



IMPLEMENTATIONAL STATUS OF MORAL EDUCATION CONTENTS IN SENIOR SECONDARY SCHOOL GOVERNMENT CURRICULUM IN NSUKKA EDUCATION ZONE, ENUGU STATE.

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Abstract

This study appraised the implementational status of moral education contents in senior secondary school Government curriculum in Nsukka Education Zone, Enugu State. Five research questions and four null hypotheses guided the study. A sample of 346 respondents made up of 46 teachers and 300 students obtained through purposive sampling technique was used for the study. The study adopted descriptive survey research design. Structured Questionnaire, Interview schedule and SS II Government curriculum were used for data collection. The instruments were validated and tested for reliability. Reliability index of 0.91 was obtained for the Questionnaire. Data collected were analyzed using mean ($\bar{x}$) and standard deviation with respect to research questions while t-test was employed in testing the null hypotheses at 0.05 level of significance. The findings of the study showed among other things that the goals of the moral education contents in Government curriculum have not been fully realized. It was also revealed that moral education related topics in Government curriculum are covered by teachers and students. However, the findings showed that appropriate teaching methods, instructional materials and evaluation techniques are not utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum. The findings further showed that there was significant difference in the mean ratings of male and female teachers in favor of male teachers with respect to teaching methods. However, female teachers utilized better evaluation techniques than their male counterparts. Based on the discussion of the findings, it was recommended among other things that teachers should be provided with constant gender sensitive in-service Capacity-Building training such as conferences, seminars, workshops, etc. These training no doubt will enhance teachers' instructional effectiveness in implementing moral education contents in senior secondary school Government Curriculum.

Keywords: Implementation, Moral Education, Government, curriculum.

Introduction

The political and moral development of any nation depends largely on the type of education offered and its relevance to the needs and aspirations of the people it seeks to serve. Thus, education is not only seen as a vital tool for national development but as a requisite catalyst for tackling the rapidly deteriorating moral values in the society. Incidentally, education which is expected to empower individuals to contribute positively to the society through knowledge, skills and requisite moral dispositions seem not to be adequately meeting the envisaged aspirational needs of Nigerians. Indeed, the prevailing moral decadence in Nigeria today seem to attest to the neglect of morality in the political and socio-economic affairs of the country (Nwaubani, 2021; Nwaubani & Okafor, 2015). In line with meeting these aspirations or goals, different subjects are taught in schools one of which is Government.

Extant literature seems to show that Government can be explained and understood from three broad perspectives, namely, Government as a process of governing, as an institution of the state and as a field of study (National Open University of Nigeria [NOUN], 2019). Government as a process means the act of governing a state. In the course of governing a state, Government is divided into different arms which include the legislature, Executive and Judiciary (Nwadike, 2023). The legislative arm is responsible for law making, the executive implements the laws made by the legislature while the judiciary interprets the law. As an Institution of the State, Government is perceived as the mechanism for the control and direction of a state. The institutions include, ministries, parastatals and other agencies of the state which are responsible for the administration of the state (NOUN, 2019). The third perspective is Government as a field of study. This perspective constituted the focus of this study.

As a field of study, Government is seen as a branch of human knowledge. According to Adelowo (2017), Government at the Senior Secondary Schools level is a field of study which embraces the study of types and functions of Government. The subject Government is therefore seen as a discipline that studies agencies, institutions and the forces that operate in the state (Anyaele, 2013). As a field of study, Government help students to understand the state and the process of governance (Ezegbe, Idu & Mezieobi, 2013). It prepares citizens for active and meaningful participation in the art of governing. Similarly, Okeke, Ome, Ezegbe, Agada and Ugwuanyi (2021), opined that Government as a field of study seeks to study political institutions in the state, ideas, values and doctrines about politics and the views of political thinkers on what constitutes the welfare of the people. The objectives of Government as a school subject include to enable students understand the concepts, principles, institutions and process of governing as well as recognize their roles as citizens (Federal Ministry of Education [FRN], 2007). Accordingly, Ogujawa and Udo (2015) argue that appropriate teaching and learning of Government as a school subject could enhance development of the spirit of patriotism and nationalism in students. Government as a subject deals with the rights and responsibilities of citizens, promotes tolerance, encourages the inculcation of national values, social ethics, political orientation, and promotes political participation of citizens (Okoro et al., 2022). However, the objectives of Government cannot be possibly realized without effective implementation of the Government curriculum.

Curriculum is a fundamental element of the entire educational system. Curriculum according to Ali and Ajibola (2015) is the set of courses and contents which are offered under the auspices of the school. Curriculum is also seen as document, plan, or blueprint for instructional guide utilized for the effective teaching and learning in order to bring about positive and desirable changes in learner's behavior (Offorma, 2014). It is therefore a blue-print or instrument by which schools seek to translate the aspirations and values of the society into concrete reality (Adesugba & Temitope, 2019). Curriculum is indispensable in the teaching and learning process. The importance of curriculum in the entire educational process is predicted on its relevance in defining leaning objectives, guiding and ensuring instructional consistency promoting progression, addressing learning needs, as well as reflecting societal values (Nwaubani, 2022; Ojong & Maduka, 2013). Government curriculum is therefore the document which contains the list of topics, objectives, contents, Teacher and students' activities, instructional materials and evaluation strategies which learners are expected to cover at the secondary school level (Nwadike, 2023). Government curriculum is designed to equip students with the knowledge, skills, and competencies needed for real-life challenges based on the ethical, moral and civic values acquired through its effective implementation in schools.

Curriculum implementation entails proper execution of the curriculum blueprint. According to Offorma (2019), curriculum implementation is the translation of curriculum plans or blueprint into practice. When a curriculum has been planned and developed, it is pertinent that it is implemented properly. Accordingly, Ogar and Opoh (2015) perceived curriculum implementation as the operationalization of the planned learning experiences offered to learners in



schools. The implementation of Government curriculum therefore implies the translation of the purposefully planned learning activities (involving contents, experiences, instructional methods and materials) into practice to ensure that learners gain requisite knowledge, skills, values and attitudes to function effectively in line with moral expectations of the society.

Morality generally is defined as the ability to distinguish between right and wrong. Morality according to Nwaubani and Okafor (2015) refers to actual human conduct viewed with respect to right or wrong, good or bad. It includes behaviours, customs and habits which guide general and specific human conducts in the society. Morality refers to principles that regulate or define the differences between right and wrong actions or good and bad behavior (Gui et al., 2020). Morality is inculcated into students through moral education in order to strengthen societal values, norms and other positive behaviors (Uche, 2022). Moral Education therefore refers to acquired values and principles which are geared towards the moral development of individuals and the society at large. According to Njoku and Njoku (2016) moral education is the process through which an individual develops proper attitudes and behaviors toward others in the society based on acceptable social and cultural norms or standards. Moral education helps to inculcate "right type of values and attitudes into individuals to help them live in and contribute positively to the Nigerian society" (FRN, 2014). Indeed, the inability of Teacher to instill the right type of value in individuals through appropriate school subjects could partly account for crisis or moral decadence which are evident in the Nigeria's political life today.

Indeed, there appears to be a prevailing general perception of politics and politicians as corrupt and highly immoral. This trend could be attested to by the brazen manner, political office holders and other political stakeholders misappropriate public funds without appropriate legal sanctions. There are also growing public concerns with respect to political apathy, electoral violence and malpractices, political intolerance, fraud, etc. among youths in Nigeria (Njoku & Njoku, 2016). Most Nigerian youths today are not interested in upholding societal norms and values such as respect for constituted authority, honesty, tolerance, among others, due to the fact that much emphasis seem not to have been placed on inherent moral implications of senior secondary school Government curriculum (Adebisi, 2018).

The above situation persists notwithstanding the implementation of Government curriculum at the senior secondary school level. Ordinarily, Government as a school subject is expected to promote in learners spirit of patriotism, nationalism and by implication some sense of moral rectitude which they require to become functional citizens in the Nigerian Society (Nwaubani, 2022). Incidentally, Government is not taught as a compulsory subject at the senior secondary school level and its elective status may have restricted its benefits to only those few students who offer it (FRN, 2014). Topics such as election, electoral process, mass media, civil service, constitution and nationalism which are expected to address the moral implications of political life to stress merely academic or intellectual perspectives. Based on the foregoing, this study appraised the extent moral education contents in Senior Secondary School Government curriculum are implemented in Nsukka Education Zone, Enugu State.

Statement of the Problem

Government is a very important subject and a requisite catalyst for enhancing political education in contemporary Nigerian society. Thus, the implementation of senior Secondary Government curriculum is expected to enable students understand the concepts, principles, institutions and processes of Government and governance as well as to recognize their citizenship roles to national development through active participation in the democratic processes. Appropriate teaching and learning of Government as a school subject is expected to promote good character development in students especially the right type of values such as patriotism, respect for law and order, tolerance, integrity, honesty, fair play, obedience to constituted authority, etc.

These no doubt could enhance effective citizenship participation in democratic governance in Nigeria.

However, despite the purported role of Government in curbing moral challenges, there seems to be substantial increase in moral decadence in the Nigerian society today. Based on extant literature, immoral behaviors are found among students in schools who are potential office holders in the society. This trend provokes the question of whether teachers do really inculcate moral values effectively in students through the teaching of moral education contents in senior secondary Government curriculum. This question specifically bothers on whether the goals of moral education contents in senior secondary school Government curriculum are being achieved by teachers through effective content coverage and utilization of appropriate teaching methods as well as evaluation techniques. Hence, the study assessed implementational status of moral education contents in senior secondary school Government curriculum in Nsukka Education Zone, Enugu State.

Purpose of the Study

The main purpose of this study was to appraise the implementation status of moral education contents in senior secondary School Government curriculum in Nsukka Education Zone, Enugu State. Specifically, the study ascertained the;

1. extent the goals of moral education contents are achieved in Senior Secondary School Government curriculum.
2. extent of content coverage of moral education in senior secondary school Government curriculum by teachers and students.
3. extent appropriate teaching methods are utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum.
4. extent appropriate instructional materials are utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum.
5. extent effective evaluation techniques are employed by teachers in the implementation of moral education contents in senior secondary school Government curriculum.

Research Questions

The following research questions guided the study.

1. To what extent are the goals of moral education contents achieved in Senior Secondary School Government curriculum?
2. To what extent are moral education contents in senior secondary school Government curriculum covered by teachers and students?
3. To what extent are appropriate teaching methods utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum?
4. To what extent are appropriate instructional materials utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum?
5. To what extent are appropriate evaluation techniques employed by teachers in the implementation of moral education contents in senior secondary school Government curriculum?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- H01:** There is no statistically significant difference in the mean rating of male and female teachers on the extent moral education contents are covered in senior secondary school Government curriculum.
- H02:** There is no statistically significant difference in the teaching methods employed by male and female Teachers in the implementation of moral education contents in senior secondary school Government curriculum.



H03: There is no statistically significant difference in the instructional materials utilised by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum.

H04: There is no statistically significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum.

Methods

The study adopted descriptive survey research design. The descriptive survey research design was adopted to appraise implementational status of moral education contents in senior secondary school Government curriculum in Nsukka Education Zone, Enugu State because it considered most appropriate data collection from large population (Nworgu, 2015). The study was conducted in Nsukka Education Zone, Enugu State. The population of the study comprised of 3,556 respondents made up of 46 Government teachers and 3,510 Senior Secondary School II Government students in the 62 public secondary schools Nsukka Education Zone, Enugu State (PPSMB, 2023). The teachers were made up of 31 males and 15 females. The students were made up of 1,567 males and 1,943 females. Purposive sampling technique was used to select 346 respondents (46 teachers and 300 students) used for the study.

Three instruments namely: structured Questionnaire, Interview schedule and SS II Government curriculum were used for data collection. The instruments were validated by three experts, two from Social Science Education and one from Department of Science Education (Measurement and evaluation unit) all from the Faculty of Education University of Nigeria, Nsukka. The instruments were face validated (corrected, reshaped and modified) in terms of clarity of the items, proper wording of the items, appropriateness of the item to the purpose and research questions of the study and the simplicity of the items to the understanding and experience of the respondents. The Questionnaire was trial tested for reliability on 30 respondents in a school outside Nsukka education zone but with similar characteristics. The reliability of the instrument was determined using Cronbach Alpha reliability estimate which yielded an overall reliability index of 0.91. This was considered reliable for the study. Copies of the Questionnaire were administered and returned. Data collected were analyzed using mean ($\bar{x}$) and standard deviation (SD) with respect to research questions while t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent are the goals of moral education content achieved in Government curriculum?

Table 1: Mean ($\bar{X}$) and Standard Deviation (SD) of the ratings of the respondents on the extent the goals of moral education contents are achieved in Government curriculum.

S/N	Item Statements	N	$\bar{x}$	SD	Decision
1	Inculcation of value of respect need for peaceful coexistence	346	2.49	0.92	Rejected
2	Disciplined individuals	346	2.29	0.69	Rejected
3	Capacity to participate actively in decision making process	346	2.21	0.64	Rejected
4	Ability to take responsible decisions.	346	2.30	0.79	Rejected
5	Tolerance towards other people.	346	2.74	0.77	Accepted
6	Obedient to constituted authority.	346	2.02	0.70	Rejected
7	Right attitude towards civic responsibility and engagement	346	2.89	0.61	Accepted
8	Help students to know their right, duties and obligations as citizens.	346	2.62	0.80	Accepted
9	Help students to resolve conflict amicably	346	1.70	0.97	Rejected
10	Inculcate in students the value of love for one another	346	2.77	0.98	Accepted
	Grand Mean	346	2.40	0.79	Rejected

N= number of respondents, $\bar{x}$ = mean, SD= standard deviation

The result in table 1 indicates the mean rating of the respondents on the extent the goals of moral education contents are achieved in Government curriculum. It shows that items 5, 7, 8 and 10 had mean scores of 2.74, 2.89, 2.62, and 2.77 (with standard deviations of 0.77, 0.61, 0.80 and 0.98 respectively) which are above the 2.50 cut off mean for decision taking. Items 1, 2, 3, 4, 6, and 9 had mean scores of 2.49, 2.29, 2.21, 2.30, 2.02, and 1.70 (with standard deviations of 0.92, 0.69, 0.64, 0.79, 0.70, and 0.97) respectively. In addition, the grand mean of the items, 2.40 with standard deviation of 0.79 is below the 2.50 cut off mean for decision taking. This implies that the respondents agreed that the goals of moral education contents of the Government Curriculum have not been achieved. Most of the teachers who participated in the interview acknowledged that Government curriculum has not helped in curbing anti-social and immoral behaviour that are witnessed among the youths.

Research Question 2: What is the extent of coverage of the moral education contents/topics in Government curriculum?

Table 2: Mean ($\bar{X}$) and Standard Deviation (SD) of the ratings of the respondents on the extent of coverage of the moral education contents/topics in Government curriculum

S/N	Item Statements	N	$\bar{x}$	SD	Decision
1	Electoral Process in Government curriculum	346	2.78	1.03	Accepted
2	Mass Media in Government curriculum	346	2.68	0.83	Accepted
3	Civil Service in Government curriculum	346	2.58	1.10	Accepted
4	Public Corporation in Government curriculum	346	2.81	0.89	Accepted
5	Local Government in Government curriculum	346	2.94	0.72	Accepted
6	Pre - colonial Administration in Government curriculum	346	2.76	0.86	Accepted
7	Nationalism in Government curriculum	346	2.82	0.83	Accepted
8	The 1999 Nigerian Constitution in Government curriculum	346	2.86	0.84	Accepted
	Grand Mean	346	2.78	0.89	Accepted

N= number of respondents, $\bar{X}$ =mean, SD= standard deviation

Results contained in table 2 showed the mean ratings of the respondents on the extent of coverage of the moral education topics/contents in Government curriculum. It shows that the mean ratings of the respondents on all the items (1 - 8) fall within the criterion range of 2.58 and 2.94 which is above the 2.50 cut off mean for decision taking. Additionally, the grand mean of 2.78 and standard deviation of 0.89 is above the 2.50 cut off mean for decision taking. This indicates that the respondents agreed that the moral education related topics in Government curriculum are to a high extent covered by teachers and students. The teachers who participated in the interview also opined that the contents of senior secondary school Government curriculum are adequate and are covered by teachers and students and if well implemented, could enhance moral behaviour of youths making them good and patriotic citizens.

Research Question 3: To what extent are appropriate teaching methods utilized by teachers in the implementation of moral education contents in Government curriculum?

Table 3: Mean ($\bar{X}$) and Standard Deviation (SD) of the ratings of the respondents on the extent appropriate teaching methods are utilized by teachers in the implementation of moral education contents in Government curriculum.

S/N	Item Statements	N	$\bar{x}$	SD	Decision
9	Inquiry teaching method is used in teaching moral education contents.	346	3.05	0.86	Accepted
10	Simulation teaching method is used in teaching moral education contents.	346	1.87	0.67	Rejected
11	Role play method is used in teaching moral education contents.	346	2.67	0.92	Accepted
12	Project based teaching methods are used in teaching moral education contents.	346	2.36	1.16	Rejected
13	Discussion based method is used in teaching moral education contents.	346	2.82	0.70	Accepted



14	Resource persons are engaged in teaching moral education contents.	346	1.88	0.69	Rejected
15	Peer teaching is used in teaching moral education contents.	346	2.35	1.03	Rejected
16	Debate is used in teaching moral education contents.	346	2.04	0.79	Rejected
17	Field trip is used in teaching moral education contents.	346	3.05	0.64	Accepted
18	Enter - educate approach/modeling is used in teaching moral education contents.	346	2.34	0.91	Rejected
Grand Mean		346	2.44	0.84	Rejected

N= number of respondents, X =mean, SD= standard deviation

The results in table 3 showed the mean ratings of the respondents on the extent appropriate teaching methods are utilized by teachers in the implementation of moral education contents in Government curriculum. The accepted items (9, 11, 13, and 17) have mean ratings that are greater than 2.50 mean benchmark while the rejected items (10, 12, 14, 15, 16 and 18) on the other hand have mean ratings that are less than 2.50 mean benchmark. s Further more, the grand mean of 2.44 with the standard deviation of 0.84 is lesser than the 2.50 mean benchmark for decision taking which indicates that appropriate teaching methods are to a little extent utilized by teachers. This view was also upheld by the interviewed respondents.

Research Question 4: To what extent are appropriate instructional materials employed by teachers in the implementation of moral education contents in Government curriculum?

Table 4: Mean (X) and Standard Deviation (SD) of the ratings of the respondents on the extent appropriate instructional materials are employed by teachers in the implementation of moral education contents in Government curriculum.

S/N	Item Statements	N	$\bar{x}$	SD	Decision
19	Government textbook is used in teaching moral education contents.	346	2.92	0.82	Accepted
20	Documentaries are used to teach moral education contents	346	2.91	0.86	Accepted
21	Drawings and sketches are used as instructional materials in Government classroom.	346	2.88	0.75	Accepted
22	Pictures and charts are used in teaching moral education related contents in Government classroom	346	2.92	0.80	Accepted
23	Real objects like ballot box/paper are used to make learning permanent in government classroom.	346	2.40	1.11	Rejected
24	Newspapers and magazines are used as instructional material in teaching moral education related contents in Government curriculum.	346	2.53	1.04	Accepted
25	Video clips are used as instructional material to teach moral education related contents in senior secondary Government Curriculum	346	1.71	0.53	Rejected
26	Study trip is used to aid teaching in government classroom.	346	1.82	0.91	Rejected
27	Maps are used in teaching moral education related contents.	346	2.96	0.84	Accepted
28	Films are used as instructional material in Government classroom.	346	2.09	1.04	Rejected
29	Audio tapes are used to teach moral education related contents in secondary Government Curriculum.	346	2.30	0.79	Rejected
30	Televisions are used to aid teaching of moral lessons in Government classroom.	346	1.80	0.83	Rejected
31	Computers are used in teaching moral education related contents in secondary Government Curriculum.	346	2.10	0.87	Rejected
Grand Mean		346	2.41	0.86	Rejected

N= number of respondents, X =mean, SD= standard deviation

The results in table 4 indicate the mean ratings of the respondents on the extent appropriate instructional materials are employed by teachers in the implementation of moral education contents in Government curriculum. The accepted items (19, 20, 21, 22, 24, and 27) have mean

ratings that are greater than 2.50 mean benchmark while the rejected items (23, 25, 26, 28, 29, 30, and 31) have mean ratings that are less than 2.50 mean benchmark. In addition, the grand mean of 2.41 with the standard deviation of 0.86 is less than the 2.50 mean benchmark for decision taking. This is an indication that the respondents agreed that appropriate instructional materials are utilized by teachers to a little extent in the implementation of moral education contents in Government curriculum. This view was equally upheld by most of the teachers who participated in the interview.

Research Question 5: To what extent are appropriate evaluation technique employed by teachers in the implementation of moral education contents in Government curriculum?

Table 5: Mean (X) and Standard Deviation (SD) of the ratings of the respondents on the extent appropriate evaluation technique are employed by teachers in the implementation of moral education contents in Government curriculum

S/N	Item Statements	N	$\bar{x}$	SD	Decision
16	Direct observation is used to assess students' understanding of moral education related contents.	346	2.96	0.88	Accepted
17	Classroom examination is used to assess students' progress.	346	2.62	1.11	Accepted
18	Classroom questioning is used in evaluating student's progress	346	3.08	0.81	Accepted
19	Self-assessment is used in evaluating student's understanding of moral education related contents	346	2.17	0.98	Rejected
20	Peer assessment is used in assessing student's progress.	346	2.14	0.99	Rejected
21	Test/quizzes are used to assess students' knowledge of moral education related contents in Government curriculum	346	2.97	0.69	Accepted
22	Homework/assignment is used to assess students' commitment to resolving moral dilemma	346	2.73	0.68	Accepted
54	Interview is used to assess students' level of understanding of moral education related contents	346	2.66	1.04	Accepted
	Checklist is used to keep record of students' understanding of moral education related contents.	346	2.12	0.94	Rejected
56	Anecdotal records are kept to track student's moral development	346	2.15	0.97	Rejected
57	Guess - who technique is used to assess students' application of moral lessons in the society.	346	2.06	0.79	Rejected
58	Socio-metric technique is used in evaluating student's progress in moral lessons.	346	2.10	0.92	Rejected
	Grand Mean	346	2.48	0.90	Rejected

N= number of respondents, X =mean, SD= standard deviation

The results in table 5 indicate the mean ratings of the respondents on the extent appropriate evaluation technique are employed by teachers in the implementation of moral education contents in Government curriculum. The accepted items (47, 48, 49, 52, 53, and 54) have mean ratings that are greater than 2.50 mean benchmark while the rejected items (50, 51, 55, 56, 57, 58,) have mean ratings that are less than 2.50 mean benchmark. In addition, the grand mean of 2.48 with the standard deviation of 0.93 is lesser than the 2.50 mean benchmark for decision taking. This indicates that the respondents agreed that appropriate evaluation technique are employed to a little extent by teachers in the implementation of moral education contents in Senior Secondary school Government curriculum. Most of the teachers who participated in the interview acknowledged that they evaluate their class to know if learning has taken place by asking questions, administering quizzes/tests and giving the students assignments.

Hypotheses

Hypothesis 1: There is no statistical significant difference in the mean ratings of male and female teachers on the extent of coverage of the moral education topics in Government curriculum.



Table 6: t-test analysis on the statistical significant difference in the mean ratings of male and female teachers on the extent of coverage of the moral education topics in Government curriculum

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.92	0.19	44	0.134	0.05	Accepted
Female Teachers	15	2.73	0.45				

Table 6 indicates that the significant value of 0.134 is greater than the probability value of 0.05. Since the significant value of 0.134 is less than the probability value of 0.05, the null hypothesis is therefore accepted showing that there is no significant difference in the mean ratings of male and female teachers on the extent of coverage of the moral education topics in senior secondary school Government curriculum.

Hypothesis 2: There is no statistical significant difference in the teaching methods utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Table 7: t-test analysis on the statistical significant difference in the teaching methods utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.47	0.13	44	0.045	0.05	Rejected
Female Teachers	15	2.33	0.25				

Data in table 7 indicate that the significant value of 0.045 is less than the probability value of 0.05. Since the significant value of 0.045 is less than the probability value of 0.05, the null hypothesis is therefore rejected proving that there is a significant difference in the teaching methods employed by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum in favour of male teachers.

Hypothesis 3: There is no statistically significant difference in the instructional materials utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Table 8: t-test analysis on the statistical significant difference in the instructional materials utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.50	0.15	44	0.093	0.05	Accepted
Female Teachers	15	2.37	0.27				

Data in table 8 indicate that the significant value of 0.093 is greater than the probability value of 0.05. Since the significant value of 0.093 is greater than the probability value of 0.05, the null hypothesis is therefore accepted proving that there is no significant difference in the instructional materials utilized by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum

Hypothesis 4:

There is no statistically significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Table 9: t-test analysis on the statistical significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.43	0.09	44	0.020	0.05	Rejected
Female Teachers	15	2.58	0.22				

Data in table 9 show that the significant value of 0.020 is less than the probability value of 0.05. Since the significant value of 0.020 is less than the probability value of 0.05, the null hypothesis is therefore rejected proving that there is a significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum in favour of female teachers.

Discussion of Findings

The finding of the study shows that the goals of moral education contents in senior secondary school Government curriculum have not been fully achieved. This finding is justified by the increasing level of moral vices such as cultism, rape, stealing, dishonesty among the youths in the society. This finding is in line with those of Yusuf et al. (2015) which showed that the contents of upper basic Social Studies as assessed by teachers have not adequately promoted the moral development of students. It is also in line with the findings of Andika and Thinguri (2015) which confirmed that peace education is not sufficiently integrated into the curricula hence the secondary school curriculum may not be effectively contributing to peace in the society.

The result of the study indicated that the moral education related topics in Government curriculum are covered by teachers and students. The coverage of the curriculum contents however, does not support the realization of the goals of moral education contents in senior secondary school Government curriculum. This could be as a result of inadequate application of suitable pedagogy by the teachers in the implementation of moral education contents. This finding is in line with the findings of Nwaubani and Okafor (2015) and Ogbewe and Adeyemi (2021) which found that peace and moral education contents were adequately reflected in the Basic Education Social Studies and Government curricula respectively. However, it contrasts with the findings of Solomon and Alhassan (2017) which revealed that value components (civic knowledge, skills and dispositions) in the UBE civic education curriculum are not adequate to meet the current national security challenges in Nigeria.

The result of the study also revealed that appropriate teaching methods are to a little extent utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum with a significant difference in the mean ratings of male and female teachers. In favor of male teachers. Indeed, inadequate utilization of appropriate teaching methods jeopardizes the realization of the goals of the curriculum. This finding is in line with the those of Aneke (2021) and Mbonu (2023) which found out that the application of appropriate and innovative instructional methods of teaching impact positively on the implementation of Government curriculum in senior secondary schools. It is also in line with the findings of Osuji and Awala (2019) whose findings indicated that the use of collaborative and mobile technology approaches, aspects of modern teaching methods, facilitate high academic performance among secondary school students.

The result of the study equally indicate that appropriate instructional materials are to a little extent utilized by teachers in the implementation of moral education contents in Government curriculum. The underutilization of instructional materials in the teaching and learning process could jeopardize the achievement of the curriculum objectives. Related to this finding is the findings of Adalikwu and Iorkpilgh (2013) which showed that students taught with instructional materials performed significantly better than those taught without instructional materials. It also corroborates the findings of Ordu and Amadi (2019) which indicate that the utilization of instructional materials enhance students' academic performance. The result of the study is also in



line with the findings of Agwu and Osuji (2021) which showed that instructional materials are required for effective teaching and learning of Government in schools.

It was revealed by the study that appropriate evaluation technique are to a little extent employed by teachers in the implementation of moral education contents in senior secondary school Government curriculum. This finding could be attributed to the fact that teachers have over the years focused on the conventional evaluation techniques such as test and classroom examinations in evaluating their students ignoring other relevant techniques such as checklists, records, socio-metric technique and other relevant techniques. The inadequate utilization of appropriate evaluation techniques hinders the realization of the goals of moral education in senior secondary school Government curriculum. The study also showed that there is a significant difference in the evaluation techniques employed by male and female teachers in favor of female teachers. This finding is in line with the that of Ames (2016) which revealed that adequate and periodic evaluation as well as assessment are necessary for effective teaching and learning. It also corroborates the findings of Oduor, Indoshi and Okwach (2019) which showed that appropriate assessment leads to effective teaching and learning of History and Government in secondary schools.

Recommendations

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

1. Educational authorities should provide teachers with constant gender sensitive trainings and in-service capacity building (through conferences, seminars and workshops) to enhance their instructional effectiveness. These training should focus on interactive and engaging teaching methods and approaches as stipulated in Government curriculum. It is expected that when this is done, the goals of moral education contents in Government curriculum will be fully achieved.
2. Government, policy makers and school administrators should invest in relevant instructional materials and ensure, through constant supervision, that teachers are effectively using them in the teaching and learning process. This hopefully will improve the teaching and learning of Government as well as the realization of the goals of moral education contents in senior secondary school Government curriculum.
3. Teachers should be trained and retrained by Government and other relevant educational agencies on the the uses of evaluation techniques other than conventional classroom examination and tests to assess student learning outcomes. This will ensure teachers' knowledge and application of other evaluation techniques such as checklists, anecdotal records, socio-metric technique and guess - who technique. With these inputs, the moral development of students can possibly be enhanced.

Conclusion

Based on the discussion of the findings of this study, it was concluded that moral education contents in senior secondary school Government curriculum are not effectively implemented. This is because, even though the moral education-related topics in Government curriculum are covered by teachers and students, the goals of moral education are not being achieved because appropriate teaching methods , instructional materials and evaluation techniques are not adequately being utilized by teachers in Senior Secondary school Government classrooms.

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