



# Value Re-Orientation in the Era of Change

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## Abstract

The issue of value re-orientation has come to a point of crescendo, value re-orientation of students in our traditional society has honesty, hard work, integrity. A survey research design was employed, the population is made up of all senior secondary three (3) in Obio/Akpor Local Government Area. Which amounted to two thousand eight hundred and ten (2810). Random sampling technique was employed in the process three hundred (300) were sampled through balloting. The instrument for data collection was developed by the researcher and titled "Value re-orientation questionnaire" (VRQ), Test generated from the classroom. In asserting the validity of the instrument, three experts in the area of test and measurement validated the instrument and the emphasis was on content and face validities. Reliability of the instrument was ascertained by the use of Cronbach Alpha which resulted to 0.85 this gave a high confidence level for the use of instrument., data adopted frequencies and percentages to answer the research questions while analysis of variance and t-test were used to test the hypotheses at 0.05 of level of significance Some recommendations were made, the right legislation should be enacted to enforce the right values on the students.

**Keywords:** Value Orientation; Survey Research; Random Sampling; Employed; Percentages.

## 1. Introduction

There have been serious declines in our values, in the entire country since after the civil war. As the years roll by, the decline in our value continuous to increase. The decline in our values has eaten so deep in every aspect of our society, be it our tradition, culture, government, education, family, economics, religion and belief system.

The crave for riches or wealth without hand work has led many of our young men and women into involving themselves in an unwholesome activities without minding our highly esteemed values, and this has led to poor academic achievement. Many of them take part in armed robbery, kidnapping, fraudulent acts, yahoo business (419), prostitution, ritual killing, child/human trafficking, gambling, hard drug, sales of human parts just to mention a few. Corruption is also seen at all levels of the government and public institutions such as the banks, schools, churches, mosques, traditional and the society at large.

Our value dne continue to gather momentum due to the respects and honour the society accords these men and women who have succeeded in these unwholesome deals, when they display their wealth, flashy cars, houses and gorgeous dressing. The churches recognized them, when they come to church. They are given front row seats, and are made knights of the church, when they donate huge sums of money for church projects. The traditional rulers offer them chieftaincy titles when they sponsor their coronation anniversaries. However, academicians like professors, doctors, lawyers, engineers and teachers are never recognized at such mentioned levels, because they are not wealth, the fraudsters shine like million stars. The need for value re-orientation, students' academic achievement has dropped drastically in recent times all over the country. There are many factors that have led to this. However, one remote cause has been neglected by parents, teachers, government, educationist and the society i.e. right values that are needed in our society at all level for this country to move forward, our cherished values that has since been neglected. There has been a paradigm shift from the right values to complete deviation from the part of rectitude hence the need for value re-orientation. The consequence of this neglect is the negative vices we are experiencing today including a decline in academic achievement.

There is a new trend that the students have imbibed, which if not checked on time or nibbled in bud may lead to social disaster. The new trend has made the students think that academic achievement are no longer necessary since even school dropouts that have engaged in unwholesome acts, these category of men and women are swimming in wealth. The get-rich-**quick** syndrome, now rules their psycho since the family, religions, traditional institution and the society at large now reverence them with such ill-gotten wealth.

These have made the students develop and new orientation that academics should not be taken seriously rather they are interested on how to either be involved or to get hooked to yahoo men or fraudsters, illegal drugs trafficking, travelling abroad for prostitution. Against this backdrop, this study will investigate how value re-orientation in this era of change can help students in their academic achievement. Value Re-orientation are needs first established what is implied by values. At the core of every human culture is a mark of fundamental values. The objective of value is a personal judgment with pronounced emotional tone. The base of instituting a value seems to

be the family while collective values of society make up the societal value systems. Durkheim in Okolo and Etekepe (2014), describe value as a principle or standard considered worthwhile or desirable by the people of a community or society for the purpose of fostering orderly living mutual growth, and positive development. To this end Bon and Havey (2002), look at value as products of human experiences that regulate not only what is, but also what should be an acceptable conduct with a specific social context or environment.

Consequently, value implies acceptable standards idea way of doing things and living virtues life in society. Value connote in socio-cultural vacuum since there is the need for it to serve societal purposes. The positive values that serve different societies along with Nigeria include respect and honour accorded parents, elders, men and women of honour, love and protection of the family, and family name has been the practice in traditional and contemporary society of Nigeria. Nigerians have beliefs central in their God, Allah and the Supreme Being (Njoku, 2006).

Recognizing the immense challenges facing our nationhood due to moral decadence and values, corruption, the current administration of President Buhari and the All Progressive Congress developed and implemented the "Change Manifesto" which was built on seven fundamental guidelines (i) War Against corruption and National Orientation (ii) Food Security (iii) Accelerated Power Supply (iv) Integrated Transport Network (v) Free Education (vi) Devolution of Power and Affordable Health Care. This position has been articulated by Adama (2009) who argued that the need to implement a new paradigm of moral values to move our nation forward. The Nigerian government addressed the problem by establishing the National Orientation Agency (NOA) in September 1993 and the citizen and Leadership Training Centre (CLTC) in (2000). The reorientation would produce education for tomorrow that would ensure character development and transformation, skill acquisition and entrepreneurship along with job creation. Therefore, value re-orientation simple implies the process of changing an individuals or societies negative behaviour to a positive one for the benefit of the society Kaura in Asaji *et al.* (2014), posits that value orientation is the process of providing awareness of one's temporal, practice or circumstantial condition of the societal values which at the end should result to behavioural modification. While value re-orientation on the other hand is an act of re-consideration of values that seem to have been eroded Njoku (2019). It is in view of this, that this researcher have decided to take a critical look at the trend of event and find out why value-re-orientation is essential in this era of change.

### 1.1. Research Questions

1. What are the attitudes of students in re-orientation towards academic achievement.
2. To what extent does students attitudes towards value re-orientation affects their academic achievement.

### 1.2. Hypotheses

The following hypotheses were formulated to guide the study.

**Ho1:** There is no significance difference between student's attitudes towards value re-orientation and academic achievement.

**Ho2:** There is no significant difference between the males and female students value re-orientation and academic achievement.

## 2. Methodology

The research design used in this context is survey research design. It is a type of descriptive research design in which information is obtained from a sample respondent for testing hypotheses concerning some educational problems. The group of people of focus is called the target population (Ukwuije and Obowu-Adutchay, 2012). Two research questions and two hypotheses guided the study. The population is made up of senior secondary two (2) students divided into three distinct groups namely males, females and mixed breed each One hundred (100) in Obio/Akpor Local Government Area of Rivers State. Data collected from Education Authority gave the number of students' enrolment to be three thousand, eight hundred and sixty (3860). The sampling technique employed in this study was random sampling technique. Three hundred (300) students were sampled through balloting. The instrument for data collection was developed by the researcher titled value re-orientation questionnaire (VRO) while the other instrument was academic achievement scale. In testing out the validity of the instrument, three experts in measurement evaluation were consulted to validate the instrument, they laid emphasis on face and content validities of the instrument. In the process, all the corrections and observation were effected before the instrument was put into use. In checking the reliability of the instrument, Cronbach Alpha method was introduced. The value Re-orientation Questionnaire resulted to a co-efficient of 0.85. This value gave a high confidence level of which the instrument was considered good for the study. Consequently the study adopted the delivery method, the instrument were delivered to the respondents face to face. Direct contacts were also made with the respondents who were instructed on how to respond to the instrument. At the end, the questionnaires were retrieved on the spot. The data collected was analyzed using frequencies, percentages to answer the research questions while one way analysis of variance and T-test were used to test the hypotheses at 0.05 level of significance.

## 3. Presentation of Results

Data was analyzed using descriptive statistics in answering the research questions. While analysis of variance and t-test were used to test the hypotheses.

**Research Question 1:** What are the attitude of students in re-orientation towards academic achievements?

**Table-1.** Attitude of Students Re-orientation towards academic achievements

S/NO	VARIABLES	YES	NO	TOTAL
1	Attitudes of students re-orientation	100 (66.66%)	50 (33.33%)	150 (100%)
2.	Academic Achievement of secondary school students.	105 (70%)	45 (30%)	150 (100%)
	<b>Total</b>	205	95	300

Table 1 above showed how they feared, a demonstration of how they completed the questionnaire out of the 150, 100 respondents had 66.66 percent affirmed Yes while 50 (33.33%) opted for NO, which mean that all issues addressed as long as attitudes of students re-orientation 66.66% outweighed 33.33%. for the second variables academic achievement of secondary school students 105 which is 70% of Yes and 45% of No which resulted into 30% a total sum of 150 respondents. In all the yes group had a total of 205 while the No secured a total 95 out of the 300. With this, the attitudes of students re-orientation is positive, they disliked those attitudes that does not bring prestige and up lift meant. They have equally shown that diligent is better for the society.

**Research Question 2:** To what extent does students attitude towards value re-orientation affects their academic achievement.

**Table-2.** Extents to which student's attitude toward value re-orientation affects academic achievement

S/No	Items	X	SD	Criterion mean	Decision
1.	If I am honest the country will move faster toward the right direction and development.	2.70	80	2.50	High Extent
2.	If show respect for elders and constituted authorities the country will be more secured.	3.62	67	2.50	High Extent
3.	If I am hard working, it will lead to wealth and greatness.	3.56	77	2.50	High Extent
4.	My indulgence in drug addiction will affect my academic achievement.	2.60	86	2.50	High Extent
5.	Disrespect to parents, elders and school authorities leads to poor academic achievements.	3.80	92	2.50	High Extent

Table 2 above shows the analysis of students' attitude towards value re-orientation and how they affects academic achievement. Five items were put forward for students to make their preference. Items 1,2,3,4 and 5 had the following means scores 2.70, 3.41, 3.56, 2.60 and 3.80. The criterion mean determines the acceptability or rejection of the items, which is expected to take the form of high extent or low extents. Since all the items showed scores that are above 2.50 which implies that the items will record High Extent in other words the extents in which students' attitude affect academic achievement is positive. They have moved from poor academic achievement to a better academic achievement. Hence they all secured a mean above 2.50.

**Ho1:** There is no significant difference in the attitudes of student's value re-orientation towards academic achievement.

**Table-3.** One way analysis of Variance (ANOVA) of attitude of students' value re-orientation towards academic achievement

Variables	Sum of squares	Df	Mean Squares	f-Ratio	Level of sign	Remarks
Between Group	126.788	2	72.049			
				1.422	05	Accept
Within Groups	2650.814	297	45.365			
Total	2777.602		45,437.04			

The table 3 above shows a one way analysis of variance (ANOVA) of attitudes of students value re-orientation towards academic achievement is not significant factor on students' academic achievement on this basis the null hypothesis stands accepted.

**Ho2:** There is no significance difference between males and females students towards value re-orientation and academic achievement.

**Table-4.** T-test analysis of attitudes of students' value re-orientation and academic achievements

Variables	Mean	SD	N	Df	t-calculated	t-critical	Level of Significance
MALE	3.38	1.97	160	298	1.55	1.96	0.05
FEMALE	3.15	1.46	140				

Table 4 shows an outlay of t-test analysis of students males. The males student value re-orientation produced a mean of 3.38, standard deviation of 1.97 and N of 160 while the female had 3.15 of mean, a standard deviation 1.46 and 140 of N the both valuables produced a degree of freedom of 298 when the variables were subjected to testing, it showed a t-calculated of 1.55 while t-critical was 1.96 at 0.05 level of significance. Now a critical look at the data shows that the calculated value of 1.55 is lesser than the critical value of 1.96 which means that the hypothesis stands accepted.

## 4. Discussion of the Findings

The result in table 1 indicates the respondent attitudes of students' re-orientation towards academic achievement. The 'yes' had a total of 205 while the No had at total 95 making the sum of total 300. This shows that these attitudes like examination malpractices, sexual harassment, engagement in cult re-related practices these acts are inimical to wellbeing and so the need for change in attitudes re-orientation. It is believed that, if all things being equal that 'yes' which received 205 will turn around the students will behave well and be will be better off. This corroborates the finding of Anikweze (2010) that those ill- vices does not improve academic achievement but re-orientation to a large extent.

In table 2 where the extent to which students' attitude towards value re-orientation affects academic achievement of the five items they showed High Extent with all having a mean above 2.5. My indulgence in drug addiction will affect my academic achievement, this and the rest of other items are of the view that all unhealthy virtues inherent in the students, with the re-orientation syndrome the students will turn a new leaf.

In table 3 hypothesis 1 shows the one way analysis of variance of attitudes of students value re-orientation towards academic achievement. Between Groups had a sum of squares of 126.788 and mean squares of 72.049 of a degree of freedom 2 and for within group it recorded 2.650.814 and mean sum of squares of 45.365 with a degree of freedom of 297 all these resulted to an F-ratio of 1.422. Therefore the hypothesis is hereby accepted. This results is in agreement with Hord *et al.* (1998). This has an enormous implication for the students, it is expected that when the students embraces the much talk about change i.e. changing from the old ways of doing things to the new methods of doing things, this will mean a paradigm shift from the old way to the new order.

In table 4. The t-test analysis of male students value re-orientation towards academic achievement are displayed on the table, taken the variables of males re-orientation and females a degree of freedom of 298, t-calculated value of 155 and t- critical of 1.96 as usual since the calculated value is lesser than the critical value the hypothesis stands accepted. This finding is line with the finding of Okpala and Onocho (1994), who stated that these are the factors that mitigates against academic slake. Finally it is expected that if all students will behaved in like manner, the academic institution would be a safer haven. Furthermore the items on table 4 clearly shows that some of the strategies for value re-orientation among undergraduate students include making education more relevant to national policy, providing leadership citizenship training for students, rewarding students with exemplary behaviour and values system, encouraging lecturers to become models of national Values and the establishment of students Association where values are encouraged. This results is in line with the finding of Ogbogi (2015) who opined that a robust value orientation process is only achievable through the implementation of an education system where values of integrity, honesty, unity and hard work are encouraged.

## 5. Conclusion

In conclusion the models of values at a point had an urgent need for a re-orientation. Students no longer obey the teachers up to the point that they harass their teachers and even threaten to harm them. All these are the hand work of cult related activities but time has come for the country to move on a good pedestrian hence the new model of value re-orientation. The strength of this country does not live in its Material or scientific achievement but rather it lies more on the moral qualities, values and good attitude of its individual citizens. Attitudes are product of the mind which are seen in our behavior like a two edge sword. Attitudes can be changes from bad to good. Nigeria needs not only good moral public office holders/leaders but men and women of integrity, who have good moral rectitude of effect positive change for the good of all in this era of value re-orientation and change.

## Recommendations

- 1) The teachers who are well thought in the act of pedagogy should have enough time to inculcate values re-orientation from the time he/she gets into the school to when he/she leaves the school.
- 2) The precise agents of government should have in place the right organs that can be used for effective value re-orientation.
- 3) The Ministry of Education should ensure that a curriculum should be design where more school programs that will incorporate more value re-orientation.
- 4) The right legislation should be enacted to enforce the right values, on the students.
- 5) A strong disciplinary committee should be set up in the school, so that every student cut indulging in cultism in the school should expelled.

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