VALUE ORIENTATION AND HOME BACKGROUND AMONG SENIOR SECONDARY SCHOOL STUDENTS IN AKWANGA AND LAFIA EDUCATION ZONES OF NASARAWA STATE, NIGERIA

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Abstract

This study investigates the relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Education Zones, Nasarawa State, Nigeria. Correlational survey research design was used. Two research hypotheses were formulated and tested at 0.05 level of significance. The sample sizes of 370 students were selected from a population of 5668 male and female students in Akwanga and Lafia Education Zone. The researchers used instrument titled: Value orientation and home background scale (VOHBS) for the study. The instrument was validated and reliable at 0.92 and 0.81 using construct validity and Cronbach alpha coefficient. Data was collected and analyzed using Pearson Product Moment Correlation Coefficient (PPMC) for hypothesis one and hypothesis two was tested using independent sample t-test. The findings of the study revealed that there is a significant relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Education Zones. The study also revealed that there is significant difference in value orientation between male and female students in Akwanga and Lafia Education Zone. The study concluded that value orientation is correlated with home background and there is no variation across value orientation among male and female students. The study recommended that the school authorities should develop educational programs that focus on promoting positive values among students from diverse background that can positively impact their behaviour and decision making.

Keywords: Value, orientation, home, background

Introduction

Home is the first socializing agent of a child. It comprises the father, mother, brothers, sisters and others living with them. The home is one of the agents that create the first impression which lasts throughout a child's life and also seen as a place that shapes the child's attitude and behaviour towards career development (Amadi & Ani, 2017). Students come from different home backgrounds and therefore have different upbringing. The term "home background" refers to the collective set of circumstances, experiences, and influences that shape an individual's upbringing within their family and immediate environment. It encompasses various factors that contribute to a person's socialization, identity, and overall development. Home background plays a fundamental role in shaping a person's values, beliefs, attitudes, behaviours, and perspectives.

Home interactions of family members at home are frequent. Head of the family communicates messages to family members to perform home related activities at home and outside of it. The tune, words and approach in communication reflects the attitude of the head of the family and the reply of family members to the head of the family has the same ingredients which also constitutes their attitude towards the head of the family and his/her communication. Besides, family decisions are major factor that involve in-depth interactions of the family members. It is the stage from where the importance of family member say/opinion can be judged. Families that involve children in their decision making process enable their children to have self-confidence develop' their self-esteem and thus contribute towards social development of students (Khan, Begum & Imad, 2019).

Home background of students determines how the child views himself and the way he views others. The society is a function of these two factors. In other words, the environment of the child at home determines his behaviour as well as how he relates with others. However, the essential factors inherent in a home or family are the socio-economic, cultural and psychological factors. Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2010).Children coming from different family backgrounds are affected differently by such family condition, which is why some children have good family background while some have poor background. According to Jeynes (2002), the socio-economic status (SES) of a child is most commonly determined by combining portent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual. Okunniyi (2004) identified three distinct socio economic groups or statuses which are common in many countries. They are: upper class- which is made up of rich business men and top government officials among others; middle class which consists of skilled workers, professionals and middle ranked government workers and the lower class- which is made up of manual workers, petty traders and low income government officials. Francis (2007) opined that a family that can scarcely provide

for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family.

Several problems related to the home background of students can significantly impact their academic performance, social development, and overall well-being. These issues may vary depending on factors such as family structure, socio-economic status, parental education level, cultural background, and community environment. Some common problems related to home background of students include: Socio-economic disparities: Economic challenges within the family, such as poverty, unemployment, or financial instability, can lead to inadequate access to educational resources, including books, technology, and tutoring services. Socio-economic disparities may also result in students facing hunger, homelessness, or inadequate healthcare, which can negatively affect their ability to focus on learning and participate fully in school activities. Family instability: Students coming from families experiencing divorce, separation, or frequent moves may face emotional stress, disruption in routines, and a lack of stability in their home environment. Such instability can impact their academic performance, social relationships, and emotional well-being, leading to behavioral problems and lower self-esteem. Parental involvement and support: Limited parental involvement in children's education due to factors such as parental work commitments, lack of education, or disengagement from school-related activities can hinder students' academic progress and overall development.

Lack of parental support in terms of guidance, encouragement, and supervision may result in poor attendance, lack of motivation, and underachievement in school. Cultural and familial expectations: Cultural norms and familial expectations regarding gender roles, educational attainment, and career choices may exert pressure on students, influencing their academic and personal decisions. Conflicting expectations between home and school environments can create internal conflicts for students, affecting their self-identity, mental health, and academic engagement. Limited access to educational resources: Students from disadvantaged backgrounds may face challenges accessing educational resources such as books, internet connectivity, or extracurricular opportunities. Limited access to these resources can impede their academic growth, hinder their ability to explore diverse interests, and limit their chances of success in higher education and future careers. Trauma and adverse childhood experiences: Exposure to trauma, abuse, neglect, or violence within the home environment can have profound effects on students' cognitive development, emotional regulation, and social interactions. Such adverse childhood experiences can manifest in behavioral problems, academic difficulties, and mental health issues, requiring targeted intervention Addressing these problems related to the home background of students requires a comprehensive approach involving collaboration among educators, families, communities, and policymakers. Efforts to mitigate socio-economic disparities, enhance parental involvement, promote cultural sensitivity, and provide support services for students experiencing trauma or adversity can help create a more supportive and inclusive learning environment conducive to students' academic success and holistic development and support services to address their needs effectively.

Values are in fact powerful drivers of how we think and behave and these are rules by which we make decisions about right and wrong, should and shouldn't, good and bad. Values are integral part of personal philosophy of life which generally means the system of values by which we live. The philosophy of life includes our aims, ideas and manner of thinking, the principles by which we guide our behaviour and conduct our affairs. Different individuals differ with value pattern; likes, dislikes and interest. If the knowledge of values about individuals is obtained, values help the individuals in making personal choices keeping in view the significant role played by the values. The value of an individual is very important factor of his behaviour (Kumar, 2016).

Values imply acceptable standards, ideal ways of doing things and living virtuous life in the society. Values cannot function in a vacuum since there is a need to serve societal purposes. The positive or dominant values that serve different societies along with Nigeria include respect and honour accorded to parents, elders, men and women of honour, love and protection of the family and family name has been the practice in the traditional Nigerians have belief central in life in God as Supreme Being.

The researchers further added from observations in the area of study Akwanga and Lafia Zones the following values to include integrity, transparency, responsibility, accountability, equity, fairness, efficiency and effectiveness. These values are experiencing degeneration by the day and the need to rejuvenate them has become inevitable to ensure stability, peaceful co-existence and development in Nigeria. Value orientation according to Baba'atu (2016) is the principle of right and wrong that are accepted by an individuals or social groups. The re-orientation of value system is conscious development of human resources through ideological appeals, planning, training, productivity and efficiency in achievements through corporate culture. Re-orientation according to Adeyemi (2016) means repositioning of things the way they ought to be in future. Godiya (2016) sees re-orientation as changing once again a position or attitude related to the situation or circumstances. Godiya added that re-orientation is the state of being redirected differently, rearrangement or realignment intellectually or emotionally. In this case, re-orientation means readdressing things to their normal state/position especially those things we values. Therefore, values re-reorientation in the opinion of Agu (2016) has to do with readdressing those values which have been thwarted in the line as a result of change in behaviour. Values re-orientation means going back to the root and re-organizing things the way they used to be. This means that values re-orientation is the reversal of those values that are deteriorating in the society to ensure stability, peaceful co-relationship and development. In order words, values reorientation is the re-teaching of the ideals of Nigerian society to ensure stability, peaceful co-existence and development among the citizenry. Beatrice (2016) sees value reorientation as the process of inculcating good values that can help a nation out of her numerous predicaments, which can refocus the nation toward greatness.

Value orientation refers to the set of principles, beliefs and ideas that guide individual's thoughts, actions and decision making processes. It is an essential aspect of human existence as it helps to shape the personal identity, societal cohesion and moral reasoning. Values literally imply something with a price, something valuable, precious, and desirable; hence, something for which one is willing endure hardship and sacrifice. In other words, values are a set of behavioural guidelines. According to Dewey, the value basically implies to price, esteem, assess, and appraise. It refers to the process of acquiring something, holding it, and also giving judgment on the type and quantity of values in comparison to something else (Peerzada, 2018). The society in which a person lives regards values as significant, desirable, and extremely valuable. Thus, by having a key place in a person's life, values provide significance and strength to one's character. Values represent one's own attitudes and judgments, decisions and choices, behaviours and relationships, dreams and vision. They have an impact on our ideas, feelings, and behaviours. They direct our actions. Value education involves fostering in students a feeling of humanism and a deep concern for other people's welfare and the welfare of the country. This can be done only if youngsters are imbued with a strong dedication to the values that will help to develop this country and restore people's pride in work that provides order, security, and guaranteed growth.

The social, moral, artistic, and spiritual aspects of a person that are frequently undervalued informal education are developed through value education. Value education helps us to protect the excellent and valuable things that were passed down from our culture. It enables us to respect individuals who think and act differently than we do (Akhter & Peerzada, 2023).Home environment can exerts a powerful influence on an individual's value orientation, as it provides the foundational context within which values are learned, internalized, and expressed. The study of value orientation among senior secondary school students is of paramount importance in understanding their behavioral patterns, decision-making processes, and overall development. Values, deeply ingrained beliefs and principles, play a significant role in shaping individuals' attitudes and behaviors, influencing their interactions with others and the world around them. Moreover, the home environment, as the primary socializing agent, exerts a profound influence on the formation and reinforcement of these values. In Nasarawa State, Nigeria, particularly in the Akwanga and Lafia education zones, understanding the relationship between value orientation and home background among senior secondary school students is crucial for educational policymakers, practitioners, and parents. These regions represent diverse socio-cultural contexts, where various factors such as family structure, parental education, socio-economic status, and cultural norms significantly impact students' value systems.

The nexus between value orientation and home background warrants exploration due to its implications for educational outcomes, social cohesion, and holistic development. By examining how students' values align or diverge with their familial and cultural contexts, educators and policymakers can design targeted interventions to foster positive value development and address potential conflicts or disparities.

Understanding the dynamics of value orientation and its association with home background among senior secondary school students is essential for fostering a conducive learning environment, promoting socio-cultural harmony, and enhancing students' overall development. By elucidating these relationships, this study aims to contribute valuable insights to educational theory, policy, and practice in Nasarawa State and beyond. The impact of value orientation on home background can be profound and far-reaching, significantly influencing various aspects of individuals' lives, including their attitudes, behaviors, decision-making processes, and overall well-being. Here are some key impacts of value orientation derived from home background:

Behavioral Patterns: The values instilled within the home environment shape individuals' behavioral patterns and ethical conduct. For instance, children raised in homes that prioritize honesty, integrity, and respect for others are more likely to exhibit these traits in their interactions with peers, teachers, and society at large. Conversely, homes where dishonesty, aggression, or unethical behaviors are normalized may foster similar patterns in children.

Educational Attainment: Value orientation within the home can significantly influence students' attitudes towards education and their academic performance. Families that prioritize education and intellectual pursuits often encourage children to excel academically, leading to higher educational attainment and increased opportunities for success. Conversely, homes where education is undervalued or inaccessible may hinder students' academic progress and limit their future prospects.

Social Relationships: The values upheld within the home environment shape individuals' interpersonal relationships and social interactions. Children raised in homes that emphasize empathy, cooperation, and tolerance are more likely to develop positive relationships with peers, teachers, and community members. Conversely, homes where prejudice, discrimination, or hostility are prevalent may contribute to social isolation, conflict, and alienation from others.

Cultural Identity: Home background plays a crucial role in shaping individuals' cultural identity and sense of belonging. The values, traditions, and customs transmitted within the family unit help children develop a strong connection to their cultural heritage and identity. A positive cultural orientation within the home fosters pride, resilience, and a sense of community among individuals, contributing to their overall well-being and psychological development.

Decision-Making Processes: Values learned within the home environment serve as guiding principles in individuals' decision-making processes. Children internalize the moral, ethical, and practical values imparted by their families, which influence their choices and priorities throughout life. Homes that prioritize critical thinking, moral reasoning, and responsible decision-making empower individuals to make informed choices aligned with their values and goals.

Emotional Well-being: The quality of the home environment and the values promoted within it significantly impact individuals' emotional well-being and mental health. Supportive, nurturing, and emotionally expressive homes contribute to positive self-esteem, resilience, and emotional regulation. Conversely, homes characterized by neglect, conflict, or dysfunction may contribute to stress, anxiety, and psychological distress among family members. The impact of value orientation derived from home background is multifaceted and enduring, shaping individuals' identities, relationships, and life trajectories. Recognizing the importance of cultivating positive values within the home environment can empower families, educators, and communities to nurture individuals' moral development, promote social cohesion, and foster a more equitable and compassionate society.

In today's rapidly changing world, the values and beliefs held by individuals play a crucial role in shaping their attitudes, behaviours, and future trajectories. Senior secondary school students, being in a critical phase of personal development, are particularly susceptible to the influence of their home backgrounds on their value orientation. The home environment, serving as the foundation of one's upbringing, familial relationships, and cultural exposure, is widely acknowledged as a potent force shaping an individual's value system. This study aims to examine the relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Education Zones, Nasarawa State, Nigeria. By investigating this relationship, the study will shed light on how various aspects of the home environment, including family values, socio-economic status, cultural influences, parental role modeling, and educational opportunities, collectively contribute to the formulation and evolution of students' value systems.

Objectives of the Study

The main objective of the paper is to examine the relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Education zones of Nasarawa State, Nigeria. Specifically, the study sought to:

1. To find out the relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Educational Zones, Nasarawa State, Nigeria.
2. To find out the difference in value orientation between male and female senior secondary school students in Akwanga and Lafia Educational Zones, Nasarawa State, Nigeria.

Hypotheses

The following hypotheses were postulated and tested at 0.05 level of significant:

i.   There is no significant relationship between value orientation and home background among senior secondary school students in Akwanga Educational Zones, Lafia Nasarawa State, Nigeria.
ii.   There is no significant difference in value orientation between male and female senior secondary school students in Akwanga and Lafia Educational Zones, Nasarawa State, Nigeria.

Methodology

This research employed correlational survey research design. The reason for adopting this form of design is because correlational survey studies generally attempt to study group of people or items by collecting and analyzing data from a sample considered as a representative of the entire group. It basically requires an attempt to measure what exists without questioning why it exists . The population consisted of five thousand six hundred and sixty- eight (5,668) students comprising of 2835 males and 2833 females from ten (10) senior secondary schools in Akwanga and Lafia Education Zones, Nasarawa State, Nigeria. The sample of this study is 370 male and female SS II students drawn using simple random sampling technique. The selection conforms to the Krejcie and Morgan (1970) prescription. Proportionate sampling technique was used in the allocation of sample according to gender.

A researcher made used of instrument titled Value Orientation and Home Background scale (VOHBS). The instrument was found valid and reliable for this type of research. Agreed, strongly agreed, disagreed and strongly disagree. In order to ascertain the validity of the instrument, the researchers submitted the copies to the experts for validation. The instrument was validated by experts in the Department of Educational Psychology and Counseling, Ahmadu Bello University, Zaria with a validity index of 0.92. Based on the observation, some modifications were made. The area of modifications includes language interpretation where necessary, clarification of sentences and the likes. The instruments were validated to determine the face and content validity, their relevance and appropriateness in the study. The instrument was found reliable as both have an appreciable internal consistency with a Cronbach alpha coefficient of 0.81. Mean and standard deviation where used to answer the research questions. Pearson Product Moment Correlation PPMC(r) statistics was used to test hypothesis one while independent t-test statistics was to test hypothesis two at 0.05 alpha level of significance.

Results

Hypothesis One: There is no significant relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Education Zone, Nasarawa State, Nigeria

Table 1: Pearson's Product Moment Correlation (PPMC) statistics on the relationship between value orientation and home background

Variables	N	Mean	Std.dev	df	Correlation matrix	P
Value Orientation	370	68.94	6.1502	368	0.6725**	0.000
Home Background	370	69.66	4.7616			

**. Correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (PPMC) statistics on table 1 showed that significant relationship exist between value orientation and home background. This is because the computed p value of 0.000 is lower than the 0.05 alpha level of significance at correlation index r level of 0.6725. The relationship between the two variables is directly proportional. Therefore, the null hypothesis, which states there is no significant relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Education Zones, Nasarawa State, Nigeria is hereby rejected.

Hypothesis Two: There is no significant difference in value orientation between male and female senior secondary school students in Akwanga and Lafia Education Zone, Nasarawa State, Nigeria

Table 2: Independent t-test statistics on difference in value orientation between male and female senior secondary school students

Gender	N	Mean	SD	Mean diff	df	t computed	p
Male	191	69.46	7.1781				
				0.67	368	1.0059	0.3151
Female	179	68.12	6.9882				

P = 0.7644> 0.05, t computed = 0.3000< 1.962 at df 268

The Independent t-test statistics above showed that there is no significant difference in value orientation between male and female senior secondary school students in Akwanga and Lafia Education Zone, Nasarawa State, Nigeria. This is because the calculated p value of 0.3151 is greater than the 0.05 alpha level of significance and the computed t value of 1.0059 is lower than the t-critical value of 1.962 at 368 df. The descriptive statistics showed that the computed value orientation values are 69.26 and 68.62 by male and female students respectively. This shows that both male and female have the same level of value orientation. Therefore, the null hypothesis which states there is no significant difference in value orientation between male and female senior

secondary school students in Akwanga Educational Zones, Lafiya Nasarawa State, Nigeria is retained.

Discussion

The finding of this study revealed that positive significant relationship exists between value orientation and home background among senior secondary school students in Akwanga and Lafia Education Zone, Nasarawa State, Nigeria This finding agrees with that of Amie-Ogan, (2017) who posited that value oriented and home training aid in molding the character of children and their transition into the primary school further molds their character in fulfillment of one of the objectives of primary education. Most of the basic family values were imbibed by children through observation and participation and not necessarily under strict tutelage. Such values are discipline, honesty, empathy, sympathy, dignity of labour, selfless service, loyalty, hospitality in discrimination, tolerance and forbearance. More so, in order to established the result of this study, Osaat (2011) in giving credence stressed truth, hospitality, honesty, generosity, consideration for others, hard work, and friendliness as core family values has impact on students home background.

Findings of this research revealed that no significant difference exists in value orientation between male and female senior secondary school students in Akwanga and Lafia Education Zone, Nasarawa State, Nigeria This finding disagrees with a study conducted by Jahangiri and Zarei (2016), the results of their study revealed that there is significant relationship exists between university students' value orientation and their attitudes towards the environment and that female students manifested a more positive and friendly attitude to the environment than did males students.

Conclusion

In conclusion, the study on the relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia Education Zones of Nasarawa State, Nigeria, reveals several significant findings. Firstly, it is evident that there exists a notable correlation between the value orientation of students and their home backgrounds. The values instilled within the familial environment play a crucial role in shaping the attitudes, beliefs, and behaviors of students within the educational setting.

The findings agreed that students who come from homes where certain values are prioritized tend to exhibit similar value orientations in their academic and social lives. This underscores the profound impact of the family unit on the development of value systems among young individuals. Parents and guardians serve as primary influencers, transmitting cultural, religious, and societal values that often resonate strongly with their children.

Furthermore, the study highlights the diversity in value orientations among students from different home backgrounds. While some students may uphold traditional values passed down through generations, others may adopt more contemporary or even conflicting values reflective of evolving societal norms. This diversity underscores the complexity of value formation and the multifaceted influences that shape individual perspectives.

Importantly, the findings emphasize the importance of recognizing and understanding the

role of home backgrounds in educational contexts. Educators, policymakers, and stakeholders in the education sector should consider the diversity of students' value orientations and tailor approaches that accommodate this diversity. Fostering a supportive environment that respects and acknowledges various value systems can contribute to a more inclusive and effective educational experience for all students.

Additionally, the study underscores the need for collaborative efforts between families and schools to promote positive value development among students. By fostering open communication and mutual understanding, parents and educators can work together to reinforce shared values and provide students with the necessary guidance and support to navigate conflicting value systems.

Finally, the relationship between value orientation and home background among senior secondary school students in Akwanga and Lafia education zones of Nasarawa State, Nigeria, is complex and multifaceted, the findings of this study shed light on the crucial interplay between familial influences and value formation. Recognizing and addressing these dynamics is essential for fostering a conducive educational environment that nurtures the holistic development of students. The result of this study established that value orientation has impact on home background. Home environment exerts a powerful influence on an individual's value orientation, as it provides the foundational context within which values are learned, internalized, and expressed. The result also established that no variation across value orientation among male and female students.

Recommendations

Based on the findings from the analyzed data, the researchers recommended the following:

♦ School authority should develop educational programs that focus on promoting positive value orientations among individuals from diverse home backgrounds. These interventions could help students develop a strong sense of values that can positively impact their behaviour and decision-making.

♦ Curriculum developers should continue to design educational materials that are gender-neutral. This approach can help ensure that both male and female students receive content that is relevant and applicable to their values and interests.

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