

Effects of Value Clarification Approach on Social Studies Students' Values Re-Invention and Achievement in Jos North, Plateau State, Nigeria

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Abstract

This study investigated the effects of value clarification approach on Junior Secondary School students' value re-invention and achievement in Social Studies in Jos North LGA of Plateau State. From the specific objectives two research questions guided the study with one null hypothesis tested at 0.05 level of significance. This study was anchored on two theories: the theory of Character Development by Cronbach in 1954, which addresses the independent variable that is, values re-invention, and Social Learning Theory of Banduras 1977 which addresses the dependent variable which is academic achievement. The design used in this study was quasi-experimental research design specifically the non-randomized pre-test-post-test design with one experimental group and one control group. The population of this study consisted of all public JSS II Social Studies students in Jos North Local Government Area. There are 22 registered public Junior Secondary Schools in Jos-North Local Government Area with a population of 1,637 JSS II Social Studies students comprising of 828 males and 809 females. The study sample consisted of One hundred and ninety-three (193) Junior Secondary School II students from two selected schools and two intact classes. The researchers made use of two instruments to collect data for the present study. The instruments are Students Values Re-invention Questionnaire (SVRQ) and Social Studies Achievement Test (SSAT). Content and Face validity were established for the two instruments by experts in Social Studies and Measurement and Evaluation from the University of Jos. The reliability of the Social Studies Achievement Test (SSAT) was determined through a pilot study to ensure consistent and accurate measurement. The internal consistency of the Students Value Re-invention Questionnaire (SVRQ) was estimated using Cronbach alpha method, while the reliability of the Social Studies Achievement Test (SSAT) was computed using the Kuder-Richardson 21 method and coefficients of 0.874 And 0.825 were obtained respectively. The researcher adopted the descriptive and inferential statistics using Statistical Package for Social

Sciences (SPSS) version 25.0 in analysing the data for the study. The descriptive statistics of mean and standard deviation was used to answer all the research questions while inferential statistics especially, Analysis of Covariance (ANCOVA) was used to test the hypothesis at 0.05 level of significance. It was found that value clarification approach does improve JS II students' honesty as a value in social studies and that there is no significant difference in the achievement of male and female students in Social Studies. It was concluded that, Value clarification is an important goal of Social Studies education that improves students value reinvention. It was recommended among others that Principals and management should develop positive values within school through trust, respect, student motivation, common vision and democratic values within school regarding teaching learning decisions.

Keywords: *Social Studies, Values Clarification, Value Reinvention and Achievement*

INTRODUCTION

Education is the process that involves the transmission of appropriate knowledge, skills, norms and values of a group of people or society from one generation to another through teaching, training, and research. Education helps to impart the value system of the people and reduces level of ignorance, especially for children at the formative stage of life to adulthood because education is lifelong. The Federal Republic of Nigeria (FRN, 2014) emphasizes the goals of the educational system to include; development of human resources who are smart, skilled and have a good character, independent, religious, responsible to the society and to the nation at large.

It is quite obvious that, in recent time Nigeria is faced with a lot of juvenile behaviours and the society is at a logger-head to combat the menace. Therefore, a functional education system is the way out of the current situation that the society has found itself as it will provide the required mental emancipation for development. Education can be either formal or informal: formal education is the type of education that is planned and guided by written curriculum and takes place under the auspices of a school. Informal education on the other hand is such that has no written curriculum and takes place outside the school. It usually takes the nature of apprenticeship. The formal educational system in Nigeria is structured as 6-3-3-4 which means that a child will spend the first six school years at primary school. The next three years at lower basic and the other three years at upper basic school while the remaining 4 years is at the tertiary level. Overall education is a vehicle which can be used to reduce level of ignorance as well as promote national development which is the desire of every human society.

Thus, the objective of Social Studies programme can be used to achieve this purpose. Social Studies is recognized as one of the core-subjects at the junior secondary school level with the potentials of inculcating functional knowledge and desirable values and attitudes as well as relevant problem-solving skills into Nigerian students. Okojie (2019) states that, the ultimate aim of Social Studies is to equip individuals with knowledge and understanding for peaceful relationships and living. The author argues further that, nations that use Social Studies as a corrective measure for reconstruction and rehabilitation, place high value on the implementation of the Social Studies curriculum because the subject exposes the students to new values and skills necessary for the sustainability of a peaceful nation (Akpama Ekuri, Ekpoto & Egan, 2024). Also, when schools attempt to ignore the relevance of teaching values and contents domiciled in Social Studies curriculum, three

things are bound to happen: Academic achievement of students may likely decline, examination malpractice is bound to increase, indiscipline and behaviour problems on the part of the learners may also increase which may lead to raising voices and accusing the schools of teaching secular humanism. This calls for the need for re-invention of values in Education (Abulraheem, 2015).

Values, according to Bayero (2021) are standards by which the ends of actions are selected. Values can be perceived as a network of ideas, where each idea is connected to several others to create meaning. To be useful, values should be taught as a whole body of knowledge to learners. Values also encompass elements such as dignity of labour, dedication to hard work, honesty, tolerance, and discipline, which are beneficial to individuals but seem to have deteriorated in society. This is manifested by the constant perpetuation of kidnapping, terrorism, banditry, youth unrest, drug abuse, cultism, general misconduct and juvenile crime (Adesina, 2019). Values reflect one's attitudes, choices, decisions, judgments, relationships, dreams, and vision towards their life and environment. Hence, educating each and every individual about values, right from their childhood, is really important. According to Lakshmi and Paul (2018) "values are enduring beliefs that indicates whether behaviours are personally or socially accepted". An individual learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books, environment, great personalities, and many other sources (Okeke & Okoye, 2016). This implies that values, whether wrongly acquired from external sources or one's own experiences, are mostly influenced by the immediate environment.

Value re-invention refers to conscious action to re-instil or reawaken values in learners to ensure such values manifest in behaviour and actions of these learners. Value re-invention can be given or gained in any place like the homes, schools, colleges, universities, jails, voluntary youth organizations or at many other places. Also, value re-invention is a process of teaching and learning about the ideals that a society considers to be worthwhile and important (Egan, 2021). A positive value re-invention can promote the trust, respect, students' motivation, common vision and democratic culture regarding taking decisions and improve attitude towards learning process. Fullan (2015) argues that, a successful Social Studies teacher needs to have the vision on how to unite the intellectual and emotional abilities of the students towards achieving positive achievement. This again demonstrates the need for healthy class-room atmosphere where the needed values like academic honesty, discipline, dignity of labour and tolerance among others are enshrined as continuous teachers' development and work for students' academic achievement.

The need for re-inventing value and giving due attention to the clear processes of instilling in the students these values through clear and achievable pedagogical approaches is pertinent. Edinyang (2016) pointed out that, "it is incumbent on the Social Studies teacher to be able to carefully select and employ the most effective approach, by employing schools to serve as agents for inculcating widely held societal norms, standards of behaviour, and ideological preferences, this submission is pivotal to the reinvention of values among students". It is important to note that, every teacher affects the value system of students in one way or another (Akpama Ekuri, Ekpoto & Egan, 2024). The primary purpose of Social Studies is to help young people develop the ability to make informed and rational decisions for the public good as citizens of a culturally interdependent world, with much emphasis on the values clarification approach.

Moreover, Social Studies being a value laden discipline plays a vital role in the acquisition and promotion of value re-invention, example, core democratic value of the nation, promotion of the students' self-concept and human relation skills, development of the students' socio-political and

moral insight, development of tolerant attitudes towards other people's view and actions (Idowu, 2015). This makes Social Studies one of the appropriate subjects for inculcating and re-inventing values among junior secondary school students. Through the exposition of students to value and responses towards the learning of Social Studies may significantly change positively and by such, the achievement of students will in turn be improved. The researcher believes that it is possible since the subject is both values laden and values free.

It is necessary to state that, Social Studies is a subject that emphasize on the respect of culture and values of various ethnic groups within a given society. The deteriorating nature of positive values among students has, over the years, posed a serious threat to caregivers and the wider society at large, resulting in a consequential decline in academic achievement and an increase in examination malpractice, among other issues. There have been several instances and reports of students committing crimes such as violence, accidental marriages, bullying, gangsterism, drug abuse, and teenage sex, kidnapping, banditry, human trafficking among others. This is evidence of value decadence, and it is prevalent among youths and adolescents who comprise the active population of any society (Fullan, 2015). An adolescent learner is one who falls between the age bracket of 7 to 17 years, and all students at the junior secondary school level fall into this category. At the junior secondary school level, students are often exposed and vulnerable to various influences and may also want to explore several issues around them. Such enthusiasm can lead students to engage in activities that contradict the norms and values of the school and society.

To achieve value re-invention there is need to re-teach and properly instill in the students these expected and cherished values (dedication to hard work, dignity of labour, honesty, tolerance and discipline) using values clarification approaches. Value clarification approach according to Gautam (2015) "is the process of developing of essential values in pupils and the practices suggested for the promotion of the same". Social Studies teachers over the years have been teaching values across schools as stipulated in the Social Studies curriculum but one may be curious to ask the question as to why there exists increasing persistent value deterioration among the students. Consequently, issue of using an appropriate approach in teaching values is a thing of concern to the researcher. This is because from the researcher's experience in the teaching profession over the years at different levels, it is evident that most teachers of Social Studies teach value with approaches that are considered traditional which are also teachers centred while very few teachers adopt modern approaches which could be a cause of poor value disposition among the students. Modern approaches such as value re-invention can facilitate positive inculcation of values that are ideal for learners in social studies through its learner's centredness for the affective domain. Learning contents can become worthwhile and used in real life, a situation which is a manifest function of Social Studies.

Teaching students' tolerance will also help the learners to understand the importance of tolerating others both within and outside the school, as well as their views and actions in society. This value of tolerance will enable students to be more lenient towards specific situations or individuals. In a school environment, students are taught to possess the character traits that will help cope with various circumstances and conditions. Since the learning process takes time, students are expected to tolerate and endure through lesson periods, the environment, and teaching approaches, among other things (Gautam, 2015). Thus, students will be able to achieve this cherished value for positive re-invention and achievement based on gender.

Discipline is crucial for creating a positive school climate that fosters academic achievement. It plays a fundamental role in effective classroom management and is linked to improved academic

outcomes. Indiscipline among students leads to various forms of misbehaviour, but the values clarification approach in Social Studies may help discourage such attitudes. The value clarification approach may also promote understanding the significance of dignity of labour and instils a sense of contentment and passion for one's work. Honesty is emphasized as a virtue that positively influences students' moral characters. The value clarification approach is pragmatic in teaching value education, allowing learners to reflect and make rational choices about relevant values. It focuses on moral development and encourages individuals to accept values that align with their beliefs. Implementing this approach in teaching value education may help reduce moral decadence among students.

Gender is another factor considered to influence students' achievement in school. If the student is provided a serene learning atmosphere with good instructional process, then academic achievement can be better, regardless of gender of the students. This means that gender difference may have little or no influence on students' achievement in school. Essentially, achievement of students depends more on personal effort. For instance, studies by Bassey (2015) reveals that, males perform better than females while findings by Eke (2014) shows that females achieve better than male in academic achievement.

Similarly, a finding by Lawal (2019) reveals that there is no significant difference between male and female achievement. The foregoing debate shows that the researcher had no common conclusion on students' gender and achievement, hence the need to conduct the present study in order to determine the effect of value clarification on students' value re-invention.

Despite the efforts of Plateau State Government in 2017 to boost teachers' capacity in secondary schools by employing more graduates into the teaching profession of the state to increase the teaching force; and the Universal Basic Education Board enforcement of routine school supervision to enhance management discipline for school efficiency; sadly, most of the management approaches aim at reducing indiscipline and improving students' academic achievement are ineffective. Employing corporal punishment, suspension, writing erring students name in the school black book, shaving students' hair or cutting students skirt to fit and other forms of punishments mated out to students during school assembly or in the classroom among other instructional approaches used in time past in controlling and molding students' attitudes are no longer prevalent because of the argument that some of these management strategies are obsolete. These approaches tend to violate the fundamental rights of the students as enshrined in Section 33 to section 44 of Chapter IV of the 1999 Constitution of the Federal Republic of Nigeria as amended. Such rights include, not giving students opportunity to participate actively in class, deprivation from use of instructional materials among others.

The assumption on which this thesis is based is important for generating empirical information to better understand the factors behind poor achievement. Since value re-invention deals with re-inalculating and re-instilling into the students those values which the society upholds and cherishes for self and national development; it then means that, by instilling right values in students it can translate to improved academic achievement amongst Junior Secondary School students. Some key values which this study considers pertinent that may be re-invented into students in Social Studies through value clarification approach includes dignity of labour, dedication to hard work, honesty, tolerance and discipline. It is the researcher's belief that if the problem of moral decadence is not addressed, it will result to increase in social vices which will spell doom for Jos North Local Government Area in particular and our nation at large. It is against this background that this study seeks to find out the effect of value clarification approach on Junior Secondary School Students' value

re-invention and academic achievement in Jos North Local Government Area of Plateau State, Nigeria.

Statement of the Problem

Students at Junior Secondary School level being taught Social Studies ought to be well behaved and cultured in the society. The students are supposed to stay away from social vices and other value deteriorating activities. However, the reality presents otherwise as there appears to be increasing prevalence of immorality among youths and students in Jos North Local Government Area of Plateau State. It is so disheartening that at the Junior Secondary School level, students are engaging in various social menaces such as drug abuse, indiscipline, truancy, examination malpractices, corruption, cybercrimes, immoralities, banditry and prostitution, which are negative indicators of achievement. Despite the values and virtues embedded and taught in the values components of Social Studies, students are still involved in different acts of moral decadence and social vices as reported in Nigerian Dailies (2021).

Reports from the Plateau State Universal Basic Education Board reveal a drastic decline in students' achievement in the state. From 2019 to 2023, the pass rates for Social Studies have fallen below 50% in most cases. For example, in 2019, out of 1,545 candidates who sat for the Social Studies examination, only 48.60% passed. In 2020, out of 1,863 candidates, only 33.37% achieved a passing grade. Similarly, in 2021, 39% passed, 41% failed, and 20% had their results cancelled. In 2022, 31% of the students obtained D7-E8 grades, and in 2023, only 37.59% passed, while the rest failed.

Improving students' academic achievement in Social Studies relies heavily on the positive disposition of students towards academic tasks and the instructional effectiveness of teachers. However, fluctuating achievement levels in Social Studies can be attributed to various factors. One of the factors is the outdated approaches used by school management, which may infringe upon students' fundamental rights. Additionally, teachers have been employing traditional approaches without significant success. Therefore, there is a need to explore the potential of the value clarification approach to see if positive values and academic achievement among students will improve. Note that while the value clarification approach has been successful in disciplines like religious studies, anthropology, and sociology, there is also need to explore the application of this approach in the teaching of values content in Social Studies

It is on this note, that it is necessary to investigate the effect of the value clarification approach on Junior Secondary School students' value reinvention and achievement in Social Studies in Jos North Local Government Area of Plateau State, Nigeria. This study aims to address the question of whether the value clarification approach can effectively enhance value reinvention and academic achievement in Social Studies in Jos-North Local Government Area of Plateau State, Nigeria.

Aim and objectives of the Study

The aim of this study is to investigate the effects of value clarification approach on Junior Secondary School students' value re-invention and achievement in Social Studies in Jos North LGA of Plateau State. This study is specifically guided by the following objectives which are to:

1. determine the pre-test and post-test honesty mean scores of students in Social Studies in the experimental and control groups.
2. compare the pre-test and post-test dedication to hard-work mean scores of students in Social Studies in the experimental and control groups

Research Questions

The following research questions have been raised to guide the study:

1. How different are the pre-test and post-test honesty mean scores of students in Social Studies in the experimental and control groups?
2. What is the comparison between the pre-test and post-test dedication to hard-work mean scores of students in Social Studies in the experimental and control groups?

Hypothesis

One null hypothesis was postulated and tested at 0.05 level of Significance:

There is no significant difference between the post-test achievement mean scores of students in Social Studies based on gender.

Theoretical /Conceptual Framework

This study is anchored on two theories: the theory of Character Development by Cronbach in 1954, which addresses the independent variable that is, values re-invention, and Social Learning Theory of Banduras 1977 which addresses the dependent variable which is academic achievement.

The Cronbach theory of Character Development is centred on five (5) principles otherwise known as stages of individual character development. These stages are; moral stage, self-centred, conventional conformity, irrational conscientiousness and rational conscientious stage. The moral stage basically deals with the individual who is unable to differentiate between right and wrong, this implies that the person is largely ignorant of whether their actions are linked to the values and choices made. The self-centred stage on the other hand deals with when an individual is self-conscious or aware of them-selves alone. The individual's actions or value choices may be right or wrong at this stage. The said actions may or may not be executed in human relationship to the well-being of others. The emphasis of the theory is on the self that tends towards selfishness, instead of the interest of others. This means that the individual often choose their self-interest over general good. The conventional conformity stage represents a situation whereby an individual conforms to most social values and demands of parents, elders and values without exhibiting insights, understanding and initiative of the learners' actions in the first instance. The irrational conscientious stage: Here the individual tends to act as a result of the values held emotionally rather than rationally and or objectively.

The values acquired may tend to suffer and also affect others since the individual may be acting emotionally and not objectively or rightly. The rational conscientious stage is concerned with when an individual act not only in respect to cherished and treasured values of the society but such a person is also prepared to examine values in the light of reason. The relevance of the theory to the current study is that, since the research is concerned with values re-invention towards making students make informed choices through value education which will later help them to develop the right values of life in order to function effectively in the society they belong. This implies that, this theory will further enable individuals who are ignorant of whether their actions and values choices are capable of generating good or evil effects on the welfare of others. However, through Social Studies which is equally concerned with the development of the right attitudes, knowledge, skills and values is capable of making individuals to be an acceptable member of the society. There is the need to clear the ignorance and help the students to make right choices that will also benefit them in the near future to become effective citizens in the society.

The principle of the Social Learning Theory by Banduras 1977 is on the importance of observing and modelling behaviours, attitudes and emotional reactions of others. Bandura (1977)

states that, “most human behaviours are learned through observation and modelling”. By observing others, one forms an idea of how new behaviours are performed and on later occasions, this coded information serves as a guide for action or imitation by vulnerable peers. Social learning theory postulates that human behaviour comes in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. Bandura believes that aggression is learned through a process of modelling, for example, the individual does not actually inherit violent tendencies but learn it through modelling.

In this theory Bandura argues that individuals especially children learn aggressive responses from observing others, either one on one or through observing the media or through environmental influences. The theorist states that many individuals believe that abnormality would produce reinforcement. This reinforcement can be formulated into reduction of tension, gaining financial rewards or gaining the praise of others or building self-esteem. Bandura adds that students can model the behaviour of parents or the behaviour of a disobedient student who is able to motivate them in one way or the other. According to this view point, disobedient students behave the way they do because they have not been guided appropriately by the parents and other agents to imbibe the laid down rules and norms of the society and to translate them into deviant behaviours that might influence or have negative influence in the society and on learning outcomes.

The relevance of the theory to this present study can be linked to how Social Studies teachers inculcate the right types of values by encouraging students with incentives and role model through positive behaviours. This is because children learn and imitate both good and bad behaviour which they have observed over time. Values are to be regenerated or re-oriented in individuals having observed that a lot needs to be done in our present society. Teachers and parents need to become positive role models so that students can imitate positive characters by reinforcing both internal and external rewards that promotes positive values among learners.

The choice of this theory is based on the relationship between the theory and the present study on value re-invention and because it relates closely to the objectives of the study which is value re-invention among Junior Secondary School students and the process of re-inventing these values are spelt out in the process of social learning theory as it were. Moreover, the teachers that will implement the findings of this study should be role models who have imbibed the principle of value re-invention. The theory will be applied in this study by ensuring the consistent use of observation and emotional reactions of the students to the value clarification approach as it involves x-raying shades of values by students to align with the much intended and appreciated values in the society.

Method and Procedures

The design used in this study was quasi-experimental research design. Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allows the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment. The design is specifically known as non-randomized pre-test-post-test design with one experimental group and one control group. The researcher decided to use this design because the intact classes of students are involved and the same test is used for the pre-test and post-test.

The population of this study consisted of all public JSS II Social Studies students in Jos North Local Government Area. There are 22 registered public Junior Secondary Schools in Jos-North Local Government Area with a population of 1,637 JSS II Social Studies students comprising of 828 males and 809 females. The choice of Junior Secondary School two students is because they are in their second year of Junior Secondary Education with some level of stability in secondary education and they are not an examination class about to exit Junior Secondary Education.

The study sample consisted of One hundred and ninety-three (193) Junior Secondary School II students from two selected schools and two intact classes. This sample is sufficiently large enough for an experimental study of this nature. The simple random sampling technique was employed to select the two schools in Jos-North Local Government.

The researcher made use of two instruments to collect data for the present study. The instruments are Students Values Re-invention Questionnaire (SVRQ) and Social Studies Achievement Test (SSAT). The SVRQ is an instrument with 50 items that will measure the value re-invention of the students before and after treatment to find out the effects of the treatment. Each question has four-point scale responses; Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Content and Face validity were established for the two instruments by experts in Social Studies and Measurement and Evaluation from the University of Jos.

The reliability of the Social Studies Achievement Test (SSAT) was determined through a pilot study to ensure consistent and accurate measurement. In this context, the Kuder-Richardson 21 method was adopted due to the SSAT's nature as a multiple-choice test. The Kuder-Richardson 21 formula provided valuable insights into the internal consistency of the test, ensuring that the items collectively and reliably measure the intended educational achievements. The internal consistency of the Students Value Re-invention Questionnaire (SVRQ) was estimated using Cronbach alpha method, while the reliability of the Social Studies Achievement Test (SSAT) was computed using the Kuder-Richardson 21 method and coefficients of 0.874 And 0.825 were obtained respectively.

Four research assistants were trained for one (1) week by the researcher. These research assistants were postgraduate social studies students in the University of Jos with minimum qualification of B.Ed Social Studies. They assisted, facilitated in data collection and research process. The research assistants were trained on the objective of the Student Value Re-invention Questionnaire and Social Studies Achievement Test, to obtain authentic data. The research assistants were trained on how to administer the questionnaire under supervision of the researcher and guide the students on why they should be sincere in their responses to the instruments.

The researcher adopted the descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) version 25.0 in analysing the data for the study. The descriptive statistics of mean and standard deviation was used to answer all the research questions while inferential statistics especially, Analysis of Covariance (ANCOVA) was used to test the hypothesis at 0.05 level of significance.

Results and Discussion

Answering Research Questions

Research Question One: How different are the pre-test and post-test honesty mean scores of students in social studies in the experimental and control groups?

Table 1

Pre-test and post-test Honesty Mean Scores of Students in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	\bar{x} - difference
		Mean	SD	Mean	SD		
Experimental	100	15.35	11.33	36.14	7.33	20.79	16.20
Control	93	14.73	9.80	19.32	11.28	4.59	

Table 1 presents the pre-test and post-test honesty mean score of students in the experimental and control groups. From the result in the experimental group, the post-test mean score (\bar{x} =36.14, SD =7.33) is higher than the pre-test mean score (\bar{x} =15.35, SD =11.33) with a mean gain of 20.79, indicating that there was an increase in the honesty mean score of students after treatment. Also, for the control group the mean score was 14.73 and a standard deviation of 9.80 at the pretest. At the post-test the mean score of students improved to 19.32 and standard deviation of 11.28. The findings show that students in the experimental group had a higher mean score (36.14) after treatment using value clarification approach than those in the control group (19.32) who were not given treatment with a mean difference of 16.20. This means that at the pre-test the students in both groups were almost the same level of honesty, but after the intervention of value clarification approach, the experimental group had a higher honesty mean score than the control group. It can be deduced that value clarification approach does improve JS II students' honesty as a value in social studies in Jos North LGA of Plateau State

Research Question Two: What is the comparison between the pretest and posttest dedication to hard-work mean scores of students in social studies in the experimental and control groups?

Table 2

Pre-test and post-test Dedication to Hard Work Mean Scores of Students in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	\bar{x} - difference
		Mean	SD	Mean	SD		
Experimental	100	19.22	12.84	39.30	5.02	20.08	12.88
Control	93	19.38	13.25	26.42	11.53	7.04	

Table 2 presents the pre-test and post-test dedication to hard-work mean scores of students in the experimental and control groups. From the result, in the experimental group the post-test mean score (\bar{x} = 39.30, SD =5.02) is higher than the pre-test mean score (\bar{x} =19.22, SD =12.84) with a mean gain of 20.08, indicating that there was an increase in dedication to hard-work mean score of students

after treatment. Also, for the control group the mean score was 19.38 and a standard deviation of 13.25 at the pretest. At the post-test, the mean score of students improved to 26.42 and standard deviation of 11.53. The findings show that students in the experimental group had a higher mean score (39.30) after treatment using value clarification approach than those in the control group (26.42) who were not given treatment with a mean difference of 12.88. This means that, at the pre-test the students in both groups were almost at the same level of dedication to hard work, but after the intervention the experimental group had a higher dedication to hard-work mean score than the control group. It can be deduced that value clarification approach does improve JS II students' dedication to hard-work as a value in Social Studies.

Testing of Hypothesis

There is no significant difference between post-test discipline mean scores of students in social studies in the experimental group based on gender

Table 3:

ANCOVA Result on Post-test Discipline Mean Scores of Students in the Experimental based on Gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	17173.651 ^a	2	8586.826	126.268	.000	.571
Intercept	11099.618	1	11099.618	163.218	.000	.462
Covariate	3.024	1	3.024	.044	.833	.000
group	16928.051	1	16928.051	248.924	.000	.567
Error	12920.909	190	68.005			
Total	195262.000	193				
Corrected Total	30094.560	192				

a. R Squared = .571 (Adjusted R Squared = .566)

Analysis of Covariance (ANCOVA) was conducted to determine if a significant difference exist in the post-test discipline mean scores of students in social studies in the experimental based on gender. Table 13 shows that $F(1,190) = 248.92$, $p < 0.05$, since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of value clarification approach on discipline of students in Social Studies. This means that at the pre-test, the students in both groups were at the same achievement level, but after the intervention the experimental group had a higher achievement mean score than the control group.

Discussion of Findings

This study investigated the effects of value clarification approach on Junior Secondary School students' value re-invention and achievement in Social Studies in Jos North LGA of Plateau State. Findings from the first objective which seeks to determine the pre-test and post-test honesty mean scores of students in Social Studies in the experimental and control groups revealed that that students in the experimental group had a higher mean score (36.14) after treatment using value clarification approach than those in the control group (19.32) who were not given treatment with a mean difference of 16.20. This means that at the pre-test the students in both groups were almost the same level of

honesty, but after the intervention of value clarification approach, the experimental group had a higher honesty mean score than the control group. It can be deduced that value clarification approach does improve JS II students' honesty as a value in social studies in Jos North LGA of Plateau State

The study also revealed that the findings show that students in the experimental group had a higher mean score (39.30) after treatment using value clarification approach than those in the control group (26.42) who were not given treatment with a mean difference of 12.88. This means that, at the pre-test the students in both groups were almost at the same level of dedication to hard work, but after the intervention the experimental group had a higher dedication to hard-work mean score than the control group. It can be deduced that value clarification approach does improve JS II students' dedication to hard-work as a value in Social Studies. This is in line with the assertion that an individual learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books, environment, great personalities, and many other sources (Okeke & Okoye, 2016).

The result further reveals an adjusted R squared value of .566 which means that 56.6 percent of the variation in the dependent variable which is discipline is explained by variation in the treatment of value clarification approach, while the remaining is due to other factors not included in this study This means that at the pre-test, the students in both groups were at the same achievement level, but after the intervention the experimental group had a higher achievement mean score than the control group. Bassey (2015) reveals that, males perform better than females while findings by Eke (2014) shows that females achieve better than male in academic achievement. Similarly, a finding by Lawal (2019) reveals that there is no significant difference between male and female achievement.

Conclusion and Recommendations

From the foregoing one can conclude that Value clarification is an important goal of Social Studies education. This goal can be pursued as a strategy complement activities emphasizing cognitive learning. This because the learning motivation of students who take part in learning using the Value Clarification approach is significantly better than students who study conventionally. In addition, the level of interest and learning outcomes is more evenly distributed with the application of Value Clarification approach compared to other approaches to learning.

The following recommendations are deemed necessary:

1. Principals and management should develop positive values within school through trust, respect, student motivation, common vision and democratic values within school regarding teaching learning decisions.
2. Various ways of ensuring values orientation in secondary schools, stressing that punishment in the case of indiscipline should be corrective and reformatory rather than retributive.
3. Social Studies Educators must reinforce their efforts at ensuring that acceptable moral training is given to children.

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