



Influence of Moral Instruction on Academic Achievement of Secondary School Students in Rivers State: Implications for Counselling

Maxwell Eremie & Nwagbogwu, Ifoema Grace

**Department of Educational Foundations,
Faculty of Technical and Science Education, Rivers State University,
Nkpolu-Oroworukwo, Port Harcourt, Nigeria**

ABSTRACT

The study investigated Influence of moral instruction on academic achievement of secondary school students in Rivers State with cross-sectional survey design. The study was guided by three (3) research questions and three corresponding null hypotheses. The target population of the study consisted of all the SS1 students for 2017/2018 academic session, numbering 34,611 as at the time of this study. The multi-stage sampling technique was used to draw a sample of 1800 students. Influence of moral instruction and academic achievement questionnaire (IMIAAQ) constructed by the researchers was used for data collection. The face and content validity of IMIAAQ was determined by test experts and guidance and counselling experts. The reliability was determined through the internal consistency method with Cronbach Alpha, which yielded 0.69. Data collected from this instrument was analysed with mean for the research questions, and Z-test statistics for the null hypotheses. Results revealed that female and male students were differentially influenced by Moral motivation and Moral judgement on academic achievement, while moral sensitivity does not indicate any influence on male and female students' academic achievement. In line with the findings, it was recommended amongst others that, Curriculum planners and developers should drop Religion and Value Education (RVE), to allow every state to teach moral instruction in line with the religion operative in their locale to avoid suspicion and disaffection.

Keywords: Moral Instruction, Academic achievement, Religion, Students, Moral motivation, Moral sensitivity, Moral judgement.

INTRODUCTION

Moral instruction in Nigerian secondary schools is transmitted through religious education, hence one can rightly say that moral instruction and religious studies are tied up with a sort of umbilical cord, the two have mutually influenced themselves right down the ages. In Rivers State students receive moral instruction every day during morning assembly, moral education is also a compulsory subject at the junior level (JSS) transmitted as Christian religion studies. Although the curriculum reviewers have reviewed it to include other subjects and renamed, Religion and Value Education (RVE). This new subject has not been implemented by schools in Rivers state and some parts of the country because of the contention of the Christian Association of Nigeria (CAN) who is opposed to the removal of Christian religious study from the curriculum. CAN need a justification for the inclusion of Arabic studies, the removal of Christian religious studies and the subsequent introduction of this new subject RVE in the school curricular which includes the teaching of other religions. This has been the major hindrance to the effective kick off, of this new subject to impart moral instruction across the tenets of different religions. Mambula in Tonbra (2013) considers moral education superior to any other form of education, as without it, other types of education would lose their efficacy. He maintains that the subordination of intellectual

education, to moral education follows directly for the recognition of the basic aim of education, the elevation of ourselves to sense of inner dignity of our nature, and of pure lighter, godly being which lies within us. This sense is not developed by power of our mind in thought but is developed by the power of our heart in love (p.72).

Njoku (2012) described moral instruction as a school subject in terms of values, norms, laws, ethics and knowledge systematically selected and presented to learners to enable them function effectively in the society. Okpara (2006) defined moral instruction as chains of organised knowledge which were derived from a given religion to help man achieve personal measure of insight into the system of the universe. If these values are properly taught in schools, vices such as vandalism, examination mal-practice, gangsterism, alcoholism, drug addiction, killing, stealing, blackmailing, etc will reduce in our society. Ihuoma in Njoku (2010) in consonance with this view observed that moral instruction has the goal of assisting in developing compassionate and fair-minded persons who can make positive contributions to the society as individuals and members of the group.

Obinna (2006) in line with this view believed that the major target of moral instruction is to transmit values of nation's heritage to the next generation while supporting the autonomous moral development of the students. Obinna went further to say that the inclusion of moral instruction in the national curriculum was informed by the pervasiveness of moral crisis among the secondary school students. Experts in moral education believe that moral development promotes critical thinking and moral reasoning which positively impact national development. Moral education is meant to encourage learners to develop a right attitude towards life, their environment, interpersonal relationship and community living.

The nations' need for her citizens to develop the right values and moral behaviour needed for the socio-political and economic development of the nation calls for the introduction of moral instructions through religion and value education. No wonder the national educational goals derived from the philosophy of Education as stated in the national policy of education (NPE) (2004) includes;

- (a) The inculcation of national consciousness and national unity,
- (b) The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society,
- (c) The training of the mind in the understanding of the world around.
- (d) The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

What is the hope of Nigeria in achieving these laudable objectives considering the problem of declining morality especially among our secondary school students where cultism, vandalism, drug addiction, examination mal-practice, alcoholism, gangsterism, and other vices are the order of the day? Government, parents, school administrators and all stakeholders in the business of education have shown much concern over moral decadence experienced in our school system and nation in general. The immediate past president of Nigeria Dr Goodluck Ebelle Jonathan highlighted in one of his addresses on the need for peace when he said "the lines between right and wrong are continuing to plague our communities (retrieved from the World Wide Web on 24, May, 2012). Morality is therefore seen as an antidote to the ever-increasing incidence of moral decadence. It is therefore, essential that the issue of morality in our school system be properly addressed especially among the secondary school students. The secondary school is a crucial stage for any individual who wants to be useful and become somebody in life that is why the National Policy on Education (2004) consciously spelt out two broad goals of secondary education in clear terms as follows,

- To prepare the individual for useful living within the society and preparation for higher education. In specific terms amongst others, secondary education shall inspire students with desire for self-improvement and achievement of excellence (section 5, nos 21a & b and 22 e).

From this statement we can deduce that secondary school students are assets in any part of the world, they become the human workforce after successful graduation to keep the growth and development of the

nation's economy. We live in a competitive society where the best is considered before others, those who fail on graduation usually find it difficult to get jobs. It is therefore necessary to focus on student's academic performance in relation to moral instruction so that they can fulfil the supply chain in the labour market. Unfortunately, students these days care less about their dismal academic performance due to lack of concentration and focus on their studies. Duncan in Njoku (2010) points out that, there is no doubt that things are falling apart, many people behave as if there is no need for decency and diligence for things that matter. There is an increase in moral, social and cultural decadence which accounts for the poor performance of students in the secondary school.

Benningo in Streight (2013) investigated the relationship of character education implementation and academic achievement in 651 elementary schools. The results of this research show that a composite summary score of character education criteria is positively correlated with academic indicator across years. The elementary schools in the sample with solid character education programs defined by six criteria and their eleven indicators not only show positive relationships with academic indicators that same year but also evidence positive correlations across the next two academic years. Schools with higher evidence of character education implementation in these areas and with more total character education, overall tended to have higher academic scores on all the measures used.

Another research conducted by Tonbra (2013) investigating the counselling implication of moral education for academic performance of secondary school students in Ezinihitte, Mbaise local Government area Imo state. Area, Imo State. Results revealed that moral education and counselling had positive influence on the academic performance of students, whereas immorality had a significant negative impact on the academic performance of students.

Luttamaguzi (2012) investigated the influence of moral aptitude on academic performance of undergraduate students in School of Education Makerere University. Involving 115 students, Data was analysed using a correlation co-efficient index. Results indicated that there is a positive significant relationship between students' self-conduct, understanding of the community moral values, moral beliefs and academic performance at school of education.

Moral decadence has watered down the academic achievement of secondary school students. Iwundu in Busari (2017) described academic achievement as a degree or level of success attained at the end of an academic endeavour. Ogundokun&Adeyemo in Busari (2017) identified test scores or marks assigned by educators as gauges of academic achievement. Moral education is needed in secondary schools to differentiate between right and wrong to live a productive life in the society if carefully and rightly imparted; it will go a long way to reduce the social vices experienced in the secondary schools and improve academic performance of secondary school students. Given the above the researchers conceived the idea to embark on this study. Influence of moral instruction on academic achievement of secondary school students in Rivers State, it is against this background that this study was conceived.

Statement of the problem

Secondary school students' academic performance has been far from being desirous. Achievement in academic work is increasingly on the fall by the day coupled with the worrisome moral decadence that has eaten deep into the fabrics of our secondary school system. The researchers observed that without conscience most secondary school students engage in examination mal-practice just to pass their exams especially in external exams like JAMB, SSEC and NECO leading to mass cancellation of results in some schools and centres. For a society that desires growth, development and stability this is not healthy. The truth is that an individual with a right moral conscience cannot indulge in such practices. The high rates of social vices in our secondary schools have threatened the foundation of our schools, our educational standard and engineered insecurity in our school system. If these individuals are the future leaders, what will our society look like in the nearest future being the leaders of tomorrow? If they become teachers, what morals will they impart on students? When they turn out to be parents, what can they impart of their children? The present situation in our secondary schools is indeed worrisome and pathetic. These and other worrisome situations in our secondary schools, provoked the researchers interest to embark on this study "Influence of moral instruction on academic achievement of secondary school students in Rivers

State” to ascertain whether moral instruction has any influence on academic achievement of secondary school students.

Purpose of the study

The main purpose of this study is to investigate the influence of moral education (instruction) on academic achievement of secondary school students in Rivers State. The specific objectives of the study include,

- (1) To ascertain the extent to which moral motivation influence the academic achievement of male and female secondary school students
- (2) To determine the extent to which moral sensitivity influence the academic achievement of male and female secondary school students
- (3) To find out the extent to which moral judgement influence the academic achievement of male and female secondary school students

Research Questions

The following research questions were raised to guide the study.

- (1) To what extent will moral motivation influence the academic achievement of male and female secondary school students?
- (2) What is the influence of moral sensitivity on the academic achievement of male and female secondary school students?
- (3) To what extent does moral judgement influence the academic achievement of male and female secondary school students?

Null hypotheses

The following corresponding null hypotheses were tested at 0.05 level of significance,

- 1) There is no significant influence of moral motivation on the academic achievement of male and female secondary school students in Rivers State
- 2) Moral sensitivity does not significantly influence the academic achievement of male and female secondary school students
- 3) There is no significant influence of moral judgement on the academic achievement of male and female secondary school students

METHODOLOGY

The research design used for this study was the cross-sectional survey research design. Kpolovie (2010) describe the cross-sectional survey research design as a developmental field study that is characterized with large representative samples of subjects drawn randomly from different ages or educational levels to be comparatively investigated simultaneously. The researchers are convinced that this study Influence of moral instruction on academic achievement of secondary school students in Rivers State was most suitable with the use of Cross-Sectional survey.

The population of the study includes all the senior secondary one (SS1) students in public secondary students in Rivers State. As at the time of this study they were 34,611 in number across the two hundred and forty-seven (247) Senior Public Secondary schools in Rivers State made up of 16,779 boys and 17,882 girls in SS1 respectively (Source: senior Secondary Schools board: office of the Director Planning, Research and Statistic). The sample of the study consisted of 1800 students chosen through a multi-stage sampling method.

The instrument used for data collection was developed by the researcher and named ‘Influence of Moral Instruction and Academic Achievement Questionnaire (IMIAAQ). It has 2 sections with 12 self-report items on a 4-point scale. A criterion mean of 2.5 was set to determine agree and disagree on the questionnaire. The validity of the instrument was determined by 2 test experts and experts from the field of guidance and counselling from the Ignatius Ajuru University of education Rivers State. The reliability of the instrument was determined through the internal consistency method. The researcher administered copies of the instrument to thirty (30) SS1 students in the study schools once and the scores so obtained were subjected to Cronbach Alpha statistic and it yielded (a) 0.69, this was adjudged to be

adequate for use by experts. The direct delivery method (DDM) was used to administer the instrument with the assistance of teachers and trained research assistants. The instrument was administered and retrieved within the same week, although about 52 were not properly filled and 28 could not be retrieved. Only the 1,720 that were properly filled and retrieved were used for the study. The research questions were answered with mean, which was used against a criterion mean set by the researchers while the Z-test statistic was used for the three null- hypotheses.

RESULTS/ DISCUSSION

4.1.1 Research question 1: *What is the extent to which Moral motivation influence the academic performance of male and female secondary school students in Rivers State?*

Table 1: Male and Female students mean and standard deviation scores regarding Moral Motivation

Male										Female								
S/N	Items	N	SA=4	A=3	D=2	SD=1	ΣF(X)	χ	Decision	N	SA=4	A = 3	D=2	SD=1	ΣF(X)	χ	Decision	
1	I'm inspired to improve academically by what I hear.	900	88	105	472	235	1846	2.0	Disagree	820	520	150	30	120	2710	3.3	Agree	
			352	315	944	235					2080	450	60	120				
2	Moral lessons motivate me to improve my performance.		105	185	387	223	1970	2.1	Disagree		450	300	30	40	2800	3.4	Agree	
			420	555	774	223					1800	900	60	40				
3	My adherence to moral lessons helped to boost my performance.		92	125	514	169	1940	2.5	Disagree		330	380	88	22	2658	3.2	Agree	
			368	375	1028	169					1320	1140	176	22				
4	Moral lessons make me remain focused and responsible		115	102	315	368	1764	2.0	Disagree		380	400	28	12	2788	3.4	Agree	
			460	306	630	368					1520	1200	56	12				
Total		900		Grand Mean Total =				2.2			820			Grand Mean Total =			3.3	

The data on table 1 shows that all the mean scores of the female students and their grand mean were above the criterion mean, while the grand mean for their male counterparts and the mean for all the items were all below the criterion mean except item 3. One can explain this to mean that: males are less morally motivated to achieve academically; while the females were highly motivated to achieve academically with moral instruction.

Research question 2: *What is the influence of moral sensitivity on the academic achievement of male and female students in Rivers State?*

Table 2: Male and Female Students mean scores regarding Moral Sensitivity.

Male										Female							
S/N	Items	N	SA=4	A=3	D=2	SD=1	$\Sigma F(X)$	\bar{x}	Decision	N	SA=4	A = 3	D=2	SD=1	$\Sigma F(X)$	\bar{x}	Decision
1	I'm sensitive about how my actions can hurt others.	900	28 112	72 216	270 540	530 530	1398	1.5	Disagree	820	150 600	230 690	380 760	60 60	2110	2.5	Agree
2	My parents and teachers are happy about my consistent outstanding performance.		56 224	105 315	354 708	385 385	1632	1.8	Disagree		27 108	500 1500	83 249	210 420	2277	2.7	Agree
3	Working hard to improve my performance has become part of me		18 72	62 186	315 630	505 505	1393	1.5	Disagree		125 500	185 555	285 570	225 225	1850	2.2	Disagree
4	I'm sensitive to the rules and regulations of my school, I can't misbehave		51 204	96 288	318 636	435 435	1563	1.7	Disagree		142 568	182 364	350 700	146 146	1778	2.1	Disagree
Total		900	Grand Mean Total =					1.6		820	Grand Mean Total =					2.3	

The analysis on table 2 clearly shows that both male and female students are not morally sensitive to achieve academically through moral instruction. This is evident in their responses to the items. All the items for male students and their grand mean were below the criterion mean, same applies to the female students save items 1 and 2 where they reported being sensitive. The answer to research question 2 is: Moral sensitivity do not have any influence on the academic achievement of secondary school students

Research question 3: *To what extent does Moral judgement influence the academic achievement of male and female secondary school students in Rivers State?*

Table 3: Male and Female Students mean and standard deviation scores with regard to Moral Judgement.

Male										Female									
S/N	Items	N	SA=4	A=3	D=2	SD=1	ΣF(X)	\bar{x}	Decision	N	SA=4	A = 3	D=2	SD=1	ΣF(X)	\bar{x}	Decision		
1	I'm committed to take the right actions to perform excellently.	900	350	420	120	10	2910	3.2	Agree	820	30	55	450	285	1470	1.7	Disagree		
			1400	1260	240	10					120	165	900	285					
2	I'm responsible for my success and failure in life.		22	58	415	405	1497	1.6	Disagree		55	120	230	415	1455	1.7	Disagree		
			88	174	830	405					220	360	460	415					
3	I will not destroy my today by living anyhow, I must face my studies.		22	111	402	365	1590	1.7	Disagree		180	155	285	200	1955	2.3	Disagree		
			88	333	804	365					720	465	570	200					
4	I believe that my destiny lies in my hand, I will not relent in working hard.		595	215	63	27	3178	3.5	Agree		450	200	150	20	2720	3.3	Agree		
			2380	645	126	27					1800	600	300	20					
Total		900		Grand Mean Total =					2.5		820		Grand Mean Total =					2.2	

Table 3 shows that both male and female students agreed to item 4, believing that their destinies lie in their hands, the male students also agreed on item 1 and disagreed to 2 and 3 although, the grand mean for male students was up to the criterion mean while that of the females was below the criterion mean. This in effect shows that the males have a better moral judgement than the females. The answer to research question 3 is: there is differential influence of moral judgement on academic achievement of male and female students.

Hypothesis 1: There is no significant influence of moral motivation on academic achievement of male and female secondary school students in Rivers state.

Table 4: Summary of Z-test comparison of male and female student's influence of Moral motivation on academic achievement

Moral motivation	N	X	Sd	df	p	Z-cal	Z-crit	Decision
Male	900	2.1	1.45	1718	0.05	2.40	1.96	Reject Ho
Female	820	3.3	0.88					
Total	1720							

Result significant at 0.05 level $P < 0.5$

Table 4 shows that the calculated Z-test value of 24.0 is higher than the critical value (1.96) of Z at 0.05 level of significance with a degree of freedom of 1718. This therefore calls for the rejection of the null hypothesis, this means, there is a significance influence of moral motivation on academic achievement of male and female secondary students.

Null hypothesis 2: Moral sensitivity does not significantly influence the academic achievement of male and female secondary school students in Rivers State.

Table 5: Summary of Z-test comparison on male and female student's influence of Moral sensitivity on academic achievement of students

Moral sensitivity	N	X	Sd	Df	P	Z-cal	Z-crit	Decision
Male	900	1.6	1.09	1718	0.05	0.5	1.96	Accept Ho
Female	820	2.3	1.47					
Total	1720							

Result not significant at 0.05 level $P > 0.05$

Table 5 clearly shows that the calculated Z-test value of 0.5 is lower than the critical value of Z (1.96) at 0.05 level of significance with a degree of freedom of 1718. This therefore calls for the acceptance of the null hypothesis and the rejection of the alternate hypothesis

Null hypothesis 3: There is no significant influence of Moral judgement on academic achievement of male and female secondary school student in Rivers State.

Table 6: Summary of Z-test comparison on male and female students influence of Moral judgement on academic achievement.

Moral Judgement	N	X	Sd	df	P	Z-cal	Z-crit	Decision
Male	900	2.5	1.49	1718	0.05	4.29	1.96	Rejected Ho
Female	820	2.2	1.44					
Total	1720							

Result significant at 0.05 level $p < 0.05$

Table 6 shows that the calculated Z-test value of 4.29 is higher than the table value of Z (1.96) at 0.05 level of significance with a degree of freedom at 1718. This analysis calls for the rejection of the null hypothesis, this means there is a significant influence of moral judgement on academic achievement of male and female students.

DISCUSSION OF FINDINGS

Male and female students' academic achievement versus influence of Moral motivation

The results in table 4.1 reveals that, female students agreed on all the items on moral motivation while their male counterparts disagreed on all the items except item 3, where they agreed that moral instruction motivates them to improve their performance. The grand mean of 2.1 obtained by the male students is below the criterion, meanwhile, 3.3 obtained by the female students was above the criterion mean. Table 4.4 also shows that a significant difference exists between male and female students regarding academic achievement and moral motivation. This result is not surprising because naturally, females are overwhelmed with words when spoken to suit them. This finding is in positive connotation with the findings of Luttamaguzi (2012) who investigated the influence of moral aptitude on academic performance of undergraduate students in school of Education Makerere University involving 115 students. Results indicated that a positive significant relationship exist between student's self-conduct, understanding of community moral values, moral beliefs and academic achievement at school of Education.

Male and female students' academic achievement versus influence of Moral sensitivity

The results on table 4.2 reveals that the grand mean score of 1.6 for males and 2.3 for female students were lower than the criterion mean. The female students and the male students disagreed on all the items except items 1 and 2 where the female students agreed to being sensitive to the feelings of others. Table 4.5 also shows that moral sensitivity does not significantly influence academic achievement of secondary school students. This result is quite surprising because moral education is meant to encourage learners to

develop a right attitude towards life, their environment, interpersonal relationship and community living according to moral education experts. However, this result agrees with an investigation conducted by Tonbra (2013) on Counselling implication of moral education for academic performance of secondary school students in Ezinihitte, Mbaise local Government Area of Imo State. Results revealed that moral education and counselling had positive influence on the academic performance of students, whereas immorality had a significant negative impact on academic performance of students.

Male and female students' academic achievement versus Moral judgement

The results on table 4.3 revealed that male students grand mean score of 2.5 is higher than 2.2 obtained by the female students which was below the criterion mean score while that of their male counterparts was within the agreed criterion mean. Table 4.6 also revealed that a significant influence exists between male and female students regarding moral judgement and academic achievement. This result corroborates with the view of moral education experts who believes that moral education promotes critical thinking and moral reasoning which positively impacts on national development. In the same vein, the finding agrees with that of Streight (2013) who investigated academic achievement and moral education/character Education among students in the United States. Results indicated that such programmes do not get in the way of academics, on the contrary, well designed and implemented programmes tend to increase academic achievement at modest levels. The quality of the programme correlates with academic gains.

CONCLUSION

Sequel to the findings of this study, the following conclusions were drawn:

1. Female students agreed on all the items on the questionnaire in relation to Moral Motivation with a grand mean of 3.3 above the criterion mean while the male students disagreed on all the items save item 3 with a grand mean of 2.1 below the criterion mean. This was statistically significant when tested with Z-test with proofs.
2. The grand mean score of the male (1.6) and female students (2.3) was below the criterion mean on Moral sensitivity, both male and female students disagreed on all the items except items 1 and 2 where the female students agreed to being sensitive to the feelings of others. This was statistically proven not significant when tested with Z-test with statistical proofs.
3. Both male and female students disagreed on all the items on table 3 in relation to Moral judgement, except items 1 and 3 for males and item 4 for females where they agreed differentially. The grand mean of 2.5 for males falls within the set criterion mean, while that of females (2.2) falls below the criterion mean. This was statistically significant when subjected to Z-test with statistical proofs.

Implication for counselling

Sequel to the findings of this study the following implications to counselling were deduced; the finding of this study has vital implication for counsellors, in the learning and teaching process in our educational system. The study has revealed that Moral instruction is essential in improving academic achievement of secondary school students to an extent. The result of the study calls for a critical review of the Counselling methods and skills adopted in counselling students for an excellent academic performance in our school system. Counsellors should sort ways of counselling students to improve their performance and moral decadence, such moves will serve as vehicle for self-realization. In the same vein counsellors can conduct some empirical studies on how best to improve academic performance through moral instruction and make appropriate recommendations to government on how best to implement moral instruction in schools. Counselling Association of Nigeria (CASSON) and Professional Counsellors of Nigeria (APROCON) should organise workshops and seminars for counsellors on how best to improve academic achievement of secondary school students.

RECOMMENDATION

Based on the findings, discussion and implications of the finding to counselling, the researcher made the following recommendation

- (1) Religion and value Education (RVE) should be dropped by the curriculum planners/developers to allow every state to teach moral instruction in line with the Religion dominate in that environment to avoid suspicion and disaffection.
- (2) Counsellors should be employed in every secondary school in the state to motivate students to improve academic performance and reduce moral decadence.
- (3) Moral Instruction should be given top priority in our secondary schools to keep conscience alive.

REFERENCES

- Busari, A.R (2017). *Achievement motivation, emotional intelligence and learning styles as predictors of academic achievement of secondary school students in Rivers state*. An unpublished thesis presented at the school of graduate students, university of Port Harcourt.
- Federal Republic of Nigeria (2004). *National Policy on Education* (4th Edition) Yaba, Lagos: NERDC press.
- Imo, P Eze, N (2009) . School crime education report on Juvenile and Adolescents. *Journal of Development Psychology and Moral Development* 17 (8) 15 – 27.
- Jonathan, E.G (2012) *Need for peace in Nigeria: An address presented during a peace conference in Abuja*.
- Kpolovie, PJ (2010). *Advanced research methods*. New Owerri: Spring Field Publishers Ltd.
- Luttamaguzi, Y.B (2012). Influence of Moral aptitude on academic performance of the undergraduate students in school of Education Makarere University. <http://hdl.handle.net/10570/3810> retrieved 17th January 2018 at 4:00pm.
- Njoku, N.C (2012). Repositioning Nigeria Youths Through the teaching of moral instruction. *International Journal of Art and Technology Education* 9 (1) 201 – 215.
- Obinna, M (2006). The concept of moral instruction and social ethics. *Journal of ethics and moral science* 2 (1) 94 – 105.
- Okpara, U (2006). Moral Instruction and moral development of youths in the south eastern Nigeria. *Journal of Educational Administration and planning* 6 (8) 115 – 127.
- Streight, D (2013). Academic achievement and moral education/character education. www.csee.org-page-academic-acheivemnet. Retrieved 18th February 2018 at 4:00pm.
- Tonbra, E, A (2013). Counselling Implications of Moral Education for academic performance of secondary school students in Ezinhitte Mabise local government area of Imo State, Nigeria. *African Education Indices* 5 (1) 1 – 8.