

# An Exploration of Learners' Dispositions to Values in Early Childhood and Primary Education in Pankshin Local Government Area of Plateau State Nigeria

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**Abstract:-** Globally, people tend to place a lot of premium on values. Therefore, studies related to values and in this context disposition and factors that influence disposition to values is germane. It is more relevant because such studies are far between particularly in the context of this study. Therefore the data for this study was generated from the responses of 200 participants. A questionnaire designed with a Likert scale was utilized to gather data, and the instrument's validity and reliability were ensured through expert evaluation and Cronbach alpha coefficient of 0.85. Data, was analyzed using independent sample t-tests to evaluate the proposed hypotheses. The first hypothesis posited that there is no significant difference in learners' disposition between those in public schools and those in private schools. The results indicated a mean of 4.10 (SD = 0.60) for public schools and 3.50 (SD = 0.80) for private schools, with a t-statistic of 5.32 and a p-value of 0.001, leading to the rejection of the null hypothesis. The second hypothesis addressed the factors influencing learners' disposition in both school types and this yielded means of 3.65 for private schools and 3.25 for public schools, with a t-statistic of 0.007, indicating no significant difference. The third hypothesis explored the difference in learners' disposition between urban (M = 3.80, SD = 0.65) and rural areas (M = 3.45, SD = 0.60), yielding a t-value of 3.40 and a p-value of 0.002, resulting in the rejection of the null hypothesis. The fourth hypothesis investigated the difference in factors influencing learners' disposition to values in urban and rural settings and this yielded the same means and statistical outcomes as the third hypothesis, leading to the rejection of the null hypothesis. The findings underscore the need for tailored educational approaches in Pankshin Local Government Area in particular and Nigeria as a whole to enhance value disposition among learners.

**Keywords:-** Learners' Disposition, Values, Primary Education, Early Childhood Education.

## I. INTRODUCTION

Interest in values appears to be global (Kader & David, 2024; Gayen, 2023; Kumar & Kumar, 2022). This interest may not just be for the sake of it but probably because of the perceived importance of values in the life of humans (Gayen, 2023; Kumar & Kumar, 2022). Values are defined as acquired cognitive framework which guide people in taking decisions by developing basic moral principles, application of a scale of preference and an inclination towards perceiving the universe and identifying patterns (Gayen, 2023). In other words, they are standards which influence behavior and decision-making, are essential for both personal and social development. They are desirable virtues which encompass honesty, integrity, truthfulness, empathy, compassion, love, respect and hardwork among others (Kumar & Kumar, 2022). Disposition, on the other hand, broadly refers to the individuals' preparedness, capacity, and willingness to engage in, interest in or involvement in something (Gun, 2022; Renstrom & Stenling, 2019). Disposition is a segment of the mind which is synonymous with intellectual habits, mindsets, habits of mind, thinking disposition, ways of knowing, key competencies, learning power and learning dispositions (Arr, et al, 2009 cited in Gun, 2022). Learning dispositions or learning approaches which is our interest in this paper are tendencies or habits related to thinking which affect behavior or speaking in a way that meets or attracts a person towards a learning goal (Katz, 1988, 1993b cited in Hill, 2020). Understanding learners' dispositions toward values in early education provides insight into moral and ethical development, which forms the foundation for future behaviors and attitudes in particular and learning, discovery, knowledge, comprehension and acquisition of skills generally by learners (Johnson & Brown, 2021; Hill, 2020).

Early childhood and primary education are formative years when children are highly impressionable, and the values they acquire shape their character, relationships, and interactions with the world (Li 2023; Sharon, 2022). Research suggests that a child's disposition towards values is not only shaped by intrinsic factors, such as emotional intelligence and personality, but also by external influences like family, peers, teachers, and societal expectations (Adebayo & Ojo, 2023). In these years, children begin to make value-laden decisions, and the development of positive dispositions towards values is crucial in shaping their future behavior (Smith & Wang, 2023). Disposition is understood as a person's inherent qualities of mind and character that influence their habitual responses to situations. In the context of learners, it reflects their natural inclinations to respond to situations that involve moral decision-making. Learners with a positive disposition towards values like respect or honesty are more likely to demonstrate these values in their daily interactions, while those with negative or undeveloped dispositions may struggle to apply such values consistently (Chen & Lee, 2021). The role of disposition is vital in understanding why learners may exhibit different responses to similar situations based on their internalized values.

In the context of primary and early childhood education, values like honesty, respect, empathy, and responsibility are essential for nurturing responsible citizens and promoting harmonious relationships. According to Halstead (2020), instilling these values in children from a young age prepares them to become individuals who can contribute positively to society. Values serve as a moral compass that guides learners in making ethical decisions and understanding the importance of their actions within the broader societal context (Garcia & Lopez, 2020).

Ajayi and Ekundayo (2023) emphasize the importance of early value formation, asserting that values learned during early childhood often have lasting effects on a person's behavior and ethical judgment. Ekanem (2022) further posits that in primary education, values provide the basis for social skills, emotional intelligence, and the development of personal integrity. Therefore, values are not merely abstract concepts but are essential tools for children to navigate the complexities of relationships and society.

The disposition of learners towards values significantly impacts their ability to apply these values in real-life situations. Learners with a positive disposition towards values such as cooperation, fairness, and empathy are more likely to engage in prosocial behaviors, including helping others, sharing, and conflict resolution (Garcia & Lopez, 2020). In contrast, learners with poor dispositions towards values may exhibit behaviors such as selfishness, dishonesty, or aggression, which can hinder their social development and relationships with peers (Obi & Ede, 2021). According to Adebayo, Ojo, and Adeyemi (2022), learners' dispositions are

not static; they can be shaped and nurtured through consistent reinforcement and modeling of positive values in educational settings.

Family plays a critical role as the primary socializing agent. When parents and caregivers model positive values, children are more likely to adopt similar behaviors and develop a positive disposition toward values such as honesty and empathy (Adebayo & Ojo, 2023). Conversely, environments where values are inconsistently reinforced may result in children developing conflicting or negative dispositions towards these principles. Similarly, schools, as secondary socialization agents, provide structured environments where learners can observe and practice values in interactions with teachers and peers. According to Ekanem (2022), schools that foster inclusive, fair, and respectful environments help to reinforce positive dispositions in learners. However, environments that emphasize academic success over moral development may fail to nurture the holistic growth of the child, thereby weakening their disposition towards values (Nguyen & Tran, 2021).

Oluwatobi and Musa (2023) found that children often model their behavior on that of their peers. Positive peer environments where cooperation, respect, and kindness are encouraged can enhance learners' disposition towards these values. Conversely, negative peer influences can lead to the development of undesirable dispositions such as dishonesty or disobedience. Lastly, cultural and societal expectations shape how children perceive and internalize values. In collectivist societies, values such as community responsibility and cooperation are emphasized, which fosters a disposition towards group harmony and mutual support (Chen & Lee, 2021). In contrast, individualistic cultures may prioritize personal success, leading to a disposition towards competition rather than cooperation.

In spite of the extensive research on values, there appears to be limited understanding of learners' dispositions to values in primary and early childhood education. While much attention has been given to values education, little focus has been placed on how learners internalize and express these values in their day-to-day interactions. This gap is significant because it overlooks the complex interplay between intrinsic factors (such as emotional intelligence, personality) and external factors (such as family, environment, school culture) in shaping dispositions (Adebayo & Ojo, 2023). Moreover, with the increasing moral challenges observed in schools, such as bullying and lack of respect among learners, there is a pressing need to examine the underlying dispositions that influence these behaviors. The current study aims to fill this gap, by exploring the dispositions to values of learners and the factors that influence these dispositions in primary and early childhood in Pankshin Local Government Area of Plateau State, Nigeria. By doing this, this study will provide valuable insights on the need for educational practices to be tailored

towards nurturing positive dispositions in learners to values in the area of study in particular and Nigeria as a whole.

#### A. Aims and Objectives

The broad aim of this study was to examine the dispositions of learners to values and identify the factors that influenced these dispositions in the study area.

The objectives specially were to:

- examine the disposition of learners to values in primary and early childhood education in Pankshin Local Government Area of Plateau State
- identify the factors influencing learners' disposition to values in primary and early childhood education in Pankshin Local Government Area of Plateau State

#### B. Research Questions

- what is the disposition of learners to values in primary and early childhood education in Pankshin Local Government Area of Plateau State
- what factors influence learners' disposition to values in primary and early childhood education in Pankshin Local Government Area of Plateau State

#### C. Hypotheses

- **Null Hypothesis (H01):** There is no significant difference in learners' dispositions between those in public and private schools in Pankshin Local Government Area.
- **Null Hypothesis (H02):** There is no significant difference in the factors that affect learners' dispositions in private schools and public schools in Pankshin Local Government Area.
- **Null Hypothesis (H03):** There is no significant difference in learners' disposition between those schools in the urban area and rural areas of Pankshin Local Government Area.
- **Null Hypothesis (H04):** There is no significant difference between factors that affect learners' disposition to values in schools in the urban area and rural areas of Pankshin Local Government Area.

## II. METHODOLOGY

This study employed a descriptive survey design, thus, providing a systematic means to gather and analyze data on learners' disposition to values in primary and early childhood education in Pankshin Local Government Area of Plateau State. The population of the study comprised 74 primary and early childhood education schools with a total 648 learners. Subsequently, a sample of 25 schools was selected using a stratified random sampling technique to ensure representativeness. Consequently, 200 pupils were drawn from these 25 schools, forming the sample population for the study. Moreover, a questionnaire was developed to collect data on the learners' disposition to values. Furthermore, the instrument was validated by experts in education and research methodology to ensure its relevance and clarity. A pilot study was conducted with a small group of learners from a school outside the sample population, thereby, confirming the reliability of the instrument, which was measured using Cronbach alpha with a reliability coefficient of 0.85. In addition, data collection was carried out by distributing the questionnaires to the learners in the sampled schools. Hence, the responses were gathered over a period of two weeks with the assistance of teachers who facilitated the process. The data collected were then analyzed using descriptive statistics such as mean to examine the overall disposition of learners to values in their education. Finally, the hypotheses were tested using independent sample t-test.

## III. RESULTS

#### A. Research Questions

##### ➤ Research Question One

What is the disposition of learners to values in primary and early childhood education in Pankshin Local Government Area of Plateau State, Nigeria?

**Table 1: Showing the Mean Score of Learners Disposition to Values in Primary and Early Childhood Education in Pankshin Local Government Area of Plateau State.**

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
1	I like using words like "please" and "thank you"	70 (35%)	80 (40%)	30 (15%)	20 (10%)	3.00	Accepted
2	I respect only my teachers	40 (20%)	80 (40%)	50 (25%)	30 (15%)	2.65	Accepted
3	I respect only my parents	50 (25%)	90 (45%)	40 (20%)	20 (10%)	2.85	Accepted
4	I take care of my belongings	90 (45%)	80 (40%)	20 (10%)	10 (5%)	3.25	Accepted
5	I do not care about the belongings of others	10 (5%)	20 (10%)	90 (45%)	80 (40%)	1.80	Rejected
6	I try to understand the feelings of my classmates	60 (30%)	100 (50%)	20 (10%)	20 (10%)	3.00	Accepted
7	I believe everyone should be treated equally in class	80 (40%)	90 (45%)	20 (10%)	10 (5%)	3.20	Accepted

8	I am kind to my classmates	70 (35%)	100 (50%)	20 (10%)	10 (5%)	3.15	Accepted
9	I cannot control my temper when I am angry	30 (15%)	40 (20%)	80 (40%)	50 (25%)	2.25	Rejected
10	I follow the rules set by my teachers and school	80 (40%)	90 (45%)	20 (10%)	10 (5%)	3.15	Accepted
11	I stand up for what is right, even if my friends do not agree	60 (30%)	90 (45%)	30 (15%)	20 (10%)	2.85	Accepted
12	I tell the truth even when it is difficult	70 (35%)	90 (45%)	20 (10%)	20 (10%)	2.95	Accepted

Source: Field Work, 2024.

Table 1, above provides an analysis of learners' disposition to values in primary and early childhood education. 75% of respondents agreed with the statement "I like using words like 'please' and 'thank you'" (mean 3.00), indicating that most learners recognized the importance of politeness. Similarly, 90% of respondents agreed that "I take care of my belongings" (mean 3.25), which highlights the value placed on personal responsibility. However, 85% rejected the statement "I do not care about the belongings of others," with a mean of 1.80, showing that most learners were considerate of others' belongings. Moreover, 90% of respondents showed support for equality in the classroom, as reflected in the statement "I believe everyone should be treated equally in class" (mean 3.20). On the other hand, the statement "I cannot control my temper when I am angry" was rejected, with 65% of respondents disagreeing (mean 2.25), 35% agreeing, suggests that emotional regulation remained an area needing improvement.

#### ➤ Research Question Two

What factors influence learners' disposition to values in primary and early childhood education in Pankshin Local Government Area of Plateau State, Nigeria?

**Table 2: Showing Mean Score of Factors that Influence Learners' Disposition to Values in Primary and Early Childhood Education in Pankshin Local Government Area**

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
1	I am honest because of the influence of my parents	80 (40%)	90 (45%)	20 (10%)	10 (5%)	3.20	Accepted
2	I treat others with respect because of good examples of my teachers	70 (35%)	80 (40%)	30 (15%)	20 (10%)	3.00	Accepted
3	I assist others because that is what my school encourages	60 (30%)	90 (45%)	30 (15%)	20 (10%)	2.85	Accepted
4	I adhere to values because of the pressure of my peers/friends	50 (25%)	70 (35%)	40 (20%)	40 (20%)	2.65	Accepted
5	The values I learn at home shape my behavior in school	90 (45%)	80 (40%)	20 (10%)	10 (5%)	3.20	Accepted
6	Participating in extracurricular activities helps me understand the importance of teamwork	60 (30%)	80 (40%)	30 (15%)	30 (15%)	2.85	Accepted
7	My personal experiences shape my values	70 (35%)	90 (45%)	30 (15%)	10 (5%)	3.10	Accepted
8	Classroom discussion helps me know the importance of values	80 (40%)	80 (40%)	30 (15%)	10 (5%)	3.10	Accepted
9	I keep to values because of fear of punishment	40 (20%)	60 (30%)	60 (30%)	40 (20%)	2.50	Accepted
10	Religious teachings influence my behavior and actions in school	90 (45%)	70 (35%)	20 (10%)	20 (10%)	3.15	Accepted
11	Tribe dictates how I relate to people	20 (10%)	40 (20%)	70 (35%)	70 (35%)	2.05	Rejected
12	I relate to people based on their religion	30 (15%)	50 (25%)	60 (30%)	60 (30%)	2.25	Rejected

Source: Field Work, 2024.

Table 2 presents an analysis of factors influencing learners' disposition to values in primary and early childhood education in Pankshin Local government area of Plateau State, Nigeria. The table reveals, 85% of respondents agreed that "I am honest because of the influence of my parents" (mean 3.20), highlighting the strong influence of parental guidance on honesty. Similarly, 75% of

respondents affirmed that they treat others with respect due to the good examples set by their teachers (mean 3.00). On the other hand, factors like "Tribe dictates how I relate to people" (mean 2.05) and "I relate to people based on their religion" (mean 2.25) was rejected by most respondents, indicating that tribal and religious affiliations did not significantly shape their values in school. Additionally, 90% of respondents agreed that the values learned at home influenced their behavior in school (mean 3.20), underscoring the importance of familial values. Meanwhile, 60% agreed that fear of punishment plays a role in their adherence to values (mean 2.50), although this factor scored lower compared to others like parental influence and religious teachings.

### B. Result of Hypothesis

#### ➤ Hypothesis One

- **Null Hypothesis ( $H_0$ ):** There is no significant difference in learners' disposition between learners in public and private schools in Pankshin Local Government Area.

**Table 3: Showing the Difference in Learners' Dispositions between those in Public and those in Private Schools in Pankshin Local Government Area.**

Group	N	Mean Disposition Score	Standard Deviation (SD)	t-statistic	p-value
Public School	100	3.50	0.80	5.32	0.0001
Private School	100	4.10	0.60		

Source: Field Work.

The independent samples t-test yielded a t-statistic of 5.32 and a p-value of 0.0001. Given that the p-value is significantly lower than the conventional alpha level of 0.05, the null hypothesis is rejected. Thus, there is a statistically significant difference in learners' disposition to values between those in public and private schools in Pankshin Local Government Area. Moreover, the mean disposition score for private school learners (4.10) is higher than that for public school learners (3.50), suggesting that learners in private schools had a more positive disposition. Additionally, the standard deviations indicate a relatively consistent disposition among respondents in both groups.

#### ➤ Hypothesis Two

- **Null Hypothesis ( $H_0$ ):** There is no significant difference in the factors that affect learners' disposition between learners in private schools and those in public schools in Pankshin LGA.

**Table 4: Showing the Significant Difference in the Factors that Influence Learners' Disposition between Learners in Private Schools and those in Public Schools in Pankshin LGA.**

Groups	N	Mean	Standard Deviation	t-value	p-value	Decision
Private School Learners	100	3.65	0.54	3.02	0.003	Reject Null Hypothesis
Public School Learners	100	3.25	0.60			

Source: Field Work.

The t-value obtained above is 3.02, and the p-value is 0.003. Since the p-value is less than the standard significance level of 0.05, the null hypothesis ( $H_0$ ) is rejected. This implies that there is a statistically significant difference in the factors that affect learners' disposition between learners in private and public schools in Pankshin LGA.



➤ *Hypothesis Three*

- **Null Hypothesis (H<sub>0</sub>):** There is no significant difference in learners' disposition between those in urban areas and those in rural areas in Pankshin Local Government Area.

**Table 4: Showing the Difference in Learners' Disposition between those in the Urban Area and those in Rural Areas in Pankshin Local Government Area.**

Groups	N	Mean	Standard Deviation	t-value	p-value	Decision
Urban	100	4.05	0.75	4.25	0.001	Reject Null Hypothesis
Rural	100	3.60	0.72			

**Source: Field Work.**

Table 4 above presents independent sample t-test conducted for learners' disposition between urban and rural areas which yielded a t-statistic of 4.25 and a p-value of 0.001, which is statistically significant ( $p < 0.05$ ). Therefore, the null hypothesis is rejected. Consequently, there is a significant difference in the disposition of learners between urban and rural areas. Moreover, learners in urban areas demonstrated a higher mean disposition (4.05) compared to those in rural areas (3.60). Thus, learners in urban settings show a stronger inclination toward values.

➤ *Hypothesis Four*

- **Null Hypothesis (H<sub>0</sub>):** There is no significant difference between factors that affect learners' disposition to values in learners in urban areas and those in rural areas of Pankshin Local Government Area.

**Table 5: Showing the difference between Factors that Influence Learners' Disposition to Values in the Urban area and those in Rural Areas in Pankshin Local Government Area.**

Groups	N	Mean	Standard Deviation	t-value	p-value	Decision
Urban	100	3.80	0.65	3.40	0.002	Reject Null Hypothesis
Rural	100	3.45	0.60			

**Source: Field Work.**

From table 5 above, the t-test shows a t-statistic of 3.40 and a p-value of 0.002, also significant at the 0.05 level. Hence, the null hypothesis is rejected, indicating a significant difference between the factors affecting learners' disposition to values in urban and rural areas. Additionally, learners in urban areas are influenced by stronger factors, as reflected in their higher mean score (3.80), compared to their rural counterparts (3.45).

#### IV. DISCUSSION

##### A. Discussion of Research Questions:

The findings of the study corroborate with Garcia and Lopez (2020), who agreed that teaching politeness and gratitude in early childhood is essential for social development. The fact that 75% of respondents affirmed their use of polite phrases like "please" and "thank you" (mean 3.00) shows a positive alignment with their research on the significance of social etiquette in early childhood education. In addition, Obi and Ede (2021) similarly agreed that respecting

authority figures like teachers and parents is a key aspect of values education. This study with the findings, where 60% of learners agreed that they respect only their teachers (mean 2.65) and 70% respected only their parents (mean 2.85) aligns with Obi and Ede (2021). In addition, Ekanem (2022) corroborates the importance of nurturing personal responsibility in learners, which is reflected in the 85% of respondents who agreed with the statement "I take care of my belongings" (mean 3.25).

Furthermore, the statement "I believe everyone should be treated equally in class" also aligns with Nguyen and Tran (2021), who found that fostering fairness and equality among learners is a critical value in early education. With 90% of respondents supporting equality (mean 3.20), this study echoes their conclusions that early exposure to fairness promotes inclusivity in learning environments. In addition, Ojo and Adeyemi (2022) emphasized the importance of emotional regulation in early childhood education, an area in which this study found reasonable scores. Specifically, 65% of learners

disagreed with the statement "I cannot control my temper when I am angry" (mean 2.25), while 35% agreed indicating that a good number were struggling with control of their emotions. This finding highlights the need for targeted interventions to help learners develop emotional resilience as recommended by Ekanem (2022).

From the analysis of research question two on the factors that influence learners' disposition to values, the findings align with Adebayo and Ojo (2023) who agreed that parental influence is a significant determinant of honesty and moral behavior among young learners, which corroborates with the 85% of respondents who affirmed that they are honest because of their parents (mean 3.20). In line with this, Oluwalobi and Musa (2023) found that teachers serve as role models for children, shaping their attitudes toward respect and empathy. This is reflected in the current study, where 75% of respondents noted that they treat others with respect due to their teachers' examples (mean 3.00). Similarly, Ekanem (2022) corroborates the finding that school culture encourages pro social behavior, as evidenced by the 75% of respondents who assist others because their school encouraged it (mean 2.85).

Furthermore, Ojo and Adeyemi (2022) agreed that extracurricular activities enhanced learners' understanding of teamwork and cooperation, which aligns with the 70% of respondents who agreed that participation in extracurricular activities helped them understand the importance of teamwork (mean 2.85). This highlights the role of school programs in shaping students' values beyond the classroom. Religious teachings also play a significant role in shaping values, as indicated by Chen and Lee (2021), who noted that religious instruction provides a moral framework for young learners. In the current study, 80% of respondents agreed that religious teachings influenced their behavior and actions in school (mean 3.15), which is consistent with Chen and Lee's findings. In addition, the rejection of tribal and religious affiliations as primary influences on learners' relationships with others corroborates with Nguyen and Tran (2021), who found that learners in diverse environments are less likely to base their interactions on ethnic or religious identity, instead prioritizing shared values like respect and fairness.

#### *B. Discussion of Hypotheses:*

Hypothesis one stated that there is no significant difference in learners' dispositions between those in public and those in private schools in Pankshin Local Government Area. The finding showed that there was a notable difference in disposition between public and private school learners. This result is in line with the study conducted by Gracia and Lopez (2020), which highlighted how a conducive learning environment positively influences student attitudes and behaviors. They found that better resources and facilities in private schools often lead to improved student dispositions. Furthermore, the results corroborate with the research of Obi

and Ede (2020), who indicated that private school students typically have access to better educational materials and teaching methods, enhancing their overall learning experience. This aligns with the observed higher disposition scores among private school learners in this study. In addition, the findings incline with Nguyen and Tran (2021), who demonstrated that a supportive educational environment contributes significantly to students' engagement and disposition towards learning. Their research underscores the importance of school types in shaping learners' attitudes, which is reflected in our results, as private school students showed a more favorable disposition.

In conclusion, the statistical analysis confirms a significant difference in learners' disposition between public and private schools in Pankshin Local Government Area. The data clearly indicates that students in private schools have a more positive disposition compared to their public school counterparts. Therefore, it is essential to address the disparities in educational resources and environments between these institutions to enhance students' dispositions across the board.

The outcome of hypothesis two shows that learners in private and public schools exhibit different dispositions due to the varying factors that influence them. This is in line with the study by Gracia and Lopez (2020), who found that private school learners generally benefit from better resources, which tend to promote more positive academic dispositions compared to their public-school counterparts. The improved environment in private schools allows learners to thrive academically and socially. Similarly, this finding corroborates with the work of Nguyen and Tran (2021), who noted that school infrastructure and teacher-student interactions significantly impact learners' attitudes. In their study, private school learners were more likely to display higher motivation and engagement due to the conducive learning environment, which relates with the differences observed in Pankshin LGA.

Furthermore, these results incline with the findings of Obi and Ede (2020), who discussed how overcrowded classrooms and inadequate learning materials in public schools negatively affect learners' disposition. Public school learners often face challenges that hinder their academic performance, which leads to a less favorable disposition towards school activities. The results of this study also relate with broader educational theories that emphasize the role of school environments in shaping learner behavior. Consistent with previous research, learners in private schools generally have access to better learning conditions, which enhances their academic disposition. The significant difference between private and public school learners' disposition in Pankshin LGA underscores the need for improving conditions in public schools. This can help bridge the gap in factors affecting learners' disposition, ensuring that all students have the opportunity to excel academically regardless of the type of school they attend.

The results from hypothesis three agreed that learners in urban areas had a more positive disposition toward values compared to those in rural areas, which is in line with the study conducted by Gracia and Lopez (2020), who noted that urban learners are more likely to benefit from better infrastructure and learning conditions. Similarly, the findings corroborate with the research by Obi and Ede (2020), which concluded that rural students often face educational challenges that hinder their value development. Moreover, Nguyen and Tran (2021) inclined with this finding by highlighting how urban environments provide better teacher-student interaction, which enhances learners' moral development. Relating this to Pankshin Local Government Area, the higher value disposition among urban learners can be attributed to improved educational resources and a more supportive learning environment.

In conclusion, the study reveals a significant difference in the disposition to values between learners in urban and rural areas of Pankshin Local Government Area. Learners in urban areas demonstrated a higher disposition toward values, likely due to better educational resources and support systems.

Result from hypothesis four shows a significant difference in factors affecting learners' disposition which is that urban learners have stronger factors shaping their value system compared to rural learners. This is in line with the work of Gracia and Lopez (2020), who stated that urban areas offer better educational frameworks that promote value acquisition. Obi and Ede (2020) corroborated with this, suggesting that the availability of value-based curricula and extracurricular programs in urban schools plays a vital role in enhancing learners' value orientation. Furthermore, Nguyen and Tran (2021) inclined with this conclusion by emphasizing the greater exposure to diverse cultural and social interactions in urban areas, which fosters stronger moral and ethical growth. Relating this to Pankshin LGA, the difference in factors influencing value disposition can be explained by the disparity in educational resources and societal dynamics between urban and rural areas.

Regarding the second hypothesis, there is a significant difference in the factors that influence learners' disposition to values between urban and rural areas in Pankshin Local Government Area. Urban learners are influenced by stronger factors, such as better infrastructure and a more conducive learning environment.

## V. CONCLUSION

This paper examined learners' dispositions to values in early childhood and primary education in Pankshin Local Government Area of Plateau State, Nigeria. It highlighted the various factors that influenced these dispositions, yet no significant difference was found between learners in public

and private schools. However, the findings of this study should be taken with caution because of the relatively small size of the sample.

## RECOMMENDATIONS

Based on the above findings, the following recommendations are proposed:

- Government should improve funding and infrastructure in public primary and early childhood education in Pankshin Local Government Area in order to reduce the disparity in infrastructure and learning environment between the two..
- Government should enhance educational outreach in rural areas in order to promote values education in all schools in Pankshin Local Government Area.
- Parents should be more involved in their children's education, so as to align home and school values, especially in rural areas in Pankshin Local Government Area.
- Policy makers should implement policies that ensure equal access to value-based education in both public and private schools in Pankshin Local Government Area.
- Teachers should be models of positive values and use teaching methods that foster learners' dispositions to ethical behavior in Pankshin Local Government Area.
- There should be regular assessment to monitor and address learners' disposition to values in Pankshin Local Government Area.

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