

**LIVING VALUES: AN EDUCATIONAL PROGRAMME
AS COUNSELLING AID FOR EFFECTING PEACEFUL
CO-EXISTENCE, CONFLICT RESOLUTION AND
NATIONAL INTEGRATION**

BY:

CONFERENCE PAPER

DR. (MRS.) MOPELOLA OMOEGUN

**FACULTY OF EDUCATION,
UNIVERSITY OF LAGOS**

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ABSTRACT

The Nigerian society seems to be undergoing a lot of pressure in recent years socially, politically and economically with the feeling of insecurity and instability that pervades the air all over. Hence, the concern expressed by all well-meaning citizens to find a lasting solution that will foster peaceful co-existence, conflict resolution and national integration.

This paper therefore attempts to proffer a solution based on the result of a study carried out with the use of Living-Values: an educational programme as counselling aid. The study was carried out among the social miscreants – (the Area boys/girls in Lagos State Rehabilitation Centres). 200 subjects were used as sample. The research design was a pre and post-test experimental design. The experimental subjects were exposed to treatment with the teaching of two Living-Values (Love and Respect) using the Garth Sorenson's Guided Inquiry Approach otherwise referred to as the instructional method of counselling.

Two hypotheses were formulated and tested at 0.05 level of significance. T-test and analysis of variance were used to analyze the data obtained. Results established the effectiveness of the two Living-Values used as counselling treatment for the experimental subjects.

Hence, recommendations were made based on the findings: that Living-Values be integrated into the school curriculum as a teaching subject to be handled by school counsellors. That guidance counsellors be trained in the application of the 12 Living-Values and be made to serve on full time basis in all institutions of learning in Nigeria.

INTRODUCTION

It is not uncommon these days for an averagely well-dressed person to be accosted in any major street in Lagos, by two or more roughly dressed youths between the ages of 16 and 25 years with their sparkling fire-brand eyes at any time of the day, demanding for money as the 'Area boys/girls'.

More often than not such youths even derive pleasure in introducing themselves, to their victim whom they usually harass in order to extort money from him/her, stating as follows:

"Baba/mama alaye, sure daddy/mummy"
We are the area boys here, e toju wa, ebi npa wa o
(take care of us we are hungry).

Business and commercial activities in Central Lagos sometime ago, were virtually paralyzed as the 'area boys' went on a looting spree according to Sunday Sketch Report (13th Feb. 1994). "A group of social miscreants otherwise known as "Area Boys" were also reported to have stormed the venue of all politician summit in Lagos and disrupted the proceedings for almost one and a half hours, throwing the politicians and the entire environment into total confusion. (Daily Sketch, 15th December, 1995). Of course, such youths usually operate under the influence of alcohol and/or other hard drug.

The phenomena of street children, drug abusers and urban violence are said to be the off-springs of complex contemporary urban environments, representing one of humanity's most complex and serious global challenges according to Omoegun

(1999); Adewale (1998) and Le Roux & Smith (1998). Omoegun (1999) asserted that the 'Area boys' phenomenon seems to be both a national and global issue known under different appellations, such as Boma boys in the Edo/Delta States; Alimanjiris in the North; Apolo or Agbolo in Eastern Nigeria; brotherhood in South Africa, Street corner boys in America; hooligans in Britain; and the Yardies in Jamaica.

The origin of the problem of the 'Area boys' syndrome according to Omoegun (1999) could be traced to the modern family system in Nigeria which in recent years is plagued with severe economic hardship that has forced many children into the streets. According to a survey carried out by FOS (1996/97) reported in UNICEF Publication on the Progress of Nigerian children, the National Consumer Survey estimates that about half of Nigerian households (48.5%) remain below the poverty line. Poverty was also negatively correlated with educational level and household size. Children constitute a significant proportion of those exposed to the ravaging discomfort of poverty since 44% of the population according to FOS (1996) data analysis, falls below 15 years.

This study investigated the effect of family relationships on the social adjustment of selected 'Area boys and girls' in Lagos with a view to designing a treatment package using the Instructional method under the Guided Inquiry Counselling Approach by Garth Sorenson (1967) to teach some Living-Values that would enhance positive changes in the orientation of young people in Nigeria.

Research Hypotheses:

The two null hypotheses which were formulated and tested at 0.05 level of significance are as follows:

1. There will be no significant difference between family relationships and social adjustment of subjects in the experimental groups before and after treatment.
2. There will be no significant difference between family relationships and social adjustment of subjects in the control group.

Theoretical Model

The theoretical model used in the study was the Guided Inquiry Model by Sorenson (1967) which is also referred to by Olayinka (1993) as the Instructional or Educational Model of Counselling since it involves some teaching skills. In this study, two living values were developed and taught to effect changes in the social adjustment of the experimental subjects.

METHODOLOGY

Population and Sampling Technique

The population was made up of all inmates in Government Rehabilitation Centres in Lagos State. Out of which 200 subjects, (male and female) were randomly chosen as sample. Stratified random sampling technique was used to assign subjects to the two treatment groups, and control group respectively.

Research Design

The research design was Quasi experimental pre-test-post test control group design.

Instrumentation

Psychopathic Deviate Scale by Hathaway et al (1967) was adapted for Nigerian samples by Ivor (1984) and Kukoyi (1997). The scale according to Omoluabi (1997) has a multiple value for assessing different population in Nigeria.

The Student Problem Inventory by Bakare (1977) was also adapted to measure the problem areas of subjects.

PROCEDURE

The researcher obtained official permission from the Lagos State Ministry of Youth, Sports and Social Development (Social Welfare Department) to carry out the research using the inmates of four rehabilitation centres (Majidun, Isheri, Oregun and Sabo). The pre-test was administered to all subjects after which the researcher met with the inmates of Isheri Rehabilitation Centres who were used as the Experimental subjects for the study. These subjects were exposed to counselling treatment with the use of Sorenson's Guided Inquiry Approach. The treatment lasted for six weeks with the teaching of two different living values. The value of 'Love' was taught to treatment Group I for the first three weeks, while the value of 'Respect' was taught to subjects in the treatment Group II. At the end of the first three weeks there was a change. The value of 'Respect' was taught subjects in Experimental Group I while 'Love' was taught to subjects in Group II. At the end of six (6) weeks the two instruments were administered again as post test.

Data collected were analyzed below with the use of t-test and Analysis of Variance.

RESULTS

The result of the 2 null hypotheses tested are as follows:

Hypothesis One:

There will be no significant difference in family relationships and social adjustment of subjects in experimental groups before and after treatment.

Table 1

Family Relationships and Social Adjustment of Experimental Subjects

	GROUP I		GROUP II		TOTAL
	Pre-Test	Post-Test	Pre-Test	Post-Test	
N	50	50	50	50	200
X	13.64	22.62	13.00	21.42	
SD	2.78	2.88	6.26	3.16	

Table 2
ANOVA Table to test hypothesis one

Source of Variation (SV)	Sum of Squares (SS)	Df	Mean of Square (MS)	F
Between Samples	3814.68	3	1271.56	175.15
Within Samples	1422.	196	7.26	
Total	5237.52	199		

$$F^3_{/196}; 0.05 = 2.65$$

Based on 3 and 196 degrees of freedom respectively, the null hypothesis is rejected. The differences are significant as shown on the Scheffe pairwise comparison table below.

Table 3
Scheffe Pairwise Comparison of all the Possible Pairs

Pairwise Comparison	Respective Mean	md	Rank	Significance
POS I VS PRE I	22.62 : 13.6	8.98	2	*
PRE I VS PRE II	13.64 : 13.00	0.64	6	ns
POS II VS PRE I	21.42 : 13.64	7.78	4	*
POS I VS PRE II	22.62 : 13.00	9.62	1	*
POS I VS POS II	22.62 : 21.42	1.20	5	ns
POS II VS PRE II	21.42 : 13.00	8.42	3	*

$$\text{Scheffe Value} = 1.52$$

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Hypothesis Two

There will be no significant difference in family relationships and social adjustment of subjects in the control group.

Table 4
Family Relationships and Social Adjustment of subjects in the Control Group

	Pre-Test	Post-Test	Total
N	50	50	100
X	12.94	13.08	
SD	2.31	2.19	

Table 5
ANOVA Table of Hypothesis Two

Source of Variation (SV)	Sum of Squares (SS)	Df	Mean of Square (MS)	F
Between Groups	0.34	1	0.34	0.07
Within Groups	497.66	98	5.08	
Total	498.0	99		

$$F^1_{/98}; 0.05 = 3.94$$

Null hypothesis accepted. No significant difference.

Table 6
T-test Analysis of Hypothesis Two

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Group	N	X	SD	df	t	P
CPRE	50	12.94	2.31	198	0.4397	ns
CPOS	50	13.08	2.19			

$$t \text{ at } 0.05 = 1.96$$

Table 6 shows a calculated t-value of 0.4397, which is less than the critical t-value of 1.96 at 0.05 level of significance. Hence the hypothesis is accepted that there is no significant difference between family relationships and social adjustment of subjects in the control group.

DISCUSSION

Hypothesis one which states that there will be no significant difference between family relationships and social adjustment of subjects in the experimental groups before and after treatment was rejected as shown in the ANOVA table (table 2) and the Scheffe Pairwise Comparison table of all the possible pairs (table 3). This finding confirms the study of Oloko (1987) and Abe (1996) which established the fact that the family is the social invention that copes 'partially' with the problem of transforming a biological organism into a human and social being. Hence with the teaching of the two living-values (love and respect) which were supposed to have been taught by the family/parents in the early years of character formation, the significant difference was established among the experimental subjects after treatment in terms of their social adjustment.

Hypothesis two which states that there will be no significant difference in family relationships and social adjustment of subjects in the control group was accepted as shown in the ANOVA table (table 5) and the t-test analysis in table 6. The result obtained supports the finding of Omoegun (1995) and Abe (1996) which claimed that the failure of the family in the socialization of the child is a potent factor in the development of maladjusted behaviour. In order to correct the bad behaviour, the instructional model of counselling by Garth Sorenson was adopted as treatment for

the subjects in the experimental group while the control subjects received no treatment. Hence the significant difference established in hypothesis.

CONCLUSION AND RECOMMENDATION

The study has established the effectiveness of two Living-Values (love and respect) as counselling aid for the social adjustment of subjects in the experimental group. The need to provide a comprehensive package for the teaching of the 12 Living-Values as educational programme (Tillman, 2000) cannot be over-emphasized since the underlying idea is based on the fact that each human being has the potential for peaceful loving attitudes and actions.

The following recommendations are made based on the findings in the study:

1. Living – Values as an educational programme should be incorporated into the school curriculum as a teaching subject to be handled by school counsellors.
2. School counsellors should be specifically trained to teach the practical application of the 12 Living-Values in schools using Garth Sorenson's Instructional Model. The values are: co-operation, freedom, happiness, honesty, humility, peace, responsibility, simplicity, tolerance, unity, love and respect.
3. The Guided Inquiry Approach by Garth Sorenson otherwise referred to as the Instructional or Educational model should be developed in teaching adaptive behaviours to enhance peaceful co-existence and national unity among Nigerians.
4. Workshops and seminars should be organized for parents, teachers and youths using the Living-Values as counselling aid to facilitate conflict resolution and national integration.
5. Government should sponsor in-service training programmes and workshops for counsellors and teachers where practical application of Living-Values are taught.
6. Youth clubs and relaxation centres should be encouraged in all local governments in Nigeria.
7. Poverty alleviation programmes should be pursued more vigorously to reduce the rate of crimes in Nigeria since 'a hungry man is an angry man'.
8. Adult literacy programmes should feature prominently in all local governments with the teaching of Living Values as an integral part of their training.
9. Guidance counsellors should be encouraged by government to serve on full time basis in all educational institutions from primary to tertiary.
10. More NGOs should be encouraged to focus on meeting the needs of the youths in such a depressed economy as ours.

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