

978-978-56004-9-0

INTERNATIONAL JOURNAL OF EDUCATION CONUNDRUM



**THE WORLD ADULT EDUCATION FOUNDATION
(WAEF), ABIDJAN, COTE D'IVOIRE**

AND

**THE GREAT THINKERS RESEARCH
GROUP (GTRG), NIGERIA**

Volume 3 / Issue 1

March 2023

International Journal of Education Conundrum

**THE WORLD ADULT EDUCATION FOUNDATION (WAEF),
ABIDJAN, COTE D'IVOIRE**

&

**THE GREAT THINKERS RESEARCH GROUP (GTRG),
NIGERIA**

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ISSN: 978-978-56004-9-0

Published by:
WAEF & GTRG
Abidjan Cote D'Ivoire &, Nigeria.

Printed by:
SUCCESS THE GREAT,
No. 61, Adenrele Street, Egbeda Lagos State.
Tel: 08066643040, 08057480774

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A SURVEY OF STRATEGIES OF IMPLEMENTING NATIONAL ORIENTATION AGENCY'S VALUE PROGRAMME IN SCODARY SCHOOLS IN OSUN STATE, NIGERIA.

By

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Abstract

This study examines the various strategies of implementing National Orientation Agency (NOA)'s moral value programme in secondary schools in Osun State. The study also examines the variation in the use of these strategies to determine their effectiveness on the implementation of the programme. Descriptive survey research design was adopted for the study which was guided by two research questions. The population for the study comprises of all NOA staff and secondary schools teachers in Osun State; while purposive sampling technique was used to select one hundred and twenty participants for the study. The instrument for the data collection was a constructed ten items structured questionnaire related to the strategies and the frequency use of these strategies were designed for the study. The instrument was subjected to face and content validity by Social Studies experts for scrutiny and review and validated two weeks before administration and its reliability was determined through Cronbach Alpha which yielded a co-efficient of 0.89. The data collected were analysed using descriptive statistics of frequency counts, percentage scores, mean and ranking order. The study revealed among others that most of the frequently used strategies were not appropriate for implementing the programme while appropriate strategies were seldomly used or not used at all. The study therefore recommended that NOA's staff should frequently use the appropriate strategies for implementing their programme so as to inculcate moral values into secondary schools students in Osun State.

Keywords: *Strategies, Moral Value, Implementation and National Orientation Agency.*

Introduction

The National Orientation Agency (NOA) is a government agency set up in 1993 to curb all forms of anti-social behaviours through value re-orientation programmes. This is as a result of the fact that if citizens subscribe to and uphold commensurate attitudes and orientation, a good society will be assured. Therefore, the agency is strategically located nationwide to stimulate widespread sense of identity among the populace within the cause of nation-state and by so doing, encourage all citizens to be fully engaged in the process of national development and seek solutions to its problems. NOA serves as non-formal means of value re-orientation while some school subjects such as Social Studies, Religion, History, Civics, to mention but a few serves as the formal means of value re-orientation in Nigerian society.

There are three main programme departments in NOA with each department having specific functions that are delineated from the other departments. The departments include the Orientation and Peace Education Department; Mass Mobilisation Department and Political and Civil Education Department. This study focused on the programme of Orientation and Peace Education (OPE) department which has secondary schools as its prime target. The orientation and peace education programme is an aspect of NOA that is responsible for re-orientating the citizen through its value re-orientation programmes.

The Orientation and Peace Education Department of National Orientation Agency has nine objectives; while objectives one to four are peculiar to secondary school students and if appropriately implemented will inculcate values into the students and reduce moral decadence in secondary schools. They are to: instill positive and desirable attitudes, values and behaviours among the students; inculcate the values and virtues of patriotism, nationalism, honesty and hard work; promote peaceful co-existence, conflict resolution and a violence-free school; orientate Nigerians, particularly the youth, against negative attitudes such as examination malpractice, cultism, drug abuse; raping, thuggery, fighting, lateness and others. Inculcate among Nigerians respect for National Symbols (National Flag, National Anthem/Pledge, Nigerians Coat of Arms, etc); promote Social Justice and the rule of law; promote the values and virtues of a sustainable, clean and safe environment and coordinate the recruitment, training, development and functions of the WAI Brigade volunteers and inculcate the virtues and values of transparency and accountability through stewardship forums (NOA Act, 1993).

Strategies refer to the medium through which information is being disseminated to the appropriate quarter in order to enhance performance. It can be referred to as the method or system through which an expert or teacher inculcate or teach valuable information about a concept to the students or learners in order to enhance

behavioural changes. Strategies can be described as the channel through which policy or programme can be implemented. Studies have shown that different strategies were used to disseminate information and to implement policies and programmes at different levels in order to enhance student performance. For instance Akinjide 2014 averred that strategies involved the use of jingles and rallies, mobilizations as method of disseminating information to citizens and effective for implementing the programme and achieving the set objectives.

Lawal (2018) revealed that the promotional strategy is advertising and announcement on the pages of news papers, TV stations, radio stations and electronic media such as social media platforms and networks in order to communicate their messages to the Nigerian populace. The strategy according to Faleye (2016) and Oluabunwa (2016) contributed to the failure of the previous programmes by the successive governments. Thus, strategy plays a vital role in advertising a programme to the populace in order to arouse the public interest which will pave way for effective implementation of the programme. NOA programme has not being given much awareness in the secondary schools. Therefore, this study will examine the strategies for implementing NOA moral value programmes in the secondary schools with a view to improving the implementation process of the programmes in the secondary schools in Osun State. Consequently, the following research questions were put forward to guide the study.

What strategies do NOA's staff employed in the dissemination of information about value re-orientation in the secondary schools in Osun State?

What is the frequency of strategies that NOA's staff used in the dissemination of information about value re-orientation in the secondary schools in Osun State?

Empirical Review

Studies on Strategies of Implementing NOA moral value Programme

Akinwande, Olorundare and Uphai (2016) in a study titled "How effective is the Nigerian senior school agricultural science curriculum? A survey of evidence from content development to product" adopted the modified CIPP framework and concluded that context (content) is suitable, input (instructional facilities) is deficient, process or strategies (implementation) is highly deficient and consequently, the product (students' performance in agricultural science) is poor. The study consisted of 225 teachers and 225 students. Data were analysed using descriptive statistics. This implies that the strategies are of paramount important to the product because it is the strategies that are marketing the product. Therefore, the strategies should be given adequate priority in order to earn good result which is the product.

Agboola (2009) conducted an evaluation study on the Use of English (UOE) curriculum in polytechnics in Southwest Nigeria using CIPP model. The study

examined lecturers' rating of programme objectives, strategies lecturers adopt in implementing the programme and problems militating against successful implementation of the UOE programme, the level of students' attitude and achievement in UOE. The findings of the study showed that the objectives are appropriate for the polytechnic students; the strategies employed in teaching by many lecturers were old.

Onyesoh (2011) conducted a comparative evaluation study on the effectiveness of the use of public relations and advertising strategies by selected agencies in mobilizing support for development in Nigeria. The study focused on NOA, National Agency for food and Drug Administration (NAFDAC) and Independent National Electoral Commission (INEC) as government agencies. Results revealed that people are aware of the mobilization campaigns of the NOA, NAFDAC and INEC and that public relations and advertising strategies are effective in mobilising people for development. It is through the use of effective advertising strategies that promote people awareness of the government programmes. Thus, advertisement of government programmes is paramount to effective implementation of the programme.

Akusoba and Okafor (2004) investigated the effect of practical work on retention of knowledge among secondary school chemistry students. One hundred and fifty (150) students were used for the investigation. Fifty (50) item objective tests were administered to collect data. Pre-test, post-test (3days after treatment) and delayed post-test (6months after treatment), control quasi experimental design was adopted for the study. Findings revealed among other things that teaching qualitative analysis through practical work makes for better knowledge retention than teaching the content theoretically. The appropriate strategies for advertising government programmes are those that involve direct participation of people in the government programme. So government agency such as NOA should encourage people to play an active role in government programmes in order to enhance acceptability and sustainability of the programme.

Anyanwu (2000) hypothesized in his study that there will be no significant relationship between teaching methods and implementation of secondary school curriculum in Nigeria. The participants used in the study were one hundred and fifty (150) respondents. Descriptive statistics – Pearson moment statistics, was deployed to analyse data collected. Findings revealed that there was a positive correlation between method of teaching and implementation of the curriculum. This implies that the strategies employed in advertising and the acceptance of the programme may not be affected.

Methodology

The study adopted descriptive survey research design to investigate the strategies and the frequency of the strategies used in implementing NOA moral value in secondary schools, which was guided by two research questions. The population of the study comprises of all NOA staff and secondary schools teachers in Osun State; while purposive sampling technique was used to select one hundred and twenty participants for the study, thirty form NOA staff and thirty participants from each senatorial districts in Osun State. The instrument for the data collection was a constructed ten items structured questionnaire related to the strategies and the frequency of the strategies was designed for the study. The instrument was subjected to face and content validity by Social Studies experts for scrutiny and review and validated two weeks before administration and its reliability was determined through Cronbach Alpha which yielded a co-efficient of 0.89. The researcher administered the questionnaire with the help of research assistants. Data collected were analysed using descriptive statistics of frequency counts, percentage, mean scores and ranking order. The responses have been graduated while criterion mean weight is set at 2.50 therefore any responses below 2.50 are regarded as not utilized while those above 2.50 are regarded as utilized.

Results and Findings

The analysis of the study focused on the research questions generated to guide the study.

Research Question One: What strategies do NOA's staff employed in the dissemination of information about moral value in the secondary schools?

Table 1:

Analysis of different strategies being applied by NOA Staff

S/N	Strategies Used	Very Often F (%)	Often F (%)	Seldomly F (%)	Not At All F (%)	Mean Score	Remarks
1.	Story Telling	21 (17.5)	25 (20.83)	49 (40.83)	25 (20.83)	2.35	Not Utilized
2.	Quiz	5 (4.17)	9 (7.5)	41 (34.17)	65 (54.17)	1.62	Not Utilized
3.	Seminars	29 (24.17)	9 (7.5)	33 (27.5)	49 (40.83)	2.15	Not Utilized
4.	Workshops	25 (20.83)	9 (7.5)	37 (30.83)	49 (40.83)	2.08	Not Utilized
5.	Rallies	17 (14.17)	21 (17.5)	17 (14.17)	65 (54.17)	1.92	Not Utilized

6. Drama/Playlet	17 (14.17)	25 (20.83)	33 (27.5)	45 (37.5)	2.12	Not Utilized
7. Assembly Meetings	44 (36.67)	29 (24.17)	13 (10.83)	37 (30.83)	2.54	Utilized
8. Debate	9 (7.5)	25 (20.83)	44 (36.67)	49 (40.83)	2.07	Not Utilized
9. Training	13 (10.83)	17 (14.17)	29 (24.17)	61 (50.83)	1.85	Not Utilized
10. Simulation and Games	1 (0.83)	9 (7.5)	13 (10.83)	97 (80.83)	1.28	Not Utilized
Weighted Mean					1.99	

Figures in parentheses are percentages. (Threshold is 2.50)

Table 1 revealed that 46 representing 38.33% used story telling often while 49 representing 40.83% of the participants used story telling seldomly and 25 representing 20.83% were not using it at all. It was also revealed that story telling was not well utilised as indicated by mean value below the threshold mean ($2.35 < 2.50$). Also, 14 representing 11.67% used quiz often while 41 representing 34.17% used quiz seldomly and 65 representing 54.17% were not using quiz at all. It was also revealed that quiz was not well utilised as indicated by mean value below the threshold mean ($1.62 < 2.50$). However, 38 representing 31.67% used seminar often while 33 representing 27.5% used seminar seldomly and 49 representing 40.83% were not using seminar at all. It was also revealed that seminar was not well utilised as indicated by mean value below the threshold mean ($2.15 < 2.50$). Moreover, 34 representing 28.33% used workshop often while 37 representing 30.83% used workshop seldomly and 49 representing 40.83% were not using workshop at all. It was also revealed that workshop was not well utilised as indicated by mean value below the threshold mean ($2.08 < 2.50$). Also, 38 representing 31.67% used rally often while 17 representing 14.17% used rally seldomly and 65 representing 54.17% were not using rally at all. It was also revealed that rally was not well utilised as indicated by mean value below the threshold mean ($1.92 < 2.50$). Moreover, 42 representing 35% used drama/playlet often while 33 representing 27.5% used drama/playlet seldomly and 45 representing 37.5% were not using drama/playlet at all. It was also revealed that drama/playlet was not well utilised as indicated by mean value below the threshold mean ($2.12 < 2.50$).

Meanwhile, 66 representing 55% used assembly hall meeting often while 13 representing 10.83% used assembly hall meeting seldomly and 44 representing 36.67% were not using assembly hall meeting at all. It was also revealed that assembly hall meeting was well utilised as indicated by mean value above the

threshold mean ($2.54 > 2.50$). However, 34 representing 28.33% used debate often while 44 representing 36.67% used debate seldomly and 49 representing 40.83% were not using debate at all. It was also revealed that debate was not well utilised as indicated by mean value below the threshold mean ($2.07 < 2.50$). Also, 30 representing 25% used training often while 29 representing 24.17% used training seldomly and 61 representing 50.83% were not using training at all. It was also revealed that training was not well utilised as indicated by mean value below the threshold mean ($1.85 < 2.50$). Lastly, 10 representing 0.83% used simulation and games often while 13 representing 10.83% used simulation and games seldomly and 97 representing 80.83% were not using simulation and games at all. It was also revealed that simulation and games were not well utilised as indicated by mean value below the threshold mean ($1.28 < 2.50$). Hence the strategies adopted in implementing NOA's moral value programme in secondary schools in Osun State were not well utilized as indicated by the weighted mean which is less than the threshold mean ($1.99 < 2.50$).

Research Question Two: Which strategies do NOA's staff employed frequently in the dissemination of information about moral value in the secondary schools?

Table 2: Analysis of the frequency of different strategies are being applied by NOA staff

S/N	Strategies Used	Very Often F (%)	Often F (%)	Seldomly F (%)	Not At All F (%)	Mean Score	Rank Score
1.	Story Telling	21 (17.5)	25 (20.83)	49 (40.83)	25 (20.83)	2.35	2 nd
2.	Quiz	5 (4.17)	9 (7.5)	41 (34.17)	65 (54.17)	1.62	9 th
3.	Seminars	29 (24.17)	9 (7.5)	33 (27.5)	49 (40.83)	2.15	3 rd
4.	Workshops	25 (20.83)	9 (7.5)	37 (30.83)	49 (40.83)	2.08	5 th
5.	Rallies	17 (14.17)	21 (17.5)	17 (14.17)	65 (54.17)	1.92	7 th
6.	Drama/Playlet	17 (14.17)	25 (20.83)	33 (27.5)	45 (37.5)	2.12	4 th
7.	Assembly Meetings	37 (30.83)	29 (24.17)	13 (10.83)	44 (36.67)	2.54	1 st

8. Debate	9 (7.5)	25 (20.83)	44 (36.67)	49 (40.83)	2.07	6th
9. Training	13 (10.83)	17 (14.17)	29 (24.17)	61 (50.83)	1.85	8th
10. Simulation and Games	1 (0.83)	9 (7.5)	13 (10.83)	97 (80.83)	1.28	10th
Weighted Mean					1.99	

Figures in parentheses are percentages. (Threshold is 2.50)

Table 2 revealed that Assembly hall meeting ranked first as the most frequently used among the strategies, Storytelling ranked second, Seminar was ranked third, Drama sketches/ Short Drama/ Playlet was ranked fourth and Workshop was ranked fifth, Debate was ranked sixth and Rally was ranked seventh. While Simulation and Game was ranked the last position, Quiz was ranked second to the last position and training was ranked third to the last position.

Discussion of the findings

The revealed that storytelling, seminar, workshop, playlet, debate and assembly hall meeting are sometimes used to disseminate information about value re-orientation in the secondary schools while quiz, rally, training, simulation and game are not use at all in disseminating information about value re-orientation in the secondary schools. It was revealed that few of the teaching strategies were employed very often; some were employed often while most of the strategies were not employed at all times. This means that NOA's OPE staff do not have sound pedagogical knowledge of different teaching strategies of inculcating moral values into the students.

It should be noted that the teaching strategies used by the teachers determine whether the students are being prepared to imbibe moral value or not. In other words, strategies have significant effect on the implementation of the programme in order to achieve the set objectives which are the product of the programme. The effective strategies such as, playlet, storytelling, simulation and game were not frequently used to implement NOA's OPE programme which can hinder its effectiveness in the secondary schools in Osun State. Anyanwu (2000) indicated that there was a positive correlation between method of teaching and implementation of the curriculum. In the same vein, Akusoba and Okafor (2004) revealed that teaching through practical work such as playlet, film shows, simulation and games, role modelling and others makes

for better knowledge retention than teaching the content theoretically. Agboola (2009) revealed that the strategies employed were old, archaic and so regarded to be responsible for poor output and Akinwande, Olorundare and Uphai (2016) revealed that some of the strategies used in implementing the programmes are inappropriate for achieving the set objectives.

On the contrary, Onyesoh (2011) revealed that strategies used in implementing the programmes are appropriate and effective in achieving the objectives of the programme. Also Akinjide (2014) buttressed this by saying that the strategies used are effective for implementing the programme and achieve the set objectives.

Conclusion

The study revealed that NOA's staff do not have sound pedagogical knowledge of different teaching strategies of inculcating moral values into the students because most of the strategies used to disseminate NOA moral value programme such as Assembly hall meeting, Story Telling, seminars, Workshop are not appropriate for inculcating moral values into secondary schools students. While the appropriate strategies such as simulation and game, role play, drama or playlets, quiz, rally, were not frequently used to implement NOA moral value programme which hindered the effectiveness of the programme and led to increase in the rate of moral decadence in the secondary schools in Osun State.

Recommendations

Based on the findings of this study it is therefore, recommended that NOA staff should improve on the strategies used for implementing their programmes and make frequent use of appropriate strategies in order to inculcate moral values into secondary schools students in Osun State. Government should organise workshop or in-service training for NOA's staff on appropriate strategies for implementing their programme in the secondary schools in Osun State.

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