

OBSTACLES TO MORAL EDUCATION IN NIGERIA EDUCATIONAL INSTITUTIONS

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Obstacles to Moral Education in Nigeria Educational Institution

Abstract:

This paper examined the concept of “Moral “and “Moral Education”. It also looked at the agencies of moral education and their roles in Moral upbringing of individuals. Some obstacles to Moral Education in Nigeria Educational Institutions like tribalism and political patronage, materialism and lack of effective sanctions on immoral practices were discussed and formed the major theme of this paper. Conclusion were drawn and suggestions were made as to how moral education can be approached better in Nigeria Educational institutions, homes and society at large

Introduction:

There is no society without its own form of morality. Morality has therefore existed from the time immemorial. Any form of education without morality and uprightness in accordance with what the society cherishes is useless and therefore worthless. Since all educational institutions in Nigeria today have their aims with a particular one joining all other aims in various educational institutions, production of an individual that will be useful to his society , moral education in our educational institutions calls for tolerance and sacrifice on the part of those concerned (teachers and non- teaching staff alike)

The home, school and other agencies that are responsible for Moral upbringing of individuals are considered to be important and vital for the survival and progress of individuals and the society at large, hence these agencies take the teaching of religious studies as an aspect of Moral institution as their major concern as they realize that to make a “ clever devil” is to educate a man without morality. To avoid producing a clever devil therefore, all Educational institutions in Nigeria, in accordance with philosophy of Nigeria Education and as stipulated in the “ Federal Republic of Nigeria, National Policy on Education (1981) are to ensure the quality of their instruction towards inculcating moral and spiritual values in their inter-personal and human relations as well as respect for the worth and dignity of the individuals.

In striving to achieve this aim, certain impediments are acting as stumbling blocks in the paths of Nigeria Educational Institutions.

What is Moral Education

The word 'Moral' comes from Latin words ' Mores' meaning "behavior" hence, Morality is concerned with individuals behavior. It deals with behaving according to the laid down rules and norms that are generally acceptable in a social setting.

Morality, according to Abdulkareem (1992) is the individual's ability to recognize the difference(s) between good and bad behavior and between right and wrong behaviours. If the above is true of Moral and Morality, and the word education is said to have originated from Latin word " Educere" meaning " leading out" or " bringing out". Then Moral Education can be said to be ways of suppressing the immoral behaviours in individuals while bringing out the Moral qualities in individuals.

While in support of this, Ojibara (1998) has pointed out that Moral connotes self- control, obedience and tolerance while Moral education means a way of guiding individuals to the right paths and to enable him take wise decision and display good behavior, otherwise known as ethic of behavior or socially unobjectionable manners.

Moral education can also be described as the process by which individuals are trained in order to behave in the expected ways and manners leading to good character. In this way, morality and Education go hand in hand and they complement each other.

Agencies of Moral Education

These are organs that are saddled with the responsibility of education individuals morally, socially, etc. the first among them is Home or Family. This is the foundation of any child and it is on this that the school is built. The individual is taught the norms and values of the society as well as how to worship God and express his moral feelings and emotions right from the family level. It is the family that teaches the individual his or her religious beliefs, ethics and principles that are acceptable in the society. Hence, Freud (1916) maintains that the impression made

upon the child's mind at home will determine his personality in future. This shows the importance of home in moral upbringing of individuals.

The second agency of Moral education is the school. The school offers the key to room of knowledge of moral education, the moral values, norms and custom of the society. The Federal Republic of Nigeria, National Policy on Education (1981) has stated ways and manners by which Moral instructions should be taught in Educational institutions.

It is noteworthy here that teachers' personality and character provide a model for learners to emulate. There is need therefore for teachers and non-teaching staff to provide healthy and positive environment worthy of emulation by students and pupils in our various Educational institutions. Therefore, teachers actions and speeches are making indelible marks on the students'/ Pupils' minds.

The third agency of moral education is the Mass media, Ojibara (1998) maintains that so many immoral behaviors are learnt by individuals for both print and electronic media. In the same way, the acceptable behaviours are inculcated to individuals through these media.

Religious organizations like Islamic Religious and Christian Religious organizations are to guide the believers of their respective religions on morally acceptable behaviours and those behaviours to be avoided.

The last agency of moral education is the peer group. When individuals interact with friends, age mates and play mates, they learn both good and bad behaviours

Obstacles to Moral Education in Nigeria

Despite efforts by Educational institutions, some obstacles still hinder the progress of Moral Education in these institutions. One of such obstacles is materialism, this is what Nduka (1983) calls institutionalized materialism, this is a situation where every individual in the society is always after material wealth. Both leaders and followers do not appreciate the importance of Moral uprightness. Rather acquisition of material wealth becomes the order of the day. In this situational, moral education is bound to suffer a great set-back in our educational institutions.

The second obstacle is that of Tribalism and Political patronage. This is a situation whereby an individual wishes and look for good things only for his tribes men and women and his political associates. The result of this of often great and devastating that it often leads to social injustice like inequitable distribution of Social amenities, goods and services. It also leads to such immoral acts as corrupt practices in the selection, recruitment and promotion in the civil services. Even as good as quota system is in theory, it has been said to be inimical to our national survival. Mba (1980) has pointed out that quota system does not make Nigerians to be one. Tribalism and Political patronage therefore does not give room for proper moral training in our educational institutions.

Also there is another obstacle to moral education in Nigeria. education Institutions, and that is, lack of effective sanctions. Nduka (1983) observes that before the coming of the British, truth and justice provided in our tribal communities. But the British and modern legal system has brought unfair and inconsistent system or sanctions which makes it possible for some “Powerful” individual in the community to get away with their immoral and scandalous behavior. This state of Morality is an important to Moral Education in our Educational institution and another important area that is seriously militating against the teaching and learning of Moral instruction in Nigeria Educational Institutions is laxity from home. If parents that are suppose to build good and strong foundations for children cannot give proper supervision and other forms of moral training to their children, then little can the school do for the students to catch up as expected.

In the school, however, some teachers and non-teaching staff engage in such behaviours that are inimical to moral uprightness. Some agencies of moral education sometimes teaches immorality in form of movie, articles and pictures.

While discussing the problems that impede the effective teaching of religious and moral instructions in the primary schools in Nigeria, Ojibara (1998) opines that other vices in the society that can impede the teaching of moral instruction are bad management, poor leadership and followership, fraud, bribery and corruption, cultism sexual harassment, examination malpractices and truancy e.t.c.

Conclusion and recommendations

Without doubt, immorality has become a cankerworm in Nigeria society. If we are to make any improvement however, all hands ought to be on deck in order to improve the moral standard of individuals, starting from home to educational institutions in Nigeria and right to the societal level.

Nigeria society should endeavour to lay less emphasis on material wealth and place much emphasis on societal moral values. In this sense, good behavior should be rewarded. This idea should start right from home. Children's friends, gangs and play mates should be monitored to make sure that children do not follow bad friends.

In the school however, moral lesson from great people and great prophets should be drawn out by teachers of religious studies, social studies and other related subjects. The importance of these behaviours should be made known to children/students in our educational institutions

School rules and regulations should be clearly defined and sanctions for law breakers should be enforced without fear or favour in our educational institutions. The same thing should go up the ladder to the societal level. Societal rules and regulations should be followed strictly and offenders should be punished accordingly.

Games and sports which are a good avenue for learning such moral values as fair play, honesty and justice should be enforced in our educational institutions.

Nigeria Mass Media should present morally good programmes. Pupils/students should be encouraged to attend citizenship and leadership trainings.

Pupils should be encouraged to speak out their minds in a democratic situation in Educational institutions. If all these are followed, it is hoped that moral standard in the society shall improve

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