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## Inculcating National Values in Pupils of Primary Schools in Ado Ekiti, Nigeria

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**ABSTRACT:** *This study investigated the moral decadence among primary school pupils; inculcation of national values in primary pupils, methods of teaching adopted by teachers and moral value subjects available in primary school curriculum in Ado-Ekiti, Ekiti state. The population of the study comprised the entire primary school teachers in Ado Ekiti. A total of 200 (two hundred) primary school teachers selected from 40 (forty) primary schools constituted the sample of the study. The primary school teachers were selected using simple random sampling and judgmental techniques. A self-designed questionnaire titled “Inculcating National Values in Primary School Pupils” (INVP) was adapted and used with four distinct sections. The construct and content validity of the INVP were ascertained by experts in Educational Management and Tests & Measurement Departments. The internal reliability of the instrument was ensured, and it stood at 0.88. Data collected were analyzed and the research questions were answered using descriptive statistics such as frequency count, percentage, mean and standard deviation. The study revealed that the extent of moral decadence was high despite the inclusion of the subjects that could teach moral values in the school curriculum. Moral values were not adequately taught in the sampled primary schools. Pictures, discussions and role play methods with the aid of textbooks were used in teaching national values. The study concluded by recommending that parents should inculcate moral values into homes as schools build on the foundation set by the homes. Appreciating good actions and demonstrations by role models were seen to be the best methods of inculcating national values in primary school pupils. Discussions, pictures and role play methods of teaching are the best ways of inculcating national values in primary school pupils.*

**KEYWORDS:** inculcating, national value, pupils, primary school, curriculum

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### INTRODUCTION

The learning environment is a key factor in achieving the goals of every division of educational system. Adequate manpower, competent and effective administration, and availability of faculties are required in the management of a school. A learning environment is established to bring about

productive changes in the learner's behaviour, skills and knowledge (Mahuta, 2009). Therefore, education helps man to fit physically, morally and technologically into the environment in which they find themselves. Value is very important to an individual and to the society at large. Value pilots conduct, judgment, choices and association with others. The value that sharpens the behaviour, actions, reactions, feelings, and enhances good relationship with others.

Over the years, several methods have been put in place to enhance the behavior of pupils at the primary level all over the world. A guide to shape both the pupils' and teachers' behavior was introduced. The Nigerian Educational Research and Development Council (NERDC) was petitioned to develop a curriculum that will include national values and the enforcement of such values in the education system. (Independent Corrupt Practices and other related offences Commission, ICPC, 2013. National values can be seen as a representation of the parameter values upheld throughout the common cultural experience of the nation. It can also be said to be the acceptable principles or standards of a group of people. Some of the core values are honesty, tolerance, justice, respect, happiness, forgiveness, self-control, humanness, equality, humility, moderation, love, truthfulness and trust amongst others. At the primary school level therefore, the components of national value include English language, social studies and Christian religious studies/Islamic religion studies.

Erihadiana, (2019) opined that there is a crucial stage in the growth, development, and reinforcement of young people's character is the educational system. This implies that the purposes of national education, which include character education, can be represented by the educational objectives at the school. Yayi and Abilagbon (2020) recently examined the effectiveness of national values curriculum implementation at the basic school level in Ogbomoso, Oyo State, Nigeria. The authors recommended that teachers are to master the curriculum content very well. Social studies education and the need for high premium on value-based education in Nigeria were investigated by Ikwumelu, MbangEkpo Bassey and Ogene A. Oyibe (2015). It was concluded that social studies acts as a model for development of nations' core values. Akpan and Charity (2018) examined upholding national values to enhance community development through universal basic education curriculum. It was recommended that national values should be incorporated into teachers' education curriculum such that these values imbibed them is taught to the students. Olasehinde-Williams (2018) studied education in Nigeria for value re-orientation and national development with recommendation that tertiary education curriculum should be reviewed to reflect the major social competencies required for all Nigeria graduates. National values are like the compass directing the activities of members of the community's lifestyles and can also be used to rate the importance and scope of progress of people (Akpan &Okoro, 2018).

Contrary to what the society was like; a safe haven where peace and tranquility reigned, children were free to play outside their compounds without fear of being away from their place of residence, neighbours could be trusted to take care of the children while the parents are away; it appears that

values have lost. Indiscipline, dishonesty, injustice, disrespect, unpatriotic, moral and spiritual decadences have become the order of the day. Today in Nigerian society, values and virtue of individuals has become eroded. The society is plagued with robbery, rape, kidnapping, corruption, dishonesty, child abuse, human trafficking among others. As established in the national policy education (2004; 14), one of the goals of primary education is to maintain the good character and to develop sound attitude and morals in the child's changing environment. In Anglo-American democracies, teaching about contentious, controversial topics is recommended as a crucial strategy for developing engaged citizens and democratic values. However, in more recent times, sharply split democracies that lack institutional stability, the difficulties of bringing up sensitive topics in class may vary (Pollak et al., 2018).

Values are important in measuring human qualities and attributes. The quality of value system embedded in the training of a child is revealed in the child's behavior, character and respect for culture, religion and society. The training and enforcement of national value on a young child especially school children has been a major challenge, due to factors which include, peer influence, poverty, civilization and faulty family upbringing. Efforts from various stakeholders; parents, schools, teachers, religious leaders, government and private sectors in rebuilding the required values in the society through trainings, teachings, media outlets etc cannot be overemphasized but the situation seems not to change.

Some researchers have engaged in societal value system, causes, challenges and solutions but this researcher looked in depth at the methods of teaching national value as a subject in schools at the early years of a child, to become part of his life.

## **METHOD**

### ***Statement of Problem***

It seems like Nigerian society is in a deplorable state. Even though, there are so many intellectuals, yet, robbery, mutiny, religious and ethnic rivalry, kidnapping, murder, shedding of innocent blood, cultism, selfishness and hatred have plagued the country. There seems to be a few refined individuals in many of our public and private organizations. It appears that, there is no longer dignity in labour even as everyone may have access to several degrees. Truthful people seem not to be available again, though many institutions produce trained people. Also, brotherly love is put at risk as professional achievements are accomplished. (Carr, 2006). In view of this, there is the need for value education at the lower level of education where the minds are still receptive. When the young are caught in upright behaviours, hope is restored to the society as they will grow up with the right values which on the long run will be beneficial to the society and the nation at large.

### ***Research Questions***

The following questions raised will assist this research work:

- (1) Are moral value subjects available in primary schools of Ado- Ekiti, Ekiti State?
- (2) What are the best methods of inculcating national values in primary school pupils in Ado-Ekiti, Ekiti state?
- (3) What is the extent of moral decadence in primary schools of Ado -Ekiti, Ekiti State?

### **METHODOLOGY**

This study was a descriptive survey research design which was non-experimental in nature. This design was adopted to describe the existing situation by meeting the subjects in their natural settings. The population comprised of all government primary teachers in Ado Ekiti. A simple random sampling technique was used to select 40 primary schools. Purposive sampling technique was used to select five social study teachers in each school who were teaching primary two to six; the pupils of primary two to six were most likely to be between the age of 7 and 11 years which were at two stages of personality described by Erik Erikson Theory of personality terms initiative versus guilt and industry versus inferiority. An adapted and self-administered questionnaire was used to collect data from respondents which was tagged "Questionnaire on Inculcating National Values in Primary School Pupils" (INVP). The stability of the instrument was determined using Test re-test method and Pearson Product Correlation Co-efficient value of 0.89 affirmed its reliability while its internal consistency had Cronbach alpha value of 0.88. The content and construct validity were also ensured. The instrument had four sections; the socio-demographic sections, section B elicit whether moral value subjects are taught in primary schools; section C determined methods adopted in teaching and learning moral values and last section focused on extent of moral decadence, The research questions were answered with frequency count, percentage scores, mean and standard deviation and presented using tables.

## RESULTS

**Table 1: Socio-demographic data of sampled teachers in Ado Ekiti**

Variables	Option	Frequency	Percentage (%)
Gender	Male	70	35
	Female	130	65
Age	≤ 18 years	0	-
	18-25 years	18	9
	26-33 years	142	71
	34-41 years	30	15
	42-49 years	8	4
	50 and above	2	1
Marital status	Single	92	46
	Married	108	54
	Divorce	0	-
	Separated	0	-
	Widow(er)	0	-
Educational qualifications	SSCE	0	-
	NCE	74	37
	First degree	104	52
	Postgraduate	22	11
Years of Experience of Teachers	0-5 years	33	16.5
	6-10 years	47	23.5
	11-15 years	8	4
	16-20 years	4	2
	≥ 21 years	8	4

Table 1 showed the demographic distribution of respondents. The male respondents were 35%, while 130 teachers were females. This showed that, the larger percentage of respondent were female. The table also showed the ages of the respondents. 36%, 71%, 15% and 4% were within the ages of 18-25, 26-33, 34-41, 42-49 years while only 1% was 50 years and above. It was revealed that 46% of the respondents were single while the remaining teachers were married. It was also revealed that 52% of the teachers were university graduates, 37% possessed National Certificate in Education (NCE) while the remaining 11% had postgraduate certificates.

**Research Question 1:** Are national value subjects available in primary schools of Ado Ekiti, Ekiti State?

Table 2: Availability of national value subjects in primary schools situated in Ado Ekiti, Ekiti State.

S/N	ITEMS	YES(2)	NO(1)	Mean	Std. Dev.
1.	Moral value is taught as a subject in Ekiti State primary schools?	14(7%)	186(93%)	1.07	0.255
2.	The school curriculum has moral value as a topic in social studies subject?	168(84%)	32(16%)	1.84	0.367
3.	Do moral value topics have impact on the behavior of the students?	62(31%)	138(69%)	1.31	0.464
4.	Due to lack of moral value, the students are found of bullying themselves?	102(51%)	98(49%)	1.51	0.501
5.	Some pupils are not comfortable with children of different cultures?	62(31%)	138(69%)	1.31	0.464
	<b>Grand mean</b>	1.408±0.4102			

N=200, expected mean=1.50

Table 2 revealed the availability of moral value subjects in primary schools in Ado Ekiti, Ekiti State. The 189(93%) teachers responded that moral value as a subject is not available in primary schools in Ado Ekiti, Ekiti State. Majority, 84% said there is moral value as a topic in the social studies curriculum while only 16% responded otherwise. Most of the respondents agreed that the teaching of moral value has great impact on the student behavior, 77% of the respondent agreed that moral values as topics positively affect the pupils' behavior. However, 23% responded that despite the inclusion of national value topics in social studies curriculum, there is no change in the behavior of the pupils. The 51% of the sampled teachers said the pupils bully themselves due to lack of moral values while 49% agreed that the pupils were not fond of bullying themselves. The overall result revealed that, moral value is not considered as a subject in Ado Ekiti, Ekiti State primary schools because the grand mean was below expected value of 1.50. However, item 1 succinctly indicated that moral value topics were available in primary school social studies curriculum

**Research Question 2: What are the methods of inculcating values in pupils in primary schools in Ado Ekiti?**

**Table 3: Methods of inculcating values into primary school pupils in Ado Ekiti**

S/N	ITEM	YES(2)	NO(1)	Mean	Std. Dev.
1	By demonstration	182 (91%)	18 (9%)	1.91	0.286
2	Introducing them to ethical behavior	154 (77%)	46 (23%)	1.77	0.422
3	Protect them from peer pressure	108 (54%)	92 (46%)	1.54	0.500
4	Appreciate good actions	194 (97%)	6 (3%)	1.97	0.170
5	Make them take responsibility for wrong doing	162 (81%)	38 (19%)	1.81	0.394

N = 200

Table 3 described method of inculcating national value into primary school pupils in Ado Ekiti. The demonstration, appreciation of good actions and making pupils to take responsibility for wrong doing with mean (standard deviation) of 1.91( $\pm$ 0.286), 1.97( $\pm$ 0.170) and 1.81( $\pm$ 0.394) respectively were identified to be methods of inculcating national values, while protecting pupils from peer pressure had 1.54( $\pm$ 0.500)

**Table 4: *The method of teaching and training adopted by teachers***

S/N	ITEMS	YES (2)	NO (1)	Mean	Std. Dev
1.	The staff has had adequate professional development in teaching values	164(82% )	36(18%)	1.82	0.385
2.	The employed staff in primary schools of Ekiti State have the required qualification	174(87%)	24(13%)	1.88	0.327
3.	The teachers employs discussion method to teach values	178(89%)	22(11%)	1.89	0.313
4.	The teachers employs pictures to explain values	187(93.5%)	13(6.5%)	1.94	0.247
5.	The teachers employs role play method to teach values	109(54.5%)	91(45.5%)	1.55	0.499
6.	Textbooks are the major materials employed by teachers to impart knowledge	196(98%)	4(2%)	1.98	0.141

N=200

Table 4 illustrated the methods of teaching and training adopted by teachers to teach moral values. The respondents of about 82% said that the staff had adequate professional development in teaching values while 18% said that the staff did not have adequate professional development in teaching values. Most of the teachers sampled 174(87%) said that the teachers in Ado Ekiti primary schools had the required qualifications while only 13% responded that the teachers did not have the required qualification. The study revealed that 178(89%) of the respondents preferred discussion method in teaching national values, 187(93.5%) adopted picture method, 109(54.5%) chose role play. It was also revealed that all the respondents (98%) unanimously said that the major materials used by the teachers were textbooks while just 2% had contrary opinion.

**Research Question 3:** What is the extent of moral decadence in primary schools of Ado -Ekiti ?

**Table 5: The extent of moral decadence in primary schools in Ado- Ekiti, Ekiti State**

ITEMS	1 Very Poor	2	3	4	5	6	7 Excellent	M	S.D
The pupils' upbringing by parents	16	20	24	44	56	22	18	4.21	1.655
Moral laxity at schools	52	16	28	36	32	20	16	3.52	1.967
Vandalizing of school property	18	20	22	12	46	36	46	4.70	1.967
Illicit affairs between teachers and students	64	22	28	30	14	20	22	3.28	2.103
Dressing among pupils	58	42	38	16	6	18	22	3.06	2.039
Integrity among pupils	64	32	22	44	18	16	6	2.96	1.789
<b>Grand Mean</b>	3.62±1.92								

**N=200, Expected Mean= 4.0**

Table 4 illustrated the extent of moral decadence in Ado-Ekiti State primary schools. Majority of the respondents with mean and standard deviation value of 4.21(±1.66) believed that the students are have good home upbringing by rating them above four on a scale of 1-7. Whereas, less than half 3.52(±1.97) of the sampled teachers affirmed that the pupils had moral laxity at schools by majorly rating them between 1 and 3. More than half of the respondents 4.70(±1.97) said that the students were fond of vandalizing the school properties. Minority of the respondents 3.30(±2.07) said that teachers were having illicit affairs with their pupils. The percentage of teachers that said the pupils used to dress shabbily were 69% with corresponding mean and standard deviation of 3.06(±2.06). It was further revealed on Table 4 that the value of integrity had been eroded among primary pupils with low mean value of 2.98 and standard deviation of 1.79.

## DISCUSSION

The study revealed that there was grossly non-availability of national value subjects in primary schools situated in Ado- Ekiti , since 93% of the teachers agreed that national values were not taught as subject in primary schools in Ado Ekiti but the school curriculum has national value as a topic in social studies subject. This is in consonance with the work of Yayi and Abilagbon (2020) on the effectiveness of national values curriculum implementation at the basic school level in Ogbomoso, Oyo State, Nigeria. The authors recommended that teachers are to master the curriculum content very well so as to be able to teach it to the pupils. The findings of Ikwumelu et al. in 2015 on Social studies education and the need for high premium on value-based education in Nigeria could be related to the findings of this study as it revealed that teaching of national values topics should be followed as stated in the curriculum.



It was also found out that teachers saddled with the teaching of national value subjects were qualified professionals. The pictures, discussion and role play methods were the major methods adopted by the teachers in teaching values. In the same vein, textbooks were the only materials used by the teachers for imparting national values. Chowdhury (2016) affirmed that teaching of morals; values and ethics in schools were not easy. He then advocated for role-play and discussion methods as better teaching methods due to classroom exercises involved. He emphasized that this would enhance critical thinking and develops appreciating aptitude need in moral value inculcation. The learning environment is a key factor in achieving the goals of every division of educational system. Adequate manpower competent and effective administration and availability of facilities are required in teaching of moral standards in primary schools. A learning environment is established to bring about productive changes in the learner's behaviour, skills and knowledge (Mahuta, 2009).

The extent of moral decadence among pupils in government primary schools was also assessed through their teachers' perception. The result showed that there was a high level of moral decadence among the pupils, though poor parenting was not totally blamed for the decay. The finding was in line with the study of Basome and Vencie (2018) which revealed that there is a decrease in moral values amongst students which may be due to poor parenting, group influence media and internet. In the same vein, the study of Dick, Ede, & Chiaghanam (2020), also affirmed that moral decay among students could be traced to the era of colonial masters with further decay as a result of civilization, fall in disciplinary culture in schools. However, other reasons could be high level corruption and poverty level in Nigeria.

### **Contribution to knowledge**

The study has been able to:

1. provide empirical evidence which justifies the need to include national values as a subject in primary schools.
2. provide insight on the methods by which national values can be inculcated into primary school pupils.

### **CONCLUSION**

It was concluded that national values are scantily taught as topics in social studies curriculum and not as a subject in primary schools in Ado- Ekiti. Appreciating good actions and demonstrations by role models, that is, teachers and parents were seen to be the best methods of inculcating national values in primary school pupils. The best methods employed in training and teaching the pupils was through textbooks, pictures and interactive teaching (discussion method). Also, there is a high level of moral decadence amongst the primary school pupils.

### **Recommendations**

Based on the findings of this study the following recommendations are hereby suggested:

1. National values should be included as a subject in the primary school curriculum
2. More efforts should be made by the schools and parents to reinforce pupils who exhibit good values.
3. More practical methods like role play method should be included in teaching of national values in primary schools.
4. Punitive measures should be put in place against any vandalism and unruly behaviour among pupils.

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