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## Teacher Qualities as a Predictor of Students' Moral Values in Secondary Schools in Akwa Ibom State, Nigeria

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### **Abstract**

*The study determined the relationship between teacher qualities and value education of students in Secondary Schools in Akwa Ibom State, Nigeria. Two research questions and two hypotheses were formulated for a research direction. The study adopted a predictive research design. The target population was 38,240 Junior Secondary School III students. The Taro Yamen's formula was employed to determine the sample of 400 respondents, randomly drawn proportionately from the population, which 394 were suitable for data analyses. A stratified proportionate random sampling technique was used to select two schools from the three Senatorial Districts of the State. The researchers' developed instrument titled 'Teachers' Quality Questionnaire (TEQUAQ) and Moral Value Scale (MOVAS) with reliability coefficients of 0.74 and 0.82 on Cronbach Alpha was used. The Linear Regression statistics was used to conduct the data analyses. The research questions were answered using 'r' statistics while the Hypotheses were tested using t-test significance of associated regression analysis at 0.05 levels. Finding indicated (very high positive) significant prediction of teachers' modelling quality on moral value of students. A finding also showed (moderate positive) significant prediction of teachers' teaching competence on moral value of students in the study area. It was concluded that the modelling and teaching competence of teachers are significant indicators that can drive moral value to guarantee for students' societal quality living. Hence, it was recommended that teachers should exhibit qualities and teaching competence that would help to equip students with the correct values orientation, motivation and skills they need for participation in the principles of value education in schools in the study area.*

**Key Words:** Teacher qualities, modelling, teaching competence, moral values, secondary school students.

### **Introduction**

Teacher qualities are the fundamental indices in ascertaining the type of values school cultivates in children for the wellbeing of the society. Teacher qualities refer to the characteristics or personality traits that teachers possess, which make them to be sought for by the entire society. In spite of this, every society needs a teacher with amiable and indefatigable qualities. However, the quality a teacher possesses might make such an individual to be recognised as the superintendent at the teaching – learning situations. Again, the qualities that teachers possess are capable of making them foster important values in children through the demonstration of teaching activities in the classroom in schools. These teaching activities according to Okoro, Effiong and Obushi (2017) include communication, instructions, discipline, conditioning, assessment and evaluation at the learning environment for proper sustainability of educational value systems and total development of the learner. Effiong (2012) asserted that every individual regardless of their professionalism in the society must have at one time or the other passed through the tutelage of a teacher. The author further stated



that whatever people become seems to be a direct or indirect result of what teachers have passed on to them.

A teacher has been defined differently by many scholars. Teaching involves the cognitive, rational approach to giving information, dealing with reality, conscious problems or concerned with rational solution of the reality problems. The researcher sees a teacher as a person who teaches or facilitates the learning process. Longman Dictionary of Contemporary English defines a teacher as someone whose job is to teach, especially in a school. A teacher is a person who helps others to acquire knowledge, competences or values. A teacher is one a student remembers and cherishes forever. A teacher can be defined as an expert who is capable of imparting knowledge that will help learners to build, identify and acquire skills that will be used to face challenges in life (Zombwe, 2008). A teacher is a person who has knowledge, skills and special trainings in teaching, explaining and educating. Teachers have long-lasting impacts on the lives of their students, and the teachers inspire students toward greatness. A teacher has effective discipline skills and can promote positive behaviors and change in the classroom.

Qualities in this perspective is reflecting on the worth or virtue of the teacher. Teacher qualities are characterised by the ability to mentor, create, display intellectual dexterity, thoughtfulness, emotional stability and objectivity in approaches to teaching students in schools (Effiong, 2012). Effiong, Okoro and Ewara (2016) offered that length of experience, intellectual prowess and professional dynamism, speaking ability, attitudes, physical and mental health, coupled with other persona-social and personality characteristics are exceptional qualities of teachers. Hence, teacher qualities may likely determine the level of teaching effectiveness, knowledge of subject matter in the lesson, educational standards and attitude to engender desirable values in students. Federal Republic of Nigeria (2013) offered that no education system can rise above the quality of its teachers. In this study, it implies that the level of moral ascendancy, intellectual capacities, educational exposures, qualifications and experiences acquired by teachers seem to ascertain how much learning competence they can deliver to cultivate moral values in the learners.

However, a teacher who possesses good and societal acceptable qualities may likely become a role model to promote values with ethics in schools. However, teacher qualities are enormous, but this study tends to focus on modelling and teaching competence of teachers. Modelling is a teaching responsibility of teachers. Hellison (2003) noted that teaching responsibility exhibited by teachers would help students to respect the rights and feelings of others, show self-discipline through their participation in social interactions, and assist others to apply these behaviours in other aspect of their lives. Harden and Crosby (2000) enunciated that teachers serve as role models not only when they teach students and perform their duties, but also when they fulfill their role as teachers in the classroom. The authors maintained that a teacher has a unique opportunity to share some of the magic of the subjects with their students and can kindle, in the students, a curiosity and quest for better understanding of the topic and the relevance using their own personal example that is difficult to reproduce in an instructional text or computer programme. Eastman (2001) emphasised the importance of the role model in the education, as one watched the men of our people and acted like them in play, and then individual learned to emulate them in lives. Lumpkin (2008) noted that it is important to identify modelling as a distinct function and heading in order to draw attention to what is a pervasive but sometimes unconscious, and even denied process in education.

In a study conducted by Lunenberg, Korthagen and Swennen (2006), which reported that explicit modelling, is not common among teacher educators, as most teachers find it difficult to admit their mistakes in order to correct them; to show that they themselves do not

accept the consequences of their actions. Deakin (2008) conducted a study to assess the source of moral values in a nation and reported that professional teachers model integrity by choosing to do the right thing, even when no one is looking; demonstrate honesty, by telling the truth and acting in an honourable way; exhibit trust, being trustworthy, fairness and exhibit equality in treatment of their students. Most of the teachers decline to model these behaviours by not inculcating these values into their students for them to be morally obliged to learn these ethics of life. However, if the schooling process should nurture and entrench desirable values in children, then their teachers should function as role models (Raychaudhuri, Debnath, Sen & Majumder, 2010). Lumpkin (2008) reported that a teacher who has integrity tends to behaves in virtuous manners, and such a teacher always keeps to promises as well as refrains from lying, cheating and stealing behaviours. Lumpkin, Stoll and Beller (2002) concluded that teachers with enduring moral characters serve as role models for telling the truth, respecting others, accepting and fulfilling responsibilities, playing fair, earning and returning of the rules.

Teachers have the skills to model their students through teaching competences they practice in the classroom situation. According to Koster and Dengerink (2008), teaching competences are referred to as complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in a classroom situation. A competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in a particular domain (Deakin, 2008). Since teaching is much more than a task, and it involves values concerning education, learning and society, the concept of teacher competences may vibrate differently in different contexts (Volgt & Rogalla, 2009). Thus, teaching competence of a teacher involves the ability of such teacher to initiate patterns that would engage and support all students in classroom learning (Crockhran-Smith & Lytle, 2009). Accordingly, teaching competence of teachers refers to the demonstration of teaching proficiency by teachers through performances of complex teaching acts with ease, precision and adaptability to the recognised classroom practices. Such teaching that makes students to learn what they need at the classroom situation and be able to practice their learning apart from passing examinations. These calibres of teachers create and maintain an effective learning environment for and impart to the understanding of students. Such a teacher always organises subject matters properly, plans instruction and design learning experiences to benefit all students as well as evaluate their students' learning at the classroom situation.

Conceptually, teaching competence of teachers seems to encompass certain features such as tacit and explicit knowledge, cognitive and practical skills, as well as dispositions such as motivation, beliefs, value orientation and emotions (Rychen & Salganik, 2003). It enables teachers to meet complex demands, by mobilising psycho-social resources in context, deploying them in a coherent way and empowers the teacher to act professionally and appropriately in a classroom situation (Koster & Dengerink, 2008). It ensures teachers' undertaking of tasks effectively (achieving the desired outcome), efficiently optimising resources and efforts as well as demonstrating these aptitudes to a certain level of achievement along a continuum (González & Wagenaar, 2005). Hagger and McIntyre (2006) reported that teaching competences are achieved in the classroom when teachers' experience is directly linked with the craft of teaching - with professional knowledge and skills mobilised for action. Teaching competence of teachers experiment a deep knowledge of how to teach their specific subject (Pedagogical Content Knowledge/PCK) for effective practice in diverse, multi-cultural, inclusive learning environments, which pedagogical content knowledge (PCK) is connected with students' learning (Krauss, Brunner, Kunter, Baumert, Blum, Neubrand, & Jordan, 2008; Williamson & Clevenger-Bright, 2008; Hill, Rowan & Ball, 2005). European Union, (2009) in

their recommendations stated that the knowledge, skills and commitment of teachers is one of the most important factors in achieving high quality educational outcomes and for this reason, it is essential to ensure that those recruited to teach in schools are of the highest calibre and well-suited to the tasks they have to fulfil; perhaps, great care and attention should be devoted to defining the required profile of prospective teachers, to selecting them and preparing them to fulfil their tasks.

Essentially, making desirable character reorientation an integral part of the curriculum of teacher education could help teachers to internalise desirable values needed to develop in children (Effiong, 2017). Njoku (2015) asserted that the fact remains that good teachers build enduring foundations with acceptable values that make good schools and a good nation. The cultivation of such values in students through teachers' professional efforts in schools may promote positive environmental, psychological, social and economic holistic development of citizen towards strengthening the nation's value system. Teachers who nurture such values in children are responsible, enthusiastic, discipline, loving and diligent in their teaching assignment that would transform students' attitudes and behaviours based on the societal standard. Consequently, such a teacher always teaches with sincerity, has passion for the students and accept teaching responsibility as well as encouraging efforts to cover the outline of curriculum in order to cultivate full knowledge of the subject to benefit their students. Arinde (2010) established that teachers are the axle of the educational process, and the key team member in the practice of entire value education programme, who can make or mar the best educational events in the world. Hence, teachers who demonstrate responsibility by being morally accountable for their actions and fullfulfilling their duties, which help them to create and sustain a positive learning environment can consolidate educational gains to students through value education process (Effiong, 2012).

Values in this perspective represent basic and enduring convictions that a specific mode of conduct socially preferable to an opposite mode of conduct or end-state of existence (Effiong, 2016). Values seem to involve judgment because they represent an individual's ideas about what is right, good or desirable. Basically, there is a hierarchy of values that form value system of individuals in the society. This value system is recognised by the relative importance the society assigns to it such as freedom, pleasure, self-respect, honesty, obedience and equality (Effiong, 2017). Skolverket (2011) described value education to be when human values are inculcated through curriculum to transcend to cognitive, affective and psychomotor level for conducive development of individual, society, national and international understanding. The author expressed that value education claims a vast field for its coverage to mould the behaviour and transform the right ways of action in day-to-day life activities of people. Value education is the learning process by which people give moral values to others. It can be an activity that can take place in any organisation including educational settings, which students are assisted by others that are more experienced, to make explicit those values underlying their behaviours, to assess the effectiveness of these values and associated behaviours for their own and others' long-term well-being of self and others (Thornberg & Oguz, 2013).

The Federal Republic of Nigeria (2013) demanded that education should inculcate the right type of values and attitudes for the survival of individual and the Nigerian society. Effiong (2017) enunciated these right types of values to include honesty, hard work, diligence, humility, industry, respect for elders, regards for constituted authorities, self control, love towards fellow men, regards for one another, dignity for humanity among others. The skills to inculcate these values into the character of the learners in schools are vested in the personality and quality of teachers. Vygotsky (1978) social learning theory is supporting this knowledge of value education through the teachers' transfer of values through teaching to students in a



classroom social environment. The theory stated that learning happens in a social process in which students gain new knowledge, skills and value through interaction with significant others such as teachers in the classroom. Such interactions give cognitive, social and emotional knowledge to learners regarding desirable values that enable them learn important societal desirable values and acquire ownership as virtues to possess good qualities. The study would be beneficial to the students, teachers and the school system by teaching students desirable values through education.

### **Statement of the Problem**

Teacher qualities are very pertinent in the inculcation of characters and values in the educational setting including the classrooms. This is because, teachers are the pivot in the transformation of values and through their honest relationship with students, important values such as self-respect, discipline, respect for others and constituted authority of the school are inculcated to promote smooth societal quality of life. Schools through teachers are supposed to inculcate values about how individual student should treat others, such as showing other people respect, being kind and nice to others, showing empathy, treating others in the same way as they needed to be treated, among other acceptable behaviours. But the situation in schools today is worrisome, when some teachers are not paying attention to their primary responsibilities of inculcating good values to the students. Notably, some teachers are in connivance to lure these students into joining gangs in order to use them to perpetrate violent tantrum in the school environment and communities for their selfish gains.

It is postulated that the negative behavioural traits exhibited by students may be presumably caused by teachers who have failed in their responsibilities to inculcate societal desirable values in students. Observations reveal that teachers demonstrate characteristics that do not conform to the societal values regarding acceptable socialisation in schools, which causes students' lack of etiquettes, norms and virtues of values to affect the society, negatively. Hence, the problem of this study is that teacher qualities tend to predict the nefarious attitudes of students that are not in consonance with the desirable values expected to be nurtured for quality societal living. Researchers (Koster & Dengerink, 2000; Rychen & Salganik, 2003; Hill, Rowan & Ball, 2005;; Effiong & Okoro, 2016;) undergone studies with several variable that affect moral learning of students, yet the problem of poor value structure of students still exist. This has therefore, aroused the curiosity of the researchers to verify whether teacher qualities can predict moral values of students in secondary schools in Akwa Ibom State, Nigeria.

### **Objectives of the Study**

The specific objectives of this study sought to:

- 1) examine the prediction of modelling quality of teachers on moral values of students in secondary schools.
- 2) determine the prediction of teaching competence of teachers on moral value of students in secondary schools.

### **Research Questions**

The study sought to answer the following research questions:

- 1) What is the prediction of modelling quality of teachers on moral value of students in secondary schools?
- 2) What is the prediction of teaching competence of teachers on moral value of students in secondary schools

### Null Hypotheses

The following null hypotheses were formulated to guide this study and were tested at 0.05 levels of significance:

- 1) There is no significant prediction of modelling quality of teachers on moral value of students in secondary schools.
- 2) There is no significant prediction of competence of teachers on moral value of students in secondary school.

### Methodology

The researchers adopted a predictive research design for this study. This design is suitable and relevant because the study tends to predict the relationship between teacher qualities and moral value of secondary school students in Akwa Ibom State. The study also sought to verify the nature of the relationship that exists between factors of teacher qualities as predictors' variables and moral value of students (criterion variable), under-investigation without being manipulated upon. The target population for this study consisted of all the 38,240 Junior Secondary III students of Public Secondary Schools in Akwa Ibom State (Planning, Research and Statistic Directorate of the State Secondary School Board, Akwa Ibom State). A sample size of 400 Junior Secondary III students were selected using multi-stage sampling technique (160 males and 240 females). At the first stage, Taro Yamane sampling formulae was used to determine the sample size of 400 students drawn from the total population. Second stage involved the use of stratified proportionate sampling technique to select Two (2) Public Secondary Schools from each of the three Senatorial Districts in the State, which gave a total of 6 schools. Also, at the third stage, 65 students were selected from 5 schools while 75 students were from the remaining 1 school using hat and draw method. The research instrument titled "Teacher Qualities Questionnaire (TEQUAQ) and Moral Value Scale" (MOVAS) was developed by the researchers, and used for data collection. The instrument 3 sections, A, B and C and 15 items. Section A obtained personal information from the respondents. Section B elicited information from the variables of teacher qualities such as modelling quality (5 items) and teaching competence (5 items). Section C obtained information on value education of students (5 items). The instrument was measured on a 4-points scale with the weight of Strongly Agree, Agree, Disagree and Strongly Disagree. The validity of the instrument was qualitatively ascertained by 3 validates in the field of education (educational psychology, Test and measurement and evaluation). The reliability coefficient of TEQUAQ and MOVAS were established through a pilot test of 30 Junior Secondary School three students (JSS3) in Akwa Ibom State who were not part of the main study population. Cronbach Alpha was used to analyse the data and reliability coefficients of 0.74 and 0.82 were obtained. The researchers administered 400 copies of the instrument to the participants, after obtaining permission from the authorities of the Schools. Six (6) Secondary Schools were used in the study. Out of the 400 questionnaire administered and returned, data from 394 respondents were suitable for statistical analyses. Linear Regression statistics was used for the analyses. The Regression r-value and  $r^2$  (coefficient of determination value) were used to answer the research questions, while t-test significance associated with regression analysis was used to test the null hypotheses at 0.05 level of significance. In determining the basis for answering the research questions, "r" statistics was used to answer the research questions so as to establish the relationship between variables in the study. The bases for the decision for the research questions conclusion were as follows: 0.00 – 0.20 = very low relationship, 0.20 – 0.40 = low

relationship, 0.40 – 0.60 = moderate relationship, 0.60 – 0.80 = high relationship and 0.81 – 1.00 = very high relationship.

### Result/Findings

The results of data analyses of this study are presented in tables 1 to 4 below:

**Research Question 1** What is the prediction of modelling quality of teachers on moral values of students in secondary schools?

**Table 1:** Linear regression analysis of modelling quality of teachers on moral values of students

Variable	N	R	r <sup>2</sup>	Decision
Teachers' Modelling quality	394	0.61	0.94 (94%)	Very High Positive Relationship
Moral values of students				

Table 1 shows the linear regression analysis of modelling quality of teachers on moral values of students that very high positive predictor of modelling quality of teachers on moral value of secondary schools' students in the study area. The result indicates that, sample of 394 gave the r value of regression as 0.61 and r<sup>2</sup> (coefficient of determination) as 0.94, which is very high and positive relationship between predictor's variable (modelling quality) and the criterion variable (value education of students). Hence, the result concludes that the prediction of modelling quality of teachers on moral value of students in the study area is very high and positive. The coefficient of determination (r<sup>2</sup>) calculated was 0.94, which means 94 % of the variation in criterion variable (value education of students) in the study area was accounted for by modelling quality. The rest of 6 per cent could be explained by modelling quality (predictor) exhibited at the learning situations. Nevertheless, the fact that the predictive relationship was positive implies that as modelling quality of teachers (predictor) at learning situations increases by 94 %, so also moral value of students (criterion) by 8 %. Hence, modelling quality of teachers, highly positively predicts moral value education of students in secondary schools in the study area.

**Research Question 2** What is the prediction of teaching competence of teachers on moral value of secondary schools students?

**Table 2:** Linear regression analysis of teaching competence of teachers on moral value of students

Variable	N	R	r <sup>2</sup>	Decision
Teachers' teaching competence	394	0.76	0.56 (56%)	Moderate Positive Relationship
Moral values of students				

Table 2 shows the linear regression analysis of teaching competence of teachers on moral value of students that moderate positive prediction of teaching competence of teachers on moral value of secondary schools' students in the study area. The result indicates that, sample of 394 gave the regression 'r' value as 0.76 and r<sup>2</sup> (coefficient of determination) as 0.56, which is moderate and positive prediction. The result concludes, that the prediction of teaching competence of teachers on moral value of students is moderate and positive. The coefficient of determination (r<sup>2</sup>) calculated was 0.56, which means 56 % of the variation in criterion variable (value education of students) was accounted for, by predictor variable (teaching competence of



teachers). The remaining 54 % could be explained by the criterion variable (moral values of students) in the schools. Nevertheless, the fact that the predictive relationship was positive also means that, as teaching competence of teachers increases by 54 % so also does the moral values of students in the study area. The result shows that there is moderate positive prediction of teaching competence of teachers on moral value of students in the study area.

### Testing the Hypotheses

**Hypothesis 1** There is no significant prediction of modelling quality of teachers on moral value of students

**Table 3:** Summary of t-test significance regression analysis of modelling quality of teachers on moral values of students n = 394

Variable	R	Sig	df	t-cal	p-value	Decision
Teachers' modelling quality	0.61	0.05	392	58.4**	.000	Significant
Moral values of students						

\*\*Correlation is significant,  $p < .05$ , (2-tailed).

Dependent Variable: Moral value of students; Predictor (constant) = modelling quality of teachers.

Table 3 shows the t-test significance regression analysis of modelling quality of teachers on moral values of students that the prediction of modelling quality of teachers on moral value of students is significant. Finding of this study shows that the r-value of 0.61, t-calculated of 58.4\*\*,  $df = 392$ ,  $p$ -value = .000,  $p < .05$  level, and 2-tailed test is significant. The significant predictive relationship result is because, with very high r-value between the predictor variable and criterion variable, t-calculated is greater than the  $p$ -value at 0.05 levels of significance. The hypothesis is therefore rejected and the alternate accepted. This result implies that there is a significant prediction of modelling quality of teachers on moral values of students in the study area.

**Null Hypothesis 2** There is no significant prediction of teaching competence on moral value of secondary schools' students

**Table 4:** Summary of t-test significance regression analysis of teaching competence on moral value of students n = 394

Variable	R	Sig	df	t-cal	p-value	Decision
Teachers' teaching competence	0.76	0.05	392	9.06*	.000	Significant
Moral values of students						

\*Correlation is significant,  $p < .05$ , (2-tailed).

Dependent Variable: Moral value of students; Predictor (constant) = modelling quality of teachers.

Table 4 shows the t-test significance regression analysis of teaching competence on moral value of students that the prediction of teaching competence of teachers on moral value of students is significant. The result shows significant prediction resulting to t-test significance associated regression 'r' value between predictor's variable (teaching competence of teachers) and criterion variable (moral values of students) of 0.76, t-calculated of 9.06\*,  $df = 392$ ,  $p$ -value = .000,  $p < .05$  level and 2-tailed test. This result indicates significant predictive relationship because, the moderate r-value and t-calculated are greater than the  $p$ -value at 0.05 level of significance, two tailed test. The hypothesis is rejected and the alternate accepted. This

result implies that there is significant prediction of teaching competence of teachers on moral value of students in the study area.

### Discussion of Findings

The finding of this study revealed that there is a very high positive prediction of modelling quality of teachers (predictor) on moral value of students (criterion) in secondary schools in the study area. This implies that the level of negligence of modelling qualities teachers exhibited at schools for students' imitation increases the moral value decadence to negatively impact on students' value system for societal better living. The significant prediction of result in this study affirmed that modelling is a very important factor in determining moral value of students. This is evidenced due to the high percentage of predictive powers of predictor variable (modelling quality) on the criterion variables (moral value of students) and has potentially given the predictor variable a chance to highly predict the criterion variable. Hence, it can be deduced that the qualities teachers' model while teaching determine the quality of students they teach in terms of intellectual capacity, self-respect, respect for others and constituted authorities, good mannerism, social norms, discipline and acceptance of responsibility among many other values in the society.

Hence, finding of this study is congruence with finding of Harden and Crosby's (2000), which revealed that teachers serve as role models not only when they teach students and in performing their duties, but also when they fulfill their role as teachers in the classroom, as well as the small discussion or tutorial group. This study is in line with the finding of Lunenberg, Korthagen and Swennen (2006), who posited that explicit modelling is not common among teachers in the classroom environment.

The finding of this study indicated that there is a moderate significant prediction with the predictor variable (teaching competence of teachers) on criterion variable (moral value of students) in secondary schools in the study area. The modest predictive association between teaching competence at the classroom setting and moral value of students for societal quality living is indicative of the weaknesses of teachers in the discharge of their responsibilities as teachers. Though the prediction is moderate, yet the predictive relationship is significant, hence it is clearly felt as it implicated in the circumstances of moral value as important means of attaining standard of living. This study is in line with the finding of European Union (2009), which revealed that the knowledge, skills and commitment of teachers is one of the most important factors in achieving high quality educational outcomes due to their teaching competence hence, great care and attention should be devoted to defining the required profile of prospective teachers, to selecting them and preparing them to fulfil their tasks. It is recognised that teachers that demonstrate teaching competence are capable of encouraging their students to possess moral principles and help them know what their values are, and live their life to align with these values as enshrined in the Nigerian National Policy on education.

### Conclusion

Based on the findings, it is hereby concluded that there has been a considerable significant prediction of teacher qualities variables on moral value of students in secondary school in the study area. The finding of this study is that there is moderate and high positive prediction of the variables of teacher qualities, as predictor variables (modelling quality and teaching competence of teachers) on criterion variable (moral value of students) in secondary schools in Akwa Ibom State, Nigeria. Thus, for a teacher to inculcate in individual student those qualities and desirable values that will behaviourally, psychologically and socially be beneficial to students in schools, such a teacher should endeavour to possess similar values. This is because no one can candidly give or inculcate a character into another individual,

unless such a person practices the virtues. Therefore, teacher qualities such as modelling and teaching competence have been identified in this study as very important factors that can model students to learn and possess desirable values that can also benefit the society.

### Recommendations

Based on the conclusion, the study recommends as follows:

- 1) That for value education to thrive in schools and for students to possess expected human values in the society, teachers who are employed to teach in schools should be diagnosed to have possessed such personality ingenuity in order to transfer similarly to students, while students would imitate them as models. However, cultivating such virtues in students through classroom instructions would go a long way to alleviate our society of value decadence to appreciable society with value systems.
- 2) Teachers should endeavour to acquire and practice professional teaching competence in the classroom in order to use these skills to teach their subject in a manner that would benefit their students towards value education process. This would go a long way to re-modifying students' mental images or intelligence and behaviours towards the consideration of desirable value systems that would support the development of a total personal for the future quality of life in the society.

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