



Communication as a veritable tool in value education at the primary school level: The role of the family and school

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Abstract

Values constitute the core of the society that serves as a framework that guides the actions of the individuals, therefore the need for parents and teachers to effectively communicate the right values. Value is considered as a worthy approach, physiognomies or singularity which can be demonstrated by individuals over issues. There is a growing concern amongst educators, parents and humanity in general about the ethical debauchery in the society. We have children who have become delinquent and as a result become a source of pain to their parents and teachers. In a bid to proffer solution to the above concerns raised, the paper took a critical look at the mode of communication of values to children within the home and school environment because the way and manner in which values are imparted to the children would go a long way to either make or mar them. The paper contends that values are to be inculcated in the family and school. The family is saddled with the responsibility of determining what values are considered right. The paper further examined the guidelines for teaching values and practical ways of making the process concrete. Based on the discussions it was concluded that the family and the school must possess and exhibit good values if they are to bequeath same to their children and pupils.

Keywords: veritable, values, society, framework, individuals

1. Introduction

The unique focus of education include inculcation of national consciousness, values and national unity. It is evident that as a nation, there is this strong desire to have individuals who possess the right values to promote unity in all spheres of life. The goals of pre-primary education and primary education as stipulated in the National policy (2013) include: among others the inculcation of social, moral norms and values. It is expected that the school through the organization of school activities and the curriculum would bring about the desired changes. This is also the same for the family which serves as the first point of socialization for the child. Abraham (2019) ^[1] opined that certain values are fundamental to human existence such as love, sanctity of human life, respect for constituted authority, honor and hard work. In support of this, Benebo-Solomon (2015) also acknowledged that personal integrity, self-discipline and patriotism are values that pupils should have. The values a child would possess would greatly be influenced by many factors such as family background, education, peer groups, media and current event in the society. Several scholars have defined values in different terms however for the purpose of this paper two definition would be considered. Anero, (2011) ^[4] defines value as worthy approach, physiognomies or singularity often demonstrated by a person or assemblage of individuals with regards to a particular issue while Esu and Enu views values in terms of moral beliefs and attitude that have two different meanings based on personal preference or objective principle. This implies that while preferences are subjective in nature principles are objective, pupils are allowed to make decisions based on their choice.

Over the years there is an outcry of complete erosion of positive values amongst pupils and members of the larger

society. Fingers have been pointed to the family and schools for not living up to expectation by not instilling the right values in their children and pupils. Some children show signs of indiscipline, lacking manners of approach, fighting, and unruly behaviors. This attitudes children put up may not be unconnected to the fact that the family and school have not been able to effectively communicate these values properly to the children. Hence, the need for this paper that seeks to highlight the role of the family and school in communicating values to children and pupils.

Communicating values is a systematic exercise; everyone agrees that instilling good values in children is important. There is a growing desire to see children grow up with the values that are considered important. Yet little effort goes into instilling such values. Our world becomes more complicated each year as competing influences often interfere with values.

Communication can be viewed as a procedure through which information is exchange amid personalities via basic systems such as codes, marks or activities. It requires dual pathways, implying that one must not only master the skillfulness of transmitting his/her ideas very well but as well earshot the views of others. Listening, then plays foremost role in disseminating information, hence requires that an individual must only hear when others speaks, but likewise comprehend and appreciate words spoken. There is the reason for parents to listen as their children talk about issues with them or amongst themselves so they can have understanding of what values to communicate to them.

As a child is born into this world he/she is being taught values. Okoh (2003) ^[7] opined that value determines a man's choice in life and man's behavior is influenced by his choice. This is so because whatever a man wants to do depends on what he or she considers worthwhile. Esu and

Enu (2009) ^[5] explained that values are conscious beliefs about what is right or wrong. Clark (2003) ^[3] asserts that impacting standards to youngsters as well as basic desires, commences at natal and continue all through their life. Associations within the half decade of youngsters' lives are essential and set the basis for impacting morals to youngsters". According to Charles, a professor of family scholarships and humanoid studies, inculcating standards to teenagers foremost involves defining what standards add to shared manners. In Nigerian culture, respect for elders and traditional institutions are highly valued. For the young children, this means they would accord the respect to their elders in and outside the family by being polite and obedient. Values give direction to an individual or a group of person in the society. The inculcation of values in the child rest on the agents of socialization which includes the home, peer group, school, church or mosque and the media, these are saddled with the responsibility of ensuring the right values are communicated to the pupils.

The home is the first cradle of socialization; the child is in constant interaction with his parents, siblings and relations. How the values are communicated to the child is very important because poor or lack of communication may hinder the child from imbibing the right values. Uwatt (2012) explains communication to mean the mechanical process in which persons respectively take up the responsibility of constructing, encoding message and transmitting same through a chosen channel to prospective receivers who equally have the responsibility to decoding same without losing components parts in order to achieve a given communication purpose. It is clear from the foregoing that parents, teachers, religious leaders and the media should be very conscious of the values they intend to pass across and such values should be clear enough so the child would be able to comprehend the values being passed.

For effective communication to take place, the four literacy skills are to be considered. But for the purpose of this paper, listening and speaking would be discussed as values to be taught to the child would depend on these basic literacy skills. Listening is the first skill to be acquired by the child and this is reproduced in speaking. Listening skill is a receptive skill. It is the act of listening and comprehending what is heard. The two basic of Listening conditions are:

1. Interactive listening skill
2. Non interactive listening skill

Interactive listening skill includes one-on-one conversation and handset calls where dialogue and listening are done alternatively. The latter creates an opportunity for explanation, reprise or leisurely dialogue amid conversation partners. Approximately, non-interactive listening involves listening to radio, televisions, movies, addresses or religious-speeches. Such circumstances doesn't afford opportunities for feedbacks through questions for interpretation. As a parent or teacher, there is the need to listen when your children or pupils are talking so you can really understand them and be in a better position to inculcate the right type of desired values.

Though, basic means of impacting constructive morals as proposed by Smith (2001) includes

- Consistent messages: Parents must be conscious of the standards they set since teenagers consistently learn through example. For the same reason, parents should

also back up what they say by what they do. For instance, if you want your children to be courteous, then set a good example and they will follow.

- Parents who take strong affiliations with their offspring make additional influential models. If such affiliation remains robust, the youngster would want to imitate their parents.
- Parents should agree on values to instill in their children because it has to be taught mutually for effectiveness.
- For parents to be effective in the impacting of morals, they should exhibit deliberate determination to ascertain the standards they desire the teenager learn hence create suitable social and physical setting to supports such.

Apart from parentages, other sources of positive information dissemination for better social morals includes television, peers and songs. Parents must guide their children's to watch only television programs that would instill positive standards in them. There is a call on all media houses to be value mindful when designing program bearing in mind the effect on the viewers especially youngsters. Adolescent development professionals from Kansas State University opined that socializing youngsters to become accustomed and operate completely within social setting and impacting affirmative social morals are tasks of parenting. Charles Smith as quoted by Clark (2003) ^[3] proposed some guides to assist parents in the act of impacting standards to youngsters.

1. Recognize the morals that are significant and ought to be impacted to youngsters.
2. Parentages must cooperate together as associates to approve required morals for their kids.
3. Fashion a social plus physical setting to impact such morals and standards.
4. State distinct and reliable messages on what standards needed and what morals that are suitable.
5. Define required deliberate effort to model, chat ways on how to help the wards learn.
6. Overcome lassitude, past knowledges and other trials.

Duraumauku and Anero (2011) ^[4] proposed guides for parents in carrying out their functions as values educators. These are as follows:

1. Praise good behavior: In order to instill good behavior in the child, such behaviors that are right should be praised by the parents and those that are undesirable should be cautioned to reduce its occurrences. Ginot (1969) ^[6] opined that praise should mirror for the child a realistic picture of his accomplishments not his character or personality. For instance if a child does good job, he should be praised for what he or she did and not saying how good he is because both cases are related.
2. Teach the child: Deliberate and conscious effort should be made to teach the child what he/she ought to know. The child should not be left to discover him/herself because it might just be too late to make amends as a child left alone may develop anti-societal values.
3. Establish the standards: It could not be doubtful, that guardians don't choose or identify which standards are significant to their wards. Oladipo (2002) as quoted by Anero (2011) ^[4] opined that parentages need to offer the utmost consistent and noticeable models of behavior

related to character build-up.

4. Communication: Most guardians don't have open interaction with their wards. Parents must discover how their wards react over certain matters which upset them and the family at large. The inputs of children should be included when critical decisions are taken about their future and that of the family.

There are several ways in which the family can practically teach values to a child, the family can do this by living by example in all they do. Parents should be aware that the aim of teaching values to their children would include ability to acknowledge the children when they do well, correct them when they err and also guide them on how to do the right things. In guiding the child to do the right things, the parents must clearly state the values they wish to impart by using appropriate language that would reflect the values they wish to inculcate and how they want that value expressed in their children. Help the child to tell the truth at all times to be honest in all he does. Do not say false things before your children. For instance asking your child or anyone around to tell a visitor that you are not around when you are. Avoid all forms of deception, no matter how simple it may look because children are very observant.

Another practical way of teaching values is by storytelling. Duruamuaku and Anero (2011) ^[4] described story telling as the operative usage of words, gesticulations to induce listeners get the required meanings. Oyebola (2010) in Duruamuaku and Anero (2011) ^[4] proposed some guidelines for the impacting of standards to ensure that the story is well presented and the message is clear. Some of the guidelines that would be useful are as follows:

1. Establish a goal in every story telling and highlight such aspects of the story.
2. Choose stories bearing in mind your goals.
3. All stories must have commencement, mid plus conclusion.
4. Every story must adopt uncertainty steps to lure the attention of the listeners
5. Be acquainted with stories to be told.
6. Practice telling the story.
7. Approximately, spectators will require additional account if they remain ignorant of the scene.
8. The teller must detect to note and read from suitable sources to aid him or her learn how the audience interact in dialogue within the larger society.
9. Stories must be followed by a group discussion on decisions.
10. Inspire the youngsters to tell stories known to them as to promote moral education.

The role of the school in communicating values to pupils

The school as an agent of socialization is responsible for instilling values in the child. The national policy on education (2013) states that education is an instrument for social change, this is to say that whatever values the society wants to pass on to the younger generations, it can equally do so using the school to bring about the desired change in the society. The school through her organization of school activities can instill the right values. The school can further inculcate values by given values inculcation a prominent place in the curriculum. The federal government of Nigeria has seen the need for this that is why the curriculum for junior secondary has been reorganized to a subject such as

religion and national values while in the senior secondary civic education is taken as a compulsory subject, this is aimed at developing pupils that possess the positive values in the society. This is the reason as pointed out by Akintunde & Sobande (2005) that makes institution of learning during various convocation ceremonies to graduate students who have been found worthy in character and learning

Relevance of values to education

Values' based education produces a school climate for impacting and learning what fosters on the development of academic standards. Values supports the development of a positive school philosophy that is more harmonious owing to the direct relationship amid values education and behavior of pupils. When pupils acquire the right values such as diligence, patience, integrity would help pupils to focus learning. Values nurtures development of thoughtful skills and expansive skills. It produces a calm and purposeful environment in which everybody feels appreciated. It helps pupils to comprehend themselves via consciousness of their innermost selves. It develops emotional intelligence by talking about their feeling, pupils learn to express themselves more clearly, to control behavior and empathize with others, (www.values-education.com)

Conclusion

Inculcation of values in children should be seen as a critical part of children upbringing, therefore all stakeholders should ensure children get the needed value education they need to become functional members of the society. Parents should live an exemplary life so their children would take after them. It not so much of what parents say that matter but the actions and words they speak in the presence of their children. The parents should be able to provide educative materials for their children to read and make out time to explain our national values. The school on the hand should organize school activities that would inculcate the right values to further emphasize the values already taught at home.

The way forward

There is the need for the members of the family to know that they are models for the children in their families, so they can become better members of the society. Parents should take effective steps in communicating values to their children and avoid all issues that would stand as a barrier to children imbibing the needed values. The school should inculcate the right values through its curriculum that emphasizes the right values and teachers who impart these values should remember that they are role models for the children

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