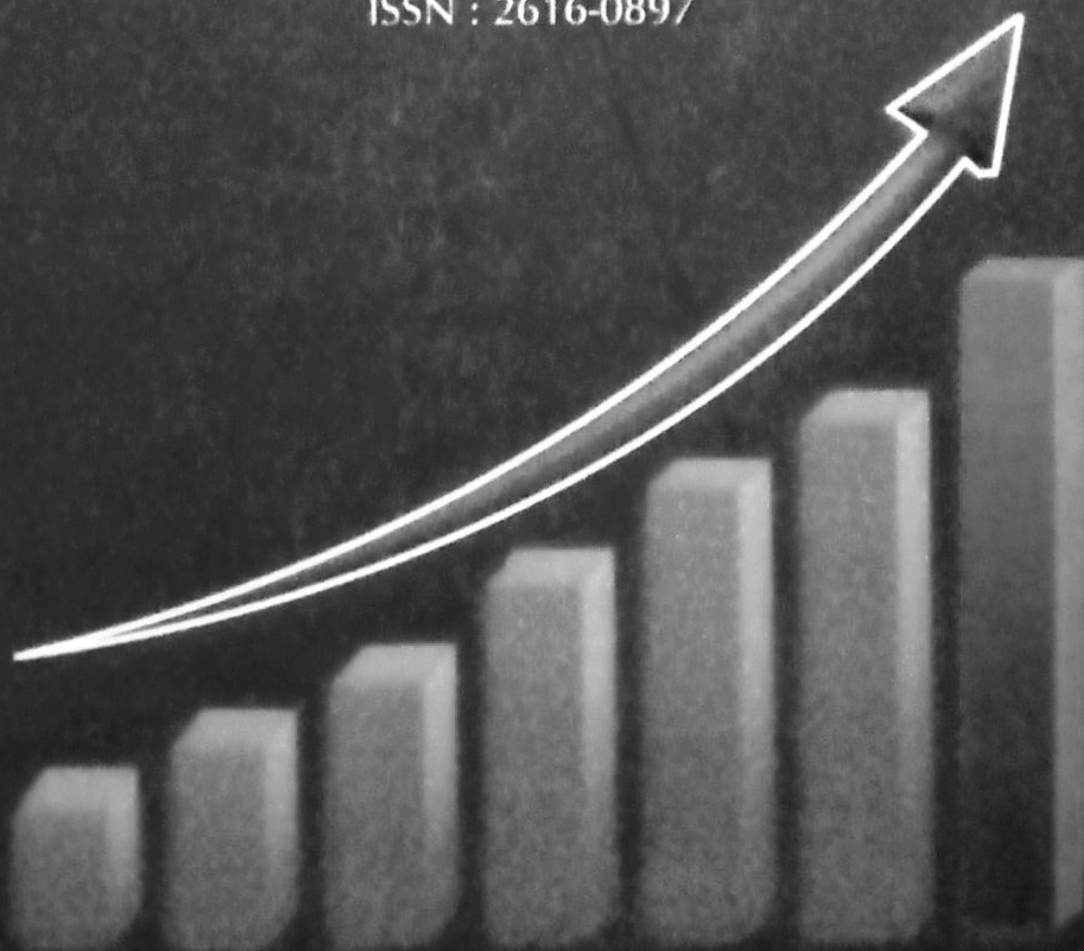




JOURNAL OF EVALUATION

VOLUME 6 NO 1 JULY, 2021

ISSN : 2616-0897



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TABLE OF CONTENTS

Editorial Team	ii
Officials of the Association.....	iii
Editorial	iv
Table of Contents	v
Evaluation of Lecturers' Competencies in Teaching Entrepreneurship Education in Tertiary Institutions in Rivers State, Nigeria <i>Wagbara S. Ehere & Ubulom, W. J.</i>	1
Assessment of Lecturers' Attitude Towards Integration of Information Communication Technology in Teaching University Students <i>Okeke, A. O., Ugwuanyi, C. S. & Ene, C. U.</i>	12
Evaluation of University Lecturers' Quality Service Delivery in South – South Geo-Political Zone of Nigeria in the 21 st Century <i>Ezechukwu, Ifeoma Roseline, Ordua, Victor Ndubuisi & Ojedapo, David O.</i>	23
Scientific Creativity as Correlate of Senior Secondary School Three (SSS III) Students' Academic Achievement in Physics in Biu Metropolis, Nigeria <i>Fasanya, A. G. & Ezekiel, Danjuma</i>	38
Effect of Assessment for Learning with feedback on Senior Secondary School students' Academic Achievement and Retention in Economics in Nasarawa State, Nigeria <i>Aminu A. D & Awaisu Y. A.</i>	48
Learning Styles as Determinant of Senior Secondary School Students Academic Achievement in Mathematics in Enugu State <i>Collens I. Odo & Adolphus Onuabuchi Madu</i>	60
Dimensions of Emotional Intelligence and Guidance Counsellors' Effectiveness in Secondary Schools in Imo State <i>Adolphus Onuabuchi Madu, Collens I. Odo & Stella Ehere Madu</i>	73
Cost Benefits Analysis of Psycho-productive Multiple Choice and Rating Scale Instruments in Measuring Students' Performance in Soil Curriculum in Nigerian Universities. <i>Ifeanyieze, F. O & Egbo B.</i>	83
Validity and Reliability of 2017 Senior School Certificate Mathematics Items among students in Ilorin, Nigeria <i>Oladele, Jumoke, I., Adishi, Godspower O., & Owolabi, Henry, O.</i>	97

Assessment of the Impact of Integrating Emotional Intelligence on Pupils' Attitudes Toward Mathematics <i>Unamba, Eugene Chukwuemka, Opara, Zita & Maris Maria Best- Njoku</i>	111
Factors Determining University Graduates Employability as Expressed by Employers of Labour in Kwara State, Nigeria <i>Ajiboye, Samuel Kolawole</i>	122
Effect of Language Manipulation on Differential Item Functioning of West African Examinations Council's Physics Items among Secondary School Students in Osun State <i>Ogunsanmi, O. A. & Faleye B. A.</i>	131
Factors affecting Single Parenthood and its Effect on Children Academic Performance in Military Barrack-Residents in Ilorin, Kwara State. <i>Abdulaziz, Isiaka</i>	141
Effects of Value Clarification Teaching Strategies on Upper Basic Students' Learning Outcomes in Social Studies, Kwara State <i>Rasheed Shofiu Adewuyi</i>	154
Effect of Vee Mapping Strategy on Senior Secondary School Students' Academic Achievement in Chemistry in Imo State Nigeria <i>Kelechi Joshua Princewill Ihechu & Chinyere Lilian Anunobi</i>	166
Influence of Academic Factors on the Employability of Graduates in Ilorin South Local Government Area of Kwara State <i>Balogun, Abdulrasaq Olatunji</i>	178
Perception of Rural Pregnant Women on the Social Determinants Influencing Antenatal Care Service Utilization in North West, of Nigeria <i>Oguejiofor, Helen Uzochukwu</i>	191
Roles of Secondary School Teachers in Promoting Effective Adolescent's Classroom Learning Environment in Ilorin Metropolis. <i>Bolu-Steve, Foluke. Nike</i>	201
Comparative Study of Students' Academic Achievement in Classroom and Online Teaching in Selected Public Secondary Schools in Delta State <i>Irighweferhe, U.S.</i>	213

EFFECTS OF VALUE CLARIFICATION TEACHING STRATEGIES ON UPPER BASIC STUDENTS' LEARNING OUTCOMES IN SOCIAL STUDIES, KWARASTATE

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Abstract

This study investigated the effects of value clarification teaching strategies on upper basic students' cognitive and affective learning outcomes in Social Studies, Kwara State. Non-equivalent pretest-post-test quasi-experimental research design was adopted. All upper basic students in the state formed the population while multi stage sampling procedure was used to select samples of 134 students found in the three intact classes of the selected upper basic schools. The instruments used for the study, were researcher designed questionnaire. The questionnaire was validated and tested for reliability using internal consistency based on Cronbach Alpha and a coefficient of .80 was obtained. Data obtained were analysed using Analysis of Covariance (ANCOVA). Results of the findings showed a poor general learning outcomes of students in value components of Social Studies and statistically significant effect of treatments (role-play and moral dilemma teaching strategies) on students' cognitive and affective learning outcomes in value components of Social Studies in Kwara State. It was recommended that Social Studies educators should imbibe use of value clarification teaching strategies to improving students' poor learning outcomes and government should organize capacity-building workshops/seminars for Social Studies educators to apply value clarification teaching strategies in teaching value component of Social Studies in schools.

Keywords: Value clarification, Teaching strategies, Upper-Basic, Students, Learning outcome and Social Studies.

Introduction

Education is an indispensable tool to inculcate sound values in order to equip learners to live a good and useful life. Learners aspire for quality life in cherished values and ideal societal culture. Sustainable developments goal agenda 2030 incorporate advancing human well-being, which include education as among the core areas of transformations towards sustainable development. Therefore, inculcation of right values through Social Studies cannot be overemphasized. Major challenge of education stems from the need to teach human values and social skills. Objectives of Social Studies at the basic education level were designed to assist students developing attitudes, skills and values, which are prerequisites for nation

building and development (Nwaubani et al 2016). This implies that citizens become responsible, disciplined and dynamic to the changing environment when they are opportune to receive right kind of values and understanding of values clarification in multicultural society for peace and order to thrive.

Concept of value is relative and varies from one place to another. This is because what is held with high esteem in a given location may not be important to other in another place, regardless of this characteristic value is still universal. Lakshmi and Paul (2018) observed that values could be acquired by an individual right from cradle from variety of sources such as family, relatives, friends, community, religion, traditions, customs, books, environment, great personalities etc. They categorized value into innate and acquired. Values that stem from one's own mind and feelings (love, care, empathy, honesty, hate) is regarded innate while those values rooted from external influence (convenience, status, ambition, power, one's mode of dress, cultural customs, traditions, habits and tendencies) is acquired.

According to Kedir (2016) truth, right action, peace, love, and non-violence are regarded as universal values. Inculcation of these kinds of values is sought everywhere irrespective of socio-cultural and political differences. Effective teaching of value in Social Studies may be desirable at a time in which the entire world is under risk of value crisis, violence and terrorism. Oliha and Audu (2015) observed the possibility of many negative impact of society on youth choice of value and presence of many contradicting agents that could adversely influence and confuse their sense of value clarification. The shift from traditional mode of life to highly industrialized modern society necessitates needs to formalize teaching and development of positive values from one generation to the other. Indoctrination approach characterizes the traditional mode of value transmission and surprisingly the same method is vast explored by educators in formal school, this further compounds learner's problem of value clarification in the society.

The relevance of value education for better value clarification for societal progress is reflected in the national policy on education in Nigeria. The educational policy is designed in Nigeria to achieve five fundamental national values, which include a free and democratic society, a just and egalitarian society, a united, strong, and self-reliant nation, a great and dynamic economy and a land full of bright opportunity for all citizens (FGN, 2013). In pursuance of these objectives at Upper Basic Educational level in Nigeria, Nigeria Educational Research Development Council (NERDC) designed new curriculum called Religion and National Value comprising of subjects such as Christian Religious Studies, Islamic Studies, Social Studies, Civic Education and Security Education to take care of value education and educate learners with desirable value (NERDC, 2013). It could be inferred that as those national values need to be educationally pursued so also the learners should not be dogmatic to receive it. Concisely, learner must be very critical in thinking, which is the hallmark of value clarification. Hitchcock (2018) identified learners' ability to observe, feel, wonder, imagine, infer, knowing, experiment, consult, identify and analyse argument, judge and decide as main component process of critical thinking.

These processes are equally relevant and germane in value clarification. Similarly, Oliha and Audu (2015) identified ranking and rating different features and social matching of others and personal view as explicit ways values clarification can be done. They further hinted that value is not taught but to be guided in clarifying it. This implies that values clarification is not about compelling one to live by a value but provides a guidance way of making one to have self-discovery of what values is positive or negative to live by.

Value consciousness is an area of attention in Social Studies because students require value clarification skill to distinguish between negative and positive value (National Teacher Institute, 2015). According to Odo (2015), teaching of value-laden contents in Social Studies, appears to have been dominated by value indoctrination approach such as lecture method. The teachers' choice of lecture method could be the way they have been trained and the conveniences they seem to be enjoying in the use of it. However, the routine use of value indoctrination approach in teaching value-laden content of Social Studies is among factors that responsible for ethical issues by Nigerian students. Despite the good objectives of teaching value contents of Social Studies in schools, students and school leavers still indulge in various ethical issues in the society. Unethical attitudes of students such as cheating, lying, bullying thuggery etc. in the society are manifest of poor affective learning outcome. There could be other ways to address ethical issues among the students in the society, the fundamental part of it rests on Social Studies instructors to improve on strategies of instilling in the learners, means of adjusting to the accepted value positions in the society. Although the procedures in values clarification instructional strategies could be used to enhance cognitive learning outcome as the case of Social Studies academic performance in the Basic Education Certificate Examination but emphasis on affective learning outcome is equally imperative (Ejimonye, 2015). Nworgu (2015) observed that test of learning outcome is valid if it covers the three domains of cognitive, affective and psychomotor. It should be comprehensive to cover all educational objectives. Many examinations to test students learning outcome have dwelled much on cognitive and psychomotor domain. Shu'aibu Sara et al (2015) identified (56.44) mean score of students that sat for Junior Secondary Certificate Examination for Social Studies in 2005 and the (40.10) mean score of the same students that later sat for Geography in West African Senior Schools Certificate Examination in 2008. They concluded that the correlation coefficient of the students' performance in Social Studies was low. On the other hand, Awoniyi and Awoniyi (2015) conducted comparative study in Edu Local Government Area of Kwara State in which they found that the students' academic performance in Social Studies was slightly better than students' performance in Integrated Science. These studies though show poor and better performance of students in Social Studies respectively one cannot ascertain level of good or bad students' affective learning outcome through the tests. Ejimonye, (2015) observed that students learning outcome is related to the teacher success in the use of appropriate teaching strategy. Therefore, when value indoctrination approach does well on cognitive learning outcome as may be the case in Awoniyi and Awoniyi (2015)

study, it may not do well in bringing out desired affective learning outcome in students because it is not learner centred. The reason for teachers' addiction to teacher centred learning strategies is not farfetched. Odo (2015) attributed reason for teachers declining in the use of learner centre approach to the rigor involved in the use of the innovative or participatory instructional strategies. This buttresses submission of (NERDC), (2016) that teaching of value education is a difficult area for teachers and there should be need for capacity-building workshop to retrain the teachers on how to teach values especially at basic level of education in Nigeria. Allyson (2016) argued that education is misinterpreted to be value-free and thus instructor believing only in responsible for the transmission and acquisition of empirical knowledge. This is prioritizing of memorization of facts over analytical and original reasoning, which resorts to exclude the teaching of values from education.

It is evident from the foregoing that there are grey areas in methodology of teaching Social Studies by teachers, which could probably be undermining students' learning outcomes especially in value contents. Moral dilemma and Role-play are among several value clarification-teaching strategies in Social Studies. Reyes (2019) identified moral approach in which moral dilemma strategy can assist students to develop more complex reasoning pattern and urge them to discuss the reasons for their value choices and positions. Therefore, moral dilemma involves use of predetermined story presentation to ginger students clarifying their value through the small and large group discussion. Fuglei (2016) also described requirement for use of moral dilemma to consist of giving learner a hypothetical moral scenario and main character with questions to bring out the dilemma situation. Johnson (2015) observed that moral dilemma discussion produces more overall effect sizes on learners. This is buttressed by Oliha and Audu (2015) that moral dilemmas offer reflection on personal moral issues for purpose of clarification. Similarly, role-play is a spontaneous action taken to display realistic human behavior. Nandedkar and DiRusson (2019) described role-play as a learner centred strategy that assists students to take decision about controversial issues. They highlighted procedures in the strategy to include mini lecture, introduction, handout distribution, preparation, enactment of role-play and debrief. There is close link between moral dilemma and role-play because of the story involvement. The dilemma story can be dramatically role-played while both undergone small and large group discussions. Coghlan (2015) opined that role-play consists of highly flexibility of learning activity that covers variation and imagination. Characters in role-play are fictions and imagined situations that are not representing the true behaviour of the actor. Fuller (2007) compiled advantages derived from role-play to include; social and communal benefit, preparation for real life situation and indication of affective skill level. Students require social skills to enable them interacting well in the society. This would equally boost their affective learning outcome by relating well within their community.

Empirically, several studies have attested to effectiveness of value clarification teaching strategies on students' academic performance for example Oliha and Audu (2015) investigated the effectiveness of value clarification and self-

management techniques in reducing dropout tendency among secondary schools' students in Edo State. It adopted a quasi-experimental design precisely pre-test-post-test non-equivalent control group design. The sample consisted of 72 students (36 males and 36 females) from four secondary schools in Edo state of Nigeria. The result indicated that values clarification was the most effective in the treatment of dropping out tendency. In another development, Maxwell, Lambeth and Cox (2015) examined the effects of inquiry-based learning (IBL) on the academic achievement, attitudes, and engagement of fifth-grade science students. It adopted a quasi-experimental design precisely pretest-post-test non-equivalent control group design. Convenience sampling technique was used to select participants from two of the four fifth-grade classes. Participants were from two science classes. The experimental group received IBL instruction, while the control group received traditional instruction. The result revealed students in the IBL group scored higher than students in the traditional group on the academic performance posttest. It can be inferred from the above that effective methods of teaching could be responsible for higher score in treatment group compared to control group. Certainly, inappropriate methods of teaching to teach values contents of Social Studies may contribute a lot to the problems of value clarification in the society. This implies that ethical and other value crisis in the society are connected to poor implementation of value education curriculum as result of routine use of lecturing methods in the teaching of value components of Social Studies by the teachers.

Social Studies teachers have difficulty in teaching and evaluating aspects of Social Studies that are value laden. Nigerian teachers and especially those in upper basic schools in Kwara State have accustomed to teaching of only the knowledge of facts and information without many efforts to encourage students' self-understanding and evaluation of their values and attitude. These thus give room for the problem of teachers' neglect of the affective domain and failure to indicate in their lesson plan how affective learning would be implemented and evaluated. The foregoing is problematic in teaching and learning of Social Studies in Kwara State, which are begging for remedy. Teachers' absolute use of content transmission, lecturing or value indoctrination approach to teaching value contents of Social Studies has done more harms than good in achieving desired goal of the subject. Therefore, use of learner centered strategies such as role-play and moral dilemma in the classroom are prerequisites to effective classroom learning and good behaviour among the learners in the society. This informed the reason to investigate the effects of value clarification teaching strategies (role-play and moral dilemma) on both students' cognitive and affective test on contentment, integrity, discipline and courage in Social Studies in Kwara State, Nigeria.

Therefore, this study focused on determining the effect of treatments (role play and moral dilemma teaching strategies) on students' cognitive and affective learning outcomes in value components of Social Studies in Kwara State. One research question was raised while two hypotheses were formulated as follows to guide this study:

Research Question

1. What are the general learning outcomes of students in Social Studies in Kwara State?

Hypotheses

Ho₁. There is no significant effect of treatments (role-play and moral dilemma teaching strategies) on students' cognitive learning outcomes in value components of Social Studies in Kwara State.

Ho₂. There is no significant effect of treatments (role-play and moral dilemma teaching strategies) on students' affective learning outcomes in value components of Social Studies in Kwara State.

Methodology

The population for this study comprised the entire students in public Upper Basic Schools in Kwara State. The upper basic two students were target in this study because the four intended topics used in the treatment were part of their scheme of work. The students were not taught and tested about the topics before by their teachers. Thus, it was convenient for the researcher to conduct pre-test treatment and posttest treatment on the students without any confounding issues. Stratified and random sampling techniques were used in the study. The schools were stratified according to the existing three Senatorial Districts namely Kwara Central (KC), Kwara North (KN) and Kwara South (KS), this enabled the researcher to randomly pick one out of all the Local Government Areas under each of the three Senatorial Districts. This implied that three Local Government Areas were randomly selected. This paved way for another random selection of an upper-basic two school under each of the three selected Local Government Areas. The intact classes of students were also selected from the existing arms of upper-basic two classes found in each of the three selected schools. This was done by writing the arms of the upper-basic two classes in each of the three selected schools on pieces of paper and a person was requested to randomly pick a class out of all the arms. Finally, the three selected classes and schools represented the three senatorial districts and were randomly classified into treatment and control groups.

An instrument of 50 items researcher's designed Social Studies Value Education Learning Outcomes Test (SSVELOT) was used. This instrument had sections A, B and C. Section A dealt with students' bio data, while sections B and C contained 25 value education cognitive and affective test items respectively. This implies that 50 multiple-choice items were developed to cater for four topics in the value education content from Social Studies curriculum for upper-basic eight students. These topics include contentment, integrity, discipline and courage.

The specification of topics was based on bloom taxonomy of learning outcome. Fifty learning outcomes multiple choice test items on value education in Social Studies were developed to address four topics such as contentment, integrity,

discipline and courage. The items were distributed in accordance with the Blooms Taxonomy levels of objectives in cognitive and affective domain of learning. Twenty-five items were developed under cognitive domain covering knowledge, comprehension and application while another 25 items were developed under affective domain covering receiving, responding and valuing. The choice of three levels of domain in cognitive and affective was in accordance with the upper basic two students level of education. The test items in section B and C were multiple-choice questions with four options lettered A-D. The data collected from the first administration of this instrument were used as pre-test scores and as covariate in the analysis. The instructional modules in terms of lesson plans prepared by the researcher were equally used to teach students the four value education topics i.e contentment, integrity, discipline and courage during each of the lesson presentation of the treatments (role-play, moral dilemma and conventional value indoctrination teaching strategies).

Content validity of these instruments was ascertained by seeking assistance of lecturers in Social Studies in the Department of Social Sciences Education, University of Ilorin, Social Studies test construction examiners at the Kwara State Ministry of Education and Human Capital Development and National Examinations Council Office in Kwara State (NECO), Lecturers in Educational Research Measurement and Evaluation. The reliability of the instrument was determined through test retest. The scores generated were subjected to a test of reliability via internal consistency based on Cronbach Alpha coefficient of .80 was obtained. A pretest of Social Studies Value Education Learning Outcomes Test was administered prior to the teaching of the three groups. The pretest items were modified and rearranged after the period of treatment to prevent similarity to the posttest items, which were later administered on the students.

Given the permission by the selected schools principals, the researcher personally taught in the experimental and control groups. The research assistants helped the researcher in administering the questionnaires and the completed copies of the questionnaires were collected immediately from the students. The collected data were analyzed with the use of percentages and Analysis of Covariance (ANCOVA) at 0.05 level of significance.

Results

Research Question

Research Question One: What are the general learning outcomes of students in value components of Social Studies in Kwara State before treatment?

Table 1: General Learning Outcomes of the Students in Value Components of Social Studies in Kwara State

Studies in Kwara State							
Learning Outcomes Grade	Grading (%)	Domains of Learning Outcomes				Co mbined	
		Cognitive		Affective			
		F	%	F	%	F	%
		Poor	0-49	114	85.1	91	67.9
Good	50 & Above	20	14.9	43	32.1	24	17.9
Total		134	100.	134	100.	134	100.0
			0		0		

Cognitive (M=35.2, SD= 14.9); Affective (M=44.8, SD= 15.8); Combined (M=39.8, SD= 12.8)

Table 1 shows the general learning outcomes of students in Social Studies in Kwara State. It is shown that out of the 134(100.0%) of the students that participated in this study, 114(85.1%) and 91(67.9%) of the students respectively had poor performance in cognitive and affective learning outcomes in Social Studies. Also, 20(14.9%) and 43(32.1%) of the students respectively had good cognitive and affective learning outcomes.

Hypotheses One: There is no significant effect of treatments (role-play and moral dilemma teaching strategies) on students' cognitive learning outcomes in value components of Social Studies in Kwara State.

Table 2: Tests of between-subjects effect of role-play and moral dilemma teaching strategies on students' cognitive learning outcomes in value components of Social Studies in Kwara State.

Source	Type III Squares	Sum of Df	Mean Square	F	Sig.	partial η^2
Corrected Model	109.587 ^a	3	36.529	2.726	.047	.06
Intercept	1508.412	1	1508.412	112.570	.000	.464
Pre-cog Group	2.466	1	2.466	.184	.669	.001
Error	103.488	2	51.744	3.862	.023	.06
Total	1741.973	130	13.400			
Corrected Total	12225.000	134				
	1851.560	133				

Role Play (M= 8.93, SD=4.60); Moral Dilemma (M=10.12, SD=3.40); Control (M= 7.87, SD=2.30)

Result in Table 2 shows that after partial out the effect of pre-test score (pre-cog), there was a significant effect of role play and moral dilemma teaching strategies on students' cognitive learning outcomes in value components of Social Studies, ($F_{(2,130)} = 3.862, p = .023, p < .05, \text{partial } \eta^2 = .056$). Experimental treatment was able to account for 5.6% of the observed variance noticed in the cognitive learning outcome of value. The mean values of each strategy show that moral dilemma more significant effect on cognitive learning outcome of value. Therefore, this result concludes that there is a significant effect of treatments (role play and moral dilemma teaching strategies) on students' cognitive learning outcomes in value components of Social Studies in Kwara State.

Hypotheses Two: There is no significant effect of treatments (role-play and moral dilemma teaching strategies) on students' affective learning outcomes in value components of Social Studies in Kwara State.

Table 3: Tests of between-subjects effect of role-play and moral dilemma teaching strategies on students' affective learning outcomes in value components of Social Studies in Kwara State.

Source	Type III Squares	Sum of Df	Mean Square	F	Sig.	partial η^2
Corrected Model	109.587 ^a	3	36.529	2.726	.047	.06
Intercept	1477.562	1	1477.562	99.647	.000	.434
Pre-affect	2.961	1	2.961	.200	.656	.002
Group	132.640	2	66.320	4.473	.013	.064
Error	1927.627	130	14.828			
Total	18858.000	134				
Corrected Total	2066.955	133				

Role Play (M= 12.58, SD=4.74); Moral Dilemma (M= 10.15, SD=2.74); Control (M= 10.71, SD=3.56)

Result in Table 3 shows that after partial out the effect of pre-test scores (pre-affect), there was a significant effect of role play and moral dilemma teaching strategies on students' affective learning outcomes in value components of Social Studies, ($F_{(2,130)} = 4.473, p = .013, p < .05, \text{partial } \eta^2 = .064$). Experimental treatment was able to account for 6.4% of the observed variance noticed in the affective learning outcome of value. The mean values of each strategy show that role-play has more significant effect on affective learning outcome of value. Therefore, this result concludes that there is a significant effect of treatments (role-play and moral dilemma teaching strategies) on students' affective learning outcomes in value components of Social Studies in Kwara State.

Discussion of Findings

The finding of this study revealed that the majority of Upper-basic students in Kwara State had poor learning outcomes in value components of Social Studies. The finding may be attributed to either teacher's poor knowledge of pedagogical strategy of teaching value or inability to link its practical knowledge to day-to-day behavioural practice in the life of the learners. This finding corroborated the earlier argument of Allyson (2016) that education is misinterpreted to be value-free and thus instructor believing only in responsible for the transmission and acquisition of empirical knowledge. Moreover, good learning outcome on the part of few other students may be because of the use of value clarification teaching strategies. This is also in line with the opinion of Ejimonye, (2015) that students learning outcome is related to the teacher success in the use of appropriate teaching strategy. In view of the foregoing, a better value clarification teaching strategy that is students' activity oriented could promote excellent learning outcomes.

In addition, another finding of this study showed a significant effect of treatments (role-play and moral dilemma teaching strategies) on students' cognitive learning outcomes in value components of Social Studies in Kwara State. It was indicated in the result that students in role-play and moral dilemma strategy group showed superiority in cognitive aspect of learning outcome when compared with their counterparts taught with value indoctrination strategy. This finding is supported by the assertion of Oliha and Audu (2015) that a moral dilemma offers reflection on personal moral issues for purpose of clarification. In addition, the finding agrees with the finding of Nandedkar and DiRusson (2019) that role-play being a learner centred strategy could assists students to take decision about controversial issues. Issues in role-play and moral dilemma could be well clarified cognitively.

Finding of the study also revealed a more significant effect of treatments (role-play and moral dilemma teaching strategies) on students' affective learning outcomes in value components of Social Studies in Kwara State. This finding is in line with the submission of Fuller (2017) that role-play is advantageous to students in terms of social and communal benefit, preparation for real life situation and indication of affective skill level. These benefits might influence the reason for which students that were exposed to role-play activities performed better than those in control group. Similarly, the result corroborates with the observation of Johnson (2015) that moral dilemma discussion produces more overall effect sizes on learners. Above all, these results negate the opinion that there is no significant effect of role-play and moral dilemma on students' learning outcomes in value component of Social Studies. One can infer that both role-play and moral dilemma are effective distinctively on both cognitive and affective learning outcomes. Since they are value clarification strategies, it is in line with the opinion of Oliha et al (2015) that values clarification approach was the most effective in the treatment of dropping out tendency of students.

Conclusions

Based on the outcome of this study, it is worthy to conclude that the students' learning outcomes in value component of Social Studies is poor in Kwara State. This is the basis upon which moral dilemma and role-play value clarification teaching strategies as effectively demonstrated in the study are viable and effective ways of motivating students' interest towards learning value component of Social Studies and thereby enhancing good learning outcome.

Recommendations

Based on the findings of this study, the following recommendations were made that:

1. Social Studies educators should maximize effective use of moral dilemma to enhance students' cognitive learning outcome in value component of Social Studies while they should also make use of role-play to step up the student learning value component of Social Studies.
2. Non-governmental organizations that are concerned with public and especially youth's education should incorporate in their programme of action the issue of enlightening youngsters about proper value education for societal development.

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