

Educating for Value Re-Orientation: Building Ethical and Responsible Citizens

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Abstract:

As the world is experiencing globalization in almost every segment of the economy, the positive value system seem to dwindle among the Nigerian citizens, from the home, school and the society at large. It is becoming alarming each day, as both the older and younger generations no longer pay much attention to our cultural heritage and value system – in terms of integrity, respect, honesty, discipline, hard work, love, truth, decent dressing, and patriotism. This study explores the essential role of value re-orientation in education, focusing on how it promotes ethical behaviour and responsible citizenship. It outlines strategies, challenges, and benefits of integrating value-based education into school curricula to address societal issues and promote a culture of integrity and respect. By examining theoretical frameworks, practical implementations, and case studies, this study aims to provide a comprehensive understanding of the importance of value re-orientation in creating a sustainable and transformation nation.

Keywords: Education, Value, Value reorientation, Citizens, Sustainable and Nation.

Introduction

Nigeria, as the giant of Africa is known for her rich and robust cultural heritage, which is tied to our values, from time immemorial. Values plays fundamental roles in shaping individuals and societies. In Nigeria, every family nurtures their little ones with positive value system, which include but not limited to, respect for the elderly, respect for humanity, unconditional love for each other people, dignity in labour (smart/hard work), integrity, chastity, truth, honesty, sincerity and transparency. As the citizen of Nigeria, your cultural heritage is defined by the value you hold for yourself, others and the country. Values are the acceptable beliefs for an individual, families or the nation.

In analyzing values from the work of Edward Shils, MacLeod (2016), concludes that values are ideas or principles that are considered more desirable within a given society. In the same light, Ajayi (2014), emphasizes that value is the principles or standards of behavior; one's judgment of what is important in life. The nation's values system is the determinant factor of citizens' behaviour. It is a force that binds the citizens together. Nigeria, as a multiverse country, can be bonded together by its value system. Unfortunately, the preservation of the family's good name, which was part of our value system, is no longer the priority of this present

younger generation; rather, it is the value of materialism through the getting-rich-quick syndrome that has ravaged the minds of our younger generation.

Value system is the acceptable way of doing things which comprises the peoples' beliefs, ethics, ideologies about the right and wrong in the society. Value guides the choices people make and the way it influences the behaviour of everyone in the society. The value system of any human society determined the level of national development and nation building (Omenma and Onuoha, 2021). The value system of any society is a significant reflection of the history and culture of the people of that society. Value systems are not natural, but social, and in a good number of cases, they tell what a people see as worth striving for in terms of forming the socio-cultural image of the society in which they find themselves. In other words, value system is a collection of standards of behaviour which in its aggregation defines what is viewed as important for a particular people. It is the expectation that certain social sectors, groups, or institutions are saddled with the responsibility even though not exclusively, to inculcate the standards and values of society into the young ones (Nwoke and Boroh, 2023).

Little wonder how it seems as if these values have dwindled into thin air, developed wings and flown away from every home, school and our society at large. Most of the older people have deviated from inculcating the value system into the minds of the younger generations. The younger generations, on the other hand, seem not to be interested in the value system, rather, they are aggravating the get-rich-quick syndrome, corruption, religious bigotry and tribalism. These are the negative value system that leads younger generations into behaving adversely and inappropriately such as killing, cybercrimes (for example, the popularly known yahoo-yahoo boys/girls), kidnapping, 419ners, cultism, hire-assassination gang, drug addiction, oil bunkering, boko haram gang, and other agitating gangs, too numerous to mention.

Nigeria, the once giant of Africa, physically, culturally, economically and otherwise, has eventually become like the dens where all manner of violence thrive and the innocent citizens of the country cannot sleep with their two eyes closed. They could not go about their day-to-day business within the country freely as the result of the consistent mishap. They could not travel outside the shore of the continent and other developed worlds without being treated as suspects or accused for a crime they know nothing about. The situation is become worst and more worrisome each day that the researchers feel it deemed fit to add knowledge to the existing literatures on values reorientation for sustainable transformation nation. It is the researchers' belief that if some of the solutions outlined in this paper are adhered to by the government, the older and the younger generations at homes, schools and society at large,

Nigeria, will outlive her other competitive countries where their value system is maintained as a cultural heritage.

The US Values Alliance (2023), succinctly identified six core values for the year: collaboration, grace, integrity, kindness, respect, and unity. They emphasize that values are more than mere words; they serve as entry points into deep and meaningful conversations, aiming to unite, heal, and create a flourishing society. This draws our attention to the understanding that value reorientation is the shared patterns of belief and behaviour that serve as guidelines for social interaction and societal functioning. Values have to be taught and learn.

It is worthy of note that education in ancient civilizations such as Greece, Rome, and China emphasises moral and ethical teachings. For example, Confucianism in China focused on virtues such as respect, loyalty, and familial piety. In Greece, philosophers like Socrates and Plato emphasized the development of moral character and virtues. During the medieval period, education was largely influenced by religious institutions. The Church played a central role in imparting moral and ethical teachings. The curriculum included religious studies, which were integral to the formation of character and moral values. The Renaissance brought a renewed interest in humanism, emphasizing the development of individual potential and moral character. During the Enlightenment, thinkers like John Locke and Jean-Jacques Rousseau advocated for education that promoted rationality, ethics, and the development of virtuous citizens.

The Industrial Revolution brought significant changes in education, with a shift towards more formal and standardized systems. However, there was still an emphasis on moral education, particularly in the context of creating disciplined and responsible workers. The 20th century saw the emergence of progressive education movements, led by figures like John Dewey, who emphasized the importance of experimental learning and the development of democratic values. Character education became a formal part of many educational systems, which promote values such as respect, responsibility, and integrity.

Nwoke and Boroh (2023), say that reorientation simply brings to mind the fact that people may be required to go through an orientation process designed to get them back to where they are expected to be with regard to their knowledge of or belief in something.

Theoretical and Conceptual Framework

The integration of character education, as advocated by Thomas Lickona and Kevin Ryan, into the Nigerian school curriculum can play a crucial role in addressing moral and ethical challenges in society. Their theories emphasize the development of core ethical values and

virtues as foundational elements of education, which aligns with the objectives of value reorientation in Nigeria. Thomas Lickona is a prominent figure in the field of character education. His theory emphasizes the holistic development of students by focusing on moral, intellectual, and civic virtues: (a) moral knowing (b) moral feeling, and (c) moral action. Lickona identifies some essential virtues including respect, responsibility, fairness, and compassion, which should be inculcated in students (Lickona, 1991).

On the other hand, Kevin Ryan, along with Karen Bohlin, has contributed significantly to the discourse on character education through their emphasis on building character within the educational context. Ryan and Bohlin argue for the integration of moral and civic education as fundamental components of the school curriculum. Emphasising that teachers and school leaders serve as role models, exemplifying the virtues they wish to instill in students. (Ryan & Bohlin, 1999).

In essence, integrating the character education theories of Thomas Lickona and Kevin Ryan into the Nigerian school curriculum can significantly contribute to value reorientation in the country. By focusing on the development of core ethical values and virtues, Nigerian schools can foster a generation of morally responsible and socially conscious individuals.

Value Re-orientation and Education

Value re-orientation and education go hand in hand as a character development system that remains a fundamental aspect of modern education. Schools aim to instill values such as respect, honesty, empathy, resilience, and perseverance, which are essential for personal success and societal harmony.

Reorientation is the process of learning, and unlearning the old ways of doing things cognitively, emotionally and physically; as well a relearning the new ways of doing things. It is that point where an individual or group of people are being educated to start thinking, feeling and acting differently. Value orientation is integral to social systems, guiding interactions and ensuring societal coherence. It is the shared patterns of belief and behaviour that serve as guidelines for social interaction and societal functioning. The historical evolution of value reorientation in education and its relevance in modern education is a journey marked by significant milestones and transformations. It is worthy of note that education in ancient civilizations such as Greece, Rome, and China emphasized moral and ethical teachings. For example, Confucianism in China focused on virtues such as respect, loyalty, and familial piety. In Greece, philosophers like Socrates and Plato emphasized the development of moral character and virtues. During the medieval period, education was largely influenced by religious

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The Industrial Revolution brought significant changes in education, with a shift towards more formal and standardized systems. However, there was still an emphasis on moral education, particularly in the context of creating disciplined and responsible workers. The 20th century saw the emergence of progressive education movements, led by figures like John Dewey, who emphasized the importance of experiential learning and the development of democratic values. Character education became a formal part of many educational systems, which promote values such as respect, responsibility, and integrity. Nwoke and Boroh (2023), says that reorientation simply brings to mind the fact that a people may be required to go through an orientation process designed to get them back to where they are expected to be with regard to their knowledge of or belief in something. Education is the acquisition of knowledge, skills, cultural beliefs for the development of oneself, family and the society at large. Education can be seen as the process of helping an individual to discover and develop their inborn potentialities and to become useful members of the society. Education is beyond acquiring knowledge in the school. The school system is one of the formal organization in which knowledge, beliefs, culture can be acquired from one person to another. However, the school system is not the only way knowledge could be acquired and pass from generation to generation. Education is a structured, organised, and formal process of training and instruction given to people in order to bring about effective learning which is observable (Koko, 2010).

Education is a major springboard for the development of an individual's innate capabilities and a means of assisting him/her acquire societal, technological, cognitive skills and knowledge. Education is a veritable tool for effecting value re-orientation and national development. **Theodoropoulou (2022)**, discusses how values are integrated into educational systems through policies, curricula, and teaching practices. The study underscores the dynamic nature of values, noting that they are continually altered and transformed within educational contexts. Apparently, however, Nigeria is yet to benefit from the full potential of education in this regard as the nation still lags behind in virtually every critical global efficiency rating. The good news is that Nigeria can still effect significant positive shift in her current ratings by making its

educational system a value-oriented based system. Value education helps in nurturing well-rounded individuals who can contribute positively to society. According to the Federal government of Nigeria, the National Policy on Education (NPE, 2004), recognizes the significance of character and states that education should focus on:

- (a) The inculcation of the right type of values and attitudes for the survival of the individual and Nigeria and;
- (b) The acquisition of appropriate skills and development of mental, psychological and social abilities and competence.

In the achievement for the goal, the National Policy of Education recommended that quality of instruction should inculcate basic values. These values are moral principles in interpersonal and human relations; shared responsibility for the common goal of the society; and respect for the dignity of labour and promotion of the emotional, physical and psychological health of all children. More so, quality education systems is meant to focus on preparing the students to be global citizens. The students in the country are supposed to be well-trained in value system, life skills and technology in order to thrive higher with other students in the developed countries. This includes understanding and respecting cultural diversity, promoting peace, and addressing global challenges ethically and responsibly.

Peterson and Warwick (2015), are of the opinion that in a world with complex moral and ethical dilemmas, value education equips students with the tools to make informed and ethical decisions. This is particularly relevant in areas such as technology, business, and environmental sustainability.

Importance of Value Reorientation

The importance of value reorientation in Nigeria cannot be overstressed. It is through value reorientation that the need for a shift in societal norms, ethics, and behaviours are actualized; this brings about development, unity, and progress in the country. Value reorientation combat corruption to its minimal occurrence. Nigeria is now rated as one of the most corrupt countries in the world due to the consistent decadency of our values which is our cultural heritage. Value reorientation can help reduce corruption by instilling ethics and integrity in individuals from a young age. A society that values honesty and transparency can effectively combat corruption (Onifade, Imhonopi, & Urim, 2013). Recently, stories of corruption in the homes, schools and every sector of the Nigerian government, is no longer new. Corruption is becoming so alarming that one will scarcely think that corrupt practices has become the way of life instead of positive value system. If only our head, who are the leaders in different sphere of government will and

ready to lead and rule the citizens in total sincerity and transparency, it will curb the issue of corruption which has eaten up the glory of the country like earthworm.

Once the issue of corruption is addressed in the country, the government can easily institutionalize a value-based-system where every citizen will fall into it without fear and favour. This will encourage a sense of civic duty and responsibility among citizens. Thus, leading to greater participation in governance and community development. When people value their role in society, they are more likely to engage in activities that promote common good. Ethical business practices and a strong work ethic can drive economic growth. Value reorientation can lead to a more productive and innovative economy by promoting entrepreneurship and accountability (Akinola, 2018). When the citizen see that the leaders are transparent in the promises before they were voted into the seat of power, by maintaining law and order, promote fairness in resources allocation, have respect to human lives/blood, provide the basic needs and security for the citizen; the citizen will reciprocate in their civic responsibility of obeying rules and regulations for the development of the country. This have a way of promoting national unity and attracting foreign investors into the country.

Although Nigeria is a diverse country fill with people of different personality traits, beliefs, cultural, religion and ethnicity. However, value reorientation can promote tolerance, respect for diversity, and national unity. Falade (2008), emphasises that, common values and national identity can help bridge ethnic and religious intolerance. He also added that a focus on values such as hard work, discipline, and respect for education can improve educational outcomes. This is essential for building a knowledgeable and skilled workforce. For instance, if a child is taught from birth the culture of self-responsibility, dignity of labour, transparency, respect and love for one another; irrespective of status, age, gender, ethnicity or religion, such a child will gradually grow up to become a responsible adult at home, school and in the society. Bassey (2020), encourages parents to think in retrospect about how they raise their children, noting that it is the sole responsibility of the parents to take good and quality care of their children; not only with material things but inculcating them with good morals.

Value reorientation starts from the cradle to the grave. It is a constant mental check that reminds us of who we truly are and what we have as a people. This means that the younger generation should be reoriented to know that as citizens of Nigeria, our cultural heritage is, a positive value system. It is in the understanding of this cultural heritage that issues such as kidnapping, drug addiction, cultism, truancy, book-haram gangs, and other social vices can be mitigated. As Ojo (2009), affirms that by promoting positive behaviour and societal norms, communities can

become safer and more stable. This called for the need for the Nigerian government to introduce a value-reoriented education into the school curriculum where personal development and life skills could be taught from nursery to tertiary institution.

Many other countries around the world have implemented strong value-oriented education systems that have significantly impacted their social fabric, economic development, and overall well-being. Finland is renowned for its education system, which emphasizes holistic development, including moral and value education. Finnish education focuses not only on academic excellence but also on developing students' social, emotional, and ethical skills. Values such as equality, respect, and sustainability are integrated into the curriculum and everyday school activities. Their country consistently ranks high in international assessments, reflecting the effectiveness of its value-oriented approach. Another country that comes into the authors' mind is, Japan. Japan's education system places a strong emphasis on moral education, as a fundamental part of the curriculum. Their schools have dedicated classes for moral education, focusing on values such as respect, responsibility, and community spirit. Japan is known for its orderly society and high levels of public respect and civility, which can be attributed to its strong value-oriented education. Finally, we cannot easily forget Singapore and its educational system, which incorporates Character and Citizenship Education (CCE) to develop morally upright and socially responsible citizens. The CCE is a core component of the curriculum, teaching values such as respect, responsibility, and resilience. Their focus is on shared values and national identity fosters social cohesion and a strong sense of community (Sawch and Villanueva, 2017; Cave, 2007; and Sahlberg, 2011).

All the above-mentioned countries are high-tech countries. Thus, there is a strong tie between value reorientation and the development of the countries. When value reorientation is inculcated into the school curricula, it will instill values like hard work and resilience into the minds of the citizens from crèche. This will contribute to the economic success and global competitiveness of Nigeria. Value education can play a significant role in addressing social issues such as bullying, discrimination, and violence in schools. By promoting values like respect, empathy, and inclusion, education can create safer and more supportive learning environments. Value education encourages students to be active and responsible citizens, understanding their role in upholding democratic values and contributing to community welfare. Modern education recognizes the importance of holistic development, which includes not only cognitive skills but also emotional and ethical development.

Ethical Citizen and Sustainable Transformational Society

In a complex and multiverse country like Nigeria, the moral standard have to be put in place for the peaceful coexistence of the citizens. However, where there is no workable system to institutionalize the morals that should guide the minds of the citizens aright, it will lead to a situation where every citizen feel it is right to do the wrong thing and get away with it. Ethics is gotten from the Greek word *ethos*, which mean character. Ethics is the discipline dealing with what is good and bad and what moral duty and obligation, or a set of moral principles governing an individual or a group (Merriam-Webster.com dictionary, 2024). Ethical citizenship involves individuals acting in ways that are morally sound and beneficial to society as a whole. This concept is closely tied to the idea of sustainable transformation, which refers to changes in society that promote long-term environmental, economic, and social well-being. Bok (2010), refers to ethical citizenship as the responsibilities and behaviours of individuals in a society to act in ways that are ethical, responsible, and contribute to the common good. It includes being informed, participating in civic duties, respecting the rights of others, and promoting justice. Active participation in the political process, such as voting, advocacy, and public service. Acting in ways that benefit society, such as volunteering, supporting social justice, and promoting equality. Engaging in practices that protect the environment, like recycling, reducing waste, and supporting sustainable policies. For instance, Martin Luther King's advocacy for civil rights and social justice exemplifies ethical citizenship. His leadership in the Civil Rights Movement brought significant social change in the United States; which brought about valuing and respecting differences in race, gender, culture, and beliefs. Sustainable transformation is the systemic changes that ensure the long-term maintenance of cultural, beliefs, environmental, social, and economic systems. It involves transitioning to practices that do not deplete behaviours, or resources, harm ecosystems, or exacerbate social inequalities. It is a practice that protect natural resources, reduce pollution, and mitigate climate change. For instance, include renewable energy, sustainable agriculture, and conservation efforts. Developing economies that provide fair opportunities and distribution of wealth without compromising future generations' ability to meet their needs. This includes supporting green jobs, ethical business practices, and equitable trade. Ensuring that societal changes promote health, well-being, education, and equality. This involves investing in public health, education systems, and social safety nets (Hoffman, 2000). Countries like Denmark and Germany are leading examples of sustainable transformation through their commitment to

renewable energy. Denmark aims to become carbon neutral by 2050, primarily through wind energy investments.

Education systems should integrate sustainability and ethics into their curricula to prepare future generations for the challenges ahead. For example, Finland's education system includes sustainability and ethics as core components, promoting a culture of informed and responsible citizens.

Ethical citizenship and sustainable transformation are interconnected concepts essential for building a just and sustainable society. Through individual actions, systemic changes, and collective efforts, societies can move towards a future that ensures the well-being of both people and the planet. The integration of ethical principles in personal behavior, education, policy, and business practices is vital for achieving this goal.

Challenges/Solutions of Value-based Education in Nigeria

Nigeria can overcome barriers to implementing value-added education effectively. This holistic approach not only fosters the development of ethical and responsible citizens but also contributes to national development and societal cohesion. The following are some challenges and solution:

1. **Policy Frameworks:** Inconsistent or inadequate policy frameworks for integrating values education into the curriculum. The government need to develop comprehensive national and state-level policies that prioritize values education, outlining objectives, strategies, and accountability measures. Ensure alignment with educational goals and stakeholders' expectations.
2. **Training and Capacity:** Inadequate training and professional development opportunities for teachers in values education are becoming more alarming to the extent that teachers seem to forget their roles in the pupils/students' lives when they are pioneering examination malpractices. There should be an implementation of programmes geared towards personal development training. This will equip teachers with positive mindset, pedagogical strategies, resources, and skills to effectively teach values. Incorporate values education into pre-service teacher training programmes to build foundational knowledge.
3. **Curriculum Integration:** Difficulty integrating values education across different subjects and grade levels. The government through Ministry of Education should design interdisciplinary curriculum frameworks that embed values into core subjects. Develop resource materials, lesson plans, and assessment tools that explicitly address values and ethics. Promote collaboration among subject teachers to reinforce values consistently.

4. Cultural and Religious Diversity: Nigeria's diverse cultural and religious landscape may present challenges in promoting universal values. However, the government can adopt a culturally sensitive approach to values education, respecting diverse beliefs and traditions while emphasizing shared ethical principles such as transparency, unconditional love, respect, honesty, and responsibility. Involve community leaders and religious authorities in shaping values education initiatives.

5. Infrastructure and Resources: Inadequate resources, including classroom materials, technology, and facilities, for effective values education imposes as a vital challenge in practicing a value-based education system in Nigeria. Educational managers should advocate for increased investment in educational infrastructure and resources specifically allocated for values education. They can also seek partnerships with NGOs, private sector organizations, and international donors to support initiatives and provide materials.

6. Parental and Community Engagement: In fact, the parent and some significant adults are the people encouraging all manner of criminality among the younger generation. That is why most of them limited their involvement in promoting values education in their homes and communities. Government should collaborate with NGOs whose aim is to develop outreach programmes that will engage parents, guardians, and community members for sustainable behavioural transformation through workshops, seminars, and family-oriented events to reinforce values at home, in schools and in the communities.

Educating the Head, Heart, and Hands in Value Reorientation

The Nigerian educational system has long been challenged by issues such as inadequate infrastructure, poor funding, and a mismatch between educational outcomes and labor market needs. To address these challenges, a holistic approach that targets the head (cognitive skills), the heart (affective domain), and the hands (psychomotor skills) is essential. Value reorientation, which focuses on ethics, integrity, and national development, is a crucial aspect of educational reform.

Oyekan (2000), emphasizes the need for teacher education programmes to include courses on ethics and value education to prepare teachers adequately for their roles as moral guides. In educating the Head, the curriculum should be restructured to integrate subjects that emphasize critical thinking, ethics, and civic education. Subjects such as social studies, civic education, and moral instruction should be given prominence. For example, the Nigerian Educational Research and Development Council (NERDC) has been instrumental in revising curricula to

include civic education, which teaches students about their rights, responsibilities, and the importance of national unity.

Apart from that, teachers should be trained to impart knowledge as well as inculcate values. This requires regular professional development programmes that focus on educational skills and ethical teaching. Also, digital tools and platforms should be used to enhance learning and teach values through interactive and engaging content. E-learning platforms can include modules on ethical behaviour, integrity, and national development. For instance, the introduction of initiatives like the Digital Literacy Curriculum by the Nigerian government aims to enhance students' cognitive skills while embedding values through digital content.

In education of the Heart, it should start with personal development programmes geared towards mindset shift of the individual (school managers, staff and students). This will bring about self-awareness, character formation and moulding through the process of learning, unlearning and relearning of one's worth and values. Berkowitz and Bier (2005), highlights the effectiveness of character education programmes in schools, noting that they lead to improved student behaviour and academic performance. Schools should implement character education programmes that focus on developing virtues such as honesty, respect, responsibility, and empathy. Also, inclusive of extracurricular activities like sports, arts, and community service activities can play a significant role in value reorientation. These activities provide practical opportunities for students to practice teamwork, leadership, and community involvement. The Nigerian government is trying in this aspect of promoting unity in diversity. For example, the National Youth Service Corps (NYSC) in Nigeria is a programme that fosters on national unity and community service, provides the young graduates with the opportunity to contribute to national development and understand the importance of civic responsibility.

Furthermore, in education of the Hands, there should be more on vocational and technical education. This will help students develop practical skills that are essential for the labour market. This education should be infused with ethical training to ensure that students are both skilled workers and responsible citizens. The National Board for Technical Education (NBTE) oversees the development of vocational education which aims at equipping students with hands-on skills and ethical standards. Teaching of entrepreneurship should be practically encouraged for self-reliance and innovation. Entrepreneurship education should include modules on ethical business practices, social responsibility, and the importance of contributing to national development. Gibb (2002), notes that, entrepreneurship education should go beyond business skills to include the development of ethical and socially responsible entrepreneurs.

Programms like the Students for the Advancement of Global Entrepreneurship (SAGE), which involve students in community projects that foster entrepreneurial skills and social responsibility, should be encouraged.

Educating the head, heart, and hands in value reorientation within the Nigerian educational system requires a comprehensive approach that integrates cognitive skills, ethical behavior, and practical abilities. Nigeria can develop well-rounded individuals who are equipped to contribute to national development and uphold ethical standards.

Conclusion

The evolution of value reorientation in education reflects the continuous effort to integrate moral and ethical teachings into the educational process. Its relevance in modern education is undeniable, as it contributes to the development of responsible, empathetic, and engaged individuals. By fostering values, education systems can better prepare the head, the heart and the hands in the government, homes, schools and the society at large to navigate the complexities of the modern world and contribute positively to the development of the nation. In essence, the Nigerian government needs to accept the framework of learning, unlearning, and relearning process through personal development training. As the 21st century continues to unfold, individuals and organizations that excel in these processes will be better equipped to thrive in an ever-changing world.

By understanding and promoting positive values, societies can foster environments where individuals thrive and collective well-being is enhanced, as it is through values that a nation can have the fundamental in guiding its citizens' behaviour and shaping societal norms. Values provide a moral compass that influences personal actions and decisions, while also forming the basis for social cohesion, cultural identity, and institutional frameworks. Value reorientation start from the cradle to the grave. It is a constant mental check that reminds us of who we truly are and what we have as a people. This means that the younger generation should be reoriented to know that as the citizen of Nigeria, our cultural heritage is, positive value system. It is in the understanding of this cultural heritage that the issues such as kidnapping, drug addiction, cultism, truancy, boko haram gangs, and other social vices can be eliminated.

The nation's values system is the determinant factor of citizens' behaviour. It is a force that bind the citizens together. Nigeria, as the multiversity country can be bonded together by its enormous value system.

Recommendation

For values to play fundamental roles in shaping ethical citizens for sustainable transformation, the researchers suggest the following recommendations:

1. There should be policies and measures of implementing education systems that prepare the head, the heart and the hands in the government, homes, schools and the society at large. This will create a sense of community and belonging, influencing cultural practices, and norms among the citizens.
2. This will encourage fairness, transparency, and justice that shapes societal expectations and behaviours.
2. Societal values should be transmitted through education and socialization (homes, media houses and internet). This will shape the future generation, from the older generation to the younger generation.
3. Every office holder should be voted for or appointed based on the antecedents of the respect the rules of law, humanity, equity, fairness, justice and transparency. This will change the present narratives in our economic and political system.
4. There should be public awareness, training to reorient the minds of the citizens regarding building the culture of equity, fairness, dignity in labour (smart/hard work), respect, transparency, truth, unconditional love, and responsibility. This will indeed institutionalize a value-based system for the government, older and younger generations at home, schools and the society at large.

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