. Continuing, Yaman argued that adopting and internalizing the sensitiveness which could happen in a human, cultural, spiritual, social and global term constitutes the essence of education, hence values education as a school subject.

Unlike other subjects taught in the school system, Values Education is not pronounced. It assumes different names in different countries of the world such as moral education, character or citizenship education, civic education among others (Taylor,1994). Despite the differences in nomenclature, there is a distinctive emphasis which is common to all countries, namely transmission of morals for positive influence. Values education deals with the transmission of morals and values from one person to another with the aim of influencing the behaviour of an individual positively. It can take place either formally or informally.

The subject has been defined differently by scholars each in line with his perception. According to Joshi (2014), Values education is an explicit attempt to teach about values and/or valuing.Oruc and Ilhan (2015) opined that values education is a sort of education that shapes one's characteristics and features and directs one into gaining values that establish social and global foundations for character. This means that values education seeks to shape the character of an individual with the aim of influencing one's social life. Robb (1998) noted that;

> values education is an activity which can take place in any organization during which people are assisted by others, who may be older, in authority or more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term wellbeing and to reflect on and acquire other values and behaviour which they themselves realize are more effective for long term wellbeing of self and others (p. 36).

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Values education refers to any explicit and /or implicit school-based activity that promotes student understanding and knowledge of values and to inculcate the skills and dispositions of students so that, they can enact particular values as individuals and members of the wider community (Commonwealth of Australia, 2003). According to Seshadri (2005), values education is a process of education; education for 'becoming' which is concerned with the development of the total personality of the individual-intellectual, social, emotional, aesthetic, moral and spiritual. Seshadri further stated that values education involves developing sensitivity to the good, the right and the beauty, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thoughts and actions.

Taylor as cited in Thornberg (2008) posited that values education in its various forms aim to encourage reflection in choices, exploration of opportunities and commitment to responsibilities, and for the individual in the society to develop values preferences and an orientation to guide attitudes and behaviours. The author affirmed that values remain hidden and influence the identity development of students. According to Robb (1998), values education is an activity and not some abstract process or a subject of study. Continuing, Robb argued that all people can be involved in values education and not in doing so need not be restricted to formal educational institutions Robb further argued that values education can take place in any organization or institution; and can be facilitated by someone who is skilled at assisting others in making values explicit and assisting values for long term well-being of self and others in their own contribution. Thornberg and Oguz` (2013) opined that values education comprised all kinds of activities in schools in which students learn or develop, such as values and morality. From the foregoing, values education can be regarded as a form of education whose aim is to inculcate right choices, help individuals become responsible which in turn impacts positively on their attitude and behaviours in organizations, schools inclusive.

There are two types of values education namely, explicit and implicit. Explicit values education refers to the schools' official curriculum of what and how to

teach values and morality, including teachers' explicit intentions and practices of values education; while implicit values education is associated with hidden curriculum and implicit values, embedded in school and classroom practices (Thornberg, 2008). This is in line with Taylor (1994) who affirmed that the scope of values education is often complex and includes a number of themes, many of which overlap, and are closely related to historical and ideological issues such as moral, religious, civic, democratic, national, pastoral, personal and social goals. Values education can be inculcated among children at four different levels, namely; level of experience (catching domain), level of belief (cognitive domain), level of attitude (affective domain) and level of practice (act domain) (Ruhela, 1986).

Values education adopts two main approaches, namely the traditional approach and progressive or constructivist approach. Traditional approach deals with the transmission of morals of society through character education, direct teaching, exhortation and the use of rewards and punishment by adults, while progressive or constructivist approach deals with active construction of moral meaning and development of personal commitment to principles of fairness and concern for the welfare of others through processes of social interaction (Solomon, Watson &Battistich, 2001).Authur and Jones (2009) advocated a third approach which is the critical approach. This approach according to the scholars claims that moral influence in school, especially in practice of school discipline and the hidden curriculum, can be questioned and has far reaching effects without being noticed The authors further posited that values education aims to teach and discipline students to develop good character and to conform to the dormant values, legitimate rules and the authority of society; virtues such as honesty, hard work, obedience, kindness, patriotism and responsibilities as well as skills for leadership.

Leadership is essential for the achievement of set goals. Achieving set goals is one thing while sustaining the goals is another. However, it is not enough to develop values, morality, good character, behaviour and positive attitude, there is need to show case such positivity. According to Ferdig (2007), the conscious choice to act and live in

ways that reflects this way of being is at the heart of leadership. The actions of leaders' stem from a deep sense of commitment to their values (Hawken, 2007). Corroborating this, Kouzes and Posner (2012) posited that clarifying one's values and aligning actions with values is the key to leadership work. This implies that leadership is a value. Leadership thus reflects values in actions; acting from one's values to address sustainability challenges and to effect sustainable change (Simanskiene & Zuperkiene, (2014).

According to World Declaration on Environment, sustainable development is that development that meets the needs of the present without compromising the ability of the future. What this means is that acquiring values can make one to place more premium on the morals one has acquired and to utilize it over time.

Agreeably, young people (students) around the globe are increasingly affected and influenced by violence, social problems and lack of respect for one another. Coupled with vast amount of information which have saturated the internet and the social media which tend to exert negative influence on the young minds, it is obvious that the political and social life of the students have been marred with unrest, hatred, patriotism, violence, crisis of trust and confidence all of which negate human tradition and values. As a result, parents, educators and concerned individuals around the world are seeking better ways to curb the alarming trend which has been attributed to social and personal problems that are rooted in value confusion This has become worrisome to the educational planners as it poses danger to the achievement of sustainable development in our country, Nigeria. It therefore becomes needful to carry out a study in the educational setting in the country to empirically ascertain the positive impact of values education. It is on this basis that this study investigated the influence of values education on secondary school students' behaviour, leadership attitude, and perception towards sustainable development in Anambra State, Nigeria.

Research Questions

The following research questions guided the study.

1. Does values education influence the behaviour of students in public secondary schools in Anambra State?

2. Does values education influence the attitude of the students for leadership skill?
3. Does values education influence students' perception towards sustainable development?

Hypotheses

The following hypotheses were tested at the 0.05 level of significance.

1. Values education does not significantly influence the behaviour of students in public secondary schools in Anambra State.
2. Values education does not significantly influence the attitude of the students for leadership skill?
3. Values education does not significantly influence the students' perception towards sustainable development.

Method

Descriptive survey design was used for the study. Descriptive survey is a type of design that aims at collecting data on an issue from a few who are considered a true representation of the population and describing in a systematic manner from the data so collected the characteristic features or facts about a given population (Nworgu, 2015).

The study is delimited to senior secondary schools' students (SSS) in the32 public secondary schools in Onitsha Education zone of Anambra State. The content was limited to student's perception of influence of values education on their behaviour, attitude to leadership and their perception towards sustainable development.

The population consisted of5,382 SSS students in the 32 public secondary schools in Onitsha Education Zone of Anambra State. The zone has three Local Government Areas namely; Onitsha North, Onitsha South and Ayamelum Local Government Areas.

A sample of 270 SS3 students which is 5% of the population were involved in the study. The sample was composed using simple random sampling technique. To do this, firstly, using balloting with replacement 10 schools were drawn from the 32public secondary schools in the zone. Thereafter, using the same technique 27 SS3 students were drawn from each of the schools. This resulted to 270

students who were the respondents for the study. The choice of 5% is in line with Nworgu (2015) who stated that a researcher developed questionnaire titled Influence of Values Education on Secondary School Students' Leadership Skills for Sustainable Development (IVESSLSSD) was used for data collection. The instrument has two parts 1&2. Part 1 with one item sought information on the demographic data of the respondents, while Part 2 contained 30 items on the issue of the study. Part 2was again broken down into three sections A, B, & C. Each of the sections contained 10 items. Section A sought information on influence of values education on students' behaviour, section B sought information on how values education affect the attitude of the students for leadership skill while section C sought information on how values education influence students' perception towards sustainable development. All the items were structured on a 4 point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2, and 1 respectively.

The face validation of the instrument was established by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University. One is in Measurement and Evaluation, Department of Educational Foundations while the other two are in the Department of Educational Management and Policy. The comments and corrections of the experts were reflected in the final edition of the instrument.

The reliability of the instrument was determined through test-retest reliability method which involved 52 SS 3 students from four secondary schools in Aguata Education Zone of Anambra State. They were not part of the population of the study. Using Pearson Product Correlation Moment Formula for analysis a reliability coefficient value of 0.80 obtained. This was deemed high enough and thus the instrument taken to be reliable for the study, because it tallies with Nworgu (2015) who posted that a reliability coefficient of 0.70 and above is adequate for a research instrument.

The researchers with the help of three research assistants administered the questionnaire directly on the respondents. Out of the 270 copies of the questionnaire administered 235copies representing an 87 percent return rate were correctly filled and

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successfully retrieved. These were used for data analysis.

Data were analyzed using mean and standard deviation for the research questions while the null hypotheses were tested using t-test at the 0.05 level of significance. In answering the research questions any item with a mean score of 2.5 and above was regarded as acceptance and thus agreement with the research question. On the other hand items with mean scores less than 2.5 were considered to indicate non acceptance and thus disagreement with the research question posed. For the hypotheses where the calculated t value is equal to or greater than the table t value at the given level of significance and degree of freedom the null hypothesis was rejected. Otherwise, the null hypothesis was not rejected.

Results

The results are presented hereunder according to the research questions and hypotheses.

Research Question 1.

Does value education influence the behavior of students in public secondary schools in Onitsha Education Zone, Anambra State?

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able1: Mean ratings and standard deviation scores of the influence of value education on the behaviour of the students in public secondary schools in Onitsha Education Zone, Anambra State.

S/N	**Values education help students to**	**(N=235)**		
		Mean	**SD**	**Remark**
1	Improve morality	2.57	1.18	Agree
2	Become obedient to the rules and regulations	2.69	1.07	Agree
3	Shun dishonesty and rudeness	2.52	1.14	Agree
4	Show respect oneself and to others	2.55	1.22	Agree
5	Become patriotic at all times	2.59	1.19	Agree
6	Be responsible for their actions at all times	2.62	1.12	Agree
7	Develop good sense of judgment	2.55	1.14	Agree
8	Develop positive and right attitude	2.67	1.05	Agree
9	Enable them take right and informed decisions	2.46	1.08	Disagree
10	Embrace hard-work at all times	2.42	1.17	Disagree
	Mean of Means'	**2.56**	**1.14**	**Agree**

Table1revealed that the respondents agreed that items1-8aretheinfluence of value education on students behaviour. This is shown by the mean rating so each of the items that fell above 2.50.However,the mean response of the respondents indicated is agreement onitems9and10as having influence on students' behaviour as their mean ratings were below2.50.Generally,the mean of means value of2.56 falls above 2.50 indicating that the respondents agreed that value education influenced the behaviour of students in public secondary school sin Onitsha Education Zone ,Anambra State. This implies that value education improves student's morality, makes them to become obedient to the rules and regulations of the school, shun dishonesty and

rudeness, show respect to one self and to others, be patriotic at all times develop positive and right attitude and a good sense of judgment. The pooled standard deviation scores which stands at 1.14 indicated that respondents were coherent in their responses.

Research Question 2

Does value education influence the attitude of the students for leadership skills in public secondary schools in Onitsha Education Zone, Anambra State?

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Table2: Mean ratings and standard deviation scores of the influence of value education on the attitude of the students for leadership skills.

S/N	Values education enable students to	(N=235) Mean	SD	Remark
11	Become more responsible	2.78	1.25	Agree
12	Develop the ability to think strategically	2.61	1.10	Agree
13	Developv is ion and maintain flexibility	2.39	1.18	Disagree
14	Develop ability to work with other sand initiate strategic change	2.51	1.27	Agree
15	Develop ability to translate strategy into action	2.48	1.29	Disagree
16	Develop ability to align students with the strategy	2.37	1.30	Disagree
17	Develop ability to communicate with others	2.75	1.19	Agree
18	Develop ability to collaborate and influence others	2.68	1.00	Agree
19	Develop ability to persuade and motivate others to produce desired results	2.55	1.08	Agree
20	Develop ability to partner and work as a team with others	2.56	1.20	Agree
	Mean of Means'	**2.57**	**1.19**	**Agree**

Results presented on Table2 revealed that there respondents agreed that items 11,12,14and17-20 are the influence of value education on the attitude of students for leadership skills. This is shown by the mean ratings of the items that fell above 2.50.The respondents indicated disagreement on influence of items13,15and16 on the attitude of the students for leadership skills with their mean ratings that are below 2.50. The mean of means value of 2.57 falls above 2.50 indicating that the respondents agreed that value education influence the attitude of the students for leadership skills in public secondary schools in Onitsha Education Zone, Anambra state This imply that value education make

students to become more responsible, develop the ability to think strategically, developability to communicate with others, developability to collaborateand influence other sand developability to persuad eandmotivate others to produced sired results among others. The pooled standard deviation scores which standat 1.19 indicated that the respondents were coherent, in their responses.

Research Question 3:

Does value education influence student perception toward sustainable development tin public secondary schools in Onitsha North Local Government Area of Anambra State?

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Table3: Mean ratings and standard deviation scores of the influence of value education on the students perception towards sustainable development.

S/N	**Through values education, students**	**(N=235)**		
		Mean	**SD**	**Remark**
21	Develop ability to manage one's moods and emotions	2.56	1.15	Agree
22	Develop self-awareness and positive self-concept	2.41	1.18	Disagree
23	Ability to understand one's strength and weaknesses as well as others	2.79	1.13	Agree
24	Develop ability to control and regulate the activities of others	2.44	1.19	Disagree
25	Ability to develop good working relationship and friendliness with others	2.58	1.14	Agree
26	Ability to show honest, integrity and trust at all times	2.66	1.10	Agree
27	Develop self-confidence and mutual respect for others	2.58	1.10	Agree
28	Develop inclusiveness and regard for the progress of oneself and others	2.63	1.17	Agree
29	Develop ability for self-development	2.38	1.09	Disagree
30	Develop ability for self-evaluation as well as a assess situations decisively	2.40	1.16	Disagree
	Mean of Means'	**2.50**	**1.14**	**Agree**

Results presented on Table3 revealed that the respondents agreed that items 21,23and25-28 are the influence of value education on their perception towards sustainable development. This shown by mean ratings of the items that fall above 2.50.The mean responses of the respondent indicated disagreement on influence of items 22,24,29 and 30 on their perception to ward sustainable development as their mean ratings are below 2.50. Overall, the mean of means

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value of 2.50 corresponds to the cut off mean of 2.50 indicating that their respondents agreed that value education influenced their perception towards sustainable development. This implies that value education makes students to develop ability to manage one's moods and emotions, understand one's strength and weaknesses, show honesty, integrity and trust at all times, develop self-confidence and mutual respect for others, inclusiveness and regard for the progress of oneself and others, goodworkingrelationshipandfriendliness withothersThepooledstandarddeviations coreswhichstandat1.14indicated that respondent mean ratings were close.

Ho_1: Value education does not significantly influence the behaviour of the students in public secondary schools in Onitsha Education Zone, Anambra State.

Table4:t-testAnalysis of Influence Value Education on Behaviour of the Students

Variables	X	SD	t-calc	t-crit.	df	∝	Decision
ValueEducation	2.35	0.93	2.71	1.96	233	0.05	Significant
StudentsBehaviour	2.15	0.88					

From Table 4, the-calculated t value of 2.71is greater than t-critical value of 1.96 at 0.0 5leve of significance and 233 degree of freedom .This showed that the null hypothesis significant. Therefore ,value education significantly influences the behaviour of students in public secondary schools in Onitsha Education Zone, Anambra State.The null hypothesis was therefore rejected.

Ho_2: Valueeducationdoesnotsignificantly influence theattitudeofthestudentsforleadershipskil lsinpublicsecondaryschoolsinOnitshaEd ucation Zone, AnambraState

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Table5:ttestAnalysis ofValue Education doesnotSignificantlyInfluence theAttitude oftheStudents forLeadership Skills

Variables	N	$\bar{X}$	S D	t-cal	t-cri	t.d	f∞	Decision
Value Education	73	2.43	0.93	2.29	1.96	233	0.05	Significant
LeadershipSkills	62	2.15	0.88					

From Table5, the -t-calculated value of 2.29 is greater than t-critical value of 1.96 a t0.05 level of significance and 233 degree of freedom. This showed that value education significantly influenced the behaviour of the students in public secondary schools in Onitsha Education Zone, Anambra State. The null hypothesis was therefore rejected.

Ho3: Value education does not significantly influence student's perception towards sustainable development n public secondary schools in Onitsha Education Zone, Anambra State.

Table6:t-testAnalysis of Value Education does not Significantly Influence the Students Perception to Sustainable Development.

Variables	**X**	**SD**	**t-cal**	**t-cri**	**t.d**	**f∞**	**Decision**
Value Education	2.42	0.93	2.35	1.96	233	0.05	Significant
Sustainable Development	2.15	0.88					

From Table 6, the -t-calculated value o f2.35 is greater than -t-critical value of 1.96 at 0.05 level of significance and 233 degree of freedom. This means that value education significantly influences students 'perception toward sustainable development in public secondary schools in Onitsha North Education Zone, Anambra State. The null hypothesis was therefore rejected.

Discussion

The results revealed that values education significantly influenced the behaviour of students. This implies that value education improves students

morality, makes them become obedient to the rules and regulations of the school, to show respect to oneself and to others, develop positive and right attitude and a good sense of judgment among others .This corroborates the finding of Amardeep (2011) that there was positive impact of values education on students, improvement on school ambience, and student-teacher relationship among others. Further, it concurs with Lovat and Clement (2008) whose findings indicated the profound potential of values education to transforming the teaching environment and inclusiveness of a school and, in so doing, stimulates students' social development by strengthening the relationship between students and students, and students and teachers.

On the issue of leadership skills and perception of students for sustainable development, it was found out that values education influenced the attitude of the students for leadership skills and perception for sustainable development in public secondary schools in Onitsha Education Zone, Anambra State. This finding implies that values education make students to become more responsible, develop the ability to think strategically, develop ability to communicate with others, develop ability to collaborate and influence others and develop ability to persuade and motivate others to produce desired results. This is in line with Cornerstone (2009) whose findings proved that the impact of character education was significant in relation to the provision of a positive and supportive environment, positive influence on institutional culture, increased cooperation between staff and students, creation of atmosphere conducive for teaching and learning, improved attributes of the students among others. It also corroborates the findings of the Department of Education, Science and Training (DEST) (2006) which indicated that a sound values education can be a powerful ally in the development of good teaching and learning process, improved learning environment and positive behaviour among students. In addition, the Executive Summary of the DEST Report concluded that values education impact positively on the totality of educational environment of the school which results in good student-teacher relationship, positive student value, student behaviour, and understanding. The findings of the study further agree with Lovat and Hawkes (2015) who

found out that values education helps to create greater self-awareness among students and more harmonious social interactions.

The finding of the study indicated that the teaching of values education can help in changing the perception of individuals/students towards sustainable development. This supports the findings of Oruc and Ilhan (2015) that values education is regarded as a solution and an important essence for the society for ensuring continuity and creating a sense of social integration among community. It also upholds the view of Joshi (2014) that social unrest and for the global peace, values education has become of permanent importance.

From the above , the centrality of values education to creation of a stimulating teaching environment ,enhancing of quality teaching as well las positive behaviour among students and teachers were highlighted.

Conclusion

From the foregoing, it has been established that values education plays significant roles in the totality of the social, emotional, educational, and moral life of the students as well as the society. It becomes necessary for values education to be given prominence in the curriculum of education by making it a separate subject to optimally maximize its potentials for the betterment of the students and the society at large.

Recommendations

Based on the findings, the following recommendations are made;

1. The Federal Government of Nigeria should make values education, compulsory at all levels of education in the country as this will help secure positive future for the present generation as well as posterity.
2. Government and school proprietors should recruit specialized teachers to handle values education in schools.
3. In view of recommendation No 2 above, there is a need for urgent training of personnel and teachers in the area of values education for maximum benefits. It is therefore recommended that scholarship awards should be given to students who intend to study values education at the tertiary institutions.
4. 4.Values education should be institutionalized through awareness campaigns by teachers, parents,

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education planners and all relevant authorities.

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