

Status and Promotion of Moral Instruction in Nigerian Primary Schools

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Abstract

The main purpose of this study was to inquire into the promotion of moral instruction in primary schools in Nigeria. Three research questions and three null hypotheses, tested at 0.05 level of significance, guided the study. Descriptive research design was used for the study with a population of 225 primary school teachers in 38 primary schools, education secretary and clergy men in the area. The instruments for data collection were questionnaire and interview guide entitled “Promoting Moral Instruction in Primary Schools (PMIPSQ)”. Data collected through questionnaire were analyzed using mean and standard deviation for the research questions and t-test statistic for the hypotheses while data from the interviews were subjected to qualitative analysis. The results of the study showed that moral instruction has a low status in primary schools in Nigeria possibly; that promotional strategies of moral instruction in use in primary schools include advising pupils on importance of good behaviour during assemblies, checking lateness to school, punishing late comers, punishing those who fight, punishing those who steal, teaching pupils to respect and obey their parents, asking pupils who commit serious offences to bring their parents; and that the resources and facilities that could be employed in the promotion of moral instruction in primary schools include parents, guardians, story books, holy bible, cane, clergy men, counselors and other resource persons. It was recommended, among other, that moral instruction should be ensured and enforced in Nigerian primary school system as it was when missions were in control of primary and secondary education.

Keywords: Status, promotion, moral instruction, Nigerian Primary Schools.

1 Introduction

The success or failure of any nation is largely dependent on the type and quality of education of her citizens. Education is vital to the future growth of any nation. In fact, it empowers citizens to be both functional and responsive. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2004) states that education is an instrument par excellence for effecting National development. Quality education involves the total development of the individual. According to Ogbonna (2000) quality

education incorporates the cognitive, affective and psychomotor developments of the child. When education is integral, it forms the human person into being loving and caring, able to actualize his or her potentials, contribute to the attainment of the common good and fulfill his or her aspirations. Quality education, in this regard has a religious and moral content. An aspect of education that is very significant in national development is moral instruction. Peschke (2001) refers to moral instruction as the disposition and virtue needed by an individual to acquire and possess attitudes and guidelines as the foundations which assist in attainment of goals. For the purpose of this study, moral instruction refers to the assistance given to children to enable them acquire those virtues or habits that help them to individually live good lives, and at the same time become productive and contributing members of their communities.

Moral instruction heightens national awareness of the need for a responsible society. This is in line with the submission of Former Military President of the Federal Republic of Nigeria, Muhammadu Buhari, while launching the War Against Indiscipline (WAI) in 1984. Anih (2014) states that according to Buhari, without discipline which ensues by means of appropriate and timely moral instruction, the country would degenerate into a jungle where respect for law and order is disregarded, and traditional norms set aside. Discipline in the society is predicted by discipline in the families that constitute the society. Disciplined society breeds moral society.

In the course of promoting moral instruction in primary schools, certain resources and facilities such as materials, energy, services, staff, knowledge or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Miller and Spoolman (2011) believe that a natural resource is anything obtained from the environment to satisfy human needs and wants. The resource that resides in the knowledge, skills and motivation of people is a human resource. McConnell, Brue and Flynn (2011) define human resources in terms of skills, energy, talent, abilities or knowledge. Similarly, a facility is a space or equipment necessary for doing something. It refers to anything that is built, installed or established to serve a particular purpose. According to Ricklefs (2005), a facility refers to permanent, semi-permanent or temporary commercial or industrial property such as a building, plant or structure, built, established or installed for the performance of one or more specific activities or functions. What this implies is that resources and facilities are services or other assets used to produce goods and services that meet human needs and wants. In the context of this study, resources and facilities refer to the available human and other material assets that are used to promote moral instruction in primary schools.

Inculcating and promoting moral instruction, like every other task is not without some challenges. A challenge is an encountered difficulty. Encarta (2001) refers to challenge as something difficult or not easy, demanding physical or mental efforts for a solution. In the context of this study, challenge refers to the difficulties encountered in an attempt to promote Moral Instruction in primary schools. In the face of such challenges, certain strategies are proffered.

A strategy is a plan of action designed to achieve a specific goal or series of goals within an organizational framework. It is a plan of action intended to accomplish a specific goal. Max McKeown (2011) argues that strategy is about shaping the future and it is the human attempt to get to desirable ends with available means. Strategy entails specifying the organization's mission, vision and objectives; developing policies and plans to execute the vision and allocating resources to implement those policies and plans. When one talks about strategy, one aims at solving a discovered problem. It is on this note that Rumelt (2011) describes strategy as a type of problem solving. In this regard, components of strategy include diagnosis (what is the problem being addressed? How do the mission and objectives imply action?); guiding policy (what framework will be used to approach the operations?) and action plans (What will the operations look like? How will the processes be enacted to align with the guiding policy and address the issue in the diagnosis?). Strategy involves making plans which could enable an organization realize its objectives. According to Rumelt, strategy typically involves two major processes: formulation and implementation. Formulation involves analyzing the environment or situation, making a diagnosis and developing guiding policies. It includes such

activities as strategic planning and strategic thinking. Implementation refers to the action plans taken to achieve the goals established by the guiding policy. In the context of this study, strategy refers to every plan of action designed for use in promoting Moral instruction in Primary Schools. It is a plan of action intended to promote moral instruction in primary schools. Such a plan of action will ensure a long-term success if followed faithfully.

With the status of moral instruction determined, available resources and facilities noted, challenges associated with Moral instruction found out and strategies proffered, promotion of Moral instruction becomes easy. Since the emergence of school system, adults have expected schools to contribute positively to the moral education of children. In other words, schools are expected to promote moral education of children. Promotion refers to the entire set of activities, which communicate a product, brand or service to the public. The idea is to make people aware of the product or service, make the product or service attractive, and induce people to prefer it over others. Fundamentally, *Rajagopal (2007)* states that the purpose of a promotion and thus its promotional plan can have a wide range which may include the fact that sales increase, new products are accepted and corporate image is enhanced. *The author* identifies the three basic objectives of promotion as presenting information, increasing demand and differentiating a product. Promotion refers to the encouragement given to a thing. In the context of this study, promotion refers to the help, support, furtherance and championing of Moral instruction in Primary schools. Promotion includes every effort, urge, recommendation, boosting, endorsing and popularization made in favour of teaching moral education in primary schools. It means to increase or seek to increase the importance or reputation of moral education in primary schools.

In Nigeria, when the first public schools were founded, moral education was the prime concern, especially in primary schools. Primary education, according to the Federal Republic of Nigeria (FRN, 2004) in her National Policy on Education (FGN, 2004), refers to the education given in institutions for children aged six to eleven years plus. According to Madu (2013), a primary school is a school in which children receive education from the ages of about five to eleven, before secondary school and after pre-school. Onoja (2013) observes that primary education principally aims at achieving basic literacy and numeracy among pupils, as well as establishing foundations in Science, Mathematics, Geography, History and other social sciences. Moral instruction was likewise taught in primary schools and according to religious denominations. Two concrete instructional materials used for the purpose included the Bible and the Catechism booklet.

Primary education has many goals in view. The Federal Government of Nigeria (FRN, 2004) states that primary education seeks to inculcate in children permanent literacy and numeracy as well as the ability to communicate effectively. Primary education lays a sound basis for scientific and reflective thinking and gives citizenship education as a basis for effective participation in and contribution to the life of the society. It is the function of primary education to mould character and develop sound attitude and morals in children. Furthermore, primary education seeks to develop in children ability to adapt to changing environment and give children opportunities for developing manipulative skills. Finally, primary education provides pupils with basic tools for further educational advancements including preparation for trades and crafts. This indicates that primary education and moral instruction have the similar goal of ensuring good citizens right from the very beginning.

The current moral life of Nigerian children is now questionable. For Okebukola (2012), indiscipline among students and staff has virtually become the life style in many Nigerian schools. School children and teachers come late to school, assemblies and other school functions. Okebukola observed that the level of respect of school children for teachers is at the lowest ebb while it is becoming increasingly difficult for teachers to invoke disciplinary measures on students and pupils without incurring the wrath of students and parents. Indiscipline can therefore be seen in lack of respect for constituted authority, outright disobedience to school rules and regulations and so on. It does appear that some parents even bribe teachers for marks. By implication, such parents tend to promote evil in their children. Wolf (2008) considers a child as a person who is younger than eighteen years of

age. Many primary school pupils play innocently into the hands of evil friends and bad associations. Okebukola concludes that they are unsuspecting and hence victims in the hands of experienced perpetrators of bad acts. Others are not sensitive enough to understand signals.

Therefore, as the Federal Government continues its crusade to enforce quality education as a sure means to national development, there are much more issues to be addressed in Primary schools. These days in schools, one observes actions and behaviours that show a total lack of integrity, morality or any sense of social responsibility. Ugly experiences of disobedience, stealing, bullying, lateness to school, insincerity, sexual challenges and the likes among pupils now attain some pronounced heights, even in primary schools. Tait (2015) adds that children too often leave school compromised and half-baked despite their academic achievements. Based on this, Erinosh (2004) observes that schools and colleges have lost their sacred character as formation centres and have become breeding grounds for thugs, secret cults, gangsters, rapists and prostitutes. Apart from being the causes of poor performance in examinations, they fill the state and the society with thugs and robbers.

Furthermore, it is a matter of sadness and regret when children caught in immoral acts of high way robbery and brigandage are found to be teenage school boys. In the words of (Okebukola, 2012), they are products of a school system that has shoved the teaching of religious and moral instruction to the background and in some places eliminated them altogether. This is the situation on ground even when schools are supposed to be principal agencies of formation. Therefore, occasioned by the rising rate of moral challenges like disobedience, stealing and incessant fighting among pupils, the high hopes and expectations of parents and guardians in sending their wards to schools are being dashed to the ground. According to Inerhumwunwa (2009), this rise in harmful behaviour is truncating the good academic performance of school children. Egbochukwu and Aihie (2007) observe that similar behaviours among school children include truancy, lying, bullying, aggression, and examination malpractices.

In most of the primary schools, moral problems abound as deviant behaviours. School children break into head teachers' offices and destroy school property with reckless abandon. As a chaplain to some of the schools, the researcher has direct contact with pupils, teachers and head teachers. Some of the teachers have bitter complaints of how school pupils today engage in various forms of disciplinary behaviours such as group fighting, bullying one another, using abusive words on teachers, and even examination malpractices. Pupils' involvement in such ugly developments is regrettably on the increase. According to Ejionueme (2004), these deviant behaviours neither spare our customs nor favour our traditions.

Many more people feel concerned about the ugly situation of many schools. According to Uche (2000), the rate of moral decadence is high and it is evident in incessant cases of violence, assaults, fighting and even rape, which are daily activities of many school children. Igbitoria (2004) adds cultism as another evident manifestation of immoral behaviour among pupils. Agbo (2010) remarks that cultism was formerly a higher institution affair but has today gone down the line of the educational institution and beyond. Children are today associated with behaviours that are suggestive of cult members.

Most regrettable is the presence of cultism in primary schools. Osankile and Falana (2011) point out that all over the world, from the universities down to primary schools comes story of violence, tortures and intimidation executed by members of secret cults. All these are immoral cases that need to be addressed in schools. Moral instruction in schools seeks to address all unwholesome attitudes of children. Ejionueme (2004) notes that these disciplinary problems exert their toll even on the larger society. Ejionueme further observes that most thugs and robbers are products of primary and secondary schools. From the forgoing, the main purpose of this study was to inquire into the promotion moral instruction in primary schools in Nigeria. Specifically, the study sought to: examine the status of Moral Instruction in primary schools in Nsukka East Education Authority; determine the promotional strategies of moral instruction in use in primary schools; and find out the resources and facilities employed in the promotion of moral instruction in primary schools. Based on the purposes the answer

the following research questions: What is the status of moral instruction in primary schools in Nigeria?, what are the promotional strategies of moral instruction in primary schools?, what resources and facilities could be employed in the promotion of moral instruction in primary schools?. In addition, the hypotheses that: there is no significant difference in the mean ratings of the responses of urban and rural teachers with regard to the status of moral instruction in primary schools; there is no significant difference in the mean ratings of the responses of urban and rural teachers with regard to the promotional strategies in use for moral instruction in primary schools; there is no significant difference in the mean ratings of the responses of urban and rural teachers with regard to the resources and facilities employed in the promotion of moral instruction in primary schools.

Method

Design of the Study

The design adopted for this study was descriptive survey design. Descriptive research design allows people to express their views based on their experiences. It therefore enabled the teacher-respondents to respond to the item statements based on their experiences.

Area of the Study

This study was carried out in primary schools in South-east Nigeria. A study within the area is of special interest to the researcher because of some ugly developments within the area. Children within the area exhibited virtues and qualities like truthfulness, high academic records, hard work and respect for elders. The children are now associated with ugly cases of dishonesty, laziness, pilfering, fighting and other forms of juvenile delinquency.

Population/Sample of the Study

The population of the study comprised of all the 225 primary school teachers in South-east Nigeria.

Instruments for Data Collection:

A questionnaire and an interview guide with the title **Promoting Moral Instruction in Primary Schools (PMIPSQ)** were used to collect data for the study. The questionnaire was developed by the researchers through the information got from literature review and it has two sections. Section A elicited information on the respondent's bio-data while section B dwelt on item statements in seven clusters of A, B, C, D, E, F, and G providing answers to the seven research questions. Cluster A focused on the status of moral education in primary schools and it had 7 item statements. Cluster B elicited information on the extent to which individuals and organizations are involved in the promotion of moral instruction in primary schools and it had 7 item statements. Cluster C was on promotional strategies of moral instruction in use in primary schools and it had 7 item statements. Cluster D dwelt on the extent of using these promotional strategies of moral instruction in primary schools and it had 7 item statements. Cluster E elicited information on the resources and facilities used in promoting moral instruction in primary schools and it had 7 item statements. Cluster F focused on the challenges associated with the promotion of moral instruction in primary schools and it had 9 item statements. Finally, cluster G centred on strategies for promoting moral instruction in primary schools and it had 10 item statements. In all, there were 54 item statements in the seven clusters. The response format was on a 4-point rating scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1 or Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and No Extent (NE).

An interview guide was equally constructed around the seven research questions. With this, data were collected from the Education secretary and the clergy men within the area of the study. Since some of these clergy men administer moral instruction to primary school pupils in the area, it was believed that they could offer relevant pieces of information for the study.

To ensure the validity of the instruments, the researcher gave the questionnaire and the interview guide to three experts: one each in Childhood Education, Measurement and Evaluation and

Science Education in a Nigerian university. These experts were requested to examine the instruments and ensure the inter-relatedness of the purpose of the study, the research questions and the formulated hypotheses. The experts were requested to consider the instruments based on the clarity, appropriateness, and language of the item statements. Based on their observations and inputs, the instruments were restructured and the researcher was enabled to produce the final copies.

To determine the reliability of the instrument, the questionnaire was subjected to a trial test outside the study area. The instrument was administered to twenty (20) public primary school teachers in Udenu Education Authority. Cronbach’s Alpha method of reliability co-efficient was used to determine the internal consistency of the instrument. Reliability co-efficient for clusters A, B, C, D, E, F and G were 0.71, 0.77, 0.81, 0.77, 0.74, 0.81 and 0.83 respectively while the overall reliability coefficient was 0.95. The reliability co-efficients were considered satisfactory to attest to the reliability of the instrument.

Method of Data Collection

With the approval of the research ethical committee and various primary school head-teachers in South-east Nigeria, the researcher administered the questionnaire to all the public primary school teachers in South-East Nigeria. The researcher equally employed the assistance of three research assistants for the administration and collection of the questionnaire. The administration and collection of the questionnaire lasted for one month. Interview was equally sought from the Education secretary and the clergy men working within the area. This exercise took a period of another one week.

Method of Data Analysis

Mean and standard deviation were used to answer the seven research questions of the study. Any item statement with a mean of below 2.50 was rejected and any item statement with a mean of 2.50 and above was accepted while t-test statistic was used to test the hypotheses. All the hypotheses were tested at 0.05 level of significance. Data collected from the interview were subjected to qualitative analysis.

3. Results

Research Question One:

What is the status of Moral Instruction in primary schools in Nigeria?

Table 1: Mean and standard deviation of the ratings of teachers on the status of moral instruction in primary schools

Item Statement	Location	N	Mean	Std. Deviation	Decision
1. Moral instruction is not taught in primary schools	Urban Teachers	106	3.50	.50	Agree
	Rural Teachers	119	3.49	.50	Agree
2. Moral instruction is taught but it is not in school curriculum	Urban Teachers	106	3.51	.74	Agree
	Rural Teachers	119	3.47	.74	Agree
3. Pastors and priests preach ideologies in place of moral instruction	Urban Teachers	106	3.33	.69	Agree
	Rural Teachers	119	3.43	.64	Agree
4. Moral instruction is taught but only once in a week	Urban Teachers	106	3.04	.79	Agree
	Rural Teachers	119	3.05	.81	Agree
5. Where moral instruction is taught, children are nor evaluated on it	Urban Teachers	106	3.11	.57	Agree
	Rural Teachers	119	3.16	.57	Agree
6. Inculcation of moral values in schools is usually reactive	Urban Teachers	106	3.33	.59	Agree
	Rural Teachers	119	3.36	.56	Agree
7. Inculcation of moral values in schools is usually unplanned	Urban Teachers	106	3.53	.58	Agree
	Rural Teachers	119	3.55	.59	Agree
Overall Mean	Urban Teachers	106	3.33	.39	Agree
	Rural Teachers	119	3.36	.38	Agree

Table 1 shows the mean ratings of urban and rural teachers on the status of moral instruction in primary schools. The analysis shows that the mean ratings of both urban and rural teachers to items 1 to 7 are more than 2.50 bench mark mean. This implies that urban teachers as well as rural teachers agree that there is a low status of moral instruction in primary schools.

Hypothesis One:

There will be no significant difference in the mean ratings of urban and rural teachers with regard to the status of moral instruction in primary schools.

Table 2: t-test analysis of the difference in the mean ratings of urban and rural teachers on the status of moral instruction in primary schools

Location	N	Mean	Std. Deviation	df	t-cal	Sig. (2-tailed)
Urban Teachers	106	3.33	.39			
Rural Teachers	119	3.36	.38	223	-.464	.643

Table 2 shows that the probability associated with the calculated value of t (-.464) for the difference in the mean ratings of urban and rural teachers on the status of moral instruction in primary schools, is 0.643. Since the probability value of 0.643 is greater than 0.05 level of significance, the null hypothesis was accepted. Thus, there is no significant difference in the mean ratings of urban and rural teachers with regard to the status of moral instruction in primary schools.

Research Question Two:

What are the promotional strategies of moral instruction in use in primary schools?

Table 3: Mean and standard deviation of the ratings of teachers on the promotional strategies of moral instruction in primary schools

Item Statement	Location	N	Mean	Std. Deviation	Decision
8. Advising pupils on importance of good behaviour during assemblies	Urban Teachers	106	3.33	.88	Agree
	Rural Teachers	119	3.18	.99	Agree
9. Checking lateness to school	Urban Teachers	106	3.29	.90	Agree
	Rural Teachers	119	3.31	.89	Agree
10. Punishing late comers	Urban Teachers	106	3.58	.61	Agree
	Rural Teachers	119	3.60	.57	Agree
11. Punishing those who fight	Urban Teachers	106	3.19	.60	Agree
	Rural Teachers	119	3.27	.63	Agree
12. Punishing those who steal	Urban Teachers	106	3.01	1.05	Agree
	Rural Teachers	119	3.15	.94	Agree
13. Teaching pupils to respect and obey their parents	Urban Teachers	106	3.42	.67	Agree
	Rural Teachers	119	3.29	.76	Agree
14. Asking pupils who commit serious offences to bring their parents	Urban Teachers	106	3.25	.81	Agree
	Rural Teachers	119	3.32	.76	Agree
Overall Mean	Urban Teachers	106	3.30	.48	Agree
	Rural Teachers	119	3.30	.46	Agree

Table 3 shows that the mean ratings of urban and rural teachers to items 15 to 21 which border on the promotional strategies of moral instruction in primary schools, are more than 2.50 bench mark mean. Since the mean ratings of both urban and rural teachers to the items are more than the 2.50 bench mark mean, it indicates that the teachers agree that items 15 to 21 are the promotional strategies of moral instruction in primary schools.

Hypothesis Two:

There will be no significant difference in the mean ratings of urban and rural teachers with regard to the promotional strategies of moral instruction in primary schools.

Table 4: t-test analysis of the difference in the mean ratings of urban and rural teachers on the promotional strategies of moral instruction in primary schools.

Location	N	Mean	Std. Deviation	df	t-cal	Sig. (2-tailed)
Urban Teachers	106	3.30	.48	223	-.105	.917
Rural Teachers	119	3.30	.46			

Table 4 shows that the calculated value of t (-.105) for the mean difference in the ratings of urban and rural teachers on the promotional strategies of moral instruction in primary schools has an associated probability value of 0.917. Since the probability value of 0.917 is greater than the 0.05 level of significance, the null hypothesis accepted. Hence, there is no significant difference in the mean ratings of urban and rural teachers with regard to the promotional strategies of moral instruction in primary schools.

Research Question Three:

What resources and facilities could be employed in the promotion of moral instruction in primary schools?

Table 5: Mean and standard deviation of the ratings of teachers on the resources and facilities that could be employed in the promotion of moral instruction in primary schools

Item Statement	Location	N	Mean	Std. Deviation	Decision
15. Parents/ Guardians	Urban Teachers	106	3.28	.71	Agree
	Rural Teachers	119	3.22	.68	Agree
16. Story books	Urban Teachers	106	3.32	.73	Agree
	Rural Teachers	119	3.19	.78	Agree
17. Holy Bible	Urban Teachers	106	3.40	.68	Agree
	Rural Teachers	119	3.38	.65	Agree
18. Cane	Urban Teachers	106	3.47	.78	Agree
	Rural Teachers	119	3.59	.71	Agree
19. Clergy men	Urban Teachers	106	3.47	.70	Agree
	Rural Teachers	119	3.61	.62	Agree
20. Counselors	Urban Teachers	106	3.19	.76	Agree
	Rural Teachers	119	3.20	.74	Agree
21. Resource persons	Urban Teachers	106	3.19	.86	Agree
	Rural Teachers	119	3.27	.81	Agree
Overall Mean	Urban Teachers	106	3.19	.76	Agree
	Rural Teachers	119	3.23	.71	Agree

Table 5 shows that the mean ratings of urban and rural teachers to items 29 to 35 which border on the resources and facilities that could be employed in the promotion of moral instruction in primary schools, are more than 2.50 bench mark mean. Since the mean ratings of both urban and rural teachers to the items are more than the 2.50 bench mark mean, it implies that the teachers agree that items 29 to 35 are the resources and facilities that could be employed in the promotion of moral instruction in primary schools.

Hypothesis Three:

There will be no significant difference in the mean ratings of urban and rural teachers with regard to the resources and facilities that could be employed in the promotion of moral instruction in primary schools.

Table 6: t-test analysis of the difference in the mean ratings of urban and rural teachers on the resources and facilities that could be employed in the promotion of moral instruction in primary schools

Location	N	Mean	Std. Deviation	df	t-cal	Sig. (2-tailed)
Urban Teachers	106	3.19	.76	223	-.419	.675
Rural Teachers	119	3.23	.71			

Table 6 shows that the calculated value of t (-.419) for the mean difference in the ratings of urban and rural teachers on the resources and facilities that could be employed in the promotion of moral instruction in primary schools has an associated probability value of 0.675. Since the probability value of 0.675 is greater than the 0.05 level of significance, the null hypothesis was accepted implying that there is no significant difference in the mean ratings of urban and rural teachers with regard to the resources and facilities that could be employed in the promotion of moral instruction in primary schools.

Results of the interview with the Education Secretary and the Clergy men

1. Moral instruction exists in primary schools even though it seem to be unpronounced. The quality of the programme leaves much to be desired,
2. It is not known in Nsukka East Education Authority that individuals and organizations areinvolved in promotin moral instruction in primary schools. Nevertheless, Parents-Teachers Organization do encourage teachers to be committed in the moral upbringing of their wards.
3. Well behaved pupils are sometimes encouraged with reward packages of material and moral gifts. Serious offenders are asked to bring their parents.
4. Promotional strategies of moral instruction are not properly used in promoting moiral instruction in primary schools. The use of cane is highly discouraged in primary schools.
5. Some primary schools have chaplains but there are no reasonable materials for teaching moral instruction. In fact, only the bible is at the disposal of concerned moral instruction teachers.
6. School pupils are products of a morally decayed society and this adversely affects moral instruction in schools. Lack of teacher professionalism is evident and time is not properly allotted for moral instruction in primary schools.
7. Care should be taken in training and recruiting primary school teachers since they exercise great authority on pupils. Individuals, families and organizations should be involved in promoting moral iinstruction.

Discussion of Findings

The findings of the study revealed that there is a low status of moral instruction in primary schools. In some schools, moral instruction is not even taught while in some others pastors and priests preach ideologies in place of moral instruction. Moral instruction is taught in some schools but only once in a week and pupils are not evaluated on moral instruction. Inculcation of moral values in schools is usually reactive and unplanned.

The findings affirm Thornberg’s belief that some teachers believe that moral education is, to a great extent, about intervening when things happen, that is, reactions to children’s behaviour. The findings are equally in agreement with the view of the Education Secretary of Nsukka East Education Authority, that moral instruction is in a sorry state in the area and that very few teachers are involved in giving moral instruction during morning assemblies. It is therefore evident that even though moral

instruction exists in primary schools, the quality of the programme leaves much to be desired since there is no topic arrangement on what the teacher should begin with and where he will stop.

The findings of the study showed that there are promotional strategies of moral instruction in use in primary schools include. These promotional strategies include advising pupils on importance of good behaviour during assemblies, checking lateness to school, punishing late comers, punishing those who fight, punishing those who steal, teaching pupils to respect and obey their parents, asking pupils who commit serious offences to bring their parents.

The findings of the study confirm with Shannon (2012) that storytelling is a central power to shaping and forming the minds of young children in the communities. The results of the study are in agreement with the submission of Ellenwood (2007) that the best strategy for teaching moral instruction in use involves not only instructing the pupils on collective values but also challenging them to think analytically and contextually and to make informed decisions using social and historical contexts. Pupils could be better instructed on the importance of good behaviour by means of storytelling which provides a foundation for children in understanding the core values of their community.

The findings of the study indicated that resources and facilities such as parents, guardians, story books, holy bible, cane, clergy men, counselors could be employed in the promotion of moral instruction in primary schools. This discovery affirms the belief of Momoh (2002) that material resources and facilities have a significant effect on pupils' interest in religious and moral instruction. The type and quality of available school facilities and resources affect pupils' overall performance.

4. Conclusions

From the foregoing discussions, the researchers concluded that moral instruction has a low status in primary schools in Nigeria possibly due to poor approach to moral instruction; that promotional strategies of moral instruction in use in primary schools include advising pupils on importance of good behaviour during assemblies, checking lateness to school, punishing late comers, punishing those who fight, punishing those who steal, teaching pupils to respect and obey their parents, asking pupils who commit serious offences to bring their parents; and that the resources and facilities that could be employed in the promotion of moral instruction in primary schools include parents, guardians, story books, holy bible, cane, clergy men, counselors and other resource persons. Therefore moral instruction should be ensured and enforced in Nigerian primary school system as it was when missions were in control of primary and secondary education.

Educational Implications of the Findings

The findings of this study have some implications for primary school pupils, classroom teachers, school counsellors, school heads and agencies like education authority and state universal basic education board.

1. Primary school pupils ought to perceive moral instruction as an essential ingredient for growth in character and learning.
2. Classroom teachers ought to consider as a grave obligation their role of bringing out the best in the pupils entrusted to their care.
3. School counsellors ought to develop moral improvement counselling programmes and implement them in schools.
4. School heads ought to ensure proper implementation of moral instruction in their schools.
5. Agencies such as education authorities and state universal basic education boards ought to ensure that care be taken in recruiting school teachers who know the value of character formation of pupils. Such agencies ought to ensure as well adequate provision of facilities and resources for promoting moral instruction in primary schools.

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