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## TEACHERS' AWARENESS AND APPLICATION OF WALDORF EDUCATION MODEL IN TEACHING PUPILS IN ANAMBRA STATE

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### **Abstract**

*The study investigated teachers' awareness and application of Waldorf Education Model in teaching pupils in Anambra State. The study was guided by three research questions and three null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 7,151 teachers in the 752 public primary schools in Anambra State. The sample for this study was 702 teachers drawn using multistage sampling procedure. The researcher-developed two sets of instruments titled "Teachers Awareness of Waldorf Education Model Scale (TAWEMS) and "Teachers' Application of Waldorf Education Model Questionnaire (TAWEMQ)" were used for data collection. The instruments were validated by three experts, a lecturer from the Department of Early Childhood and Primary Education, another lecturer from the Department of Science Education, both in the Faculty of Education, Nnamdi Azikiwe University; and a primary school teacher of San Francisco Waldorf School in United States of America. Cronbach alpha was used for a test of internal consistency of the instrument and it yielded overall reliability co-efficients of 0.76 for TAWEMS and 0.79 for TAWEMQ. Percentage was used to answer research question 1, mean and standard deviation to answer research questions 2 and 3, while chi-square was used to test hypothesis 1 and t-test to test null hypotheses 2 and 3. The findings of the study revealed among others that majority of the male (76 percent) and female (71 percent) teachers are not aware of Waldorf education model in teaching primary school pupils in Anambra State. It was also found out that Waldorf education model training of the head, heart and hands are not applied by male and female teachers in teaching primary school pupils in Anambra State. Based on the findings, it was recommended among others that Anambra State Ministry of Education should develop, integrate and use mass media to create awareness on the benefits of Waldorf education model in primary schools.*

**Key Words:** Teachers, Awareness, Application, Waldorf Education, Model, Pupils, Hand, Heart

## Introduction

Educational needs and practices are tremendously improving at a greater speed on the global level. The growing child needs a befitting system of education that would aid his or her adaptation to the improved changes. These changes dwell on improvement from a cognitive based education, to an experiential, skillful and practical based education. Surely, the world that today's children will inherit will be more complex because of the fast changing world of the 21<sup>st</sup> century, which requires that education will no longer just be about “knowing”, but will demand for focus on experiential, skillful, and practical learning, communication, collaboration, flexibility, creative and imaginative thinking (Al Mubarak 2014). To be properly prepared, children are going to need more than an education designed to promote cognitive ability and the acquisition of information.

The present Nigeria educational system seems to prepare children to face the challenges of the past and not of the future. To buttress this, Musa and Joseph (2018) noted that Nigerian education system places much emphasis on theoretical knowledge and possession of certificates instead of equipping learners without knowledge and skills to handle present and future challenges. One can only prepare for the future through creative, imaginative and value-based learning not memory-based, fact-based and competitive examinations, which seems to be prevalent in our society. Children are born naturally with wide imagination, intuition and pure power of creativity; but the present nature of the educational system seems to narrow their imagination, switch off their intuition and barely provide them with opportunities to express their creative powers. Ebuta (2017) buttressed this by stating that the educational system of Nigeria is still suffering from the education handed down to the country by the colonial masters. The system encourages rote memorization and recall of fact, which presently characterizes learning at all levels of the educational system. Ability to reproduce what the teacher taught is what is in vogue, instead of allowing the children to own the lesson by being creative. Agwu (2023) noted that Nigerian education regulators ensure that all institutions strictly comply and teach moribund and archaic curriculum contents, thereby suppressing the cognitive growth of the nation's future leaders who are required to think outside the boxes.

Emphasis is centered more on the acquisition of abstract terms and not on the significant impacts of the content on student's ability to apply the terms in problematic situations. Oji and Uduonu (2018) affirmed that the education system in Nigeria is too examination and academic calendar conscious. The overall effect is that the need to pass examination has been prioritized against the need to gain the required knowledge. The Nigerian teaching curriculum needs to be modified, so as to be more practical oriented and child-friendly, which the teachers ought to develop, from their observations of pupils' needs. The rising rates of teacher turnover in the primary level are highly unsatisfying. The consequences of unchecked turnover of teachers from both the private and public schools seem to pose a serious threat to the overall attainment of the Nigerian School System. The pattern of introducing a new teacher at every new class has its negative effects in the education system. Aniemeka (2019) observed that the introduction of a new teacher at every new class level results to discontinuity in the pupil's familiar learning pattern. This calls for readjustment to a new teacher's approach whenever such replacement ever takes place. The effect of this on pupils learning outcome could indeed be far reaching. Barnum (2018) hinted that repeating teachers with a particular set of students at every new class is a beneficial and relatively low-cost practice that should be given due consideration. This practice will also help foster teacher-pupil relationship, which is a core feature of successful education system (Will 2022).

The potentials, creativity and imaginative thinking inherent in children could be fully harnessed through a change in the nation's system of education. Tai Solarin in Agwu (2023) stated that the Nigerian educational system requires urgent revalidation and standardization in the light of the changing global tides. An efficient system that is functional needs to be introduced. A functional system of education opens the windows of creativity, imagination and thinking in children and also results in a situation whereby children will question the answers than accepting it hook line and sinker. A functional system whereby the teachers try consciously to teach not for immediate results, but for the future is paramount to the growth of the children. Oji and Uduonu (2018) opined that there is an urgent need for the federal government to restructure the Nigeria's education system, so as to be in line with global trend, where little emphasis is laid on who passed and who failed, but on the knowledge they acquired and what they can do with it. An alternative form of education which tends to rebuild the nation's system of education in a way that will fit the demands of the future needs of children has been provided, which is Waldorf Education. Steiner in Rawson (2014), intimated that one of the central tasks of education is to meet the changing and developing needs of children. This requires on-going study of children, curriculum development and continuous reviewing of the teaching approach. These needs and supports can be wholly provided for children through Waldorf education model.

Waldorf education is the education model, which its pedagogy strives to develop pupils' intellectual, artistic, creative and practical skills in an integrated and holistic manner. The harnessing of pupils' imagination and creativity is a central focus in its operation. Waldorf education has its roots in the spiritual-scientific research of the Austrian scientist and thinker Rudolf Steiner (1861-1925). Linde (2022) defined Waldorf education, as the education model that has its basis of operation to include; teachers assess and determine curricula goals, objectives and methods based on the needs of their pupils. The model focuses on developing children into responsible, socially conscious members of society. Qualitative assessments, or measuring the quality of children's work are used on daily basis to determine their growth, while quantitative assessments, such as standardized testing are rarely used. Wright (2013) noted that a key aspect of Waldorf education is Steiner's broader view of the intellect and the emphasis given to freedom in the learning process unlike the national curriculum framework, with its narrowly-defined learning goals and standardized, cognitive-based forms of assessment. The researcher defines Waldorf education, as the education model that offers a more creative approach to learning and free of bureaucratic control to improve child's cognitive, affective and psychomotor development. It has real potential both as a philosophical framework for personal development and as a balanced, child-centered form of learning.

Waldorf education lays emphasis on holistic education for the child. In Waldorf education, children's abilities are developed, rather than giving intellectual content. This is the reason it has its core principles to uniquely center on the training of the head, heart and hands. Dinaberg (2020), stated that one of the key components of Waldorf education is the whole-child educational approach; trying to encourage the intellectual, artistic and practical capacities of children equally in a loving, reverent holistic manner. Armstrong (2020) noted that it is this holistic model of addressing the curriculum through the "head, heart and hands" that distinguishes Waldorf education from other models such as Montessori Model Rie Model and Reggio Model of education. Zepeda (2018) opined that Waldorf education is a unique experience for children that focus on educating the head, hands and heart. The focus of this study is on the head, hands and heart which are core aspects of Waldorf education Model.

“Head” refers to the ability to think clearly and independently. The head is essentially responsible for imparting knowledge. Training of the head in Waldorf education refers to the academic and intellectual development of the child (Bowen 2022). Teachers do not solely teach within the curriculum limit, but they also work with building capacities within the children. Rather than having a vessel that you are filling up with information, they see it as building capacities in the children to learn and also fostering imagination and creativity (Dinaberg 2020). This is the reason Rudolf Steiner (the founder of Waldorf education), said to the first Waldorf teachers that one need to understand the developmental needs of learner before designing a wonderful curriculum. These understandings could form the basis for designing a wonderful curriculum that could actually meet the learning needs of children. This has been the norm in the training of Waldorf education teachers.

“Heart” refers to the capacity for feeling emotionally connected to one’s work and the world at large. According to Tan, Tay, Teo and Shutler (2020), heart relates to the confidence, disposition and the emotive feelings evoked when tackling a problem. The heart inculcates in the child, the values and a sense of appreciation. Training of the heart in Waldorf education, also refers to social and emotional learning. This is essential because in Waldorf education, relationships are highly valued. Morrison (2023), observed that it is very common in all Waldorf schools for the teacher-student relationship to span several years. This is the reason behind the Waldorf education practice of ‘LOOPING’. A practice whereby a teacher stays with a particular set of pupils, from their first grade, to their eight grade. The long-term teacher-student and teacher-parent relationships create a unique partnership and connection. Heart helps to develop beliefs and feelings that could be expressed through hands.

Teaching in Waldorf education is less about imparting information, and more about awakening the child’s full range of faculties; the ability to feel, to act, and to think at an age appropriate rhythm. Waldorf teachers are firstly trained to gain a deep understanding of human nature, and that of developing human being. Waldorf teachers apply the practice of looping; whereby the class teachers move from grade to grade with their pupils, teaching a new curriculum each year. In Waldorf schools, education is viewed as an art, and the creative/artistic element is part of the teachers’ assignment. Painting, drawing, playing recorder, as well as writing poetry, stories, and songs for the children, are common activities for Waldorf teachers (Diksha Waldorf School 2022). Waldorf education teachers do not test pupils using standardized test, nor do they use a traditional grading system, as do most public and private schools. Instead, progress is communicated throughout the school year verbally and in writing, focusing on progress and achievements for the individual child instead of standard achievement benchmarks. Waldorf teachers also have a crucial task of engaging pupils in foreign languages, movement with an emphasis on Eurythmy (a movement art unique to Waldorf education), gymnastics, and group games. These learning subjects and practices obtained in Waldorf education gives children great learning opportunities to cultivate their imaginations, harness and promote their inherent creative skills.

The system of education that is obtainable in the nation’s primary education levels seem not to be efficient in fostering experiential, hands-on, and practical learning. To buttress this, Agbowuro, Saidu and Jimwan (2017) noted that many pupils leave primary school without knowing how to acquire practical skills to create and innovate which make them under prepared for challenges in the society. Also, learning opportunities for promoting creativity, and imaginative thinking in children seem to be far-fetched in the educational

system. The learning experience that promotes creativity, and imaginative thinking demands awareness of Waldorf education Model.

Awareness simply means knowledge of something. Awareness refers to knowledge and understanding of the existence of something (Nwankwo, Ugwu and Ngwu, 2022). To be aware means to know, to realize or be interested in something. According to Gafoor (2012), awareness is being knowledgeable being conscious; cognizant, informed, or alert. Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. Awareness may also refer to public or common knowledge or understanding about a social, scientific, or political issue. Dourish in Reinhardt, Mletzk, Sloep, and Drachsler (2012) defined awareness as an understanding of the activities of others, which provides a context for your own activity. Robinson in Nwankwo, Ugwu and Ngwu (2020), pointed out that to raise awareness is to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviors and beliefs towards the achievement of a defined purpose or the goal. The researcher defined awareness to mean, being knowledgeable about the existence and nature of a concept, phenomenon or an activity. If teachers are aware of Waldorf education model, they will be able to apply its principles in their teaching. This results to another focus aspect of this study, to be on “Teachers’ Application of Waldorf Education Model in Teaching”.

Application is the utilization of something in order to achieve a given purpose, or a desired goal. Onyali, Nnebedum and Ejesi (2020) defined application as the act of practicing or putting something into operation to attain set objectives. It is the process of using a something for a particular purpose. Hornby (2015) defined application as the practical use of something. Application is the action of making use of something as means to accomplish an end. According to Onyali, Ikegwuonu and Nnebedum (2018), application is the act of putting something, principles or techniques into use in order to attain predetermined goals and objectives. Operationally, application can be defined as the process of applying a learned knowledge or an acquired skill to a specific purpose. There are many factors that affect application of Waldorf education model in teaching which gender is one of them.

Gender plays an important role in teaching and learning. Gender is the condition of being masculine or feminine through one’s behavior (Sinclair in Ncheke 2016). This implies that there are certain roles attributed to male and female. Akiri and Ugborougbo in Ogheneaokeke (2015), asserted that gender is of paramount interest to the general populace, because females are gradually taking over and dominating the teaching profession in the basic education level. The society, generally associate certain professions with the male and female gender. Consequently, this may influence their professional practices and performance on their jobs (Robert, Harris and Sara in Ogheneakoke 2015). Obasi in Ncheke (2016) defined gender as many socially and culturally constructed characteristics, qualities, behaviour and roles which different societies, ascribe to females and males. Okoro (2010) explained gender as the differences in mental and emotional characteristics between the two sexes as prescribed by the society. Operationally, gender is the cultural belief and societal roles that distinguish males and females. It is paramount to look at gender differences, as the study aims to find out if gender will bring a discrepancy in the opinion of male and female primary school teachers’ awareness and application of Waldorf education model, in teaching primary school pupils in Anambra State. Upon this background, the study sought to investigate teachers’ awareness and application of Waldorf Education model in teaching primary school pupils in Anambra State.

## **Statement of the Problem**

The system of education that is obtainable in the Nigeria's primary education level seems not to be favourable in fostering and encouraging the innate creative abilities which children are endowed with. The failure of not encouraging and harnessing these creative abilities in children, has resulted to children ending up as consumers and job seekers, rather than innovators, inventors and job creators. The curriculum seems not to be enriched with artistic and practical life subjects that will harness pupils' creativity and expose them to what is obtainable in real life. Pupils are taught to rotely memorize what the teacher teaches, to be able to reproduce them back in examination; in order to pass and move to the next grade, or repeat the class when they fail. Pupils are introduced to a new teacher in every new class; this results to pupils making frequent adjustment to their learning styles in response to the new teacher's teaching style. Emotionally, pupils' relationship with the teacher is also affected, as they will not find it easy to learn and get along with each other, within the short period of time, before they are introduced to another new teacher in a new class. The education system seems not to be helpful in exposing children to nature, emotional security, exploration and dexterity.

The need to find an alternative education system that will see to the provision of the necessary skills and supports needed by children filled with rich experiences, emotional security, creativity, practical skills, great exploration and interaction with nature, triggered this study. This prompted the researcher to embark on this study of investigating the teachers' awareness and application of Waldorf education model in the teaching of pupils in Anambra state.

## **Purpose of the Study**

The main purpose of the study is to ascertain teachers' awareness and application of Waldorf education model in the teaching of pupils in Anambra State. Specifically, the study sought to determine:

1. Male and female teachers' awareness of Waldorf education model in teaching pupils in Anambra State.
2. Male and female teachers' application of Waldorf education model training of the head, in teaching pupils in Anambra State.
3. Male and female teachers' application of Waldorf education model training of the heart, in teaching pupils in Anambra State.

## **Research Questions**

The following research questions guided the study

1. What percentage of male and female teachers are aware of Waldorf education model in teaching pupils in Anambra State?
2. How are the Waldorf education model training of the head applied by male and female teachers in teaching pupils in Anambra State?
3. How are the Waldorf education model training of the heart applied by male and female teachers in teaching pupils in Anambra State?

## **Hypotheses**

The following null hypotheses guided the study

1. There is no significant difference in the male and female teachers' responses on their awareness of Waldorf education model in teaching primary school pupils in Anambra State.

2. There is no significant difference in the mean ratings of male and female teachers' on their application of Waldorf education model training of the head, in teaching pupils in Anambra State.
3. There is no significant difference in the mean ratings of male and female teachers on their application of Waldorf education model training of the heart, in teaching pupils in Anambra State.

## Methods

Descriptive survey research design was adopted for the study. The study was carried out in Anambra State. The choice of Anambra State as the area of the study is due to the current high level of commitment of the people and government to education; also, the excellent and outstanding performances of some of the schools in the State at both national and international competitions. The population of the study comprised 7,151 public primary school teachers in Anambra State. The sample size for the study was 702 teachers (89 males and 613 females) drawn using multistage sampling procedure. This sample consisted 10 percent of the population of the study.

A researcher-developed instruments titled "Teachers Awareness of Waldorf Education Model Scale (TAWEMS) and "Teachers' Application of Waldorf Education Model Questionnaire (TAWEMQ)" were used for data collection. The instruments were developed by the researcher from literature review and consultations with experts in the field. The first instrument titled TAWES is made up of two sections; A and B. Section A, elicited personal information of the respondents such as gender, while section B1 contained 8 items on awareness of Waldorf Education Model. The instrument was structured on a rating scale of aware and not aware.

The second instrument titled TAWEMQ is made up of two sections; A and B. Section A, elicited personal information of the respondents such as gender, while section B which contained 24 items of application of Waldorf Education Model is divided into three clusters namely B1 and B2. Cluster B1 contained nine items on application of Waldorf Education of training of head and Cluster B1 has 13 items on application of Waldorf Education of training of heart. The instrument was structured on a five-point rating scale of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree weighted 5, 4, 3, 2 and 1 respectively.

The face validity of the instrument was determined. To ascertain this, the researcher presented the title, purpose of the study, research questions, hypotheses and copies of the questionnaire to three experts who are lecturers and a teacher. A lecturer from the Department of Early Childhood and Primary Education, another lecturer from the Department of Science Education, both in the Faculty of Education, Nnamdi Azikiwe University; and a primary school teacher of San Francisco Waldorf School in United States of America. The experts made several corrections that include among others that some items should be restructured, alongside the measuring scale, so as to suit the study appropriately. The suggestions and inputs of the experts were reflected in the final draft of the instrument.

Cronbach alpha involving single administration of questionnaire were used to determine the internal consistency of the instrument. This yielded co-efficient values of 0.76 was obtained for TAWEMS, while 0.80 and 0.78 were obtained for Clusters B1 and B2 of TAWEMQ with overall coefficient of 0.79.

Copies of the questionnaire were administered on the respondents by the researcher together with five research assistants who were primary school teachers in Anambra State. A total of 702 copies of the questionnaire were distributed and 684 were properly filled and successfully retrieved indicating 97 percent return rate. At the end of the exercise, successfully completed and retrieved copies of the instruments were used for data analysis. The data was analyzed using percentage to answer research question 1, mean scores and standard deviation were used for answering the research questions 2 and 3, while chi-square was used to test hypothesis 1 and t-test to null hypotheses 2 and 3. In answering the research questions in this study, any mean response of 3.00 and above were regarded as agreement, while those below 3.00 were regarded as disagreement. In testing the null hypotheses, if p-value is equal to or greater than 0.05 level of significance and the appropriate degree of freedom, the null hypotheses was accepted, but if otherwise, it was rejected.

## Result

**Research Question 1:** What percentage of male and female teachers are aware of Waldorf education model in teaching primary school pupils in Anambra State?

Table 1: Frequency and percentages on Male and Female Teachers' Awareness of Waldorf education model

S/N	ITEMS	Male Teachers (N =85 )					Female Teachers (N =599 )				
		Aware		Not Aware		Remark	Aware		Not Aware		Remark
		Freq	%	Freq.	%		Freq.	%	Freq.	%	
1	Waldorf education model	23	27	62	73	Not Aware	134	22	465	78	Not Aware
2	Founder of Waldorf education model, in person of Rudolf Steiner	19	22	66	78	Not Aware	147	24	452	76	Not Aware
3	Conference/seminars organized by Waldorf Education Association	28	33	57	67	Not Aware	140	23	459	77	Not Aware
4	Specialized training institutions for Waldorf education teachers	33	39	52	61	Not Aware	229	38	370	62	Not Aware
5	Rudolf Steiner's books and publications on Waldorf education model	22	26	63	74	Not Aware	204	34	395	66	Not Aware
6	Countries that fully practise Waldorf education	7	8	78	92	Not Aware	150	25	449	75	Not Aware
7	Core principle of Waldorf education which centers on the training of the head, heart and hands	17	20	68	80	Not Aware	161	27	438	73	Not Aware
8	Professional body/association of Waldorf education	15	18	70	82	Not Aware	254	42	345	58	Not Aware
<b>Cluster Percentage</b>		<b>21</b>	<b>24</b>	<b>64</b>	<b>76</b>	<b>Not Aware</b>	<b>177</b>	<b>29</b>	<b>422</b>	<b>71</b>	<b>Not Aware</b>

As shown in Table 1, the result for all items showed that the percentage of male and female teachers that are aware of Waldorf education model in teaching primary school pupils were less than those that are not aware of the model in teaching primary school pupils. The cluster percentage shows that majority of the male (76 percent) and female (71 percent) teachers are not aware of Waldorf education model in teaching primary school pupils in Anambra State.

**Research Question 2:** How are the Waldorf education model training of the head applied by male and female teachers in teaching primary school pupils in Anambra State?



Table 2: Mean Ratings and Standard Deviation Scores on Male and Female Teachers' Application of Waldorf Education Model of Training Head in Teaching Primary School Pupils

S/N	ITEMS	Male Teachers (N =85 )			Female Teachers (N = 599)		
		Mean	SD	Decision	Mean	SD	Decision
1	Teaching pupils through imaginative teaching	2.02	1.12	Disagree	2.12	1.01	Disagree
2	History is taught as a core subject in the curriculum.	2.68	1.25	Disagree	2.16	1.28	Disagree
3	Children are firstly taught how to write before teaching reading	3.69	1.17	Agree	3.38	1.30	Agree
4	Denying children in their early years access to electronic devices such as television.	2.56	1.17	Disagree	2.56	1.34	Disagree
5	Teaching Geography as a subject in the curriculum.	2.76	1.25	Disagree	2.54	1.33	Disagree
6	Assessing children through observation and recording of their development and achievement, instead of standardized examination.	2.41	1.31	Disagree	2.66	1.15	Disagree
7	Teaching foreign language as a core curriculum subject.	2.81	1.42	Disagree	2.93	1.29	Disagree
8	Teaching pupils through story telling	2.38	1.31	Disagree	2.49	1.40	Disagree
9	Teachers develop the curriculum in respect to pupils' individual needs	2.48	1.23	Disagree	2.30	1.35	Disagree
<b>Cluster Mean</b>		<b>2.64</b>	<b>1.25</b>	<b>Disagree</b>	<b>2.57</b>	<b>1.27</b>	<b>Disagree</b>

As shown on Table 2, all the items with exception of item 3 have mean scores below the cut off mean of 3.00 for both male and female teachers and this indicated their disagreement with the items as their application of Waldorf education model training of the head in teaching primary school pupils.

The overall standard deviation scores for both male and female teachers were 1.25 and 1.27 which show that their responses were close and this indicates homogeneity in their responses. The mean of means of 2.64 and 2.57 for male and female teachers respectively which are below 3.00 indicated disagreements that the listed Waldorf education model training of the head are applied by male and female teachers in teaching primary school pupils. Thus, Waldorf education model training of the head are not applied by male and female teachers in teaching primary school pupils in Anambra State.

Research Question 3: How are the Waldorf education model training of the heart applied by male and female teachers in teaching primary school pupils in Anambra State?

Table 3: Mean Ratings and Standard Deviation Scores on Male and Female Teachers' Application of Waldorf Education Model of Training Heart in Teaching Primary School Pupils

S/N	ITEMS	Male Teachers (N =85 )			Female Teachers (N = 599)		
		Mean	SD	Decision	Mean	SD	Decision
10	Arranging children's sitting position in the classroom in respect to their individual temperaments.	2.31	1.36	Disagree	2.67	1.24	Disagree
11	Communicating children's progress throughout the school year verbally and in writing, instead of the traditional ranking and grading system.	2.68	1.27	Disagree	2.48	1.40	Disagree
12	Arranging pupils' chairs in a circular pattern, in the classroom.	2.16	1.24	Disagree	2.48	1.23	Disagree
13	Teaching a particular class from their primary one to their primary six	2.28	1.44	Disagree	2.55	1.36	Disagree
14	Managing the leadership of the school, in collaboration with other teachers instead of the head-teacher.	1.93	1.17	Disagree	2.22	1.50	Disagree
15	Designing the classroom with deliberate usage of colours	2.42	1.34	Disagree	2.56	1.53	Disagree
16	Teaching children music as a core subject in the curriculum	2.59	1.23	Disagree	2.15	1.47	Disagree
17	Engaging in painting activity with the children	2.49	1.52	Disagree	2.70	1.37	Disagree
18	Teaching Arts as an integral subject in the curriculum	2.21	1.24	Disagree	2.22	1.34	Disagree
19	Curriculum subjects are taught through artistic means	2.44	1.48	Disagree	2.40	1.49	Disagree
20	Drama is an integral part of the curriculum	2.46	1.24	Disagree	2.69	1.44	Disagree
21	Teachers have a great amount of freedom in teaching	2.16	1.02	Disagree	2.68	1.44	Disagree
22	Teaching children about nature and love for the natural world	2.42	1.25	Disagree	2.51	1.57	Disagree
<b>Mean of Means</b>		<b>2.35</b>	<b>2.29</b>	<b>Disagree</b>	<b>2.49</b>	<b>1.41</b>	<b>Disagree</b>

As shown in Table 3, the mean scores of male and female teachers for all the items are below the cut off mean of 3.00 and this indicated disagreement with the Waldorf education model training of the heart applied by male and female teachers in teaching primary school pupils.

The overall standard deviation scores for both male and female teachers were 2.29 and 1.41 which show that their responses were widespread and this indicates heterogeneity in their responses. The mean of means of 2.35 and 2.49 for male and female teachers respectively which are below 3.00 indicated disagreements that the listed Waldorf education model training of the heart are applied by male and female teachers in teaching primary school pupils. Thus, Waldorf education model training of the heart are not applied by male and female teachers in teaching primary school pupils in Anambra State.

**Hypothesis 1:** There is no significant difference in male and female teachers' responses on their awareness of Waldorf education model in teaching primary school pupils in Anambra state.

Table 4: The Summary of Chi-square of no Significant Difference of Male and Female Teachers on their Awareness of Waldorf Education Model

Gender	N	P-value	Df	$\alpha$	Remark
Male	85	0.20	1	0.05	Not Significant
Female	599				

Data presented on Table 4 revealed that the p-value of 0.20 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in male and female teachers' responses on their awareness of Waldorf education model in teaching primary school pupils in Anambra state.

Ho<sub>2</sub>: There is no significant difference in the mean ratings of male and female teachers on their application of Waldorf education model training of the head in teaching primary school pupils in Anambra state.

Table 5: The t-test Summary of Mean Ratings of Male and Female Teachers on their Application of Waldorf Education Model Training of the Head, in teaching Primary School Pupils

Respondents	N	$\bar{X}$	SD	p-value	Df	$\alpha$	Remark
Male Teachers	85	2.64	1.25	0.59	681	0.05	Not Significant
Female Teachers	599	2.57	1.27				

Data presented on Table 5 revealed that the p-value of 0.59 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of male and female teachers on their application of Waldorf education model training of the head in teaching primary school pupils in Anambra state.

Ho<sub>3</sub>: There is no significant difference in the mean ratings of male and female teachers on their application of Waldorf education model training of the heart in teaching primary school pupils in Anambra state.

Table 6: The t-test Summary of Mean Ratings of Male and Female Teachers on their Application of Waldorf Education Model Training of the Heart in teaching Primary School Pupils

Respondents	N	$\bar{X}$	SD	p-value	Df	$\alpha$	Remark
Male Teachers	85	2.35	2.29	0.40	681	0.05	Not Significant
Female Teachers	599	2.49	1.41				

As shown in Table 6, the p-value of 0.40 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of male and female teachers on their application of Waldorf education model training of the heart in teaching primary school pupils in Anambra state.

## Discussion of Findings

The result of the study indicated that majority of the male (76 percent) and female (71 percent) teachers are not aware of Waldorf education model in teaching primary school pupils in Anambra State. This is in disagreement with the finding of Dahlin (2015) which revealed that there is high awareness of Waldorf education model in schools in England, Germany and Scotland. The disagreement in findings could be attributed to dissimilarities in geographical locations as the study of Dahlin was conducted in advanced country where the model was developed and supported by the government in integration in schools. The findings of unaware of Waldorf education model among teachers in teaching primary school pupils is possibly due to inadequate efforts of education stakeholders to integrate and support the implementation of the model in primary schools. The unawareness of Waldorf educational model among majority of teachers could be explained by the absence of in-service training that enable them acquire knowledge and skills on the operation of the model in teaching primary school pupils.

Further result indicated that there is no significant difference in the male and female teachers' responses on their awareness of Waldorf education model in teaching primary school pupils in Anambra State. This disagreed with the finding of Dahlin (2015) which revealed that the mean ratings of male and female respondents on the application of awareness of Waldorf education model in school were statistically significant. The disagreement in findings could be connected to different countries and time span of the studies.

The finding of the study showed that Waldorf education model training of the head are not applied by male and female teachers in teaching primary school pupils in Anambra State. This affirmed the finding of Jagannathan, Camasso and Delacalle (2018) which revealed that there is ineffective application of training of head model in learning activities in schools in England. The agreement in findings could be associated with low public enlightenments of Waldorf education model of training of the head across the global. This is in disagreement with the finding of Woods, Ashley and Woods (2005) which revealed that the level of application of Waldorf model of training of the head was high in schools in England. The Waldorf education model training of the head that were not applied by male and female teachers in teaching primary school pupils as they fail to teach pupils through imaginative teaching, assess children through observation and recording of their development and achievement, instead of standardized examination as well as develop curriculum that address pupils' individual needs among others. Primary school teachers are yet to create activities that promote development of mental skills which enable pupils to acquire knowledge in the classroom.

It was also found out that there is no significant difference in the mean ratings of male and female teachers' on their application of Waldorf education model training of the head in teaching primary school pupils in Anambra State. This disagreed with the finding of Woods, Ashley and Woods (2005) which indicated that male and female respondents differ significantly on the mean ratings on the application of Waldorf education model training of the head in schools in England. The disagreement in findings could be connected to difference in time span of the studies.

The result of the study showed that Waldorf education model training of the heart are not applied by male and female teachers in teaching primary school pupils in Anambra State. This refuted the finding of Zepeda (2018) which indicated that Waldorf model of training heart is applied by showing genuine love for students to make them creative and inquisitive in schools in Tri County Area, United States. The Waldorf education model training of the heart which is not applied by male and female teachers in teaching primary school pupils

shows their failure to address the emotional and attitudinal needs of learners in the classroom. The temperaments of pupils are not considered in sitting position arrangement in the classroom, they are rarely provided feedback on their progress throughout the school year verbally and in writing as well as paintings, arts, music and drama are not integrated in instructional activities of pupils. The pupils' motivation and engagement in learning activities which are tied to training heart indicated that the needs of pupil have not received the necessary attention in the classroom. The finding tend to explain that the feeling of pupils remain unconsidered and they are unappreciated by the efforts they made in the classroom.

Further analysis showed that there is no significant difference in the mean ratings of male and female teachers' on their application of Waldorf education model training of the heart in teaching primary school pupils in Anambra State. This supported the finding of Jagannathan, Camasso and Delacalle (2018) which revealed that male and female respondents insignificantly differ in their mean scores on application of training of head model in learning activities in schools.

### **Conclusion**

Based on the findings, it was revealed that majority of teachers were unaware and also fail to apply Waldorf education model in the teaching of primary school pupils in Anambra state. The failure to apply Waldorf education model which respond to dynamic and globally competitive education is apparent that educational programme and learning experiences are not capable of ensuring primary school pupils acquire skills, knowledge and aptitude to favourably compete anywhere in the world. The current system which is yet to embrace Waldorf education model in the teaching of primary school show that basic education delivered to pupils has continued to fall short of international practice.

### **Recommendations**

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

1. Anambra State Ministry of Education should develop, integrate and use mass media to create awareness on the benefits of Waldorf education model in primary schools.
2. Anambra State Universal Basic Education Board (ASUBEB) should on shine a spotlight on Waldorf education model of training head by conducting roundtable discussions and interactive secession with teachers.
3. School head teachers should collaborate with community members to organize capacity building programmes for teachers to acquire skills and knowledge on the application of Waldorf education model of training heart.

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