



PRINCIPALS' PERCEPTION ON THE INFLUENCE OF VALUES EDUCATION IN SECONDARY SCHOOLS ON GOVERNANCE IN BAYELSA STATE

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Abstract

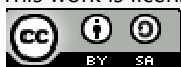
The study examines the perception of secondary school principals on the influence of value education on governance in Bayelsa state. The research design adopted for the study was the descriptive survey. The instrument for data collection was a researchers' structured questionnaire named "Value Education and Governance Questionnaire (VEGQ)" made up of twenty items and formatted on a four-point Likert type. To determine the reliability of the instrument, the test-retest method was used; scores paired and computed using the Pearson Product Moment Correlation to obtain a reliability coefficient of 0.72. Mean and standard deviation was used to answer the research questions with a criterion mean score of 2.50 as basis for accepting or rejecting responses. The simple regression statistics was used to test the hypotheses at 0.05 level of statistical significance. The results showed that the teaching of value education in secondary schools influenced governance in Bayelsa state on all the variables measured in the study. It was therefore recommended among others that regular workshops and seminars should be instituted and made compulsory for concerned teachers and principals to properly reposition the teaching and learning of value education in secondary schools to serve as a tool for the actualization of good governance in Bayelsa state.

Key words: Principals, perception, value education, influence and governance.

Introduction

Education and its instruments such as schools are all sub-sets of society (Ebong&Adiele, 2005). There is therefore every likelihood that what is learnt in the former could have a direct significant influence on the latter including its leadership and governance. For instance, in Nigeria, educational qualifications have become the hallmarks for political contentions into elective public leadership and governance positions as shown in the INEC guidelines for every election. More so, to be appointed into public positions of trust, certain minimum levels of education are required, usually, the Senior School Certificate (SSC). This underscores the importance the Nigerian society places on secondary education and the associated strategic roles and values acquired at this level could play in leadership and governance. It is in this regard that the Nigerian nation adopted and strategically repositioned education as an instrument for socio-economic growth and development as clearly stated in its National Policy on Education document. (FME, 2004).

On the one hand, values education concerns itself with the teaching and learning of ideals that a society deems important (Robb, 2008). It is the process through which these societal norms

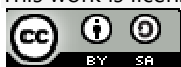




are transmitted through the process of teaching and learning and synonymous with moral and character education. Values education involves “educating for character” and for good “moral values.” It is the teaching of respect and responsibility and other values to the citizens for good character development and for the health of the nation (Dike, 2005). It has been posited that societal values otherwise known as norms, standards and principles form the basis of societal governance; such spell out behavioral expectations of societal members and opined that good value systems ultimately produces good and sustainable societies (Alexander, 2012; Enyi&Ofem-Iferi, 2013). Accordingly, some core values taught in secondary schools include honesty (moral character, integrity, truthfulness, straightforwardness, absence of cheating, lying and theft); selflessness (considering others more than self, giving up one’s ego, giving your time, sacrificially helping the less fortunate); cooperation (doing things together towards the achievement of shared objectives) and jus tice (moral uprightness, fair and equal treatment of people, social and economic equality in offices and positions under conditions of fair opportunities) citizenship, etc. (Alexander, 2012; Nwobodo, 2004; Enyi&Ofem-Iferi, 2013). Also rule of law, equality of opportunity, due process, representative government, checks and balances and democratic decision-making are “procedural values” that define democracy and promote development. All these would enable the people to create a viable humane society and to act respectfully and responsibly.

The cardinal objective of value education in Nigeria as stated in the National Policy on Education (FGN, 2014), is the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. The school is to play the role of values inculcation such as respect for the worth and dignity of the individual; faith in man’s ability to make national decisions; moral and spiritual principle in inter-personal and human relations; shared responsibility for the common good of society; promotion of the physical, emotional and psychological development of all children; and acquisition of competences necessary for self-reliance (FGN, 2014). This is expected to produce individuals with the right values for governance through values education with the following objectives, highlighted by Mundal (2015) as: to improve the integral growth of human beings; to create attitudes and improvement towards sustainable lifestyle; to increase awareness about our national history, our cultural heritage, constitutional rights, national integration, community development and environment; and to create and develop awareness about the values their significance and role.

On the other hand, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs (Gisselquist, 2012). It refers to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. It also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. International agencies such as UNDP, the World Bank, the Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) and others define governance as the exercise of authority or power in order to manage a country’s economic, political and administrative affairs. The 2009 Global Monitoring Report sees governance as ‘power relationship,’ ‘formal and informal processes of formulating policies and allocating resources,’ ‘processes of decision-making’ and ‘mechanisms for holding



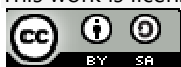


governments accountable' (Menocal, 2011; UN, 2014). It encompasses processes, structures and arrangements that are designed to mobilize and transform the available physical, human and financial resources to achieve concrete outcomes. Governance is about how power is distributed and shared, how policies are formulated, priorities set and stakeholders made accountable. Achieving this requires good education that is responsive.

The education process centers on cultural transmission where knowledge is imparted, skills, attitudes, values and competences are acquired to enable citizens live self-sufficient lives and become capable of contributing to growth and development including holding leadership positions (Owede, 2004). The nexus therefore between education and governance could be best described as inextricable, capable of being cyclically and mutually reinforcing. The education sector, (formal, informal, non-formal, or life-long learning) has become the engine room that produces men and women of character and skill through its cultural transmission to uphold the values of the society, thereby contributing to its development. The central focus of governance is the exercise of political, economic and administrative authority in the distribution of the common wealth that upholds the principles of the rule of law, transparency, equity and accountability; including the eradication of corruption, poverty and control of violence. The educational system of a society equips its citizens with the norms that guarantee an all rounded personality and determine the entire gamut of the socialization process which governance provides and protects, in maintaining the required social order. The structures designed for the educational system and the curriculum adopted significantly impinge on the products who in-turn hold and control state authority or power.

Without values, men are not human beings and cannot take decisions that can be of benefit to the society (Enu&Esu, 2011). In addition, it depends on the esteemed values with which the leader operates. Physical values such as cleanliness and orderliness determine the neatness and sequence of thoughts. Social values determine how tactfully the leader communicates his decisions and message. Psychological values such as patience, honesty and humility determine how both the leader and the message are received and interpreted. Without the necessary attitude, understanding, decisiveness and values, the act of leading has minimal effect. Values represent the highest and most powerful individual capacity for accomplishment. As skills direct the use of physical energy, values direct the use of the psychological energy of the personality. Therefore, it is very much likely that the highest levels of individual and social accomplishment may demand a corresponding level of values orientation.

Personal observations across the state indicate a seeming lack on the part of secondary school students in learning vital values that could influence them later in life and participate in social reengineering. The exhibition of anti-social behaviours by secondary school students such as overt disrespect for rules and regulations, immoral behaviours, drug addictions, disrespect for constituted authorities and elders, gangsters, rape, armed robbery etc., clearly indicates that something urgent needs to be done in the direction of teaching and learning to rightly reposition the youth as tomorrow's hope for the state. After all, the popular saying goes that 'the youth of today are the leaders of tomorrow'. According to Ilori (1994), Nwobodo (2004) and Alexander (2012), the teaching and learning of socially acceptable values such as honesty, justice, selflessness, cooperation and citizenship at the secondary school level would prepare students to





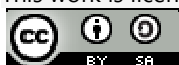
live self-sufficient lives and contribute positively to societal development and distinguish themselves to be trusted with public offices when opportunities arise.

Regrettably, it has become a common knowledge that within the contemporary Nigerian governance and public leadership context, there seems to exist a considerable lack in the exhibition of values acceptable to the citizenry at all levels of public trust- federal, state, local and institutional. The Bayelsa situation may not differ considerably from the above as this hydra-headed challenge has become very topical and worrisome and has overtly manifested itself in variations such as systemic corruption, embezzlement of fund, falsification of rewards, nepotism, favoritism, selfishness, injustice, disregard for the rule of law and inability to sacrifice for the collective interest, etc., where merit is sacrificed on the altar of mediocrity. By these, the expectations of individuals and the society from those in public positions of trust have become far below and unacceptable as integrity, good morals, honesty and good citizenship among others may have been drastically eroded.

There is therefore the need for a holistic approach in our collective attempt to reposition values education in secondary schools through the formulation, teaching and learning of socially accepted public behaviours. One of such steps is to find out the influence of the teaching and learning of values education in secondary schools could have on governance. This study was carried out to examine the influence of these concept and principles in Bayelsa State as perceived by principals.

Statement of Problem.

The general or cardinal expectation of the citizenry from public office holders in Bayelsa State seems to be a fair and equitable distribution of the common wealth of Nigeria in such ways that could easily meet individual needs and engender growth and development in addition to securing lives and property. There is a legitimate demand of public office holders to show socially acceptable values such as honesty, selflessness, cooperation, fairness and good leadership. But against these expectations, there seems to exist in governance circles ‘value crises’ across the State. Observations reveal a seeming lack of respect for the rule of law, transparency and accountability, demonstration of moral integrity in the transaction of government business and the like by public office holders. Consequently, leadership and government postures seem to promote an opposing value system that inevitably creates the platform for the exhibition of non-ethical behaviours that support indiscipline, corrupt practices, cloudiness, fraud, cheating and the general lack of answerability to the citizenry. This calls for concerted efforts to address this gap and entrench those values that are sacrosanct to the society. Since the children of today could be the leaders of tomorrow, the school system must rise to the expectations society holds for her concerning its youths in inculcating the right values and attitudes to make them live and contribute to its development. It remains a known fact that values learnt and habits formed at the secondary school level are likely to be permanent hence schools must formulate and teach such values as integrity, good morals, honesty, selflessness, justice, cooperation and citizenship among others. Note the senior secondary school certificate has become basis and a criterion for appointments and to seek elective positions. Therefore, the problem this study puts in a question is - could the teaching and learning of values education in secondary schools influence public governance? The teaching and learning of values education in





secondary schools could be a veritable tool and panacea in curbing anti-ethical behaviours in governance. The study was therefore carried out to examine the influence of value education on governance as perceived by secondary school principals in Bayelsa State, Nigeria.

Purpose of the Study

The general purpose of the study was to determine the perception of secondary school principals on the influence of values education on governance in Bayelsa state. But specifically, the study was carried out to determine whether:

- i. The teaching and learning of honesty in secondary schools influences governance in Bayelsa State.
- ii. The teaching and learning of selflessness in secondary schools influences governance in Bayelsa State.
- iii. The teaching and learning of justice in secondary schools influences governance in Bayelsa State.
- iv. The teaching of cooperation in secondary schools influences governance in Bayelsa State.

Research Questions

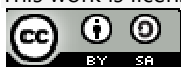
The following research questions were posed to guide the study:

- i. Does the teaching and learning of honesty in secondary schools influence governance in Bayelsa State?
- ii. Does the teaching and learning of selflessness in secondary schools influence governance in Bayelsa State?
- iii. Does the teaching and learning of justice in secondary schools influence governance in Bayelsa State?
- iv. Does the teaching and learning of cooperation in secondary schools influence governance in Bayelsa State?

Research Hypotheses

The following hypotheses were tested in the study at 0.05 level of statistical significance:

- i. Teaching and learning of integrity in secondary schools does not significantly influence governance in Bayelsa State.
- ii. Teaching and learning of selflessness in secondary schools does not significantly influence governance in Bayelsa State.
- iii. Teaching and learning of justice in secondary schools does not significantly influence governance in Bayelsa State.
- iv. Teaching and learning of cooperation in secondary schools does not significantly influence governance in Bayelsa State.





Methodology

The research design adopted for the study was the descriptive survey. The 188 senior secondary school principals constituted the population of the study. A sample of 100 principals was selected for the study through the stratified random sampling technique. The instrument for data collection was a researcher developed structured questionnaire titled “Value Education and Governance Questionnaire (VEGQ)” made up of twenty items and formatted on a four-point Likert type. The face validity of the instrument was ascertained by an expert of test and measurement of the Faculty of Education, Niger Delta University, Bayelsa State. To determine the reliability of the instrument, the test-retest method was used; the two sets of scores were paired and computed using the Pearson Product Moment Correlation to obtain a reliability coefficient of 0.72. Mean and standard deviation were used to answer the research questions using a criterion mean score of 2.50 as basis for accepting or rejecting responses. The simple regression analysis statistic was used to test the hypotheses at 0.05 level of statistical significance.

Data Analysis

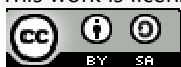
Research Question One

Does the teaching and learning of honesty in secondary schools influence governance in Bayelsa State?

Table 1. Mean and standard deviation scores on influence of teaching and learning of honesty on governance in Bayelsa State.

S/ N	Influence of Teaching/Learning of Honesty in secondary schools on governance	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	SD
1	Learning of moral character in school influences position occupants in governance	22 (88)	46 (138)	26 (52)	6 (6)	100 (284)	2.84	0.838
2	Learning of integrity in school influences position occupants in governance	24 (96)	40 (120)	30 (60)	6 (6)	100 (282)	2.82	0.869
3	Learning of truthfulness in school influences position occupants in governance	12 (48)	49 (147)	32 (64)	7 (7)	100 (266)	2.66	0.781
4	Learning of straightforwardness in school influences position occupants in governance	22 (88)	39 (117)	28 (56)	11 (11)	100 (272)	2.72	0.933
	Total Mean	20	44	29	7	100	2.77	0.855

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		(80)	(132)	(58)	(7)	(277)		
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Criterion Mean = 2.50; N = 100

Data presented in Table 1 indicated that all the item mean scores of 2.84, 2.82, 2.66 and 2.72, were greater than the cut-off mean score of 2.50. The total mean score of 2.77 was also greater than the cut-off mean score of 2.50. It therefore implies that the teaching of the principles of honesty in secondary schools influences governance in Bayelsa state, Nigeria.

Hypothesis One

Teaching and learning of honesty in secondary schools does not significantly influence governance in Bayelsa State.

Table 2. Simple regression analysis of the influence teaching and learning honesty in secondary schools on governance in Bayelsa State.

Model	Sum of Squares	df	Mean Square	F-Cal.	Sig.	Decision at P < 0.05
Regression	5.865	1	5.865	8.315	0.005	*
Residual	69.125	98	0.705			
Total	74.990	99				

* = Significant at $p < 0.05$ alpha level; Critical F 1, 98. = 4.00; N = 100

Data presented in Table 2 showed that the simple regression analysis of the influence of teaching/learning of the principles of honesty in secondary schools on governance in Bayelsa state to be significant. The calculated F-value of 8.315 was greater than the critical F-value of 4.00 at 0.05 level of statistical significance with 1 and 98 degrees of freedom. The null hypothesis was therefore rejected. It was therefore upheld that teaching/learning of the principles of honesty in secondary schools significantly influence governance in Bayelsa State.

Research Question Two

Does the teaching and learning of selflessness in secondary schools influence governance in Bayelsa State?

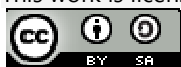




Table 3. Mean and standard deviation scores on influence of teaching and learning selflessness on governance in Bayelsa State.

S/N	Influence of Teaching/Learning of Selflessness in secondary schools on governance	SA(4)	A(3)	D(2)	D(1)	Total	Mean	SD
5	Learning of put the needs of others first in school influences position occupants in governance	15 (60)	42 (126)	33 (66)	10 (10)	100 (262)	2.62	0.862
6	Learning of give up one’s ego in school influences position occupants in governance	15 (60)	41 (123)	36 (72)	8 (8)	100 (263)	2.63	0.837
7	Learning to sacrificially helping the less fortunate in school influences position occupants in governance	20 (80)	46 (138)	27 (54)	7 (7)	100 (279)	2.79	0.844
8	Learning to always give your time in school influences position occupants in governance	23 (92)	40 (120)	24 (48)	13 (13)	100 (273)	2.73	0.962
	Total Mean	18 (72)	42 (126)	30 (60)	10 (10)	100 (268)	2.68	0.876

Criterion Mean = 2.50; N = 100

Data presented in Table 3 indicated that all the item mean scores of 2.62, 2.63, 2.79 and 2.73 were greater than the cut-off mean score of 2.50. The total mean score of 2.68 was also greater than the cut-off mean score of 2.50. It therefore implied that the teaching/learning of the principles of selflessness in secondary schools influence governance in Bayelsa state, Nigeria.

Hypothesis Two

Teaching and learning of selflessness in secondary schools does not significantly influence governance in Bayelsa State

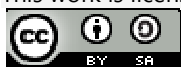




Table 4. Simple regression analysis of the influence teaching and learning of selflessness in secondary schools on governance in Bayelsa State.

Model	Sum of Squares	Df	Mean Square	F-Cal.	Sig.	Decision at P < 0.05
Regression	4.231	1	4.231	5.860	0.017	*
Residual	70.759	98	0.722			
Total	74.990	99				

* = Significant at $p < 0.05$ alpha level; Critical F 1, 98. = 4.00; N = 100

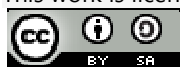
Data presented in Table 4 showed that the simple regression analysis of the influence of teaching integrity in secondary schools on good governance in Bayelsa state to be significant. The calculated F-value of 5.860 was greater than the critical F-value of 4.00 at 0.05 level of statistical significance with 1 and 98 degrees of freedom. The null hypothesis was therefore rejected. It was therefore upheld that the teaching/learning of the principles of selflessness in secondary schools significantly influence governance in Bayelsa State.

Research Question Three

Does the teaching and learning of justice in secondary schools influence governance in Bayelsa State?

Table 5. Mean and standard deviation scores on influence of teaching and learning justice on governance in Bayelsa State.

S/N	Influence of Teaching/Learning of Justice in secondary schools on governance	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	SD
9	Learning of moral rightness in school influences position occupants in governance	22 (88)	47 (141)	24 (48)	7 (7)	100 (284)	2.84	0.849
10	Learning of fairness in school influences position occupants in governance	30 (120)	39 (117)	20 (40)	11 (11)	100 (288)	2.88	0.967
11	Learning of rule of law in school influences position occupants in governance	18 (72)	39 (117)	32 (64)	11 (11)	100 (264)	2.64	0.905
12	Learning of equality of opportunity in school influences position occupants in governance	21 (84)	36 (108)	25 (50)	18 (18)	100 (260)	2.60	1.015





Total Mean	23 (92)	40 (120)	25 (50)	12 (12)	100 (274)	2.74	0.934
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Criterion Mean = 2.50; N = 100

Data presented in Table 5 indicated that all the item mean scores of 2.84, 2.88, 2.64 and 2.60 were greater than the cut-off mean score of 2.50. The total mean score of 2.74 was also greater than the cut-off mean score of 2.50. It therefore implied that the teaching/learning of the principles of justice in secondary schools influence governance in Bayelsa state, Nigeria.

Hypothesis Three

Teaching and learning of justice in secondary schools does not significantly influence governance in Bayelsa State.

Table 6. Simple regression analysis of the influence teaching and learning justice in secondary schools on governance in Bayelsa State.

Model	Sum of Squares	Df	Mean Square	F-Cal.	Sig.	Decision at P < 0.05
Regression	4.688	1	4.688	6.536	0.012	*
Residual	70.302	98	0.717			
Total	74.990	99				

* = Significant at $p < 0.05$ alpha level; Critical F 1, 98. = 4.00; N = 100

Data presented in Table 6 showed that the simple regression analysis of the influence of teaching honesty in secondary schools on good governance in Bayelsa state to be significant. The calculated F-value of 6.536 was greater than the critical F-value of 4.00 at 0.05 level of statistical significance with 1 and 98 degrees of freedom. The null hypothesis was therefore rejected. It was therefore upheld that the teaching/learning of the principles of justice in secondary schools significantly influence governance in Bayelsa State.

Research Question Four

Does the teaching and learning of cooperation in secondary schools influence governance in Bayelsa State?





Table 7. Mean and standard deviation scores on influence of teaching and learning of cooperation on governance in Bayelsa State.

S/N	Influence of Teaching/Learning of Cooperation in secondary schools on governance	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	SD
13	Learning of team spirit in school influences position occupants in governance	22 (88)	41 (123)	29 (58)	8 (8)	100 (277)	2.77	0.886
14	Learning to discuss challenges with others in school influences position occupants in governance	14 (56)	37 (111)	37 (74)	12 (12)	100 (253)	2.53	0.881
15	Learning of doing things with others towards common objectives in school influences position occupants in governance	16 (64)	44 (132)	31 (62)	9 (9)	100 (267)	2.67	0.853
16	Learning to respect the views of others in school influences position occupants in governance	19 (76)	38 (114)	29 (58)	14 (14)	100 (262)	2.62	0.951
	Total Mean	18 (72)	40 (120)	32 (64)	10 (10)	100 (266)	2.66	0.893

Criterion Mean = 2.50; N = 100

Data presented in Table 8 indicated that all the item mean scores of 2.77, 2.53, 2.67 and 2.62 were greater than the cut-off mean score of 2.50. The total mean score of 2.77 was also greater than the cut-off mean score of 2.50. It therefore implied that the teaching/learning of the principles of cooperation in secondary schools influences good governance in Bayelsa state, Nigeria.

Hypothesis Four

Teaching and learning of cooperation in secondary schools does not significantly influence governance in Bayelsa State

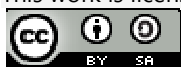




Table 8. Simple regression analysis of the influence of teaching and learning cooperation in secondary schools on governance in Bayelsa State.

Model	Sum of Squares	df	Mean Square	F-Cal.	Sig.	Decision at P < 0.05
Regression	4.303	1	4.303	5.966	0.016	*
Residual	70.687	98	0.721			
Total	74.990	99				

* = Significant at $p < 0.05$ alpha level; Critical F 1, 98. = 4.00; N = 100

Data presented in Table 8 showed that the simple regression analysis of the influence of teaching citizenship education in secondary schools on good governance in Bayelsa state to be significant. The calculated F-value of 5.966 was greater than the critical F-value of 4.00 at 0.05 level of statistical significance with 1 and 98 degrees of freedom. The null hypothesis was therefore rejected. It was therefore upheld that teaching/learning of the principles of cooperation in secondary schools significantly influences good governance in Bayelsa State.

Discussion

Results from Tables 1, 3, 5 and 7 respectively showed that the teaching/learning of the principles of honesty, selflessness, cooperation and justice in secondary schools could positively influence governance in Bayelsa state as all the grand mean scores of 2.72; 2.68; 2.74 and 2.66 were respectively greater than the criterion mean of 2.50. More so, results of regression analyses in Tables 2, 4, 6 and 8 respectively showed F- calculated values of 8.315; 5.860; 6.536 and 5.966 which were all greater than the F – Crit. Value of 4.00 under 1 and 98 degree of freedom at 0.05 level of statistical significance were found to be significant. These results mean that the teaching and learning of the principles of honesty, selflessness, cooperation and justice (which are all components of value education) in secondary schools could have significant positive influences on governance outcomes in Bayelsa state. It therefore implies that when the students of today who incidentally are tomorrow’s leaders are taught these values our society holds in high esteem, such will definitely influence positively the way they will render services in either appointed or elected positions of state governance as opportunities arise. Those schooled in values education are less likely to misuse the public trust and thereby promote good governance. The findings of the study corroborate with those of Dike (2005) and Enu&Esu (2011), which held that the values and attitudes that learners acquire in the education process through teaching-learning activities have considerable influence on learners’ life endeavours, including the way they contribute to societal development. More so, the findings were in agreement with the views of Alexander (2012), Enyi&Ofem-Iferi (2013) and Nwobodo (2004) who posited that societal values are the norms, standards and principles upon which society is governed. That these behavioral





expectations engender a good system of values which ultimately produces good and sustainable societies.

Conclusion

For governance to create the needed impact on society and achieve its goals, the management and distribution of state resources must be done in the most adequate and appropriate manner to bring about optimal results. The established indices of good governance (transparency, accountability, rule of law, responsiveness, consensus oriented, equity and inclusiveness, effectiveness and efficiency and participation) must be applied and strictly adhered to for generally accepted result in governance. The teaching and learning of the principles of such values as honesty, selflessness, cooperation and justice in schools will no doubt help in inculcating in learners the right attitudes needed for future leadership and governance activities. The fundamentals required for good governance must be consciously, deliberately and intentionally taught to learners in the formal education process to equip them to achieve individual life goals and contribute meaningfully to societal development.

Recommendations

Based on the findings, the following recommendations were made:

1. Deliberate and intentional policy reactivation concerning the teaching and learning of values education in secondary schools.
2. Conscious enlightenment of all education stake holders concerning the need to reawaken the teaching and learning of value education in secondary schools.
3. Regular workshops, seminars and reviews concerning the curriculum objectives, methods and relevance of teaching and learning values education in secondary schools with the aim of linking theory and practice.

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