

EDUCATING FOR VALUE REORIENTATION IN DEMONSTRATION SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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Abstract

This study investigated on educating for value reorientation in demonstration secondary schools in Kaduna State, Nigeria. The objective of the study include: To determine the role teachers, play in facilitating value reorientation among students in demonstration secondary schools and To identify the challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives. Quantitative research methodology was adopted for this study. The survey research design was used for this study. The population for this study consists of seventy (70) teachers of Demonstration Secondary School. Census sampling technique was used for this study, where all seventy (70) teachers of Demonstration Secondary School were used as respondents. A closed-ended questionnaire was used for data collection. The instrument was validated by the researcher's supervisors using face and content validity. The researcher collects an introductory letter from the Department to enable the collection of data. One (1) research assistant will be employed. Descriptive statistics was used to analyze the data collected from the research questions. Frequency count and percentage was used to analyze research question and the benchmark is 50% and above. The study finds out that the role teachers, play in facilitating value reorientation among students in demonstration secondary schools are Enforcing rules and codes of conduct to instill discipline and responsibility, Encouraging open discussions about values, ethics, and societal norms among others. The study also discovered that Peer Influence, Resistance to Change from Students and Staff and Social Media Influence on Student Behavior are the challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives.

Keywords: Educating; Reorientation; Value.

Introduction

Value reorientation involves a deliberate process of changing or adjusting the beliefs, norms, and attitudes that guide the behavior of individuals or groups within a society. This process often emerges in response to a perceived decline in social morals, ethical standards, or civic

responsibility. In many societies, value reorientation is seen as a necessary strategy for addressing issues such as corruption, social injustice, and the erosion of communal ties. It seeks to realign the values of individuals and communities with positive and progressive ideals that foster societal development. For instance, value reorientation can address the rampant materialism in a society by promoting values such as integrity, honesty, and collective responsibility (Obasi, 2022).

This process is particularly important in education, where value reorientation can contribute to the formation of a morally upright and responsible citizenry. Schools, as primary agents of socialization, play a crucial role in instilling core values in students. When embedding value reorientation in the educational curriculum, young people can be guided towards becoming ethical leaders and responsible members of society. Value reorientation within educational settings helps in counteracting negative influences such as violence, indiscipline, and academic dishonesty, which have become prevalent in many societies (Adetunji, 2021). Value reorientation is essential in governance and leadership. Leaders, by example, are expected to embody the values that promote transparency, accountability, and the common good. When leaders fail to uphold these values, the repercussions are widespread, leading to mistrust in governance and societal disintegration. Therefore, a value reorientation that emphasizes ethical leadership and good governance can help build trust between citizens and government institutions, thereby fostering national unity and sustainable development (Ezeh & Chukwuma, 2023). Value reorientation is a multifaceted approach to societal change that encompasses education, governance, and civic life. It requires the active participation of all sectors of society to shift prevailing attitudes towards values that promote equity, justice, and the well-being of all citizens. Such a reorientation can be pivotal in resolving many of the challenges facing contemporary societies, making it an essential aspect of social development. Educating for value reorientation is a process that seeks to instill ethical principles, social norms, and positive behaviors in individuals, particularly through formal and informal educational systems. This approach recognizes that education is not just about acquiring knowledge and skills but also about shaping attitudes and values that influence behavior. Educators play a vital role in this process by creating environments that promote critical thinking, ethical reasoning, and social responsibility. Embedding value reorientation in the curriculum, schools can help foster a culture of integrity, respect, and accountability among students (Nwosu & Okonkwo, 2021). A key aspect of educating for value reorientation is the integration of moral and civic education into the teaching process. Moral education helps students understand the importance of virtues such as honesty, kindness, and responsibility. Civic education, on the other hand, emphasizes the role of citizens in contributing to the welfare of society, promoting active participation in democratic processes, and fostering a sense of national identity. By combining these two approaches, educators can guide students towards becoming responsible and ethical members of society, capable of contributing to societal development (Olawale, 2022). Educating for value reorientation involves engaging students in experiential learning activities that promote real-life applications of values. For example, service-learning projects allow students to participate in community service, thereby fostering empathy, cooperation, and a sense of social responsibility. These activities bridge

the gap between theoretical knowledge and practical application, reinforcing the importance of ethical behavior in real-world contexts. This hands-on approach to value reorientation helps students internalize positive values and recognize their relevance in everyday life (Adebayo, 2023).

Educating for value reorientation requires the collaboration of various stakeholders, including families, religious institutions, and the media. Families serve as the primary agents of socialization and have a significant influence on shaping children's values. Religious institutions also play a critical role in instilling ethical teachings that promote communal harmony and individual morality. The media, with its vast reach, can support value reorientation by promoting content that reflects positive societal norms and discourages negative behavior. Therefore, a comprehensive value reorientation effort involves a collective approach that spans beyond the classroom to include all facets of society (Ibrahim, 2023).

Statement of the Problem

In recent years, there has been a growing concern over the erosion of moral and ethical values among students in secondary schools across Nigeria, including those in Kaduna State. Incidences of indiscipline, academic dishonesty, peer pressure, and declining respect for authority have become more prevalent in educational institutions, indicating a need for value reorientation. Demonstration secondary schools, which are expected to serve as models of excellence in both academic achievement and moral behavior, have not been immune to these challenges. Despite efforts by school administrations to promote moral education, the influence of negative social factors, such as materialism, poor parental guidance, and the impact of media, continues to undermine the effectiveness of these initiatives.

The problem is further exacerbated by the limited integration of comprehensive value reorientation programs within the school curriculum, which often prioritize academic excellence over character development. As a result, students in these demonstration schools may excel academically but still lack the moral foundation necessary for responsible citizenship and ethical decision-making. The failure to adequately address these concerns can have far-reaching implications, not only for the students' personal development but also for the broader society, as these young people are the future leaders of the nation.

Thus, this study seeks to examine the current state of value reorientation programs in demonstration secondary schools in Kaduna State and assess their effectiveness in promoting positive values among students. It also aims to identify the key factors that hinder or enhance the success of these programs, with a view to making recommendations for more effective value reorientation strategies in secondary education.

Research Objectives

1. To determine the role teachers, play in facilitating value reorientation among students in demonstration secondary schools
2. To identify the challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives

Literature Review

Concept of Value Reorientation

Value reorientation refers to a deliberate process aimed at changing or reshaping the values, beliefs, and attitudes of individuals or groups to align with desired societal norms and principles. This process often becomes necessary in contexts where there is a perceived decline in moral standards, social cohesion, or national identity. It involves the re-education and reformation of values to cultivate a new mindset that supports positive behaviors and contributes to the well-being of society. Values are the principles and standards that guide individuals' behavior and decision-making. According to Schwartz (2012), values serve as guiding principles that shape how individuals interact with the world around them. In many societies, the family, religious institutions, schools, and the broader community play crucial roles in instilling values. However, when these values are perceived to have eroded due to factors such as modernization, globalization, or economic hardship, there is often a call for value reorientation.

The concept of value reorientation is particularly relevant in the context of education, where schools serve as a key platform for imparting values to young people. Scholars argue that value reorientation within the educational system is crucial for promoting national development, social harmony, and responsible citizenship. According to Ajibade (2014), value reorientation in education aims to equip students with moral integrity, a sense of responsibility, and a commitment to societal progress. This process typically involves incorporating ethical teachings into the curriculum, fostering a school environment that encourages positive behavior, and engaging students in activities that promote social values such as honesty, hard work, respect, and patriotism. Value reorientation is often implemented in response to specific social challenges, such as corruption, crime, or declining public morality. For instance, in Nigeria, value reorientation has been a recurring theme in public discourse, with leaders calling for a return to core national values as a means of addressing various societal problems. As Ojo (2018) notes, value reorientation in Nigeria has been seen as a tool for combating corruption and fostering a culture of integrity and accountability. The government has launched several initiatives aimed at reorienting the values of citizens, particularly the youth, to create a more ethically grounded society. In the context of demonstration secondary schools in Kaduna State, value reorientation may involve targeted educational programs designed to instill values that are aligned with the goals of the school and the broader society. This could include activities such as character education, civic education, and community service projects, which help students internalize positive values and apply them in their daily lives. According to Akinpelu (2001), schools have a critical role to play in shaping the character and values of young people, as they provide a structured environment where students can learn and practice ethical behavior. Value reorientation is a crucial process aimed at reshaping individuals' values and behaviors to promote positive societal outcomes. In the educational context, this concept emphasizes the role of schools in fostering moral development and preparing students to contribute meaningfully to society. Through intentional efforts to reorient values, it is possible to address social challenges and build a more cohesive and ethically sound community.

Role of teachers in facilitating value reorientation

Teachers play a pivotal role in the process of value reorientation, particularly within the educational system where they are often seen as role models and moral guides for students. The influence of teachers extends beyond academic instruction; they are also instrumental in shaping the character, behavior, and attitudes of students. In the context of value reorientation, teachers are responsible for creating an environment that promotes positive values and for embedding these values within the curriculum and classroom activities. One of the primary roles of teachers in value reorientation is to serve as role models for their students. Bandura's (1977) social learning theory emphasizes the importance of observational learning, where individuals, especially young people, learn behaviors and attitudes by observing the actions of others. Teachers, as authority figures in the classroom, have a significant impact on how students perceive and internalize values. When teachers demonstrate integrity, fairness, empathy, and respect, they set an example for students to follow, reinforcing positive social norms and behaviors (Akinpelu, 2001). In addition to modeling behavior, teachers are also responsible for integrating value-based education into their lessons. Value reorientation requires a deliberate focus on teaching moral and ethical principles within the school curriculum. This can be achieved through subjects like civic education, social studies, and religious education, where teachers can engage students in discussions about societal values, ethics, and their responsibilities as citizens (Ajibade, 2014). Moreover, teachers can incorporate value-based themes into other subjects by using stories, case studies, and real-world examples that emphasize the importance of values such as honesty, hard work, and cooperation.

Teachers also facilitate value reorientation by creating a positive classroom environment that encourages the practice of these values. The classroom serves as a microcosm of society, where students learn to interact with others, resolve conflicts, and make decisions based on ethical considerations. Teachers can foster this environment by setting clear expectations for behavior, promoting inclusivity and respect among students, and encouraging collaborative activities that reinforce the values being taught (Akinpelu, 2001). For example, group projects and peer learning activities can help students develop empathy, teamwork, and a sense of responsibility toward others. Teachers play a critical role in guiding students through moral dilemmas and helping them develop critical thinking skills related to ethical decision-making. By engaging students in discussions about complex social issues, teachers can help them navigate the moral complexities of the world and understand the implications of their actions. This approach not only fosters value reorientation but also equips students with the tools to make informed and ethical decisions in the future (Ojo, 2018).

Beyond the classroom, teachers can also facilitate value reorientation by engaging with parents and the broader community. Value reorientation is most effective when it involves all stakeholders in a child's education, including the family and community members. Teachers can act as liaisons, encouraging parents to reinforce the values taught in school at home and collaborating with community leaders to promote a consistent message about the importance of ethical behavior (Ajibade, 2014). This partnership helps create a supportive environment where students are consistently exposed to positive values in multiple contexts. Teachers are

central to the process of value reorientation in schools. Through modeling behavior, integrating values into the curriculum, fostering a positive classroom environment, guiding students through moral dilemmas, and engaging with parents and the community, teachers help instill values that contribute to the development of responsible, ethical individuals. Their role is critical in ensuring that students not only acquire academic knowledge but also develop the moral and ethical foundations needed to navigate the complexities of society.

Challenges faced in implementing value reorientation initiatives

Implementing value reorientation initiatives in educational settings, particularly in secondary schools, is a complex process that faces several challenges. These challenges can significantly impact the effectiveness of such initiatives, requiring a multifaceted approach to address them. One major challenge is the inconsistency between societal values and the values promoted within schools. In many cases, students are exposed to conflicting values from various sources, such as their families, peers, media, and the broader society. For example, while schools may promote values like honesty, discipline, and respect, students may encounter opposing messages in their communities or through social media, which glorify materialism, dishonesty, or disrespect for authority (Ajibade, 2014). This inconsistency can create confusion and make it difficult for students to internalize the values being taught in schools. As a result, the impact of value reorientation initiatives may be diminished if these values are not reinforced in the broader social environment.

Another significant challenge is the lack of adequate training and resources for teachers tasked with implementing value reorientation programs. Teachers are expected to play a central role in facilitating value reorientation, but many may not have received sufficient training in how to effectively incorporate values education into their teaching. This lack of professional development can limit teachers' ability to address complex moral issues in the classroom and to design lessons that effectively promote ethical behavior (Akinpelu, 2001). Furthermore, schools may lack the necessary resources, such as educational materials or support from external agencies, to implement value reorientation initiatives at scale. Without the proper tools and support, it becomes challenging for educators to fully integrate value reorientation into their teaching practices.

Cultural diversity within the student population presents another challenge in implementing value reorientation initiatives. In multicultural settings, students come from different backgrounds, each with its own set of values and beliefs. While diversity can enrich the learning experience, it can also complicate efforts to promote a uniform set of values within the school environment (Edewor, 2012). Teachers and school administrators may find it difficult to navigate these differences, especially when certain values are deeply rooted in cultural or religious traditions. This can lead to resistance from students or their families, who may perceive value reorientation initiatives as an attempt to impose values that conflict with their own cultural norms. The influence of socioeconomic factors poses a challenge to value reorientation initiatives. In contexts where poverty, unemployment, and inequality are prevalent, students may face pressures that make it difficult for them to prioritize the values promoted in school. For example, students from low-income families may be more concerned

with meeting basic needs than with internalizing values related to integrity or academic excellence (Ojo, 2018). Additionally, economic hardship can lead to a sense of disillusionment among students, making them less receptive to value reorientation efforts. Schools operating in economically disadvantaged areas may struggle to implement value-based education effectively due to these underlying socioeconomic challenges. Another challenge is the lack of parental involvement in value reorientation initiatives. For value reorientation to be successful, it requires the active participation of parents and guardians, who play a crucial role in reinforcing the values taught in school at home (Ajibade, 2014). However, many parents may be disengaged from their children's education due to various reasons, such as work commitments, lack of education, or a lack of understanding of the importance of value education. This disengagement can undermine the efforts of schools to instill positive values in students, as the values taught in school may not be supported or reinforced in the home environment.

Methodology

Quantitative research methodology was adopted for this study. The survey research design was used for this study. The population for this study consists of seventy (70) teachers of Demonstration Secondary School. Census sampling technique was used for this study, where all seventy (70) teachers of Demonstration Secondary School were used as respondents. A closed-ended questionnaire was used for data collection. The instrument was validated by the researcher's supervisors using face and content validity. The researcher collects an introductory letter from the Department to enable the collection of data. One (1) research assistant will be employed. Descriptive statistics was used to analyze the data collected from the research questions. Frequency count and percentage was used to analyze research question and the benchmark is 50% and above.

Result and Findings

Role teachers, play in facilitating value reorientation among students in demonstration secondary schools

The Data on the role teachers, play in facilitating value reorientation among students in demonstration secondary schools were collected. Table 1.1 presented the data collected and analyzed.

Table 1.1: Role teachers, play in facilitating value reorientation among students in demonstration secondary schools.

S/N	Role teachers, play in facilitating value reorientation among students in demonstration secondary schools	F	(%)
1	Demonstrating ethical behavior and values for students to emulate.	20	(29.9%)
2	Incorporating value-based education into daily lesson	22	(32.8%)
3	Guiding students in making ethical decisions and reinforcing positive values.	18	(26.9%)
4	Enforcing rules and codes of conduct to instill discipline and responsibility	40	(59.7%)
5	Encouraging open discussions about values, ethics, and societal norms	36	(53.7%)
6	Offering guidance on personal challenges, helping students align their actions with core values.	23	(34.3%)
7	Promoting participation in community service projects to instill a sense of responsibility and empathy.	38	(56.7%)
8	Teaching and modeling peaceful conflict resolution strategies.	27	(40.3%)
9	Encouraging students to think critically about moral dilemmas and the consequences of their actions.	20	(29.9%)
10	Recognizing and rewarding behavior that aligns with core values and ethical standards.	41	(61.2%)

Source: Field Survey, 2024

Table 1.1 shows the respondents opinion on the role teachers, play in facilitating value reorientation among students in demonstration secondary schools. Based on the benchmark of 50%, the table on the total percentage shows that items 4, 5, 7, and 10 have response scores above the acceptable benchmark of 50%. Thus, it can be said that they are the role teachers, play in facilitating value reorientation among students in demonstration secondary schools. On the other hand, item 1, 2, 3, 6, 8 and 9 are below the acceptable benchmark hence, they are not.

The findings from the data on the role teachers play in facilitating value reorientation among students in demonstration secondary schools indicate several key areas of impact, particularly in the context of Nigerian education. The analysis reveals that certain roles are significantly more effective than others in promoting value reorientation, as evidenced by their response rates exceeding the established benchmark of 50%. One of the most prominent roles identified is the enforcement of rules and codes of conduct, which received the highest support at 59.7%. This suggests that teachers are viewed as critical in instilling discipline and responsibility among students, creating an environment conducive to learning and ethical behavior. Additionally, encouraging open discussions about values, ethics, and societal norms (53.7%) and promoting participation in community service projects (56.7%) further highlight the importance of teachers in fostering a sense of responsibility and empathy in students. These findings imply that teachers not only serve as educators but also as role models and facilitators of moral development, significantly influencing students' character formation. In contrast, roles such as demonstrating ethical behavior (29.9%), incorporating value-based education into lessons (32.8%), and guiding students in making ethical decisions (26.9%) received lower

support. This disparity indicates that while these roles are recognized, they may not be as effectively implemented or perceived in practice. The lower percentages suggest a potential gap in teachers' ability or opportunities to model and incorporate values directly into their teaching practices. The implications of these findings are profound. They underscore the necessity for educational stakeholders to prioritize the development of teachers' competencies in value education. Enhancing teacher training programs to better equip educators with the skills to integrate ethical discussions and value-based education into their curricula could lead to a more robust framework for value reorientation among students. Furthermore, the emphasis on community service and ethical discussions points to a need for schools to create more opportunities for experiential learning, where students can engage with real-world ethical dilemmas and community issues.

The data suggests that while teachers play a vital role in facilitating value reorientation, there is significant room for improvement in how these roles are enacted. Addressing the identified gaps could lead to a more comprehensive approach to value education in Nigerian secondary schools, ultimately contributing to the development of responsible and ethically-minded citizens.

Challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives

The Data on the challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives were collected. Table 2.1 presented the data collected and analyzed.

Table 2.2 Challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives

S/N	Challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives			
			F	(%)
1	Inadequate Funding		20	(29.9%)
2	Limited Teacher Training on Value-Based Education		20	(29.9%)
3	Overcrowded Classrooms		21	(31.3%)
4	Insufficient Parental Involvement		29	(43.3%)
5	Cultural and Religious Diversity		15	(22.4%)
6	Peer Influence		43	(64.2%)
7	Lack of Comprehensive Value Education Policies		21	(31.3%)
8	Resistance to Change from Students and Staff		45	(67.2%)
9	Inconsistent Enforcement of Rules		17	(25.4%)
10	Social Media Influence on Student Behavior		48	(71.6%)

Source: Field Survey, 2024

Table 4.3 shows the respondents opinion on challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives. Based on the

benchmark of 50%, the table on the total percentage shows that items 6, 8 and 10 have response scores above the acceptable benchmark of 50%. Thus, it can be said that they are the Challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives. On the other hand, item 1, 2, 3, 4, 5, 7 and 9 are below the acceptable benchmark hence, they are not the Challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives.

The findings regarding the challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives reveal significant barriers that hinder effective educational practices. The data indicates that issues such as peer influence, resistance to change, and social media impact are among the most pressing challenges, with response rates exceeding the 50% benchmark. Specifically, peer influence was cited by 64.2% of respondents, while resistance to change from both students and staff garnered 67.2%. Furthermore, the influence of social media on student behavior was identified by 71.6% of respondents as a critical challenge. These findings suggest that the social environment surrounding students plays a substantial role in shaping their values and behaviors, often counteracting the educational efforts aimed at value reorientation. The high percentage of respondents acknowledging the influence of peer pressure indicates that students may prioritize social acceptance over the values promoted in school, which complicates teachers' efforts to instill ethical standards and responsible behavior. Similarly, resistance to change reflects a broader cultural challenge within the school community, where established norms and practices may be difficult to alter, limiting the effectiveness of new initiatives.

The implications of these challenges are profound. They highlight the need for comprehensive strategies that address not only the educational framework but also the social dynamics at play within the school environment. Schools may need to invest in programs that foster a positive peer culture, encouraging students to support one another in adopting and maintaining ethical behaviors. This could involve peer mentoring programs or initiatives that promote student leadership in value-based activities. Moreover, the significant impact of social media on student behavior calls for educators to engage with digital literacy and ethics as part of the curriculum. By equipping students with the skills to critically analyze social media content and its implications for their values, schools can better prepare them to navigate the complexities of modern communication. In addition, while challenges such as inadequate funding and limited teacher training were noted, they did not surpass the 50% benchmark, suggesting that while they are relevant, they may not be the primary obstacles to implementing value reorientation initiatives. Nonetheless, addressing these logistical issues remains essential for creating a supportive environment for value education.

The challenges identified in the study underscore the necessity for a multifaceted approach that combines educational reform with social engagement strategies. Fostering a supportive community and addressing the external influences on students, demonstration secondary schools in Kaduna State can enhance their effectiveness in implementing value reorientation initiatives, ultimately contributing to the development of ethically responsible citizens.

Conclusion

In conclusion, the findings from this study provide valuable insights into the role of teachers in facilitating value reorientation among students in demonstration secondary schools in Kaduna State, Nigeria. The data reveals that teachers play a crucial role in enforcing rules and codes of conduct, encouraging open discussions about values and ethics, and promoting community service projects. These findings highlight the importance of teachers as role models and facilitators of moral development, significantly influencing students' character formation. However, the study also identifies several challenges that hinder the effective implementation of value reorientation initiatives. The most significant challenges include peer influence, resistance to change from students and staff, and the influence of social media on student behavior. These findings underscore the need for a comprehensive approach that addresses not only the educational framework but also the social dynamics within the school environment. To overcome these challenges, demonstration secondary schools should consider implementing strategies that foster a positive peer culture, encourage student leadership in value-based activities, and incorporate digital literacy and ethics into the curriculum. Additionally, addressing logistical issues such as inadequate funding and limited teacher training remains essential for creating a supportive environment for value education.

Recommendations

1. To enhance the role of teachers in facilitating value reorientation among students in demonstration secondary schools, it is essential to implement a structured framework that emphasizes the demonstration of ethical behavior, the incorporation of value-based education into daily lessons, and the guidance of students in making ethical decisions. Schools should prioritize professional development programs that equip teachers with effective strategies for modeling ethical behavior and integrating value education into their curricula. This could include workshops on ethical teaching practices, collaborative lesson planning that incorporates values, and training on facilitating discussions around ethical dilemmas. Creating mentorship programs where experienced teachers can support their peers in these efforts would foster a culture of ethical awareness and responsibility within the school environment.
2. To effectively address the challenges faced by demonstration secondary schools in Kaduna State in implementing value reorientation initiatives, it is crucial to secure adequate funding and resources dedicated to educational programs. Schools should advocate for increased government investment in education, particularly in areas that support value-based education, such as teacher training and classroom resources. Partnerships with non-governmental organizations and community stakeholders can be explored to supplement funding and provide training opportunities for teachers.

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