Kohelberg's Programme of Action in Boosting Moral Development in Schools: Attitude of Pre-Service Long Vacation Training Primary School Teachers in Bauchi State , Nigeria

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Abstract: Determining the attitude of male and female primary school teachers regarding the programme of action towards fostering moral development among primary school children; the most appropriate counselling and punishment methods used by the parents in boosting the foundation of morality in a preschool child were among the objectives of the study. The population of the study consists of all in-service primary school teachers enrolled on the Long Vacation Training (LVT) programme in the Faculty of Technology Education (FTE), Abubakar Tafawa Balewa University Bauchi (ATBU). A simple random sampling technique was used to select a sample of 500 students. Attitude Scale Questionnaire (ASQ) on a programme of action towards fostering moral development in primary school children was used for data collection. The ASQ items were validated by a senior lecturer in Child Psychology. The hypothesis was tested at $\alpha = 0.05$ level of significance. The data were analysed using descriptive statistics and the Chi-Square test. 220 (65%) of the male teachers agree with the programme; the most appropriate counselling method used by parents to boost the foundation of morality in a preschool child is *to try to find the cause and suggested remedies and then counsel the child* were among the findings from the study. A similar study on comparative analysis of the attitude of public and private primary school teachers; awareness, availability and implication on Kohlberg's programme of action towards boosting the foundation of morality in primary school were among the recommendations made from the study.
Key Words: Education, Pre-service primary school teachers, Attitude, Moral development

Introduction

Education in its general sense means a modification of behaviour through values, socially acceptable habits and knowledge to differentiate between right and wrong [2]. In any society, the child acquired moral behaviour during the non-formal education (preschool) period. When formal education starts the school is built on child moral behaviour from were the non-formal education (preschool moral training) stopped. School education plays an important role in the acquisition of moral norms [13]. [3] Observed that schools have an important role in developing future citizens as moral beings. for this reason, moral values have to be taught to the students to decrease moral behaviour. a moral decade [16]. In schools, teachers have a significant mediation impact on children's acquisition of moral values [9]. [6]reports that teachers roles in developing morality in school children include moral model, moral mentor, caregiver, moral value, conveyer, facilitator and counselling role.

In an attempt to distinguish between moral and moral development, [11] defined morality as a set of principles that people use to distinguish between right and wrong or good and bad behaviour while moral development is the process through which children acquire these sets of principles. To [7]"moral development means acquiring a set of beliefs and values relating to what is right and wrong which guides intentions, attitudes and behaviour towards oneself, other people one's society and developing the disposition to act by such beliefs and values".p.3 Kohlberg (as cited in [11] believed that moral reasoning is a necessary but not sufficient condition for moral behaviour. This means knowing what is right or wrong does not mean it is enough for one to behave accordingly. Although, issues of what is morally right or wrong is strongly tightened to the religious beliefs, norms and values, and culture of a society. For this reason, what is morally right or wrong for a child depends on the culture, religious beliefs, norms and values of the society. In which the child is brought up.

Attitude refers to the way a person thinks and feels about someone or something [5]. It is a feeling or opinion about something or someone, or way of behaving that is caused by this [4]. In psychology, an attitude refers to a set of emotions, beliefs and behaviour towards a particular object, person, thing or event [1].

Pre-service teachers as used in the study refer to the primary school teachers that are undergoing the Long Vacation Training (LVT) program in the Faculty of Technology Education (FTE), Abubakar Tafawa Balewa University, Bauchi (ATBU).LVTor Sandwich is a program designed for members of the public, especially school teachers who could not join regular degree programs run by universities to pursue degree

programs on vacation periods. Depending on the institution the LVT program leading to the award of Bachelor Degree Certificate last for 6- 7 years. p.1 [12].

Literature on empirical study .related to moral development in primary school children is scanty. Most of the available literature documented focuses on the teachers application of moral development in a classroom situation [17]; promotion of moral development in preschool children [11]; Moral development in the child [13; Promotion of moral development in primary school [9]; Teaching moral and ethics in primary schools [3]; teachers perceptions concerning their roles in promoting moral development in schools [15]. These were acknowledged. However, Kohlberg's most influential psychologist is figure as an acceptable framework on moral development. [11] outlined a programme of actions to boost moral foundations among school children; and knowing parents appropriate counselling and punishment methods too, is hoped to assist greatly in enhancing healthy moral development in preschool and school children.

Because of this, the study has the following objectives to achieve:-

Through describing and comparing male and female primary school teachers attitudes on a programme of action towards fostering moral development among primary school pupils. It's also aimed at determining the most appropriate counselling and punishment method used by parents that assist in boosting the morale foundation for free school children.

Specifically, the study determined the following objectives:-

i.   The attitude of male primary school teachers regarding the programme of action towards fostering moral development among primary school children.
ii. The attitude of female primary school teachers regarding the programme of action towards fostering moral development among primary school children.
iii. The difference in attitude between male and female primary school teachers regarding the programme of action towards fostering moral development among primary school children.
iv. The most appropriate counselling method is used by a parent in boosting the foundation of morality in a free school child.
v.   The most appropriate punishment method used by a parent in boosting the foundation of morality in free school children.

The study was guided by the following research questions:-
i.   What is the attitude of male primary school teachers regarding the programme of action towards fostering moral development among primary school children?
ii. What is the attitude of male primary school teachers regarding the programme of action towards fostering moral development among primary school children?
iii. Is there a difference in attitude between male and female primary school teachers regarding the programme of action towards fostering moral development among primary school children?
iv. What is the most appropriate counselling method used by a parent in boosting the foundation of morality in a free primary school child?
v.   What is the most appropriate counselling method used by a parent in boosting the foundation of morality in free primary school children?

The Null Hypothesis (H_o)

H_o: There is no significant difference in attitude between male and female primary school teachers regarding the programme of action towards fostering moral development among primary school children was tested at $\alpha = 0.05$ level of significance.

Method
A survey design was used for the study. The population of the study consists of all in service primary school teachers enrolled into the Long Vacation Training (LVT) programme in the Faculty of Technology Education (FTE), Abubakar Tafawa Balewa University Bauchi (ATBU). The FTE is made up of three departments namely, the Department of Science Education (DSE), the Department of Education Foundation (DEF) and the Department of Vocational and Technology Education (DVTE). The LVT students with specialization in Science subjects belong to the DSE, those with specialization in Vocational subjects belongs to DVTE while the DEF is regarded as servicing department where all the LVT students have to offer courses run by the DEF.

Although it is difficult to get the population of all the LVT students in the FTE what is known is that the population of male students is triple that of females in all five contacts. A simple random sampling technique

was used to select a sample of 500 LVT students (100 for each contact out of the five contacts ware randomly selected). This sample comprises 350 (70 from each contact) male students and 250 (50 from each contact) female students. for administration.

Attitude Scale Questionnaire (ASQ) on a programme of action towards fostering moral development in primary school children was used for data collection (**Appendix 1**). The ASQ instrument consists of three (A, B, and C) sections. Section A of the respondent is the Bio data that includes Gender, Age, and Working experience. Section B consists of 18 items in five-point Likert scale format that runs from Strongly Agree (SA)) to Strongly Disagree (SD), Appendix 1. All the statement items in this section (B) were adapted from [14]. Although items 1,2,3,5,6,7,8 and 11 statements were modified to be negative statements to suit the five points Likert scale format while the remaining items (4, 9, 10, 12, 13, 14, 15, 16, 17 and 18) were positive response items.

Section C of the ASQ consists of two major items Adopted from [8]. Item 1 requires to respond ant who are parents with at least five children to tick in the most appropriate counselling method of five (a, b, c, d, and e) sub statement items. While item 2 requires to respond ant to tick in the most appropriate punishment method out of the eight (a, b, c.e, f, g, h, and i) statement items (Appendix 1).

The ASQ items were validated by a senior lecturer who specialised in Child Psychology, from the DEF, ATBU.

Research assistants (ten i.e., two for each contact) were used in the administration, collection and tabulation of the data. Saturday being lecturer free day for the LVT students two hours at the convenient time for the research assistant was used to brief the assistants on what is expected from them from the administration of the instrument to the collection period.

A duration of one week was given to the respondent to fill in and return the ASQ. The interval of one week is given to enable each respondent to discuss the item with his /her partner (husband/wife) at home before filling each item as moral upbringing is the collective effort of family members.

For the tabulation of data response on each of the ASQ items, the collected data was shared among the final year LVT students for the tabulation of each response of the ASQ after a briefing on how to do the tabulation on the Likert scale response continuum and the frequency count in section.

The data were analysed using descriptive statistics (frequency counts and percentages) while the **Ho** hypothesis was tested using the Chi-Square test.

Results

Table 1a: Responses of male and female primary school teachers

Response Continuum	SA	A	U	D	SD	Total
Number of male responses	2465	1998	986	850	786	6885
Number of female responses	1038	500	138	238	363	2277

Table 1a above shows the summary of responses of primary school teachers attitudes on the programme of action towards fostering moral development among primary school pupils'

Table1b: Number and Percentage of male primary school teachers responses to each continuum

Response Continuum	SA	A	U	D	SD	Total
Number of male responses	122	98	39	42	39	340
Percentage	36	29	11	12	11	99

Table 1b above, shows the number and percentage of 340 male primary school teachers' responses on each continuum from SA to SD.

Table1c: Number of female primary school teachers that response to each continuum

Response Continuum	SA	A	U	D	SD	Total
Number of female responses	57	27	8	13	20	125
Percentage	46	22	6	10	16	100

Table 1c above displaced the number and percentage of 125 female primary school teachers responses on each continuum from SA to SD.

Table 2a: Case processing summary

	Cases					
	Valid		Missing		Total	
	N	Present	N	Per cent	N	Per cent
Response	9162	100%	0	0.0%	9162	100.0%

Table4a. Showing Response, and Gender Cross tabulation

Table 2b: Chi-Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	155.905[a]	4	.000
Likelihood ratio	160.129	4	.000
Linear by Linear Association	2.476	1	.116
N of Valid cases	9162		

a.   0 cells (0%) have an expected count less than 5. The minimum expected count is 229.64

Table 4b shows the result of computing Ho and from the result $\chi^2 = 155.905$, df = 4 , p = .000

Table 3: Frequency and Percentages on counselling methods used by the parent

Item Statement	Frequency	Percentage
a. Advice and comfort the child.	91	20
b. Talked kindly to the child about the misdeed.	103	22
c. Tried to find the cause and suggested remedies and then counsel the child.	**126**	**27**
d. Show your worries and concern about the child misbehaviour and give him a warning for the first time.	66	14
e. Listened attentively to the facts before punishing a child for his misdeed.	79	17
Total	465	100

Table 3 above shows the frequency and percentages of appropriate counselling methods used by the parent to boost the foundation of morality in a preschool child.

Table 4: Frequency and Percentages on punishment methods used by the parent

Item Statement	Frequency	Percentage
a. Beating and whippings.	18	4
b. Refused to give food or privileges.	11	3
c. Scolding and abuse.	**6**	**1**
d. Give extra chores to do.	88	19
e. Talked to; given advice.	**160**	**34**
f. Frightened the child.	34	7
g. Ignored the child; stared at him.	40	9
h. Prevent the child from going outside on that day.	74	16
i. Stared at the child	34	7
Total	465	100

Table 3 above shows the frequency and percentages of appropriate punishment methods used by the parent to boost the foundation of morality in a preschool child.

Findings
- 220 (65%) of the male teachers agree with the programme.
- 84 (68%) of the female teachers agree with the programme.
- The difference in attitude between male and female primary school teachers on the programme is statistically significant for the value of $p \leq = 0.05$ level of significance.
- The most appropriate counselling method used by parents to boost the foundation of morality in a preschool child is *to try to find the cause and suggested remedies and then counsel the child*.

- The most appropriate method of punishment used to boost the foundation of morality in a preschool child is *talked to; given advice.*

Discussion

The discussion from the result of the study was based on the analysis of 465 (340 males and 125 females) out of the 500 administered questionnaire as 35 (7%) of the administered questionnaires could not be recovered.

From the result in Table1b, of the 340 male primary school teachers, 220 (65%) 0f the male teachers expressed a positive attitude (Agreement: SA = 122 and A = 98) with the programme on action towards boosting moral development among primary school children. while 81 (23%) disagree and only 39 (11%) were neutral. Finding from this revealed that 210 (65%) of the male teachers agree with the programme-meaning if the programme is adopted in primary schools it would assist in boosting moral development among primary school children, Although 81 (23%) disagree with the programme. This finding is similar with [10]. study finding where majority of the school teachers tried their best to change the immoral behaviour of the students in positive sense.

From the result tabulated in Table 1c, 84 (68%) of the female teachers agree with the programme, 33 (26%) disagree, while 8 (6%) were neutral .programme. Finding from this revealed that 84 (68%) of the female teachers agree with the programme i.e., a programme of action towards boosting moral development among primary school children, while 33 (26%) disagree with the programme.

The H_o was tested at $\alpha = 0.05$ level of significance using the data in Table 1a. the result from the testing the H_o was tabulated in Table 2b. From the result in Table 2b, $\chi^2 = 155.905$, df = 4 , p = .000 was obtained. Although from the result, as shown in Table 1b, 210 (65%) of the male teachers Agree, 81 (23%)n disagree while 39 (11%) were neutral on the programme. Also, from the result in Table 1c, 84 (68%) of the female teachers Agree 33 (26%) Disagree, while 8 (6%) were neutral. However, this difference in attitude on the level of agreement and disagreement between male and female primary school teachers on the programme is statistically significant ($\chi^2 = 155.905$, df = 4, p = .000) as shown in Table2b. Thus, the H_o was rejected at p≤ =α.

Finding from this revealed that the difference between what is expected and observed as displayed in Table 2b was too great to be explained by chance alone. Thus, the difference in attitude between male and female primary school teachers on the programme is statistically significant for the value of $p \leq = 0.05$ level of significance. Literature available as of time of compiling this study is not available the researchers to support or opposed this finding,. However, [15] study finding shows that teachers with high and differs in their commitment towards boosting moral development in schools

The result in Table 3 shows the frequency and the percentages of the appropriate counselling methods used by the parent to boost the foundation of morality among preschool child . From the result in Table 3, item "c" has the highest frequency 126 (27%). Finding from this revealed that the most appropriate counselling method used by parents to boost the foundation of morality in preschool child is *tried to find the cause and suggested remedies and then counsel the child.*

To determine the most appropriate punishment method used by the parent to boost the foundation of morality in a preschool children, research question five was answered and the result was tabulated in Table 4. From the result, in the Table 4 the item with the highest frequency is item "e" with a frequency of 160 (34%). Finding from this revealed that the most appropriate method of punishment used to boost the foundation of morality in a preschool child is *talked to; given advice.*

Conclusion

The study determined and discussed the pre-service primary school teachers enrolled into the LVT programme in FTE, ATBU attitude towards the outlined Kohelberg's programme of action on boosting the foundation for moral development in school children. It's also determined the most appropriate counselling and punishment methods used by parents in boosting the foundation for morality in a preschool child. A five-point Likert scale format questionnaire was used to assist in collecting the data for the study. Recommendations that focus on some of the findings from the study and call for a similar study were made.

Recommendation

- Tried to find the cause and suggested remedies and then counsel the child and talked to; given advice should be used by parents to boost foundation of morality in a preschool child.
- A similar study on comparative analysis of public and private primary school teachers on Kohlberg's programme of action towards boosting the foundation of morality in primary school to be carried out.
- Orientation programme for all primary school teachers to be carried out on Kohlberg's programme of action towards boosting the moral development in primary school.

- A similar study on the primary school teachers' awareness, availability and implication of Kohlberg's programme of action towards boosting the foundation of morality in primary school to be carried out.

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Appendix 1

Section A: Bio-Data
Indicate Your 1. Gender: --------------- 2. Age.-------------3. Working Experience--------

Section B: Indicate your Agreement or otherwise on the following statement by ticking the most appropriate from Strongly Agree (A); Agree (A); Undecided (U); Disagree (D) Strongly Disagree (SD)

S/N	Item Statement	SA	A	U	D	SD
1	Leaders to provide leadership by leading.					
2	Government to provide and make religious education compulsory in schools as no solid morality without religious education.					
3	Parents/Guardians to be alive to their responsibilities.					
4	Government to make moral education compulsory in all schools.					
5	Government to stem and restrict phonographic materials like magazines, videos and other social media related to phonographic.					
6	Enlightenment campaigns to public on impact of immorality in the society.					
7	Teachers to improve their attitude towards work.					
8	Teachers to always teach by example.					
9	Teachers to keep and fulfils promises made to the pupils					
10	Teachers to always dress in a decent manner.					
11	Smokers among teachers not to smoke in present of pupil or school environment.					
12	Parents/guardians to provide well for their family needs.					
13	No quarrels between parents at home especially in present of their children.					
14	Parent/ Guardians should encourage pupils more in their studies at home.					
15.	Parents/Guardians to monitor the religious instruction given to the children in nongovernmental schools.					
16.	Parents/Guardians to use religion to teach their children at home.					
17.	Parents/Guardians to give a good examples of morality through honesty, telling the truth, keeping to promises made to the children					
18.	Parents/Guardians to enlighten their children on the values and norms of the society to their children.					

Section C
1. Tick in the most appropriate 3 methods of Counselling if use by parents will help to burst foundation of morality among the children in our society.
   a. Advice and comfort the child.
   b. Talked kindly to the child about the misdeed.
   c. Tried to find the cause and suggested remedies and then counsel the child.
   d. Show your worries and concern about the child misbehaviour and give him warning for the first time.
   e. Listened attentively to the facts before punishing a child on his misdeed.

2. Tick in the most appropriate 3 methods of punishment if use by parents will help to burst foundation of morality among the children in our society.
   a. Beating and whippings.
   b. Refused to give food or privileges.
   c. Scolding and abuse.
   d. Give extra chores to do.
   e. Talked to; given advice.
   f. Frightened the child.
   g. Ignored the child; stared at him.
   h. Prevent the child from going outside on that day.
   i. Stared at the child