



Impact of Cultural Day Celebration on Students' Moral Values in Private Schools in Yenagoa Metropolis, Bayelsa State, Nigeria

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Abstract

This study examined the impact of cultural day celebration on students' moral values in private schools in Yenagoa metropolis, Bayelsa State. Four research questions guided the study. The study adopted a survey design. The stratified simple random sampling technique was used to select six private schools and three public schools were randomly sampled with a total of 199 students were involved in this study. A self developed 20-items questionnaire titled, "Cultural Day Celebration and Students Moral Values Questionnaire (CDCSMVQ) was used for data collection. It was structured on a 4-point Likert type scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and scored 4, 3, 2 and 1 respectively. The instrument was subjected to face and content validity using social studies experts' review. A test-retest method of reliability was used which yielded a reliability index of 0.74 using the Pearson product moment correlation. The data collected were analyzed using mean and standard deviation. It was found that cultural day celebration promotes moral values and positive social relationship among the students. It is recommended among others that students should not see cultural day celebration as just fun, but take it as a medium of changing some wrong behaviours to the right ones and a way of learning good moral values that could help them in their homes and future endeavours.

Keywords: Impact, Cultural day celebration, Students, Moral values, Social studies

Introduction

Today's societies are multi-culture in themselves, which encompasses a multitude of varying ways of life and lifestyle. Most people are shaped by more than a single culture, which is brought about by globalization. The only remedy in ensuring cultural stability is for the agents of change

(government) to repackage and re-inculcate absolute values through the use of different cultural activities in homes, towns, places of work and schools as the case may be to counter negative changes that are emerging today (Ikeagwu, 2008), One of the greatest issues is that Nigeria is a heterogeneous society. Before



colonialism, the territory known as Nigeria today was inhabited by different peoples, empires, tribes and kingdoms. These peoples have different cultures, traditions and religion.

Akpan (2012) stated that the colonialists did not consider these divergent issues but went ahead and welded them together as one country, Until 1977, when the Festival of Arts and Culture (FESTAC), (the first cultural show that was performed in Nigeria which attracted global attendance); there had never been attempts to nationalize Nigerian cultural heritage. The position that the ideas, meanings, beliefs and values people learn as members of society determines human nature. Students are what they learn. Optimistic version of cultural determinism places no limits on the abilities of human beings to do or to be whatever they want. Some researchers suggest that there is no universal "right way" of being human. "Right way" is almost always "our way"; that "our way" in one society almost never corresponds to "our way" in any other society. Proper attitude of an informed human being could only be that of tolerance (Bohmer, 2014).

Culture distinguishes human beings from animals, refers to music, dance, literature, architecture and other creative activities. It suggests tradition and heritage. It denotes civilization. It indicates the commonly shared ideas and practices of a group of people. It also suggests diversity. We also think of a variety of activities as 'cultural'.

For example, A 'cultural event' in a school would consist of various activities: Western music, Indian classical music, dance, dumb charades, Mad Ads, personality contests, fashion parades and cooking competitions (Carden, 2008). When we speak of people of other religions, other languages, we tend to see them as 'culturally' different from us. Sometimes in public gatherings such cultural day celebration, we see the use of different kinds of costumes and other markers in order to indicate the 'cultural diversity' of the participating groups, or to appeal to certain sections of the populations (Anderson, 2010).

It terms of cultural day celebration and students moral values, Okunna, (2011) opined that because of their cultural day special power to affect the way the students think, feel and behave, the cultural day celebration have been credited with incredible persuasive ability to change attitude and behaviour. Culturally, this Influence could be in the area of language, behavioural response, pattern of eating and dressing. A research by Christopher (2012) showed that there exists a relationship between the cultural celebration and social cure and other behavioural and attitudinal change in the society. For instance, the celebration is attributed considerable power to shape opinion and belief, change habits, and actively molding behaviour and imposing political system even against resistance. In discussing the impact of cultural day celebration on the moral values and even the dressing pattern of students, it is important to mention discourses on



its influence. This is because; cultural days are a mode of media transmission. In all of researches, the area of cultural day impact appears to be the most contentious. For one, if the day has no influence on the society, is there any realistic justification for its continued existence? For another, if the cultural day does have impact on the thought process and attitude of mankind, should they take responsibility for the emergent foible and discomfitures of man in the society?

Since it has been established that cultural day celebration is a mass medium, it is proposed in this study that the cultural activities have influence on the pattern of moral values and dressing of students of different institutions in Nigeria. This supposition is hinged on the fact that cultural day celebration has gained wide follower-ship among students of different level of education in Nigeria, especially the children and the youths. Cultural day has come a long way in Nigeria. Akpan (2012) noted that the culture in Nigeria has become part of the ministry of information.

Students develop changes in their behaviour during cultural day celebration. Behaviours are transformed, good and acceptable behaviours are exposed to the students, students learn to behave well in the public and at home (Rubin, 2006). Students learn to socialize, especially the quiet or dull ones, they begin to develop boldness and braveness, they learn how to socialize, making new friends, involve in different social

activities such as drama, debate, dancing, etc. social interaction are promoted during cultural day celebration activities in schools (Martin, 2011). On the area of dressing during cultural day celebration, the students are taught and are exposed to different codes of dressing; dressings related to their cultures are promoted and embraced. Differently, the male's dress emphasizes social power and responsibility, and female's dress draws attention to moral and physical development (Fabes, 2013).

Significantly, cultural day celebrations are seen as source of entertainment and education, as well as conduit for promoting Nigerian culture. Thus cultural transmission is a major role of the celebration. In other words, every activity such as cultural day celebration that goes on in the school tends to create positive impact on the students' performance in one way or the other, but in some cases the reverse seems to be the case. Research and experience shown that most students never get influenced; they still maintain their negative attitudes and bad behaviour even after several activities might have taken place to groom them. And most schools do not hold cultural day celebration to educate, coach or to train the students, but they carry out these activities just to entice students only (Rozin, 2009). Nevertheless, there still exist dearth of empirical evidence linking cultural day celebration and preservation of moral and cultural values by students. Therefore, it becomes important to examine whether the cultural day



celebrations influence the awareness of moral values in the areas of dressing and grooming, behaviour and social interaction among senior secondary school students in Yenagoa metropolis, Bayelsa state, Nigeria.

Purpose of the Study

The major purpose of this study was to determine the impact of cultural day celebration on Senior Secondary School students' moral values in private schools in Yenagoa metropolis, Bayelsa state, Nigeria. The specific objectives are:

- i. To determine the cultural day celebration activities in private schools.
- ii. To determine the impact of cultural day celebration on students Moral Behaviours.
- iii. To determine the impact of cultural day celebration on students' social interaction.
- iv. To determine the impact of cultural day celebration on students' dressing and grooming.

Research Questions

The following four questions guided the study:

- i. What are the cultural day celebration activities in private schools?
- ii. What is the impact of cultural day celebration on students' moral behaviours?
- iii. What is the impact of cultural day celebration on students' social interaction?
- iv. What is the impact of cultural day celebration on students' dressing and grooming?

Methodology

This study adopted a descriptive design to get relevant information on the impact of cultural day celebration on senior secondary school students' moral values. The population of the study consisted of all private secondary schools in Yenagoa Local Government Area of Bayelsa State. Therefore, the sample under study is 200 students in the study area. Simple random sampling technique was used to select 200 students from government approved private schools that always celebrate their cultural day every year. One hundred males and 100 female students from SSS II and SSS III students were selected for the study. The instrument used for data collection was a questionnaire developed by the researchers, titled "Cultural Day Celebration and Students Moral Values Questionnaire (CDCSMVQ)". The CDCSMVQ was basically for students to respond to and it consisted of two sections. Section 'A' focused on the respondents' demographic variables such as gender, class, field of study while section B consisted of 20 items that addressed the three (3) research questions. The instrument was structured based on a modified 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) which was scored as 4, 3, 2, and 1 respectively. The validity of the instrument was ascertained by presenting it to experts whose comments and observations were used to modify the items before the final copy was administered to the respondents. The test-retest technique was used to establish the reliability of



the instrument. The research instrument was administered twice to sample of 60 students outside the study area. The result of the first and second responses was correlated using Pearson Product Moment Correlation (PPMC) which yielded a reliability index of 0.74. The researchers personally visited the private secondary schools under the research locale to administer the questionnaire.

Out of the 200 copies of questionnaire that were distributed 199 were retrieved. The data collected from respondents were analyzed using Mean and Standard Deviation. And, 2.50 was taken as the cut-off point for each item; all point less than 2.50 were Disagreed.

Results

Research Question 1: What are the cultural day celebration activities in private schools?

Table 1: Cultural Day Celebration Activities in Private Schools

S/N	ITEMS	SA	A	D	SD	\bar{X}	Decision
1.	During our cultural day celebration, we do traditional dance styles	149	42	3	5	3.66	Agreed
2.	During our cultural day celebration, we dress in native attires	127	66	2	4	3.57	Agreed
3.	During our cultural day celebration, we speak in native language	81	58	39	21	2.98	Agreed
4.	During out cultural day celebration, we do competition among students from different culture	105	79	11	4	3.41	Agreed
5	During our cultural day celebration, we do news casting in the Local Languages	54	59	47	39	2.63	Agreed
6	During out cultural day celebration, we cook different types of native food	88	47	29	35	2.93	Agreed

Table 1 shows that based on all the high mean scores which are 3.66, 3.57, 2.98, 3.41, 2.63 and 2.93 respectively gotten from the analysis carried out on the statement in item 1 to item 6 above, it shows that the respondents agreed that traditional dance, dressing in native attires, speaking native language, competition, news casting and cooking of different types of native food are the cultural day activities.



Research Question 2: What is the impact of cultural day celebration on students' moral behaviours?

Table 2: Impact of Cultural day Celebration on Students' Moral Behaviours

S/N	ITEMS	SA	A	D	SD	X	Decision
7.	During cultural day celebration we were taught the importance of respecting my elders	76	76	25	22	3.03	Agreed
8.	Cultural day celebration in my school teaches me how to be obedience to my parent	70	73	39	17	3.24	Agreed
9	I learnt that there are consequences when one goes against the customs and tradition of his/her culture	83	71	29	16	3.09	Agreed
10	Cultural day in my school taught me the importance of honesty in relationship	58	73	43	25	2.81	Agreed

Table 2 shows that all the items have high mean scores indicating that obedience (3.24), not going against customs and traditions (3.09), respect of elders (3.03) and honesty (2.81) are impact of cultural day celebrations on students' moral behaviours.

Research Question 3: What is the impact of cultural day celebration on students' social interaction?

Table 3: Impact of Cultural day Celebration on Students' Social Interaction

S/N	ITEMS	SA	A	D	SD	X	Decision
11	Cultural day celebration enables me to appreciate the benefits of cooperating with other students.	96	70	18	15	3.22	Agreed
12	It enables me to appreciate the beauty in people's culture	113	74	9	3	3.0	Agreed
13	Tough we compete during our cultural day celebration, I value the difference that exist in people's culture	98	79	18	4	3.34	Agreed
14	Cultural day celebration in my school promotes effective communication among students.	71	85	31	12	3.06	Agreed
15	Cultural day celebration in my school promotes exchange of ideas and cultural practice among students	89	87	17	6	3.28	Agreed

Table 3 reveals the impact of cultural day celebration on students' social interaction by responding positively to all the items. Based on the 3.22, 3.0, 3.34, 3.06, 3.28 high mean scores gotten from items 11 to 15 respectively, cultural celebration has positive impact on the students' social interaction.



Research Question 4: What is the impact of cultural day celebration on students' dressing and grooming?

Table 4: Impact of Cultural day Celebration on Students' Dressing and Grooming

S/N	ITEMS	SA	A	D	SD	X	Decision
16	Through my school's cultural day celebration, I have began to put on native attires/dress.	73	48	37	40	2.75	Agreed
17	Cultural day celebration in my school has taught me some dresses meant for men and others for women	87	83	19	10	3.22	Agreed
18	The lesson learnt from my school's cultural day celebration has made my parents to enforce the use of my local dialect in communicating with one another at home.	50	65	50	34	2.64	Agreed
19	I imbibe the attitude of modesty in my dressing as a result of cultural day celebration in my school.	56	80	39	24	2.83	Agreed
20	Cultural day celebration taught me how to keep my cloths, hair and other parts of my body always clean.	58	36	53	56	2.43	Disagreed

Table 4 reveals the impact of cultural day celebration on students' dressing and grooming by responding positively to all the items except one. Based on the 2.75, 3.22, 2.64 and 2.83 high mean scores gotten respectively from items 16 to 19, cultural celebration has positive impact on the students' dressing and grooming. However, the respondents disagreed on item 20 which implies that the cultural celebration does not influence them in keeping cloths, hair and other parts of the body clean.

Discussion

From the finding of this study, it was confirmed that the major selected cultural day celebration activities such as traditional dance styles, native attires dressing, speaking in native languages, competition among students from different cultures, news casting in local languages, cooking different types of native food occur during cultural day celebration in these schools. This was confirmed due to the acceptable results of the analysis. This was agreed because if all these major activities are not carried out during cultural day celebration, then the

celebration is not complete. In agreement with this, Omekwu (2006) stated that during cultural day celebration, parents are asked to prepare and come along with their traditional meals, dressing so that the children can get conversant with foods eaten by different tribes, their dressing pattern and styles. They are also advised to help preserve Nigeria's cultures by exposing their children to cultural norms and values as well as speaking their languages to them, so that the various languages will not go into extinction. This also lends credence to the views expressed by of



Raheim, Abdullah and Rahim (2012) that the children interactions with their family, home, school, community and society play important role in their moral development.

According to the findings in research question two which focused on the cultural day celebration and students' behaviour, student learnt good behaviour such as honesty, respecting elders, obedience to their parents and the right attitude of modesty in dressing. This has changed the behaviours of the students. This was confirmed from the high mean scores. Understanding and employing good behavior not only improves the quality of student's life, but also contributes to optimum morale, as well as embellishes the overall school image. Eicher (2011) stated that the right behaviour also plays a major role in instilling a sense of integrity and an appreciation for values and ethics.

Based on the findings in research question three on cultural day celebration and students' social interaction, there were high mean score on the five questionnaire items which proved that cultural day celebration enables students to appreciate the benefits of cooperating with other students, appreciating the beauty in people's culture, value the difference that exist in people's culture, promotes effective communication among students and promotes exchange of ideas and cultural practice among students. James (2008) supported by stating that one of the central goal of cultural day celebration

is to “help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good.”

Finally, in research question four, the impact of cultural day celebration on students' dressing and grooming was discovered. Based on the findings, it was confirmed according to the analysis that cultural day celebration has corrected the mindset of these students on different dressing meant for males and others for female. They can now take good care of their hair, cloths and other parts of the body; they now have the knowledge on different dressings for different cultures, but that does not mean that they were motivated to start putting on native dresses. Thein (2013) reported that the connections between dress and both individual and collective identities continue to be of interest to everyone in the world of fashion and dress. Interdisciplinary in approach, the celebration of culture in schools or society establishes associations between culture and dress through a dialogue among the students in the school and in the society.

Conclusion

Based on the data presented and analyzed and as well as discussion of the findings made, it can be concluded that cultural day celebration activities such as traditional dancing style, speaking in native dialects/tongues,



displaying of traditional dressing and attires, news casting on local tongues, completion among different cultures are performed in private secondary schools in Yenagoa. Also, cultural day celebration has positive impact on the moral behaviours, social interaction as well as dressing and grooming of the students.

Recommendations

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

1. The teachers should let the students know that the celebration is not just for fun but to teach the students a lot about their culture, about good behaviour, dressing codes, and good interaction with others.
2. Government should provide in-service training opportunities for school proprietors, principals, head teachers and as well as subject teachers on the issues of cultural day celebration so as to keep them abreast of the best possible ways of streamlining such activities into the regular school programmes.
3. Students should not see cultural day celebration as just fun, but to take it as a medium of changing some wrong behaviour to the right ones, and a way of learning good moral values that could help them in their homes and future endeavours.

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