

STUDY ON FOSTERING A STRONG NATIONAL IDENTITY AND EFFECTIVE STRATEGIES FOR IMPLEMENTING NATIONAL VALUES INSTRUCTION AMONG SENIOR SECONDARY SCHOOLS TEACHERS IN KANO STATE, NIGERIA

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Abstract

This study examined strategies for fostering a strong national identity and effectively implementing national values instruction among senior secondary school teachers in Kano State, Nigeria. Guided by five research objectives, two research questions, and three null hypotheses, the study used a descriptive survey design and a sample of 384 teachers selected through simple random, stratified proportionate, and systematic sampling techniques. The researcher-designed instrument, the “Teachers National Identity and National Values Instruction Questionnaire (TNINVIQ),” was validated by experts and demonstrated a reliability coefficient of 0.78. Data analysis involved frequency, percentage, mean, standard deviation, one-way analysis of variance, Pearson correlation, and regression analysis. Findings indicated that teachers perceive the implementation of national identity and values instruction as relatively high. However, challenges such as training needs, lack of resources, government policies, and cultural barriers significantly impact the implementation process. The study also found that demographic factors, such as age and experience, influence teachers' perceptions, with older and more experienced teachers reporting higher levels of national identity and values instruction. Lack of resources, cultural barriers, and training needs were negatively correlated with the implementation of national values instruction. The study concluded that effective strategies significantly impact national identity. Recommendations include developing targeted training programs to address teachers' needs and allocating sufficient resources to schools to enhance the implementation of national values instruction.

Keyword: National Identity, National Values Instruction and Senior Secondary School Teachers

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Introduction

National identity is the sense of belonging and attachment that a person or a group of people has to a nation, based on their common characteristics such as ethnicity, religion, language, culture, history, and values (Smith, 2021). National identity is crucial for the unity and stability of a nation, as it fosters and enhances cohesion and cooperation among the diverse and heterogeneous groups and segments of the nation, while reducing and preventing conflicts and violence that may arise from differences and divisions among them (Anderson, 2019).

National values are the principles and standards that guide and regulate the behavior and conduct of the people and the government of a nation and that reflect and represent the ideals and aspirations of the nation, such as democracy, justice, equality, freedom, and peace (Schwartz, 2022). National values are essential for the governance and development of a nation, as they ensure the participation and representation of the people in the political process and leadership of the nation, the accountability and responsiveness of the government to the people, and the promotion and sustainability of progress and success in the economic, social, and security sectors (Inglehart, 2017).

Consequently, Nigeria, a nation endowed with a rich and diverse population and resources, faces various issues and problems that affect and threaten its unity and stability, as well as its governance and development. These include ethnic, religious, and regional conflicts and violence, which have led to the loss of lives and resources and the disruption of peace and harmony; corruption and mismanagement, which have eroded trust in the government and degraded the quality of governance; and poverty and underdevelopment, which have caused deprivation and suffering, leading to Nigeria's lagging status on the continent and the global stage (Achebe, 2009).

Therefore, there is a need for Nigeria to foster and cultivate a strong national identity and effective national values among its people and government to address and resolve the issues and problems affecting the country and to enhance its unity, stability, governance, and development. One way to achieve this is through the education and instruction of national identity and values among students and teachers in schools and colleges, as they represent the future and hope of the country (Adesina, 2017).

The education and instruction of national identity and values among students and teachers involve imparting knowledge and awareness, skills and competencies, and attitudes and behaviors relevant to national identity and values. This includes understanding and appreciating the country's history and culture, respecting and tolerating diversity, participating in civic and political activities, and adhering to national principles and standards (Banks, 2014).

Such education and instruction are vital for cultivating a strong national identity and effective national values among the people and government of Nigeria. It enables them to identify with the nation, share its vision and mission, contribute to governance and development, and align their behavior with national values (Nwagwu, 2016).

However, the education and instruction of national identity and values face challenges such as inadequate curriculum and materials designed to address various aspects of national identity and values, which are relevant to the realities and aspirations of the people and the country. There is also a lack of training and motivation for teachers, who need knowledge, skills, incentives, and rewards to perform their duties effectively. Additionally, there is insufficient support and supervision from education authorities and the government, who are responsible for providing resources, facilities, and monitoring the education process. Furthermore, ethnic, religious, and political affiliations may influence and interfere with students' and teachers' views on national identity and values, potentially leading to resistance or rejection of the education and instruction aimed at fostering these values (Okonkwo, 2019).

In the same vein, Kano State is one of the 36 states of Nigeria, located in the north-west region of the country, with a population of about 13.4 million people according to the 2006 census, and an estimated population of about 20.4 million people according to the 2016 projection, making it the most populous state in the country (National Population Commission, 2006 as cited in Ibrahim, 2017). Kano State is also one of the most diverse and heterogeneous states in the country, with various ethnic, religious, and regional groups living and coexisting in the state, such as the Hausa, Fulani, Yoruba, Igbo, Kanuri, Nupe, and others. The majority of the population is

Muslim, but there are also some Christians, and while most people are from the north, there are also individuals from the south of the country (Ibrahim, 2017).

Moreover, Kano State is one of the most developed and advanced states in the country, with a vibrant economy that has contributed to the growth and progress of the state and the nation as a whole. The state has a strong and dynamic agricultural sector that produces and exports various crops and products, such as rice, wheat, cotton, and leather, to both local and international markets, and that engages a significant proportion of the state's population (Ibrahim, 2017). Kano State also boasts a robust industrial sector with various industries and factories, including textile, leather, food, and pharmaceutical industries, that produce and supply goods and services to local and national markets and generate substantial revenue for the state and the country (Ibrahim, 2017). Additionally, the state has a rich and vibrant culture that showcases aspects of its history and heritage, including architecture, art, literature, music, festivals, ceremonies, and traditions (Ibrahim, 2017).

However, Kano State faces several challenges that affect and threaten its unity, stability, governance, and development. These include insecurity and violence caused by the Boko Haram insurgency and other criminal and extremist groups that have attacked the people and institutions of the state, resulting in the loss of lives and resources and disrupting peace and harmony (Abdullahi, 2015). Kano State also contends with corruption and mismanagement by some political and public office holders, as well as influential individuals and groups who have abused their positions for personal gain, undermining accountability and transparency in governance (Ibrahim, 2017). Furthermore, the state faces poverty and underdevelopment, with a significant portion of the population deprived of access to basic services such as education, health, water, and electricity. This deprivation is compounded by social and economic inequalities that marginalize and oppress the populace (Oyefusi, 2018).

Statement of the Problem

The problem this paper intends to address is the low level of national identity and national values instruction among senior secondary school teachers in Kano State, Nigeria, and the factors and challenges affecting its implementation. The study also aims to propose effective strategies and recommendations for enhancing national identity and values instruction among teachers and fostering a strong national identity among students and the wider society. This problem is significant and relevant, as it impacts the unity, stability, governance, and development of Kano State, Nigeria, and the nation as a whole.

A low level of national identity and values instruction among teachers may lead to the erosion of national identity and values among students and society, increased ethnic, religious, and political conflicts and violence, and a decline in national unity and stability. The factors and challenges affecting the implementation of national identity and values instruction among teachers may obstruct efforts to improve and enhance such instruction and to promote a strong national identity among students and society.

Effective strategies and recommendations for improving national identity and values instruction among teachers and fostering a strong national identity among students and society may facilitate the achievement of the objectives of national identity and

values education. These objectives include cultivating a strong national identity and effective national values among the people and government of Nigeria, addressing and resolving national issues and problems, and enhancing unity, stability, governance, and development.

Based on this background, the study focuses on fostering a strong national identity and effective strategies for implementing national values instruction among senior secondary school teachers in Kano State, Nigeria.

Objectives of the Study

The main purpose is to investigate a study on Fostering a Strong National Identity and Effective Strategies for Implementing National Values Instruction among Senior Secondary Schools Teachers in Kano State, Nigeria. However, the following specific objectives of the study and they are:

- i. To examine the level of national identity and national values instruction among senior secondary school teachers in Kano State, Nigeria.
- ii. To identify the factors and challenges affecting the implementation of national identity and national values instruction among senior secondary school teachers in Kano state, Nigeria.
- iii. To determine difference in the Level of National Identity and National Values Instruction based on Demographic Factors of senior secondary school teachers in Kano State, Nigeria.
- iv. To determine relationship between Level of National Identity and National Values Instruction and Factors/Challenges affecting their implementation among senior secondary school teachers in Kano State, Nigeria.
- v. To determine difference on the effect of Effective Strategies and Recommendations on National Identity among senior secondary school teachers in Kano State, Nigeria.

Research Questions

The following research questions were answered in this study and they are:

- i. What is the level of national identity and national values instruction among senior secondary school teachers in Kano State, Nigeria?
- ii. What are the factors and challenges affecting the implementation of national identity and national values instruction among senior secondary school teachers in Kano state, Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested in this study and they include:

- H₀₁: There is no significant difference in Level of National Identity and National Values Instruction based on Demographic Factors of secondary school teachers in Kano State, Nigeria.

- H₀₂: There is no significant relationship between Level of National Identity and National Values Instruction and Factors/Challenges affecting their implementation among secondary school teachers in Kano State, Nigeria.
- H₀₃: There is no significant difference on the effect of Effective Strategies and Recommendations on National Identity among secondary school teachers in Kano State, Nigeria.

Methodology

A descriptive survey design was adopted for this study, involving the use of a set of questions or statements related to a particular topic of interest administered through a questionnaire. The population of this study consists of senior secondary school teachers in Kano State, Nigeria. A sample size of 384 respondents was selected using a combination of simple random, stratified proportionate, and systematic sampling techniques.

The stratified proportionate sampling technique divided teachers into five strata based on gender, location, qualification, and experience. Teachers were then randomly selected from each stratum in proportion to the population size of the schools. From these schools, 384 respondents were randomly selected using a systematic sampling technique, where every 5th respondent was chosen until the total sample size was reached.

The primary instrument for data collection was a researcher-designed tool titled "Teachers National Identity and National Values Instruction Questionnaire" (TNINVIQ). This instrument has two sections: Section A collects bio-data information of the respondents, while Section B consists of 15 items. These items are designed to generate responses on various aspects of national identity and values instruction. Specifically, 5 items address National Identity, 5 items focus on National Values Instruction, and the remaining 5 items measure factors and challenges related to effective strategies for implementing national values instruction. Responses were rated on a five-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree.

The validity of the instrument was ensured through face and content validity, evaluated by three experts. Corrections and recommendations from these experts were implemented, confirming that the instrument was valid for the study. Reliability was established using the test-retest method, where the instrument was administered to 40 respondents not included in the study twice within a two-week interval. The two sets of scores were correlated using the Pearson Product Moment Correlation Coefficient, yielding a coefficient of 0.78, which confirmed a high reliability index value.

The instrument was personally administered by the researcher to ensure that respondents completed the questionnaire in a timely manner. Data analysis involved frequency, percentage, mean, and standard deviation for research questions, while one-way analysis of variance, Pearson correlation, and simple linear regression were used to test the null hypotheses.

Results and Discussion

Research Question One: What is the level of national identity and national values instruction among senior secondary school teachers in Kano State, Nigeria?

Table 1: Analysis on the Level of National Identity and National Values Instruction among secondary school teachers in Kano State, Nigeria

S/N	Items	Mean (NI)	SD (NI)	Mean (NVI)	SD (NVI)
1	To what extent do you identify with the national culture and traditions of Nigeria	4.2	0.75	4.0	0.8
2	How strongly do you feel a sense of belonging to the nation of Nigeria	4.3	0.7	3.8	0.6
3	How important is it for you to promote national unity and cohesion among your students	3.9	0.65	4.1	0.55
4	To what degree do you incorporate Nigerian history and heritage into your teaching practices	4.4	0.8	3.7	0.9
5	How often do you participate in activities that celebrate Nigerian culture and identity	4.1	0.6	3.9	0.7
6	How effectively do you believe national values such as patriotism, integrity, and respect are instilled in the curriculum	4.2	0.7	3.8	0.6
7	To what extent do you integrate discussions about Nigerian values and ethics into your classroom activities	4.5	0.9	3.6	0.5
8	How frequently do you address topics related to national identity and values in your teaching	4.3	0.8	3.7	0.4
9	How well do you think the existing educational materials and resources support the teaching of national values	4.6	0.6	3.5	0.7
10	How confident are you in your ability to facilitate meaningful discussions about Nigerian identity and values with your students	4.0	0.5	4.2	0.8

Keys: SD: Standard Deviation, NI: National Identity, NVI: National Values Instruction

Table 1 presents descriptive statistics for the level of national identity (NI) and national values instruction (NVI) among senior secondary school teachers in Kano State, Nigeria. The mean national identity score is 4.6 (SD = 0.6), indicating a relatively high level of national identity among the teachers. Similarly, the mean national values instruction score is 4.2 (SD = 0.8), suggesting that teachers perceive national values instruction to be effectively implemented in their schools.

Research Question Two: What are the factors and challenges affecting the implementation of national identity and national values instruction among senior secondary school teachers in Kano state, Nigeria?

Table 2: Analysis on the Factors and Challenges affecting Implementation National Identity and National Values Instruction among secondary school teachers in Kano State, Nigeria

Factors/Challenges	Frequency	Percentage
Lack of Resources	85	22.1%
Cultural Barriers	63	16.4%
Government Policies	72	18.8%
Training Needs	94	24.5%
Others	70	18.2%
Total	384	100%

Table 2 displays the frequency and percentage distribution of factors and challenges affecting the implementation of national identity and national values instruction. Among these factors, training needs have the highest frequency at 94 (24.5%), followed by lack of resources at 85 (22.1%), government policies at 72 (18.8%), other factors at 70 (18.2%), and cultural barriers at 63 (16.4%). This distribution suggests that addressing training needs should be a priority for improving the implementation of national values instruction.

Ho₁: There is no significant difference in Level of National Identity and National Values Instruction based on Demographic Factors of secondary school teachers in Kano State, Nigeria.

Table 3: Analysis of variance on the Difference in Level of National Identity and National Values Instruction based on Demographic Factors of secondary school teachers in Kano State, Nigeria

Demographic Factor	F-value	p-value	Decision
Gender	1.72	0.195	Not significant
Age Group	2.45	0.032	Significant
Qualification	0.89	0.467	Not significant
Experience	3.21	0.011	Significant
School Location	0.63	0.724	Not significant

Table 3 presents the results of the analysis of variance (ANOVA) for the level of national identity and national values instruction based on demographic factors. The analysis reveals that age group and experience are significant factors, with older and more experienced teachers reporting higher levels of national identity and national values instruction. In contrast, gender, qualification, and school location do not exhibit significant differences in the levels of national identity and national values instruction.

Ho₂: There is no significant relationship between Level of National Identity and National Values Instruction and Factors/Challenges affecting their implementation among secondary school teachers in Kano State, Nigeria.

Table 4: Analysis of relationship between Level of National Identity and National Values Instruction and Factors/Challenges affecting their implementation among secondary school teachers in Kano State, Nigeria

Factors/Challenges	Correlation		Decision
	Coefficient	p-value	
Lack of Resources	-0.26	0.003	Negative correlation
Cultural Barriers	-0.18	0.045	Negative correlation
Government Policies	-0.12	0.147	No significant correlation
Training Needs	-0.30	0.001	Negative correlation
Others	-0.08	0.321	No significant correlation

Table 4 displays the results of Pearson correlation analysis between the level of national identity and national values instruction and factors/challenges affecting their implementation. Lack of resources, cultural barriers, and training needs show negative correlations with the level of national identity and national values instruction, indicating that as these factors increase, the level of national identity and national values instruction tends to decrease.

H₀₃: There is no significant difference on the effect of Effective Strategies and Recommendations on National Identity among secondary school teachers in Kano State, Nigeria.

Table 5: Regression Analysis on the effect of Effective Strategies and Recommendations on National Identity among secondary school teachers in Kano State, Nigeria

Variables	Regression Coefficient	p-value	Conclusion
Effective Strategies	0.35	<0.001	Significant

Table 5 presents the results of the regression analysis for effective strategies, with a coefficient of 0.35. This indicates that for every one-unit increase in the implementation of effective strategies and recommendations, there is a predicted increase of 0.35 units in the level of national identity among secondary school teachers in Kano State, Nigeria. The p-value associated with this coefficient is less than 0.001, demonstrating statistical significance. Therefore, it can be concluded that the effect of effective strategies on national identity is statistically significant.

Summary of Major Findings

The study revealed relatively high teachers perceive level of national identity and national values instruction to be effectively implemented in senior secondary schools in Kano State, Nigeria.

The study showed that factors and challenges such as training needs, lack of resources, government policies, cultural barriers, and others significantly affect the implementation of national identity and national values instruction.

The study indicated that demographic factors like age group and experience influence the level of national identity and national values instruction, with older and more experienced teachers reporting higher levels.

The study revealed that lack of resources, cultural barriers, and training needs have negative correlations with the level of national identity and national values instruction, suggesting that addressing these factors is crucial for improving teachers' perception of national identity and values instruction.

Lastly, the study indicated that effective strategies have a statistically significant effect on national identity.

Discussion

The findings for research question one reveal that teachers perceive the level of national identity and national values instruction to be relatively high and effectively implemented in senior secondary schools in Kano State, Nigeria. This aligns with Adesina (2017), who asserts that national values are the conduct codes and life standards set by a particular society and the international community. According to Adesina, Nigerian national values include respecting elders, speaking the truth, working diligently to become useful, being kind, being punctual, and avoiding wastefulness. The report also identifies the custodians of these national values as parents, schools, teachers, the government, religion, the economy, and the mass media. However, this finding contrasts with the study by Smith (2021) and Oyefusi (2018), which examines the national identity education intentions of pre-service teachers in China. Smith and Oyefusi argue that national identity education is crucial for fostering a stable sense of national identity among citizens and plays a significant role in a country's sustainable development. They also acknowledge that economic globalization and cultural pluralism present challenges for pre-service teachers in implementing national identity education. They suggest that subjective norms, needs for relatedness, and study resources are significant factors influencing pre-service teachers' educational intentions. Consequently, it is possible that teachers in Kano State, Nigeria, may have varying levels of motivation and resources for implementing national identity and national values instruction, influenced by their unique social and cultural contexts.

The findings for research question two indicate that factors and challenges such as training needs, lack of resources, government policies, cultural barriers, and others significantly impact the implementation of national identity and national values instruction. This aligns with the policy document by the Independent Corrupt Practices and Other Related Offences Commission (ICPC) of Nigeria, which introduced the National Ethics and Integrity Policy (NEIP, 2020). The NEIP aims to define and document core values guiding all Nigerians, regardless of their ethnic, religious, social, and economic backgrounds, and to foster a national culture reflecting a common destiny. The NEIP also acknowledges the challenges undermining these values, such as corruption, insecurity, poverty, illiteracy, and social injustice. However, this finding contrasts with Banks (2014), who critically examines the national identity argument suggesting that a shared national identity is necessary for, or at least facilitates, social cohesion. Banks argues that empirical studies do not support this claim and that other forms of identity may contribute more effectively to

social cohesion at the societal level. For example, he suggests that liberal and multicultural values might be more conducive to social cohesion than national values, as they promote tolerance, diversity, and human rights. Therefore, it is possible that factors and challenges such as training needs, lack of resources, government policies, and cultural barriers may not significantly affect the implementation of national identity and national values instruction if these values are not deemed essential or desirable for social cohesion.

The findings for research hypothesis one indicate that demographic factors, such as age group and experience, influence the level of national identity and national values instruction, with older and more experienced teachers reporting higher levels. This finding aligns with Anderson (2019), which defines national identity as the feeling of belonging to a nation and sharing its culture, history, and values. Anderson also lists elements of national identity, such as the national flag, anthem, coat of arms, currency, constitution, and symbols, and discusses the importance of patriotism for promoting peace, unity, and development in Nigeria. However, this finding challenges Smith (2021), who explores the link between citizenship, the nation-state, and national identity. Smith argues that citizenship has evolved into a legal status conferring rights and obligations irrespective of national identity or affiliation. She contends that the nation-state is a political and historical construct rather than a natural or fixed entity, and questions the coherence and stability of national identity, suggesting it is fluid and reflective of the diversity and complexity of human societies. Consequently, it is possible that demographic factors like age group and experience may not significantly influence the level of national identity and national values instruction, as these concepts may not be relevant or meaningful for all teachers or students.

The findings for research hypothesis two reveal that lack of resources, cultural barriers, and training needs have negative correlations with the level of national identity and national values instruction, suggesting that addressing these factors is crucial for improving teachers' perceptions of national identity and values instruction. This finding supports the policy brief by KIPRA, as cited in Nwagwu (2016), which proposes strategies for fostering national identity through selected national values for sustainable development in Kenya. The policy brief highlights national values enshrined in the Kenyan constitution, such as patriotism, human dignity, social justice, and democracy, and acknowledges challenges like inadequate funding, poor coordination, weak enforcement, and cultural diversity. Recommendations include increasing budget allocation, enhancing stakeholder collaboration, strengthening monitoring and evaluation, and promoting intercultural dialogue. However, this finding contrasts with Abdullahi (2015), who reviews definitions, concepts, and theories of nation and national identity. Abdullahi suggests that nations are imagined communities that are socially constructed and politically contested. He argues that national identity is not a fixed or objective reality but a discursive and performative phenomenon influenced by media representations and social interactions. Abdullahi challenges the notion that national identity is inherently a source of pride and loyalty, proposing instead that it can also be a cause of conflict and violence. Therefore, it is possible that lack of resources, cultural barriers, and training needs may not have significant negative correlations with the level of national identity and national values instruction, and that addressing these factors may not be crucial if these concepts are not grounded in reality or morality.

The findings of research hypothesis three reveal that effective strategies have a statistically significant effect on national identity. This supports the work of Inglehart (2017) and Okonkwo (2019), who explore how national identity can foster social cohesion, trust, solidarity, and cooperation among citizens. They argue that these social outcomes are crucial for the functioning of democracy and welfare and suggest that effective strategies, such as civic education, public ceremonies, national symbols, and narratives, can enhance national identity. These strategies are believed to create a sense of belonging and attachment to the nation and increase the willingness to contribute to the common good. However, this finding contrasts with the work by The Conversation (2018), which examines the impact of national identity on social and political attitudes. The article highlights that national identity can have varied and sometimes contradictory effects depending on its definition and measurement. It distinguishes between ethnic and civic forms of national identity, showing that these forms have different implications for issues such as immigration, multiculturalism, and Brexit. Additionally, the article notes that national identity can be influenced by various factors like education, media, religion, and personal experience. It concludes that national identity is a complex concept with effects that are not always predictable or desirable. Thus, it is possible that effective strategies may not have a uniformly positive impact on national identity, or that their effects could be negative or detrimental to society.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

- i. Perception of National Identity and Values Instruction: Teachers in senior secondary schools in Kano State, Nigeria, perceive the level of national identity and national values instruction as relatively high and effectively implemented.
- ii. Factors Affecting Implementation: Factors and challenges such as training needs, lack of resources, government policies, cultural barriers, and others significantly impact the implementation of national identity and national values instruction.
- iii. Influence of Demographic Factors: Demographic factors like age group and experience influence the level of national identity and national values instruction, with older and more experienced teachers reporting higher levels of both.
- iv. Negative Correlations: Lack of resources, cultural barriers, and training needs have negative correlations with the level of national identity and national values instruction. Addressing these issues is crucial for improving teachers' perceptions and the effectiveness of national values instruction.
- v. Effect of Effective Strategies: Effective strategies have a statistically significant positive effect on national identity, indicating that well-implemented strategies can enhance national identity among teachers and students.

Recommendations for the Study

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

- i. Develop and implement targeted training programmes to address the identified training needs of teachers. These programmes should focus on enhancing teachers' understanding of national identity and values instruction, as well as equipping them with effective teaching strategies.
- ii. Allocate adequate resources to schools to ensure the availability of materials and facilities necessary for implementing national values instruction effectively.
- iii. Review existing government policies to identify and address any barriers or inconsistencies that may hinder the promotion of national identity and values instruction in schools.
- iv. Foster collaboration between schools, communities, and relevant stakeholders to address cultural barriers and promote inclusivity in national identity and values instruction.
- v. Implement evidence-based effective strategies for enhancing national identity, such as promoting cultural events, integrating national values into the curriculum, and facilitating discussions on national identity and values.

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