



ISSN: 0795-6061

**ILORIN JOURNAL OF HEALTH,
PHYSICAL EDUCATION
AND RECREATION
(IJOHPER)**

**VOLUME 6,
No. 1 (2013)**

A Publication of
**Department of Health Promotion and
Environmental Health Education &
Department of Human Kinetics Education
UNIVERSITY OF ILORIN, ILORIN, NIGERIA.**

**ILORIN JOURNAL OF
HEALTH, PHYSICAL
EDUCATION AND
RECREATION
(IJOHPER)**

*A Publication of
Department of Health Promotion and Environmental
Health Education &
Department of Human Kinetics Education*

ISSN: 0795-6061

VOLUME 6, NO. 1 (2013)

EDITORIAL TEAM

Editorial Advisers

Prof. A.O. Moronkola

Prof. B.O. Ogundele

Prof. A.O. Onifade

Prof. M.L. Emiola

Editors - In - Chief

Dr. O. A. Onifade

Dr. Olufunmilola L. Dominic

Associate Editors

Prof. E.A. Ogunsakin

Prof. O.O. Obiyemi

Prof. A.A. Adesoye

Prof. A.E. Talabi

Managing Editor

Dr. O.O. Oyerinde

Members

Dr. R.A. Shehu

Dr. O.L. Olaitan

Dr. S.O. Oniyangi

Dr. O.T. Ibraheem

NOTE FOR FUTURE SUBMISSION OF MANUSCRIPTS

1. Ilorin Journal of Health, Physical Education and Recreation, publishes articles in any area of Health, Physical Education and Recreation.
2. Article should normally be about 4000 to 5500 words. Book reviews or review articles should not be more than 1000 words.
3. An abstract (in English) not exceeding 200 words should be included.
4. Two hard copies and a disc copy are to be submitted. The disc copy should be produced using Microsoft word or word perfect for window programme. Please keep a copy of your paper.
5. The cover page should indicate the title, author's name and address to which proof are to be sent
6. As much as possible, footnotes should be avoided. Very crucial note should be numbered consecutively and placed at the end of the article.
7. References should be arranged alphabetically and placed at the end of the article. The preferred format is exemplified below.

Hostage, O.M. (1975): "Quality Control in a Service Business" HBR. July-Aug. pp. 98-106.

Green. P. E. & Carmone, F. I.: Multidimensional Scaling and related Techniques. Boston: A. Ally & Bacon 1970.

Liechty, M.B. & Churchill. O. A., (1979): Conceptual insights into consumer satisfaction with services, AMA proceedings pp. 509-515.
8. All contributors will receive a free copy of the issue number in which their article(s) appears. They should therefore endeavour to inform the Editor-in-Chief of any change in their address.
9. The Journal is published bi-annually in July and December.
10. All manuscript for publication consideration should be sent to:

The Editor-in-Chief

Health, Physical Education And Recreation

University of Ilorin.

P.M.B. 1515, Ilorin, Nigeria.

CONTENT

	<i>Page</i>
1. Supply of Teachers And Students' Academic Performance in Kwara State Public Secondary Schools, Nigeria. — Dr. A.A Tijani	1
2. Effectiveness of Television as a Medium of Instruction in Secondary Schools in Ilorin West Local Government Area, Kwara State. — Daramola, Florence Olutunu	18
3. Female Genital Mutilation/cutting (FGM/C) Practices: Issues and Challenges in the 21st Century. — Okaka, Richard O.	28
4. Primary Health Care Providers' Knowledge of Occupational Blood Hazards Common to Health Care Personnel in Oyo East Local Government, Oyo State. — Baba Dare, A., Oguntunji I.O., Ajadi, M.T., Ibrahim A., Abdullahi, J.	36
5. Educational Reforms and Supervision in Nigeria — Abdulkareem, R.L. & Sheu, A.A.	50
6. The Roles of Diet and Exercise in the Control and Maintenance of Obesity and Overweight — Adelusi, J.O., Oloyede, R.O., Akinmusere, A.K., Oluwadare, S.O.	58
7. Nutritional Needs of Athletes Participating in Competitive Sporting Events in Low Latitude Areas of Nigeria — Osayande, E.I., Baba Dare A., Abdullahi Jimoh, Bibire, A.H	71
8. Influence of Demographic Factors on Children Immunization Among Nupe People in Kwara State, Nigeria — O.A. Onifade (PhD), I. Ologele, Tawakalitu K. Ijaodola...	80

9. Management Information Systems: A Panacea to Achieving Effectiveness in University Administration in Nigeria
— **Ojo, O. J., Oyelabi, G.O.** 90
10. The Relevance of Moral Education in Tackling Corruption for National Development
— **Amali, I. O. O. (PhD), Yusuf, A. (PhD), Bello, M. B. (PhD)**..... 102
11. School Facilities and Safety of Pupils in Primary Schools in Osun State, Nigeria.
— **Y. A. Fasasi (PhD), O.O. Oyerinde (PhD)**..... 111
12. School Plant Organization and Students' Academic Performance in Akinyele Local Government Area Senior Secondary Schools, Oyo State.
— **Oyeniran, Saheed (PhD), Atolagbe, A.A. (PhD), Bello O.T.**..... 120
13. The Stress of Life: The Management Strategies in the Nigerian Situation.
— **Ojo, O.S. (PhD), Onifade, O. A. (PhD)**..... 134
14. Teaching Practice: Duties of Student Teachers and Supervisors
— **Dr. Yunus Adebunmi Fasasi**..... 143
15. Tools and Materials for Public Health Education: My Position
— **Prof. O.G. Oshodin**..... 151
16. Influence of Socio-economic Status of Adults on Practice of Child-labour: Health Implication in Zaria Metropolis Kaduna State, Nigeria.
— **Badaki, O. L, Dominic, O. L, Oyerinde, O. O., Makama, B.A, Musa Ogidi**..... 157
17. Road Safety Initiative in Nigeria: Implication For Traffic Management
— **Joseph Afolayan Adegboyega, (PhD)**..... 168

THE RELEVANCE OF MORAL EDUCATION IN TACKLING CORRUPTION FOR NATIONAL DEVELOPMENT

Amali, I. O. O. (PhD),

Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria. muhinat4islam@yahoo.com

Yusuf, A. (PhD)

Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria. muhinat4islam@yahoo.com

Bello, M. B. (PhD)

Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria. muhinat4islam@yahoo.com

Abstract

Nigeria is again passing through a difficult moment with a chain of embarrassments in the National Assembly. Although corrupt practices have been a recurring decimal in the nation's political history, its rate and dimension since the resurgence of civil rule in 1999 is going beyond acceptable level in the country. The politicians are increasingly thinking that political office is a sure means of getting rich and they are not concerned about the impact of their unethical behaviours on the society. There have been waves of social restructuring and reforming to curb the corruption syndrome but the increasing social malaise calls for a re-examination of anti-corruption strategy. This paper, thus, focuses on character and moral education of the youths as a new paradigm for tackling corruption in Nigeria so as to attain sustainable development.

Keywords: anti-corruption, political office, moral, education, achievement tests

Introduction

There are multitudes of theories on moral education, and there are equally

many views on the role of education on character and national development. Some scholars have argued that schools have appropriate settings for moral education because the main "goal of the school is to promote students' cognitive, affective and psychomotor development, for them to be functional members of the society. DeRoche and Williams (1998) echoed similar view thus:

The development of any nation rests heavily on the education of its citizenry. This is because the purpose of education is to transmit the culture of the people, to initiate the young into their way of adult life, and to mould their characters for the well-being of their immediate community. Adiele in Bagudo, (2004) defines education as a process that brings about desirable change in human behaviour.

Conceptual Clarifications

The Concept of Morality

Moral education is as old as society and education. It addresses ethical dimensions of the individual and society and examines how standards of right and wrong are developed. Moral education teaches core moral values, such as care, honesty, responsibility and so on. It helps to raise morally responsible and self-disciplined citizens. Character education, like moral education also involves teaching children and youths the basic human values; including honesty, kindness, generosity, courage, freedom, equality, and respect. It aims at creating schools that foster ethical, responsible values, and caring for young people. Moral education is what the school teaches that help the youths to be mature adults that are ethnically well groomed, capable of moral thought and action. Evidence has shown that some schools with good moral education programs have fewer disciplinary referrals for misbehavior, improved school attendance, fewer student drop-outs, and higher performance scores on standardized achievement tests (Ryan, 1997). According to Hurn, (1987) values define moral character and create justification for a person's beliefs, decisions, and actions, including getting involved in corrupt activities.

Corruption is a social problem that interest many scholars. Ayobami, (2011) asserted that corruption in Africa is a problem of routine deviation from established standards and norms by public officials and parties with whom they interact. He also identified the types of corruption in Africa as bribery, private gain, and other benefits to non-existent workers and pensioners (called ghost workers). The dishonest and illegal behavior exhibited especially by people in

authority for their personal gain is corruption. According to the Independent Corrupt Practices Commission (ICPC) Act (section 2), corruption includes vices like bribery, fraud, and other related offences. Corruption is the abuse or misuse of power or position of trust for personal or group benefit (monetary or otherwise).

Corruption is very difficult to define, but an individual recognizes it when one is confronted with it. However, Nussbaum (2006) defined corruption as the use of entrusted power for private gain. It is visible in every sector of Nigerian society, though there exists no society that is absolutely free from corruption but magnitude varies from one society of the world to another. No nation can talk of development when its leaders are abusing the power entrusted unto them in every field of human endeavour. Corruption is morally wrong because it is incompatible with good ethical values.

Corruption is a symptom of numerous difficulties within contemporary societies. It usually involves more than one party. It takes a form of an organized crime. An organization that is established through corruption will beget corruption. Gbenga in Ayobami (2011) asserted that corruption is contagious. An analysis of the anti-graft/anti-corruption laws in Nigeria shows that corruption will continue in spite of the laws because the perpetrators do not fear any consequences. It is now dawning on the Nigerian public that the so-called private enterprise and legislators are free from scrutiny, while governors are immune while in office. Corruption is found in the award of contracts, promotion of staff, dispensation of justice, and misuse of public offices, positions, and privileges, embezzlement of public funds, public books, publications, documents, valuable security and accounts. Corruption can be systematic in nature and affect the whole life of an organization or society.

John Locke in Hurn (1987) outlined the doctrine of the separation of powers, indicating the danger of oppressive and arbitrary rule when all functions of government are exercised by a single person or institution. Thus, the growing corruption in Nigeria can be traced to people holding power at the federal, state, and local government levels. Corruption does not involve just people in government, but also people in both private and public positions and even the traditional rulers.

Moral values can simply be referred to as learning moral contents which constitute the moral heritage which are passed on from one generation to the next. Each new generation and each individual may alter or add to that heritage, but the heritage provides a foundation. In the Nigeria culture, that foundation

typically includes values such as, cooperation, courtesy, courage, and fairness, respect (including respect for self, others, animals, property and the environment). Moral values are means of knowing what behaviour is required in concrete situations. Morality helps to formulate principles on what to do when there is value conflict. Morality can also be seen as the collection of beliefs as to what constitutes a good life.

The Concept of National Development

Although, some writers see the concept of sustainable National Development as an economic one (Anon 1967, and Essien 2003), It is strongly believed that, economy plays a major role in sustainable national development, but other indices, such as unity, education, mass participation in government activities, maintaining law and order equally have tangible roles to play in promoting the industrial state of a nation. One cannot be wrong to say that even with a buoyant economy, a nation or state must still ensure that the indices highlighted above to have a meaningful sustainable national development. It therefore holds that sustainable national development is the aggregate financial buoyancy as well as the education of and involvement of the citizenry in peaceful activities that will lead to the nourishing of a country's economy. It is all of these things that aid the development of any nation, both overtly and covertly.

The trend of Corruption in the Society

Corruption is a serious threat to Nigeria's economic development and democracy. To ensure effective governance, the political system is divided into Legislative, Executive and the Judiciary arms. But because of corruption, which is the stock in trade for political office holders in Nigeria, its powerful Executive branch has often influenced the activities of the other branches through improper use of political patronage and other corrupt means. With the power of corruption many dishonest individuals have become role models for the youths leading to continuous decline in moral standards and rampant corrupt practices in Nigeria's public life. Nigeria has witnessed a series of national debates on how corrupt leaders loot the nation and waves of social reforms to tackle it but to no avail. The efforts were not working, not because the ideas are flawed (many of them are commendable) but because the people implementing the reforms are corrupt which prevents the reforms from being effective. The nurturing ingredients for corruption in Nigeria are the leaders, parents, religious administrators, political leaders as public institutions (schools, social and institutions and homes) have failed to understand or uphold their ethical and moral responsibilities to the youths and society at large. Many of them do not

differentiate between right and wrong, just and unjust, or what is fair and unfair, because most were selfish and cater for themselves as well as their families alone.

Corruption has brought about inequality among Nigerians and in the eyes of the law. The law treats the powerful and corrupt politicians differently from the poor or masses; thus, the laws are not properly enforced to ensure good guide to good conduct. Because of this, Nigeria's political and social systems have failed to serve the interest of the common people. And this is influencing the few good individuals in the society to join the group of corrupt men. The corrupt officials who implement the laws use their "wealth" and positions to distort the rule of law and allow their corrupt cronies to escape punishment whenever they are apprehended. Corruption is a human behaviour that has negative effect on national development. In other words, corruption has destroyed the morality of most Nigerians including the law enforcement officials. Thus, It is sad that those who are looting the nation are enjoying their "corrupt wealth" while hardworking Nigerians find it difficult to make ends meet. This does not augur well with many Nigerians as well as for the development of the country.

Nigeria has a large number of "unpunished wrongs doers" and there has been a public outcry against corrupt practices. Gandhi (2003), listed some sins that corrupt human life, as; wealth without work; enjoyment without conscience; knowledge without character; business without morality; science without humanity; religion without sacrifice; and politics without principle. However, one might add democracy without social justice as the case is in Nigeria.

There is no end in sight yet in Nigeria towards prevention of corruption because many of those waging the present anti-corruption crusade are themselves corrupt. The global corruption watchdog, Transparency International released its 2012 Corruption Perceptions Index, ranking Nigeria as the 35th most corrupt country in the world. Corrupt activities are not in short supply in Nigeria; it has affected all facets of the society. But the most pathetic part of it is that corrupt politicians are celebrated and awarded State honors. Most politicians re-direct public funds into their personal accounts and would refuse to resign from their posts. Even if they are indicted some of them would blame "the Devil" for being corrupt. Corruption is no longer a male phenomenon as Nigerian women have joined the band wagon of corrupt practices. There have been several cases of corruption charges against prominent members of Nigeria National assembly but none of them have ever been treated judiciously to bring the culprits to book. Instead many of them are swept under the carpet. Thus, the problem of corruption has been very difficult to overcome Nigeria.

The menace has ruined the nation's democracy and retarded her economic, political, and social development.

Tackling the Root of Corruption Through Moral and Character Education

For Nigeria's to be developed and ranked among the developed nations of the world by 2020, she must find lasting solution to corruption. It is hoped that moral and character education will be an effective tool to tackling corruption in Nigeria. This is because moral and character education taught in the school will help to educate the children and the youth and prepare them for positive thinking and skills. This is in line with Covey in Ryan, (1997) who opined that for development to take place in any human society, the people require "a new mind set, a new skill set, a new tool set" and "a new habit". Moral and character education should be made compulsory in Nigerian school curriculum. Objective should target the young to instill good character and morality in them. Through good moral and character education the society would help the young develop good judgment, integrity, trustworthiness, and other essential virtues (Lickona 2004 & Ferrante 2011). If the young ones are properly educated and their minds and hearts disabused of corruption they will grow up knowing what is right and wrong, and be aware of their social responsibilities and limitations. The absence of good moral character could be the cause of greed, selfishness and corruption in the country. Good moral and character education goes beyond corruption, it is the root causes of the nation's social ills. Corruption is a moral problem; it is incompatible with ethical values of good citizenship. Nigeria can tackle corruption through managing individual morality and integrity and mould them to be honest and trustworthy. As Hurn, (1987) rightly pointed out life of the nation would be secured only while the nation is honest, truthful, and virtuous.

Again some adults need to be exposed to moral and character education for attitudinal change; although, sometimes it is difficult to change adults, especially those with entrenched bad behavior. That is why it is important to expose the youths and children to moral and character education because it provides long-term solutions to moral, ethical, and academic issues of the society.

Moral and Character Education Requires Explanation to Achieve the Desired Objectives

Explanation is the means through which moral and character education can be imparted to the children and youths. This is the contribution of Durkheim

in Hurn (1987) who maintained that, to teach healthy practices and morality, is neither to be preached nor indoctrinated, it is to be explained. This shows that moral education needs to be explained to children and youths and not simply to stuff students' heads with the rules and regulations of society.

Problem solving, discussion, and role play methods can also be adopted in developing good moral character in the youths. Good role modeling in the classrooms and out in the communities is important in moral education because through role playing and discussions, students could see how their actions and decisions affect others in the society. Thus, it has been noted that morals are caught, not taught, and classroom life is saturated with moral meaning that shapes students' character and moral development (Ryan, 1997). The schools in Nigeria are today strewn with cases of vandalism, cultism and cheating in school examinations, disrespect for authority and an upsurge in prostitution, drug abuse and other self-destructive behaviors. Most of the youths continue with these anti-social behaviors in their adult lives thereby resulting to increased bribery and corruption and electoral frauds in Nigeria. In many developed societies moral and character education are introduced into the classroom through the study of heroes and heroines and special teachers are hired for the purpose. Those identified by communities as good role models are often invited by school authorities to visit local schools to address students. And the students would use the opportunity to examine the character traits personified in the speakers and aspire to emulate their good character and life. Sadly, in Nigeria many of the role models the youths are exposed to are the corrupt politicians who are "wealthy" through milking the wealth of the Nation. Providing Nigeria's children and youths good role models for good character and moral development is important for healthy development of Nigeria children.

Other socializing agencies in the society such as the families, churches, mosques and community members should be partners in the character-building efforts to serve as vital instruments for promoting 'core ethical values in children and youths as a means of tackling corruption. To effectively teach moral and character education, our schools should reinforce 'good character traits', develop a curriculum integration of subjects, create a positive school climate, and provide access to comprehensive guidance and counseling services. This is because moral and character education require a holistic approach that includes civic education and connects the moral dimension of education with students' lives.

The teacher being a role model would provide the children and youths a vital means through which they can be morally educated. The teacher should

exhibit good moral characters such as: the virtues of patriotism, hard work, honesty, self-sacrifice, and courage for the children and youths to emulate. All these would help individuals to eschew anti-development behaviors, such as bribery and corruption.

Conclusion and Recommendations

This paper has argued that moral and character education of children and the youths is a good strategy to tackle the root causes of corruption in Nigeria. Moral and character education would give the youth a good moral compass, set clear standards of behavior and enable them to acquire ethical values, such as honesty, integrity, respect, responsibility, self-discipline and reliability. Further, this study observed the broken social contract of Nigeria political leaders and those in authority in respect of their moral and social responsibilities and obligation to the citizenry. Character and moral education would also equip the young and adults with 'essential virtues' to enable them become good citizens and be successful in the rapidly changing and highly competitive global economy.

For the anti-corruption crusade to be successful Nigeria needs political leaders with "moral purpose" to make a positive difference in the lives of all citizens. The society should begin to hold the corrupt leaders accountable for their actions. The failure to hold them accountable would further encourage corruption in Nigeria public and private sectors. However, character and moral education alone will not suffice; to effectively tackle corruption, the educational programs must be complemented by effective institutional strategies such as judicial or legal order that should be allowed to operate unhindered to fight corruption in Nigeria.

References

- Ayobami, O.O. (2011). Corruption Eradication in Nigeria: An Appraisal. Retrieved from: <http://unllib.unl.edu/LPP/>
- Bagudo, A.A. (2004). *Philosophical Analysis of Educational Concepts*. Ibadan: Sam Bookman Publishers.
- Bello M.B. (2006). An Appraisal of School as a Custodian of Moral Values: A case study of Selected secondary schools in Sokoto Metropolis. *Sokoto Educational Review*. 8,2, 192-203.

- DeRoche, E. F. & Williams, M.M. (1998). *Educating Hearts and Minds: A Comprehensive Character Education Framework*, Thousand Oaks, California: Corwin Press, Inc.
- Ferrante (2011). *Sociology: A global perspective*. U.S.A, 20 Davis povie Belimont.
- Gandhi (2003). *Corruption in Developing Countries* . Retrieved from:<http://www.africaeconomicanalysis.org/articles/gen/corruptiondikehtm.html>
- Hurn, C (1987). *The limits and Possibilities of Schooling, An introduction to Sociology of Education*. London. Allyn and Bacon, Inc.
- Icheku, T. (March 29, 2008). *Democratization of Loot.: Saturday Sun*, p.4
- Lickona, W.L. (2004). *The Ethics Challenge in Public Service: A Problem Solving Guide*. Retrieved from www.LawrenceKohlberg's Approach to Moral Education.html.
- Nussbaum, D. (2006). 'Money versus Morality: Is Corruption just a matter of misaligned incentive? Retrieved from:www.ncpublicschools.org/charactereducation
- Ryan. K. (1997). *New Moral*. Retrieved from <http://www.weduAmerican and Morality.htm>
- Victor, E. D. (2007). *Democracy and Political Life in Nigeria; Vanguard " Nigeria and the global Corruption Perception Index (2)"*