



Family Characteristics and Development of Virtue Learning Among Public Primary School Pupils in Rivers State

Ekaette I. Ekpo (Ph.D)^{1*}, Okere Egbuchulem²

¹Department of Early Childhood/Primary Education Ignatius Ajuru University of Education Port Harcourt, Nigeria

²Department of Early Childhood/Primary Education Ignatius Ajuru University of Education Rumuolumini, Port Harcourt

***Corresponding Author:** Ekaette I. Ekpo (Ph.D), Department of Early Childhood/Primary Education Ignatius Ajuru University of Education Port Harcourt, Nigeria

Abstract: This study investigated the relationship between family characteristics and development of virtue learning among public primary school pupils in Rivers State. The study adopted correlational research design. 31,055 basic five pupils constituted the population of the study. The sample size of the study was 1,200 basic five public primary school pupils. The sample size was determined using the Taro- Yamane's formula for sample size determination. The simple random sampling technique was used to select 1,200 basic five pupils from 40 public primary schools in Rivers State. However, only 1155 pupils participated in the study. The study was guided by two specific objectives, two research questions and two null hypotheses. The instrument for data collection was a researcher designed instrument titled "Family Characteristics and Development of Virtue Questionnaire FCDVQ" The FCDVQ was validated by three experts of measurement and evaluation. The test re-test reliability method in conjunction with Pearson's product moment correlation was used to obtain a reliability index of 0.78. Findings from the study showed that there were significant positive relationships between educational qualification of parents, age of parents and the development of virtue among public primary school pupils Rivers State. It was recommended amongst others that there should be cordial relationship between the parents and teachers in the public primary schools as this will enable the parents to get a first hand information on how the children demonstrate and exhibit good virtues that are taught at home by their parents

Key words: Virtue development, age of parents' educational qualification of parents, family characteristics.

1. INTRODUCTION

Virtue is a peculiarity of character, exhibited in daily activities of human being, which is good for a person to have. The concept "virtue" is traceable to the Greek word "arete" which is translated as excellent, a quality that every human being ought to possess. These habits, which are developed through practice, are necessary for the child. Virtues are attributes of good character such as: obedience, truthfulness, loyalty, respect, humility, kindness, hospitable, peace and harmony. These are family values that most parents aspire that their children possess and when integrated into family life can create peaceful and hospitable families. Virtues such as these are the cornerstone of a just and peaceful world, and when families integrate these virtues into the everyday lives of their family, they will create a set of family values that grow children who reach their full potential and make a powerful contribution to peaceful society. The virtues are those characters that enable us approach the ideal state of well-being. Back, Clark & Phelan, (2018) noted that the virtues are innate, but like any muscle which gets stronger when used and degenerates when not in use, the virtues are developed through experience. Plato, one of the early thinkers enumerated four important virtues which include: wisdom, courage, temperance and justice. He was among the first group of philosophers that wrote logically about virtue in his work "Nichomachan Ethics". However, Aristotle a student of Plato noted that virtue is not inborn character of a person; rather, it is acquired through learning or mentoring (Curr, 2019). Aristotle maintained that when people acquire good habits or character, they

are better able to regulate their emotions and their method of reasoning becomes more ideal. This to a large extent helps human beings to reach morally correct decisions when faced with unpleasant and difficult choices. (Austin, 2018).

Virtue is a particular quality in man which is ideal for one to associate, and live in harmony with one another in society. Virtue is a special quality that is acquired through learning from father, mother, members of the family or through school. In other words, it can be taught by experienced persons or people who are knowledgeable in society. FRN, (2013) incorporated virtue as one of the goals of primary education, which agrees with the argument of Curr, (2019) which states that virtue is learnt by professionals. Furthermore, it can be learnt from people that have excellent and good character. Virtue if taught from the childhood will definitely be part of the individual as he/she gets older. No wonder the Bible says “train up a child in the way he should go; and when he is old, he will not depart from it (Proverbs 22:6)”.

The fact that virtue is taught or mentored to a child cannot be done in a vacuum; it is usually done in the family. Family is a basic unit of social organization in all human society. Families have served as the primary institution responsible for raising children, providing people with basic needs and satisfying their need for love and support. On a general note family means a group of people related to one another by birth, marriage or adoption. For Okeke, (2016) the family is made up of a husband, wife and their children, whose primary responsibility is to provide for their children and inculcate in them good virtue such as peace and hospitality that will enable them look reasonable to the society. Again, the family patterns, directs and inculcate the child with good virtues. Njoku, (2016) observed that teaching of virtue starts at home and it is the sole responsibility of parents to guide their children to acquire good virtues. This means that the child undergoes series of transformation in order to be a meaningful member of the society.

This study addresses two factors that address how the child acquires virtues which include: age of parents and educational qualification of the parents. Jacqueline, (2015) opines that age of parents is a major family characteristic that makes or mars the development of virtue learning among the pupils. He maintains that young parents below the age of 22 years are inexperienced in the development of virtues to their children. This has a great implication on the children raised from such home. For such a naïve parent may not be able to teach their children good virtues such as; kindness, obedient, love and how to be peaceful with people. In another development, He further heralded that advance parents are more experienced and are competent of teaching good virtues to their children. It is imperative to note that children from such families are lucky and blessed because on regular basis their parents devote quality time in order to teach and transmit good virtues to their offspring. Be that as it may, age of parents to a great extent matters when it comes to the development of virtue.

Korr,(2018) opines that educational qualification of parents is sine que non to the child in terms of his schooling and development of virtues. He added that educated parents usually interact with their children at home concerning their school and above all challenges their kids to be respectful to their teachers and older persons. Rana, Nadeem and Saima, (2015) stressed that educated parents demonstrate high level of virtue to their children. Especially, mothers that have educational qualification, it is obvious that children stay more often with mothers at home as when compared with their father. As a result of that great attachment between mother and her children, educated mothers usually utilize that opportunity to teach their children to love, respect and extend kindness to other pupils and teachers at school. Egalite, (2016) noted that educational qualification of parents is key to virtue learning. She maintains that educated parents at all times teach their children good virtues. Children from such families demonstrate high level of discipline and further influence their peers to respect older persons. As the child grows it is the responsibility of the parents to teach the child to greet people, respect elders, love, be honest among others. This assertion is more pronounced in families which parents fall in the following groups; primary school teachers, NCE holders, Ph.D holders and Masters’ degree holders.

In view of the above discussion, it is obvious that family gives the child a very good background of what is good in the society by way of socialization. The child at this period is taught series of qualities and stories that will increase the child’s cognitive, social, mental and effective development. The family has the sole responsibility of giving moral training to the child. Unfortunately, the family

seems to have lost the focus of child upbringing in search of daily bread. This is obvious; in the way and manner some parents chase money at the expense of their children's good upbringing. Observation reveals that most parents devote little or no time for their children, especially those in the oil sectors and banking industries. Very early in the morning parents are set for work and return in the evening while the children are left at the mercy of the nanny, who may not be professional in child nurturing. It is also worrisome that some parents are dishonest, quarrelsome and disrespectful to their children and people around them. There seem to be no peace and harmony in such homes. Children imbibe this unwholesome behaviours and it becomes part of them they demonstrate these behaviours in school and elsewhere to them.

The search for greener pasture by most Nigerian families has created a lacuna of child upbringing and this deepens the challenges of some children. Most parents that travel abroad, leave their children with relations, who have little or no time for their moral development. It is imperative to note that families ought to create time to teach how children need to be peaceful with one another in the society. No wonder Duruamaku-Dim and Anero, (2011) noted that the family is a special unit in society where parents must create out time to teach and nurture their children about the importance of respect, peace, honesty, and harmony. If parents do not have the time to do so, the child may develop anti-societal values. It may not be in dispute, that most families do not decide or know which value is of importance to them. As a matter of fact, parents must know that virtues are very necessary for every responsible citizen and need to emphasize them daily basis. These virtues include: respect for God and man, harmony, and patience Oladipo, (2009) argued that parents ought to serve as role models to their children. This assertion is in line with Bandura's theory which suggested that children imitate a lot. Therefore, the right virtue needs to be exhibited by the parents.

Echebe, (2015) noted that family as a social group is described by common, residence, cooperation and reproduction. It means that family is made up of people with a common goal living together in cooperation and with aim of procreating when married. The above definition is in agreement with the African belief system, which means that child bearing is at the center of every marriage.

It is interesting to note that sociologist regards family as elementary or nuclear family. The common features of family are that it gives credence to relationship between one man and woman or between one man with many women. Uncles, aunts, cousins and nieces are part of the family; in fact, it is regarded as extended family. However, there is also nuclear family. Extended and nuclear family is referred to as family system. They are explained below:

- a) The nuclear family is also regarded as immediate family. It is also known as the traditional family structure. The family structure is made up of a husband and wife, and their children. The father in the immediate family is the head of the household. By implication, the father of the home provides for everyone in the home. In other words, he works for the financial support of the entire family. For this reason, the father is always away from the home in order to earn a living for the household. This means that virtually every family member depends on the father for survival. The wife is in charge of keeping the house clean and also taking care of the children at home.
- b) The extended family is composed of the husband, wife, children, grand parent, aunts, uncles, cousins, nephews, nieces and sibling-in laws that are leaving with them under the same roof. In extended family, the responsibility of child rearing is not depending on the wife alone rather the uncles, aunts, cousins, nieces, grandparent are all responsible towards taking care of the child.

Though nuclear family is peculiar in traditional African society, a situation that permits the man to work and provide for the family. However, it has been overtaken by events in this present century. Both husband and wife are now working class, and the responsibility of the family is shared amongst them. But in the western world, husband and wife have been working class and the responsibility of taking care of the home and children are at the mercy of the nanny, where there is none, the husband and wife takes turns.

- c) A single-parent family is made up of one parent, and children. This type of family is unlike the nuclear and the extended family. Here, a single parent takes care of the children. Single parenting occurs when either widow, divorced or never married. This type is usually common among the women rather than men.

From the foregoing, three types of family have been identified and discussed. It is obvious that a common phenomenon is associated with these three different families. The idea is that virtue learning

is at the core and paramount which the children are taught to be at peace with people around him, and should be willing to receive and accommodate visitors. Children are also taught how to worship God, and to be honest among others. This study is geared towards determining the relationship that exists between family characteristics and development of virtue learning in the public primary schools.

2. STATEMENT OF THE PROBLEM

The family is one of the agents of socialization of the child. In the family, the child interacts with those around him, where members of the family serve as instructors towards the upbringing of the child. But in recent times, the family seems to have lost focus in the upbringing of the child. The child (ren) in the family are not taught how to respect older ones, nor taught how to love people around them. It is worrisome to note that most families which are not educated do not possess the skills that are required to teach and nurture their children about good virtue. This is because they are ignorant of it. Again, age of parents matters a lot in the upbringing of their children especially those parents that are young. It is obvious that, younger parents below the age of 22 years are naïve and inexperienced to teach their children about good virtues such as respect, love, obedient, kindness and courage. It is on this premise that this study seeks to find out the relationship that exist between family characteristics and development of virtues learning among pupils in public primary schools in Rivers State.

2.1. Purpose of the Study

This study examines the relationship between family characteristics and development of virtue learning in Rivers State. Specifically, this study was set out to;

1. Ascertain the relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State.
2. Examine the relationship between age of parents and development of virtue among public primary school pupils in Rivers State.

2.2. Research Question

1. What is the relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State?
2. What is the relationship between age of parents and development of virtue among public primary school pupils in Rivers State.?
3. How do children develop virtuous learning in the primary school?
4. What are the virtuous characters that children should develop?

2.3. Research Hypotheses

1. There is no significant relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State.
2. There is no significant relationship between age of parents and development of virtue among public primary school pupils in Rivers State.

3. METHODOLOGY

The study adopted the correlational research design. This is because the study seeks to elicit data and use such to establish the relationship between the family characteristics such as educational qualification of parents, age of parents and the development of virtues among public primary school pupils. 31,055 basic five pupils in 956 public primary schools in River State constituted the population of the study (Rivers state universal basic education board, 2018).

The sample size of the study was 1,200 basic five public primary schools' pupils. The sample size was determined using the Taro-Yamen's formula for sample size determination. The simple random sampling technique was used to select 1,200 basic five pupils from 40 public primary schools in Rivers State.

The instrument for data collection was the researcher designed 18 items questionnaire titled "Family Characteristics and Development of Virtues Questionnaire (FCDVQ). The FCDVQ had two sections; A, and B. Section A was used for bio data of the respondents, while section B was used in answering

the research question. The FCDVQ was structured and scored in the following. Excellent (E) =4; very good (VG) =3; good (G) =2 and fair (F) =1.

The instrument was validated by two experts in the Department of early childhood and primary education, Ignatius Ajuru University of Education, Port Harcourt. The experts perused the items and made inputs. Based on comments and corrections, the instrument was deemed valid.

Test retest method was adopted to ascertain the reliability level of the instrument. This was done by administering the 10 pieces of the questionnaire to 10 selected pupils at Imo State which is outside the research area. The two scores obtained were correlated using Pearson Product Moment Correlation Co-efficient (PPMC) at 0.05 levels of significance. Reliability index of 0.78 was established based on the result, the instrument was deemed reliable and used for the study.

The researcher first obtained permission from the head teachers of the sampled schools, thereafter the researcher moved to the classrooms where 1,200 copies of the researcher designed FCDVQ instrument were administered and retrieved on the spot. However, out of the 1,200 copies of the instrument administered, about 1,155 were certified and used for the study.

The data obtained for the study was analyzed using the Statistical Package for Social Sciences. The research questions and hypothesis were answered and tested using Pearson’s Product Moment Correlation Co-efficient at 0.05 level of significant.

4. RESULT

Research Question 1: What is the relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State?

H₀₁: There is no significant relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State.

Table1. Summary of Pearson’s product moment correlation on the relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State

	N=1155									
Variable	ΣX	ΣY	(ΣX) ²	(ΣY) ²	NΣX.Y	r-value	R-square	Zcal	Zcri	P-value
Educational qualification of parents	4038		16305444		16181965.8	0.548	0.300	18.60	1.96	0.00
Virtue Development		3973		15786318.24						

Table 1 shows the Pearson’s product moment correlation on the relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State might be described as moderately strong and positive (r=0.548). The r-square value of 0.300 shows a 30.0% contribution of educational qualification of parents to development of virtue among public primary school pupils. With the Z calculated greater than the Z critical and a p-value less than 0.05, the result showed that there is a significant relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State (r=0.548, Zcal=18.60, Zcri=1.96, p<.05). The null hypothesis was rejected at 0.05 alpha level.

Research Question 2: What is the relationship between age of parents and development of virtue among public primary school pupils in Rivers State.?

H₀₂: There is no significant relationship between age of parents and development of virtue among public primary school pupils in Rivers State.

Table2. Summary of Pearson’s product moment correlation on the relationship between age of parents and development of virtue among public primary school pupils in Rivers State

	N=1155									
Variable	ΣX	ΣY	(ΣX) ²	(ΣY) ²	NΣX.Y	r	R-square	Zcal	Zcri	P-value

Family Characteristics and Development of Virtue Learning Among Public Primary School Pupils in Rivers State

Age of parents	399 7		15977607. 84		1603403 3.4	0.56 7	0.322	19.2 5	1.9 6	0.00
Virtue Development		397 3		15786318. 24						

Table 2 shows that the Pearson's product moment correlation on the relationship between age of parents and development of virtue among public primary school pupils in Rivers State might be described as moderately strong and positive ($r=0.567$). The r-square value of 0.322 shows a 32.2% contribution of hospitable family to development of virtue among public primary school pupils. With the Z calculated greater than the Z critical and a p-value less than 0.05, the result showed that there is a significant relationship between age of parents and development of virtue among public primary school pupils in Rivers State ($Z_{cal}=19.25$, $Z_{cri}=1.96$, $p<.05$). The null hypothesis was rejected at 0.05 alpha level.

4.1. Discussion of Findings

4.1.1. Relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State

Evidence from findings as shown in Table 1 indicated that the Pearson's product moment correlation on the relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State might be described as moderately strong and positive ($r=0.548$). The r-square value of 0.300 shows a 30.0% contribution of educational qualification of parents to development of virtue among public primary school pupils. With the Z calculated greater than the Z critical and a p-value less than 0.05, the result showed that there is a significant relationship between educational qualification of parents and development of virtue among public primary school pupils in Rivers State ($r=0.548$, $Z_{cal}=18.60$, $Z_{cri}=1.96$, $p<.05$). The null hypothesis was rejected at 0.05 alpha level. This finding depicts that educational qualification of parents has the capacity to predict a good virtue development among primary school pupils. The finding of this study agrees with the views of Korr, (2018) that educational qualification of parents is very important to the development of virtue among children. Korr further asserts that educated parents usually advice their children to show respect to older people and more importantly to their teachers at school. Similarly, the finding supports the views of Egalite (2016) who in his survey, found that educational qualification of parents is a major drive to the development of virtue. Those children from such families always demonstrate good virtues such as respect, courage, tolerance and boldness.

4.1.2. Relationship between age of parents and development of virtue among public primary school pupils in Rivers State

From the finding in Table 2 the Pearson's product moment correlation on the relationship between age of parents and development of virtue among public primary school pupils in Rivers State might be described as moderately strong and positive ($r=0.567$). The r-square value of 0.322 shows a 32.2% contribution of age of parents to development of virtue among public primary school pupils. With the Z calculated greater than the Z critical and a p-value less than 0.05, the result showed that there is a significant relationship between age of parents and development of virtue among public primary school pupils in Rivers State ($Z_{cal}=19.25$, $Z_{cri}=1.96$, $p<.05$). The null hypothesis was rejected at 0.05 alpha level. The result implied that age of parents is capable of greatly influencing the development of virtue among pupils in the positive direction. The finding of this study is in agreement with the findings of Jacqueline, (2015) who found that age of parents is fundamental to the development of virtue by their children. That parents who are below the age of 22 years are naive therefore, are incapable to transmit virtue to their children. It is imperative to note that that parents who are under age still behave like children. Again, it will be difficult if not impossible for such parents to teach moral behaviours to their children, when such parents lack such qualities as a result of their age.

5. CONCLUSION

Based on the finding of this study, it is concluded that there is a significant positive relationship between educational qualification of parents and the development of virtues among primary school pupils in Rivers sate. There is also a considerable relationship between age of parents and the development of virtue among pupils in public primary schools. The development of virtue among

primary school pupils is greatly dependent on educational qualification of parents and age of their parents.

RECOMMENDATIONS

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

1. That parents who are educated should utilize it as an avenue to nurture and transmit good virtues to their children.
2. There should be cordial relationship between the parents and teachers in the public primary schools, this will enable the parents to get a first hand information on how the children demonstrate and exhibit good virtues that are taught at home by their parents

REFERENCES

- [1] Anero, N. (2018). Theory and Practice of Childhood Education. Port Harcourt: IAUE press and bookshop unit.
- [2] Austin, C. (2018). Virtue Ethics: Morality and Character. Retrieved from [https:// www.learnereligion.com](https://www.learnereligion.com)
- [3] Back, S; Clark, M. & Phelan, A. N. (2018). Teacher Education as the Practice of Virtue Ethics. Editorial. Research in education. 100 (1). 3-9.
- [4] Curr, D. (2015). Educating Character through Stories. London: Imprint Academic.
- [5] Dan, J. (2015). Education and Society from Psychological Perspectives. Port Harcourt: Pearl Publishers International Ltd
- [6] Duruamaku-Dim, J. C. & Anero, N. (2011). The role of Childhood Educators in teaching Values. Port Harcourt: RODI Printing and Publishing Company.
- [7] Echebe, P. I. (2010). Family Psychology, Marriage and Family Counseling. Port Harcourt: University of Port Harcourt press.
- [8] Egalite, A.J. (2016). How family background influences student’s achievement. Education next. Vol 16 (2) 230-244.
- [9] Federal Republic of Nigeria. (2013). National Policy on Education (6th Ed). Lagos: NERDC press
- [10] Frank, I. (2016). Challenges of the Family. Port Harcourt: Pearl Publishers International Ltd.
- [11] Jacqueline, W.K. (2015). Influence of parental characteristics on pre-School children’s moral development in Nairobi County, Kenya. A thesis submitted to the department of educational communication and technology, University of Nairobi.
- [12] Korir, W. (2018). Influence of parental Occupation and parental level of education on Students’ Academic performance in public day secondary schools. International Journal of research and innovation in social science. Vol. 2. (12). 201-209.
- [13] Njoku, N.C. (2016). Parental patterns in socialization: A factor in moral Behaviour of secondary school students in Abakaliki Education zone of Ebonyi State. International Journal of Education, learning and development. vol. 4 (6) 68-76.
- [14] Ogbondah, L. (2016). Historical Foundation of Western and Nigerian Education. Port Harcourt: Harey Publications Coy
- [15] Okeke, E, C. (2016). Education and society from sociological perspectives. Port Harcourt: pearl publishers international Ltd.
- [16] Oladipo, S. E. (2009). Moral Education of the Child - whose responsibility? Socsci:20 (2), 149-156.
- [17] Rivers State Universal Basic Education Board (2018). Ugo, P. (2016). Peace in the society. Owerri: Kansi Books.

APPENDIX II

QUESTIONNAIRE

Family characteristics and development of virtue Questionnaire (FCDVQ)

Please tick (√) in the appropriate boxes.

Section A: Personal Data

1. Sex: Male Female
2. Age:
3. Class: Primary 5

SECTION: B

Complete this section by ticking (√) in the columns that is most applicable to you.

Key E = Excellent, VG= Very good, G= Good, and F = fair.

S/N	ITEMS	RESPONSES			
		E	VG	G	F
		4	3	2	1
	Educational qualification of parents				
1.	My dad is a Ph.D holder, he taught me to respect elders.				
2.	My parents have Master’s degree, they often teach me to be courageous.				
3.	My mother has 1 st degree, she teaches me to tolerate my peers.				
4.	My father is a NCE holder, he advices me to be patient in my studies.				
5.	My mother is a PhD student; she encourages me to be bold in facing challenges.				
	Age of parents				
6.	My mother is 30 years old and she is always there to teach me to be kind to people.				
7.	My parents are advanced; they usually teach me how to be obedient.				
8.	My step-mother is 22 years old, she hardly teach me to honour our elders.				
9.	My dad is 60 years old and he usually teaches me every night to be at peace with people.				
10.	My parents are advanced, and they always teach me to love our teachers.				
	How does children develop virtuous learning in the primary school				
11.	Children imitates the virtuous inherent in their parents				
12.	Parents transfer virtue character to their children				
13.	Children inherit virtuous character from parents				
14.	Children demonstrate virtuous character at home				
	Virtuous characters that children should develop				
15.	Do you agree that respect is an attribute of virtue				
16.	Do you agree that obedience is an attribute of virtue				
17.	Do you agree that humility is an attribute of virtue				
18.	Do you agree that kindness is an attribute of virtue				

Citation: Ekaette I. Ekpo (Ph.D), Okere Egbuchulem. "Family Characteristics and Development of Virtue Learning Among Public Primary School Pupils in Rivers State" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 7, no. 7, 2020, pp. 108-115. doi: <http://dx.doi.org/10.20431/2349-0381.0707013>.

Copyright: © 2020 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.