

Gender and Location as Determinant Factor for Students' Knowledge, Attitude and Practice of National Orientation Agency Moral Value Programme in Secondary Schools in Osun State

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Abstract

This study examines students' knowledge, attitude and practice of NOA moral value programme in relation to gender and location in secondary schools in Osun State. Survey research design was adopted for the study while purposive sampling technique was used to select seven hundred and nine participants for the study. Achievement Test and Attitude Scale were used to collect data and were descriptively analysed. The study revealed that gender has no significance influence on knowledge, attitude and skills of students to NOA sensitization programme in Osun State. Location has no significance influence on students' knowledge, attitudes and skills of students to NOA sensitization programme. The study therefore recommended that government should provide mobilization vehicle and enough funds for the agency to execute their programme in all the schools in the nooks and crannies of Osun State regardless of their location; so as to inculcate moral values into secondary schools' students in Osun State.

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Background to the Study

The introduction of western education and acceptance of western culture laid the foundation for erosion of the value system, which has culminated into value degeneration. This is coupled with the emergence of white-collar jobs that necessitate parents working outside their homes. This forced some parents to drop off their children in day-care centres at critical periods of child development. This period is when children are supposed to be taught the basics of their culture and the values that are held in high esteem by the society. The emergence of television and social media which exposes both parents and children to foreign cultures and actions is another major setback to our values which reduce one-on-one interaction at home; people have become occupied with Facebook, Whatsapp, Twitter and others (Museka and Taringa, 2014). The social media has become an avenue to pose nude pictures and video, pornography, immoral music, lyrics and rhythms. Handsets have become instrument of examination malpractices in examination hall (Onah and Nche, 2014). Strange and vulgar languages are being imbibed by parents and children; children start picking their role models from artistes in various programmes and things start to fall apart at homes and in schools. These encourage unethical behavior in workplaces, educational institutions, and society at general. Before one realizes what is happening, a cankerworm has gnawed its way deeply into the fabric of society. As a result, the National Orientation Agency (NOA) was founded by the government to stop the malicious intent.

The National Orientation Agency (NOA) is a government agency set up in 1993 to curb all forms of anti-social behaviours through value re-orientation programmes. This is as a result of the fact that if citizens subscribe to and uphold commensurate attitudes and orientation, a good society will be assured. Therefore, the agency is strategically located nationwide to stimulate widespread sense of identity among the populace within the cause of nation-state and by so doing, encourage all citizens to be fully engaged in the process of national development and seek solutions to its problems. NOA serves as non-formal means of value re-orientation while some school subjects such as Social Studies, Religion, History and Civic to mention but a few serve as the formal means of value re-orientation in Nigerian society. There are three main programme departments in NOA with each department having specific functions that are different from the other departments. The departments include the Orientation and Peace Education Department, Mass Mobilisation Department and Political and Civil Education Department. This study focused on the programme of orientation and peace education department which has secondary schools as its prime target. The orientation and peace education programme is an aspect of NOA that is responsible for re-orientating the citizen through its value re-orientation programme.

The Orientation and Peace Education Department of National Orientation Agency has nine objectives; while objectives one to four are peculiar to secondary school students and if appropriately implemented will inculcate values into the students and reduce moral decadence in secondary schools. They are to: instill positive and desirable attitudes, values and behaviours among the students; inculcate the values and virtues of patriotism,

nationalism, honesty and hard work; promote peaceful co-existence, conflict resolution and a violence-free school; orientate Nigerians, particularly the youth, against negative attitudes such as examination malpractice, cultism, drug abuse; raping, thuggery, fighting, lateness and others. Inculcate among Nigerians respect for National Symbols (National Flag, National Anthem/Pledge, Nigerians Coat of Arms, etc); promote Social Justice and the rule of law; promote the values and virtues of a sustainable, clean and safe environment and coordinate the recruitment, training, development and functions of the WAI Brigade volunteers and inculcate the virtues and values of transparency and accountability through stewardship forums (NOA Act, 1993 7).

Character development is viewed in terms of knowing and thinking, and moral knowledge is a comprehensive approach that places a focus on cognitive thinking (Vezzuto, 2004). The cognitive aspect of character is made up of both a foundational understanding of right and wrong and the logical creative processes required to apply that information to the making of morally sound decisions (Huitt, 2004b). Critical thinking and moral reasoning are two intellectual abilities that are involved in moral knowledge (Battistich, 2013). Morally educated students are better equipped to deal with vices in society and know how to react to them (TeAchnology, 2015). It is unfortunate to observe that young kids today are exposed to thousands of harmful influences on a daily basis from classmates and the media. In addition, parents are spending less time instilling moral principles in their children by spending less time with them. As a result, moral knowledge will provide students with the skills they need to deal with these challenges more frequently than other knowledge they may acquire (TeAchnology, 2015). This is due to the fact that instilling moral values in kids serves as a means of equipping them to deal with the myriad of opportunities and unknowable risks present in today's world. Thus, the level of students' knowledge will guide them to differentiate between the right and wrong.

Attitude represents an individual disposition, feeling or position with regards to particular person, thing or situation. It also denotes a disposition or a propensity to react favorably or unfavorably to a particular concept or item. An individual's attitude affects the actions they take and how they react to obstacles. Character is all about assessing an individual's traits; it has nothing to do with how one feels about a particular object or circumstance, for that matter (Aron, 2011). Aron stated that striving for excellence and showing concern for the well-being of others are examples of morally acceptable character. Character-building virtues include fortitude, integrity, honesty, loyalty, courage, patience, justice and fairness, dependability, responsibility, respect, altruism, generosity, perseverance, appreciation of diversity, and good habits (Stockard, 2007). Conversely, vices such as immodesty, desire, lying, avarice, and the like are those that contribute to the development of negative character (Aron, 2011). Students evaluate morality and ethics based on these dispositional attitudes and their understanding of morality. Students learn to value both the critical and creative thinking that goes into their knowledge base's content and its structure as a result (Huitt, 2004a). As a result, students' views about the topics are influenced by their knowledge levels about them.

The abilities that enable people to control their thoughts and behaviors in ways that promote success in a given endeavor are known as moral behavioral skills. The ability to resist distractions or temptations in favor of greater aims over smaller pleasures (self-discipline), to stay focused on a goal in the face of temporary setbacks (persistence), and to overcome long-term hurdles (grit) are a few examples of these qualities. Moral skills are behavioural as they emphasise acting and reflecting. The components of cognition and affection as described earlier influence the final component of moral development that is behaviour. Heckman (2011) summarized the essential moral talents as follows: Agreeableness (helpful); Neurotism (perseverance and attention to detail); Openness (curiosity, desire to learn); Consciousness (keep on task); and Extroversion (greeting, outgoing). Without these abilities, even the most skilled teacher would be unable to help kids learn. These are the abilities that can be used to forecast outcomes like employment, offender rates, educational attainment, and the like. He claims that conscientiousness – basically, self-control – is the single best indicator of lifespan and academic success. Nonetheless, moral behavioral ability consists of two components: social virtues like being kind, polite, and reliable, as well as personal virtues like self-control and respect (Battistich, 2013). The researcher went on to say that moral problem-solving abilities encompass actions like being accountable and truthful, as well as standing up for moral values in the face of injustice. They also include emotional and interpersonal abilities that help us communicate with people in a variety of settings, as well as the dedication to give back to one's community and society. It is acknowledged that the development of associated abilities is necessary for moral development, including moral reasoning, problem-solving, interpersonal skills, work ethics, empathy, and self-reflection (Stockard, 2007). Thus, skills play a vital role in development of individual behaviour in the society. The students' behaviour is the outcome of their level of knowledge and attitudes towards some vital issues.

Scholars have reported that some of the students unconsciously involved in social vices without any cogent reasons because they lack intellectual capacity needed for critical thinking and moral reasoning to justify the right and wrong behaviour in the society. NOA is saddled with the responsibility of value re-orientation in order to instil positive and desirable attitudes, values and behaviour among the students; has not being able to achieve much in the secondary schools. Research has also shown that there is a difference between the rates and patterns of school violence in rural and urban areas. While rates of school violence are generally higher in urban slums worldwide, they have also been rising in rural areas in recent years. Furthermore, gender plays no role in the pupils' acceptance of the application of character. Hence, this study examines the effect of location and gender on students' knowledge, attitude and practice of NOA moral value programme in secondary schools in Osun State.

Purpose of the Study

The objectives of this study include:

1. To examine the differences in male and female students' knowledge of NOA moral value programme.

2. To investigate the differences in male and female students' attitudes and practice of NOA moral value programme.
3. To investigate the level of students' knowledge of NOA moral value programme in rural and urban area.
4. To examine the students' attitudes and practice of NOA moral value programme in rural and urban area.

Hypotheses

1. There is no significant difference between gender (male and female) students' knowledge, attitude and practice to moral value from orientation and peace education programme of NOA in Osun State?
2. There is no significant difference between location (rural and urban) and students' knowledge, attitude and practice of moral value taught by orientation and peace education programme of NOA in Osun State?

Review of Literature

Study on Effects of Gender and Location on Moral Value Knowledge, Attitude and Practice

Gender is defined in this study as the traits that set males and females apart. The masculinity theory, which contends that men are more likely to exhibit characteristics like haughtiness, disobedience, and moral indifference because of their innate masculinity, makes this variable significant (Adejumo & Adamolekun, 1993). One factor influencing the attitude toward and application of good behavior is gender. Men and women are classified according to their gender. It is more socially built for women and men to exhibit distinct behaviors, attitudes, and feelings.

Ayo-Vaughan (2016) claimed that students, particularly the lads, participate in fights, robberies, vandalism of public property, and thuggery. Males appear to be far more prone than females to commit significant violent crimes, according to Omisore, Omisore, Afolabi, Olajide, Arije, Ogundele, and Agunbiade (2011). This could be because boys are socialized into roles that promote a high degree of physical aggression. Furthermore, Olweus (1994) asserted that teenage girls are more likely than boys to bully other girls, employing more subdued and covert forms of aggressiveness. Teenage females, for instance, are more likely to spread rumours or persuade people more likely to reject or avoid other girls than to assault them physically.

According to research by Beaman, Wheldall, and Kemp (2007), there are gender disparities in student misconduct, with boys routinely being characterized as more problematic than their female colleagues. According to Kazdin (1995), boys exhibit antisocial behavior far more frequently than girls. Although antisocial behavior in and of itself is concerning, research indicates that misbehaving students have low academic motivation and, consequently, low academic accomplishment (Miles and Stipek, 2006). According to O'Connell's (2012) research, girls exhibit more pro-social behavior than boys. Therefore, it is imperative to address the disruptive behaviors of boys in order to

push male pupils to learn and demonstrate academic success. Social studies research (Greeberg and Snell, 1997; Omiyefa, 2009; Kehinde-Awoyele, 2012; Adetoro, 2014; Hambali, 2015) has shown mixed results about the impact of gender on academic attainment. On the other hand, Omiyefa (2009) discovered no statistically significant difference between the opinions of men and women about the applicability of social studies to moral growth and values in Nigeria.

On the other hand, Hambali (2015), showed a significant difference in students' acceptance of the implementation of gender-based character education, however Adetoro (2014) reported that gender component did not exert a significant difference on students' outcome in Peace Education. In the Nigerian city of Abeokuta, Omiyefa (2016) studied the effects of value analysis and action learning methodologies on students' learning results in social studies concepts related to character education. The research adopted 3x3x2 factorial matrix. 339 participants were involved in the study while knowledge test, attitude scale and instructional guide were used as instrument. Kehinde-Awoyele (2012), studied the creation and outcomes of a participatory moral education program in relation to pre-service teachers' knowledge and attitudes toward moral topics in social studies. The research adopted 2x2x2 factorial matrix. 468 participants were involved in the study while knowledge test, attitude scale and instructional guide were used as instrument for data collection. Data were analysed with descriptive statistic and ANCOVA. Gender has no significant effect on the variables.

Studies have indicated that there are differences in the frequency and pattern of school violence between rural and urban areas. In many countries, rates of school violence are greater in urban slums, but they have also been rising in rural areas recently (Mink, Moore, Johnson, Probst and Martin 2009). This is because urban and rural locations differ from one another in terms of population, family values, and social amenities like access to the media and other modern technologies. It is anticipated that the patterns of violence will vary amongst the regions. The school location has a greater effect on the activities of NOA in Osun state because NOA has not reached most of the schools in the rural areas and her impact has not been felt in the rural areas in Osun state while NOA concentrated mostly on schools in urban areas of Osun State (Ajogbeje, 2019).

In 2011 Omisore, Omisore, Afolabi, Olajide, Arije, Ogundele, and Agunbiade carried out a study on the gender disparities in student-staff violence in secondary schools in Osun State, South Western Nigeria, both urban and rural. 800 people took part in a cross-sectional study that was comparative in nature. Using a multi-stage sampling procedure, 800 participants were chosen. The tool employed to gather quantitative data was a questionnaire. All types of violence against school employees were committed, with a higher frequency in rural than in metropolitan regions. In both urban and rural areas, men were the primary perpetrators of violence; however, in rural areas, the number of female perpetrators was higher than in urban ones.

Methodology

The study adopted descriptive survey design to determine the effect of gender and location on students' knowledge, attitude and practice of NOA moral value programme in Secondary schools, which was guided by two hypotheses. The population of the study comprises of all secondary school students in Osun State; while purposive sampling techniques was used to select 720 participants for the study. The purposive sampling technique was used to select twelve schools from the three senatorial districts in Osun state, purposive sampling technique was used to select sixty students from each selected schools, while 11 were null and void. The total participants are 709 participants.

The instruments; Achievement Test on Students' Knowledge (ATSK) and Attitudes Scale on Students' Skill and Attitudes on Orientation and Peace Education Programme were designed for the study. The instruments were subjected to face and content validity by Social Studies experts for scrutiny and review and validated. The reliability of the instrument was through Kuder-Richardson 20 ($K.R_{20}$) formula and Cronbach Alpha, their reliability coefficient yielded 0.96, 0.85 and 0.78 respectively. The data collected were analysed using descriptive statistical tools of frequency counts, percentage scores, mean and standard deviation and t-test score; while the hypotheses were tested at 0.05 level of significant.

Results and Findings

Table 1a: Profile of secondary school students' by the gender

Gender		
	Frequency	Percentage
Male	308	43.44
Female	401	56.56
Total	709	100

Table 1b: Profile of secondary school students' by the location

Location		
	Frequency	Percentage
Rural	355	50.07
Urban	354	49.93
Total	709	100

Table 1a shows that (43.44%) of the respondents are male while (56.56%) are female. So, the majority of the respondents are female students. This shows that there are more female students in the secondary schools than the male students.

Table 1b shows that (50.07%) of the respondents are in rural areas while (49.93%) are in urban areas. This implies that there is equal representation of the respondents both in rural and urban areas.

Research Hypothesis One: Is there any significant difference between the mean of male and female students' knowledge, attitude and skills to moral value from NOA sensitization programme?

Table 2: Independent t-test of difference between male and female on their knowledge, attitude and skills of moral values taught by NOA

Dependent variable	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Knowledge	Male	308	13.04	1.859	1.564	707	0.118	0.229	0.147
	Female	401	12.81	1.992					
Attitude	Male	308	28.71	2.035	-0.267	707	0.789	-0.042	0.157
	Female	401	28.75	2.109					
Skills	Male	308	37.13	6.98	-0.809	707	0.419	-0.422	0.521
	Female	401	37.55	6.80					

The t-test shows that there is no significant difference in the knowledge of students of different gender (male and female) $df (707)$, $t (1.564) > 0.05$. This result indicates that belonging to any particular gender does not mean that students will have more knowledge of moral values from NOA sensitization. Also, the t-test shows that there is no significant difference in the attitude of students of different gender (male and female) $df (707)$, $t (-0.267) > 0.05$. This result implies that belonging to any particular gender does not mean that students will have positive attitude of moral value from NOA sensitization. Furthermore, the t-test result shows that there is no significant difference in the skills of students of different gender (male and female) $df (707)$, $t (-0.809) > 0.05$. This result implies that belonging to any particular gender does not mean that students will practice positive behavioural change from NOA sensitization.

Research Hypothesis Two: Is there any significant difference between the rural and urban based on knowledge, attitude and skills to moral value from NOA sensitization programme?

Table 3: Independent t-test of difference between rural and urban on their knowledge, attitude and skills of moral value taught by NOA

Dependent variable	Location	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Knowledge	Rural	355	12.97	1.904	0.855	707	0.393	0.124	0.146
	Urban	354	12.85	1.971					
Attitude	Rural	355	28.65	2.175	-1.081	707	0.280	-0.169	0.156
	Urban	354	28.82	1.970					
Skills	Rural	355	35.51	7.12	-7.487	707	0.000	-3.726	0.498
	Urban	354	39.24	6.09					

The t-test shows that there is no significant difference in the knowledge of students of different location (rural and urban) $df (707), t (0.855) > 0.05$. This result indicates that belonging to any particular location does not mean that students will have more knowledge of moral values from NOA sensitization. Also, the t-test shows that there is no significant difference in the attitude of students of different location (rural and urban) $df (707), t (-1.081) > 0.05$. This result implies that belonging to any particular location does not mean that students will have positive attitude of moral value from NOA sensitization. Furthermore, the t-test result shows that there is no significant difference in the behavioural change of students of different location (rural and urban) $df (707), t (-7.489) < 0.05$. This result implies that belonging to any particular location does not mean that student will practice positive behavioural change from NOA sensitization.

Profile of Secondary School Students

The study revealed that majority of the students were female with average age of thirteen years which indicate that female students are more than male students in the secondary schools, and they are teenagers who are very curious about doing new things without considering its implication. These make them prone to danger and social disorder. Some of them are unconsciously involved in social vices as perpetrators or victims of these vices. The students that participated in this study are equally represented in rural and urban areas. That is almost the same number of students in rural area are also participated in urban area.

Discussion of the Findings

The study's conclusions demonstrated that there was no discernible difference in the knowledge of male and female students. This suggests that students' understanding of the moral principles taught by Osun State's NOA is not significantly impacted by their gender. The results of the study showed that there are no appreciable differences in the attitudes of male and female students. This indicates that gender does not mean that students will have positive or negative attitude to moral values from NOA sensitisation programme in Osun state. The study revealed that there is no significant difference in the skills of students of different gender (male and female) and their behaviour. This implies that both male and female students are perpetrators of social vices in the schools like smoking, cultism, drug abuse, examination malpractices, and sexual harassment among others. The male students are involved in fighting while the female students involved in bullying. This indicates that gender does not have a significant effect on students' behavioural change from NOA sensitization programme in Osun state. This corroborates the studies of Heafner (2008); Omiyefa (2009) and Kehinde-Awoyele (2012), Ogunbiyi (2006), Afolabi and Akinbobola (2012), Adetoro (2014) and Oladiti (2015) which found no significant gender differences in students' learning outcomes.

The results of this study, however, are at odds with those of Hambali (2015), who discovered a significant gender gap in students' acceptance of the application of character education. In that study, female students were found to have higher mean scores in character knowledge, attitudes, and competence than their male counterparts. Also, the

result of this study negates Ayo-Vaughan (2016) and Omisore, Omisore, Afolabi, Olajide, Arije, Ogundele and Agunbiade (2011) who remarked that male engage in social vices than female. According to research by Beaman, Wheldall, and Kemp (2007), there are gender disparities in student misconduct, with boys routinely being characterized as more problematic than their female colleagues. Kazdin (1995) remarked that antisocial behaviours are much more evident in boys than girl. The socio-cultural context of the study might have accounted for this gender difference. Olweus (1994) noted that, in contrast to boys, teenage girls are more likely than boys to bully other girls, employing more subdued and covert forms of aggressiveness. Teenage females, for instance, are more likely to spread rumour or persuade people to reject or shun other girls than they are to physically attack them. Also, Omisore, Omisore, Afolabi, Olajide, Arije, Ogundele and Agunbiade (2011) reported that female students in rural area are highly involved in violence than their counterparts in the urban area.

The findings showed that there was no significant difference in students' knowledge of different location (rural and urban). This indicates that location does not have significant effect on students' knowledge of moral values taught by NOA in Osun state. The study revealed that there is no significant difference in the attitude of students' location (rural and urban) and their attitude. This result implies that belonging to any particular location does not mean that students will have positive or negative attitude to moral values from NOA sensitization programme in Osun state. The study revealed that there was no significant difference in students' location (rural and urban) and their behaviour. The world is now a global village, so regardless of the location you have access to the whole world. This negates Omisore, Omisore, Afolabi, Olajide, Arije, Ogundele and Agunbiade (2011) who remarked that all forms of violence were perpetrated against school staff with prevalence higher in rural than urban areas. Corroborating this, Ajogbeje (2019) remarked that school location has a greater effect on the activities of NOA in Osun State.

Conclusion

The study concluded that belonging to any particular gender (male or female) does not mean that students will have more knowledge of moral values from NOA sensitization, whether male or female does not mean that students will have positive attitude of moral value from NOA sensitization. Also belonging to any particular gender does not mean that students will practice positive behavioural change from NOA sensitization programme. This implies that gender has no significance influence on knowledge, attitude and skills of students to NOA sensitization programme in Osun State. Also, the study concluded that location (rural or urban) does not have significant effect on students' knowledge of moral values taught by NOA. There was no difference in the attitude of students' both at the rural and urban area. Also, belonging to any particular location (rural or urban) does not mean that students will have positive or negative attitude to moral values from NOA sensitization programme. This implies that location has no significance influence on students' knowledge, attitudes and skills of students to NOA sensitization programme in Osun state.

Recommendation

The study therefore recommended that all students regardless of their gender (male or female) should be involved in the NOA sensitization programme in Osun state. NOA Should Ensure Equal Attention to Male and Female Students in Both Rural and Urban Areas for Moral Values Reinforcement in Osun State Secondary Schools, Given the Globalized World. Government should provide mobilization vehicle and enough funds for the agency to execute their programme in all the schools in the nooks and crannies of Osun State regardless of their location.

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