TEACHERS’ UTILIZATION OF VALUE COMPONENT OF THE NATIONAL POLICY ON EDUCATION IN NIGERIA

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Abstract: Values and moral education in Nigeria have largely taken the form of religious education to the extent that, there is strong link between the two. The present-day societies are characterised with various social vices. The best to way to address these unfortunate negative tendencies is by inculcating the right values into the mind of younger generations who spend a significant number of their formative years in the school system. This study is quantitative and using a descriptive survey design to investigate the extent to which teachers in secondary school utilize the value components of the National Policy on Education for teaching/learning process in Kano State, Nigeria. A survey questionnaire was developed and validated to collect data that were analysed using SPSS 20. Similarly, research questions and formulated hypotheses were tested using inferential statistics. Findings revealed that, teachers do not utilize the value component of NPE in classroom instructions. Moreover; there is no significant difference in the level of teachers’ utilization of value component of the NPE with respect to their qualifications, teaching experiences and gender. Based on the research findings, it is concluded that secondary school teachers in Kano State, Nigeria do not adequately utilize value component of the NPE in classroom instructions irrespective of their qualifications, teaching experiences and gender. Therefore, skills of identifying the value components of school subjects should be inculcated retraining should be included in the pre-service teacher training and such should be all-inclusive by accommodating teachers at all levels.

Keywords: National Policy on Education, Nigeria, Teachers, Values.


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Introduction

Nigerians of today are in need of re-orientation especially on values in order to address the negative social vices that are doing negative impact and bedevilling the nation. In this direction, education has a vital role to play in government’s efforts towards value reorientation and regeneration because the youth of the country spend most of their formative years in the school system. The current education system in Nigeria seems to be skewed by putting more attention to students’ cognitive development to the almost complete neglect of the affective domain in learning. For Nigerian education to effectively contribute in re-orientating the citizen especially of lower age effectively, teachers have important roles to play in terms of being a moral compass and in terms of their teaching. For teachers to effectively discharge their role as the moral compass and role models for learners, it is required that they have the necessary skills and attitude as well as orientation towards ensuring that learners do not only grow only intellectually but also morally. Teachers can exert very great influence on students with their methods of teaching and personality. Teachers’ personality is an important aspect in fostering positive values to learners through official and hidden curricula. The fact is that, teachers’ moral character is directly copied by their students this can be consciously or unconsciously
through teachers’ actions within and outside the classroom environment; they introduced their students into a behaviour patterns which can always be positive or negative.

Previous studies have been largely theoretical in approach and have addressed the critical role of teachers in the intellectual development of learners. The National Policy on Education (NPE) envisaged that Nigerian teachers would work towards holistic development of the Nigerian child, that is, cognitive, affective and psychomotor development. It is further stated that quality of instruction at all levels of education should be geared towards inculcation of spiritual and moral values. It is evident that while due regard is given to the cognitive and psychomotor domains of learning; the affective domain (values, attitude, dispositions) is often left to chance (Jabaar, 2013). It is from these viewpoints that the present study intends to examine the level at which Nigerian teachers utilize the value component of NPE in teaching and learning. This study also seeks to examine the extent to which the value components are being incorporated into the content and methods of teaching in Nigerian schools.

**Purpose of The Study**

Specific objectives of the study are to: (i) Examine the extent to which the value components of the NPE are utilized in classroom instruction in Kano state Nigeria, (ii) Find out whether differences exist in the level of teachers’ utilization of the value component of NPE with respect to qualifications, gender and experiences of teachers in Kano state.

In order to achieve the objectives, the following research questions were raised and answered: (i) To what extent do the teachers utilize value components of the NPE in teaching? (ii) Are there are significant differences in the level of Kano state teachers’ utilization of the value components of NPE with respect to qualifications, gender and experiences?

To address the objective of this study, three relevant hypotheses were generated and tested at 5% level of significance.

**Hypothesis 1:** There is no significant gender difference in the level of teachers’ utilization of the value component of the NPE.

**Hypothesis 2:** There is no significant difference in the level of teachers’ utilization of the NPE with respect to qualifications.

**Hypothesis 3:** There is no significant difference in the level of teachers’ utilization of the value component of the NPE with respect to experience.

**Review of Literature**

This study is based on consensus theory which originated from the works of leading scholars like Durkheim and Parsons. Consensus theory considers the society as a system which is made up of interdependent social institutions such as family, the workplace, religion, politics and education system. All the social institutions work together to bring about order in society. In their view, social order can be achieved when people are socialised into similar norms and values which promote value consensus. It is held that the norms, values and the belief system of society are meant to be embedded in the school curriculum and the entire school life such that learners are imparted through daily routines, curricular contents, and social relationships. Durkheim (2007) contends that society can only survive if there significant level of homogeneity among its members. Education helps to perpetuate and reinforce homogeneity by infusing in the child the essential similarities demanded by social life. Parson (1975) further argued that a stable and orderly society demands the existence of a moral consensus or a set of common values. Promoting this consensus for the peace, progress and stability of society is to him the primary function of education.

Value like other philosophical concepts does not lend itself to one interpretation. It is an important concept to man because a man cannot live without valuing in daily activities, it...
also inform the way people behave and how communities are organised and managed. It has been widely agree that, value is a disposition to believe that something is either good or bad and individual people express his/her values in the ways he/she think and act. The value is classified into moral and procedural values (Jekayinfa (2012). Moral include value such as fairness, honesty, self-discipline, prudence and compassion, while procedural include value such as due process, rule of law, equality of opportunity, democratic decisions making as well as checks and balances. Jekayinfa further submits that increasing moral problems in the Nigerian society calls for value education in schools. This, she thinks, is vital for the success of any democratic system because people must possess appropriate character to build a free and just society.

In the same vein, Ukeje (1986) submits that every human society has its own system of values, ethics and ideals which has been born out of experience and which has been largely motivated by the need to survive. Ukeje attributes problems in Nigeria to erosion and destruction of our indigenous value systems through the years of colonization and through thirty months of an agonizing civil strife. He identified the need to rediscover our ideological roots and value systems and have them systemized, modernized and codified through the process of education. Teaching values in schools is critical on the basis of the fact that it has an influential role in how human beings choose to live and this can be positive or negative. However, what is a positive value in one society may be negative one in another society.

The Nigerian NPE was produced after national curriculum conference of 1969 which was organised by major stakeholders in the field of education in Nigeria. The purpose of the conference was to devise a mean of providing education which would be relevant to the social, political and economic needs of Nigerian (Osokoya, 2002). The new NPE document was meant at giving the nation a sense of direction through an established system that will embody the country’s aspirations. In 1972, the National Council on Education (N.C.E) deliberated on the draft that emanated from the conference. They also submitted that the proposal be referred to the State Governments for comments. This 1969 conference did not produce a white paper immediately, until 1977. From 1977 the NPE has been revised in 1981, 1989, 1998, 2004, 2007 and 2013. The introduction of NPE in Nigeria was to provide relevant education that is more in tune with Nigeria’s societal needs (Ibukun & Aboluwadi, 2010). Before this policy content of school subjects like Geography emphasised more on studying capes, bays and several other features that were not experienced in the Nigeria or African. Other subject like History was stuffed with stories of European wars, national treaties and reigns of monarchs that had little bearing to the African mind.

Changes in the National Policy on Education have been dictated by changes in the social, political and economic structures of Nigeria. The impetus for these changes were derive from the country’s commitment to the implementation of international conventions such as the United Nations Sustainable Development Goals (SDGs), Education for All (EFA), as well as home based development plans such as National Economic Development Strategies (NEEDS) which commenced in 2004. The 2004 edition of the NPE was revised in 2007 and 2013 to accommodate these changes. The transformation agenda of the Nigerian government in 2011 which has human capital development as one of its strategies again made it necessary to update the 2007 edition of the NPE in 2013 (NPE, 2013).

The first section in the NPE (2013) begins with the overall statement of philosophy of Nigerian education which is to live as one indivisible, indissoluble, democratic and sovereign country and to live in unity and harmony and on the doctrines of freedom, justice, equality and to promote inter-African and world peaceful co-existent through understanding. The policy document additionally, identifies five main national policy goals which were endorsed at the foundation level of the policy as follows:
i) A free and democratic society
ii) Just and egalitarian society
iii) A great and dynamic economy
iv) A united, strong and self-reliant nation
v) A land full of bright opportunities for all citizens

The NPE further list values that the educational should seek to inculcate. These include: respect for the dignity and worth of the individuals; faith in man’s ability to make rational decisions; moral and spiritual values in interpersonal and human relations; shared responsibility for the common good of society; respect of the dignity of labour and promotion of the emotional, physical and psychological health of children.

According to Lovat (2005) learning outcomes is directly related to the quality of the instructor or teacher, and for values to become part and parcel of education and training, especially in public systems, the closest possible links need to be found between it and the world of teachers and schools. In his words:

“It is the quality of quality of pedagogy that most directly and most powerfully affects the quality of learning. We need to ensure that this greatest influence is optimized to have powerful and sensationaly positive effects on the learner. The teacher is not only to drive students towards surface factual learning, but to induct them into the skills of interpretation, communication, negotiation and reflection.”

This above submission is informative for the fact that value education has a lot to offer in building on any factual knowledge to develop in students the necessary skills crucial for social conscience that serve as a foundation for personal morality. Jabaar (2013) proposed an integrative approach to teaching of morality in Nigerian schools. The approach entails integrating moral values into the programmes of learning, programmes of activities as well as programmes of guidance within the school systems. He identified the critical roles of teachers towards effective delivery of moral education. He suggested that requisite training in teasing out the moral education in school subjects be provided for pre-service teachers as well as in-service teachers.

Methodology
This study is a quantitative research using a descriptive survey design to collect the relevant data. Descriptive survey is used to describe any research activity in which the investigator gathers data from a sample of a population, for the purpose of examining the characteristics, opinions or behavioral intentions of the population (Couchman and Dawson 1995; Polit and Beck 2004). The survey method of obtaining information is based on the questioning of respondents. The descriptive survey was used because of its relevance as a design for this study. Questionnaires were used to collect data on awareness and utilization of value component of the NPE in Nigeria.

Participants
The target population of this study comprises the entire secondary school teachers in Kano State. According to the available record in the ministry of education, there are 11,436 teachers. A sample of 301 teachers was selected to participate in this study based on Morgan & Krejcie (1970) guidelines of determining sample size from a given population. The simple random sampling procedure was adopted to select the required sample. The 301 teachers were
randomly selected from the three senatorial zones of the state (North, Central and South). This is to ensure a fair representation of all the teachers because the National Policy on Education is the same for all teachers irrespective of their background and place of primary assignment. The distribution is presented in Table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Level</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>234</td>
<td>84.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>47</td>
<td>15.6</td>
</tr>
<tr>
<td>Educational Qualification</td>
<td>Master Degree</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>165</td>
<td>54.8</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>118</td>
<td>39.2</td>
</tr>
<tr>
<td></td>
<td>NCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of Experience</td>
<td>1-5 Years</td>
<td>125</td>
<td>41.5</td>
</tr>
<tr>
<td></td>
<td>6-10 Years</td>
<td>73</td>
<td>24.3</td>
</tr>
<tr>
<td></td>
<td>11- Above</td>
<td>103</td>
<td>34.2</td>
</tr>
</tbody>
</table>

Source: Field work (2016)

Research Instrument
The Instrument for data collection in this study was developed and validated by the researchers after following an established procedures in the literature. The instrument titled “NPE Utilization Scale (NAPEUS)” was 18-items scale comprising 2 section (A and B). Section A elicit biographical information of participants, while Section B with 18 items gauge teachers’ NPE utilization level. Five points rating were used i.e Always (A), Often (O), Sometimes (S), Rarely (R) and Never (N).

Content Validation of the Instrument
The initial instrument ‘NAPEUS’ containing 25 items was validated for face and content validity by a team of experts in education and item development who has many years of experiences and familiar with Nigerian educational policies. The instrument was validated in terms of clarity of language, relevance to the topics, ambiguity of the statements, and appropriateness of the questions. After examining the instrument the experts made some useful suggestions and corrections which were effected. Similarly, their validation led to the removal of 3 items, before producing the second draft of the instrument (containing 22 items) which was used for pilot test.

Construct Validity and Reliability of the Instrument
The NAPEUS was pilot tested with 50 teachers selected from secondary school in Kano. These 50 teachers did not constitute part of the sample for this main study. To establish the construct validity of the instrument, the trial tested data was used to conduct Exploratory Factor Analysis (EFA). The factor analysis revealed two sub-scales, namely: Awareness and Utilization of NPE. According to the results obtained from the EFA, two poor items were removed making the instruments to consist 20 items, 2 (Awareness) and 18 (utilization), based on this, the utilization sub-scale measure a unidimensional construct and was considered valid. Similarly, the internal consistency reliability obtained was 0.83 using Cronbach’s Alpha procedure. This value was considered appropriate for the study.

Data Collection Procedure
To administer the instrument to the secondary schools’ teachers in Kano, a letter was written to the ministry of education containing the purpose of the study and intended procedure in order
to obtain approval for data collection. A letter of approval received from the ministry of education was copied to all the principals of the sampled schools. Moreover, an informed consent form was designed and given to the participants explaining and confirming their privacy and right to participate and was made adequately aware of the study’s process. Finally, the developed and validated NAPEUS was administered to samples who have agreed to participate based on the accepted ethical consideration with the specific instructions given by the researcher with the help of a research assistant. The responses collected were coded, scored and used as data in this survey.

**Data Analysis Procedure**

The descriptive method of data analysis was used to address the research questions, while t-test for independent sample was used to test the hypothesis 1 and ANOVA was used to test hypotheses 2 and 3. The weightings of the responses were: Always = 5, Often = 4, Sometimes =3, Rarely =2, Never = 1. The average utilization points is 3.00 (5+4+3+2+1) = 15/5 = 3. Mean of 3.00 indicates utilization of the value component of the NPE while a mean of less than 3.00 indicates inadequate utilization NPE (Musa & Bichi, 2017; Nwanekezi, et al., 2011; Endeley, 2014).

**Research Findings**

The result of this survey as fully discussed preceding section of method of data analysis procedure in is presented in descriptive and inferential analysis forms. Similarly, all results are presented under each research questions and hypotheses.

**Research Question 1: To what extent do the teachers utilize value components of the NPE in teaching?**

To answer the above questions, the responses of participants on the level of their utilization of the value component of the NPE in teaching were measured using 18 common items. The mean and standard deviation are tabulated in Table 2.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I read the National Policy on Education (NPE)</td>
<td>3.11(1.18)</td>
</tr>
<tr>
<td>2</td>
<td>The NPE has significant relevance to my work as a teacher</td>
<td>2.07(1.19)</td>
</tr>
<tr>
<td>3</td>
<td>The subject I teach is capable of teaching moral and spiritual values</td>
<td>2.29(1.29)</td>
</tr>
<tr>
<td>4</td>
<td>All school subjects can be used to teach moral and spiritual values</td>
<td>1.80(1.04)</td>
</tr>
<tr>
<td>5</td>
<td>I teach the values of responsibility and psychological well-being in my lessons</td>
<td>2.21(1.33)</td>
</tr>
<tr>
<td>6</td>
<td>The subject I teach is relevant in teaching moral and spiritual values</td>
<td>3.00(1.56)</td>
</tr>
<tr>
<td>7</td>
<td>Only religious studies can teach moral and spiritual values</td>
<td>2.20(1.26)</td>
</tr>
<tr>
<td>8</td>
<td>All school subjects can be used to teach values</td>
<td>2.09(1.11)</td>
</tr>
<tr>
<td>9</td>
<td>I am encouraged to teach values that are embedded in the subject I teach</td>
<td>3.93(1.39)</td>
</tr>
<tr>
<td>10</td>
<td>Teaching values in school subjects can jeopardize the integrity of the subjects</td>
<td>3.39(1.57)</td>
</tr>
<tr>
<td>11</td>
<td>Using school subjects to teach values can result in mass failure of students</td>
<td>2.03(1.12)</td>
</tr>
<tr>
<td>12</td>
<td>There is no need to teach values as long as other religious values are being taught</td>
<td>1.85(1.06)</td>
</tr>
<tr>
<td>13</td>
<td>There are enough activities meant to teach moral values in my school</td>
<td>1.48(0.88)</td>
</tr>
</tbody>
</table>
The results on table 2 above highlight the level of teachers’ utilization of the value component of the NPE document which was incorporated in eighteen items. The teachers mean ratings of the items measuring the level of their utilization of the document is lower than decision rule (3.00) in the majority of the items. A further test of significant using one sample t-test of the mean obtained value in the sample is significantly below 3.0 with p-value of 0.00 and Confidence Interval of (1.76 – 2.52). The overall (global) mean of the teachers level of utilization of value component of NPE is 2.14 (SD 0.50) which is also below the decision rule. This means that secondary school teachers do not utilize the value component of the NPE in classroom instructions/lessons.

Hypothesis 1: There is no significant gender difference in the level of teachers’ utilization of the value component of the NPE

In testing the above hypothesis the mean NPE utilization of male and female teachers were used to conduct a test of differences. The difference was determined using t-test at 0.05 level of significance as presented in the following Table 3

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>Sig.</th>
<th>H01</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPE Utilization</td>
<td>Male</td>
<td>254</td>
<td>2.138</td>
<td>0.482</td>
<td>299</td>
<td>-</td>
<td>0.881</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>47</td>
<td>2.149</td>
<td>0.597</td>
<td></td>
<td>0.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result presented on the above table shows the result obtained using t-test obtained. The result shows the t (299), P= 0.881, α = 0.05 for NPE utilization respectively. The result indicates that the mean male teachers level of NPE utilization is not significantly higher than that of female (t = -1.15, df = 299, P > 0.05). The null hypothesis which says there is no significant gender difference in the level of teachers’ utilization of the value component of the NPE is therefore accepted since 0.881> 0.05.
Hypothesis 2: *There is no significant difference in the level of teachers' utilization of the NPE with respect to qualifications.*

The test of ANOVA to test the above stated hypothesis is presented in this section. The mean scores of teachers’ level of NPE utilization were used to test the difference at 5% level of significance as presented in Table 4.

<table>
<thead>
<tr>
<th>Test Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.618</td>
<td>2</td>
<td>0.309</td>
<td>1.233</td>
<td>0.29</td>
</tr>
<tr>
<td>NPE Utilization</td>
<td>74.647</td>
<td>298</td>
<td>0.250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>75.265</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field work (2016)*

The result of the One-Way ANOVA obtained, as shown in Table 4, shows the $F$ statistics (298) = 1.233 and $p$ value = 0.29, $\alpha = 0.05$. This result further revealed the mean level of NPE utilization of teachers who have NCE, Bachelor and Master Degree is not significantly difference ($p$-values > 0.05). The null hypothesis which says there is no significant difference in the level of teachers’ utilization of the value component of the NPE with respect to experience is accepted since 0.29 > 0.05.

Hypothesis 3: *Significant difference in the level of teachers’ utilization of the value component of the NPE with respect to experience*

The test of ANOVA to test the above stated hypothesis is presented in this section. The mean scores of teachers’ level of NPE utilization were used to test the difference at 5% level of significance as presented in Table 5.

<table>
<thead>
<tr>
<th>Test Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.137</td>
<td>2</td>
<td>0.069</td>
<td>0.272</td>
<td>0.762</td>
</tr>
<tr>
<td>NPE Utilization</td>
<td>75.128</td>
<td>29</td>
<td></td>
<td>0.252</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>75.265</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field work (2016)*

The result of the One-Way ANOVA obtained, as shown in Table 5, shows the $F$ statistics (298) = 0.27 and $p$ value = 0.76, $\alpha = 0.05$. This result further revealed the mean level of NPE utilization of teachers with different years of teaching experience is not significantly difference ($p$-values > 0.05). The null hypothesis which says there is no significant difference in the level of teachers’ utilization of the value component of the NPE with respect to experience is accepted since 0.76 > 0.05.
Discussion of Results

The main objective of the National Policy on Education (NPE) in Nigeria is to provide education which would be relevant to the social, political and economic needs of Nigerian (Osokoya, 2002). The new NPE document was meant at giving the nation a sense of direction through an established system that will embody the country’s aspirations. In order to achieve these teachers’ needs to familiarize themselves with the content of the policy documents and by extension utilizes it in teaching and learning situation. Several factors such as teachers’ access to the NPE, perceptions, awareness and other personal factors may affect attainment of its set goal. Thus, the present study investigated the teachers’ of utilization of the value component of the national policy of education in Kano Nigeria.

The finding on teachers’ utilization of the value component of the NPE in classroom instructions, shows that teachers of secondary schools in Kano do not utilize the value component of the NPE in classroom instructions/lessons. This can also be attributed to their inability to fully access the document. This finding is not surprising considering the assertion of Nduka (1979) that, what was considered as moral and value education in Nigeria were religious studies supplemented with moral lesson. This assertion may have influenced teachers to consider values as part of religious studies alone and should be left for religious lessons.

The finding of the analysis on whether gender difference exist on teachers level of NPE utilization, showed that, male and female teachers of secondary schools do not differ in their utilization of the NPE. This implies that teachers of both gender do not utilize value component of NPE in their classrooms instructions.

The findings on whether there is significant difference in the level of teachers utilization of the value component of NPE with respect to their highest qualifications showed that, teachers of secondary schools do not differ in their utilization of the NPE in school with respect to qualifications. This implies that secondary school teachers who have N.C.E Bachelor Degree and Master Degree do not utilize value component of NPE in their classrooms instructions.

The find of the investigation on whether there is significant difference level of teachers’ utilization of the value component of NPE with respect to years of experience showed that, teachers of secondary schools in Kano do not differ in their utilization of the NPE with respect to years of experience. This implies that all teachers regardless of their year of teaching experience have moderate awareness level and do not utilize value component of NPE in their classrooms instructions.

Conclusions, Implications and Recommendations

Policy implementation in Nigeria is usually faced with challenges such as inconsistency in political leadership, inadequate statistics, inadequate financial support, and poor enlightenment of the public and those who are responsible for the implementation. The case is not different with respect to values and moral education. Since values education falls within the affective domain of learner which is more discreet and not as easily measured as the cognitive domain of learning, it is not very surprising that teachers and other stakeholders pay less attention to it. As such, utilization of the value component of the NPE cannot but face some challenges as the study indicates. This study is limited by inadequate empirical studies in the area of value and moral education for review especially with respect to the use of NPE in Nigeria. However, based on these findings and discussions, it can be concluded that teachers of secondary school in Kano State do not adequately utilize the value component of the NPE their teaching irrespective of their qualifications, gender and teaching experience.

This study highlighted four implications. Firstly, Government needs to supply more copies enough the National Policy on Education (NPE) document in secondary school libraries. Similarly, every teacher should be given a copy of the NPE considering the importance in
ensuring that teachers’ activities are in line with national philosophy, goals and aspirations.

Secondly, based on the findings that, majority of secondary school teachers in Kano State have moderate level of NPE utilization, continuous professional training of teachers should be prioritized especially, creating awareness on the relevance of the NPE contain to their role as teachers. Thirdly, continuous professional training of teachers in Kano state should also include inculcation of skills to teachers for identifying value components of NPE related to school subjects. The National Teachers’ Institute should extend their role of training and retraining of teachers in primary and secondary schools to value education. This is in order to inculcate in teachers the skill of identifying the value inherent in the school subjects so as to promote moral development of learners. Lastly, as established by the finding of this study that, there is no significance difference in the teachers’ level of NPE utilization with respect to qualifications, gender and teaching experience, training and retraining programmes should be all-inclusive to accommodate teachers of all gender, qualification and cadres. Thus, all teachers should be sensitized to understand that irrespective of the subject they teach, their role extend to inculcating in learners the moral training for character development of the learners.

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Teachers’ Utilization Of Value Component Of The National Policy On Education In Nigeria


