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PLANNING EDUCATION FOR VALUE RE-ORIENTATION IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE

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ABSTRACT

This study investigated planning education for value re-orientation in public secondary schools in Bayelsa State. Four (4) research questions guided the study and four (4) hypotheses were formulated at 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study comprised of 3,946 public secondary school teachers of the 226 public secondary schools in the eight (8) local government areas of Bayelsa State. A sample size of 789 teachers was determined using 20% of the total population of teachers. Stratified random sampling technique was used for this study. The instrument for data collection was a self-structured questionnaire titled: Planning Education for Value Re-orientation in Public Secondary Schools Questionnaire (PEVRPSS). The instrument was validated by three (3) experts in the field of educational management. The validated instrument had a reliability index of .950 using Cronbach Alpha statistics which was considered high enough for the study. Mean and standard deviation was used to answer the research questions while the null hypotheses were tested using independent sample t-test at 0.05 level of significance using Statistical Package for the Social Sciences (SPSS) version 25. Findings from the study revealed that education can be planned for value re-orientation in public secondary schools in Bayelsa State. The study concluded that planning education for value re-orientation is pivotal because it seeks to circumvent the negative influences, moral decay, and societal challenges that may have impacted students' values, thereby equipping students with the necessary skills to navigate challenges, make informed decisions, and contribute positively to the society. To this end, it was recommended that government should formulate and enforce clear policies at the state level that prioritize and mandate the integration of value-based education into the public secondary school curriculum, government should allocate resources to support the implementation of value-based education, including materials, infrastructure, and technology that facilitate interactive learning experiences and lastly, government should provide comprehensive training programs for teachers, equipping them with the skills to effectively impart and model positive values to students.

Keywords: Planning Education, Value Re-Orientation, Public, Senior Secondary, Schools, Bayelsa State.

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INTRODUCTION

Education is an essential tool for instigating value re-orientation, especially within the context of public secondary schools in Bayelsa State. It serves as the cornerstone for personal and societal development, enabling students to acquire knowledge, skills and ethical values that are crucial for their growth and contribution to the betterment of the society. In a world marked by rapidly changing social, cultural and technological dynamics, the role of education in shaping the values and beliefs of students cannot be overemphasized. This sets the stage for a deeper exploration of how education can be harnessed as a powerful instrument to reshape values and promote positive change by planning educational programs aimed at instilling strong moral and ethical values in the students of Bayelsa's secondary schools. Education equips students with the knowledge and critical thinking skills necessary to understand and appreciate ethical values and principles. Education also promotes inclusivity and tolerance. In a diverse society like Bayelsa State where various ethnicities, cultures and beliefs such as Ijaw, Nembe, Ogbia, and Epie-Atissa, etc. coexist, education provides a platform for students to interact with their peers from different backgrounds. This exposure fosters understanding and respect for different values and traditions, ultimately leading to a more harmonious and unified society.

Values are the deeply ingrained beliefs and principles that guide an individual's thoughts, actions, and behaviors. They serve as a moral compass, influencing decisions and choices made in various aspects of life. Values are not just abstract concepts; they are the fundamental convictions that define what is meaningful and important to a person (Adiele, 2022). Values encompass a spectrum of ideals and principles that shape one's character and serve as a foundation for ethical judgments. They represent a set of core concepts that individuals hold dear, and they are instrumental in determining right from wrong, good from bad, and desirable from undesirable. Values are not imposed externally; instead, they are deeply personal, reflecting an individual's unique upbringing, experiences, and cultural background. These principles may include honesty, integrity, respect for others, responsibility, empathy, justice, and many others. They can also extend to broader societal and cultural values, such as freedom, equality, and environmental stewardship. It is very pertinent that every person or individual, group and the whole nation be made to imbibe the core values of the society which are the driving force for national growth and development. This is achievable only with the aid of properly planned education system. This is why the FRN (2014:1), asserted clearly that the Nigeria's philosophy of education is based on the belief that 'education is an instrument for national development and social change'. This indicates that one of the core values of the country is the acquisition of education by everyone.

The problem of lost values in public secondary schools in Bayelsa State is a pressing concern that demands our attention and introspection. In a rapidly evolving world, the erosion of traditional values and the emergence of new challenges have left an indelible mark on the educational landscape of Bayelsa State. The loss of values has a direct impact on academic integrity. Cheating, plagiarism, and academic dishonesty have become prevalent, which not only undermines the educational system but also devalues academic achievements, eroding trust in the quality of education. The absence of values has contributed to an increase in conflicts and a lack of respect for diversity. This can lead to a hostile and divisive school environment, where students are less tolerant of different perspectives and backgrounds. Students may no longer feel a sense of social responsibility. The notion of giving back to their communities and society is fading, hindering social progress and development as active and engaged citizens become scarce.

Unethical behavior and a lack of values can adversely affect students' future careers. Employers highly value ethical conduct and professionalism, and those who lack these qualities may face difficulties in securing and advancing in their chosen professions. The decline in values can contribute to broader social issues such as increased crime rates, substance abuse, and antisocial behavior among youth, further destabilizing the social fabric of Bayelsa State. The erosion of values can result in a loss of trust in educational institutions. Students and parents may lose faith in the fairness of assessments and the ethical behavior of educators, undermining the credibility of the educational system. An unethically inclined workforce can have economic consequences as businesses may struggle to find honest and reliable employees, potentially leading to financial fraud and economic instability in the state. The lack of planning education for value re-orientation may lead to a decline in civic engagement. Students may be less inclined to participate in civic activities, vote, or engage in political processes, weakening the democratic fabric of the state. The overall reputation of Bayelsa State may suffer due to the perceived lack of moral and ethical education in its schools, affecting investments, tourism, and the state's image at regional and national levels. The lack of planning education for values education can weaken the bonds within communities. Trust, honesty, and cooperation are essential for community cohesion, and their absence can lead to social fragmentation, making it challenging for communities to work together effectively (Adiele et al., 2011).

Value re-orientation is a deliberate and structured process of reevaluating, reinforcing, and revitalizing the moral and ethical values, beliefs, and principles within an individual, community, organization, or society. It involves a conscious effort to realign one's or a group's values with a desired set of core principles. In educational institutions and organizations, value re-orientation may involve integrating value-based content into curricula, policies, and practices. This ensures that values are not just theoretical but also practical and applicable in daily life. Value re-orientation begins with a critical reassessment of the core values that are deemed essential for ethical conduct and character development (Nwankwoala, 2016). It involves revisiting the principles that should guide students' decisions and actions. Value re-orientation seeks to bridge the gap between academic learning and behavior by ensuring that students' actions are aligned with the ethical and moral values they are being taught (Meroyi, 2011). Value re-orientation is closely tied to character building. It aims to cultivate the character traits that reflect the values of honesty, integrity, respect, responsibility, empathy, and others.

Adiele et al. (2011) opined that value re-orientation encourages students to become actively engaged in their communities, fostering social responsibility and civic participation. This may involve community service, volunteer activities, and projects that benefit society. Value re-orientation recognizes that instilling these values is not a one-time effort but an ongoing commitment. The goal is to develop lifelong values that guide students throughout their lives. Value re-orientation in public secondary schools in Bayelsa State is a purposeful and structured effort to reaffirm and promote a specific set of core values and ethical principles, with the aim of nurturing responsible, ethical, and compassionate students. It acknowledges the importance of both cultural and universal values in shaping students' character and moral compass, contributing to a more just, harmonious, and responsible society.

Secondary education is a crucial tier in the hierarchy of education in Nigeria. It is the midway between primary and tertiary schools. It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for pupils between the ages of 11-18. Secondary schools aim to develop critical thinking, problem-solving and analytical, civic education and character building in students skills in students. Secondary

education provides students with the qualifications and skills needed to enter the workforce. It enhances their employability and prospects for securing well-paying jobs. Secondary education equips students with life skills, such as financial literacy, time management and decision-making skills, to help them transition from adolescence to adulthood successfully. But this has not been actualized or seen in secondary school students in Bayelsa State due to the problem of lost values. The problem of lost values in public secondary schools in Bayelsa State is a pressing concern that demands our attention and introspection. In a rapidly evolving world, the erosion of traditional values and the emergence of new challenges have left an indelible mark on the educational landscape of Bayelsa State. The secondary schools, which should serve as bastions of moral and ethical development, find themselves grappling with disconcerting trends that decline foundational values among students. One of the key issues is the erosion of moral values among students, traditional values like honesty, integrity, and respect have given way to unethical behaviors, including cheating, lying, and disrespect for peers and authority figures. This moral decay undermines the foundation of a just and ethical society (Adiele et al., 2011).

Thence, the urgent need for planning education for value re-orientation in public secondary schools in Bayelsa State. Secondary education in Bayelsa State should be tailored according to the needs of the state which in this case is its values. The values of the state reflect its needs such as communal values, occupational placement, character training and innovation and creativity. Secondary education in Bayelsa State should be planned for value re-orientation in the aforementioned values to foster growth and development in the state as well as actualize the desiderated aims and objectives of secondary education. It is against this background that, this study which examined the "Planning education for value re-orientation in public secondary schools in Bayelsa State" was premised.

Statement of the Problem

The public secondary schools in Bayelsa State over the years have witnessed the problem of lost values. The public secondary schools, which should serve as bastions of moral and ethical development, find themselves grappling with disconcerting trends that decline foundational values among students. Nwankwoala cited in Adiele (2022), argued that the present day Nigerian society has the problem of lost core values to the extent that there is a great disparity between the adult and youth views as to what remain the acceptable core values. Proper acquisition of knowledge and skills are no longer desired by the youth. They fulfill the formality of going to school in order to acquire the certificates that most times they cannot defend. The erosion of values has resulted in a loss of trust in secondary education. This calls for value re-orientation. The lack of planning education for value re-orientation has lead to erosion of cultural identity, skills mismatch, dependency on outdated career choices, high unemployment rates, low productivity, dependency on imports, unappreciated work, reduced career satisfaction, social stigma, lack of work ethics, religious confusion, conflict and intolerance, religious prejudice, moral ambiguity, lack of responsibility and accountability, lack of empathy, discrimination, stifled problem-solving, innovation and educational gap and inhibiting entrepreneurship, etc.

Secondary education is a crucial tier in the hierarchy of education in Nigeria. Secondary schools aim to develop critical thinking, problem-solving, analytical skills, civic education and character building in students. These skills are essential for their academic and professional success. The objectives of secondary education are very noble objectives and they are critical for the growth and development of any society or nation but this is not reflected in public secondary

schools students in Bayelsa State. Secondary schools students in Bayelsa State are supposed to be equipped with life skills, such as critical, communication, time management, financial literacy, digital literacy, adaptability, resilience, entrepreneurship, civic engagement and decision-making skills, to help them survive and fit into the society and not the opposite. As a result, this calls for the urgent need for planning education for value re-orientation in public secondary schools in Bayelsa State. Secondary education in Bayelsa State should be tailored according to the needs of the state which in this case is its values. The values of the state reflect its needs such as communal values and norms, occupational placement, methods of production, dignity of labor, religious beliefs, character training, respect for human dignity and worth and lastly, innovation and creativity. It is this situation that has incited the researcher to conduct a study to establish the various values that should be re-oriented in public secondary schools in Bayelsa State.

Aim and Objectives of the Study

The aim of this study was to investigate Planning education for re-orientation in public secondary schools in Bayelsa State. Specifically, the objectives of the study sought to:

- Determine the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa state.
- Ascertain the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state.
- Identify the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state.
- Evaluate the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state.

Research Questions

The following research questions were raised to guide the study:

- To what extent can education be planned for re-orientation in communal values in public secondary schools in Bayelsa state?
- To what extent can education be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state?
- To what extent can education be planned for value re-orientation in character training in public secondary schools in Bayelsa state?
- To what extent can education be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state?

Hypotheses

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

- **H₀₁:** There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa state.
- **H₀₂:** There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state.
- **H₀₃:** There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state.
- **H₀₄:** There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state.

THEORETICAL FRAMEWORK

This paper anchored on Moral development theory which was propounded by Lawrence Kohlberg, an American psychologist, expanded upon Jean Piaget's work on cognitive development and formulated a comprehensive theory of moral development in the 1960s. He explains how individuals develop their moral reasoning and ethical behavior overtime (Kohlberg, 1984). Kohlberg's theory posits that moral reasoning evolves through identifiable stages, each building on the previous one. Kohlberg's theory proposes that individuals progress through these stages as they mature, with each stage representing a more complex and nuanced understanding of morality. Kohlberg's theory emphasizes that not everyone reaches the highest stages of moral development and progression through the stages is not always linear. He introduced the concept of moral dilemmas to assess moral reasoning where individuals are presented with challenging scenarios requiring ethical decision-making. Kohlberg proposed six stages of moral development, grouped into three levels:

Pre-conventional Level

Stage 1: Obedience and Punishment Orientation: Characterized by a focus on avoiding punishment and obedience to authority figures.

Stage 2: Individualism and Exchange: Recognition of multiple perspectives; individuals pursue their own interests while considering reciprocity.

Conventional Level

Stage 3: Interpersonal Relationships: Emphasis on being good to maintain relationships and meet societal expectations.

Stage 4: Maintaining Social Order: Adherence to laws and social order; understanding the importance of authority and maintaining the social structure.

Post-conventional or Principled Level

Stage 5: Social Contract and Individual Rights: Recognition of the relativity of societal values and the importance of individual rights.

Stage 6: Universal Principles: Adherence to universal ethical principles and commitment to justice, even if it conflicts with laws and rules.

CONCEPTUAL CLARIFICATION

Planning Education

The term "planning education" has been variously and differently defined by different authors. Planning education involves systematically organizing and designing the instructional process to achieve specific educational goals and objectives. Planning education involves a systematic and purposeful approach to organizing, delivering, and assessing learning experiences. It requires careful consideration of objectives, content, methods, resources, and evaluation to create a coherent and effective educational experience (Wiles & Bondi, 2019). Planning education is a multifaceted and strategic process that involves the deliberate organization and design of learning experiences to achieve specific educational objectives. This comprehensive planning process encompasses various elements aimed at creating a structured and effective educational program (Ornstein & Hunkins, 2018).

Values

The concept "values" has a multitude of definitions by numerous erudite. Values are the deeply ingrained beliefs and principles that guide an individual's thoughts, actions, and behaviors. They serve as a moral compass, influencing decisions and choices made in various aspects of life. Values are not just abstract concepts; they are the fundamental convictions that define what is meaningful and important to a person (Adiele, 2022). Values encompass a spectrum of ideals and principles that shape one's character and serve as a foundation for ethical judgments. They represent a set of core concepts that individuals hold dear, and they are instrumental in determining right from wrong, good from bad, and desirable from undesirable. Values are not imposed externally; instead, they are deeply personal, reflecting an individual's unique upbringing, experiences, and cultural background. These principles may include honesty, integrity, and respect for others, responsibility, empathy, justice, and many others. This is achievable only with the aid of properly planned education system. This is why the FRN (2014:1), asserted clearly that the Nigeria's philosophy of education is based on the belief that 'education is an instrument for national development and social change'. This indicates that one of the core values of the country is the acquisition of education by everyone.

Lost Values

The term "lost values" is often used to express concerns about the perceived erosion or abandonment of traditional ethical, moral, or cultural principles. It suggests a departure from established values that were once considered essential for societal cohesion, individual well-being, or ethical conduct. The concept of lost values is frequently associated with changes in cultural norms. Societal shifts, often driven by factors such as technological advancements,

globalization, or generational changes, can contribute to a reevaluation or transformation of values (Putnam, 2000). Differences in values between generations can lead to perceptions of lost values. Older generations may view the behaviors and beliefs of younger generations as diverging from traditional norms, sparking concerns about a decline in moral or ethical standards. Lost values often revolve around a perceived moral or ethical decline within society. This may involve concerns about honesty, integrity, empathy, or other virtues that are considered fundamental to a well-functioning and ethical community (Taylor, 2007).

Value Re-orientation

The concept "value re-orientation has plentiful definitions by multitudinous intellectuals. Value re-orientation is a deliberate and structured process of reevaluating, reinforcing, and revitalizing the moral and ethical values, beliefs, and principles within an individual, community, organization, or society. It involves a conscious effort to realign one's or a group's values with a desired set of core principles. In educational institutions and organizations, value re-orientation may involve integrating value-based content into curricula, policies, and practices. This ensures that values are not just theoretical but also practical and applicable in daily life. Value re-orientation begins with a critical reassessment of the core values that are deemed essential for ethical conduct and character development (Nwankwoala, 2016). It involves revisiting the principles that should guide students' decisions and actions.

Secondary Education

Secondary education is a crucial tier in the hierarchy of education in Nigeria. It is the midway between primary and tertiary schools. It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for pupils between the ages of 11-18. Secondary schools aim to develop critical thinking, problem-solving and analytical, civic education and character building skills in students. These skills are essential for their academic and professional success. In addition to traditional academic subjects, secondary schools in Nigeria offer vocational and technical education. This allows students to acquire practical skills and competencies for various trades and professions. Secondary education is crucial for personal growth and character development. It helps students mature emotionally, socially and intellectually, preparing them for adulthood (Enu, 2011). The National Policy of Education (FGN, 2013) section 3 subsection 11-18 specifies the aims and objectives of secondary education in Nigeria to include:

- The provision of smooth opportunities for primary school leavers to further acquire higher quality education irrespective of their sex, religion, social and ethnic backgrounds.
- To diversify its curriculum to cater for the variety of talents that are latent in the students to come to light in a productive way.
- To equip the students with relevant scientific and technical knowledge to effectively survive in the modern age.
- To foster national unity with emphasis on the common ties that unites us in our diversity.
- To inspire students with a high desire for achievement and self-improvement both at school and in later life.

Communal Values

The concept "communal values" has been defined by several scholars. Communal values are foundational elements that shape the collective identity, behavior, and functioning of a community. These shared beliefs and standards guide interactions, relationships, and decision-making within a group. Communal values are established standards of behavior or conduct that are widely accepted and expected within a community (Bellah et al., 2007). These values provide a framework for interpersonal relationships and societal expectations. Communal values are often shaped through a combination of historical, cultural, religious, and environmental factors. They are transmitted from generation to generation through socialization processes, storytelling, rituals, and shared experiences. Etzioni (2013) saw communal values are deeply embedded in the cultural context of a community. They reflect the unique traditions, customs, and heritage of the group, contributing to a sense of identity and continuity. Communal values play a crucial role in fostering social cohesion. They provide a sense of belonging and shared purpose, strengthening the bonds among community members.

Occupational Placement

Occupational placement is a popular concept with plethora's of definitions by numerous scholars. Occupational placement refers to the process of matching individuals with suitable employment based on their skills, qualifications, and preferences (Dawis & Lofquist, 2014). This involves assessing the candidate's abilities, educational background, and work experience to identify a position that aligns with their professional profile. The goal is to ensure a mutually beneficial fit between the employee and the job, optimizing productivity and job satisfaction. Occupational placement is the intricate process of matching individuals with suitable employment opportunities based on their skills, qualifications, and preferences (Holland, 2017). It involves strategically allocating individuals to positions that align with their abilities, fostering optimal utilization of human resources within an organization.

Character Training

The concept "character training" has myriads of definitions by an array of authorities. Character training is a process that aims to develop and refine an individual's moral and ethical character, fostering qualities and virtues that contribute to personal growth, social harmony, and responsible citizenship. Character training is a deliberate and systematic process of instilling positive values, virtues, and ethical principles in individuals, shaping their attitudes, behaviors, and decision-making (Lickona, 2011). At the core of character training are foundational values such as honesty, integrity, responsibility, respect, empathy, and fairness. These values serve as guiding principles for ethical conduct. Character training focuses on moral development, emphasizing the cultivation of a strong moral compass and the ability to distinguish right from wrong in various situations.

Innovation and Creativity

Innovation and creativity are dynamic and interconnected concepts that drive progress, problem-solving, and the development of new ideas, products, or processes. Innovation and creativity is a

process of creative transformation that takes novel ideas and turns them into tangible, valuable solutions, disrupting the status quo and driving progress (Amabile, 2016). It involves a continuous evolutionary journey, where individuals and organizations adapt, refine, and integrate new ideas to stay ahead in a dynamic and ever-changing landscape. Csikszentmihalyi (2016) asserted that innovation and creativity is a strategic advancement strategy that involves identifying and implementing unique and impactful ideas to gain a competitive edge, fostering growth and sustainability.

METHODOLOGY

The research design used in this study was descriptive survey design. The population of this study covered 3,946 public secondary school teachers of the 226 public secondary schools in the eight (8) local government areas of Bayelsa State. (Source: Bayelsa State Post Primary Schools Board, 2023). The study sampled 789 teachers representing 20% of the total population of teachers in public secondary schools in Bayelsa State.

Stratified random sampling technique was used for this study. Seven (7) public secondary schools were selected from each of the eight local government areas, totaling forty eight (56) public secondary schools was used in this study that represent 20% of the 226 public junior secondary schools in Bayelsa State. The instrument used for collection of data for the study was a self-structured questionnaire titled: Planning Education for Value Re-orientation in Public Secondary Schools Questionnaire (PEVRPSS).

The questionnaire consists of two sections. Section 'A' elicited demographic information while section 'B' elicits the opinion the respondents on the research questions and hypotheses. A 4-point Likert rating scale was used, in the format of; Very High Extent (VHE) - 4 points, High Extent (HE) - 3 points Low Extent (LE) - 2 points, Very Low Extent (VLE) - 1 point. To ascertain the validity of the instrument, a copy was given to the researcher's supervisor and two other experts in Educational Management, Guidance and Counselling and all of Faculty of Education, IAUE. The validated instrument had a reliability index of 0.95 using Cronbach alpha statistics which was considered high enough for the study.

Out of the 789 copies of questionnaire administered to the public secondary school teachers of the selected 56 public secondary schools in Bayelsa State, 750 copies were retrieved back and used for the data analysis. The data collected from the respondents was properly organized in tables, coded and analyzed using SPSS package, mean and standard deviation statistical tools was used to answer the research questions while, independent sample t-test was used to test the null hypotheses at 0.05 level of significance using Statistical Package for Social Sciences (SPSS Version 25).

Answer to Research Questions

Research Question One: To what extent can education be planned for value re-orientation in communal values in public secondary schools in Bayelsa state?

Table 1: Mean ratings of respondents on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa state

s/n	Items	Mean	SD.	Decision
1.	A dedicated curriculum or program to instill communal values in students can be used to plan education for value re-orientation in communal values.	3.50	.62	VHE
2.	Collaboration between secondary schools, local authorities, and community leaders to promote communal values in education can be used to plan education for value re-orientation in communal values.	3.61	.75	VHE
3.	A community service requirement for students to graduate, emphasizing communal values in secondary schools can be used to plan education for value re-orientation in communal values.	3.56	.69	VHE
4.	Specific training programs for educators on addressing sensitive communal issues in the classroom can be used to plan education for value re-orientation in communal values.	3.60	.79	VHE
5.	A focus on teaching students about the traditional ecological knowledge embedded in communal values can be used to plan education for value re-orientation in communal values.	3.56	.72	VHE
Grand Mean		3.57	0.71	VHE

\bar{X} = Mean; SD= Standard Deviation; Dec. VHE, HE, LE and VLE; N=No. of Respondents

Table 1 show the mean ratings and standard deviation of the respondents on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa State. Item 1 show (M=3.50 and SD=.62) which implies that to a very high extent through a dedicated curriculum or program to instill communal values in students can be used to plan education for value re-orientation in communal values. Item 2 show (M=3.61 and SD =.75) which means that to a very high extent through collaboration between secondary schools, local authorities, and community leaders to promote communal values in education can be used to plan education for value re-orientation in communal values. Item 3 show (M= 3.56 and SD =.69) which implies that to a very high extent through community service requirement for students to graduate, emphasizing communal values in secondary schools can be used to plan education for value re-orientation in communal values. Item 4 show (M=3.60 and SD =.79) which means that to a very high extent through specific training programs for educators on addressing sensitive communal issues in the classroom can be used to plan education for value re-orientation in communal values and item 5 show (M=3.56 and SD =.72) which implies that to a very high extent through focus on teaching students about the traditional ecological knowledge embedded in communal values can be used to plan education for value re-orientation in communal values. The grand mean of (3.57 and SD of .72) which means that to a very high extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa State.

Research Question Two: To what extent can education be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa State?

Table 2: Mean ratings of respondents on the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa State

s/n	Items	Mean	SD.	Decision
6.	A structured curriculum focused on career exploration and preparation in secondary schools can be used to plan education for value re-orientation in occupational placement.	3.59	.67	VHE
7.	A platform for ongoing dialogue between schools and local industries to inform curriculum development in secondary schools can be used to plan education for value re-orientation in occupational placement.	3.71	.92	VHE
8.	Provision of specialized career counselors focusing on different occupational sectors in secondary schools can be used to plan education for value re-orientation in occupational placement.	3.63	.25	VHE
9.	Specific training programs within schools to develop essential occupational skills in secondary school students can be used to plan education for value re-orientation in occupational placement.	3.60	.96	VHE
10.	Community-wide initiatives that involve both schools and parents in promoting effective occupational placement of secondary schools students can be used to plan education for value re-orientation in occupational placement.	3.59	.67	VHE
Grand Mean		3.62	0.70	VHE

\bar{X} = Mean; SD= Standard Deviation; Dec. VHE, HE, LE and VLE; N=No. of Respondents

Table 2 show the mean ratings and standard deviation of the respondents on the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state. Item 6 show (M=3.59 and SD = .67) which implies that to a very high extent through a structured curriculum focused on career exploration and preparation in secondary schools can be used to plan education for value re-orientation in occupational placement. Item 7 show (M=3.71 and SD =.92) which means that to a very high extent through a platform for ongoing dialogue between schools and local industries to inform curriculum development in secondary schools can be used to plan education for value re-orientation in occupational placement. Item 8 show (M= 3.63 and SD =.25) which implies that to a very high extent through the provision of specialized career counselors focusing on different occupational sectors in secondary schools can be used to plan education for value re-orientation in occupational placement. Item 9 show (M=3.60and SD =.96) which means that to a very high extent through specific training programs within schools to develop essential occupational skills in secondary school students can be used to plan education for value re-orientation in occupational placement and item 10 show (M=3.59 and Std=.67) which implies that to a very high extent a through community-wide initiatives that involve both schools and parents in promoting effective occupational placement of secondary schools students can be used to plan education for value re-orientation in occupational placement. The grand mean of (3.62 and SD of .70) which means that to a very high extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa State.

Research Question Three: To what extent can education be planned for value re-orientation in character training in public secondary schools in Bayelsa state?

Table 3: Mean ratings of respondents on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa State

s/n	Items	Mean	SD.	Decision
11.	A dedicated subject or module focused on character education in secondary schools can be used to plan education for value re-orientation in character training.	3.57	.72	VHE
12.	Standardized character education guidelines locally tailored for all secondary schools can be used to plan education for value re-orientation in character training.	3.87	.90	VHE
13.	Specific training programs within secondary schools to develop essential life skills and character traits in secondary school students can be used to plan education for value re-orientation in character training.	3.58	.69	VHE
14.	A focus on teaching students about their civic rights and responsibilities within the context of character education in secondary schools can be used to plan education for value re-orientation in character training.	3.90	.94	VHE
15.	Secondary schools balancing the preservation of traditional character values with the need for innovation in education can be used to plan education for value re-orientation in character training.	3.57	.72	VHE
Grand Mean		3.70	.79	VHE

\bar{X} = Mean; SD= Standard Deviation; Dec. VHE, HE, LE and VLE; N=No. of Respondents

Table 3 show the mean ratings and standard deviation of the respondents on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state. Item 11 show (M=3.57 and SD =.72) which implies that to a very high extent through a dedicated subject or module focused on character education in secondary schools can be used to plan education for value re-orientation in character training. Item 12 show (M=3.87 and SD =.90) which means that to a very high extent through standardized character education guidelines locally tailored for all secondary schools can be used to plan education for value re-orientation in character training. Item 13 show (M= 3.58 and SD =.69) which implies that to a very high extent through specific training programs within secondary schools to develop essential life skills and character traits in secondary school students can be used to plan education for value re-orientation in character training. Item 14 show (M=3.90and SD =.94) which means that to a very high extent a focus on teaching students about their civic rights and responsibilities within the context of character education in secondary schools can be used to plan education for value re-orientation in character training. and item 15 show (M=3.57 and SD =.72) which implies that to a very high extent through secondary schools balancing the preservation of traditional character values with the need for innovation in education can be used to plan education for value re-orientation in character training. The grand mean of (3.70 and Std of .79) which means that to a very high extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa State.

Research Question Four: To what extent can education be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state?

Table 4: Mean ratings of respondents on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa State

s/n	Items	Mean	SD	Decision
16.	A dedicated subject or module focused on innovation and creativity in secondary schools can be used to plan education for value re-orientation for innovation and creativity.	3.50	.64	VHE
17.	Secondary schools collaborating with local professionals and entrepreneurs to enhance innovation and creativity education in secondary schools can be used to plan education for value re-orientation for innovation and creativity.	3.55	.73	VHE
18.	Provision of specialized training programs within schools to nurture essential skills related to innovation and creativity in secondary school students can be used to plan education for value re-orientation for innovation and creativity.	3.83	.85	VHE
19.	A system for recognizing and rewarding students who exemplify innovation and creativity in secondary schools can be used to plan education for value re-orientation for innovation and creativity.	3.80	.81	VHE
20.	Collaborative projects or competitions to encourage teamwork and creative problem-solving in secondary schools can be used to plan education for value re-orientation for innovation and creativity.	3.50	.64	VHE
Grand Mean		3.64	.75	VHE

\bar{X} = Mean; STD= Standard Deviation; Dec. VHE, HE, LE and VLE; N=No. of Respondents

Table 4 show the mean ratings and standard deviation of the respondents on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state. Item 16 show (M=3.50 and SD =.72) which implies that to a very high extent though a dedicated subject or module focused on innovation and creativity in secondary schools can be used to plan education for value re-orientation for innovation and creativity. Item 17 show (M=3.55 and SD =.73) which means that to a very high extent through secondary schools collaborating with local professionals and entrepreneurs to enhance innovation and creativity education in secondary schools can be used to plan education for value re-orientation for innovation and creativity. Item 18 show (M= 3.83 and SD =.85) which implies that to a very high extent through the provision of specialized training programs within schools to nurture essential skills related to innovation and creativity in secondary school students can be used to plan education for value re-orientation for innovation and creativity. Item 19 show (M=3.80 and SD =.81) which means that to a very high extent through a system for recognizing and rewarding students who exemplify innovation and creativity in secondary schools can be used to plan education for value re-orientation for innovation and creativity and item 20 show (M=3.50 and SD =.64) which implies that to a very high extent through collaborative projects or competitions to encourage teamwork and creative problem-solving in secondary schools can be used to plan education for value re-orientation for innovation and creativity. The grand mean of (3.64 and SD of .75) which means that to a very high extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state.

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa state.

Table 5: Summary of t-test analysis result on the significant difference between male and female teachers on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa State

Teachers	N	\bar{X}	SD.	df	Sig. 2-(tailed)	t	Decision
Male	480	16.75	3.09	748	.775	0.05	Not Significantly difference
Female	270	16.82	2.99				

P-Value at 0.05 level of Significance

Table 5 show the summary of t-test analysis result of male and female teachers on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa state. It indicates that the Sig. (2-tailed) of (.775) is greater than (>) p-value of 0.05 at df 748. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa State. This finding is supported by Bellah et al. (2007), who opine that communal values can influence the importance placed on specific types of knowledge, skills, and character development, thereby guiding the educational goals and priorities of a group. Therefore, education can be planned for value re-orientation through communal values in public secondary schools in Bayelsa State. Other supporting works include Etzioni (2013), Nisbet (2015) and (Tonnie, 2017).

H₀₂: There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state.

Table 3: Summary of t-test analysis result on the significant difference between male and female teachers on the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa State

Teachers	N	\bar{X}	Std.	df	Sig. 2-(tailed)	t	Decision
Male	480	17.23	3.10	748	.833	0.05	Not Significant difference
Female	270	16.81	3..31				

P-Value at 0.05 level of Significance

Table 6 show the summary of **t-test** analysis result of male and female teachers on the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state. It indicates that the Sig. (2-tailed) of (.833) is greater than (>) p-value of 0.05 at df 748. The null hypothesis was therefore accepted. Therefore, it is concluded that there is no significant difference in the mean ratings of male and female teachers on the extent education can be planned for value re-orientation in occupational placement in public secondary

schools in Bayelsa state. This conclusion is in line with the findings of Dawis & Lofquist (2014), Holland (2017), Super (2015), and Savickas (2013), which suggest that occupational placement assists individuals in transitioning smoothly between different career phases by identifying and placing them in roles that suit their evolving skills and aspirations. For that reason, education can be planned for value re-orientation through occupational placement in public secondary schools in Bayelsa State.

H₀₃: There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state.

Table 7: Summary of t-test analysis result on the significant difference between male and female teachers on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa State

Teachers	N	\bar{X}	Std.	df	Sig. 2-(tailed)	t	Decision
Male	480	17.41	3.07	748	.450	0.05	No Significant difference
Female	270	16.81	3.32				

P-Value at 0.05 level of Significance

Table 7 show the summary of t-test analysis result on the male and female teachers on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state. It indicates that the Sig. (2-tailed) of (.450) is greater than (>) p-value of 0.05 at df 748. The null hypothesis was therefore accepted. Thus, it is concluded that there is no significant difference in the mean ratings of male and female teachers on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state. This conclusion is in line with the findings of Berkowitz (2002), Narvaez & Lapsey (2009), Giacalone (2017) and Ryan & Bohlin (2019), which propose that education plays a crucial role in character training, with schools, families, and communities actively participating in providing environments that promote character development. On that note, education can be planned for value re-orientation through character training in public secondary schools in Bayelsa State.

H₀₄: There is no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state.

Table 8: Summary of t-test analysis result on the significant difference between male and female teachers on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa State

Teachers	N	\bar{X}	Std.	df	Sig. 2-(tailed)	t	Decision
Male	480	17.20	1.92	748	.577	0.05	No Significant difference
Female	270	17.12	2.40				

P-Value at 0.05 level of Significance

Table 8 show the summary of **t-test** analysis result on the male and female teachers on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state. It indicates that the Sig. (2-tailed) of (.577) is greater than ($>$) p-value of 0.05 at df 748. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state. This finding is supported by Sawyer (2012), who established that innovation and creativity serves as a catalyst for progress, propelling societies, industries, and individuals forward by introducing groundbreaking concepts that reshape how we live, work, and interact. Other supporting works include Amabile (2016), Csikszentmihalyi (2016) and (Dyer et al., 2011). Therefore, education can be planned for value re-orientation through innovation and creativity in public secondary schools in Bayelsa State.

DISCUSSION OF FINDINGS

The findings from table 1 show that to a very high extent education can be planned for value re-orientation in communal values and norms in public secondary schools in Bayelsa State. The test of hypotheses show that there was no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in communal values in public secondary schools in Bayelsa state. This finding is supported by Bellah et al., (2007), who opined that communal values can influence the importance placed on specific types of knowledge, skills, and character development, thereby guiding the educational goals and priorities of a group. Therefore, education can be planned for value re-orientation through communal values in public secondary schools in Bayelsa State. Other supporting works include Etzioni (2013), Nisbet (2015) and Tonnies (2017).

The findings from table 2 revealed that to a very high extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state. The test of hypotheses show there was no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in occupational placement in public secondary schools in Bayelsa state. This conclusion is in line with the findings of Dawis and Lofquist (2014), Holland (2017), Super (2015), and Savickas (2013), which suggested that occupational placement assists individuals in transitioning smoothly between different career phases by identifying and placing them in roles that suit their evolving skills and aspirations. For that reason, education can be planned for value re-orientation through occupational placement in public secondary schools in Bayelsa State.

The findings from table 3 revealed that to a very high extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state. The test of hypotheses show that there was no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation in character training in public secondary schools in Bayelsa state. This conclusion is in line with the findings of Berkowitz (2002), Narvaez and Lapsey (2009), Giacalone (2017) and Ryan and Bohlin (2019), which proposed that education plays a crucial role in character training, with schools, families, and communities actively participating in providing environments that promote character development. On that note, education can be planned for value re-orientation through character training in public secondary schools in Bayelsa State.

The findings from table 4 revealed that to a very high extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state. The test on hypotheses show that there was no significant difference between the mean ratings of male and female teachers' on the extent education can be planned for value re-orientation for innovation and creativity in public secondary schools in Bayelsa state. This finding is supported by Sawyer (2012), who established that innovation and creativity serves as a catalyst for progress, propelling societies, industries, and individuals forward by introducing groundbreaking concepts that reshape how we live, work, and interact. Other supporting works include Amabile (2016), Csikszentmihalyi (2016) and Dyer et al. (2011). Therefore, education can be planned for value re-orientation through innovation and creativity in public secondary schools in Bayelsa State.

CONCLUSION

Planning education for value re-orientation in public secondary schools in Bayelsa State is crucial for several reasons. It helps instill ethical values, fostering a sense of social responsibility and citizenship among students. This planning also contributes to creating a positive school culture, promoting a safe and inclusive environment. Moreover, it equips students with the necessary skills to navigate challenges, make informed decisions, and contribute positively to society, thereby shaping responsible and well-rounded individuals. It aims to address and rectify certain issues. This planning seeks to counteract negative influences, moral decay, and societal challenges that may have impacted students' values. By implementing a strategic educational plan, the goal is to instill positive values, ethical behavior, and a sense of social responsibility among students, contributing to the overall well-being of both individuals and the community.

Recommendations

Based on the findings of the study, the following recommendations were made for consideration:

- Government should formulate and enforce clear policies at the state level that prioritize and mandate the integration of value-based education into the public secondary school curriculum.
- Government should allocate resources to support the implementation of value-based education, including materials, infrastructure and technology that facilitate interactive learning experiences.
- Government should provide comprehensive training programs for teachers, equipping them with the skills to effectively impart and model positive values to students.
- Government should foster collaboration with parents, local communities, and relevant stakeholders to create a holistic approach to value re-orientation, extending the influence beyond the school environment.

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