University of Jos Journal of Arts Education

VALUES AND MORAL EDUCATION AS A WAY FORWARD TOWARDS SUSTAINABLE DEVELOPMENT IN NIGERL4

LUMANA NABI ILIYA
CRS Department
Aminu Saleh College of Education Azare
Bauchi State

ROSELINE BOAZ MAITASHA

AND

SHONGOM LGEA BOH
Gornbe State

ABSTRACT

The paper examined values and moral education as a panaceafor curbing violence and promoting sustainable development in Nigeria. The rationale for the study stemmed from the recent mindless killings and insurgent attacks going on in the nation at present. There seems to be less value for human lives as well as poor moral codes lately in Nigeria. The study was guided by four research questions and one hypothesis. The study adopted the crosssectional survey design. The population for the study was made up of all Christian Religious Studies (CRS) students and their lecturers in Aminu Saleh College of Education, Azare, Bauchi State. The sample was made of 200 respondents which consisted of 190 students and 10 lecturers conveniently selected out of the population. Data were elicited using a structured questionnaire which was designed by the researchers. The questionnaire was tagged Values, Moral Education and Sustainable Development (2uestionnaire (VAMESDQ) . The instrument was validated by three senior lecturers from the Faculty of Education, University of Jos with a reliability value of 0.74 indicative of a high reliability. The percentage and the chi-square test were used for data analysis. It was discovered from the study that values and moral education are indispensable in inculcating right attitudes in youths. Also it was gathered that lack of value and moral education in schools is the reason for violence in the country. It was recontntended among other things , that value and moral education should be made a separate discipline and subject in tertiary and secondmT schools. The study concluded that values and moral education will be a veritable tool in curbing violence and promoting sustainable development in Nigeria,

KEYWORDS: Values, Moral, Moral education, Sustainable development

INTRODUCTION

In 1987, the Bruntland Commission published its report titled "Our Common Future'", in an effort to link the issues of economic development and environmental stability. The report provided an acceptable definition of sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations General Assembly, 1987). The concept of sustainable development aims to maintain economic advancement and progress while protecting the long-term value of the environment. It provides a framework for the integration of environmental policies and development strategies .

Sustainable development is also the organizing principle for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. The desired result is a state or society where living conditions and resources use continue to meet human needs without undermining the integrity and stability of the natural system. However, Sustainable Development Commission (2012) stated that the focus of sustainable development is far broader than just the environment. It is also about ensuring a strong, healthy and just society. This means meeting the diverse needs (social, moral, economic, spiritual, etc) of all people in existing and future communities, promoting personal well being, social cohesion and inclusion, and creating equal opportunities.

Sustainable development is about finding better ways of doing things, both for the future and the present. It entails that we might need to change the way we work and live now to ensure that the future is better. This is necessary because Nigeria is experiencing a terrible social problem. Dike (2015) noted that the poor social and economic conditions in Nigeria and the high rate of evil in the society is a great concern to any person who cares about Nigeria. There is high rate of corruption, bribery, nepotism, cheating, killings, insurgency, and armed robbery going on in the country today. The rate of occurrence of these evils is so high that one wonders whether some people have conscience or not. There is little value for human lives lately in Nigeria and good morals and values are gradually fading away. We cannot talk about sustainable development when citizens are more or less behaving like animals without good sense ofjudgment.

Value is defined as important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have a major

influence on a person's behavior and attitude and serve as broad guidelines in all situations (Fakunle,2014).In the same manner, morality is the judgment of what is right or wrong as agreed by a particular society. Every society has character traits or behaviours that they regard as being good or proper. This means that value and morals are necessary in any society. In the context of the Nigerian nation, some morally acceptable characters include decent dressing, respect, discipline, moderation, hard work, peaceful coexistence, tolerance, constructive criticism, chastity, and dignity of labour, among others. These virtues are necessary for sustainable development. One cannot talk about sustainable .development when the citizens lack virtues that are needed to move the nation forward. Sustainable development is about altruism, honesty, sincerity, respect for life, man and nature, tolerance, solidarity, social justice and many others, all of them belonging to the moral good (Dike, 2015).

Value and moral education involves educating for character and 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 . Thomas (2009) pointed out that respect and responsibility are the two foundational moral values that a society should teach its citizens' Other values are honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation, courage and other democratic values. All these would enable the people to create a viable humane society and to act respectfully and responsibly. Thus taking responsibility for the things we do wrong as well as the things we do right is the way to move the society forward. According to Bock (1969), the value system of a society consists of the explicit and implicit ideals shared by the group together with their relative priorities and integrating pattern. The set of societal values is what we call value orientations. Also Santrock (2007) stated that over the last thirty years, traditionally, many people have shown improved interest and importance to personal welfare and decreased interest in the well-being of others. It appears societal values have changed as a result impacting on people's beliefs, morals and attitudes. Mutual respect and concern is lacking. With this situation there can be no sustainable development. It is based on these premises and the need to seek for potent solutions that the researchers set out to examine how value and moral education could help to achieve sustainable development in Nigeria.

STATEMENT OF THE PROBLEM

No society can be healthy, creative, strong and achieve sustainable development unless that society has a set of common values and morals that give meaning and purpose to its citizens. It has been advanced by sociologists that societies which share common core values tend to last longer than those~not guided by values

(Omoegun, Longe & Agbogidi, 2009). This is because these common set of values can be used as a standard for making decisions which help settle differences of opinion (Living Values,2000). Many years ago there were strong values and moral beliefs that were passed on to children in moonlight stories which formed the roots of children's values and guiding principles for their life.

As a result, there seemed to be a kind of common understanding of what behavior is right or wrong. However the story is no longer the same today. One witnesses a great depravity in morals, behaviour and values due to influx of new ideas and values through the mass media, social media and civilization. These situations are making youths to grow up without developing adequate value system and moral codes and these deviations are tending the nation to uncertainty, confUsion and contradictions. There is a total degradation of value system and morality among youths today. With such condition of value and moral degradation, sustainable development cannot be achieved. Moreover, Kehinde (2015) posited that sustainable development connotes lasting development, and development is in all aspects of human existence- morally, socially and otherwise. If the value system and moral codes of citizens are not put right, there could be no sustainable development. The problem of the present study is to examine how value and moral education in schools could help achieve sustainable development in Nigeria.

PURPOSE OF THE STUDY

The study set out to achieve the following specific objectives:

1. To identify the moral and value problems hindering sustainable development in Nigeria
2. To find out the causes ofmoral and value problems in Nigeria
3. To examine the effects of such moral and value problems on sustainable development in Nigeria
4. To unravel how value and moral education could help in facilitating sustainable development in Nigeria.

RESEARCH QUESTIONS

1 What are the value and moral problems militating against sustainable development in Nigeria?
2. What factors are responsible for the observed value and moral problems?
3. How do the identified value and moral problems affect the achievement of sustainable development in Nigeria?
4 How effective is value and moral education in achieving sustainable development in Nigeria?

HYPOTHESIS

1. There is no significant effect of value and moral education on sustainable development in Nigeria

\IETHODOLOGY

TIle study adopted the cross-sectional survey design. The population for the study was made up of all Christian Religious Studies (CRS) students and their lecturers in .4minu Saleh College of Education, Azare, Bauchi State. The sample was made of 200 respondents which consisted of 1 90 students and 10 lecturers. The study used the convenient sampling technique in selecting the sample for the study. Data were elicited using a structured questionnaire which was designed by the researchers. The questionnaire was tagged Values, Moral Education and Sustainable Development Questionnaires (VMESDQ). The instrument was validated by three senior lecturers from the Faculty of Education, University of Jos with a reliability value of 0.74 indicative of a high reliability. Percentages and chi-square test were used for data analysis.

RESULTS

Research Question 1: What are the value and moral problems militating against sustainable development in Nigeria?

Tablel : Value and Moral Problems M ilitating Against Sustainable Development in Nigeria

S/No	Value and moral problems in Nigeria	Agreed (%)	Disagreed (%)
I	Insurgent attacks and terrorism	100	0
2	Mindless killings and human trafickking	98	2
3	Gangsterism and cultism	76	24
4	Corrupt practices in all spheres of national life	99	
5	Numerosity of criminal and violent acts	90	10
6	Judicial perversion	95	5
7	Armed robbery, prostitution and s tealing	94	
8	Drug abuse and addiction	91	

It is clear from table 1 that the greatest value and moral problem in Nigeria that militates against sustainable development is insurgent attacks and terrorism with a 100% affirmative response. Also rated high are mindless killings and trafficking (98%)9 corrupt practices (99%) and judicial perversion (95%). The least observed problem is that ofgangsterism and cultisnr (76%o).

Research Question2: What factors are responsible for the observed value and moral problems in Nigeria?

Table2: Factors Responsible for the Observed Value and Moral Problems in Nigeria

S/NO	CAUSES OF VALUE AND MORAL PROBLEM S IN NIGERIA	AGREED (%)	DISAGREED (%)
1	Dysfuctional homes / Poor parenting of children	97	3
	Excessive quest for wealth and material possessions	96	
	Lack of good thinking faculty/ depraved mentality	80	20
4	Corrupt influence of social and mass media	97	3
	Weak religious and moral instructions in schools	88	
6	Effects of civilization and modernization	86	**14**

Data in Table 2 reveals that the lead cause of value and moral problems in Nigeria is that of dysfunctional homes/poor parenting with 97% affirmative response. Other factors of repute include corrupt influence of social and mass media (97%), excessive quest for wealth (96%) and weak religious and moral instructions in schools (88%).

Research Question 3: How do the identified value and moral problems affect the achievement of sustainable development in Nigeria?

Table3: Effects of Value and Mora I Problems on Sustainable Development in NigQria

S/No	Effects of Value and Moral Problems in Njgeria	AGREED (%)	DISAGREED (%)
	There is outright lack of mutual trust among citizens	89	11
2	There is general insecurity of lives and properties due to mindless attacks	99	1
	There is high rate of corruption and moral degradation in all sectors of the economy	99	
4	Nigeria as a nation has earned a bad name among the committee of nations	100	0
	There is general infrastructural decay of most public facilities in Nigeria	88	12
6	There is economic recession and poverty in the nation	96	4

The result in Table 3 reveal that the Nigerian nation has earned a bad name among the comity of nations gs one of the most corrupt nations in the world (100%).Other effects include that there is economic recession and poverty in the nation (96%). The least observed effect being that there is general infrastructural decay of public facilities in Nigeria (88%).

Research Question4: How effective will value and moral education be in achieving sustainable development in Nigeria?

Table 4: Role of Value and Moral Education in Achieving Sustainable Development in Nigeria

SflSo	ROLES OF VALUE AND MORAL EDUCATION IN SUSTAINABLE DEVELOPMENT	AGREED (%)	DISAGREEi (%)
I	Value and moral education focuses on teaching good character	97	i
2	Tbey teach students about respect for elders and constituted authorities	98	
3	Truthfulness, equity, fairness and justice are vital components of value and moral education	96	4
4	Students are taught how to remain loyal and become patriotic	90	10
5	Value and moral education teach recipients to be disciplined and conscientious in their dealings with others.	95	

Evidences in Table 4 show that the widely accepted role of value and moral education in helping to achieve sustainable development is the fact that they teach students respect for elders and constituted authorities with 98% affirmative response. Other reasons include that value and moral education emphasize good character(97%) as well as truthfulness, equity, fairness and justice (96%).It could also be seen that all the nvQ items presented in table 4 have affirmative responses above the benchmark of 50% which means that respondents agreed that value and moral education could be used to effect sustainable development in Nigeria.

Hypothesis 1: There is no significant effect of value and moral education on sustainable development inNigeria

Table 5: Chi-square Summary of the Effects of Value and Moral Education on Sustainable Development

Variables	Fo	Fe	Fo-fe	$(fo-fe)^2/fE$	X2	Df	A
Value and Moral Education	165	100	65	42.25	84.5	1	0.05
Sustainable Development	35	100	-65	42.25			
				X2=84'50			

Evidences in table 5 show that calculated chi-square value of 84.50 is greater than table value of 3.84 at degree of freedom of 1 and 0.05 level of significance; therefore the study rejects the null hypothesis and concludes that there is significant effect of value and moral education on sustainable development in Nigeria.

DISCUSSION

Basically sustainable development in any nation can only thrive in an atmosphere of sound moral values of its citizens. This is because a good moral foundation is an

indispensable and absolute factor in all round development. Based on this premise the study investigated the role of value and moral education in achieving sustainable development in Nigeria.

The results of research question one which was on value and moral problems that militate against sustainable development showed that insurgent attacks and mindless killings are the lead in Nigeria. There are lots of insurgent attacks in many parts of Nigeria especially in the north-east of Nigeria. The recurrent attacks have gradually spread to most parts of Nigeria. The most recent and deadly form of attack is the Fulani/ herdsmen attack going on daily in Nigeria. This finding is in consonance with Kehinde (2015) who noted that due to mindless killings in Nigeria, there is little or no more value for human lives. A lotofpersons have lost value for human life.

The study also found that the causes of the identified value and moral problems include poor parenting or dysfunctional homes, and corrupt influence of the social media, among others. There is a correlation between these findings and those of Dike (2015) who found out that when the home is sick, it means the parents have failed in their responsibilities in child training and the children will be miscreants. This is because the home is the bedrock of all other training in a child's life. The home is the first contact of a child even before he/she is of age to be enrolled in school. Child upbringing is becoming more difficult lately due to economic pressure where by most mothers now work till late night in order to earn money to meet basic needs of life. Child upbringing is a tasking job and requires great commitment, denial and sacrifices from the parents especially mothers. When this primary and all-important duty is neglected and children are raised in an ungodly manner, there are bound to be problems ofvalue and morality which impede sustainable development.

The study discovered that the prevalence of value and moral problems has affected sustainable development in Nigeria. For example the nation has earned a wrong tag among other nations. Nigeria as a nation has a bad image outside the country. Economic downturn is the order of the day due to corruption which has crippled businesses, grounded budgets and rendered public services non-functional. This agrees with the submission of Thomas (2009) who asserted that without value and moral integrity, no nation can make any meaningful progress. That is why Fakunle (2014) asked a rhetoric question thus: What kind of sustainable development are we fighting for when the citizens are conscienceless and can douse their rational self in a quest to get money?

It was discovered that value and moral education will be of great help in achieving sustainable deve16pment. This is in tandem with Falade (2015) who noted that when

--: citizens are morally upright and have good value judgment, their mindset will be u-ell-adjusted to think right. Value and moral education focus on the promotion of values-moral, social, political, and aesthetic which are critical ingredients for sustainable development. Any country that produces intellectual giants with depraved morality cannot achieve sustainable development. In the same manner the inding is supported by Kehinde (2015) who concured that good value judgment and morality are necessary tools for the survival of any society because they are the basics of all social structures and institutions. Moral and value education will inculcate good character and sound mind that are needed to advance the society and to maintain sustainable development.

SUMMARY OF FINDINGS

1. Value and moral problems ofNigeria include insurgent attacks and terrorism, mindless killings and human trafficking, corrupt practices in all spheres of national life.
2. The cause of value and moral problems in Nigeria are dysfunctional homes/ poor parenting, excessive quest for wealth, and corrupt influence of social and mass media, among others.
3. The effects of value and moral problems on sustainable development include insecurity of lives and properties, economic recession and poverty, and lack of mutual trust among citizens.
4. Value and moral education could help fast tract sustainable development by its emphasis on good character, truthfulness, fairness and equity, respect for constituted authority, among others.
5. The study found significant effect of value and moral education on sustainable development in Nigeria.

CONCLUSION

The study was on value and moral education as a means of achieving sustainable development in Nigeria. The study was necessitated by the fact that Nigeria is clamouring for sustainable development when the citizens are sinking in moral decay. The study found that the greatest value and moral problems in Nigeria are terrorism/insurgent attacks, corruption and gangsterism and cultism. The causes of the observed value and moral problems include dysfunctional homes/poor parenting, corrupt influence of social and mass media, excessive quest for wealth and weak religious and moral instructions in schools. The study found significant relationship between value and moral education and sustainable development. The study concludes that value and moral education could help fast tract sustainable development in Nigeria.

RECOMMENDATIONS

1. Schools should emphasize morals and right as much as academic excellence. 2. Parents should take child training serious, not sacrificing their God-given roles on the altar of business.

3 The government needs to carry out an orientation campaign on the indispensability of value judgment and moral uprightness in achieving sustainable development in Nigeria.

4. Religious and moral instruction should be made a compulsory subject at all levels of education in Nigeria. .

5. Promotion, appointment and selection for special assignments or honours should be done based on possession of good moral values by candidates.

REFERENCES

Bock, S. J. (1969). Value systems and moral decadence in the society. *African Journal ofArts and Humanities* , 1 (3), 1 1- 15

Dike, V.E. (2015). Values education and national development. Retrieved from http//:vdike@cwnet.com. Retrieved 8th March, 201 8.

Falade, D. A. (20 15).Christian religious knowledge and the teaching of moral values in the Nigerian junior secondary schools: Problems and prospects. *American International Journal of Research in Humanities* , *Arts and Social Sciences* . Retrieved from http://www.iasir.net. Retrieved 8th March, 20 18.

Fakunle, M.O. (2014). Morality and the challenges of sustainable development in Nigeria. *Journal of sustainable development in Africa*, 12(4), 1 1- 16

Kehinde, B. E.(2015). A critical analysis of the role of moral values as a catalyst for social and political development among people in Nigeria. *Asian PaciBc Journal of Multi-disciplinary Research*,*3 (1)*, *1-8*.

Living Values (2000).Morality and national development. *On-line Journal of Humanities* , 3(5),4 1-46.

Omoegun,O. M., Longe, O. O. & Agbogidi, C.K. (2009).Effecting value re-orientation among primary school children through story telling. *Journal of social sciences* , 19 (1),63-67

Thomas, V.C. (2009). Ingredients of a viable society. *Journal of Humanities and* Learning, 2(1), 17-21

Santrock, J. W. (2007). ,4 *topical approach* to *life-span development* . New York, NY: McGraw-Hill

Sustainable Development Commission (2008). Sustainable development as a framework for national governance. *Case Western* Reserve Law Review, 1(103)