

**ROLE OF TEACHERS IN INCULCATING
MORAL EDUCATION IN PUPILS UNDER
UNIVERSAL BASIC EDUCATION (U.B.E.)
PROGRAMME IN NIGERIA**

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ABSTRACT

Since the ultimate aim of education in any society is to develop high moral values in every citizens. Nigeria at one time or the other had faced with difficulty of reconciling their expected and accepted values with the -realities of a disordered society and environment. This make us to expect that out schools right from primary stage have great role to play by teaching values and attitudes for the survival of the individual in particular and the society in general.

This paper therefore, focus at providing a guide for the development of acceptable moral values that should be taught in Nigeria primary schools in order to exalt and refine our lives towards setting standards of conduct that are acceptable in a democratic society.

INTRODUCTION

Recently, there had been series of efforts directed toward the development of moral values particularly in school children. To fulfill this purpose, society now saddled all its institutions with the responsibilities of assisting in the development of these values. Special claims are now made on homes and schools because of their central role in the nurture of the young. The school in particular is given greater responsibilities of developing moral value in children because it is believed that the school, which represents a planned and presumably controllable environment, can provide that kind of education of the young generation. Kongan (1973) suggested that a child needs to values that serve the needs of society, especially faith, honesty and humanity.

What is Moral Education?

The term "moral" is from Latin word "mores" which means "manners" or "Behaviour" According to BBC. English Dictionary the word 'moral' means principles and beliefs concerning right and wrong behaviour.

Taiwo M.B. (2002) defines morality as the way we behave, that is behaving according to certain standards of what is good and acceptable in a social setting. It is also submission to pattern that is recognised in the society.

Abdulkareem (1992) defines morality as the ability of individuals to differentiate between what is good and what is bad and between what is right and what is wrong.

Education on the other hand is a term that originated from another Latin word "Educare" meaning "to leadout" or "to bring out" Although the term education is elusive. Therefore, moral education could mean bringing out or leading out the moral qualities in an individual in order to suppress all kinds of immoral or animalistic behaviour in such an individual. Moral education could also be described as the process by which an individual is trained to behave in the expected way and put up good characters.

For any society to survive morality should be emphasized in our school systems as education and morality are inseparable, they complement each other. But unfortunately, many educated Nigerians are morally bankrupt. Vices such as stealing, premarital and extra marital sexual relations, 419 Syndromes, Examination malpractices, bribery and corruption, cultism e.t.c. have become common behaviour in our society today.

There are number of agencies of moral education, the first which is home or family. Home is the bedrock and the foundation of any child, if the home failed to give enough moral education to children, little can the school do.

The second agency of moral education is the school. The National Policy on Education has stated ways through which moral education should be taught in schools e.g. the History of morally great leaders should be taught. Teachers and non-teaching staff should put up behaviours worthy or emulation by their pupils. Other important agencies of moral education are the mass media, the peer group and religious organizations.

Current State of Morality in Nigeria Society

Nigerians today find it difficult to reconcile their expected and accepted values with the realities of a disordered society and environment of our time. The Nigerian people have rightly expected that the schools of this nation should teach values as evidenced in the 1969 Curriculum Conference which recommends "the inculcation of moral values in individual and the society" as one of its objective.

This recommendation has been endorsed in section 1, paragraph 5 (2) of the Federal Republic of Nigeria, National Policy on Education (1977) (Revised 1985).

Inspite of the indications mentioned above, no concrete attempts have been made to identify and map out a comprehensive set of values and morals for our Nations' school system. The Nation is getting deeper and deeper into a state of moral crisis which spreads through, every aspects of the Nation's life. The situation has led to a poor reputation of the country both at home and abroad. Several governments in the count'y have come up with different programme such as WAI., MAMSER, VVAIC, NOA, EFCC, ICPC e.t.c. Inspite of all these efforts by government agencies, individuals and organsiations, Nigeria have not achieved much in term of moral values. This is largely due to the fact that most Nigerians are after accumulating wealth regardless what it costs the nation. There is then the need to equip the young ones with the insight and will to live by moral values.

We must through our school system double our efforts, through moral education right from primary school, equip each child and youth with sense of values which bring dignity and direction to the individuals for a responsible and balance society. This is so because individuals who are developed educationally will according to Ernest et. al (1979) have the ability to reason about the moral problems in their society and the ability

to empathize with other people to consider the long-range consequences of one's actions rather than the immediate gain

How we can develop Moral Values in children

There are many ways by which individuals develop positive or negative values. Some develop values through models, accidents and stories of some heroes. The young ones which falls within the scope of primary pupils finds a mature understanding adult to whom it can look up and on who it can model itself to some extent; sometimes this can be achieved through studying the life and ideas of an admired figure. Past military leaders and some successful politicians in our society can be models, in some cases, sport heroes and film stars can be emulated by young ones.

Bandura and McDonald (1963) quoted by Solomon A.Y. (1998) commenting on the development of moral values by children observe that their moral judgments can be modified by exposure to model; when children watch adults who are reinforced for expressing a moral viewpoint based on principles different from their own, they may change their judgments up or down, a level depending on the particular model they watched.

Another source of moral value development is through the cognitive interaction of children and their social environment. Kohlberg (1973) analysing the moral values developmental stages of children describes children as "moral philosophers" who develop moral standards of their own. That these standards do not necessarily come from parents or peers but emerge from the cognitive interaction of children and social environment. Studies have indicated that movement from one stage to another involves an internal cognitive re-organisation rather than a simple acquisition of the moral concepts prevalent in their culture.

This society need to re-orientate our children so that they can grow up to be committed men and women, and in doing this, we must spell out what they need to be committed to; and must be ready to help them to reach the commitment. This takes us back into the objective that is stated in the National Policy of Education Cited earlier on. That objective should be re-defined and stated to include enunciation of a set of generally accepted values upon a solid foundation of facts.

It has become imperative that moral education must be made important part of school curriculum just as is education for the intellect, since sharpening of intellects alone will not stop and prevent the future torment of our society and will not instill a respect for the right of others, respect for the dignity and pride of the nation. If it is certain that one of our educational purposes rests on moral values. But one wonders if there has been any comprehensively developed accepted values which have been developed based on judgments of some people as to what is good and what is bad, what is true and what is false, what is valuable and what is worthless, in the conduct of human

affairs. A thorough study of the curriculum used in schools indicates that there are implied principles of moral values but the extent to which these have been developed to reflect the judgements of the people on moral standards is not certain.

Therefore, it is important to ask whether a substantial agreement exists among us concerning the moral values by which we should live and which we wish to be embodied in the character and conduct of our children through our school system. This paper wishes to come out with a body of moral values that could be used as a compass for finding our way through political, social, economic and personal issues. Many of these values find political expression in our present move towards self-reliance Nation.

Areas of Values that need to be Reinforced by Primary School Teachers in Nigeria

Institutions of Men: - Various institutions such as family, political, cultural, social and educational could be used to produced better citizens in our country. For example a family which is linked by affection rather than merely by authority affords a training ground for wholesome human relations. Also, schools and other institutions justify their existence as they contribute to the growth, happiness and well-being of individuals. Institutions should not be changed for trivial or transitory reasons, but they should be subject h adjustments according to the needs and values of the individuals who function in them.

Therefore, our primary school teachers should endeavour to provide knowledge, skill and attitudes that will develop in our young men and women a strong sense of responsibility for community well being and a willingness to devote themselves unselfishly to it.

Human Personality:- The individual personality can acquire a capacity for moral judgements and a sense of moral responsibility. This value frown at any form of oppression. This means that every human being should have opportunity to achieve by his own efforts a feeling of security and competence in dealing with the problems arising if daily life.

This in schools, our primary teachers must make freely available the common heritage of human association and human culture which will encourage every child to grow to his full physical intellectual and moral stature. The Teacher must recongise and meet the varying needs and aspirations of every child in school. By exploring and acknowledging the capacities of each child the teacher, this will develop all his creative powers, to encourage him to feel that he is wanted. It discourages every tendency toward despotism. It assigns no superior moral status, but rather a more definite moral responsibility, to the strong and the able. It also endeavours to arouse in each child a proud sense of self-respect and personal integrity.

Moral Responsibility:- Moral responsibility and self-discipline and signs of maturity. If however, parents and Teachers protect a child unduly from the difficulties of decision making and the consequences of those decision, his childish ways of dependency may continue into adulthood, such habits may cripple the personality of development of the individual, prevent his achievement of the responsible citizenship required by the democratic ideal, and distort values.

Teachers in schools can help in developing this value positively. A child can be guided in school towards a judicious balance between protective authority, on one hand, and delegation of responsibility, on the other hand, this will sustain the necessary sense of security while inducing growth toward mature personal integrity. Such a child will,

The primary school Teacher should try to encourage the learner's usefulness to the entire society and as a road to individual success. Teachers should discourage egoistic tendencies and strengthen the social and cooperative impulse in pupils, Teacher should insist that each pupil in his class learns to accept individual responsibility.

Value of Moral Equality:- It is widely accepted that no man has a moral and inborn right to injure, persecute, dominate or exploit others, it is recognized as a mark of virtue by all the great religions that one should treat other people as one would wish himself to be treated (Hadith 13th) "None of you is really a believer until he likes to his brother what he likes to himself" Transmitted by Bukhari and Muslim.

This value calls for a fraternal and friendly spirit, with conditions of equality, sympathy, and helpfulness established everywhere. Teachers in primary school should discourage in pupils discriminations based upon family, ethnic nationality, religious and economic status. Whatever, differences exist among individuals should be regarded by class Teacher not as a basis for the formation of clannish, secret-or naturally hostile groups, but rather as a means to enrich the common life.

CONCLUSION

This paper started with the definition of moral education as it was stated in National policy of education. It also agreed with the fact that there exist in Nigeria moral crisis which is complicated by our employment values that are not meant for development of the country. It ends up by suggesting that we could develop moral values that could be taught in our primary schools.

The paper identifies some major parameters of moral values, which if used, can help this nation to come up with some accepted healthy society.

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