

## Analysis Implementation of Morals and Values in Ugandan Secondary School Class X History Textbooks



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**ABSTRACT:** This study focuses on the role of morality and values in history teaching, especially in Ugandan class X textbooks. The data source for the study is 2020 Ugandan history textbooks, which were analyzed using documentary analysis in the descriptive qualitative technique. The study's goal is to determine the implementation of morals and values in textbooks and assess their usefulness in developing a child's character. The research acknowledges the need of including varied viewpoints and experiences into history education in order to assist students acquire the skills and abilities needed to make ethical and responsible decisions in their lives. The three frames of moral knowledge, moral emotion, and moral conduct have been highlighted as critical in the development of a child's character. The research underlines the necessity of not just teaching students about morals and values, but also of assisting them in putting them into practice in their daily lives. The outcomes of the study emphasize the necessity of introducing morality courses into the curriculum, modeling ethical behavior for pupils, and encouraging students to reflect on their own values and views. The study's emphasis on morals and values in history instruction can assist students in developing the skills and talents necessary to make ethical and responsible decisions in their lives.

**KEY WORDS:** Education, History Textbooks, Implementation, Moral and Values.

### I. INTRODUCTION

The process of acquiring knowledge, skills, values, beliefs, and habits is known as learning. Educational methods include storytelling, discussion, teaching, training, and directed research. Education is frequently provided by educators, but learners can also educate themselves. Education can take place in either a formal or informal setting, and it can be any experience that shapes one's thoughts, feelings, and actions. The goal of education focuses on the development of individuals' knowledge, abilities, and skills in order for them to function effectively as members of society and contribute to the overall development and well-being of their community. Critical thinking, problem-solving abilities, and the capacity to communicate and work with others are all important skills in today's world that can be learned through education.

One type of educational resource that can be utilized by both teachers and students is textbooks, also known as printed books, textbooks, material books, textbooks, or study guide books. (One, n.d.). Also one of the supporting tools that teachers can use to convey information is textbooks. Naturally, this textbook's location is crucial to the teaching and learning process. Because the textbook's content is determined by the curriculum but is not rigid, it can be said to be the smallest derivative of the curriculum. However, there are a number of issues that arise in the field. According to Ratmelia (2018), one of the issues with learning history is the flaw in this textbook.

History textbooks in Uganda equip learners from various perspectives in order to develop understanding that enables them to raise interests of students and get opportunities of building life in related disciplines, knowledge, values and skills. History teachers are highly encouraged to do as much as they can to instill meaningful knowledge as possible. Also the teachers ensure to build on learner's existing knowledge and experience by creating mental provoking opinions so that they can think and develop their own ideas and experiences as well as adding on their knowledge and skills. (One, n.d.). History is one of the subjects that can effectively teach values. History tries to teach us who we are, where we came from, and where we currently stand. Prof. Dr. Said Hamid Hasan examined the issues with textbooks from unfulfilled aims of historical education in the *Historia Journal* article titled *History Curriculum and Textbooks*, which was published in 2000. First, it might encourage critical, logical, and reasonable thinking in students. can comprehend identification and love their country, second. Third, having the capacity to research and utilize the past for the advantage of the present and the future. Apart from that, according to him, the basic problems of textbooks become part of their lives in the future. In addition, the objectives of learning history contained in the curriculum are an important foundation (Ratmelia, 2018)

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"Moris" is a Latin word that means "customs, habits, rules, values, or ways of life." is where the word "moral" gets its etymology from. Nowadays, morality or morals are often used to demonstrate behavior. One could say that morals are a measure of a person's good or bad behavior as a citizen and as an individual. Morals and values are tools that enable human beings to live peacefully and succeed in real life that's why it is very important to every human being to have high values and moral lessons so that the world becomes their best place to live on.

Morality and values in education refers to the principles, attitudes, and beliefs that guide the way students are taught to behave and make decisions. These principles can include, but are not limited to, honesty, respect, responsibility, fairness, compassion, and integrity (Analysis, 2021; Chowdhury, 2016). All these focuses to teach students to be honest and sincere in their interactions with others in education. This may entail encouraging students to tell the truth about their own decisions and actions, even when it may be uncomfortable or difficult (Muhlishotin & Muhid, 2022).

Morality and values are significant in the public eye since they help to make a feeling of union and mutual understanding among individuals (Mino, 2011). They help to build a society that is more just and fair and also provide a framework for determining what is right and wrong behavior. In addition, they guide individuals' actions in the direction of being more compassionate and respectful of others and shape their character. When individuals and society as a whole adhere to moral values that are shared by all, a more harmonious and cohesive community can arise (Ratmelia, 2018).

Because they have adopted western and Arabian cultures as their new way of life, the majority of people born in Uganda after 1990 do not have a clear understanding of their cultures and values. They usually have access to information about the rest of the world, but not about what's going on in their country's history (Tambak et al., 2021). This situation makes it difficult to comprehend the country's cultures and values, which has resulted in mistrust between citizens and leaders, which hinders democratic rule. However, it is vitally important for Uganda to reconcile national narratives and memories in order to avoid conflicts in light of national significance.

The government of Uganda's (NRM) manifesto for the years 2016–2021 calls for a continual evaluation of exam strategies to promote soft skills that boost self-esteem, responsible living, and, more broadly, a positive outlook on work. It also calls for the promotion of novel approaches to new methods that would boost learning objectives. However, all of these issues are not present in the current history materials, and they appear to be less prevalent wherever they are.

According to (Tumuhimbise, 2018), Uganda implemented the National Ethical Values Policy (NEVP) in 2013. According to the national objectives and directives principles of state policy XXIV of the 1995 Constitution of the Republic of Uganda, cultural and customary values that are in line with fundamental human rights and freedoms, human dignity, democracy, and the constitution may be developed and incorporated into Ugandan life. Also the National Ethical Values Policy was created by the Directorate of Ethics and Integrity (DEI) with this goal in mind. Its strengths come from the National Anthem and the National Motto, "For God and My Country." The policy's primary objective is to promote and protect Uganda's rich cultural identity and values in order to foster national development in a harmonious setting (Tumuhimbise, 2018).

However, despite the fact that Uganda has been independent for half a century, these sentiments are still relevant to her socio-political life. It is also acknowledged that citizens freely choose to consider the potential effects of these differences because of differences in demographic characteristics and aspirations. As a result, Uganda continues to be a nation of many "nations" with no unified values. Questions such as "Who we really are?" need to be asked in order to construct the spirit of a Ugandan for purposes of identity and universality and to prevent the tragic events of the past from happening again. Who ought to we be? to raise Uganda's profile once more (Tumuhimbise, 2018).

The Ugandan government continued to expand the education system after independence in 1962, focusing on expanding access to primary education. The government implemented a number of education sector reforms in the 1970s and 1980s, including the 1997 introduction of universal primary education (Sekiwu & Botha, 2014). Today, the government of Uganda has prioritized expanding access to education because education is regarded as an essential component of the country's development. However, there are still obstacles, such as a lack of qualified teachers, inadequate school infrastructure, and limited education funding.

The Ugandan secondary education history syllabus (2020) provides the following as aims and objectives of teaching history.;

Promote and instill a sense of national unity, an appreciation of international relations and mutually beneficial cooperation, a strong love and care for others, and respect for public property, Encourage people to appreciate and comprehend Uganda's cultural heritage, including its languages, Instill and encourage a sense of self-control, moral and spiritual principles, personal and group responsibility, and initiative, Make it possible for people to learn about and comprehend the upcoming requirements of society and the economy, Provide opportunities for individuals to acquire the fundamental agricultural, commercial, scientific, technological, and technological skills required for self-employment, Provide opportunities for individuals to acquire personal skills such as problem-solving, information gathering and interpretation, independent reading and writing, and self-improvement through the acquisition of social, physical, and leadership abilities acquired through activities such as games, sports, clubs, and societies;

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## II. RESEARCH METHODS

This study employs a documentation study approach (Documentary Analysis) and a descriptive qualitative method (Descriptive Research). In cross-cultural studies, document analysis is a cost-effective and efficient method because the data are available without requesting permission and there is no obtrusiveness issue. Finding, selecting, educating and synthesising the data in the documents are all part of the analytic process. This means that the findings of this study are not presented in the form of numbers but rather in the form of words that place a greater emphasis on the process and the depth of meaning, necessitating the use of notes to explain specific sentences, perfect and extensive to support the presentation of situation-descriptive data. The naturalistic nature of the qualitative approach is one of its distinguishing features. As a result, the researcher simply gives a description or description of the narratives in history textbooks in this study. The Triangulation approach was employed to assess the data's validity. This article also applied Kohlberg's (Chowdhury, 2016) theory, which argues and describes the comprehension of moral values.

## III. FINDINGS, DISCUSSIONS AND RESULTS.

This section presented the analysis of morals and values in history textbooks and their relevance in class X in secondary schools. According to an analysis of various literatures, history textbooks were a suitable field for morals and values and also had a significant importance in history to its beneficiaries. These morals and values can be seen and obtained from the history textbooks, papers, and other materials used in secondary schools in Uganda.

According to some documentary analysis, the relationship built with the past and the skills that develop within students because of this make values education possible in history courses. The ministry of Education believe stated "*Children are able empathize not only with their ancestors but also with other nations.*" said; "*Values such as nation, homeland, flag, national heritage, national culture, tradition, customs, rules, peace and religion are given to students. Students will gain skills by establishing a link between the past and the future and thus, they will individually progress in values education.*" (Ryan et al., 2013)

Students' interpretations and perceptions of historical knowledge are influenced by the morals and values that are taught in Ugandan history textbooks, which are found worldwide. There have been debates and discussions over the past ten years regarding the significance of morals and values history textbooks, their availability, and the ways in which they have influenced citizens' behaviors. (Publishing & Nankindu, 2020) The question of how much morals and values should be used to reduce students' and society's counterproductive social behaviors is one of the ongoing debates. Different researchers contend that such abilities acquired from ethics ought to be utilized in creating mental abilities and others propose that such abilities are not compelling in history settings.

### A. Peace and harmony

A situation in which people live in a political, social, and economic existence without resorting to violence is referred to as peace. And harmony is a state of agreement or collaboration among different groups of people. This requires unity in a multitude of domains, including social, cultural, political, and religious life. In Uganda's history textbooks, numerous ethnic, religious, and political organizations actively advocate highlighting the importance of peaceful cooperation. Part 4 of Uganda's public educational program depicts compromise in East Africa, with educators demonstrating how various Ugandan groups have traditionally handled their misunderstandings and maintained social cohesion via dialogue, compromise, and calm discussion. It also shows how to support nonviolent resistance in the region (Syllabus, n.d.). This section examines the role of nonviolent means of resistance in Ugandan history, drawing on lessons taught about the peaceful campaigns led by Uganda's first president, Milton Obote, Julius Nyerere of Tanzania, and Jomo Kenyatta against Iddi Amin Dada and his harsh regime, as well as against the rule of colonialists and Apartheid in neighboring African countries.

This part further examines the causes of violence in the region. The underlying causes of violence and conflict throughout Uganda's history are also the subject of numerous history textbooks. Students may be encouraged to critically consider ways in which issues like land disputes, political corruption, economic inequality, and ethnic tensions that have contributed to conflicts in the past can be addressed to foster peace and harmony (Zhang et al., 2022). The inclusion of Peace and Harmony in Ugandan history textbooks demonstrates the significance of comprehending conflict's causes, encouraging non-violent resistance, and investigating strategies for constructing societies that are inclusive and peaceful.

### B. Honesty and integrity

The trait of integrity involves being ethical, consistent in one's behavior, and conforming to values. It also implies deep ties to a certain set of ideals and values that guide one's conduct. People with integrity are held accountable for their acts even when no one is looking and are considered as trustworthy and reliable. Honesty, on the other hand, is the attribute of speaking and acting genuinely. It entails talking honestly, being open, and not lying. Because they enable people to establish trust, respect, and authenticity with others, honesty and integrity are essential for building strong personal and professional relationships. The teaching of honesty and integrity has recently received increased attention from the government of Uganda in primary, secondary, and postsecondary educational establishments. The importance of honesty and integrity in human existence is shown in Chapter 4 of the lower level history and political education textbook. In addition to being taught that these qualities are vital for being a decent human being, which fosters consistency in learners' behaviour, sections of this chapter explain the underlying ideals that promote justice

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and trust in society. This chapter also teaches students about the importance of honesty in leadership. Historical figures like Julius Nyerere, Nelson Mandela, Kabaka Mutesa I, and Apollo Milton Obote, who were known for being honest and trustworthy. They are also taught about the bad effects of dishonesty and corruption so that they can become future leaders who are honest and trustworthy.

### C. Patriotism

It is a strong attachment, loyalty, and dedication to one's nation. Students learn about Uganda's history, customs, and values in class X of Ugandan history textbooks. Patriotism is regarded as a vital part of national identity, with pupils learning about the national anthem, national flags, and its significance in the formation of national love. In addition to being encouraged to be proud of their nation, they are taught about the sacrifices made by freedom fighters during the struggle for national independence in the past. Students learn more about Uganda's history and the role of patriotism in shaping the country's development in higher institutions of learning. They learn about the leaders and patriots of Uganda who worked for the country's independence and development as a nation. They are also taught about the significance of national unity and the necessity of cooperating toward a common objective for the country's benefit.

### D. Respect of Human differences

This refers to recognizing and respecting individuals for who they are, including their unique features and views. It may also be defined as the ability to treat people with decency, respect, and understanding, regardless of their race, color, gender, age, background, religion, or other distinguishing features. This is also visible in the avoidance of prejudice and discrimination in favor of seeking to understand all communities as one.

The government of Uganda has made every effort to include more international perspectives and experience in the history curriculum. Topics like Cultures and Ethnic Groups in East Africa, Societies in East Africa, and Different Religions in East Africa are covered in Chapters 4, 5, and 6 of the class X textbook for history and political education. In addition to educating students about the place of women in society and the effects of imperialism and colonialism on Ugandan society, the current curriculum in Uganda promotes the teaching of these subjects. Students' perspectives have broadened as a result of learning more about the country's cultures and the roles played by various groups. Additionally, students are being taught history in a more analytical manner, which enables them to consider the impact of historical events from a variety of perspectives and equips them with the knowledge necessary to respect individual differences.

### E. Self control

This term refers to the ability to control one's ideas, feelings, and behaviors in order to achieve a certain goal. Students in Uganda are taught about leaders who shown self-control in difficult situations, such as Apollo Obote and Nelson Mandela's ability to remain cool during his imprisonment. History classes always emphasize the importance of self-control and achieving collective goals by examining the various actions and choices that people made and how those choices affected their lives. History teachers also encourage students to consider their own daily actions and decisions in light of past events. As a result, students are able to choose their actions and decisions consciously. Further still, students can develop empathy and a sense of responsibility for others through history study. Students can develop a greater appreciation for the impact of their actions on others and learn to exercise self-control in order to avoid harming others by learning about the struggles and experiences of people in the past.

## IV. CONCLUSION

Finally, secondary school history textbooks in Uganda play an important part in developing morals and values in pupils. These textbooks acknowledge and praise the importance of characteristics such as honesty, tolerance, understanding, integrity, and humility in people throughout history. It is crucial to remember, however, that these textbooks may not always give a comprehensive or fair picture of events. The authors of these textbooks may hold differing viewpoints and ideas, which may influence how the material is presented.

It is possible for textbooks to gloss over specific atrocities perpetrated by a specific group or nation, or to provide a distorted perspective of events that reinforces specific prejudices or ideas. As a result, it is critical that these textbooks be written with care to guarantee that historical events and persons are appropriately depicted. Despite the possibility of prejudice, these textbooks can assist students in understanding qualities such as bravery, justice, and compassion while also fostering empathy and responsible action. Educators must guarantee that the material supplied in these textbooks is correct and objective. They can accomplish this by examining textbooks prior to their usage in the classroom and offering extra resources to enhance the material offered in the textbooks.

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