

INSTRUCTIONAL DESIGN AND RESOURCE MATERIALS FOR ENHANCING CHARACTER AND VALUES AMONG SENIOR SECONDARY SCHOOLS STUDENTS IN DELTA STATE

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Abstract

This study investigated instructional design and resource materials for enhancing character and values among senior secondary school students in Delta State. Four research questions were raised to guide this study and all four questions were hypothesized and tested at a significance level of 0.05. The design of the study is descriptive survey which permits the researcher to describe conditions as they exist in their natural setting. The population of the study comprised of all public secondary school teachers in Delta State. The sample size for the study constitutes five hundred and ten (510) teachers using the multistage sampling techniques. The instrument for data collection is the questionnaire developed by the researcher and validated by experts in measurement and evaluation and curriculum and instruction. Data collected were analyzed using mean and standard deviation to answer the research questions raised and z-test to test the null hypotheses at a significant level of 0.05. The result of the study among others showed that: there is no significant difference between male and female teachers on the key character traits to be enhanced among secondary school students in Delta State, there is no significant difference between male and female teachers on the key values to be enhanced among secondary school students in Delta State, there is no significant difference between male and female teachers on the instructional design for enhancing character and values among secondary school students in Delta State and equally indicated that there is no significant difference between male and female teachers on the resource materials for enhancing character and values among secondary school students in Delta State. Based on these findings, the researcher recommended that the government should provide funds to schools for procurement of resource materials that can enhance good character and value among secondary school students and there is the need to train teachers via seminars, conferences and workshop on the essential steps on instructional design required to execute explicit concepts in character and value development.

Key Words: Character, Value, Instructional design, Virtues, Material resources and Trait

Introduction

In Nigerian society today, most people take many virtues for granted often with a supporting statement that “it does not matter how one graduate from the university”. With this, the younger generation can no longer distinguish between the ideal and the status quo. In the past, virtues like respect for elders, greetings, humility, honesty, decent dressing to mention but few were upheld in high esteem. A more elderly person, not necessarily the biological parents, could correct any child who derails in any of virtues mentioned above. Today, many

things have gone wrong but many people do not seem to care because they pre-occupy their attention with other issues which they regard as more pressing. Children/wards do not have values for sanctity any more so in the way they dress. They appear almost nude in the name of modern civilization. They move about or display scenes showing their cleavages in skimpy attires and flaunting their boobs.

Respect for neighbors and elders now relegated to the background not mentioned greeting/salutation devoid of courtesy. Respect for elders is no longer virtue. A younger person who treads the same narrow path with an elder would be expected to allow him/her a passage. Respect for constituted authority and even for one self does not matter anymore. Honesty is a thing of the past. An individual who attempts to be honest is nicknamed as “over holy, holy” and described as one who is unfortunate to have chosen poverty in the face of affluence. The craze to partake in the sharing of the desired national cake and embezzling of much wealth to enrich self has nourished corruption and decayed honesty. Courtesy is regarded as a mere combination of letters and so it is not meant to be practiced. Simply courtesy demands are ignored. Nowadays, young people find it difficult or unnecessary to say “thank you”, “please”, “I am sorry”, to show appreciation, humility or soberness.

Another important virtue that has been trampled on is patience. An adage has it that “patience is golden” but the golden rule of patience is not given recognition by majority of the citizens. Many accidents that happen today are caused by lack of patience. With just a little patience (and carefulness), many dangers can be averted. Many youths are impatient. They often criticized the adage, “the patient dog eats the fattest bone” and commented that such a dog will remain hungry. What one can get is uppermost and not what one can give. Hence, diligence is underrated. This is why many citizens look forward to only what Nigeria can do for them and not what they can do for Nigeria towards her growth and development. Many citizens lack tolerance and there is no spirit of togetherness among them. This has led to disunity, hatred and lack of compassion for others. So, ritual killing, kidnapping, suicide bombing etc have become the order of the day. One man’s grief/pain is another man’s source of pleasure/gain. So, generosity and kindness are rarely practiced.

Cleanliness is not reckoned with any longer. Our environment is filthy yet we delight in it. It is ironical that on the day of environmental sanitation organized by the federal, state and local government, heaps of rubbish is found in public places at the end of the exercise. Travelers take delight in dropping remnants of food items like banana peels, oranges, groundnut shells, cans/sachets of ‘pure water’ on the tarred roads thereby giving the road/environment a filthy outlook. People have neglected the adage that cleanliness is next to godliness. This has root in the lack of respect for the creator. Evil has multiplied astronomically even in the face of multiplicity of religious institutions.

There is no more commitment to how to behave in order to promote good citizenship. According to Firefox (2000), “one of the core causes of corruption, poverty and socio-economic chaos in the society is lack of character”. We can develop future leaders whose commitment to good character will change the society for the better. Without mincing words, the list of the virtues neglected or ignored in present day Nigeria is in exhaustible. The

neglect of virtues in the society, religious institutions, homes and schools has given rise to decay in our values system thereby denting the character of our citizenry.

Education as an instrument “par excellence” (NPE, 2014) to effect positive changes in an individual’s behaviour for self and national development can be used to resuscitate these lost virtues. Education of the individual starts from the cradle and ends in the grave. That implies that one comes in contact with many agents of education throughout life. The first agent of education is the parents. They are the first educators that children come in contact with, the family is the first set of people with whom children interact and so it is an important agent for instilling in children character and values. Children stay with the parents from birth till school age. The education they receive from their parents, therefore, matters a lot. It can make or mar them. The formation of virtues in the children is the initial task of parents.

The school has a lot of task to perform in this direction. Secondary schools give attention to different character and value traits such confidence, respect, tolerance, accountability, love, self-control, respect for authority and God etc. In this regards, recognition need to be given to the important of character and value development by paying attention to the instructional design and resource materials required to support the practice of enhances character and value among secondary school students. Instructional design is a process of planning instruction to bring about intended, specific learning objectives. Instructional design is the systematic process of translating principles of learning and instruction into instructional materials and activities. While resource materials Resource materials refer to materials and non-material audio visual available in a school to facilitate teaching and learning process. Thus, teachers need to be encouraged, developed and supported in the area of instructional design and provision of resources material to facilitate teaching and activities for enhancing character and value among secondary school students. Based on this background the researcher intended to investigate the instructional design and resource materials for enhancing character and values among secondary school students in Delta State.

Literature Review

Character: This is an attribute that makes up a person which helps to distinguish him from others. It comprises complex mental and ethical traits that make up a person. These can be in the form of action, attitudes and practice that are characteristic of an individual. Berkowitz (2002) define character as an individual’s set of psychological characteristics that affect that person’s ability and inclinations to function morally. Seven psychological characteristics make up the moral anatomy: moral behaviour, moral values, moral personality, moral emotion, moral reasoning, moral identity and other foundational characteristics that support moral functioning. Rawls (1999) argued that character can be molded by antecedent circumstances of the institutions regulated by the two principles of justice. Yet these insights about the effect of institutions on character seem to raise other, more troubling questions. If character is the result of social and political institutions beyond control, then perhaps people are not in control of their characters at all and becoming decent is not a real possibility.

Values: This is something that is held in high esteem. It is composed of ideas, beliefs or the understanding that one holds which guide one. These items are also displayed in one’s behaviour. In Firefox’s (1996) opinion, values and principles, fundamental convictions, ideas

standards of life – stances which act as general guides to behaviour and which are closely tied to personal integrity and personal identity. They guide us to discern right from wrong or desirable from undesirable behavior. Character and values concepts help to develop individuals' beliefs about what is right and good that should be upheld. Consequently, it is highly essential to include character and values education in the school curriculum.

Needs for Character and Values Curriculum in Schools

In order to resuscitate the lost virtues in individuals, there is need to introduce character and values curriculum into all the levels of the Nigeria educational system, starting with the primary school, being the foundation of the whole system. Character education will ensure the development of positive personality traits. These traits will be encouraged and reinforced through examples, study and practice. Moreover, values education will provide opportunities for the continuous development of knowledge, skills and attitudes based on certain values that lead to the behaviour that display those values.

Character and Values Concepts and Traits to be Inculcated to Secondary School Student

Character and values concept should focus on the learners' development of traits like courage, patriotism, accomplishment, fairness, generosity, honesty, cheerfulness, citizenship, self-control, self-respect, confidence, competence, compassion, cleanliness, cooperation, commitment, creativity, democracy, diligence, courtesy, kindness, loyalty, patience, tolerance, frugality, perseverance, productivity, punctuality, equality, school pride, accountability, respect for authority, fellow men, and the creator, environment and health, integrity, truth, trustworthiness, good sportsmanship, justice, liberty, work ethics and so on (Enaibe, 2013). White, Gibb, Lea and Street (2017) identified the following character and values concepts and traits such as : perseverance and resilience, confidence and optimism, motivation, drive and ambition, neighborliness and community spirit, tolerance and respect, honesty, integrity and dignity, conscientiousness, curiosity and focus.

Essential character and value traits can be inculcated to the student by building them up in the school curriculum transmitted into scheme of work, lesson plan/note according to the educational level of the learners and the number of time the lesson comes up on the school timetable (Enaibe, 2013). Enaibe (2013) further view the factors in instructional design, where detailed analysis can be built round each trait. For example, under work ethics, concepts to be reinforced are punctuality, appreciation for task completion (accomplishment), cooperation, reliability, trustworthiness, diligence, perseverance, pride – that is dignity, self-respect in doing your best, productivity – supporting yourself and contributing to the society; creativity and so on. Under citizenship, concepts to be taught are altruism, civility, cheerfulness, courtesy and politeness in action and speech, compassion, kindness and generosity, concern for and response to the suffering or distress of others, recognition of mutual interdependence with others resulting in polite treatment and respect for them; integrity, patience, fairness, good sportsmanship, freedom from favouritism and self-interest, accepting victory and defeat graciously. Under respect for self, traits that can be taught are accountability, self-esteem (pride and belief in oneself and in one's potential achievement). Competence and confidence can be developed in grammar, spelling, speech; reading and writing expression of identity through effective communication.

Instructional Design

Instruction is a human activity whose purpose is to help people learn. It is a set of events which affect learners in such a way that learning is facilitated. Instruction must be planned or designed if it is to be effective (Achnouye, Ezekoha and Ifegbo, 2019). According to them, design is a systematic planning process prior to the development of something. It is the execution of some plan in order to solve a problem. Instruction is usually planned which means that it is designed in some systematic way. They stressed that the purpose of designed instruction is to activate and support the learning of the individual student. Instructional design is a process where the effectiveness of the instructional problems is addressed by a systematic analysis of the patterns involved in the learning process and how the technology interacts with the learner's learning process if used (Batra, 2000).

Instructional design (ID) therefore is a process of planning instruction to bring about intended, specific learning objectives. Instructional design is a technology for the development of learning experiences and environments which promote the acquisition of specific knowledge and skill by students (Merrill, Drake, Lacy, Pratt, 1996). Instructional Design is the art and science of creating an instructional environment and materials that will bring the learner from the state of not being able to accomplish certain tasks to the state of being able to accomplish those tasks. Instructional Design is based on theoretical and practical research in the areas of cognition, educational psychology, and problem solving (Siemens, 2002). Instructional design is the systematic process of translating principles of learning and instruction into instructional materials and activities. It involves designing methods of instruction to bring about desired changes in students' knowledge and skill. It is also seen as the 'linking science between learning theories and educational practices (Achnouye, Ezekoha and Ifegbo, 2019).

They noted that as a linking science it prescribes instructional actions to bring about desired instructional outcomes. As a professional activity done by teachers and instructional developers, it is a process of deciding what methods of instruction are best for bringing about desired changes in student knowledge and skills for a specific course content and specific student population. They emphasized that an instructional design is somehow like an engineer because both plan their works based on principles that have been successful in the past. While the engineer uses laws of physics, the designer uses basic principles of instruction and learning. The result of instructional design as a professional activity is the lesson plan.

Characteristics of Instructional Design (ID)

There are several characteristics that should be present in all instructional design efforts;

1. ID is student-centered
2. ID is goal oriented
3. ID focuses on meaningful performance
4. ID assumes that outcomes can be measured in a reliable and valid way
5. ID is empirical, iterative and self-correcting
6. ID typically is a team effort
7. Instructional design is student-centred.

Factors in Instructional Design

There are six factors that influence the design and delivery of instruction. These are time, context, interaction, task-type, content, teaching method. Each of these factors is highly interrelated so that altering one has influence on all the others.

1. Time – this factor determines to what extent the learner contacts with the learning materials. Besides the instruction, it greatly impacts the design of the instruction.
2. Context – determines the environmental channel in which instruction will take place ranging from the classroom to a course delivered over the Internet. The context also indicates the available or necessary resources in order to deliver the instruction.
3. The interaction factor describes how the students and instructor will interact not only with the material but also with each other determining the type of instruction
4. Task defines the nature of the instructional problem which could be well-defined or ill-defined
5. Content signifies the knowledge or skill that has to be imparted
6. The final factor is the teaching strategy (behavioural/cognitive or social) used in the teaching-learning process. Further, this element should be a dynamic process.

The instructional designer must consider each factor and how the factor influences the entire design process. In order to make the instruction most effective, there should be a perfect balance between all these factors.

Traditional Approach to Instructional Design

In practice, ID methods tend to process in a linear fashion from defined needs and goals. Once the needs are identified and goals for the instruction defined, designers move through planning, design and developmental phases in lock-step order. For certain kinds of well-defined content with stable learning environment, the linear approach may work satisfactorily (Batra, 2000).

Resource Materials

Resource materials refer to materials and non-material audio visual available in a school to facilitate teaching and learning process. Resource materials includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Resource materials covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NTI,2006) . They include books, chalks, board

Theoretical Framework

The theoretical framework is based on constructivism theory. Constructivism is a theory of “Knowing” and a theory of “Coming to know” (Fosnot, 1992). Constructivism can be viewed as a theory of meaning making, knowledge construction and reconstruction that fosters conceptual understanding and which provides insight on how learners move along the pathway of their own worldview to scientific viewpoints using socio-cognitive anchors (Yewanle, Oke and Anoh, 2014). Duit in Batra (2000) viewed constructivism as the nature of

knowledge and its development based on a certain epistemology. Emphasizing upon the importance of the learners active engagement during the learning process the learner constructs or generates meaning from his/her experiences rather than passively receiving knowledge from the teacher. Constructivist viewed shift the locus of knowledge from a source external to the learner to a place resident within the learner, that is, constructivists believed that knowledge is personally constructed through an individual's interactions with his/her environment (Batra, 2000).

Constructivism theory stressed the collaboration among learner's is critical because it is important to recognize each learner unique perspective and to support the social negotiation of meaning. The learner therefore deepens his/her understanding through interacting with others in the environment (Batra, 2000). Once again, the emphasis is on constructing meaning rather than acquiring and processing knowledge. As such, the role of the teacher in a constructivist learning environment shifts from that of an authority figure to that of a mentor figure. Since knowledge is no longer transmitted from the teacher to the learner, knowledge construction becomes the responsibility of the learner, the teacher therefore assumes the role of a learning facilitator. One way in which facilitation can occur is by modeling the use of tools in a manner similar to that, which exists in the relationship between a master and an apprentice (Winn, 1993).

Essentially, constructivism theory appears to be a reasonable and sound explanation of the relation of instructional design and resource materials for enhancing character and value among secondary school students. This is because constructivism theory in relation to instructional design and resource materials requires a total bottom-up approach as opposed to a traditional top-down approach. This ensures that each learner responds differently to the same instruction providing variability in instruction and supporting the fact that the same instruction has varied effects on the different learners. This suggests that the ideal instructional design process and resource materials should rely in constant systematic feedback. Each learning activity must be goal driven and these goals must be pre-determined by the designer of instruction and resource materials in consideration of learner's, the school, etc. Every instructional design should continuously aim at analyzing learner's and determine what they already know (Batra, 2000)

Statement of the Problem

The National Policy on Education emphasizes the importance of character and value in secondary education. This is because preparation for success requires the development of non- cognitive ability that is character and value alongside the underpinning emphasis on higher academic achievement. However, it seems that most secondary school teachers find it difficult to inculcate and develop expected sound character and value among secondary school students. This may be attributed to teachers' inability to adopt the right instructional design and non- availability of resource materials to enhance character and value among secondary school students. The end result of this poor development of character and value among students may be in form of disrespect for constituted authority, dishonesty during examination, lack of love for one another, intolerance among others. This situation worries

the researcher; hence the problem of this study is to ascertain the instructional design and resources materials for enhancing character and value among secondary school students in Delta State.

Purpose of the Study

The main purpose of this study was to ascertain the instructional design and resource materials for enhancing character and values among secondary school students in Delta State. Specifically, the study intended to:

1. Find out the key character traits to be enhanced among secondary school students in Delta State
2. Ascertain the key values to be enhanced among secondary school students in Delta State
3. Determine the instructional design for enhancing character and values among secondary school students in Delta State
4. Find out the resource materials for enhancing character and values among secondary school students in Delta State

Research Questions

The following research questions were raised for the study

1. What are the key character traits to be enhanced among secondary school students in Delta State?
2. What are the key values to be enhanced among secondary school students in Delta State?
3. What are the instructional design for enhancing character and values among secondary school students in Delta State?
4. What are the resource materials for enhancing character and values among secondary school students in Delta State?

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level of significance:

1. There is no significant difference between male and female teachers on the key character traits to be enhanced among secondary school students in Delta State
2. There is no significant difference between male and female teachers on the key values to be enhanced among secondary school students in Delta State
3. There is no significant difference between male and female teachers on the instructional design for enhancing character and values among secondary school students in Delta State
4. There is no significant difference between male and female teachers on the resource materials for enhancing character and values among secondary school students in Delta State

Methodology

The design for this study is descriptive survey research design. The population of the study comprised all public secondary school teachers in Delta State. Available statistics indicated that there are fifteen thousand five hundred and thirty-three (15, 533) public secondary school teachers in Delta State as reported by the post primary Education Board, Asaba at January, 2020. A total of 510 teachers from public secondary schools in Delta State made up the sample. The multi-stage sampling technique was employed. First, stratified random sampling was used to get two local Government Areas from each of the three Senatorial Districts in Delta State. Second, simple random sampling was employed to select five secondary schools from each of the six (6) local Government Areas, thus, giving a total of thirty (30) secondary schools. Thirdly, the researcher adopted simple random sampling techniques to pick seventeen (17) teachers from each of the thirty (30) sampled secondary schools. Therefore, a total of five hundred and ten (510) teachers were sampled for the study. The instrument for data collection was the researcher's self-developed questionnaire. The questionnaire is titled Instructional Design and Resource Materials for Enhancing Character and Value among Secondary School Students Questionnaire (IDRMECVSSSQ). The instrument was based on a four-point scale of measurement weighted as Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points) and Strongly Disagree (SD) (1 point). Face and content validity of the instrument was ascertained through experts in Measurement and Evaluation and Curriculum and Instructional Department in College of Education, Warri, Delta State. The reliability of the instrument was computed using Kuder-Richardson method. Precisely, Kuder-Richardson formula 20 (K-R 20) was used in calculating the reliability coefficient of this instrument. Therefore, the reliability coefficient of the entire instrument using K-R 20 was 0.72. The research questionnaires were administered by the researcher himself. Out of the five hundred and ten (510) questionnaires administered, five hundred (500) were completely filled and returned. The research questions were analyzed using mean and standard deviation. The mean for the scale is 2.50. The decision was that any item that scored a mean of 2.50 and above was regarded as agreed while any item that scored below 2.50 was regarded as disagreed. While the hypotheses were tested using z-test at 0.05 significance level.

Results

Results of the analysis in answering the research questions and testing of the hypotheses are presented below:

Research Question 1

What are the key character traits to be enhanced among secondary school students in Delta State?

Table 1: Mean and Standard Deviation on Key Character Traits to be Enhanced among Secondary School Students

| S/N | Item Statement | Male N=265 | | | | Female N=235 | | | |
|-----|-----------------|---------------|--------------|-------------|----------|-----------------|-------------|-------------|----------|
| | | Score total | \bar{X} | SD | Decision | Score total | \bar{X} | SD | Decision |
| 1. | Politeness | 892 | 3.36 | 0.21 | Agreed | 809 | 3.44 | 0.33 | Agreed |
| 2. | Honesty | 798 | 3.01 | 0.11 | Agreed | 762 | 3.24 | 0.10 | Agreed |
| 3. | Tolerance | 806 | 3.04 | 0.02 | Agreed | 788 | 3.35 | 0.15 | Agreed |
| 4. | Confidence | 813 | 3.06 | 0.80 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 5. | Self-respect | 826 | 3.11 | 1.00 | Agreed | 732 | 3.11 | 0.36 | Agreed |
| 6. | Generosity | 872 | 3.29 | 1.29 | Agreed | 788 | 3.35 | 0.72 | Agreed |
| 7. | Cheerfulness | 876 | 3.72 | 1.21 | Agreed | 765 | 3.25 | 0.33 | Agreed |
| 8. | Citizenship | 876 | 3.30 | 0.22 | Agreed | 809 | 3.44 | 0.10 | Agreed |
| 9. | Self-Control | 798 | 3.01 | 0.16 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 10. | Competence | 806 | 3.04 | 0.12 | Agreed | 788 | 3.35 | 0.36 | Agreed |
| 11. | Compassion | 813 | 3.06 | 1.18 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 12. | Cleanliness | 826 | 3.11 | 0.79 | Agreed | 809 | 3.44 | 0.36 | Agreed |
| 13. | Cooperation | 872 | 3.29 | 0.24 | Agreed | 788 | 3.35 | 0.77 | Agreed |
| 14. | Diligence | 876 | 3.01 | 0.12 | Agreed | 762 | 3.24 | 0.72 | Agreed |
| 15. | Kindness | 876 | 3.04 | 1.12 | Agreed | 771 | 3.28 | 0.33 | Agreed |
| 16. | Loyalty | 813 | 3.06 | 1.18 | Agreed | 723 | 3.07 | 0.10 | Agreed |
| 17. | Patience | 826 | 3.11 | 0.79 | Agreed | 732 | 3.11 | 0.15 | Agreed |
| 18. | Tolerance | 872 | 3.11 | 0.24 | Agreed | 788 | 3.35 | 0.77 | Agreed |
| 19. | Punctuality | 876 | 3.29 | 0.16 | Agreed | 765 | 3.25 | 0.77 | Agreed |
| 20. | Integrity | 876 | 3.72 | 0.12 | Agreed | 762 | 3.24 | 0.74 | Agreed |
| 21. | Initiative | 806 | 3.30 | 1.18 | Agreed | 771 | 3.28 | 0.40 | Agreed |
| 22. | Manners | 813 | 3.11 | 0.79 | Agreed | 723 | 3.07 | 0.86 | Agreed |
| 23. | Hard work | 826 | 3.29 | 0.24 | Agreed | 809 | 3.44 | 0.33 | Agreed |
| 24. | Resourcefulness | 872 | 3.72 | 0.12 | Agreed | 762 | 3.24 | 0.10 | Agreed |
| 25. | Self-Worth | 876 | 3.30 | 1.12 | Agreed | 771 | 3.28 | 0.15 | Agreed |
| 26. | Self-belief | 876 | 3.11 | 1.18 | Agreed | 723 | 3.07 | 1.04 | Agreed |
| 27. | Understanding | 806 | 3.29 | 0.79 | Agreed | 809 | 3.44 | 0.36 | Agreed |
| | Total | | 86.86 | 16.5 | | | 88.4 | 13.5 | |
| | | | | | | | 3 | 2 | |

Data in Table 1 shows that all the items (1 – 27) had weighted mean scores above the benchmark mean of 2.50, and were adjudged as the key character traits to be enhanced among secondary school students in Delta State. In summary, the respondents agreed that politeness, honesty, tolerance, confidences, self-respect, generosity, cheerfulness, citizenship, cooperation, manners among others are the key character traits to be enhanced among secondary school students.

Research Question 2

What are the key values to be enhanced among secondary school students in Delta State?

Table 2: Mean and Standard Deviation on Key Value to be Enhanced among Secondary School Students

| S/N | Item Statement | Male N=265 | | | | Female N=235 | | | |
|-----|---------------------------------------|---------------|--------------|-------------|----------|-----------------|--------------|-------------|----------|
| | | Score total | \bar{x} | SD | Decision | Score total | \bar{x} | SD | Decision |
| 1. | Respect for authority | 876 | 3.72 | 1.21 | Agreed | 732 | 3.11 | 0.36 | Agreed |
| 2. | Respect for fellow men | 876 | 3.30 | 0.22 | Agreed | 788 | 3.35 | 0.72 | Agreed |
| 3. | Respect for God | 798 | 3.01 | 0.16 | Agreed | 765 | 3.25 | 0.33 | Agreed |
| 4. | Respect for the environment | 806 | 3.04 | 0.12 | Agreed | 809 | 3.44 | 0.10 | Agreed |
| 5. | Truth | 813 | 3.06 | 1.18 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 6. | Justice | 826 | 3.11 | 0.79 | Agreed | 788 | 3.35 | 0.36 | Agreed |
| 7. | Liberty | 872 | 3.29 | 0.24 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 8. | Good sport man ship | 876 | 3.01 | 0.12 | Agreed | 809 | 3.44 | 0.36 | Agreed |
| 9. | Work ethics | 876 | 3.04 | 1.12 | Agreed | 788 | 3.35 | 0.77 | Agreed |
| 10. | Love and Protection for the family | 813 | 3.06 | 1.18 | Agreed | 762 | 3.24 | 0.72 | Agreed |
| 11. | Honor | 826 | 3.11 | 0.79 | Agreed | 771 | 3.28 | 0.33 | Agreed |
| 12. | Respect for hard work | 872 | 3.11 | 0.24 | Agreed | 723 | 3.07 | 0.10 | Agreed |
| 13. | Respect for sanctity of life | 876 | 3.29 | 0.16 | Agreed | 732 | 3.11 | 0.15 | Agreed |
| 14. | Hospitality | 876 | 3.72 | 0.12 | Agreed | 788 | 3.35 | 0.77 | Agreed |
| 15. | Strong respect for leadership | 806 | 3.30 | 1.18 | Agreed | 765 | 3.25 | 0.77 | Agreed |
| 16. | Strong belief in God or supreme being | 813 | 3.11 | 0.79 | Agreed | 762 | 3.24 | 0.74 | Agreed |
| 17. | Incorruptible | 826 | 3.29 | 0.24 | Agreed | 771 | 3.28 | 0.40 | Agreed |
| | Total | | 54.57 | 9.86 | | | 55.61 | 9.06 | |

Data in Table 2 shows that all the items (1 – 17) had weighted mean scores above the benchmark mean of 2.50, and were adjudged as the key values to be enhanced among secondary school students in Delta State. In summary, respondents agreed that respect for fellow men, respect for God, truth, liberty, honor, good sport man ship, work ethics, hospitality and incorruptible among others are the key values to be enhanced among secondary school students.

Research Question 3

What are the instructional design for enhancing character and values among secondary school students in Delta State?

Table 3: Mean and Standard Deviation on the Instructional Design for Enhancing Character and Value among Secondary School Students

| S/N | Item Statement | Male N=265 | | | | Female N=235 | | | |
|-----|---|---------------|-----------|------|----------|-----------------|-----------|------|----------|
| | | Score total | \bar{x} | SD | Decision | Score total | \bar{x} | SD | Decision |
| 1. | Building up of the key character and value traits in the scheme of work | 876 | 3.04 | 1.12 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 2. | Building up of the key character and value traits in the lesson plan | 813 | 3.06 | 1.18 | Agreed | 732 | 3.11 | 0.36 | Agreed |
| 3. | Building up of the key character and value traits in the lesson note according to the number of time the lesson comes up in the school time table | 826 | 3.11 | 0.79 | Agreed | 788 | 3.35 | 0.72 | Agreed |
| 4. | Detail analysis should be built around each key character and value traits | 872 | 3.11 | 0.24 | Agreed | 765 | 3.25 | 0.33 | Agreed |
| 5. | Objectives stated in lesson notes should be keyed to the character and value traits | 876 | 3.29 | 0.16 | Agreed | 809 | 3.44 | 0.10 | Agreed |
| 6. | The age, ability, knowledge, self-motivation and responsibility of the learner should be considered | 876 | 3.72 | 0.12 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 7. | The presentation of the lesson should be meaningful, for instance under work ethics concept like punctuality, appreciation for task completion and cooperation should be emphasized | 806 | 3.30 | 1.18 | Agreed | 788 | 3.35 | 0.36 | Agreed |
| 8. | The presentation of the lesson should be full of activities and exercises, creative, interesting and interactive teaching | 813 | 3.11 | 0.79 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 9. | A variety of methods like role play, demonstration, field trips, cooperative learning and critical thinking should be used | 806 | 3.30 | 1.18 | Agreed | 788 | 3.35 | 0.36 | Agreed |
| 10. | The students should be given the opportunity practice character and value traits through role playing | 813 | 3.06 | 1.18 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| | Total | | 32.1 | 7.94 | | | 32.8 5 | 6.39 | |

Data in Table 3 shows that all the items (1 – 10) had weighted mean scores above the benchmark mean of 2.50, and were adjudged as the instructional design for enhancing character and values among secondary school students in Delta State. In summary, respondents agreed that building up of the key character and value traits in the scheme of work, building up of the key character and value traits in the lesson plan, building up of the key character and value traits in the lesson note according to the number of time the lesson comes up in the school time table, detail analysis should be built around each key character and value traits, objectives stated in lesson notes should be keyed to the character and value traits among others are the instructional design for enhancing character and values among secondary school students.

Research Question 4

What are the resource materials for enhancing character and values among secondary school students in Delta State?

Table 4: Mean and Standard Deviation on Resource Materials for Enhancing Character and Value among Secondary School Students

| S/N | Item Statement | Male N=265 | | | | Female N=235 | | | |
|-----|-----------------------|---------------|--------------|-------------|----------|-----------------|--------------|-------------|----------|
| | | Score total | \bar{x} | SD | Decision | Score total | \bar{x} | SD | Decision |
| 1. | Text Books | 872 | 3.29 | 1.29 | Agreed | 788 | 3.35 | 0.72 | Agreed |
| 2. | Charts | 876 | 3.72 | 1.21 | Agreed | 765 | 3.25 | 0.33 | Agreed |
| 3. | Pictures | 876 | 3.30 | 0.22 | Agreed | 809 | 3.44 | 0.10 | Agreed |
| 4. | Mock ups | 798 | 3.01 | 0.16 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 5. | Chalk board | 806 | 3.04 | 0.12 | Agreed | 788 | 3.35 | 0.36 | Agreed |
| 6. | Football Pitch | 813 | 3.06 | 1.18 | Agreed | 765 | 3.25 | 1.04 | Agreed |
| 7. | Volleyball Pitch | 826 | 3.11 | 0.79 | Agreed | 809 | 3.44 | 0.36 | Agreed |
| 8. | Basketball Pitch | 872 | 3.29 | 0.24 | Agreed | 788 | 3.35 | 0.77 | Agreed |
| 9. | Radio | 876 | 3.01 | 0.12 | Agreed | 762 | 3.24 | 0.72 | Agreed |
| 10. | Television | 876 | 3.04 | 1.12 | Agreed | 771 | 3.28 | 0.33 | Agreed |
| 11. | Films and Slides | 813 | 3.06 | 1.18 | Agreed | 723 | 3.07 | 0.10 | Agreed |
| 12. | Video System | 826 | 3.11 | 0.79 | Agreed | 732 | 3.11 | 0.15 | Agreed |
| 13. | CD Roms | 872 | 3.11 | 0.24 | Agreed | 788 | 3.35 | 0.77 | Agreed |
| 14. | Gamers and Simulation | 876 | 3.29 | 0.16 | Agreed | 765 | 3.25 | 0.77 | Agreed |
| | Total | | 44.44 | 8.82 | | | 45.98 | 7.56 | |

Data in Table 4 shows that all the items (1 – 14) had weighted mean scores above the benchmark mean of 2.50, and were adjudged as the resource materials for enhancing character and values among secondary school students in Delta State. In summary, the respondents agreed that text books, charts, pictures, mock up, chalk board, football pitch, volleyball pitch, basketball pitch, radio, television, films and slides, video system, CD Roms, and Gamers / Simulations are the resource materials for enhancing character and values among secondary school students.

Hypothesis 1

There is no significant difference between male and female teachers on the key character traits to be enhanced among secondary school students in Delta State

Table 5: z-test analysis of male and female teachers on the key character traits to be enhanced among secondary school students

| Variables | No. | Mean | SD | DF | z-cal. | z-crit. | Level of Sig. | Decision |
|-----------|-----|-------|-------|-----|--------|---------|---------------|----------|
| Male | 265 | 86.86 | 16.5 | 498 | 0.456 | 1.96 | 0.05 | Accepted |
| Female | 235 | 88.43 | 13.52 | | | | | |

From Table 5, the calculated z-value is 0.456 while the z-critical value is 1.96 tested at an alpha level of 0.05. Owing to the decision rules, since z-calculated is less than z-critical, the null hypothesis is therefore accepted. This shows that there is no significant difference between male and female teachers on the key character traits to be enhanced among secondary school students in Delta State

Hypothesis 2

There is no significant difference between male and female teachers on the key values to be enhanced among secondary school students in Delta State

Table 6: z-test analysis of male and female teachers on the key values to be enhanced among secondary school students

| Variables | No. | Mean | SD | DF | z-cal. | z-crit. | Level of Sig. | Decision |
|-----------|-----|-------|------|-----|--------|---------|---------------|----------|
| Male | 265 | 54.57 | 9.86 | 498 | 0.097 | 1.96 | 0.05 | Accepted |
| Female | 235 | 55.61 | 9.06 | | | | | |

From Table 6, the calculated z-value is 0.097 while the z-critical value is 1.96 tested at an alpha level of 0.05. Owing to the decision rules, since z-calculated is less than z-critical, the null hypothesis is therefore accepted. This shows that there is no significant difference between male and female teachers on the key values to be enhanced among secondary school students in Delta State

Hypothesis 3

There is no significant difference between male and female teachers on the instructional design for enhancing character and values among secondary school students in Delta State

Table 7: z-test analysis of male and female teachers on the instructional design for enhancing character and values among secondary school students

| Variables | No. | Mean | SD | DF | z-cal. | z-crit. | Level of Sig. | Decision |
|-----------|-----|-------|------|-----|--------|---------|---------------|----------|
| Male | 265 | 32.1 | 7.94 | 498 | 1.09 | 1.96 | 0.05 | Accepted |
| Female | 235 | 32.85 | 6.39 | | | | | |

From Table 7, the calculated z-value is 1.09 while the z-critical value is 1.96 tested at an alpha level of 0.05. Owing to the decision rules, since z-calculated is less than z-critical, the null hypothesis is therefore accepted. This shows that there is no significant difference between male and female teachers on the instructional design for enhancing character and values among secondary school students in Delta State

Hypothesis 4

There is no significant difference between male and female teachers on the resource materials for enhancing character and values among secondary school students in Delta State.

Table 8: z-test analysis of male and female teachers on the resource materials for enhancing character and values among secondary school students

| Variables | No. | Mean | SD | DF | z-cal. | z-crit. | Level of Sig. | Decision |
|-----------|-----|-------|------|-----|--------|---------|---------------|----------|
| Male | 265 | 44.44 | 8.82 | 498 | 1.12 | 1.96 | 0.05 | Accepted |
| Female | 235 | 45.98 | 7.56 | | | | | |

From Table 8, the calculated z-value is 1.12 while the z-critical value is 1.96 tested at an alpha level of 0.05. Owing to the decision rules, since z-calculated is less than z-critical, the null hypothesis is therefore accepted. This shows that there is no significant difference between male and female teachers on the resource materials for enhancing character and values among secondary school students in Delta State

Discussion Analysis based on research question one, as presented in Table 1, the result indicated that the respondents agreed that politeness, honesty, tolerance, confidences, self-respect, generosity, cheerfulness, citizenship, cooperation, manners among others are the key character traits to be emphasized among secondary school students. This finding is in agreement with that of White, Gibb, Lea and Street (2017) that honesty, tolerance, confidences, self-respect, generosity, cheerfulness, citizenship, cooperation are priorities traits in character that must be highlighted in schools.

Analysis based on research question two, as presented in Table 2, the result indicated that respondents agreed that respect for fellow men, respect for God, truth, liberty, honor, good sport man ship, work ethics, hospitality and incorruptible among others are the key values to be emphasized among secondary school students. This finding is in agreement with that of Uzuegbunam (2001) that respect for fellow men, respect for God, truth, liberty, honor, good sport man ship, work ethics, hospitality dominate values needed to be inculcated to students.

Analysis based on research question three, as presented in Table 3, the result indicated that respondents agreed that building up of the key character and value traits in the scheme of work, building up of the key character and value traits in the lesson plan, building up of the key character and value traits in the lesson note according to the number of time the lesson comes up in the school time table, detail analysis should be built around each key character and value traits, objectives stated in lesson notes should be keyed to the character and value traits among others are the instructional design for enhancing character and values among secondary school. This finding is in agreement with that of White, Gibb, Lea and Street (2017), that successful character and value development require a wide range of extracurricular activities including sport, trips and special events such as health and well-being week and award ceremonies recognizing non-academic achievement of students.

Analysis based on research question four, as presented in Table 4, the result indicated that the respondents agreed that text books, charts, pictures, mock up, chalk board, football pitch, volleyball pitch, basketball pitch, radio, television, films and slides, video system, CD Roms

and Gamers / Simulations are the resource materials for enhancing character and values among secondary school students. This finding is in agreement with that of Nwideduh, Omieibi-Davids, Ozuru and Olele (2013) and Dangara (2016), that resource materials for enhancing character and value among secondary school students range from charts, pictures, mock up, chalk board, football pitch, volleyball pitch, basketball pitch, radio, television, films and slides, video system etc.

Conclusion and Recommendations

From the findings as presented by the study, the researcher concluded that there is no significant difference between male and female teachers on the key character traits to be enhanced among secondary school students in Delta State. It is also concluded that there is no significant difference between male and female teachers on the instructional design for enhancing character and values among secondary school students in Delta State. Based on the findings, the following recommendations were made:

1. The government should provide funds to schools for procurement of resource materials that can enhance character and value among secondary school students.
2. There is the need to train teachers via seminars and workshop on the essential steps on instructional design required to execute explicit concepts in character and value traits.

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