

USING E-LIBRARY TO SUSTAIN QUALITATIVE KINDERGARTEN MORAL EDUCATION PRACTICE IN AFRICA FOR SUSTAINABLE GROWTH AND DEVELOPMENT

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Abstract

The study examined the use of E-library in sustaining Qualitative Kindergarten Moral Education Practice in African with a view to sustain sustainable growth and development. The study was quasi-experiment which involved two randomized groups. Items were designed "Using E-library to Sustain Qualitative Kindergarten Moral Education Questionnaire" (UELSQKMEQ), 10 Questionnaires were randomly drawn from kindergarten pupils; a population of 65 kinder two pupils and the sample was 40 pupils, 20 for each group. Experts validated the ten items. K-R formula 21 was used to ascertain the reliability index of the items and the index obtained was 70. The two null hypotheses were rejected. The E-library approach group performed better than the traditional approach group. Findings indicated that, E-library is useful and effective for learning by pupils of 4-6 years, especially in the area of moral education practice. The paper established that, teaching and learning of moral values by use of electronic learning devices, i.e. .audio visual electronic materials was recommended and should be manned by an E-librarian for better result.

Keywords: E-library, Kindergarten

Kindergarten was established to be a friendly home where pupil learns with much ease and simplicity. It is obvious that, Africa has attained a recommendable

quality of kindergarten education. However, it is not the intention of this work to interrogate the quality of kindergarten educational practice in Africa but to examine why E-library can be useful in learning moral values, particularly the African cherished moral values that are gradually eroding or given a second place by African students, but with emphasis on the kindergarten pupil-the educational foundation level. This is a worthy project to undertake since Africans are known for learning moral values at a tender age, (i.e. infant or kindergarten) from their parents, relatives, through social interaction and other learning avenues.

It is also clear that, from time to time, the learners (i.e. children or kindergarten pupils) are caution, reprimanded for learning what is morally worthless. In this advance information technology age where people learn, teach and study online, the need for kindergarten to learn online is imperative as well as the need for someone to guide them professionally in their moral learning process, (Abele, 2010). It is on this basis that, this work is primarily concerned with how E-library will be used to sustain the quality of kindergarten moral education practice in Nigeria, Africa and beyond.

The qualitative kindergarten moral education practice encompasses the teaching, learning and practice of indigenous African moral values that make Africans. Africans in the true sense of the word and make a systematic balance between the indigenous moral African values and the alien values notably; the western, Islamic, Christian and the ill-defined morals that characterized present moral value system.

It is in line with this that this paper examines the two kindergarten pupil's groups with different standards and their level of deviation from standard group one and standard group two as well as the degree of variation. That is; a group exposed to the use of E-library for learning moral values and another group not exposed to the use of E-library for learning moral values. However, this is not strictly a comparative study. The paper aimed at finding out why E-library could be used for learning moral values at the kindergarten levels and why E-library should be effective means of teaching the kindergarten pupils from diverse origins and social backgrounds, dully accommodated and taken care of. This is intended to give the learners (kindergarten pupils) a sound moral background that will prepare them for future challenges associated with the use of online information especially in the area of moral values. In view of this, the paper advanced reasons why E-library should be used as a learning tool at the kindergarten level.

However, there are some key concepts or expressions that need to be clarified in the context of this paper; this is because these words or expressions could be misconstrued if they are not limited or restricted to the scope of this paper. As a result, attempt will be made to explain the concept, kindergarten and E-library with the hope of eliminating any existing contradiction or ambiguity inherent in their usage.

Kindergarten

Kindergarten as a noun refers to a school or class of children from about 4-6 years old that teachers, instructors and other relevant professionals educate them by the use of games, exercises and toys. In German, “*kinder*” mean children while “*Garten*” means garden. So it is used here as children’s garden where learning takes place under a friendly home.

E-library

This is a home for all free enquiries where citizens of all races, classes and ages will have knowledge and truth. E-library and information serve the needs of students, pupils and staff of the institutions where they are located. E-library as used here comprises both the audio-visual materials in the transmission of information. The full benefit of these materials is received when the user implores both listening and viewing skills. Resources or materials that are audio-visual in nature include televisions, motion pictures (sound films), video films and video discs. Advance Information Communication Technology (ICT) has provided other audio-visual materials such as computer-aided compact discs (CD) and video compact discs (VCD).

Why E-Library Should be Used as a Learning Tool at the Kindergarten Level

The E-librarian decides what content he or she wants pupils to use, to match the moral standard of their people, community as it applies to relativism as well as easy accessibility to the desired information. The E-librarian helps, guides the kindergarten pupil to navigate to the page the learner wants and where possible, guide them to play the listed games that promote morality. This is because the pictures, icons and number-based format make it easy for the pupils to navigate around the recommended sites, perhaps by the kindergarten teacher. The learners will then remember which games they have played in a single session and can work at an independent pace.

According to Ezichi, (2010), it also become more useful when the kindergarten together with the E-librarian identify a basic list of a few websites that had decent free games online for kids primarily aimed at teaching and learning moral values. The most apparent reason for this is to guide the learner (the kindergarten pupil) on what is morally healthy for an African child as a bid for sound foundation; for African moral values and protect them from the dangers associated with learning unselected moral values.

The E-librarian having identified the need, interest of the learner (i.e. kindergarten) which in this case is moral education will break the normal routine time of just sending kids to one large website-where they generally just spent time clicking around, playing random things. As a result, ordered list of specified activities

from those sites that lined up with the lesson's aims and objectives will be the focus of the learner.

It is in line with this reason that Ughagir, Demekpe and Abele (2017), asserted that, using E-library for kindergarten is a way of creating a successful and kinder-friendly navigation system. While it is not as robust, rigorous or laid out with an entire years worth of curriculum like the paid products are, it is a far kindergarten and teacher-friendly way to use online learning time effectively.

For the interest of friendliness that characterized kindergarten education, the stories and videos are also standard based and are great for educational use. The just for fun section can be used for anytime but also work as a reward in a moral sense where the lessons, games, pictures and stories are aimed at moral education. For this reason, games and activities are updated over time; especially one finds a link that has gone dead or morally worthless.

Another reason for the use of E-library is that, kids learn better with the help of motion pictures and comic drama. They click and learn-work at their own pace, stay on task and listen to audio books when they had finished the lessons. This is one of the perfect ways to keep everyone learning in the E-library.

In sustaining the growth and development in Africa, moral lessons that promote unity, peace and forgiveness can be designed and contained on CD or stored in any electronic device for online lessons.

Below are short moral lessons for about 4 years old kid:

Lesson 1

One Another Forgive

Yuana: O! Nenge, you have spoiled my baby toy,
Nenge: I did not do it intentionally, Yuana, I'm sorry.
Yuana: You always say sorry.
Nenge: If you wouldn't mind, forgive me. Will your pleading repair it for me?
Teacher
(Uncle): Children! What is the matter?
Yuana: Nenge spoiled my baby toy, but I told him not to touch it.
Nenge: Uncle, I told her sorry.
Yuana: That is how you used to beg for pardon.
Teacher
(Uncle): Look! It's enough children; you said Nenge spoiled your baby toy?
Yuana: That is not only what he did to me, He took my pencil, entered into our class, wrote something on my exercise book.
Nenge: Yuana, I said I'm sorry.
Teacher
(Uncle): Yuana, 've you remember what you've ever done wrong?
Yuana: Yes, I forgot to greet you in the morning, I misplaced one of my

exercise books, and I 've broken mum's plates at home and pushed Civir-TER .

Teacher

(Uncle): Yuana, we hardly remember our wrongs, but've you express from our wrong deeds? God too forgives you for your wroYuana, to remorse at all? Do you know what God does when we truly repent forgive means what?

Nenge: please forgive me Yuana, okay?

Yuana: Don't bother Nenge, I've forgiven you.

Teacher

(Uncle): You have done well children. What you have done is so pleasing to God.

From this lesson1, it is a moral lesson that is class and age sensitive, it includes the source of the lesson, and the reward. It is better learnt from audio-visual electronic device under the guidance of E-librarian, intended to be practiced by the learner, kindergarten. However, despite this speedy learning process, there are problems that called for this research paper.

Statement of the Problem

Moral education as a core and compulsory component of character building of a kindergarten up to primary school and beyond, has over the years posed serious challenges at various levels of educations. This has eventually affected pupils in no small measures particularly their moral behavior at primary and post-primary levels, sometimes up to the tertiary level. This is more critical at kindergarten level (i.e.4-6 years), a period which the learners are prone to watch any picturesque audio visual film, when the power of discernment is less and so their ability to make wise choices as to what to watch, learn and to despised is questionable.

It is obvious that, most children at kindergarten levels are exposed to violent films, movies that promote immorality and learn as such. This poses a challenge and it could be stemmed from lack of trained personnel to guide the learner probably at home. Their readiness to learn moral values through this medium calls for their use of E-library, yet they are in no sense immune to the challenges associated with learning moral values online, particularly at the kindergarten level.

Another possible reason could be lack of (CD) compact discs, other devices designed primarily for the kindergarten. It is almost uncontested that, there are grown up persons who guide them on what to watch and what not to watch, but most of them lacked the prerequisite qualification and necessary skills to perform the functions of an E-librarian. Lack of proper exposure of children at kindergarten level to moral lessons contributes largely to poor and faulty moral educational foundation at the kindergarten and primary levels. The aching difficulty experienced at these levels of education among students-lead to their misplacement of emphasis on moral values. They place western moral higher than African indigenous moral values.

However, the question is, could the provision and the proper use of E-library in learning African acceptable moral values at the kindergarten levels, help to remedy the difficulties experienced by pupils, in Nigeria, in particular and Africa in general? Can the E-librarian offer professional guidance to the kindergarten pupils where they should carefully place the desired moral value on African morality over the western moral values? Can the existing gap, (i.e. the degree of variance) between the two groups be bridged? This paper attempted to answer these questions.

Scope of the Study

The uses of E-library at the kindergarten level for learning the African cherished moral values and other moral values is a primary concern of this work. Advancing reasons why it is eminent in this age of information technology to guide pupils on the proper uses of online moral lesson is also the aim of this work. The area of the study is kindergarten schools in Nigeria, Benue state though as a miniature for the kindergarten schools in Africa.

Purpose of the Study

Generally, this study aims at advancing reasons why African indigenous moral values should be taught, learnt at kindergarten level by teachers, pupils using E-library and why they should practice it in their everyday social lives. These are all from their responses and practices. Specifically, the study sought to:

1. Ascertained the mean cognitive performance score in kinder (2) two of moral lesson of the two groups of kindergarten pupils.
2. Test it if the mean score (\bar{x}) of the two groups of the kindergarten pupils differ significantly.
3. Ascertained the variance of cognitive performances scores in kinder (2) two of the two groups of kindergarten pupils.
4. Tested if the variance of the scores of the two groups of the kindergarten pupils differs significantly.

Research Questions

The researchers formulated the following research questions to guide the study:

1. What are the main cognitive performance scores (\bar{x}) of the groups of kindergarten pupils who learn moral values online and others who did not?
2. What are the cognitive performance scores of the two kindergarten groups based on those who learn moral values on line and others who did not?

Hypothesis

The researchers formulated the following hypotheses to guide the study and tested them at 0.5 level of confidence.

H₀₁. The mean cognitive performance scores (\bar{x}) of the two groups of pupils do not differ significantly at α -level of 05.

H₀₂ The variance of the cognitive performance score of the two groups of pupils do not differ significantly at α -level of 0.5.

Significance of the Study

The study is considered significant because of the result of the study will add to the existing body of knowledge on the need to improve moral upbringing of the pupils for better future. The study highlights the main effects of moral values as expressed in the everyday social moral behaviors of the pupils among themselves and others. The study would help educators to give the required consideration to E-library in all kindergarten schools to check the use of online pictures, stories, comic games that are unhealthy to the moral building of the kids.

Theoretical Frame Work

The social learning theory propounded by Albert Bandura in (1977) forms the theoretical base for this study. The social learning theory assumes that, a person's social environment greatly affects his or her behavior-be it moral behavior. The various websites the pupils explore and the video programmers they learn moral values from are weak mechanism of social-moral control. These lead to high rate of gross immoral behavior among kindergarten pupils and other deviant social behavior in the society. The moral value of the pupils is an integral part of character building as a result. Kindergarten pupils will increase their effectiveness in learning moral values on social media-online. Since this study is anchored or domicile in social interaction, it makes the social theory an ideal theory for this work.

Empirical study

Ugbagir N. Ngunan and Abele S.Ngusha, conducted a study on two kids of (4) four years old named; miss Yuana and miss Aya using participation observation method for two weeks, from March 10th to 24th, March 2018 using 30 minutes each day under a child friendly environment, 24 hour lessons were exposed to the former. The same lessons were exposed to the later under the similar child-friendly environment. The result of the study proved that, their moral behaviors differ significantly in their social interaction with their peer and others.

The study project is very relevant and is in line with the objectives of this study, to establish why E-library is effective in learning moral values at kindergarten level. It also affords a comparative analysis of a pupil who uses E-library to learn moral values with the pupil who learns through the traditional method of learning moral values.

Research Design

The study is a quasi-experiment; it involves manipulation of independent variable and watch up its effect on the dependent variable, without controlling all the intervening variables of randomized groups.

R ₁	X	O
R ₂	X	O

Where R=Random group
 X=Treatment
 O=Post test

Population: The population was made up of 65 kinder 2 pupils in Gboko town, in Benue state, Nigeria.

Sample and Sampling Technique: The sample for the study was 40 pupils, 20 for group “A” and 20 for group “B”. The sampling technique was systematic random sampling.

Instrument for Data Collection: Essay type test items were used for the two sections. There were 10 items in all.

Validation of Instrument: The items were validated by two experts of educational mathematics, measurement and evaluation. They read through the items to ensure the correctness of expressions, the appropriate of exercise and the corrections of the solutions. A test blue print was developed to ensure content validity.

Reliability of the Instrument: The reliability of the instrument was done using kidder-Richard (K-R) formula 21 and the index obtained was 70. This was to ensure that they exhibit the degree of consistency they are expected to.

Table 1: Test Scores of the Two Groups of Kinder Pupils

Group	Scores	Total	Mean(x)
E-Library Approach Group A	65,55,59,61	1200	60
	53, 67, 70, 50		
	40, 80, 45, 75		
	30, 90, 70, 50		
	72, 48, 69, 51		
Traditional Approach Group B	50, 54, 48, 56	1040	52
	60, 44, 64, 40		
	30, 74, 34, 70		
	49, 55, 47, 57		
	61, 43, 63, 41		

Mean Score X for group A (E-Library Approach Group) $= \frac{1200}{20} = 60$

Mean Score X for group B (Traditional Approach Group) $= \frac{1040}{20} = 52$

$S^2_A = 10.1$

$S^2_B = 5.6$

$n_A = 20$

$n_B = 20$

$$t_{cal} = \frac{60-52}{\sqrt{\frac{20(10.1) + 20(5.6)}{(20+20-2)20 \times 20}}} \quad (20+20) = \frac{8}{0.9043} = 8.85$$

Therefore $t_{cal} =$

Result

Table 2 t- test Statistics Summary Table

Simple sizes (n), means (\bar{x}), standard (S^2)

Calculate t = test statistics (t call), degrees of freedom (df), tabulated-test value (t_{cal}) and decision.

The result of this study was limited by some constraints. The researchers were unable to assess pupils in all the kindergarten classes and also could not assess them base on gender difference.

Simple E-Library	N	X	S	t_{cal}	df	t tab	Decision
Approach Group A	20	60	10.1	8.85	38	2.02	Significant HO rejected
Traditional							
Approach Group B	20	52	5.6				

The result of the table shows that both groups have sample size of 20 each. The mean score for the E-library group was 60 while the variance was 10.1, the mean score for the traditional group was 52 and its variance was 5.6. Null hypothesis was rejected because significant difference existed between the 2 groups. The E-library group performed better than the traditional group.

Table 3 F –test for Variance Summary Table

	S^2A	S^2B	F tab
S^2A	1.00	1.80 significant	1.69
		HO ₂ rejected	
S^2B	1.80 significant, HO ₂ rejected	1.00	1.69

The result of F-test for variances showed that, the tabulated result was lower than the calculated result, leading to the rejection of null hypothesis. Significant difference existed between the two groups. The e-library group performed better than the traditional group.

Discussion of the Result

The result showed that, the mean performances and variance of the e-library approach group differ significantly from those of the traditional approach group. Null hypothesis were rejected, showing that the e-library approach with a mean score (x) of 60 and variance of 10.1 performed better than the traditional approach group with a mean (x) of 52 and variance of 5.6. This agrees with the findings in this work that e-

library stipulates and aids the kindergarten pupils learning process, particularly in the area of moral values.

Implication of the Study

The result of the findings show that some kindergarten pupils can learn moral values faster when learning online than when they use the routine (i.e traditional) ways of learning moral values.

Limitation of the Study

The result of this study was limited by some constraints. The researchers were unable to assess pupils in all the kindergarten classes and also could assess them base on gender difference.

Conclusion

Much consideration should be given to the use of e-library to sustain qualitative kindergarten moral education practice. This should be in view to promote and sustain growth and development in Africa. This is so because the result of this study shows that the e-library group learnt moral values faster than the traditional group.

Recommendations

The researchers recommended that this study be carried out in different subject areas at the kindergarten levels.

1. Kindergarten should be encouraged by their teachers, parents or guardians as well as the E-librarians to make maximum use of the e-library, particularly in the area of learning moral values.
2. E-librarians should update their professional training to cope with the technological trend.
3. Programme planners, curriculum experts in collaboration with the early child teachers should endeavor to include games, comic pictures and moral value stories designated particularly for kindergartens during programme planning in the kindergarten schools on CDs and other electronic devices. This should be mostly in the moral education.
4. The Government's Education Policy planners should make it a policy for all child care school to establish electronic library for the easy learning of the pupils, particularly their moral lessons.

It is strongly believed that, if these recommendations are strictly followed, the problems of moral breakdown will be addressed and a sound foundation will be laid for the pupil's moral upbringing. This will also go a long way in sustaining qualitative kindergarten moral education and growth in Africa.

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