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# ADVANCING FRONTIERS OF KNOWLEDGE IN THE FORMAL SCHOOL SYSTEM THROUGH EFFECTIVE TRANSFORMATIONAL EDUCATION AND VALUE RE-ORIENTATION OF TEACHING PERSONNEL

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## ABSTRACT

*The present state of the nation's educational system is worrisome since the decadence observed is manifesting in virtually all the sub-units that make up the nation's educational system. To effect quality educational delivery, effective transformational education should be agitated for while value re-orientation geared towards changing the mindset of the teaching personnel for better performance must also be prioritized. To this end, the paper examines different ways through which transformational education and value re-orientation of teaching personnel can help advance knowledge frontiers in the nation's formal school setting. To achieve this, the paper under conceptual clarification discusses transformational education and value re-orientation. Transformational education and its impartation on educational delivery were also fully discussed while notable core values were identified and discussed in relation to their attributes as regards change of behaviour among teaching personnel in the nation's formal school system. Based on the conclusion, it was recommended among others that a responsive monitoring team should be raised to checkmate the excesses of the teaching personnel and to also identify and report all lapses observed in the school affairs for possible amendment and improved productivity.*

**Keywords:** Formal school, System, Education, Value Re-orientation, Teaching personnel

## INTRODUCTION

The world is witnessing a surge in patterns of behaviour that suggest value disorientation is manifesting with an attendant high incidence of violence, injustice, and social upheavals among the citizens. Value disorientation in

Nigerian society is also evident in high levels of corruption, insecurity, lack of trust, dishonesty, lack of commitment towards work, and deep-rooted social problems among others. Education can only be a panacea to social ills of all sorts when it is positioned to address vital social problems. The education system of a society will remain comatose as long as the teaching personnel are ill-prepared, half-baked, and lack regular training. The teaching personnel need to demonstrate good virtues, values, and norms to propagate positive societal values that will take the country to the next level.

The current teacher education in Nigeria appears to be skewed towards the cognitive development of the teaching personnel with little or nothing to show in terms of the development of their capacity to embrace positive and desirable behaviour required to effectively discharge their duties diligently (Saheed, 2019). Nwalado (2015) opined that teachers would continue to be found wanting as long as their moral development is hindered. It is, therefore, an empirical veracity today that Nigerians have traded their most dignifying and cherished values of peace, patriotism, nationalism, dignity, tolerance, courage, bravery, meritocracy, discipline, transparency, justice, loyalty, love, unity, the dignity of labour, respect for life, respect for other people's culture and religion among others. This calls for serious concern because of its implications on the attainment of Nigerian educational goals and objectives as functional education remains a platform through which transformational education and value re-orientation can be achieved. This is achievable through the effort of the teeming teaching personnel in the system as they are the key factor in the delivery of instruction and other important values. It is widely recognized that teaching personnel play a crucial role in shaping the minds of students while the availability of qualified and trained teaching personnel in adequate numbers is important to attaining qualitative education.

Therefore, this paper examines different ways through transformational education and value re-orientation of teaching personnel can help to advance frontiers of knowledge in the nation's formal school setting

## CONCEPTUAL CLARIFICATIONS

### Formal School System

A formal school system is an organized and regulated system of education that follows a curriculum and awards recognized academic certificates or

degrees. This type of education is given in schools, colleges, official institutions, and universities and is governed by educational norms and standards (Castelan, 2024).

The formal school system is the systematic studies organized by the educational system which begins in elementary school and continues through secondary school, college, and universities. It is delivered in a highly professional environment on school grounds by well-trained and experienced teachers (Lin, 2022).

Sadiq (2020) opines that the formal school system refers to the structured education system that runs from primary (and in some countries from nursery) school to university and includes specialized programme for vocational, technical, and professional training. It often comprises an assessment of the learners' acquired learning or competencies and is based on a programme or curriculum which can be more or less closed to adaptation to individual needs which will eventually lead to recognition and or certification.

### **Transformational Education**

Transformational education is that aspect of education that is aimed at and targets qualitative and positive change in behaviour and attitude of the learners. It is also the education geared towards instance transforming of the learners and the society at large (Sadiq, 2020). Transformational education involves teaching and learning geared towards motivating and empowering happy and healthy learners to make informed decisions and actions at the individual, community, and global levels. It is the aggregate of all the processes by which a person develops abilities, attitudes, and other forms of behaviour of positive and meaningful value in the society in which he lives. Shagali (2022) opines that transformational education is the total process of human learning by which knowledge is imparted, faculties are trained, and skills are developed.

### **Values**

Values are what propel behaviour and principles that help and guide people of a particular society to distinguish what is right and wrong while determining one's actions accordingly. Enu and Esu (2011) remark that values are basic beliefs and attitudes in a society that are considered worthwhile and serve as a guide to choices and behaviour in our daily life. A

value can, therefore, be a belief system that attempts to guide an individual's actions in life. To develop the capacity to learn, and acquire knowledge and skills that are essential for the transformation of individual and national values, there is a need for learners to imbibe socially acceptable behaviour and positive habits that are necessary for the development of self and the Nigerian society (Oluwagbohunmi, 2013). Frank-Oputa and Soberekon (2021) categorize values as follows:

- i. Personal Values: These represent things individuals consider more important than every other thing in their lives.
- ii. Moral Values: These are values that help individuals to determine what is right and wrong
- iii. Political Values: These values are used to evaluate social institutions
- iv. Aesthetic Values: These values are associated with the evaluation of beauty.

Likewise, the first section in the National Policy on Education (2014) starts with the statement of the overall philosophy of Nigeria education and specifically goes further to list values that the educational enterprise should seek to inculcate in individuals as follows:

- i. respect for the worth and dignity of the individual,
- ii. faith in man's ability to make rational decisions,
- iii. moral and spiritual principles in inter-personal and human relations,
- iv. promotion of the physical, emotional, and psychological development of all children, and
- v. acquisition of competencies necessary for self-reliance.

### **Value Re-orientation**

Value re-orientation is conceptualized as the act of deliberately attempting to change the direction in which attitudes and beliefs are initially geared. It is the act of adjusting or aligning behaviour, attitudes, and beliefs in a new or different direction within the public discourse of our contemporary society (Osisioma, 2012). Value re-orientation is a conscious attempt to reform the values of an individual or group of persons in alignment with a goal usually meant to imbibe positive change. Njoku (2015) posited that value re-orientation which simply inculcates good value can help Nigeria out of her numerous predicaments and can refocus the nation for greatness. Value re-



orientation is an effective means of bringing about transformation in Nigeria and also preventing situations that have brought the country to disrepute.

### **ISSUES AFFECTING TRANSFORMATIONAL EDUCATION AND VALUES RE-ORIENTATION IN NIGERIA**

In Nigeria, there are several important obstacles to values reorientation and transformational education. These problems have a deep impact on the socioeconomic and political climate of the nation and have an impact on how well educational reforms and value changes work. Some of the challenges confronting transformational education and value re-orientation are presented as follows;

**Absence of priority attention to education:** Unfortunately, there is no priority attention on education in Nigeria by the Nigerian government and other stakeholders. Insufficient finances and resources also affect transformational education and this makes educational infrastructure inadequate. Basic amenities including classrooms, libraries, and labs are lacking in many schools, particularly those located in rural areas. Inadequate infrastructure harms student engagement and educational quality. This indicates that without adequate funding for education in Nigeria, new programmes and quality facilities cum quality teaching personnel will support or boost value re-orientation for both the students and the teaching personnel. (Ofoegbu and Alonge, 2016).

**Lack of global competitiveness of Nigerian education:** This means that Nigerian education will not grow according to the trend of international education as it will remain stagnant in development. This can be linked to outdated curricula in most schools and teaching methods. Nigeria's educational programme frequently fails to adapt to modern demands and international standards, which reduces its applicability to modern employment markets and technological developments. Traditional rote learning approaches are still widely used, although they might not promote creativity, critical thinking, or useful problem-solving abilities.

**Teaching personnel ratio to student ratio:** The ratio of teaching personnel to students' ratio in Nigerian schools is not proportional and this simply means that many students will not receive adequate attention from the teaching personnel. A normal teacher-student ratio is 1:25 but most teachers attend to more than 50 students in a class, this will hinder the teacher from easy movement and effective teaching.

**Emigration:** The number of teaching personnel who travel abroad to study or work has reduced the number that would have institutionalized transformational education and propagated value re-orientation in Nigeria. The government and other stakeholders should work on improving teachers' enumeration and job security to reduce the number of teaching personnel who are leaving the country.

**Institutional values assessment:** The inability of Nigerian higher institutions of learning to produce adequate manpower with the required knowledge, skills, and values for effective transformational education and value re-orientation poses a serious threat (Olasehinde-Williams, 2018).

### **RATIONALE FOR TRANSFORMATIONAL EDUCATION AND VALUES RE-ORIENTATION IN NIGERIA**

- I. The present state of hopelessness in Nigeria due to moral decadence and gross indiscipline as a result of the poor value system in the education industry calls for transformational education and value re-orientation. Without any doubt, many Nigerians have given up on Nigeria. For these citizens, there is no reason to unite, tolerate, and show commitment to work, defend, promote, love, and respect other people's cultures and religions. Every institution that normally creates value in a nation has collapsed or rendered pointless in Nigeria (Nwakama, 2021 and Nwalado, 2021). Hence, there is a need for value re-orientation to reposition Nigerians and Nigeria for transformational education.
- ii. The present state of endemic insecurity in Nigeria also requires urgent need for values reorientation. Insecurity in Nigeria which is characterized by kidnapping, terrorism, banditry, religious pogroms, and incessant killings by unknown gunmen has become business venture due to poor value systems and effective transformational education (Nwalado, 2021).
- iii. A high degree of poverty and unemployment in present-day Nigeria also requires pragmatic solutions through transformational education and constructive values re-orientation. The greatest security of any nation is an engaged citizenry. The poor condition of Nigeria today



hurts the mentality of Nigerians. As Nigeria is overrun by poverty and unemployment (Nwakama, 2021 and Nwalado, 2021).

- iv. Democratized corruption among Nigerian leaders also calls for the need for value re-orientation if we must achieve transformational education and value re-orientation among teaching personnel. It is an empirical veracity in Nigeria today, that Nigerians have traded their most cherished democratic values of honesty, justice, equity, fairness and political sagacity for endemic corruption. While democracy in the developed world of Europe and America is anchored on values of justice, equity, and fairness, in Nigeria, democracy is characterized by widespread rigging, violence, corruption, gerrymandering, ethnicity, nepotism, thuggery, pogroms, vote buying, injustice, inequality and oppression of the minority (Nwalado, 2021).

## TEACHING PERSONNEL AS AGENTS OF TRANSFORMATIONAL EDUCATION AND VALUES RE-ORIENTATION

Teachers must be equipped with the ethics of their profession. Teaching personnel with proper value orientation will affect their productivity in the following ways;

- Teaching personnel tend to be more productive as they are re-orientated with the values and norms of their job and that of the society in which they find themselves.
- Value re-orientation helps to reorder and regulate the conduct of teaching personnel and help them to carry out activities that are perceived to be good, correct, desirable, worthwhile, and proper while developing a positive attitude towards their job.
- Value re-orientation will raise the level of commitment to the instructional delivery of teaching personnel, hence productivity improvement is assured. Transformational education directly impacts the learners' academic outcomes with teaching personnel willingly taking steps to improve their classroom practice (AbdulRahman et al., 2023).
- Hence, the role of teaching personnel in transforming individuals to change their outlook to become refined and acceptable in society cannot be

overemphasized. Transformational education increases teaching personnel's job satisfaction and strengthens their commitment to professional growth. Transformational education looks for alternative ways to improve the learners' academic outcomes. It inspires learners to achieve higher goals, be more creative, and show more concern for their academics (Emeanulu, et al. 2024). The teaming teaching personnel being the agent of transformational education and value re-orientation in the formal school system need to work assiduously in ensuring these educational goals and objectives.

To this end, Idowu, Sodipe-Lawal & Awe (2019) identified these core values for the teaching personnel in the formal school system:

- i. Detesting laziness: Laziness among teaching personnel in the formal school system is a terrible indices that send wrong signals to the pupils and learners. When teaching personnel frown at laziness, their level of commitment to work tends to be raised and qualitative teaching and learning takes place.
- ii. Respect for constituted authority: The authority of any organization comprises people that are at the helm of affairs of that organization i.e. Principal, Headteacher for secondary and primary schools. These school Heads are at the helm of affairs of the school and see to the smooth running of the school. Respect for these people in positions of authority helps in the realization of transformational education and value re-orientation.
- iii. Hardwork: Teaching personnel who are hardworking seldom have problems with the constituted authority. This set of teaching personnel makes sure they go the extra mile to set minimum work standards to be emulated by the students.
- iv. Honesty: Honest personnel serves as utility to the formal school system since they work with less supervision because they are trustworthy, dependable, reliable, and result-oriented which are the virtues needed for transformational education and value re-orientation.
- v. Commitment: Committed teaching personnel often display high responsibility toward the teaching of their students. They come to school promptly, attend their classes, and above all perform other duties assigned to them with all sincerity. These attributes were not



only parts of the norms and virtues of value re-orientation but also the aims and objectives of transformational education.

The capacity of teaching personnel to propagate effective transformational education and values re-orientation therefore lie in their ability to effect the following:

- i. **Inculcation of the right types of values and attitudes required for national development:** One of the functions of teaching personnel in Nigeria school system is the inculcation of knowledge, skills and values re-orientation that would promote the production of efficient and viable citizenry with the right type of attitudes and values required for transformational education (Nwalado, 2021).
- ii. **Inculcation of national consciousness and national unity:** A vital objectives of education in Nigeria according to NPE (2014), is to help teaching personnel to fit into the social life of the community and society at large and to enhance their commitment to national goals. Teaching personnel provides values re-orientation through effective nurturing and unifying the cognitive, affective and knowledge domains in its bid to produce a balanced citizenry with values of national consciousness and knowledge advancement.
- iii. **Production of effective and productive citizenry:** The indispensable role of education is the production of effective, efficient and productive citizens with the right attitudes and values that are relevant for transformational education. The production of efficient and productive citizens such as medical doctors, lawyers, engineers, teachers, politicians, the military and other relevant professionals are the refined products of the teaching personnel from the formal school system.
- iv. **Inculcation of population and family life values:** Teaching personnel also provides orientation on family planning and control. This serves as a vital tool for ensuring a qualitative population and happy family with sufficient resources to nurture children. The value re-orientation process constitutes a facilitatory role of the teaching

personnel in maintaining an effective and productive population of responsible men and women that would contribute their worthwhile knowledge and values in solving societal problems.

- v. **The training of the minds of Nigerians in the understanding of the world around:** The teaching personnel train the mind of the citizen in understanding the diversified nature of Nigeria and provides the citizens with the life-long skills required for survival in a multi-ethnic society such as Nigeria. This is achieved through the inculcation of the values of respect for the worth and dignity of the individual, faith in man's ability to make rational decisions, shared responsibility for the economic good of society, promotion of the physical, emotional, and psychological development of all children and acquisition of competencies necessary for self-reliance. Teaching personnel are the molders of human resources needed for social, economic, political, religious, scientific, and knowledge advancement.

Denen (2020) asserts that the contributions of transformational education and value re-orientation in the advancement of frontiers of knowledge cannot be overemphasized via:

- i. Transformational education and value re-orientation stimulate and develop imagination, critical thinking, and refine cognitive and creative skills in learners.
- ii. It has a tremendous impact on the developmental growth of every learner and has proven to help level the "learning field" across socio-economic boundaries.
- iii. Transformational education and value re-orientation strengthen problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
- iv. Develops a sense of craftsmanship, quality task performance, and goal-setting skills needed to succeed in the classroom and beyond.
- v. Transformational education and value re-orientation teach life skills such as developing an informed perception, articulating a vision, learning to solve problems and making decisions, building self-confidence and self-discipline, developing the ability to imagine what might be, and accepting responsibility to complete tasks from

start to finish, nurtures important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions.

## CONCLUSION AND RECOMMENDATIONS

Transformational education and value re-orientation play a significant role in the development of educational system of the country. Therefore, the need to inculcate the duo into the educational system cannot be over-emphasized as transformational education and value re-orientation will help promote a better image of education in the country.

Teaching personnel's commitment to instilling the right values through the exhibition of good virtues and norms will make it possible to achieve the nation's educational goals and objectives because the formal school system is a consciously planned systematic way of imparting or acquisition of knowledge and also the epicenter of knowledge transmission from one generation to another.

Based on the conclusion of the study, it is recommended that:

- a. After recruitment, all newly employed teaching personnel should compulsorily undergo an orientation programme aimed at introducing them to the core values that are of immense benefit to the formal school system.
- b. There is a need to stage re-training of teaching personnel to introduce values into the formal school system.
- c. Any erring teaching personnel in the formal school system should be punished without any form of preference, favoritism, or consideration following the law guiding the formal school system.
- d. The corruption tendencies inherent in some of the teaching personnel in the formal school system can be suppressed by the upward review of salaries and other incentives when due.
- e. Adequate attention should be paid to the welfare of teachers at all levels towards discouraging any would-be erring teacher from involving in social vices.
- f. There is a need to redesign the educational curriculum as the present curriculum emphasizes other domains of education at the expense of the affective domain.

- g. National Orientation Agency among other stakeholders needs to wake up and do some advocacy work on behavioural or attitudinal reorientation and national rebirth.

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