
HOME-SCHOOL COLLABORATION ON THE DEVELOPMENT OF VALUE EDUCATION OF PRIMARY SCHOOL PUPILS IN ONDO WEST LOCAL GOVERNMENT AREA

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Citation: Onuegbu Ijeoma E., Olotu Monisola O. and Okoroafor N.O. (2022) Home-School Collaboration on the Development of Value Education of Primary School Pupils in Ondo West Local Government Area, *British Journal of Education*, Vol.10, Issue 4, pp. 22-34

ABSTRACT: *The future of any nation rests on the shoulders of the youths and younger generations as they in the nearest future will become the leaders of tomorrow. Therefore, goal targeted at this group of persons must be valuable and focused at helping them accomplish their purpose as would-be future leaders of the nation. For this reason, the goal of early childhood education is for the children to develop holistically emphasising physical, social, moral, intellectual and emotional development without leaving out any one of them. In recent times, it has been noticed that the society have been flooded with youths whose moral values are at the lowest ebb and with little or no exhibition of sound value education. This paper examines the home-school collaboration on the development of moral values and value education of primary school pupils. It identifies the factors leading to moral decadence in children from home and the school and examines ways that the home and the school can collaborate to correct the menace of immorality that has taken over the youths in the society. The study adopted the survey research design and a self-designed instrument: Teachers and Development of Moral Values and Value Education of Primary School Pupils Questionnaire (TDMVVEPSPQ) was used to collect data for the study. 50 primary school teachers and 50 parents were selected at random which made up the population of the study. Four research questions were raised. Result were analysed using percentage, mean and standard deviation. Findings from the study suggested that the pattern of parenting styles and the school attitude towards moral education were the major factors against moral development in children and it was recommended that there is need for teachers and parents to join efforts together to revive the moral decadence among primary school pupils for a better society in the future to come.*

KEYWORDS: moral values, value education, home-school collaboration

INTRODUCTION

In the development of a child, it is necessary that children undergo a holistic development ranging from the physical, social, intellectual, emotional and moral training from home and the school. Consequently, it has been observed that families and school these days pay more attention to the intellectual aspect of a child's development thereby, creating a big gap on the morel development of the child. Probably because families / schools have the intentions that the school or the family are responsible for taken care of that aspect of the child. However, establishing moral development in children is a very crucial task that must be taken serious by

families, peers, schools, the media and religious institution rather than leaving the role for any of the institution in seclusion. This paper examines the role that parents and educators play in children's moral development. It also exposes the factors that leads to negligence of moral development in children.

In the ecological model of human development by Bronfenbrenner (1994), it states that the transition of a child from one microsystem to another involves the interaction with significant people who should play a role of socializing in the child into doing what is right or wrong. This model of transition can only be effective in the development of moral values and value education when children socializes with the people which this paper who can either socialize them positively or negatively. This is why this study, makes emphasis on the home and school, the home and the school are the most important place of socialization in the lives of children. The home being the first place of socialization introduces the child to other institution of socialization such as religion and the media and the school which is the place where a child spends most of her day after leaving the home socializing with peers and educators. Therefore, the home has more to do in forming good moral values in children as well as the school. Character education begins at home. Children develop much of their identities and their beliefs about right and wrong before ever formally entering school (Cihat Yaşaroğlu, 2016). It can be said that family is the primary moral educator of the child. Parents are their children's first moral teachers and the parents are also the most enduring influence (Lickona, 2009). However, the home and school needs to work in collaboration in other to produce an all-round morally developed child. Lickona (1988), opined that if schools can improve pupils' conduct during school hours, the likelihood of lasting on the character of a child is less when school values are not reinforced at home.

Furthermore, it is glaring in some part of the world if not everywhere, that the efforts to redeem the moral life of the youth has become difficult due to the fact that this emphasis on moral values have been neglected in many homes and schools and the decadency in morals been propelled by the rise in the advances made in technology which tends to bring in more disastrous consequences in the moral and social life of the children. The lack of parental guidance on the use of phone, the kind of television and radio programmes, video games, use of internet, interaction with peer groups and the attitude of teachers towards the implementation of moral curriculum in schools are contributing factors of moral decadence in children in the society such as the issue of indecent dressing, disrespect among children and adolescent, unwanted pregnancies, drug abuse, kidnapping, and ritual killing for quick money. Hence, it is confusing to know who to lay blames on among the parents and teachers of children whom responsibilities have been laid upon to nurture children's moral development so as to produce holistic and responsible citizens.

However, Supreka (1976) gave an account of eight approaches to inculcate value education into pupils, they include: Evocation approach which allows pupils to make non rational choices without hesitation, inculcation approach which requires that pupils are made to act according to desired values from either the home or the school, awareness approach which helps pupils become conscious of their own values, this can be achieved by inspiring them to share their experiences, moral reasoning approach requires a situation where parents and teachers are expected to live out an exemplary life style that encourages moral development, analysis

approach requires studying social value problems, value clarification approach aids rational and emotional awareness to scrutinize personal behaviour patterns and classify and actualize values, commitment approach permits pupils to see themselves as inner-relative members of social group and system that is parents and teachers should encourage peer group learning social learning in other for them to learn certain values, union approach this approach enables pupils to act as members of a larger cosmos or world.

THEORETICAL FRAMEWORK

Attachment theory

The attachment theory was propounded by John Bowlby and Mary Ainsworth in 1991. The theory suggests that human are born with the need for close emotional bond with caregivers. The theory focused on experience, expression and regulation of emotions. The theory served two primary functions: to protect vulnerable individuals from potential threats or harm and to regulate negative emotions. In summary it emphasises that individual difference component addresses how people's personal histories of receiving care and support from attachment figures shape their goals and attitudes.

Based on this study, the attachment theory, identifies that children tend to exhibit characters, attitudes and behaviours learnt from people around them, which in turn shapes them into their future personality which is why the development of right values are encouraged when children are very young. This early formation, determines children's values and value education. For this reason, caregivers in form of teachers and parents should be readily available to collaborate in order to inculcate the right values of life into children for a better society.

LITERATURE REVIEW

A holistic developed child is one who undergoes the essential means of development of intellectual, mental, physical, emotional and social abilities so that he or she is capable of facing the demands and challenges of everyday life (Dipankar Sarkar, 2020). For a child to be fit in the society, it is essential that children are groomed in every aspect of their developmental domain so as not to produce children whom in-turn will be a thorn on the flesh of the society in the future. The obligation of producing a holistic child is not only achieved in the school alone, families also have a share in making it a reality especially in the area of moral development which seems to have a dwindling state in the present society in Nigeria where atrocities like ritual killing, indecent dressing, disrespect among children and adolescents, unwanted pregnancies, kidnapping etc. have become the order of the day. It has been noticed that many schools and families have neglected the importance of moral values and value education in the lives of children and much more concentration have been placed on the children's intellectual development both in school and at home. When most people think of a school curriculum, they think about maths, science, social studies and language courses, seldom do one here or read about moral values being part of educational curricula in the modern world because less attention has been paid to that aspect of development (Paul Richard Kuehn, 2021).

Young children's beliefs about what is right and wrong traditionally have been strongly influenced by their families (Brannon, 2008). The families that children see around are people whom they share a bond and whom they mostly stay with which are most time their immediate family members and the people they meet in school, from these set of people, children emulate character development which makes up their personality and defines who they are and become in future. Whatever inculcated into children at their early years becomes the personality they live with and consider to be right and wrong actions, this is why parents and teachers should be very careful about the kind of teaching instilled in children right from their tender age, this assertion was supported by (Cihat Yaşaroğlu, 2016), who stated that values education gain importance in childhood because personality takes shape in the early childhood stage.

Value education is the process through which valued based education is imparted, it plays a crucial role in the growth of children and the society at large as our values are moral guides. Values are one of the basic identifier of personality traits and are not innate but acquired by training (Cihat, 2016). Morality means "manners" or "morals" (Aminigo and Nwaokugha, 2006). Morality is "an accepted code of human conduct in a society". Morality entails "having laws that will regulate dealings of men who can choose to abide by these laws because they know it is good sense to do so" (Uyanga and Amingo, 2010). Moral values are taught in moral education as certain acceptable, valuable and cherished qualities that are worthwhile in developing a sound character (Ime and Unwanaobong, 2021). Moral education is a programme of study which teaches the pupil about behaving in accordance with what is good while rejecting the bad. It is a holistic approach to stimulate character building and moral development (Okoh; 2003). The need to inculcate moral values/value education in children is to ensure that upon graduating into adulthood, children and adults are not only instilled with knowledge and skills needed to work and succeed, but also filled with compassion and emotional wherewithal to be a part of a safe, peaceful and cooperative society (Paul Richard Kuehn, 2021). Moral values are essential values that determine individuals' perception of morality and moral consciousness in society. Moral values include truthfulness, patience, obedience, honesty, integrity, hard work, responsibility, respect, tolerance, loyalty, public spiritedness, freedom, respect for human life and dignity of persons, others include justice, fairness and equality (Ime and Unwanaobong, 2021). The above moral values listed are in most cases the generally accepted societal values.

However, in recent times, changes have crept into the standards of morals in the society due to civilization. Civilization came with a lot of changes both positively and negatively, one negative change that came with „the dawn of the new era“ was moral decadence and laxity. Society has witnessed a fall in moral standards (Ime and Unwanaobong , 2021). Negligence on the part of the parents especially on the type of parenting styles adopted in this era of civilization is a major issue in many homes which is in accordance with the opinion of Cihat Yaşaroğlu, (2017) that states a child's character formation is predominantly influenced by how parents raised a child. For instance, some parents see nothing wrong in allowing a child see movies above his age, children are allowed to listen and dance to erotic songs and they are applauded, children brings home items that does not belong to them from school and never get questioned or chastised for such actions, parents put on indecent dresses for their children in the name of modernized fashion, handing over the affairs of the child into the hands of maids, lack of time and attention to monitor children's behaviour and the kind of friends they keep,

strengthening of bond with their peers rather than in the home are some of the errors parents commit to the moral decadence in children. When children don't have a close relationship with their parents and identification with family values, they are more vulnerable to peer pressure (Lickona, 2009). While in most schools, teachers are more concerned with the academics of children for the purpose of promoting the academic experience of the school thereby neglecting their moral development. From a personal experience while teaching in a private school in Nigeria, teachers are trained never to reprimand children in the name of "child protection" they are not allowed to flog or shout on children even when they do the wrong things, when cases of misconduct in pupils are reported it is turned against the teacher and the teacher will be punished for the sins of the pupils. For this reason, most teachers prefer to just watch the children misbehave than attend panels that will speak against them. All these are contributing factors against moral education and values in children which if were corrected at home and in the early years in school probably the society might still maintain an upright moral standard. To support this opinion, Aiyegbe Dickson (2018), opined that peer group bond as against parents bond with children, lackadaisical attitude of parents towards children's behaviour, attitude of teachers towards instilling rules and regulations in the school and the attitude towards academic performance over moral education are the causes of moral decadence in children in recent times.

However, Cihat Yaşaroğlu (2017) agreed that family and school are two major, effective, and formative institutions in moral value education. For a reliable and meaningful moral value education, family and school should be in collaboration. The efforts of the parents should be continued in the school, feedbacks from the home should be relayed back to the school and vice versa to be able to achieve a long lasting effect on the moral life of the children. As children enter school, teachers should join in the process of shaping children's minds, attitudes, and behaviours by forming a partnership with parents (Brannon, 2008). Cihat Yaşaroğlu (2017) suggested that for moral values and moral education to be upheld in children all through adulthood, it is important that the home and the school come in collaboration to instigate moral values and value education in children by parents upholding some of the operative variables such as showing parental affection, consistency of parenting, response to children's cues and signals, modelling, expression of values, respect for the child, and open discussion with the child. Ngozi Uzoka, R and Ugochi Njoku, M (2015) opined that the school can help to enhance moral behaviour in pupils, by providing them a sense of belonging which is responsive to individual needs, living out an exemplary life style, making rules and regulations that guides the activities of the children in school, allow children make decisions on their own and show them limits in their reasoning.

Statement of the problem

Moral values are taught to be inculcated by members of the society to improve character development and promote good moral upbringing and moral education in individuals in the society in order to promote stability of peace and harmony among the people. The inculcation of moral values and value education in children is a practice that should be promoted right from birth all through adulthood especially in the early years of their education which is supposed to be the most important period of learning in children. At this period, there should be a collaborative efforts propagated by the family, school and the members of the society at large to instil morals into children. However, the creeping in of civilization have almost swept moral

values under the carpet. Many parents these days lack the time to supervise the activities of their children at home and in the school, neglect their parenting obligations of close monitoring of children behaviours and character, bad parenting styles that encourages bad behaviours in the name of civilization and acceptable trends in the society, the negligence of the school stakeholders in upholding moral education in schools especially in the early years of formal education, and the quest to maintain academic standards of the school have adversely destroyed the moral standards built in time-past by the older generation, which is why the present society is going through the pain of atrocities happening all over the world especially in Nigeria among the youths of which if moral values are maintained in the homes and inculcated in school through collaborative efforts from childhood probably things will not have gotten out of hand. This is why this paper tends to examine the home-school collaboration on the development of moral values and value education of primary school pupils in Ondo West Local Government Area.

Purpose of the Study

The specific objective of the study is to examine the home-school collaboration on the development of moral values and value education of primary school pupils in Ondo West Local Government Area.

The purpose of the study is to

1. Examine the level of moral decadence in primary school pupils in Ondo West Local Government.
2. Determine the extent of teacher's and parent's commitment to the development of children's moral value and value education.
3. Examine contributing factors from teachers and parents aid moral decadence among primary school pupils.
4. Determine ways can teachers and parents collaborate to promote development of moral values and value education among primary school pupils.

Research Questions

The study raised the following questions

- (1) What is the level of moral decadence in primary school pupils in Ondo West Local Government?
- (2) What is the extent of teacher's and parent's commitment to the development of children's moral value and value education?
- (3) What contributing factors from teachers and parents aid moral decadence among primary school pupils?
- (4) What ways can teachers and parents collaborate to promote development of moral values and value education among primary school pupils?

METHODOLOGY

The study adopted the descriptive survey research design which examines events, opinion or ideas with the objective of providing accurate information about the phenomenon being studied. The target population involved all teachers and parents of primary school children in Ondo – west Local Government Area of Ondo state. Ten (10) public primary schools were randomly selected from the population of the study. Five teachers were randomly selected from

each school chosen for the study and five parents of pupils in the respective class chosen were purposively selected. It was purposive because parents' consents were sought by the help of the teachers and the first five parent that agreed to help with the instruments were used as respondents. In total, fifty (50) teachers and fifty (50) parents were used as respondents for the study. A self-designed instrument was used to collect data for this study "Development of Moral Values and Value Education of Primary School Pupils Questionnaire" (DMVVEPSPQ). The instrument was divided into two sections; the first section contains questions on the demographic data of the respondents while the second section contains 20 items using 4 point Likert scale to elicit information from the respondents. Permission was duly sought from the head teacher of the schools used for the study and due consent gotten from the parents. The data collected were analyzed using mean and standard deviation.

RESULT ANALYSIS

Table 1

Research question 1: What is the extent of moral decadence in primary school pupils in Ondo West Local Government?

Extent of Moral Decadence	MEAN	Std.D.
Primary school pupils are indirectly been influenced by societal moral failures as reflected in some indecent cases reported in primary schools	2.77	2.42
The loss of moral value and value education is obvious in some primary school pupils character	2.88	2.52
Pupils level of moral values is seen in their attitude towards obedience to school rules and regulations	3.33	2.86
There are cases of examination malpractices, practices of sexual immorality among primary school pupils	2.69	2.3
Many social vices are now prevalent in primary schools than what existed in time past	2.73	2.39
Primary school pupils do exhibit many social vices which is an indication of moral decadence	2.94	2.52
weighted mean = 2.89		

KEY: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Decision value: little extent = 0.00-1.99; much extent = 2.00- 4.00

The table above shows that primary school pupils are indirectly been influenced by societal moral failures as reflected in some indecent cases reported in primary schools ($x=2.77$), The loss of moral value and value education is obvious in some primary school pupils character($x=2.88$), Pupils level of moral values is seen in their attitude towards obedience to school rules and regulations ($x=3.33$). Furthermore, there are cases of examination malpractices, practices of sexual immorality among primary school pupils ($x=2.69$), Many social vices are now prevalent in primary schools than what existed in time past ($x= 2.73$), Primary school pupils do exhibit many social vices which is an indication of moral decadence ($x= 2.94$). Based on the result from the table, the weighted average being 2.89 is higher than 2.50. Which implies that the respondents agree on all the negative items in the table above that the extent of moral decadence in primary school pupils is high.

Table 2

Research question 2: What is the extent of teacher's and parent's commitment to the development of children's moral value and value education?

Extent of Teacher's and Parent's Commitment	Mean	Std.D.
Teachers are now always sceptical of instilling discipline in pupils even when they do what is wrong.	2.58	2.25
Many parents have left the development of pupils moral values as the sole responsibility of the school	2.93	2.58
I stand indifferent about disciplining the children	2.57	2.19
WEIGHTED MEAN 2.69		

KEY: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Decision value: little commitment = 0.00-1.99; average commitment = 2.00-2.99; much commitment = 3.00- 4.00

The table above, shows that teachers are now always sceptical of instilling discipline in pupils even when they do what is wrong ($x = 2.58$), Many parents have left the development of pupils moral values as the sole responsibility of the school ($x = 2.93$), I stand indifferent about disciplining the children ($X = 2.57$). With the weighted mean 2.69, it infers that teachers and parents' commitment to the development of children's moral value and value education is on the average.

Table 3

Research Question 3 What contributing factors from teachers and parents aid moral decadence among primary school pupils?

Contributing Factors from Teachers and Parents	Mean	Std.D.
Cases of blaming teachers in the society has made teachers to withdraw from enforcing moral values as expected	2.6	2.249
Many parents have left the development of pupils moral values as the sole responsibility of the school	2.9	2.585
Most teachers feel it is the sole responsibility of the parents to train their children moral	2.8	2.445
The society has contributed to moral decadence which is also affecting primary school pupils	2.9	2.565
Social media and immoral television programmes are negative influence on development of moral values of pupils	3.4	2.919
Negligence of parents in the home is a factor leading to poor moral values of primary school pupils	3.4	2.933
Some parents leave the monitoring of their children to the care of house helpers who has no moral values	3.2	2.782
Weighted Average	3.03	

The table above shows that Cases of blaming teachers in the society has made teachers to withdraw from enforcing moral values as expected ($x = 2.6$), Many parents have left the development of pupils moral values as the sole responsibility of the school ($x = 2.9$), Most teachers feel it is the sole responsibility of the parents to train their children moral ($x = 2.8$),

The society has contributed to moral decadence which is also affecting primary school pupils ($x = 2.9$). Furthermore, Social media and immoral television programmes are negative influence on development of moral values of pupils ($x = 3.4$), Negligence of parents in the home is a factor leading to poor moral values of primary school pupils ($x = 3.4$). Lastly, some parents leave the monitoring of their children to the care of house helpers who has no moral values ($x = 3.2$). This infers that, parent's negligence, social media, attitudes of parents towards teachers are high factors leading to moral decadence among pupils in primary schools.

Table 4

Research Question 4: What ways can teachers and parents collaborate to promote development of moral values and value education among primary school pupils?

Ways teachers and parent can collaborate	MEAN	SD
Parents should give teachers support to collaborate in helping primary pupils to develop good moral values and value education	3.4	2.977
Teachers should not be blamed for enforcing discipline on naughty pupils	3.3	2.877
Parents should intentionally create time for the children at home to promote value education for charity begins at home	3.7	3.209
Parents should enforce they screen the kind of programmes the children are exposed to on the television	3.6	3.108
Teachers and parents should be on the same page for the development of good moral values and value education	3.6	3.114
Weighted mean 3.50		

Results from table 4 indicates that Parents should give teachers support to collaborate in helping primary pupils to develop good moral values and value education ($x = 3.4$), Teachers should not be blamed for enforcing discipline on naughty pupils ($x = 3.3$), Parents should intentionally create time for the children at home to promote value education for charity begins at home ($x = 3.7$). More so, Parents should enforce they screen the kind of programmes the children are exposed to on the television ($x = 3.6$), Teachers and parents should be on the same page for the development of good moral values and value education ($x = 3.6$). With the weighted of 3,50, The result implies that the home and school collaboration in the development of moral values / education is highly supported.

DISCUSSION OF FINDINGS

Moral decadence has become an issue of concern in the society especially among the pupils in the primary school. From the result above, it indicated that the extent of moral decadence in primary school pupils is high which could be as a result of societal moral failure seen in the pupil's character such as talking back at teachers, insulting their elders, disobeying school rules and regulations, cases of examination malpractice, sexual immorality all these are evidence of moral decadence and they are more prevailing in recent times among pupils in primary school as compared to time past where morals are held with high regards in homes, societies and schools.

The indication to the above information infers that, the level of commitment by teachers and parents is on the average, so many teachers are sceptical about instilling discipline in pupils

because of the fear of uncertainties, such as the case of the one-year-old child on the social media that came to lime light on the 13th of February, 2022, as seen from all the social media handles such as Facebook, Instagram, Twitter etc. According to the teacher, the child pushed down a fellow child, the child in question was flogged by the teacher and the unimaginable happened and the child died. The teacher was blamed for the death of the child and about to be arraigned in the court of law. Cases like this are prevalent in the society, which has made most teachers ignore children with ill moral behaviours in recent times. Another instance is the fact that many parents feel that it is the responsibility of the school to instil moral values in children. Due to lack of time, quest for financial stability to meet up with the responsibilities at home, many parents have left the duty of moral development to the school. As ascertained by Obiano (2016), in his words stated as follows parents and guardians leave the house early in search of the means to survival and come back late tired, abandoning the responsibility of instilling moral values to outsiders. They believe that moral values and value education should be the duty of the school which should be inculcated into their curriculum and daily activities in school. Other reasons may be that many parents are not always available to watch over their children during the day and have limited time in the evenings to study their children's behaviour with the intentions that the school must have taken care of all the aspects of the children's development. Consequently, many parents and teachers also have lackadaisical attitude towards instilling moral values and moral education in children the laser fair parents and teachers of this present time.

Based on this study, the contributing factors from teachers and parents that aid moral decadence among primary school pupils include cases of blaming teachers when they reprimand children for their wrong doings, parents leaving the sole responsibility of the development of moral values to the school alone, contributing factors of social media and immoral television programmes due to parents' carelessness on parental guidance instructions on most of the programmes aired. Chinedu, J.D., Victor, E., and Ozioma, F. C (2020) ascertained that the electronic media for instance through the channels of Cable Networks, foreign movies, nollywood home videos, has consistently debased sex and sexual activities, promoted cultism, rituals, kidnapping and other vices through their programmes. Music, other video chips and even some product adverts, have so much glorified sex, nudity and rascality and made it look like all-comers affairs. Furthermore, parents' negligence towards the monitoring of their children's behaviour, character and attitudes and saddling the responsibility to house helps who have no moral values who also exposes the children to immoral behaviours like sexual immorality, stealing, lying etc. Obiano (2016), also maintains that the result of abandoning moral responsibilities to outsiders results to bad habits such as drug abuse, permissive lifestyles, armed robbery, cultism etc.

Lastly, it was gathered from the study that parents should give their support to teachers to collaborate in the development of good moral values and value education. Daniel Mngarah (2017), in his study opined that Head teacher and teachers used for his study maintained that parents need to perceive school, and teachers positively so that they can work in harmony to prepare young children to become responsible and effective citizens. Blaming of teachers should not surface when they enforce discipline on pupils who display immoral behaviours. Parents should also create time for their children at home to inculcate the right behaviours into the children and not abandon the duty for the school alone to handle. Chinedu, Victor, and

Ozioma (2020) declared that the larger society and the nation, derives its moral tone fundamentally from that of the family. In other words, there is a general saying that charity begins at home, when parents abandons their duty towards the moral development of a child, little can the teacher do, because focus cannot be laid on that particular child alone to give a proper training in the school. Therefore, parent's responsibility towards the child's moral values should be high. There should be parental guidance to the kind of programmes children are exposed to on the radio and on the television. The use of social media should also be highly scrutinized for proper monitoring. Teachers and parents should be on the same page to ensure that moral values and value education is instilled in children without leaving the duty for a particular group to handle.

CONCLUSION

Based on the findings of this study, it is concluded that the level of moral decadence among primary school pupils is on the high side. Which is as a result of the low commitment from both teachers and parents towards the development of moral values and value education among pupils in primary schools. Other contributing factors include attitude of parents towards teachers when they discipline children in school, parents leaving the bulk of the responsibility for the school to handle, attitude of parents towards regulating the type of programmes that children see on the social media, television or radio and lastly the negligence of parents towards leaving children in the hands of house helps without scrutinizing children's behaviour, attitude and values effectively. Therefore, parents and teachers are meant to be on the same page in collaboration to instil moral values and education to children especially those in the primary school because at that stage if they are not well tamed morally they become a nuisance to the society which is a result of what the present society is witnessing in this present time.

Recommendation

Based on the findings of the study, the following recommendations were proffered:

1. Having identified that the level of moral decadence among primary school pupils is high, teachers and parents are encouraged to develop a strong commitment towards the development of children's moral value and value education where parents are to reach an agreement of supporting the teacher when necessary discipline is instilled on a child and not apportioning blames.
2. Parents should also not leave the responsibility of inculcating moral values and development to the school alone but should also take it upon themselves knowing that they also have a major role to play in the development of the children's moral values and development.
3. The school should also ensure that the aspect of the curriculum that teaches moral values and moral education is judiciously adhered to.
4. The contributing factors that aid moral decadence identified by this study such as the negligence on the use of social media and internet, lack of parental guidance on the type of immoral television programmes seen by children should be addressed. More so, parents' negligence towards the monitoring of their children's behaviour, character and attitudes and saddling the responsibility of moral development to house helps who have no moral values should be curbed.

In collaboration to promote moral values and value education among primary school pupils, the study recommends that parents should give their support to teachers towards disciplining

pupils when they misbehave. Parents and teachers should intentionally create time for children both at home and in school to promote value education and should be on the same page for the development of good moral values and value education in children. Therefore, to reach an agreeable position between the home –school collaboration on primary school children value education, the study opined that Supreka (1976) approach to value education should be adopted and implemented.

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