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PERSONAL VALUE ORIENTATION OF SOCIAL EDUCATORS AND PERCEIVED ATTITUDE TOWARD THE TEACHING OF VALUES EDUCATION IN CROSS RIVER STATE, NIGERIA.

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Abstract:

This study investigated personal value orientation of Social Educators and perceived attitude toward the teaching of values education in Cross River State, Nigeria. One research question was formulated and converted into a statement of hypothesis. Literature review was carried out based on the variable under study. Survey research design was used in the study. Purposive sampling technique was used in selecting the 136 respondents sampled for the study. A validated 15 items four point likert scale questionnaire was the instrument used for data collection. The reliability estimate of the instrument was 0.79 using Cronbach Alpha reliability method. Data was analyzed using simple linear regression. The result of the study revealed that there is a weak influence of personal value orientation of social educators on perceived attitude toward the teaching of values

education. It was recommended that Effective psychological counseling and guidance should be provided in secondary schools and to resolve any value conflicts that teachers may have.

Introduction:

Education is a concept which has something to tell about all individuals in society. Since education aims at achieving those goals on a person and on a social basis. The method, effect and aspects directly affect the individual as well as society. Due to this mutual impact, inquiries about what qualities are desired in an individual and how to teach these qualities incorporate individual and social expectations. This emphasizes and elaborates dimensions of education such as changing behaviors, raising individuals who can adapt to society, cultivating individuals with qualities beneficial to society, and achieving personal development through conscious activities. Based on this elaboration, education can be defined as offering knowledge , attitudes, values , and behaviors to individuals that will have a positive impact on their lives. Because qualities such as positive impact on the lives of individuals are unlikely to form alone, implicit and explicit programs are used to cultivate these qualities in individuals (Ekşi, 2014).

The nature of these programs is influenced by the particular conditions of the area or nation in which the plan is to be applied, as well as the available social and material capital (Demirel, 2017). In this context, education of values became a higher priority in explicit programs of teaching towards the end of the 20th century with the impact of specific qualities of the era (Katilmiş, 2010). Parallel to this development, education in values in academic and popular media began to be intensively debated. In these publications, it has been noted that values promoting correct behaviors are not adequately respected by young people; hence, problems arising from undesired behaviors have increased both quantitatively and qualitatively (Topçu & Kaya, 2014). The negative effect of change and segmentation in the traditional family structure on the moral development of children, the media's popularity of negative modes presented to youth, and the inability to give young people basic humanitarian values such as respect, responsibility, solidarity and justice were suggested as reasons for this situation (Lickona, 2013).

Following this reasoning, it was recommended that values education in schools be given higher priority along with raising individuals with high levels of both academic achievement and basic humanitarian values (Ekşi, 2013; Katılmış, 2010). Education of values was considered important in the cultivation of citizens able to find ethical solutions to current problems (Kale, 2007). Some, however, were critical of the education of values and were skeptical of the educational application of values. Some critics have interpreted values education as a ruling class strategy to maintain the conservative social order by suppressing social change, imposing the dominant culture on all of society, and strengthening the perpetuation of their rule (Kıroğlu, 2019). Consequently, the policies undertaken within the framework of teaching principles are not widely recognized and accepted in the same manner.

Different social science studies have addressed the notion of beliefs, and different scholars have suggested several interpretations. Such concepts have illuminated areas such as directing human attitudes and actions, deciding individual activities, and educating individuals with characteristics recognized and valued by the community (Kuçuradi, 2010). The concept of values has been the focal point of all formal and informal education activities because of the wide applicability of these areas.

Training of principles and beliefs was also discussed explicitly in curriculum research analyses at the end of the 20th century. Since the emergence of education itself, the concept of

values appears to have maintained its significance, since almost all educational activities aim to provide certain values for individuals (Gutek, 2016). Education in values can be defined in this context as educational activities carried out to provide basic humanitarian values such as respect, responsibility, justice, honesty, solidarity, tolerance, and peace (Ekşi, 2013). By this concept, the primary purpose of values education appears to be to create a generation capable of contributing to the development of a living planet.

As we discuss together encouraging as well as constructive solutions to values education, the most noteworthy priorities of values education programs are those that specifically influence the direction of values education practices. This is because if values are taught in narrow ideological templates, it can lead to the cultivation of individuals who are inclined to perpetuate current issues arising from religion and culture, rather than to raise a generation that can contribute to ethical solutions to such problems. In other words, if the goal of teaching humanitarian values such as justice, respect, charity, responsibility , honesty, tolerance and peace is adopted, education in values can cultivate people capable of addressing many problems. Therefore, the idea of reciprocity or the "do as you would be treated by" philosophy, which has existed for thousands of years, can be maintained in social life, and an atmosphere can be created that leads to the development of individuals acting honestly and equally on the basis of personal values such as respect, compassion, equality, honesty , justice and duty.

Since the beginning of "schooling," teachers' multidimensional role and omnipresent involvement have unmistakably remained the critical focus for nurturing the child's entire personality. In this sense, "teachers represent a school's heartbeat and the changes that are essential to improving the school" (Du Four and Eaker, 1998, p.233). Their multidimensional role and omnipresent involvement inevitably puts them in a leadership role in guiding the children through classroom activities , leading their colleagues by example, modeling exemplary behaviour, and fostering community participation (Hair and Reitzug, 1997).

Differing individual attitudes, perceptions , and behaviors are as old as human history. It can not be said that everyone can accept every thought, approach, behavior and application that people exhibit within the scope of historical, social , and cultural differences. The teacher engages extensively in a school life through interaction with the students and the wider community. The principles expressed by the teacher may have a profound impact on the teachers' operations and performance in the individual school environment in this interaction with different stakeholders. Sometimes these teachers ' personal values may conflict with the way in which value education is taught, and sometimes even conflict with the personal values of individuals and stakeholder groups within the school.

Significant studies have been carried out in Nigeria and other countries on values education to reveal the perceptions and expectations of administrators, teachers , students and parents on values and values education, and to determine the values to be taught to students (Acat & Arslan, 2012; Arslan & Tunç, 2013; Çelikkaya & Filoğlu, 2014; Oğuz, 2012; Yiğittir & Öcal, 2010). A examination of the literature reveals that research have also been performed on the impact of values / personality education services on values enhancement and academic performance (Campbell & Zegwaard, 2011; Dereli-mann, 2014; Dilmaç, Kulaksızoğlu, & Ekşi, 2007; England, 2009; Grimbilas, 2009; Katılmış, Ekşi, & Öztürk, 2011; King, 2009; Lovat & Hawkes, 2013; Singh, 2011; Tahiroğlu, 2013; Yüksel & Adıgüzel, 2011; Studies were also conducted on the level of value education success in a social studies course (Türk & Nalçacı, 2011), the values taught in social studies courses in different countries (Merey, Kuş, &

Karatekin, 2012) and the problems faced by teachers during values education activities (Kurtulmuş, Tösten, & Gündaş, 2014).

In addition to these findings, the presumed level of self-efficacy of prospective teachers with respect to values education was also explored (Avcı, 2011; Sahin 2013). Nevertheless, none of these studies have centered on social educators' personal interest orientation and disposition toward teaching values education in Cross River State, Nigeria. However, an inquiry into this field is very important, because teachers are the key agents who decide the level of training relevant to education in values. For this cause, the quality of such preparation relies on the instructor regardless of the targets set by the curriculum creators or system material. It is based on this background that this study looks at the alleged influence of social educators' personal values and the teaching of values in Cross River State , Nigeria.

Purpose of the study:

The purpose of the study is to examine personal value orientation of social educators and perceived attitude toward the teaching of values education in Cross River State, Nigeria.

Research question:

What is the influence of personal value orientation of social educators and perceived attitude toward the teaching of values education?

Statement of hypothesis:

There is no significant influence of personal value orientation of social educators and perceived attitude toward the teaching of values education

Literature review:

Teachers are the key facet of an education system because they have a greater ability than other actors to influence students and curriculum (Çetin, 2016). The teachers are also the main players in classrooms who will influence the attitudes of the pupils. Teachers can influence their students to adopt positive or negative behaviours, with their enthusiasm, personality, attitudes , and knowledge. A instructor should have other skills in this cycle including basic knowledge, specialized knowledge of the area and pedagogical knowledge. Nevertheless, the affective reactions of teachers, and in particular their attitudes towards the teaching profession, are just as relevant as certain credentials (Semerci & Semerci, 2014).

This is of utmost significance that if teachers wish to become successful in this field they will do their work gladly and be committed to the field. However, this is certainly strongly linked to the optimistic attitudes of teachers towards their career (Kaya and Büyükkasap, 2015). Bakioğlu and Tokmak (2019) thought that the ideals of teachers not only affect their pupils but also have consequences for educational processes. They discovered that teachers made different value judgements regarding educational processes, and sometimes these differences resulted in teacher conflicts. The authors also found that differing value judgments among teachers with respect to processes of discipline and student evaluation had an even more adverse effect on students.

Behaviors of people are influenced largely by their beliefs. In this regard, values influence the degree of collaboration, selective interpretation and the capacity of individuals to perceive information; evaluate their field of vision; and play a significant role in selecting alternatives, making decisions, and settling disputes (Russel, 2011). According to Smith (2018),

attitude is an human inclination that forms his / her ideas, emotions , and actions towards a psychological target (Kağıtçıbaşı, 2016). Teacher quality is closely related to value orientations and attitudes towards values education (Simşek, 2015). According to Gök (2013), the most critical role of teacher training programs is to define the attitudes that teachers will have towards teaching values discipline, to find ways to instill these attitudes in students and to determine how successful the initiative has been.

According to Çeliköz and Çetin (2014), if social educators are prepared to develop strong values and positive attitudes towards their career, they will be able to perform their duties correctly, handle their students well, be excited about conducting research, be innovative thinkers, add fresh ideas to the learning process and eventually inspire students with their positive attitudes. These teachers would be honest, would use time wisely and would not be stern with students. Therefore, they should love their work, appreciate teaching and therefore be in a great place to carry on the tasks and obligations of becoming a teacher. Past findings indicate that teachers with different personality characteristics and behaviors have different ways to affect pupils (Gömleksiz, 2014). For example, Geçer and Deryakulu (2014) found that teacher proximity to students affects the attitudes, motivation, and accomplishments of the students, and is a important predictor of attitudes and motivation at three levels of education (primary, secondary , and higher).

According to Thompson (2013) (cited by Başar, 2011), sexual orientation of a instructor is a major factor influencing the personal orientations of the pupils. Most precisely, there is a good association between the dedication of a teacher to the job and that of a student choosing his / her instructor as a model based on that characteristic. A positive association between a teacher's dedication to teaching and a student's dedication to learning has been established. Likewise, whenever a teacher thinks highly of his / her pupils, the behavior of the pupils shifts.

Quality orientations are qualities that are ordered according to relative significance. Or put it another way, each has a set of beliefs that make up their belief system or orientation. The relative importance given to different values, such as freedom, pleasure, self-respect, honesty, obedience, charity, tolerance and equality, defines this system. Everybody has meaning and these qualities affect our actions and behaviors (Robbins, 2018). The internalized belief structure, irrespective of whether they are accepted as such, offers guidelines or principles that govern practice (Gibson et al. 2017). Balcı (2018) suggests that valor and disposition meanings are co-dependent and coexistent. Value orientations can be used as measures of values and attitudes, which are among the variables that influence behavior, which in effect can be described as value orientations that drive individual 2769ehavior. Their behaviors towards events provide answers to various questions regarding their actions. In addition, these attitudes are developed on the basis of the beliefs an person has or is gaining (Balcı, 2018). In line with this, Thegersen and Grunert-Beckmann (1997) studies demonstrated the role of meaning orientation in forming attitudes.

As Lussier (1996) suggests, when something has meaning, and pessimistic attitudes when it loses value, we establish optimistic attitudes. Similarly, according to McDonald (1993), beliefs from a psychological viewpoint are core aspects of an individual's identity, and they are important determinants of behavior and 2769ehavior. Additionally, values are used for influence and persuasion (Bilgin, 1995).

In an observational study conducted by şahin-Fırat (2016) on the relationship between the value preference of teachers and their behavior towards the teaching of values. The research was completed during the academic year 2014/2015, with the participation of 612 students at DEU's

Buca Faculty of Education. Data were collected using the Questionnaire on Portrait Values (PVQ) and the Questionnaire on Attitudes to the Teaching Profession (ATPQ). The study's key findings are as follows: personal interest of teachers as the most professed tolerance has been self-direction, followed by universalism, and thirdly stability. Merit was the mentality which the same teachers most determined towards the teaching career. However, a strong association between the personal interest orientations of pre-service teachers and their attitudes toward the teaching profession was suggested. The intrinsic interest orientations of pre-service teachers demonstrated 17.4 per cent of their attitudes toward the teaching profession.

Thornberg and Oguz (2013 define values teaching as a moral activity in which teachers consider their moral influences on children and the complex ethics of teaching. The values and morals developed or learned by children in school activities are always referred to as values education. According to Gul (2013), values education is the discovery and development of the innate positive qualities and values. According to Berkowitz (Berkowitz, 2011), this is a school-based program that involves reinforcing the academic engagement and achievement of young people and promoting the moral and pedagogical abilities of young people to promote ethical and constructive social patterns.

Based on research undertaken in science literature and interviews with parents, it can be found that school and teachers are the authority that has the second-largest impact on the child after father. According to Taylor (2016), governments are paying attention to transferring their shared value codes to the development of young people around the world through schooling. At the other hand, Aspin and Chapman (2017) note that the changes in value structures are unavoidable as a result of global fluctuations, societal movements and scientific-technological advances, and therefore greater value crises are expected. Global decision makers and 2770ehavior2770ions, according to Nguyen (2016), first determine what kind of values are on the rise in schools and culture, then in the next step; focus on how to teach these values. According to Tarman and Kuran (2014) and Akbaş (2014), school-led values education is pursued across both the curriculum and even a latent system. This situation, of course, brings with it the examination of the share of teachers in the development of individuals and the proficiency of teachers in values education.

Values are known to be the most important influences affecting human 2770ehavior and behavior. On both personal and societal levels they play a crucial role. We also direct personal habits and influence their attitudes, desires and choices. Often, importance implies mutual unity and teamwork (Gheith, 2013). Although values are acquired throughout childhood and remain constant during the life of an adult, there is convincing evidence that we are undergoing a period of rapid and significant value-oriented transition (Bengston, 2014).

One of the essential characteristics of the human being is the network of value orientations, a hallmark of a developed individual, reflecting a positive disposition towards the social truth. This system determines human behavioral motivation, has a significant impact on all aspects of his / her activities. Human meaning orientation issues play a prominent and relevant role in ethics, sociology , psychology and pedagogy (Nikitina, 2014;Rubchevsky, 2013). The significance is defined by the fact that the value orientation fulfills the roles of human behavior controllers and all types of human action. Therefore, value orientations are a subset of consciousness in which values are understood by a individual as strategic priorities in life and general attitudes of the world (Schunk, Meece & Pintrich 2012; Sandri, 2013). In certain terms, the meaning orientation concept contains the standards of action in culture, as well as the concepts of knowing one's own actions and other people's behaviours. The identification of

value orientations shows person and collective devotion to certain basic beliefs, objectives, means of life operation, degree of moral importance and general preference towards a ce

Future teacher 's important orientations not only play a key role in defining his / her own temperament but also decide his / her disposition towards more professional practice (Spring, 2014; Beck, 2016). All of this shows the need for studies of social educators' value orientations. It is because to a large degree the state of the culture and the nature of its transitions depend on the work of teachers. Quality orientations, along with views, behaviors and morals, characterize the person's orientation, including pedagogical orientation, and thus have an effect on values in the curriculum of education (Valerian, Elvira & Olga, 2016). Future teachers' important orientations are primarily due to their technical orientation and systemof orientations, as well as a quality framework.

Methodology of the research:

This thesis uses sample methodology from a survey. According to Isangedighi (2012) survey research design as one that determines the nature of a situation at the time of the investigation as it exists. Coolican (2009) also defined survey as a method of study that studies large and small communities to represent (opinion and attitudes) critically and accurately current circumstances that rely on organized questionnaires as a means of data collection. The concept is selected, though, as it offers the researcher an ability to have the analysis applicable to the entire population. Survey designs are ideal where the factors are dynamic and do not allow for creative design. It is not only economical but also allows simultaneous measurement of several variables and their inter-relationship in a realistic setting.

This research is done in the state of Cross River, Nigeria. Cross River State is located in Nigeria 's south-south geopolitical region comprising eighteen Local Government Areas, namely: Abi, Akpabuyo, Bakassi, Boki, Calabar Municipality, Calabar North, Ikom, Etung, Obubra, Ogoja, Bekwarra, Yala, Yakurr, Odukpani, Biase, Akamkpa, Obudu and Obanliku. Cross River State is divided into three educational areas, namely: Ogoja Education Zone, which consists of six educational areas, Ogoja, Bekwarra, Obanliku, Obudu, Yala. Ikom Education Area comprises the Ikom, Boki, Etung, Obubra, Yakurr and Abi and Calabar Education Area comprised of Akpabuyo, Bakassi, Calabar Municipality, Calabar South, Biase and Akamkpa Local Government Areas.

Cross River rises between latitude 80421 230391 East of the Greenwich Meridian and latitude 50571 and 230991 North of the Equator at the southern part of Nigeria. It covers the land mass of about 12,961 square kilometers and is bounded by Benue State in the north, by the Atlantic Ocean in the east by the Republic of Cameroon in the south, and by Ebonyi, Akwa Ibom State in the west. The state consists of 132 ethnic groups that predominate. For name but a handful, they are: Efik, Quas, Ejagham, Olulumo-Ikom, Ikom, Okuni, Yala, Nkum, Bakor, Atam, Mbembe, Ufia, Yako, Leggbo, Bahumono, Lakaa, Lokoi and Bokyi. The region's tourism destination is Calabar Carnival, Tinapa, Museum, Kwa River, Marina Beach, Yakurr New Yam International Festival, Boki Forest Reserve.

Agriculture is the primary stay of the state's economy because more than 85 percent of the total population is farmers. Meat, palm oil, pineapple, tomatoes, grapes, coffee, corn , beans, garri, tomato, cassava, colanuts, and berries are some of the agricultural produce. If brought to market for sale, this product generates income for them.

The area is characterized by a double maximum rainfall that peaks in July and September months. The state reports an estimated 3000 mm annual rainfall and a relative humidity of over

85 percent (NAA Weather Report, 2006). There are 272 public secondary schools in Cross River State delivering social sciences (Education Ministry, 2018).

The state has four public tertiary institutions; Calabar University in the municipality of Calabar, Cross River University of Technology (CRUTECH) in the Calabar South Local government district. Medical Technology College in Calabar Municipality, Cross River College of Education, Awi, Akamkpa Local Government District, Engineering and Management Institute in Yakurr Local Government Area, Nursing School, Itigidi in Abi Local Governmrnt Area, Federal Education College, Obudu and Private University, Arthur Javis University, Akpabuyo, Nogak Polytechnic Ikom, Owoche College of Education

For 136 Social Studies teachers in Cross River State, purposeful sampling technique was used to administer the questionnaire. This suggests about 50 percent of Cross River State social studies teachers are included in the report. The Data Collection Instrument is a questionnaire. The instrument called Questionnaire Personal Value Orientation (PVOQ) consisted of parts A, B , and C. Section A had two (2) elements that centered on respondents ' demographic data such as age and gender, Section B was a 5 item questions measuring personal interest preference, while Section C assessed attitude towards teaching value education on a four-point adjusted Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) Likert scale.

Cronbach Alpha reliability coefficient was used to assess the reliability of each of the sub-scales to ascertain the reliability of the instrument. The efficiency rating stands at 0.79. To evaluate the results, to display the outcome for each variable, the raw scores of all the things in each variable were summed together. Data were analyzed and results were presented in frequencies , percentages and tables as well as inferential statistics as the hypothesis was tested using simple linear regression at meaning level of 0.05 (i.e. confidence interval of 95 per cent).

Results/Findings:

The result presented in Table 1 showed that out of 136 respondents, 67 of the respondents representing 49.3% were males while 69 (50.7%) respondents were females, this result is so because there are more female in the population than male and because females are more involved in the teaching of Social Science subjects than males in the study area than males. The distribution of the respondents based on age reveals that, 19 (14.0%) of the respondents were 30 years and below, next in the list 31-40 (51.5%) were between 31-40 years while 47 (34.6%) respondents were 41 years and above. Out of the 136 respondents, 34 (25.0%) have less than 10 years experience in teaching Social education; 58 (42.6) had 11-20 years experience; 44 respondents (32.4%) had 21 years and above experience in teaching Social Studies. The result of this analysis is presented in Table 1.

TABLE 1: Frequency distribution of the subjects in the study variables (N=136)

SN	Sub variables		Frequency	Percentage	Mean	SD
1.	Gender	Male	67	49.3	1.51	.502
		Female	69	50.7		
2.	Age	Below 30 years	19	14.0	2.21	.668
		31 – 50 years	70	51.5		

		41 years above	47	34.6		
3.	Teaching experience	Below 10 years	52	15.8	2.01	.757
		11-20	136	41.2		
		21 above	92	27.9		

The hypothesis states that there is no significant influence of personal value orientation of social educators and perceived attitude toward the teaching of values education in Cross River State. The independent variable of this study is personal value orientation while the dependent variable is perceived attitude toward the teaching of values education. . Simple linear regression statistical tool was used for data analysis. The result of this analysis is presented in Table 2.

The result of analysis of data presented in Table 2 revealed that the predictor or independent variable (personal value orientation) significantly influences the predicted or dependent variable (perceived attitude toward the teaching of values education) in Cross River State. The predictor variable accounted for 7.8 % of the perceived attitude toward the teaching of values education in the study area.

In addition, the result of regression analysis of variance presented revealed that there is a weak influence of personal value orientation of social educators and perceived attitude toward the teaching of values education $F(1, 135) = 12.427$; $p<.05$. This result indicated that there is a weak influence of personal value orientation of social educators on perceived attitude toward the teaching of values education. This result is not surprising because the more orientation a person has over a given situation the more he acts according to that orientation.

TABLE 2: Simple linear regression analysis of the influence of personal value orientation of Social Educators and perceived attitude toward the teaching of values education in Cross River State (N = 136)

	R= .291	R^2 =.085	Adj.R^2 =.078	St= .58403	
Source of variance	SS	Df	MS	F	P-value
Regression	4.239	1	4.239	12.427	.001
Residual	45.706	134	.341		
Total	49.945	135			

The result of this study is consistent with Spring (2014) and Beck (2016), which states that values orientations of future teachers not only play a crucial role in forming their own personality, but also determine their attitude in further professional activity. This point is backed by Valerian, Elvira & Olga (2016) who accepted that all of this demonstrates the need for social educators to research interest orientations. It is because to a large degree the state of the culture and the nature of its transitions depend on the work of teachers. Value orientations, along with beliefs , attitudes and principles, characterize the person's orientation, including the pedagogical orientation, and thus have an impact on the curriculum of values education. Future teachers' value orientations are largely due to their professional orientation, and the orientation system, as well as a system of values and personal meanings of a particular professional group, has its own characteristics.

The result of this study is also in tandem with Gheith (2013), who considered values to be the most important factors influencing human behavior and actions. We play a pivotal role at personal as well as social level. We also direct personal habits and influence their attitudes, desires and choices. Achievement of mutual unity and collaboration often implies interest. While values are learned during childhood and remain unchanged throughout the life of an individual, there is compelling evidence that we are undergoing a stage of rapid and substantial value-orientation change. However, the result of this outcome contradicts Sandri's (2013) position that the value orientation system includes the principles of behavior in society, as well as the principles of understanding one's own behavior and other people's behavior. Merit orientations do not decide a person's disposition because persons and organizations, and even society as a whole, are committed to certain common ideals, objectives, means of life activity, degree of moral importance, and general inclination as a criterion for a specific form of action.

Conclusion:

It was concluded that there is a weak influence of personal value orientation of social educators on perceived attitude toward the teaching of values education in the study area.

Recommendation:

The following recommendations are made;
1. Affective concerns surrounding curriculum in social studies that will be discussed in order to establish a constructive outlook towards teaching principles.
2. Good clinical therapy and advice will be given in high schools, for any interest disputes that teachers may have to overcome.
3. Qualitative research will be done on Social educators' value orientations and attitudes toward the teaching profession.

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