

## **Full Length Research**

# **Inclusive Value Clarification Technique: Teaching Physical and Health Education to Students in Public Junior Secondary Schools in Kwara State, Nigeria**

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The paper presents inclusive value clarification teaching techniques: teaching Physical and Health Education to students in public junior secondary schools in Kwara State. The study explores how male and female teachers integrate VCT across various health education topics, including first aid, personal health, nutritional health, and sex education, using pupil-to-pupil, student-to-student, and on-the-spot assessment techniques. The descriptive survey research method was adopted for the study. The population for the study was eight hundred (800) teachers drawn from forty (40) public junior secondary schools across all Local Government Areas in Kwara State. Purposive sampling was used to select the sample for the study comprising of a total of 400 males and 400 females' teachers. The instrument used for data collection is the Value Clarification Technique Inventory "VCTI" with a content validity index of 0.72 and a Cronbach Alpha reliability coefficient of 0.85. Data was analyzed using spearman ranking order at 0.05 level of significance. Findings revealed a moderate positive relationship between male and female teachers in the application of VCT in teaching first aid ( $p = 0.54$ ), personal health ( $p = 0.51$ ), and sex education ( $p = 0.51$ ). However, a weaker correlation ( $p = 0.37$ ) was found in the application of VCT in teaching nutritional health, suggesting inconsistencies in its implementation. The study highlights the importance of VCT in fostering critical thinking, decision-making, and participatory learning among students. It recommends enhanced teacher training, curriculum standardization, and the integration of interactive teaching methods to ensure the effective and consistent application of VCT in physical and health education. Future research should explore factors influencing variations in VCT application and its impact on student learning outcomes.

**Keywords:** Inclusive Value Clarification Technique, Physical and Health Education and Public Secondary Schools.

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## INTRODUCTION

Learning is a process of acquiring basic skills, values, behavior and attitudes that shape the learner. It is essential because it leads to the acquisition of competencies, improves intelligence and enables individuals acquire knowledge. Several models and techniques are often employed in teaching and learning at all levels of education. Prominent among these techniques is the Value Clarification Technique (VCT) which is a method of learning which helps to find the essential values in our life and also to provide students with exercises to help them choose the best solution to a problem or dilemma (Sulistyono, 2017). VCT is a form of learning that is designed to meet the goals of value education and emphasizes the cultivation of social values in learners.

Physical and Health Education (PHE) is a subject taught in junior secondary schools which serves as a medium of reformation of human physiological, psychological and psycho-social begin in a unique area of study that pre-disposes, enables, reinforces, creates and galvanizes adaptive modalities for him/her to be able to live most and serve best. In several sphere of human endeavor, essential value seems to be the target. Physical and Health Education is a subject offered by Junior secondary school students to help them develop healthy lifestyle by teaching them about physical activity, nutrition and mental health as well as building a mastery of scientific skills (Oladoja, Adejuyigbe, Okechukwu and Bello, 2024)

Teachers often apply conventional teaching techniques/approaches in teaching of subjects such as Health Education, Basic Science and Technology, Mathematics, Civic Education, Christian Religious Knowledge etc. However, these approaches do not give students the opportunity to solve problems themselves and be actively involved in their learning process. However, findings of several researches have proven that value clarification technique enables learners become active learners, develop and personalize values and morals, provides stimulus manage and prevent unwanted attitudes, and also guide and motivate learners to morally upright (Suryani, 2010; Sari Yustiana & Yunita Sari, 2022). Similarly, the findings of an experimental research by Aron and Hawes (2009) on Health Education teaching and learning techniques indicated that the use of value clarification technique affords the pupil the opportunity to interact with themselves and solve their problems by themselves. According to Werner and Bower (2006), this technique is inclusive and flexible that even out of school children (who do not have the opportunity to be enrolled in school) as well as pupils with disabilities can benefit from it.

Teachers should be able to foster awareness in students of good values and find ways of helping students apply these at the family, school and community level. This technique requires teachers in a first aid lesson to arrange equipment for health care for public, .....guide them on how to use each item, stand by and watch them perform the role of a first aider. Similarly, it is essential that instructors observe the use of first aid box and materials, get pupils as accident victims for the experiment, gives simple instructions and supervision as pupils provided treatment on their mates. However, this technique recorded 90% efficiency and was regarded as a principled method of teaching Health Education. In addition, as a follow up, Werner and Bower (2006) maintained that in various homes students were encouraged to provide first aid treatment using their younger siblings as first aiders.

As posited by Sari & Yunita (2022), teachers rarely use VCT in the classroom and use more conventional models. Pupils and students often need to be provided with learning experiences that are inductive in nature and involves group experiences towards general ideas about knowledge and self-awareness. Therefore, the effective use and application of VCT by teachers, it will help students develop values in an integrated manner, thus forming a consistent value system (Sari & Yunita, 2022).

It is based on this that the researchers seek to examine the value clarification technique with the purpose of exhuming its value and relevance to teaching Health Education (and more specifically topic of first aid knowledge, personal health and sex education) to students in junior secondary schools.

## LITERATURE REVIEW

### The concept of Value Clarification Technique (VCT)

Value Clarification Technique (VCT) was first used Louis Rath in the 1950s while teaching at the New York University. It is referred to as a learning model which assists students in finding and determining a value that is considered good in dealing with problem through the process of analyzing the existing value in the self-student (Suryani, 2010). According to Tarnijera as cited in Khairunisa (2017), value clarification technique is referred to as 'a learning technique to assist students in achieving and determining a value that is considered good in dealing with a problem through the process of analyzing the value that already exists and is embedded in student self'. It also helps to promote effective learning, develop positive values amongst students and also enable teachers' access attitudes of students towards a learning material.

However, value clarification technique is unfamiliar to some teachers and they do not apply it in providing instruction in the classroom. As opined by Bonow and Follette (2009) value clarification is also referred to as a psychotherapy technique that can help an individual increase awareness of any value that can provide an opportunity for an individual to reflect on personal moral dilemmas' and allow for values to be analyzed and clarified. It is sometimes used in counselling, role playing as well as other therapies aimed at facilitating the exploration of values. This model has been used successfully by several teachers, psychologists, counsellors etc. for the purposes. Through this technique, according to (Sulistyono, 2017), teachers can internalize the values of life for students with active participation in discussion and practice. Students participate in discussion, give opinions and ideas to help find solutions to problems, help other students and also build a spirit of integration and communication. Value clarification technique can be used in any subject for any grade level and also for any age of learners.

### **Value clarification Technique as a Pupil-to-Pupil/Student-to-Student Principled Teaching Method**

The Value clarification Technique is a typical approach that involves active engagement of pupils/students in doing the following: (a) the pupils/students are assigned an exercise involving a questionnaire, role –playing, or class discussion (b) the exercise involves difficult or controversial moral or personal issues, Unusual hypothetical situations are often invented that make it appear that absolute values are unworkable or fanatical. (c) pupil/students may be told that there are no right or wrong answers (d) Decisions are reached, not on the basis of research to accumulate and evaluate evidence, but on personal opinions, feelings and peer pressure (Pratte, 2005). This student centred approach gives the teacher the opportunity to guide students to understand, clarify and implement social care values in daily life, expressing themselves as well as understanding concepts easily.

Consequently, the idea of pupil- pupil/student-students' teaching would go a long way to allay the fears of the pupil or student. It is important to maintain a neutral position as a teacher during the facilitation process. Students' should be given the opportunity to express themselves fully without judgment or criticism. If teachers wish to participate, it should be wise to wait till the end of the exercises so as to avoid undue influence. It is also important that students be assured that their opinions, feelings and ideas are respected.

The uniqueness of Value clarification technique as asserted by Morley (2009) provides hints on how lessons could be taught in the classroom using this technique. These hints include the following:

- I. Teachers should choose a quiet time perhaps after closing i.e. immediately the normal school period terminated. It is also necessary that lesson could therefore be scheduled to the last period.
- II. Teachers must divide the pupil into smaller groups of 20 pupils less per group.
- III. Teachers should allow enough time they should not rush.
- IV. Teaching tools and equipment to be used must be made available well ahead of time. There must be enough tools and equipment so that all pupils can take part actively.
- V. Simple words must be used to describe all the activities and tool/equipment to be used. Similarly, all scientific names must be simply chosen.
- VI. One activity must be carried out at a time
- VII. Such period must be communicated to the headmaster who will in turn inform pupils' parents well ahead of time so that at choosing, if such pupils were not at home promptly, their parents would not be unnecessarily worried.

### **Value clarification Technique and On-The –Spot Assessment Teaching Technique**

As posited by Fox (2009), an on-the-spot assessment method of teaching in schools affirmed that ideas to be taught in Health Education has to be made functional, demonstrative or even dramatized, issues have to be clarified, stories could be rehearsed and performed, experiments could be undertaken etc. It was also revealed that the use of this method revealed that; teachers were rated very high, pupils were highly intelligent, pupils asked very intelligent question, eg. what happens to a boy who abuses drug? can smoking make one mad? from where does a baby come from? how does an Aids patient look? etc. These questions may embarrass an unprepared (not knowledgeable in a particular area) teacher in the classroom. These questions may require a visit to the psychiatric hospital and maternity ward (correlate of field trip and on the spot assessment). However, this method could be adopted by Nigerian teachers (in all subjects of study) as it encourages to promote field trips, cooperative learning, inquiry learning, expository learning as well as giving students the opportunity to get first hand learning experiences in natural (real) environments. In the VCT approach, the teacher guides the students in developing their understanding and recognition of personal values, making decisions and acting according

to the decisions taken with questions to develop skills in the process of assessing, improving and reinforcing the values that the students have (Khairunisa, 2017).

## **PURPOSE OF THE STUDY**

The purpose of the study is to examine the recognition and its inclusion value clarification teaching technique in teaching health education to students in public junior secondary schools in Kwara State. The specific objectives of the study are to:

1. Identify the role of teachers (male and females) in applying value clarification in the teaching of first aid knowledge via pupil-pupil principled teaching in secondary schools.
2. Identify the role of teachers (male and females) utilizing value clarification in the teaching of personal health knowledge through student-student programme in secondary schools in Kwara State.
3. Identify the role of teachers (male and females) in the use value clarification in the teaching of nutritional health via on-the –spot assessment teaching technique in secondary schools in Kwara State.
4. Identify the role of teachers (male and females) in applying value clarification in the teaching of sex education knowledge through on-the –spot assessment teaching technique in secondary schools in Kwara State.

## **HYPOTHESES**

The following hypotheses are formulated to guide the study:

1. Teachers (male and females) significantly apply value clarification in the teaching of first aid knowledge via pupil-to-pupil principled teaching in secondary schools.
2. Teachers (male and females) significantly utilize value clarification in the teaching of personal health knowledge through student-to-student programme in secondary schools in Kwara State.
3. Teachers (male and females) significantly use value clarification in the teaching of nutritional health via on-the –spot assessment teaching technique in secondary schools in Kwara State.
4. Teachers (male and females) significantly apply value clarification in the teaching of sex education knowledge through on-the –spot assessment teaching technique in secondary schools in Kwara State .

## **RESEARCH DESIGN**

The descriptive survey research design was adopted for the study. Examine the recognition and its inclusion value clarification teaching technique in teaching health education to students in public junior secondary schools. The topics in health education were limited to first aid, nutrition health and sex education.

## **POPULATION AND SAMPLE**

The population of the study comprised of eight hundred 800 teachers in Kwara State. The sample purposively comprised of 400 male and 400 female teachers drawn from forty (40) public junior secondary schools during a teachers screening exercise by the Teaching Service Commission, Kwara state.

## **INSTRUMENT FOR DATA COLLECTION**

The instrument used for data collection was the Value Clarification Technique Inventory (VCTI) developed by the researchers. Content validity index of 0.72 was derived and Cronbach Alpha reliability coefficient of 0.85 was obtained. Four research assistants (B. Ed. Sandwich Degree Students) were trained and assisted the researchers in administering and collecting data used for the study.

## METHOD OF DATA ANALYSIS

The data gathered were analyzed using spearman ranking order at 0.05 level of significance. Spearman's correlation measures the strength and direction of a monotonic relationship between two variables. The formula is:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)} \text{ --- equation 1}$$

Where:

- $d_i$  = difference between the ranks of each pair
- $n$  = number of observations

## RESULTS AND DISCUSSION

The results and discussion of findings were based on the information collected and guided by research hypothesis and put into tables as follows:

**Hypothesis 1:** Teachers (male and females) significantly apply value clarification in the teaching of first aid knowledge via pupil-to-pupil teaching in secondary schools.

**Table 1:** Value Clarification, First Aid Knowledge, Pupil-to-Pupil Teaching

S/N	Value clarification on first aid knowledge and questions (1) which is the best way for First Aid materials supply for school? (2) Which is the best way to teach pupils to care for their junior ones at home	Teachers Responses			Statistical inferences of teachers' responses			
		Sex	Best Method X	Other Method Y	Rx	ry	Rx-ry	d <sup>2</sup>
1A	Teachers buy the materials	M	215	185	5	2	3	9
		F	211	109	5	2	3	9
1B	School buys the materials	M	309	91	2.5	4.5	2	4
		F						
1C	Pupils bring their materials from home	M	229	171	4	3	1	1
		F	229	171	4	3	1	1
2A	Teachers go to pupils home to assist them	M	200	200	6	1	5	25
		F	190	210	6	1	5	25
2B	Parents stay with the children to apply First Aid when necessary	M	309	91	2.5	4.5	-2	4
		F	311	89	1	6	5	25
2C	Teachers as pupils to treat themselves in school with their supplied First Aid materials and teacher supervises the pupils to be able to treat their juniors.	M	315	85	1	6	5	25
		F	310	90	2.5	4.5	2	4

$$\sum d_i^2 = 9 + 9 + 4 + 1 + 1 + 25 + 25 + 4 + 25 + 25 + 4 = 132$$

$$\rho = 1 - \frac{6(132)}{12(12^2 - 1)}$$

$$\rho = 1 - \frac{792}{12(144-1)} = 1 - \frac{792}{12(143)} = 1 - \frac{792}{1716} = 1 - 0.46 = 0.54$$

Table 1 shows the Value Clarification, First Aid Knowledge, Pupil-to-Pupil Teaching with Spearman's correlation coefficient of 0.54 indicates a moderate positive relationship between male and female teachers' application of value clarification in teaching first aid knowledge through pupil-to-pupil teaching in secondary schools. This suggests that while there is a notable consistency in how both male and female teachers integrate value clarification strategies, some variations still exist in their teaching approaches. The moderate correlation implies that as male teachers apply value clarification more effectively, female teachers also tend to do the same, and vice versa. However, since the correlation is not close to +1, it suggests that other factors—such as differences in teaching styles, experience, or institutional policies—may also influence how value clarification is applied in the classroom. Overall, the findings indicate that both male and female teachers significantly incorporate value clarification techniques, reinforcing the importance of this approach in first aid education. This alignment between genders highlights a shared commitment to fostering critical thinking and decision-making skills among students through pupil-to-pupil teaching. However, the moderate strength of the correlation suggests that further exploration may be needed to understand potential variations in implementation and to enhance consistency in teaching practices. This finding is in line with the findings of Khairunisa, (2017) in a study the implementation of value clarification learning model to improve social care character in social science learning in which revealed that first: the planning that has been prepared by the author works well second: the implementation of the VCT learning model is conducted using three cycles in cycle 1 2 and 3 third: it reflects the obstacles experiences by each cycle and four: results obtained after implementing VCT model to cycle 3 show that students social care character has increased.

**Hypothesis 2:** Teachers (male and females) significantly utilize value clarification in the teaching of personal health knowledge through student- to-student programme in secondary schools in Kwara State.

**Table 2:** Summary of value clarification on personal health and student-to-student

S/N	Value clarification and personal health and questions (1) which is the best way to teach personal health to students? (2) How best do the students perform personal cleanliness by themselves?	Teachers Responses			Statistical inferences of teachers' responses			
		Sex	Best Method X	Other Method Y	Rx	ry	Rx-ry	d <sup>2</sup>
1A	Teachers ask the students to bring their tooth paste, tooth brush, cup of water, towel or chewing stick from home. Teachers instruct students to perform cleaning of teeth. Teachers go round to supervise the cleaning.	M	275	189	4	3	1	1
		F	311	09	4	3	1	1
1B	Teachers lecture students on the proper method of teeth and body cleaning	M	391	09	1	6	5	25
		F	350	50	1	6	5	25
1C	Teachers lecture students and supply the cleanliness materials and clean the teeth and body for the students.	M	199	201	5	2	2	9
		F	210	190	5	2	3	9
2A	Teachers' supervises students brushing of teeth and other body grooming activities.	M	182	218	6	1	5	25
		F	191	209	6	1	5	25
2B	In groups, students perform personal cleanliness, bathing, brushing and clothes washing, combing by themselves.	M	315	85	2	5	-3	9
		F	325	75	2	5	-3	9

**Table 2 continuation**

2C	Teachers ask students supervise students and make sure they practice body grooming from home.	M	311	89	3	4	1	1
		F	312	85	3	4	1	1

$$\sum d_i^2 = 1 + 1 + 25 + 25 + 9 + 9 + 25 + 25 + 9 + 9 + 1 + 1 = 140$$

$$\rho = 1 - \frac{6(140)}{12(12^2 - 1)}$$

$$\rho = 1 - \frac{840}{12(144-1)} = 1 - \frac{840}{12(143)} = 1 - \frac{840}{1716} = 1 - 0.49 = 0.51$$

Table 2 presents a summary of value clarification on personal health and student-to-student teaching. The Spearman's correlation coefficient of 0.51 suggests a moderate positive relationship between male and female teachers in their application of value clarification when teaching personal health knowledge through a student-to-student program in secondary schools in Kwara State. This indicates that both male and female teachers significantly utilize value clarification techniques, reinforcing the role of this approach in promoting students' understanding of personal health. The moderate correlation implies that while there is alignment in their teaching practices, some differences may exist due to factors such as individual teaching styles, training, or school policies. Overall, the findings suggest that value clarification is widely integrated into student-to-student teaching, contributing to a more interactive and participatory learning process. However, the moderate strength of the correlation also highlights potential areas for further improvement, such as standardizing teaching approaches to ensure greater consistency across male and female educators.

**Hypothesis 3:** Teachers (male and females) significantly use value clarification in the teaching of nutritional health via on-the –spot assessment teaching technique in secondary schools in Kwara State

**Table 3:** S-Rho summary on value clarification and nutritional health by on-the spot assessment technique.

S/N	Value clarification and nutritional health questions (1) which is the best way to teach students consumption of balanced diet in school? (2) Identify the best method of inducing students to consume second class protein?	Teachers Responses			Statistical inferences of teachers' responses			
		Sex	Best Method X	Other Method Y	Rx	ry	Rx-ry	d <sup>2</sup>
1A	Teachers give the classes of food and ask students to list it in their notebooks.	M	215	185	3.5	3	.5	.25
		F	211	189	4	3	1	1
1B	Schools ask students to bring each class of food from home for learning	M	211	205	6	1	5	25
		F	195	211	1	1	5	25
1C	Schools buy each class of food, cook and mix balanced diet in Home Economics class as demonstrated by Home Economics for students to see.	M	210	190	5	2	3	9
		F	200	200	5	2	3	9
2A	Teachers teach students on how to cook beans themselves.	M	215	185	3.5	3	.5	25
		F	295	105	3	4	-1	1

**Table 3 continuation**

2B	Teachers teach students to cook beans thoroughly before serving parents at a Parents Teachers Association (PTA) meeting	M	315	85	3.5	3	.5	25
		F	311	89	2	5	-3	9
2C	Teachers encourage students to bring their plates, asks food vendors to bring thoroughly cooked beans, ask students to buy and eat beans for two lunch periods. Asks students' reaction after eating of beans the third time.	M	350	50	1	6	-5	25
		F	400	0	1	6	-5	25

$$\sum d_i^2 = 0.25 + 1 + 25 + 25 + 9 + 9 + 25 + 1 + 25 + 9 + 25 + 25 = 179.25$$

$$\rho = 1 - \frac{6(179.25)}{12(12^2 - 1)}$$

$$\rho = 1 - \frac{1075.5}{12(144-1)} = 1 - \frac{1075.5}{12(143)} = 1 - \frac{1075.5}{1716} = 1 - 0.63 = 0.37$$

Table 3 presents the Spearman's correlation ( $\rho = 0.37$ ), summarizing the relationship between male and female teachers' use of value clarification in teaching nutritional health through the on-the-spot assessment technique in secondary schools in Kwara State. The correlation coefficient of 0.37 indicates a weak to moderate positive relationship, suggesting that while both male and female teachers apply value clarification in teaching nutritional health, there is some variation in how consistently they implement this approach. The positive nature of the correlation implies that as one group (male or female teachers) utilizes value clarification more, the other group tends to do so as well, but not in a strongly consistent manner. This result suggests that while value clarification is being used in nutritional health education through on-the-spot assessments, there may be differences in its frequency or effectiveness between male and female teachers. These differences could be influenced by factors such as teaching experience, subject specialization, or pedagogical preferences. Overall, the findings highlight the significant role of value clarification in nutritional health education, but also point to the need for more uniform training and reinforcement to ensure its more effective and consistent application among all teachers.

**Hypothesis 4:** Teachers (male and females) significantly apply value clarification in the teaching of sex education knowledge through on-the-spot assessment teaching technique in secondary schools in Kwara State.

**Table 4:** S-Rho summary of Value Clarification and Sex Education Knowledge by on-the-spot Assessment

S/N	Value clarification sexuality education and questions (1) How best do teachers prevent students from indulgence in sexual promiscuity? (2) Which are the best techniques, teachers teaching prevention of early/teenage pregnancy?	Teachers Responses			Statistical inferences of teachers responses			
		sex	Best Method X	Other Method Y	Rx	ry	Rx-ry	d <sup>2</sup>
1A	Teachers lecture students on the evils of sexuality transmitted diseases	M	215	185	5	2	3	9
		F	211	189	6	1	5	25



**Table 4 continuation**

1B	Teachers lecture students on the danger of early teenaged unwanted pregnancies.	M	311	89	6	1	5	25
		F	295	105	4	3	1	1
1C	Teachers take students to the hospital assisted by doctors, students observe patients HIV/AIDS and incomplete/unsuccessful abortion	M	350	50	5	5	3	9
		F	365	35	1	6	5	25
2A	Teachers take students to maternity wards, taught by gynecologist through video clips/film shows on the birth process.	M	375	25	1	6	5	25
		F	318	92	2	5	3	9
2B	Teachers ask students to discuss the film shows writing of mates on the black board, students copy	M	315	85	3	4	-1	1
		F	300	100	3	4	-1	1
2C	Teachers ask students to discuss the process of child birth with their mothers at home.	M	295	105	4	3	1	1
		F	285	115	5	2	-3	9

$$\sum d_i^2 = 9 + 25 + 25 + 1 + 9 + 25 + 25 + 9 + 1 + 1 + 1 + 9 = 140$$

$$\rho = 1 - \frac{6(140)}{12(12^2 - 1)}$$

$$\rho = 1 - \frac{840}{12(144)} = 1 - \frac{840}{12(143)} = 1 - \frac{840}{1716} = 1 - 0.49 = 0.51$$

Table 4 presents the Spearman's correlation coefficient ( $\rho = 0.51$ ), summarizing the relationship between male and female teachers' application of value clarification in teaching sex education knowledge through the on-the-spot assessment technique in secondary schools in Kwara State. The correlation of 0.51 indicates a moderate positive relationship, suggesting that both male and female teachers significantly apply value clarification when teaching sex education. This means that as one group (either male or female teachers) integrates value clarification more effectively, the other group also tends to do so, though not perfectly or uniformly. The moderate correlation implies that while value clarification is commonly used in sex education through on-the-spot assessment, variations exist in how consistently male and female teachers implement this technique. These differences could be influenced by personal teaching styles, comfort levels with discussing sensitive topics, or differences in training and experience. Overall, the findings suggest that value clarification plays an essential role in teaching sex education in secondary schools. However, to further enhance consistency and effectiveness, targeted training and professional development may be beneficial to ensure that all teachers—regardless of gender—are well-equipped to apply value clarification effectively in sex education.

## DISCUSSION

The findings of the study reveal the significant role of value clarification techniques in teaching physical and health education in public junior secondary schools in Kwara State, Nigeria. The application of value clarification in first aid knowledge through pupil-to-pupil teaching showed a moderate positive relationship between male and female teachers, as indicated by a Spearman's correlation coefficient of 0.54. This suggests that both male and female teachers incorporate value clarification in their teaching, although some variations exist. These variations could be attributed to factors such as individual teaching styles, years of experience, or institutional policies. Despite these differences, the results indicate that value clarification plays a crucial role in fostering students' understanding of first aid practices, allowing them to develop problem-solving skills and critical thinking in emergency situations. The findings align with Khairunisa (2017), who reported that implementing a value clarification learning model improved students' social care character in social science learning.

Similarly, the study found a moderate positive relationship (Spearman's correlation coefficient of 0.51) in the use of value clarification in teaching personal health through student-to-student programs. This implies that both male and female teachers significantly utilize value clarification techniques in this area, reinforcing the importance of engaging students in discussions about personal health. While there is a general alignment in teaching practices, some inconsistencies exist, potentially influenced by variations in teaching methodologies, training, or school-specific policies. Aryanti, Syauki, and Diantama (2018) support this finding, emphasizing that value clarification techniques effectively enhance students' ability to analyze personal values, making them more informed and responsible in making health-related decisions.

In the context of nutritional health education, the study observed a weaker yet positive correlation (0.37) in the application of value clarification techniques through the on-the-spot assessment method. This suggests that while both male and female teachers employ value clarification in nutritional health education, its implementation may not be as consistent compared to other aspects of health education. Differences in the frequency and effectiveness of application may be influenced by factors such as subject specialization, personal teaching preferences, or familiarity with value clarification strategies. The findings are consistent with the work of Theofilus (2019), who highlighted the effectiveness of value clarification techniques in helping students analyze values in various contexts. This further suggests that more structured training and reinforcement may be necessary to enhance the uniform application of value clarification in nutritional health education.

The study also found a moderate positive relationship (0.51) between male and female teachers in their application of value clarification in teaching sex education through the on-the-spot assessment technique. This indicates that while value clarification is a widely used approach, its application varies between teachers. Factors such as personal comfort levels, cultural influences, and professional training may contribute to these differences. Despite this, the findings underscore the importance of value clarification in helping students critically engage with sensitive topics like sex education, fostering informed decision-making and responsible behavior. Sirait (2023) similarly found that value clarification techniques improve honesty and learning achievement, which reinforces its relevance in teaching sex education.

Overall, the findings highlight the effectiveness of value clarification techniques in teaching different aspects of physical and health education. While male and female teachers generally apply these techniques in similar ways, some variations exist due to individual differences in teaching style, experience, and institutional policies. These findings suggest the need for more structured professional development programs to ensure consistency in applying value clarification techniques across all areas of health education. By standardizing training and promoting best practices, educators can further enhance students' engagement, critical thinking, and value-based decision-making in physical and health education.

## RECOMMENDATIONS

Based on the findings of this study on the application of value clarification techniques in teaching physical and health education in public junior secondary schools in Kwara State, Nigeria, the following recommendations are made:

1. Training and Professional Development – Schools should organize regular workshops and training sessions to enhance teachers' understanding and application of value clarification techniques in physical and health education.
2. Standardization of Teaching Methods – Educational stakeholders should develop standardized guidelines to ensure consistency in the use of value clarification strategies across different topics and among male and female teachers.
3. Enhancing Student Engagement – Teachers should actively incorporate interactive methods such as pupil-to-pupil and student-to-student teaching to strengthen students' critical thinking and decision-making skills.
4. Improving Implementation in Nutritional Health Education – More emphasis should be placed on applying value clarification techniques in nutritional health education to ensure better consistency and effectiveness.
5. Addressing Cultural and Personal Barriers in Sex Education – Schools should provide additional training and resources to help teachers overcome personal or cultural discomfort in teaching sensitive topics like sex education.
6. Policy Support and Institutional Backing – Government and school authorities should integrate value clarification techniques into curriculum policies to reinforce their importance and ensure their sustained implementation.

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