

TEACHING THE VALUE OF TRUTHFULNESS TO PUPILS: A COMPARATIVE EFFECTIVENESS OF ROLEPLAY AND EXPOSITORY APPROACHES.

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ABSTRACT

Values are a very important component of education which every learner needs to cultivate if we must guarantee a responsible society. The earlier in life right values are imbibed the healthier the individual and the society.

Teachers have a vital role to play in the development of right values in children. The effectiveness of their method determines their success in the exercise. This study sought to compare the effectiveness of roleplay and expository methods in developing the value of truthfulness in primary school pupils. Two research questions and two hypotheses guided the study. The quasi-experimental, pretest-posttest non-randomized control group design was adopted. The subjects were 2 classes of primary 5 pupils of a primary school in Abia State Nigeria randomly assigned to the experimental and control groups. A pretest determined their attitude to truthfulness one week before the treatment. The 2 groups were taught moral instruction using 3 stories. Whereas the E group was taught using roleplay the C group was through the teacher-centered way. The instrument was a 25-item validated pupils. Attitude to Truthfulness Inventory which had a reliability index of 0.85 using the Pearson Product Correlation Coefficient Formular . It served as both the pre-test and post-test.

At the end of the 3 weeks treatment, the post-test was administered. Analysis of data using means and standard deviations for the research questions and ANOVA for the 2 hypotheses that guided the study revealed that the group taught using roleplay had a significantly higher attitude to truthfulness than the group taught with roleplay. Gender was not a significant factor in determining the attitude of the subjects to truthfulness. Appropriate conclusions and recommendations were made.

INTRODUCTION:

Value education is the process by which people give moral value to each other. It is the aggregation of all the processes by which an individual develops abilities, attitudes and other forms of behavior of the positive values in human society. It is the process that gives young people an invitation into values, giving knowledge of the rules needed to function in this mode of relating with other people, and to seek the development in the student a grasp of certain underlying principles together with the ability to apply these rules intelligently, and to have the settled disposition to do so. (David, 2000). In some cases, value education is perceived as an umbrella concept that includes moral education and citizenship education because both have to do with quality and responsible living (Cheng, Lee & Lo. 2006; Mei-lion, 2006; and Taylor 2006).

Values in general are of great importance as educational outcomes but unfortunately they are not taken very seriously by students largely because they are not often examinable like other subjects that form the basis for certification and entry into the universities. Yet value education is of critical importance to us as Nigerians. The corrupt practices we read and hear of and witness in all sectors of our national lives are indicators of the urgent need for value education to be given a pride of place in our schools curriculum at all levels.

The global anti-corruption watchdog, Transparency International (TI) ranked Nigeria low in the 2017 corruption perception index (CPI). The latest ranking places Nigeria in the 148 position out of 160. The country, according to the CPI has consistently, over the years scored figures lower than the average in Sub-Saharan region.

In the past ten years, Nigeria's scores have oscillated between 15 and 28 out of 100 in her assessment which is indicative of monumental proportions of corrupt practices (Onwuka, 2020). Other authors have shown more specific indicators of entrenched culture of corruption among the leadership, and followership in Nigeria. The Newswatch Magazine of February 24, 2003 reports on page 26 that in one year alone (2001) 24 billion Naira was lost / misappropriated / embezzled from ten federal ministries. When that report was published by the then Acting Auditor General and people applauded his courage and anti-corruption posture, he was immediately transferred because according to the then Minister of Information, Jerry Gana, "he did not follow professional procedure in presenting the report" (Atojoko, 2003).

This singular act clearly exposed how entrenched corruption had been in the political culture of the nation especially among the leaders of the nation. Chigbo, (2001) reports that the sum of ₦ 30 billion was paid to “ghost workers” (Corrupt Government Officials) between 1999 and 2000. Momah (2013) reveals how 25 unscrupulous oil marketers ruthlessly siphoned over ₦40 billion from oil subsidy funds without supplying a liter of fuel to Nigerians in 2012. ³

Global Financial Integrity (GFI) in its February 2013 report stated that Nigeria was 7th in money laundry index of the world and claimed that about \$19.66 billion (₦ 3.047 trillion) was stolen and transferred out of Nigeria by her leaders in ten years, from 2000 to 2010. (Onwuka, 2020).

The list is unending. The point being made is that as a nation, Nigeria needs to direct efforts at teaching values that will save her from devastating effects of corruption at all levels of governance and followership.

Today, the emphasis on knowledge-based and information oriented education in the curriculum of most schools in many developed and developing countries has led to the production of school leavers who pay little attention to morality. As a result, the vital aspect human development is not accorded substantial consideration. When morality is disconnected from the curriculum or is accorded little prominence, the result is the cultivation of personalities not guided in their thought and actions by any moral compass; and consequently doomed to the pitfall of moral disaster.

Emphasizing the importance of values in the cultivation of the total personality, Aneja (2014) identifies the following as values worth teaching in Indian schools: unconditional love; kindness; *honesty*, hard work, respect for others, co-operation, compassion, and forgiveness. Many authors in the field of moral / value education identify and emphasize *honesty* and *truthfulness* as critical in human existence (Connors 2006; Sissela 1998; Sonnenberg 2013; Kim 2015; and Swan 2019).

Honesty is a facet of moral character that connotes positive and virtues attributes such as integrity, truthfulness, straightforwardness, absence of lying, cheating and theft. Honesty is valued in many ethnic and religious cultures. (Danlsgaard, Paterson and Seligman 2005; Hilbig and Zettler; 2009)

The curriculum of the Nigerian 9-year Basic Education, (Nigeria Educational Research and Development Council 2013) creates the subject called Religion and National Values which exists at the lower basic, middle basic and upper basic levels (that is primary to junior secondary school). The following

values were identified as key to the development of the Nigerian child: *honesty*, regard and concern for interests of others, justice, right attitude to work, courage and national consciousness. Honesty is related to national consciousness. Honesty is related to truthfulness. The word “truthfulness” is defined as “consistently telling the truth; honest; corresponding to reality; true” (American Heritage Dictionary 2016) Collins Thesaurus (2002) defines truthfulness as “honesty, veracity, trustworthiness, genuineness, forthrightness, candidness, lack of deceit”.

Connors (2016) explaining the beneficial effects of honesty quotes Abraham Lincoln who advised thus: ‘Resolve to be honest at all events; and if, in your own judgment, you cannot be an honest lawyer, resolve to be honest without being a lawyer. Choose another occupation’ Connors also reports a research finding to the effect that “telling the truth when tempted to lie, can significantly improve a person’s physical and mental health” according to a report by a Science of Honesty” study reported at the American Psychological Association conference in 2012.

Writing on the teaching of values, Shores (2013) advises that parents should constitute the moral anchors for their children, and that it should start as early in life as possible. Thus, even before children enter the kindergarten, the parents ought to have begun to inculcate relevant values in them (children). The task of inculcating values belongs to all adults and various institutions in our society-the family, churches / mosques, schools, voluntary organizations, social groups, etc.

The school where the child spends much time (6-8hours) on a daily basis, and which has clearly defined values to seek to inculcate in learners, should be prominent in educating for values. This is because some children have grown to believe more in their teachers than in their parents. Teachers should therefore cash in on this possible advantage to teach for the inculcation of values.

Teaching for the inculcation of the value of truthfulness may not be an easy task because nobody would ordinarily want to tell the truth when it is obvious that the results will be a painful experience. Yet truthfulness must be taught as a core value that makes life worth living. How then should the value of truthfulness be taught in our primary schools in order to result in a change in the behavior of our children? The traditional procedure for teaching at the primary school level is through direct instruction in which the teacher dishes out instructions and pupils are expected to obey. This is not the best approach at all times, but unfortunately many of our teachers are still engrossed in the “chalk-

and-talk” approach. This approach has not really produced the desired effect of behavioral change in the lives of our children. The question arises as to whether a more active involvement of pupils in the teaching-learning engagement would result in the desired behavioral change in terms of speaking the truth among the pupils. 5

More specifically this study sought to determine if Nigerian primary school children taught the moral value of truthfulness through the direct instruction or expository approach will achieve the desired more positive attitude toward truthfulness than those taught the content using the roleplay approach. It further explored whether male and female pupils taught truthfulness through direct instruction approach will differ in their attitude towards telling the truth from those taught using the roleplay approach.

Research Questions

The following research questions guided the study:

1. What will be the attitude toward truthfulness of primary school pupils taught the value of truthfulness using the direct instructional approach and those taught using the roleplay approach.
2. What will be the attitude towards truthfulness of male and female primary school pupils taught the value of truthfulness using the direct instruction / expository approach and those taught using the roleplay approach.

Hypotheses

1. There will be no significant difference in the attitudes towards truthfulness of primary school pupils taught the value of truthfulness using the direct instruction / expository approach and those taught using the roleplay approach.
2. There will be no significant difference in the attitude towards truthfulness of male and female pupils taught the value of truthfulness using the direct instructional / expository approach and those taught using the roleplay approach.

Methodology

In this study, the quasi-experimental, pretest posttest non-randomized control group design was adopted. The design consisted of a treatment group and a control group. The two groups were all intact classes. A pre-test was administered to the experimental and the control groups a week before the commencement of the intervention. After the treatment, which lasted for three

weeks, a posttest was then administered on both the experimental and control groups to establish the effect of the two approaches on pupils' attitude towards truthfulness. ⁶

The balloting technique was used to select one primary school from Umuahia North local government area. With the consent and cooperation of the head teacher, primary five class was chosen for the study. The class had two streams, A and B, both of which constituted a sample of 86 pupils made up of 40 males and 46 females. The two intact classes each made of both boys and girls were randomly assigned to the experimental and control groups.

Instrument

The instrument was an attitude inventory, Pupils' Attitude to Truthfulness Inventory – (PATI) that contains 25 items; indicating pupils' possible attitudes towards speaking the truth. The items are statements on what one would do if one had to face options of speaking the truth with uncomfortable consequences, and telling a lie and being free from punishment. An example is a statement like this. 'If you do something that will make your parents angry, it is good to deny it and claim to be innocent' The response options are 'Strongly agree' 'Agree' 'Disagree' and 'Strongly disagree'. The responses are weighted as follows for the purpose of analysis: Strongly agree (4), Agree (3), Disagree (2) and Strongly disagree (1). The instrument was validated by three specialists, one in educational measurement and psychology, one in sociology of education and the third in curriculum studies of Abia State University, Uturu, Nigeria.

In order to establish the reliability of the instrument, it was trial-tested twice over a 3 week interval on 30 pupils from a school and among pupils not included in the sample for the study. The data obtained from the two administrations of the instrument were analyzed using the Person's Product Moment Correlation Coefficient and the analysis yielded an index of 0.85.

Data were collected along the following steps:

- i. Selection of institution and the subjects to be used for the study.
- ii. Permission obtained from the school authorities for the use of the school and pupils for the study.
- iii. Orientation of the class teachers of the selected classes on the purpose of, need and procedure for the study, as well as their expected roles in the study in the experimental and control groups.
- iv. Production / validation of lesson plan for Experimental (E) and Control (C) groups

- v. Orientation of the pupils on the study and their expected roles as well the procedure for the study.
- vi. Collection of pretest data by the teachers reading aloud to the E and C pupils and clarifying the meanings of the statements and the meanings of the response scales. This was to ensure that the pupils were certain that their responses represented their correct attitude or state of mind regarding the statements.
- vii. The treatment of the (E) and (C) Groups. Whereas the E group was taught using the roleplay approach, the Control group was taught using the conventional teacher-centered, expository method.

In the roleplay approach, the teacher:

- Told the story and ensured its clear understanding by all pupils
 - Called for volunteers to act the parts;
 - Guided each actor/actress on what to do;
 - Involved the whole class in the role play;
 - Used relevant reflective questions to evaluate the lesson;
 - Summarized / concluded the lesson by stressing the moral implication of the story for truthfulness.
- viii. The administration of the instrument at the end of the 3 week period of the study during which three stories were used as bases for the roleplay for the E group and for moral instruction for the C group.

The Experimental and Control groups had a total of six lesson contacts each. In each contact, whereas the C group was exposed to, listened to the teacher's story and answered the questions, each members of the E group participated in the roleplay in at least one of the lesson periods. The three stories that were used for the lessons / roleplay were as given below.

Week 1 Story: Mr. Dike and His Children

Mr. Dike and his wife taught their three children to speak the truth at all times. The two older children, Orji and Ngozi would not obey their parents, but Uzo the youngest one obeyed and spoke the truth at all times.

When all the children graduated from the universities and needed to be employed, Mr. Johnson, the owner of a big company requested Mr. Dike to nominate one of his honest children who would be employed as an accountant in the company. Mr. Dike and his wife nominated Uzo, the youngest son who was

always speaking the truth. Very soon Uzo become rich while his older siblings remained unemployed.

8

Week 2 Story: Ananias and Sapphira.

This is a Bible story found in Acts of the Apostles, Chapter 5 Verse 1 to 11. In the story, the disciples of Jesus Christ had gathered and agreed under Apostle Peter that they should live as one family. Each person who sold his property declared and presented to Apostle Peter all that was realized from the sale. They told the truth.

Ananias and his wife Sapphira sold their own property but decided to lie to the Apostle about the real cost of the property. Ananias who first told the lie fell down and died. His wife who arrived after a while also told a lie about the cost of the property. She also fell down and died and the same people who carried Ananias away to bury also carried Sapphira's body away.

Week 3 Story: The Directors' Seeds

A rich man Mr. Grant decided to hand over the leadership of his agro-based company to the most dedicated and honest of his seven directors. He gave each director a maize seed to plant and brings to him the harvest after 3 months.

Richard was worried that his own seed refused to germinate, let alone grow. The others gladly reported the progress being made by their own planted seeds. Richard rejected his wife suggestion to replace the seed with another one that would germinate.

After 3 months, Mr. Grant called for the maize yields. Each of the six other directors brought big maize yields but Richard explained that his own could not germinate.

Mr. Grant announced "I gave you all boiled maize seed which cannot germinate. Therefore Richard will become the Chief Executive Officer of the company – He was truthful".

Results

Research Question 1: What will be the attitude toward truthfulness of primary school pupils taught the value of truthfulness using the direct instructional approach and those taught using the roleplay approach.

Table 1: Mean and standard deviation of pretest and post-test scores of pupils' exposed to direct instructional approach and those taught using roleplay approach

Group	N	Pre-test		Post-test		Mean Gain
		Mean	SD	Mean	SD	
Role-Play	42	34.24	4.310	3.67	1.282	-30.57
Direct Instructional	44	35.36	2.633	29.77	3.263	-5.59

Results in Table 1 show that the group taught using roleplay approach had a pretest mean of 34.24 with a standard deviation of 4.310 and a posttest mean of 3.67 with a standard deviation of 1.282. The difference between the pretest and posttest mean was -30.57. The group taught using direct instructional approach had a pretest means of 35.36 with a standard deviation of 2.633 and a posttest mean of 29.77 with a standard deviation of 3.263. The difference between the pretest and posttest means was -5.59. However, for each of the groups, the posttest means were lower than the pretest means with the group taught using roleplay approach having a higher mean gain. This is an indication that rolepay approach has more positive effect on pupils' attitude towards truthfulness than the direct instructional approach.

Question 2: What will be the attitude towards truthfulness of male and female primary school pupils taught the value of truthfulness using the direct instruction / expository approach and those taught using the roleplay approach?

Table 2: Mean and standard deviation of pretest and post-test scores of pupils' gender exposed to direct instructional approach and those taught using role play approach

Group	N	Gender	Pre-test	SD	Post-test	SD	Mean Gain
Role-Play Approach	20	Male	17.10	1.210	1.70	1.129	-15.4
	22	Female	17.23	1.541	2.09	.610	-15.14
Direct Instructional	20	Male	17.15	1.137	8.50	3.317	-8.65
	24	Female	18.21	2.085	10.92	.881	-7.29

Results in table 2 show the interaction effect of methods and gender on pupils' achievement. The result showed that the male pupils taught using roleplay approach had a pretest mean of 17.10 with a standard deviation of 1.210 and a posttest mean of 1.70 with a standard deviation of 1.129. The difference between the pretest and posttest means for the male group role-play teaching approach was -15.4. The female pupils taught using roleplay approach had a pretest mean of 17.23 with a standard deviation of 1.541 and a posttest mean of 2.09 with a standard deviation of .610. The difference between the pretest and posttest means for female group was -15.14.

Result in table 2 also shows that the male pupils taught using direct instructional approach had a pretest mean of 17.15 with a standard deviation of 1.137 and a posttest mean of 8.50 with a standard deviation of 3.317. The difference between the pretest and posttest means for the male group was -8.65. The female pupils' taught using direct instructional approach had a pretest mean of 18.21 with a standard deviation of 2.085 and a posttest mean of 10.92 with a standard deviation of .881. The difference between the pretest and posttest mean for female group was -

7.29. However, the mean gain in the experimental group is far higher than the control group. This is an indication of interaction effect of the approach and gender on pupils' attitude towards truthfulness.¹¹

Hypotheses 1: There will be no significant difference in the attitudes towards truthfulness of primary school pupils taught the value of truthfulness using the direct instruction / expository approach and those taught using the roleplay approach.

Table 3: ANOVA of the mean difference between primary school pupils taught the value of truthfulness using the direct instruction approach and the role-play approach

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	40.899	3	13.633	19.598	.000
Within Groups	26.434	83	.696		
Total	67.333	86			

Result from table 3, shows that mean square between and within groups are 40.899 and 26.434 respectively. The degrees of freedom between and within groups are 3 and 83 respectively. The calculated F-value is 19.598, which is significant because the P-value is less than the chosen alpha level ($P < 0.05$). Thus, the null hypothesis was rejected. This implies that there is a significant difference in the attitudes towards truthfulness of primary school pupils taught using the direct instruction approach and the roleplay approach

Hypotheses 2: There will be no significant difference in the attitude towards truthfulness of male and female pupils taught the value of truthfulness using the direct instructional / expository approach and those taught using the roleplay approach.

Table 4: ANOVA of the mean difference between primary school pupils taught the value of truthfulness using the direct instruction approach and the roleplay approach

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	38.041	3	12.680	17.602	.000
Within Groups	25.934	83	.720		
Total	63.975	86			

Result from table 4, shows that mean square between and within groups are 38.041 and 25.934 respectively. The degrees of freedom between and within groups are 3 and 83 respectively. The calculated F-value is 17.602, which is significant because the P-value is less than the chosen alpha level ($P < 0.05$). Thus, the null hypothesis was rejected. This implies that there is a significant difference in the attitude towards truthfulness of male and female pupils taught using the direct instructional/expository approach and those taught using the roleplay approach. This connotes that when one is involved in any activity his attitude is certain to becoming influenced, unlike when one is passively involved.

Discussion

The study revealed that the experimental group taught through role play method indicated a more positive attitude towards truthfulness than the control group that was taught using the expository method. Furthermore, gender was not a significant factor in determining the attitudes of the subjects towards truthfulness. Thus the male and female subjects did not differ in their attitude towards truthfulness.

When students are actively involved in learning experiences that interest them as they were in the roleplay activities used in the study, they tend to be more mentally and emotionally attached to/involved in the learning activity. This intimacy results in a more positive outcome than when the expository approach is adopted. This is in line with the saying.

“I hear, I forget

I see, I remember,

I do, I understand” (Mkpa 2015)

The active participation of the experimental subjects must have been one factor that improved their attitudes to truthfulness. The subjects’ interest in the stories must have been another significant factor. The pupils enjoyed each of the stories when first told by the teachers and so they, the children were enthusiastic to participate in the roleplay that followed in the experimental group.

Perhaps an added factor must have been the fact of the high youth unemployment rate in Nigeria which is estimate at over 33% (Mkpa 2019) today. Teachers and pupils are aware of the ever-growing unemployment rate in Nigeria as a result of which children in schools are prepared for the inevitable job scarcity. Two of the stories used for the study focused on employment and so the children received the instruction that a positive attitude to truthfulness would guarantee future employment either in the public or private sector.

One of the stories is a Bible narrative which teaches the danger of telling lies, the possible death as a result and even worse still, the possibility of going to hell-fire. Children are scared of dying. Nigeria is one of the most-religious counties of the world, yet ranked very poorly in the world’s corruption index. Nigerian children may therefore indicate a positive attitude to truthfulness when there is a practical demonstration of someone dying as a result of falsehood.

However, it remains for this positive attitude to be sustained. This calls for a joint effort of the school and wider society. The school would be

prepared to do its bit but the contaminating influence from the wider society is a major challenge to sustainability of the morality. 14

The study shows that role play was more effective in promoting the attitude of truthfulness. However, it remains for the teachers to be properly oriented towards that instructional strategy. A lot of planning and preparation would normally be involved in roleplay. The skill of time management is critical. Of great importance is the strategy of effective conclusion of the lesson. The teacher **must** at all times bear in mind the main objectives of the lesson and constantly refer to them at strategic points in the course of the lesson, using roleplay. Thus teachers should be aware that the roleplay is not an **end** in itself, but a **means** of achieving specific purposes, targets or objectives which should constantly be as the fore of the teacher's mind as the roleplay is in progress.

Given the merits of roleplay as an instructional strategy, and the fact that many teachers hardly utilize it for teaching for a number of reasons, we advise that teachers should make conscious efforts to equip themselves with the professional ability to utilize it in their classrooms. Teachers' professional preparing should include in the curriculum, effective use of roleplay. The professional preparation may be in the forms of pre-service, in-service or school-based strategies. Details of these strategies have been discussed elsewhere

Conclusion

Roleplay as an instructional strategy has proved in this study to be effective in improving the attitudes of pupils towards the value of truthfulness. Since values belong largely to the affective domain of learning outcomes, we can safely conclude that the roleplay would be effective in teaching other values than truthfulness. Such values that our children need to be taught have been articulated elsewhere (Mkpa 2018.)

The effectiveness of roleplay is the same for both male and female learners. As a result teachers in our schools need to expose all children to the instructional experience of roleplay so that the desired learning outcomes can be guaranteed. Both boys and girls when given the opportunity of a similar learning experience are bound to benefit equally from the said experience.

Our teachers will be capable of adopting variety of instructional strategies¹⁵ if they are given proper orientation and encouragement. In this study, the experimental group was taught effectively using the roleplay, and the learners enjoyed the lesson as they participated activity and enthusiastically. If most of our teachers learn to utilize roleplay in teaching, we are likely to reap maximum benefits of improved learner overall performance.

The school needs to worry about how to sustain gains in morality achieved by the teachers' efforts. How do we guard against, or protect the children from the neutralizing influence of the wider society where they spend almost 16 out of 24 hours daily?.

Recommendations

In the light of the findings of this study we recommend as follows:

1. That roleplay be acknowledged and employed by teachers as an effective instructional strategy for inculcating not only the value of truthfulness but all other values in the affective domain of educational outcomes.
2. Nigerian teachers who do not adopt roleplay in their instructional activities because they are not conversant with the practice, need to receive appropriate orientation to enable them use it. This orientation may take place in form of school-based teacher development effort or any other form of in-service training. It may also take the form of self-directed teacher professional development where teachers are encouraged to support themselves in professional improvement (Mkpa, 2017).
3. Our study utilized primary school pupils as the subjects, but we recommend that even the junior secondary school children can also be taught using roleplay since that is the age range within which values can/should be effectively inculcated.
4. The lesson timetable period of 40 to 45 minutes in our primary and secondary schools respectively makes it difficult for roleplay to be effectively used. Effective roleplay requires enough time for a lesson to be adequately taught. We therefore recommend either an increase in the duration of a lesson period in our schools or the use of "double periods" when teaching values and other important school subjects.
5. A synergy of productive partnership between the home and the school is very important so that each institution will reinforce/ support the efforts of the other towards the attainment of sound morals and values among our children.

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