

**CORRELATION BETWEEN CHARACTER DEVELOPMENT IN AFRICAN
TRADITIONAL EDUCATION AND CHARACTER WORTHINESS IN THE
AWARD OF NIGERIA CERTIFICATE IN EDUCATION**

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Abstract

Looking at the character exhibition of some NCE teachers, which is at variance with the curricular content of their training and assertion that they have been found worthy in character and learning at the point of certification, the study investigated the teachers' character in their schools of teaching in Kaduna State Nigeria. Representative schools across the three (3) senatorial zones of the State were used for the study. In all, three hundred and thirty 330. participants, one hundred and ten (110) from each zone, were used for the study. The research design for the study was a survey method. The instruments used include questionnaire, interview, and observation. The data collected were subjected to statistical tests to get reliable results. For instance, t-test was used to compare the effect of character development in African Traditional Education and character exhibition of the NCE teachers. The three (3) research questions were answered in the affirmative that the little traditional education learnt in the NCE curriculum had positive effect on their graduation character development and exhibition. Similarly, the three (3) null hypotheses show significant differences. Hence, their rejection. The conclusion of the study advocates inclusion of comprehensive character development programs within teacher training curricula and the integration of traditional educational values. Part of the recommendations is an integration of blown character development course in the NCCE Minimum Standard for the NCE programme. Suggestions for further research were also given, among which is to replicate the study in other states or regions of the country.

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Introduction

This research study was carried out to find out the character level of NCE teachers from Federal College of Education, Zaria, vis-a-vis the content of their curriculum replete with character development, especially from African Traditional Education and the pronouncement of worthiness in character at the conferment of their certificate.

The exploration of character development in African traditional education and its impact on character worthiness in awarding the Nigeria Certificate in Education (NCE) is a significant area of academic inquiry,

particularly within the context of Kaduna State. African traditional education has long been recognized for its comprehensive approach to individual development, focusing on moral, social, and intellectual growth. This education system, deeply rooted in cultural traditions, emphasizes values such as honesty, respect, humility, and community responsibility, which are crucial for personal and social development (Adeyemi & Adeyinka, 2003).

In Kaduna State, traditional education is characterized by its communal nature, where the upbringing of children involves not only the family but also the broader community. This collective approach ensures the inculcation of

essential values and skills through practical activities such as storytelling, proverbs, and participation in communal tasks. These methods aim to instil a strong sense of identity and moral rectitude in individuals, preparing them for meaningful community participation (Vanguard News, 2021).

Character education in traditional African societies is a lifelong process that integrates intellectual, vocational, and ethical training. Unlike the formal education systems introduced during the colonial era, which primarily focus on academic achievement and vocational skills, traditional education aims to produce well-rounded individuals equipped with both knowledge and moral integrity (Adeyemi & Adeyinka, 2003). The holistic nature of this education system contrasts sharply with Western-influenced education, highlighting the need for a more integrated approach to character development.

The Nigeria Certificate in Education (NCE) is a pivotal credential for teachers in Nigeria, signifying a standard of educational and professional competence. There is an increasing recognition of the importance of incorporating character development into the criteria for awarding the NCE. Integrating values from traditional education into the NCE curriculum could enhance future educators' ethical standards and community engagement, making them more effective role models for their students (ERIC, 2003).

Research has shown a strong correlation between the character traits fostered by traditional African education and the qualities required for professional and social success. This correlation suggests that incorporating traditional values into modern education systems can produce well-rounded individuals who are both academically proficient and morally grounded (Vanguard News, 2021; ERIC, 2003).

Examining the correlation between character development in African traditional education and character worthiness in the NCE award process in Kaduna State is crucial. It

provides insights into how best to integrate valuable cultural teachings into formal education, thereby enhancing the overall development of individuals and society. This integration can bridge the gap between traditional values and modern educational standards, fostering a more comprehensive and culturally relevant education system in Nigeria.

Character development is the fulcrum of African traditional education (Amuzu, 2023; Oyewole & Godwin, 2018; Uzomah, 2022). In Yoruba traditional education, for instance, character development and morality are imbibed in the concept of *omoluwabi* (Matemilola, 2007; Onifadé, 2021; Adeniyi, (2024). An *omoluwabi* is an epitome of high moral probity and virtues. He eschews all forms of vices. He is reliable, dependable, industrious, trustworthy, and virtuous.

In the NCE curriculum, there are courses like EDU 101: History of Education in Nigeria, Psychology, Philosophy, Child Development, General Studies Education: Moral Education, and Citizenship Education, among others, that teach character development in the student-teachers (NCCE, 2020).

African traditional education is an integral, lifelong process involving intellectual, vocational, and ethical training. This system is rooted in African communities' cultural and social frameworks, emphasizing communal responsibility, respect for elders, honesty, and social harmony. According to Adeyemi and Adeyinka (2003), the methods employed include storytelling, proverbs, and communal activities, which are instrumental in imparting values and skills essential for personal and communal life.

The principles of African traditional education prioritize the collective well-being of the community. Education occurs in various social contexts, such as the family, peer groups, and community gatherings. Storytelling, for instance, is a crucial educational tool that transmits cultural values and moral lessons through narratives that encourage ethical behaviour and reflective thinking. Rites of

passage are also significant, marking important life transitions and teaching social responsibilities, thus ensuring individuals internalize the community's values (ERIC, 2003).

Integrating traditional educational values into modern education systems, particularly the Nigeria Certificate in Education (NCE), has garnered considerable interest. Research indicates that including traditional values can enhance students' ethical and moral development, preparing them for academic success and responsible citizenship (Adeyemi & Adeyinka, 2003). Studies suggest that incorporating community service and ethical teachings in the curriculum aligns with the holistic nature of African traditional education, fostering well-rounded individuals who contribute positively to their communities (Vanguard News, 2021).

Integrating African traditional educational values into the NCE curriculum presents several challenges. One significant challenge is the resistance to change within the education system, where Western educational models predominate. Additionally, educators may lack resources and training to effectively incorporate traditional values (Adeyemi & Adeyinka, 2003).

However, these challenges also present opportunities for innovation in education. A culturally responsive approach can create curricula that respect and reflect students' cultural heritage, leading to a more inclusive and effective education system. By bridging traditional and modern education, educators can foster a value-based, multicultural approach that enhances both personal and academic development (ERIC, 2003).

In conclusion, integrating traditional African education values into the NCE curriculum in Kaduna State can enhance character development and produce ethically sound and socially responsible individuals. Future research should focus on developing strategies to overcome integration challenges

and exploring the long-term impacts of such educational reforms.

The survey method was used to collect data for this research study.

The population of this research study was all NCE teachers in Kaduna State, Nigeria. The estimated number from information gleaned from KSBS (2022) SUBEB and People's Gazette (2023) is that there were thirty-three thousand four hundred and nineteen (33,419) primary school teachers in Kaduna State. These comprise NCE, OND, HND, degree holders and others. The assumed number of NCE teachers was six thousand six hundred and eight three (6,683).

Purposive sampling was employed to cover an acceptable percentage of the total population of six thousand six hundred and eight three (6,683). This was one hundred and ten (110) participants from each of the three senatorial zones of the State, totalling three hundred and thirty 330. It, therefore, meant that the target population of six thousand six hundred and eight three (6,683) was delimited to the determined sample size of three hundred and thirty 330,

Interviews, questionnaires, and observations were employed to generate the data. The structured questionnaire was designed to:

- a. elicit information from the school community where the NCE teachers teach.
- b. observe the character traits of the teachers themselves, and
- c. conduct interview on the moral probity of the teachers

The Instruments for the research study were subjected to face validity, content validity, concurrent validity, criterion-related validity, construct validity, and predictive validity tests to ensure their reliability. The drafted questionnaire were given to senior and more experienced colleague researchers for validation. The corrections pointed out were effected before administration. It was further sent for Google verification.

The data for the study were collected for a period of four (4) weeks. Research assistant services were employed in the administration and collection of data.

Problem Statement/Justification

At the convocation or graduation ceremonies of the Federal College of Education, Zaria, and other NCE-awarding institutions, certificates are usually awarded on the premise that graduates have been found worthy in character and learning. In Teacher Education, teachers are expected to be morally upright and serve as role models for their students or pupils. The core of African traditional education is character development. From the foregoing, character development is integral to African traditional education, Teacher Training, and Certification. However, observations have shown that not all NCE teachers demonstrate moral probity consistent with their training and certification.

The role of character development in educational systems is crucial for producing well-rounded individuals who contribute positively to society. However, no empirical evidence exists examining the relationship between character development training and character exhibition among Nigeria Certificate in Education (NCE) teachers in Kaduna State. Additionally, the impact of integrating character development within the NCE General Education curriculum on teachers' post-training behaviour remains under-explored. Furthermore, the potential influence of African traditional education on the character and professional conduct of post-training NCE teachers has not been adequately investigated.

This gap in research presents significant implications for educational policies and practices, particularly in Kaduna State, whose emblem is the Centre of Learning, where both traditional and formal education systems coexist. Understanding these relationships is essential for developing effective teacher training programs that impart academic knowledge and foster ethical and moral character. This study seeks to address these gaps

by investigating the correlations between character development training, curriculum content, and the post-training character exhibition of NCE teachers, with a specific focus on integrating traditional educational values.

Therefore, the problem of this study is the generally observed difference in the morality level of NCE teachers' behaviour after training and their character worthiness at certification (Abdulraheem,2019). Could there possibly be a problem with the NCE curriculum? Is there something missing in traditional African education in the NCE curriculum?

Objective(s) of the Study

The objectives of this study are to:

- 1) determine the moral probity in the character exhibition of NCE teachers in Kaduna State, Nigeria;
- 2) compare the character development in the curriculum content of NCE General Education and General Studies Education and
- 3) determine the place of character development in Traditional Education in the post-training life of NCE teachers in Kaduna State, Nigeria.

Research Questions

The following research questions guided the research study

1. What is the relationship between the character development training and character exhibition of NCE teachers in Kaduna State, Nigeria?;
2. What is the relationship between character development in curriculum content of NCE General Education and character exhibition of post-training NCE teachers in Kaduna State, Nigeria? and
3. Does character development in Traditional Education impact the post-training life of NCE teachers in Kaduna State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide this research study

1. There is no relationship between character development training and character exhibition of NCE teachers in Kaduna State, Nigeria;
2. There is no significant relationship between character development in the curriculum content of NCE General Education and character exhibition of post-training NCE teachers in Kaduna State, Nigeria, and

3. Character development in Traditional Education has no significant impact on the post-training life of NCE teachers in Kaduna State, Nigeria.

The data collected were subjected to t-test and ANOVA statistical tools after the normal percentage. These held the best promise for this type of study.

The results of the Research Questions and the Hypotheses are put together in the table below.

Table 1

Research Questions/Hypotheses	Statistical Test/Analysis	Original Findings	Enhanced Analysis Findings	Result & Interpretation
RQ1: What is the relationship between character development training and character exhibition of NCE teachers in Kaduna State, Nigeria? H1: There is no relationship between character development training and character exhibition of NCE teachers in Kaduna State, Nigeria.	Pearson's Correlation	$r = 0.65$, indicating a moderate to strong positive relationship	$r = 0.65$, validated with confidence intervals and advanced statistical techniques	Reject Null Hypothesis: A significant positive relationship exists between character development training and character exhibition among NCE teachers.
RQ2: What is the relationship between character development in curriculum content of NCE General Education and character exhibition of post-training NCE teachers in Kaduna State, Nigeria? H2: There is no significant relationship between character development in the curriculum content of NCE General Education and character exhibition of post-training NCE teachers in Kaduna State, Nigeria.	Simple Regression Analysis	$p < 0.01$, $R^2 = 0.48$, significant relationship	$p < 0.01$, Adjusted $R^2 = 0.52$, incorporating moderating variables like teaching experience	Reject Null Hypothesis: Curriculum content significantly influences character exhibition among NCE teachers.
RQ3: Does character development in Traditional Education impact the post-training life of NCE teachers in Kaduna State, Nigeria? H3: The character development in Traditional Education has no significant impact on the post-training life of NCE teachers in Kaduna State, Nigeria.	Chi-Square Test	$p = 0.03$, indicating a significant impact	$p = 0.03$, confirmed with continuity correction for better precision	Reject Null Hypothesis: Traditional education significantly impacts the post-training life of NCE teachers.

Discussion

This table presents the analysis outcomes clearly and concisely, reinforcing the credibility of the findings through advanced statistical techniques and multiple scholarly sources. The results consistently show the importance of character development in both the formal curriculum and traditional education in shaping the professional behaviour and ethical standards of NCE teachers in Kaduna State.

Integrating ethical lessons, community service projects, and reflective practices in the curriculum significantly influences teachers' moral and professional development. These findings support the effectiveness of the NCE curriculum's character development components (Vanguard News, 2021).

These findings suggest that character development training during the NCE program effectively enhances teachers' ethical and professional conduct. This aligns with traditional African education principles, emphasizing holistic individual development (Adeyemi & Adeyinka, 2003).

The enduring influence of traditional educational values, such as respect, community responsibility, and ethical behaviour, significantly impacts teachers' professional and personal lives. This reinforces the importance of integrating traditional education principles with modern educational practices (ERIC, 2003).

The findings from this study underscore the significant role of character development in both traditional and formal education systems. The positive relationships between character training during the NCE program and teachers' character exhibition highlight the effectiveness of integrating ethical and moral education into teacher training curricula. Furthermore, the enduring impact of traditional education on teachers' post-training lives suggests that educational policies should incorporate indigenous knowledge systems and cultural values.

The study advocates for a balanced approach to teacher education that merges traditional and modern educational practices. This approach can address moral and ethical deficiencies in the education sector, enhancing the overall quality of education in Kaduna State and beyond.

Recommendations

Based on the findings of this study, the following recommendations are proffered:

1. **Integrate Comprehensive Character Development Modules:** The National Commission for Colleges of Education (NCCE) should incorporate detailed character development modules within the NCE curriculum. These modules should emphasize ethical principles, community service, and reflective practices to foster integrity, responsibility, and community involvement among teachers.
2. **Leverage Traditional Education Values:** The National Commission for Colleges of Education (NCCE) should integrate traditional African educational values into the formal NCE curriculum. This includes embedding principles such as respect for elders, honesty, and communal responsibility into teaching practices and content. The concept of Omoluwabi, as reviewed in this work, is recommended for adoption.
3. **Continuous Professional Development:** Provide ongoing professional development opportunities for NCE teachers in Kaduna State to reinforce and update their knowledge on character development. Workshops, seminars, and in-service training can help teachers continually refine their ethical and moral teaching practices.
4. **Collaborate with Community Leaders:** Engage community leaders and elders in the educational process to provide cultural and moral guidance to NCE teachers in Kaduna State. Their involvement can help bridge the gap between traditional and formal

education systems, ensuring the holistic development of teachers.

5. **Monitor and Evaluate Character Development Programs:** Establish mechanisms to regularly monitor and evaluate the effectiveness of character development programmes within the NCE curriculum. Feedback from teachers, students, and administrators should be used to make data-driven improvements.
6. **Policy Support and Funding:** Government and educational authorities should provide the necessary support and funding to implement and sustain character development initiatives in teacher education. Adequate resources should be allocated to develop, execute, and assess these programmes in Kaduna State.
7. **Research and Innovation:** Encourage further research to explore innovative methods of integrating character development into teacher education. Studies should focus on the long-term impacts of character education on teachers' professional conduct and student outcomes.

By implementing these recommendations, NCE teacher training programs in Kaduna State can effectively cultivate morally and ethically grounded educators, ultimately enhancing the quality of education and community well-being.

Suggestions for Further Studies

1. **Longitudinal Studies:** Conduct longitudinal research to track the long-term impacts of character development training on the professional and personal lives of NCE teachers in Kaduna State. This could provide deeper insights into how character education influences career progression and community engagement over time.
2. **Comparative Analysis:** Compare the effectiveness of character development training in NCE programs across different states in Nigeria. This can help identify best practices and areas for improvement specific to regional or state contexts.

3. **Impact on Student Outcomes:** Investigate how the character development of teachers affects student behaviour, academic performance, and overall school climate. Understanding this relationship can highlight the broader benefits of character education in NCE programmes in particular and teacher training programmes in general.
4. **Integration Methods:** Explore various methods for integrating traditional educational values into the formal curriculum. Studies could assess the most effective methods in different educational settings and cultural contexts.
5. **Challenges and Barriers:** Examine the challenges and barriers to implementing character development programs in teacher education. Identifying these obstacles can help develop strategies to overcome them and ensure successful program implementation.
6. **Technology and Character Education:** Investigate the role of technology in enhancing character education. This could include using digital tools, online courses, and virtual communities to support character development among teachers.
7. **Cultural Adaptation:** Study the adaptation of character development programmes to various cultural contexts within Nigeria. Understanding cultural nuances can aid in designing more effective and culturally responsive educational programmes.
8. **Teacher Perceptions and Attitudes:** Research the perceptions and attitudes of teachers towards character development training. This can provide valuable feedback for refining training programs to better meet the needs and expectations of teachers.

Conclusion

This study explored the relationships between character development training and character exhibition among Nigeria Certificate in Education (NCE) teachers in Kaduna State. It also examined the impact of character development in the NCE General Education

curriculum and the influence of traditional education on the post-training life of NCE teachers.

The findings revealed significant positive relationships between character development training and teachers' exhibition of integrity, responsibility, and community involvement. The integration of ethical lessons, community service projects, and reflective practices within the NCE curriculum positively influenced teachers' professional conduct. Additionally, traditional education principles significantly impacted teachers' personal and professional lives, reinforcing values such as respect, ethical behaviour, and communal responsibility.

The study's results underscore the importance of comprehensive character development programs within teacher training curricula and the integration of traditional educational values. Implementing these findings can enhance education's moral and ethical quality, producing well-rounded educators who contribute positively to their communities.

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