

INFLUENCE OF MORAL VALUES AND INSTRUCTIONAL MATERIALS IN TEACHING OF HISTORY SUBJECT IN SECONDARY SCHOOLS IN AWKA SOUTH LGA

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Abstract

The study investigated Influence of moral values and instructional materials in teaching of History subject in Secondary Schools in Awka-South, Anambra State. Four research questions guided the study. Descriptive survey design was adopted. Population of the study consists of all 19 JSS1- 3 Secondary School Students and all History teachers in Awka South which is Eight thousand and fifty-two (8,052) students and nineteen (19) teachers of History subject. A purposive sampling technique was used in drawing sample which comprised 241 students and 9 teachers from 9 schools in Awka-South amounting to 250 respondents. An instrument titled Questionnaire on Moral Values and Instructional Material in Teaching of History (QMVIMTH) was used. The result emanating from the test was analysed using Cronbach Alpha which score was 0.96 which indicates high positives scores, hence the instrument is reliable. Data collected were analysed using mean (\bar{x}) for the research questions. The findings from this study shows that moral values in the teaching and learning of History subject can help modify both students and teacher' character in education training. The study recommends that teachers should encourage active student's participation in class work by adopting instructional materials interactions.

Keywords: History, Subjects and Moral Values

Introduction

History as a subject has often been associated with the inculcation of citizenship values, especially in the forging of national identity. Furthermore, History as a subject has helped in instilling a sense of pride in the common past, it has also contributed to the creation and strengthening of nationalism and national identity. According to Iwunna, Dioka, Alaribe and Joel, (2021) anything that concerns the past events is called History. Furthermore, Orji (2002) posited that History as a science is the systematic recording, description and interpretation of events about the past. In the words of Fafunwa (1974) History is to a people what memory is to an individual. The author further asserted that a people with no knowledge of their past would suffer from collective amnesia, groping blindly into the future without guide. It is only a thorough awareness of peoples heritage that can allow them to make their public decisions as they make their private ones. Fafunwa posited that for possible educational reform, reflection on previous events and policies will assist considerably in planning any future course of action of a people.

Anyone who sees History teachings to be a non-existing data, and a study of the past alone: becomes a prisoner in the past phenomenon. History in a literal meaning is study of

past event, which helps one to understand the present and as such helps in predicting future events or phenomenon. Halbert and Salter, (2019); Mansfield, (2019) supported that History is seen as a subject that has an essential influence on the integration of values within the curriculum. In general, History is a subject emphasizing past events in a country that are possibly exemplary to future generations. The vital function of the curriculum of History is to contribute practical guidance by highlighting how past behaviours are viewed based on universal moral rules: those good deeds accepted and that evil acts chastened. According to Anbalakan, (2016); Kaya, (2008) at all levels, History has always been seen as more than merely a discipline for investigating the past. The subject of History itself is a set of references that describes the events that occurred some time ago about the origins of an ethnic group until it formed a community in the country. The History subject is essential for the younger generation to bring about the spirit of love for a country, cultivating awareness of the need for united passion so that mistakes made in the past do not occur again (Nair & Sinasamy, 2017). However, not every student will continue their study in History and due to this, History teaching should not stress factual memories or Historical thinking but concentrate more on promoting values among students and relate History to consciousness (Barton, 2012; Cavoura, 2009).

History as a subject is meant to be a compulsory subject at both primary and secondary level of education so as to aid the child in understanding the origin and unification of the various ethnic groups in the country. By so doing, it will help them understand the past educational, political, economical and religious phenomena which occurred in the past. Ahmad, Rahim, Seman, and Salleh, (2010); Buckley-Zistel, (2009); Salleh, Mohamad, and Ambotang, (2013) supported that in the education system of most countries, History is a compulsory subject for all students regardless of social or ethnic background. Furthermore, History subject at school act as a medium for unification of the various ethnic groups in the country. For example according to Alvé, (2017) the History Curriculum in Sweden has the objective of developing Historical knowledge among students and fostering the values of democratic citizenship. Values in the History curriculum are made possible through the integration process, which is a combination of cognitive processes, affective processes, and values and this view of History's morals, values, and civics function has long persisted.

Aristotle regarded moral exemplification as important for virtuous and admirable character education. Practical wisdom is central to the development of Aristotelian virtue which is about intrinsic human values. The main goal of phronesis or wisdom is the virtuous ordering of appetites, desires, emotions and feelings for building an admirable character Ulusoy (2021). The author further asserted that liberal democracy can only flourish if its citizens hold certain moral and civic values, and manifest certain virtues. Morals refer to human behavior where morality is the practical activity and, ethics describes the theoretical, systematic, and rational reflection upon that human behavior (Ulusoy, 2021).

Moral Value is linked to beliefs and attitudes that guide human behavior. Moral values and ethics are strongly attached to society, spirituality and culture. Every society needs generations that have internalized cultural values to ensure its continuity. Education institutions must fulfill their responsibilities effectively in gaining and maintaining

values. Education institutions reach their goals through the planned programs. According to Nalçacı and Beldağ (2015), it is a necessity to train teachers who are practitioners of the programs both professionally and in the dimension of gaining human values. Values are very important for societies, so values education should be included in education and training activities. Since schools are places where education and learning are carried out in a planned and systematic way, they are one of the most effective areas in teaching values (Çetin, Çetin, & Arslangilay, 2019). For moral values inculcation in students in the teaching and learning, instructional materials have been observed as a powerful strategy to bring about effective teaching and learning.

The importance of quality and adequate instructional materials in teaching and learning of History can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable. Instructional materials according to John (2016) include books, audio-visual, software and hardware of educational technology. The author further asserted that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effect on students' learning and academic performance. Basically, History is one of the remarkable disciplines that seek to promote national consciousness and the need for all and sundry to put up their quota in nation building. The magnitude of impacts that the study of history is expected to bequeath on its learners cannot be tone down.

However, students regard History as uninteresting and a subject that demands mere regurgitation of facts (Cobbold & Oppong, 2010). History teachers do not effectively use instructional materials in teaching. Instructional materials appeal to learners' emotions and intellect, give them a true picture of the Historic past and enable them to appreciate past happenings (Boadu, 2016). Therefore the ineffective use of instructional materials will not only reduce the effectiveness of the teaching and learning process but make History lessons abstract and boring. Oppong (2009), Abdi, (2011) and Okobia (2011) revealed that teachers do not effectively use instructional materials in teaching History. Although adequacy of instructional materials is the key to ensure its effective use, the few available instructional materials can be used efficaciously to boost teaching and learning (Koko & Nkpolu-Oroworuko 2016). Oppong (2009) in a study concluded that the History textbook and syllabus were the only teaching and learning materials available in the teaching of History even though they were inadequate. Furthermore, Asamoah (2021) found out that the available instructional materials (audio, visual, and audio-visual) in the teaching of History at the Senior High Schools in Sekondi-Takoradi Metropolis are not encouraging. History textbook, syllabus and map are the instructional materials available in teaching History.

Okendu (2012) asserted that regular instructional supervision has a significant bearing on students' academic performance. The author also, affirmed that adequate supply of instructional resources have significant effect on students' academic performance. Onasanya and Omosewo (2011) confirmed that both standard and improvised instructional materials have the same positive effects on students' academic performance. Instructional materials are crucial to the teaching process. It is meant to be used in making teaching and learning easier and fascinating for effective teaching and learning to take

place. An efficient and effective teacher in a classroom seeks to achieve his or her stated objective(s) in a lesson.

In order to achieve that, a teacher deploys a number of methods, designs and actions, one of which includes the usage of instructional materials. According to Koko (2016) defined instructional materials as materials that teachers can use to facilitate the teaching and learning of a particular subject or lesson. In the same way, Adalikwu and Iorkpilgh (2013) stated that instructional materials are the tools which can be used by a teacher to provide help and encouragement to learning activities as well as teaching activities. In Nigeria, there is an endemic lack of adequate instructional materials for effective teaching and learning in History subjects most especially in Secondary Schools in Awka South of Anambra State. It is against this background that the researchers intend to find out the influence of moral values and instructional materials in teaching of History subjects in Secondary Schools in Awka South.

Statement of the Problem

The stoppage of teaching history subject for some time in primary and secondary has caused harm on students' intellects of knowing and understanding the basics of past events on how man and education came to be. The replace of history subject with subjects like government and civic education may have caused students to lose interest in learning of Nigeria's historical events. *In recent times, the Federal Government brought back into the curriculum the teaching of History subjects in Secondary Schools which have caused a stair, loss of interest and little or no instructional materials for effective teaching and learning.* The teaching of History can be a daunting or discouraging task due to the abstract or unobservable nature of its subject matter. The disconcerting and dismaying lies in the fact those events in the past cannot be reproduced and re-examined for authenticity and the motives or intentions of Historical actors are not open to physical scrutiny. As a matter fact, as it looks new in the line of teaching process, there is every probability that there is little or no instructional materials for effective teaching and learning to take place.

Instructional materials help students learning and achieve set goals of education. On the other hand, wrong use of instructional materials in teaching can attract adverse effects on learners. Moreover, it is a stark fact that several researchers along the globe have been instigated to research into the aforementioned problem. It is a problem as to the fact that little or no instructional materials are available in teaching and learning of history subject. A teacher without effective instructional resources of teaching history may cause lack of students' interest while. Despite the numerous research conducted on the aforesaid problem, no study has been conducted on influence of moral values and instructional materials in teaching of History subjects in Secondary Schools in Awka South which need to be occupied.

Purpose of the Study

This study is aimed at investigating the influence of moral values and instructional materials in teaching and learning of History subjects in Secondary Schools in Awka

South. Specifically, the study seeks to find out;

1. the influence of moral values on the teaching of History subject in Secondary Schools.
2. the instructional materials available in the teaching of History subject in Secondary Schools.
3. examine the challenges that students and teachers in secondary schools face in accessing instructional materials for teaching of History Subject.
4. assess the strategies that teachers can use to minimize the challenges of attaining and using quality instructional materials in teaching of History Subject.

Research Questions

The following research questions guided the study.

1. What is the influence of moral values on the teaching of History subject in Secondary Schools in Awka South?
2. What are the instructional materials available in the teaching of History subject in Secondary Schools Awka South?
3. What are the challenges that students and teachers in secondary schools face in accessing instructional materials for teaching of History Subject in Awka South?
4. What are the strategies teachers can use to minimize the challenges of attaining and using quality instructional materials in teaching of History Subject in Awka South?

Methods

Descriptive survey was adopted for the study. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically selected segments of the population in order to determine the attributes of the population (Nworgu, 2015). The population of this study consisted of all 19 JSS1- 3 Secondary School Students and all History teachers in Awka South, Anambra State. Eight thousand and fifty-two (8,052) students and nineteen (19) teachers of History subject made up the population. A purposive sampling technique was used to draw 241 students and 9 teachers of History subject made up 250 respondents selected from nine (9) schools. Community Sec. Sch. Okpuno (40), Capital City Sec. Sch. Awka (40), Kenneth Dike Mem. Sec. Sch. Awka (30), Community Sec. Sch. Umuokpu (30), Ezi-Awka Comm. Sec. Sch. Awka (30), Emeka Aghasihi High Sch. Nise (20), Community Sec. Sch. Agulu Awka (20), Union Sec. Sch. Umuawulu (15), State Model Sec. Sch. Iyiagu Awka (15) and one teacher each from the 9 school mentioned above teaching History subject.

The instrument for data collection was a structured questionnaire titled; Questionnaire on Moral Values and Instructional Material in Teaching of History (**QMVIMTH**). The instrument was validated by two (2) experts: two of them were lecturers in Educational Foundations (one from philosophy unit and the other from Measurement and Evaluation unit) all at Nnamdi Azikiwe University, Awka. The questionnaire was trial-tested using 20

students of Community Secondary School, Amansea Awka North LGA to determine the reliability of the (QMVIMTH), the scores from 20 respondents in the trial testing of the instrument were used in establishing the internal consistency using the Cronbach Alpha Formular Procedure; and the reliability index of 0.96 was obtained. The reliability indices obtained showed that the questionnaire items were reliable. Mean (x) was used to answer the research questions. An acceptance level of a mean score of 2.50 was used for the research questions.

Result and Analysis

What is the influence of moral values on the teaching of History subject in Secondary Schools in Awka South?

This research question was answered using the data collected and this is shown in table 1 below.

Table 1: Means score of the influence of moral values on the teaching of History subject in Secondary Schools.

S/N	ITEMS	SA	A	D	SD	N	X	Decision
1.	It helps in character education training of the student	186	33	26	5	250	3.6	Accepted
		744	99	52	5	900		
2.	It sharpens critical thinking of both the student and the teacher	143	67	38	2	250	3.4	Accepted
		572	201	76	2	851		
3.	It helps in building character	128	47	36	39	250	3.1	Accepted
		512	141	72	39	764		
4.	It help to tell the right from the wrong	111	52	47	40	250	2.9	Accepted
		444	156	94	40	734		
5.	It changes the students' perception of the world	116	66	49	19	250	3.1	Accepted
		464	198	98	19	779		
6.	It counters bad influence from peers	107	66	57	20	250	3.0	Accepted
		428	198	114	20	760		
7.	It instills in both students and teachers to be patriotic citizens	112	73	37	28	250	3.0	Accepted
		448	219	74	28	769		
8.	It helps them to socially integrate	142	47	26	35	250	3.2	Accepted
		568	141	52	35	796		
9.	It motivates both teachers and students' active engagement with ethical issues	107	63	34	46	250	2.9	Accepted
		428	189	68	46	731		

The analysis in table 1 highest means score of 3.6 and 3.4 in items 1 and 2 respectively shows that moral values in the teaching and learning of History subject can help modify both students and teacher' character in education training. Furthermore, it can help sharpen critical thinking of both the students and teachers.

What are the instructional materials available in the teaching of History subject in Secondary Schools Awka South?

This research question was answered using the data collected and this is shown in table 2 below.

Table 2: Means score of the instructional materials available in the teaching of History subject in Secondary Schools.

SN	ITEMS	VHE	HE	LE	VLE	N	X	Decision
1.	Artifacts from the past events	38	43	78	91	250	2.1	Rejected
		152	129	156	91	528		
2.	Existing diaries from the past events	27	39	89	95	250	2.0	Rejected
		108	117	178	95	498		
3.	Archaeological artifacts from past events	37	58	106	49	250	2.3	Rejected
		148	174	212	49	583		
4.	Paintings and pictures from the past events	96	82	47	25	250	3.0	Accepted
		384	246	94	25	749		
5.	Audio -visual materials from past events	48	37	106	59	250	2.3	Rejected
		192	111	212	59	574		
6.	Newspapers of past events	61	69	103	17	250	2.7	Accepted
		244	207	206	17	674		
7.	Historical textbooks	92	102	55	1	250	3.1	Accepted
		368	306	110	1	785		

The analysis in table 2 of the means score of 2.1, 2.0 and 2.3 from items 1, 2, and 3 respectively shows that there are no instructional materials of artifacts, existing diaries and archaeological artifacts from the past which enable effective teaching and learning of the Historical events from the past. In this case, it is assumed that students don't really have the idea of going to Historical museums to see or believe what is been taught from the use of textbooks. Items 4 and 7 with the means score of 3.0 and 3.1 respectively shows that these students are mostly taught History subject with painting and pictures of the past and Historical textbooks.

What are the challenges that students and teachers in secondary schools face in accessing instructional materials for teaching of History Subject in Awka South?

This research question was answered using the data collected and this is shown in table 3 below.

Table 3: Means score of challenges that students and teachers in secondary schools face in accessing instructional materials for teaching of History Subject.

S/N	ITEMS	SA	A	D	SD	N	X	Decision
1.	Lack of instructional materials	147	46	12	45	250	3.2	Accepted
		588	138	24	45	795		
2.	Lack of well equipped libraries	128	58	29	35	250	3.1	Accepted
		512	174	58	35	779		
3.	Financial problems	107	92	44	7	250	3.2	Accepted
		428	276	88	7	799		
4.	Lack of knowledge of the teacher	97	96	53	4	250	3.1	Accepted
		388	288	106	4	786		
5.	Lack of skill and strategies	88	102	38	22	250	3.0	Accepted
		352	306	76	22	756		
6.	Lack of support from the authority	128	100	14	8	250	3.4	Accepted
		512	300	28	8	848		
7.	Lack of Historical resource room	107	96	42	5	250	3.2	Accepted
		428	288	84	5	805		
8.	Students' don't find History subject interesting	92	96	48	15	250	3.2	Accepted
		368	288	96	15	767		

The analysis in table 3 shows that both teachers and students face lots of challenges in the teaching and learning of History subject. Most especially, the analysis on item 6 with the mean score of 3.4 shows that the major challenge teachers face is as a result of lack of support from the authority. Furthermore, item 8 with the mean score of 3.2 shows that students no longer find History subject interesting may be as a result of teacher's strategies in teaching.

What are the strategies teachers can use to minimize the challenges of attaining and using quality instructional materials in teaching of History Subject in Awka South?

This research question was answered using the data collected and this is shown in table 4 below.

Table 4: Means score of strategies that teachers can use to minimize the challenges of attaining and using quality instructional materials in teaching of History Subject.

S/N	ITEMS	SA	A	D	SD	N	X	Decision
1.	Organizing of workshop on how to use instructional materials	112	97	27	14	250	3.2	Accepted
		448	291	54	14	807		
2.	Provision of funds by the school authority and government	147	77	19	7	250	3.5	Accepted
		588	231	38	7	864		
3.	Regular supervision on History teachers by the school authorities	108	98	44	-	250	3.3	Accepted
		432	294	88		814		
4.	The improvisation of the local materials (textbooks) for teaching	91	93	42	24	250	3.0	Accepted
		364	279	84	24	751		
5.	The provision of the instructional material needed for teaching by the authorities	137	88	22	3	250	3.4	Accepted
		548	264	44	3	859		

The analysis in table 4 shows that to minimize the challenges faced by teachers in teaching History subject, that there is need for funding from the authorities and government to acquiring to acquiring instruction materials and may be exposing teachers to further training. Furthermore, item 5 with the mean score of 3.4 shows that there is need for provision of instructional material by the authorities for effective teaching and learning of History subject.

Discussion of Findings

The findings from cluster one shows that moral values in the teaching and learning of History subject can help modify both students and teacher' character in education training. Furthermore, it can help sharpen critical thinking of both the students and teachers. Hence, teachers teaching History subjects are very significant to lead students' as role models in order to enhance their moral values in the society. Teachers of History subjects must shift their negatives skeptical to positivity beliefs in terms of moral value for proper emulation of students. The findings of Halbert and Salter, (2019); Mansfield, (2019) are in line with present day study. The authors found out that History subject has an essential influence on the integration of values within the curriculum. They further found out that History is a subject emphasizing past events in a country that are possibly exemplary to future generations; the vital function of the History curriculum is to contribute practical guidance by highlighting how past behaviours are viewed based on universal moral rules: those good deeds accepted and that evil acts chastened.

The findings in cluster two shows that there are no instructional material of artifacts, existing diaries and archaeological artifacts from the past which enable effective teaching and learning of the Historical events from the past. In this case, it is assumed that students don't really have the idea of going to Historical museums to see or believe what is been taught from the use of textbooks. Furthermore, students are mostly taught History subject with painting and pictures of the past and Historical textbooks. The findings of Oppong (2009) revealed that History textbook and syllabus were the only teaching and learning materials available in the teaching of History even though they were inadequate. Furthermore, Asamoah (2021) found out that the available instructional materials (audio, visual, and audio-visual) in the teaching of History at the Senior High Schools in Sekondi-Takoradi Metropolis are not encouraging.

The findings in research question three shows that teachers and students face lots of challenges in the teaching and learning of History subject. Most especially, the major challenge teachers' face is as a result of lack of support from the authority. Furthermore, the findings shows that students no longer find History subject interesting may be as a result of teacher's strategies in teaching. In the same vein, Koko (2016) sees instructional materials as materials that teachers can use to facilitate the teaching and learning of a particular subject or lesson. Furthermore, Adalikwu and Iorkpilgh (2013) found out that instructional materials are the tools which can be used by a teacher to provide help and encouragement to learning activities as well as teaching activities.

From the findings in cluster four, the remedies of the challenges of using materials are the organizing of workshop for teachers on how to use instructional materials, provision of

funds by the school authorities and the government, regular supervision by the authorities, the improvisation of the local materials by the teachers and the provision of the various instructional materials needed for teaching by the authorities. The findings of Okendu (2012) corroborate with the present day study; that regular instructional supervision has a significant bearing on students' academic performance. The author also, affirmed that adequate supply of instructional resources have significant effect on students' academic performance. Onasanya and Omosewo (2011) confirmed that both standard and improvised instructional materials have the same positive effects on students' academic performance.

Conclusion

It is hereby concluded that moral values in the teaching and learning of History subject can help modify students' character. More so, that government should make available necessary instructional materials needed for effective teaching and learning of History subject. Furthermore, government should make available necessary workshops to train teachers of History subject and also make teaching and learning of History subject compulsory in Junior and senior secondary schools. Finally, that provision of funds by the school authority and government so as to acquire the necessary instructional materials needed for the teaching and learning of History subject.

Recommendations

Based on the results of the study the following recommendations are made:

1. The teachers should encourage active student's participation in class work by adopting instructional materials interactions.
2. Workshops, seminars, conferences or orientation courses on teaching History subject should be designed to acquaint the teachers with the latest development in the field of History.
3. Well equipped History laboratories should be established in all the schools by government and school authorities.

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