ARISTOTLE'S THEORY OF EDUCATION: IT'S APPLICATION TO SECONDARY SCHOOLS IN NNEWI EDUCATION ZONE OF ANAMBRA STATE.

BY

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TITLE PAGE

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MBAJI ISAAC NNAMDI, a Postgraduate student in the Department of Educationwith Registration Number PG/ M.Ed /09 /51804 has Satisfactory Completed the Requirements for Course and Research Work for the Degree of Master of Education in Philosophy of Education.

The Work embodied in this thesis report is original and has not been submitted in parts or in full for any other Diploma or Degree of this or any other University.

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DEDICATION

This work is dedicated to Almighty God.

ACKNOWLEDGEMENT

ABSTRACT

The study examined Aristotleøs theory of education: its application to secondary schools in NnewiEducation Zone of Anambra state.The study adopted a descriptive survey design in which three research questions were posed and three null hypothesestested.The population of the study consisted of 46,236 (804 teachers and 45, 432 students) presently in the 48 public secondary schools in Nnewi education zone of Anambra state. Simple random sampling and stratified random sampling techniques were used in selecting 1146 (270 teachers and 876 students) for the study. An instrument titled õAristotle EducationTheory Appraisal Questionnaire (AETAQ)ö,together withquestionnaire of four point rating scale was developed and used for data collection. The instrument contained 24 items that dealt with threeAristotleøs theories of education was validated by three experts from Faculty of Education, University of Nigeria, Nsukka. The 24 items were pilot-tested on a sample of 4 teachers and16 students. The data obtained were computed using Crombach Alpha. This gave an overall score of 0.96. The three research questions were analyzed using means and Standard Deviation, while t-test statistics was used to test the three null hypotheses at 0.05 level of significance. An overview of the overall results showed that teaching and learning are not made practical,school core curriculum activities do not reflect moral education and teachersdo not play their role to familiarize students to the right moral habits. Consideringthe resultsof the study, the researcher recommends that; government should equip the secondary schools with all the facilities needed for practical education to flourish; curriculum developers should by all means make moral education part of the school core curriculum activities;teachers should understand their role as morality agents. Based on the findings of the study, limitations of the study were identified and suggestions for further studies were made.

TABLE OF CONTENTS

Review of Empirical Studies

CHAPTER THREE: RESEARCH METHOD

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF DATA

CHAPTER FIVE:DISCUSSION OF RESULTS

APPENDICES

LIST OF TABLE

CHAPTER ONE

INTRODUCTION

Background to the Study

The greatest legacy that any nation can bequeath to its citizens is sound and worthwhile education. Education indeed is a practical way of attaining individual potentialities and social fulfillment. It is based on the abovesupra stated statement that Okafor (2006) defined education as a process of acculturation through which the individual is helped to attain the development of his potentialities, and their maximum activation when necessary, according to right reason and to achieve his perfect self-fulfillment.

Education is a process of developing knowledge ability in learners in such a way that they use it to improve their society. Nwagwu (2003) upholds that this process of developing knowledge ability in learners can only be best achieved through a body of theories which is seen as ideas, principles and techniques that apply to a subject, especially when seen as distinct from actual practice. Theory according to Hoy and Miskel (1987) is a set of interrelated concepts, assumptions and generalizations that systematically describes and explain regularities in behavior in educational organizations.

It is not for nothing that the use of theory in education is advocated for. The main reason for educational theory is the application and interpretation of education that will bring desired change in the society, to develop a generation of virtuous individuals and thus contribute to the development of good human being. In support of the above notion   considered educational theory as the theory of purpose, applica   on of education and learning.Educational theory is a means to gain knowledge, inculcate the forms of proper conduct and acquire technical competency. Similarly, Ozurumba(1999) viewed educational theory as the means to develop oneself physically, mentally and socially. The author further stated that educational theory helps for the preparation and application of sound and worthwhile education. Application according to Encarta (2009) is the relevance or value that something has, especially when it is applied to a specific field or area.

The materialization of education activities and its continued existence should be reliable on the development, growth and usage of basic principles and theories. This helps to clarify and make sense out of what seemed to be confusing in the domain of education. In support of the above statement,Amélie (1998) maintained that most ethical theories particularly those of Hume (1711-1776), Rousseau (1712-1778) and Kant (1724-1804) were meant to redirect moral education. Similarly, the practical import of political theories, such as those of Hobbes (1588-1679), Mill (1806-1873), and Marx (1818-1883) is not only directed to the structure of institution, but to education of citizens. Comprehensive metaphysical systems, such as those of Leibniz (1646-1716), Spinoza (1632-1677) and Hegel (1770-1831) provide modes for inquiry; and thus implicitly set directions and standards for the education of the enlightenedwhich is the best investment for the people and society at large because education is an important aspect of the work of society. Educational theory raises the countryside issues and promotes knowledge and understanding of peopleøs cherished values for the survival of that society.

The survival of any nation or culture therefore depends to a large extent on the quality and adequacy of the education provided for her citizens. One of the essential tasks of education is to enable people to understand themselves through worthwhile education and this worthwhile education can indeed only be achieved through worthwhile curriculum. According to Onwuka(1990), curriculum is a total experience with which the schools at any level deal with educating young people. The curriculum of any school consists of all the situations that the school may select and consistently organize for the purpose of bringing about changes in the behaviour of learners as a means of developing the personality of individuals through all levels of education.

Secondary education is one of the levels of Nigeria Education system. It is the education children receive after primary education and before the tertiary stage (Federal Republic of Nigeria (FRN), 2004). The underline principle here is that secondary schools should be able to provide the individuals for useful living within the society and higher education. However, it appears that secondary schools are not living up to expectation in discharging its obligations. In line with this, Nwanna (2000) upholds that products of todayøs secondary schools can neither usefully live in the society nor move into higher institution without their parentsø aid or forgery. The author further remarked that they cannot think for themselves

or respect the views and feelings of others and love no iota of dignity of labour except for things that will give them quick money.

There is leadership problem in the Nigerian secondary schools system. This informed the reason while Onwuka and Onwuka (2011) submitted that leadership in the school system does not observe rules. They went further stating that any leadership that does not believe in the rule of law should not think of law and order. No wonder Ajayi (2002) stated that secondary education in Nigeria is riddled with crises of various dimensions and magnitude all of which combine to suggest that the system is at crossroad. In line with this,Okeke(1991) posits that the demand and expectations for education in the past three decades appears to have been unprecedented in the Nigerian history and secondary education has emerged as the largest local industry and there is exaggerated of the benefits of education.According to Coombs (1986), we must ask whether the popular demand for expanded and higher education is guided by blind, dogmatic faith or by expectations enlightened by rational analysis, reflection and imagination. The crisis of demand and expectations has led to schooling being equated to education and possession of certificate has become identical with education and qualification. According to Ovwata (2000), education is not a magician to all our personal and national problems and needs.The researcher further stated that it is only through the activities of education that the expected change in behaviour could be achieved.

Activities that go on in secondary schools include teaching and learning. Teaching, according to Clark (1995), is the interaction between a teacher and a student under the teacherøs responsibility in order to bring about the expected change in the studentøs behaviour. The teacher is a key factor in the formation of an ideal human being. According to Atanda and Lameed (2006) teachers are professionals who impart skills, knowledge, information, attitude and among others into the learners.Teachers are the implementers of education policies; they are also stakeholders in education. The success of any education system depends to a large extent on the quality of its teachers.Animba (1995) posits that teachers are the most crucial inputs of any education system.

Learning is the process through which certain behavioural change is made in the learner.Offorma (2002) defined learning as the process through which behaviour is initiated, modified and changed. Teaching and learning are

interrelated. Through desirable teaching and learning, students are equipped with knowledge and skills which they need to participate effectively as members of the society and contribute towards the development of shared values and common identity.

The place of values and aspirations in Nigerian educational system cannot be over-emphasized. This is supported byOdigie (2007:141) who stated that õincreased interest in the basic education of the child over the years has been borne out of the knowledge that an educated healthy child is a foundation for the vibrant economic future of any nationö. Values and aspirations are concerned with quality of human life, particularly that area of human behaviour which is a vital instrument of educational reform. Therefore, there is need to teach children that which is morally accepted. In line with this, Okeke (1997) argued that education is not an end rather a process and as a process, it is an instrument used by every society to preserve, maintain and upgrade its societal values and aspirations, knowledge and skills so as to guarantee a continuous social equilibrium.Values and aspirations in this contest mean the following:

- *Respect for the worth and dignity of the individual;*
- *Faith in man's ability to make rational decisions;*
- *Moral and spiritual principle in inter-personal and human relations;*
- *Shared responsibility for the common good of society;*
- *Promotion of the physical, emotional, and psychological development for all children; and*
- *Acquisition of competencies necessary for self-reliance (FRN, 2004:8).*

Values are the standard of conduct, efficiency or worth that the society endorses maintains and transmits to future generations. In relation to this,Akinpelu (2005) upholds that it is only education with the proper guidance of sound educational theories that will enable an individual to preserve, maintain and upgrade its societal values and aspiration, knowledge and skills, make informed choices,

broaden their horizon and opportunities and to have a choice in public decision making. Therefore, a vital and robust educational policy inevitably incorporates virtually theories of philosophers on education.

Philosophers such as Socrates (469-399 BC), Plato (428-347 BC), Aristotle (384-322 BC) among othershave always intended to transform the way man sees, thinks, acts, and interacts; they have always taken themselves to be the ultimate educators of mankind. Aristotle, one of the greatest and most influential educational philosophers of all time, was born in 384 before the Common Era (BCE) in the Northern Greek town of Stagira. He spent his early life in Macedonia and at about the age of 18 travelled to Athens to complete his education. He studied at Platoøs academy and remained there for about 20 years, as a student and as well as a teacher. Thereafter, there has been no man in western history that has had a more profound influence upon the thinking of all generations from his time than Aristotle (Frost and Bailey, 1981: 59).

Aristotleøs influence upon the world and western education in particular was so great that most men have been identified with the name ÷Aristoteliansø because of his systematic, coherent and comprehensive approach to human problems. Right from his day to the present day, many philosophers have either compared their theories with Aristotleøs or tried to show how they differ from his (Butts, 1980: 93). Theodor (1984) described him as the õmaster of those who knowö.Aristotle lived in a world of his own which is limited both in space and time compared to the world of today. It is under this space and time dimension that he philosophized. His philosophical ideas on education have expanded from antique to contemporary. His educational theory is necessary to preserve the needs and the interest of the city-state which he described as the highest form of association in which man could find fulfillment and good life (Saunders, 1982: 279). Aristotlewas of the view that the state which is the highest form of community aims at the highest good and the good law giver should enquire how states should participate in the good life (Sinclair, 1983: 59). For him, good life can only be actualized through the instrumentality of education.

Aristotleøs theories of education are systematic process through which worthwhile knowledge needed in any educated person could be achieved so as to enable such person to function effectively in the society. It is an attempt to address issues relating to teaching and learning that is capable of enabling the society to achieve its envisaged goals. In his view on the theory of knowledge, Aristotle stressed that education should be knowledge oriented. All knowledge according to Aristotle is acquired through sense perception or sensation. Aristotle upholds that the process of acquiring knowledge begins with sensation. Sensation is the act of perceiving things through sense-organs. This is the first process of acquiring knowledge. Sensation is the passive capacity for the soul to be changed through the contact of the associated body with external objects, which simply means practical education or learning by doing. In each variety of sensation, the normal operations of the appropriate organ of sense result in the soul's becoming potentially what the object is in actuality. Thus, without any necessary exchange of matter, the soul takes on the form of the object. For instance, when somebody feels the point of a pin, its shape makes an impression on the finger, conveying this form to the sensitive soul (resulting in information).Heviewed the world as a dynamic place where everything is continually evolving according to some inner purpose. All matter thus, has a potential which it is striving to realize. In terms of education the aim is to help develop the childøs potentials into what he is best fitted to become. This means that learning programmes of a school should be capable of inculcating into the learners new knowledge that is capable of helping them to live effectively in the society to which they belong.

Aristotle emphasized that education should be value oriented. He conceived the overall aim of education as that which inculcates good habit. It is this good habit that he called virtue. This will no doubt enable the citizens to participate and perform those acts that are worthy of good men who will live in a good and happy society. This is because; if the citizens are well, the society in which they live will also be well. In his view, good life can only be actualized through the instrumentality of education. To this effect; (educational planners ought to put into consideration societal values and aspirations while designing the school curriculum).

Aristotle held that virtue can only be acquired by practice. Thus, he posited that one becomes just by performing just acts; temperate by performing temperate

acts, brave by performing brave acts. Aristotle further maintained that if children are accustomed to the right moral habits from an early age, doing the right thing will become second nature to them (Allan, 1998). The purpose of the state is to educate the people, to make them virtuous (virtue is the life principle of the state). The goal of the state is to educate with a view towards its own institutions (moral education for the survival of the society). This means that whatever that will go on in the school should be that which is capable of taking care of societal values and aspirations. Thus, this makes school system a microcosm of what goes on in the larger society (Nwagwu, Ijeoma and Nwangwu, 2004).

Aristotlealso stressed on the theory of learning. He positsthat the school should not focus on what sort of actions are morally permitted and which ones are not, but rather on what sort of qualities someone ought to foster in order to become a good person. For example, murder as an inherently immoral or impermissible sort of action, if then committed by someone, it means that the person who committed murder is severely lacking in several important virtues, such as compassion and fairness. For Aristotle, since there is music education, mathematics education, biology education, physics education, there should also be moral education that will take care of the societal values and aspirations. Here Aristotle upheld that the actual development of new knowledge generally comes about by instruction and the process of learning means constructing the mind of the learner a picture of reality that corresponds with the real world outside. At birth an individual's mind is like a blank slate but with capacities it acts on impressions coming into it from the outside world (Barnes, 1995). The role of the teacher is to help the child organize this vast range of empirical experiences, to help provide some structure for all these disparate elements.

To Aristotle,teachingand learning are always about an object and should have content. In his teaching act, the teacher instructs a learner about some object, some body of knowledge, or some discipline. Teaching and learning never represent merely an interpersonal relationship or the expression of feelings; they are always about discipline inquiry into some aspect of reality. To this effect, the school should cultivate and develop each person's rationality (Nwanna, 2000).

The prevailing circumstances surrounding educational practice in Nigeria ranging from crisis of policy formulation and implementation, crisis of

examination malpractice, crisis of indiscipline among staff and students, established cases of educated illiterates, crisis in curriculum policies and activities, crisis of demand and expectation appear to have posed some doubts on the worthwhileness of Nigeria's educational system (Nwagwu, 2003). These abnormalities therefore, aroused the interest of the researcher to investigate if Aristotle's theory of education is applicable to secondary schools curriculum in Nnewi Education zone of Anambra state.

Statement of the Problem

It appears that the crisis of demand and expectations has led to schooling being equated to education, while possession of certificate has become synonymous with education and qualification. Part of the crisis is that the type of education demanded by many citizens may not necessarily be the kind that will serve the best interest of individuals and the nation in the new emerging globalized world. As observed by the existing situations, schools are not being representatives of what is obtainable in the larger society. Products of schools as well seem to be incapable of taking care of societal values and aspirations. Today, teaching and learning appear to be no longer about an object or discipline inquiry into some aspects of reality. It is rather a mere interpersonal relationship or the expression of feelings. Indeed, secondary school graduates seem to no longer differentiate themselves from secondary school dropouts in terms of showing good taste or refinement. Societal dispositions and value aspirations appear to be no longer held to a high esteem.

Products of today's secondary schools can neither usefully live in the society nor move into higher institution without their parents' aid or forgery. They cannot think for themselves or respect the views and feelings of others. They love no iota of dignity of labour except for things that will give them quick money. Greatly, these seem to determine the crisis in the education system. Against these back drops, it becomes questionable on the capability of the secondary school system in transforming Nigerian society to a better society. This being the case, one may ask if Aristotle's theory of education is enshrined in the secondary school curriculum and taught in the study area, hence the problem of this study.

Purpose of the Study

The purpose of this study is to examine Aristotle's theory (AT) of education with a view to determining its application in secondary schools in Nnewi Education zone of Anambra state. Specifically, the study seeks to:

1. ascertain in what ways teaching and learning are made practical as enunciated by (AT) in secondary schools in Nnewi Education zone.

2. find out in what waysschool core curriculum activities reflect moral education in secondary schools in Nnewi Education zone in line with (AT).

3. determine teacher's role that can help students in secondary schoolschools in NnewiEducation zone to cultivate the right moral valuesas enunciated by (AT).

Significance of the Study

Today in Nigeria, secondary schools have suffered huge losses as a result of endemic corruption, which is evident in the high crime rate and other indices of systemic social disintegration. The unhealthy incidents of fraud, embezzlement, bribery and forgery perpetrated by Nigerians at home and abroad have earned the country the status of a pariah nation in the international community. These corrupt practices have stalled the development of the nation and greatly determined the crisis in the Nigerian secondary school system. Thus, application of Aristotle's theory of education to the Nigerian school system is conceived as the main trust of this issue. And if successfully completed will benefit the following individuals and stakeholders: students, teachers, curriculum planners, policy makers in education, and the future researchers.

Students will benefit from this study immensely; the findings and recommendations of this study will provide them with measures for value reawakening and strategies for effectual behaviour modification. This will be achieved by inculcating into the students such values as honesty, hard work, justice

and patriotism that will help to develop their potentials into what they are best fitted to become and thus, adjust them to live effectively in their society.

Teachers will also benefit from this study because they are the implementers of educational policies; they are also stakeholders in education. Whatever that affects education also affects teachers and the success of any educational system depends to a large extent on the quality of its teachers. Since emphasis is placed on school programmes, the recommendations of this study will inform teachers on the appropriate methods and approaches that will improve their effectiveness.

Curriculum planners will find this work commendably for the reason that it will equip them with necessary information needed in developing a worthwhile curriculum for schools. This will be achieved through revealing the prevailing situation in Nigerian educational system and thus suggest ways for amelioration which may be considered a veritable tool by curriculum planners in planning school curriculum for the nation.

In the same vein, policy makers in education will find this work useful. This is because , review of educational theory of Aristotle will equip policy makers with necessary information needed in providing worthwhile policies in education that are value oriented, and knowledge acquisition oriented which will enable them to work in line with such philosophies that are capable of formulating worthwhile education policy for the nation.

Lastly, future researchers will consider this study a veritable material. They will benefit from the findings and recommendations of this study in that it will serve as a source of literature.

Scope of Study

The geographical scope of this study will cover all the public secondary schools in Nnewi Education zone of Anambra state. The content scope will focus on Aristotle theory of education mainly: ways teaching and learning are made practical as enunciated by AT, in secondary schools; waysschool core curriculum activities reflect moral education in secondary schools zone in line with AT and teacherøs role that can help students in secondaryschools in NnewiEducation zone to cultivate the right moral valuesas enunciated by AT.

Research Questions

To guide this study, the following research questions are stated.

1. In what ways are teaching and learning made practical as enunciated by (AT) in secondary schools in Nnewi Education zone?

2. In what ways do school core curriculum activities reflect moral education in line with (AT) in secondary schools in Nnewi Education Zone?

3. In what ways do teachers role familiarize students to the right moral values as enunciated by (AT) in secondary schools in Nnewi Education Zone?

Hypotheses

To guide this study, three null hypotheses were formulated and will be tested at 0.05 level of significance.

1. There is no significant difference between the mean responses of teachers and students on the ways teaching and learning are made practical as enunciated by (AT) in secondary schools in Nnewi Education zone.

2. There is no significant difference between the mean responses of teachers and students on theways school core curriculum activities reflect moral education in line with (AT) in secondary schools in Nnewi Education Zone.

3. There is no significant difference between the mean responses of teachers and students on the ways teachers role familiarize students to the right moral values as enunciated by (AT) in secondary schools in Nnewi Education Zone.

CHAPTER TWO

Review of Related Literature

This chapter presents the review of related literature under conceptual framework, theoretical framework, empirical studies and summary of reviewed literature.

Conceptual Framework

- Concept of Theory
- Concept of Teaching and Learning
- Concept of Education
- Practical Oriented Teaching in Secondary Schools
- Reflection of School Core Curriculum on Moral Education
- Teachers Role in Actualizing Right Moral Habits

Theoretical Framework

- Reconstructionist Theory

- Progressivist Theory

- Value Theory

- Learning Theory

- **Review of Empirical Studies**

- **Summary of Reviewed Literature.**

Conceptual Framework   18

Concept of Theory

The emergence of academic discipline, its activities and survival should be dependable on the development, growth and usage of basic principles and theories. This forms the structural framework upon which decisions are taken in practice. Originally, the Greeks explained theory as õa mere looking or mere observationsø Currently, theory has advanced beyond mere looking or observations to a more generally acceptable conclusion. Kimbrough and Nunnery cited in Peretomode (2006) defined theory as a set of relevant, internally consistent postulates about a particular observable phenomenon along with definitions to enable the users to move from abstract to the real in order to describe, explain, predict, and advance knowledge. Also, it can mean a plausible or scientifically acceptable general principle or body of principle offered to explain phenomena (Merriam Website Online Dictionary, 2011).

Theory provides general explanation to phenomena. This informed the reason whyKerlinger cited in Peretomode (1991) conceivedtheory to be a set of interrelated concepts, ideas, propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining

and predicting the phenomena. In a related view, Feigi (1951) puts it that theory is a set of propositions that can be arrived at from logical and mathematical procedures or through empirical evidence. Theory and practice are so allied that one cannot do without the other. Practice forms basis for re-evaluation of theories in order to ascertain its relevance over time. In his own words, Griffiths (1989:27) defined theory as a set of assumptions from which a set principles or empirical laws may be arrived. Similarly, theory is a systematic and deductive way of thinking about reality in order to describe and understand such reality (Nwankwo 1982:41). The researcher further remarked that theory takes into consideration pieces of knowledge, facts, and laws of models in order to make meaning out of them.

In the field of education, definition of theory is legion. Acceptable definition of theory is rare because of the erratic nature of human behaviour which forms the central basis of theorizing. Not withstanding, Kerlinger's definition of theory has a wider acceptance among practitioners in educational administration. Hoy and Miskel (1987) define it as a set of interrelated concepts, assumptions and generalizations that systematically describe and explain regularities in behavior in educational organizations. From the definition, Hoy and Miskel inferred three things:

- That theory is logically comprised of concepts, assumptions, and generalizations.
- That theory's major function is to describe, explain, and predict regularities in behavior.
- That theory is heuristic, that is, it stimulates and guides the further development of knowledge.

However, Dubin cited in Ukeje, Okorie and Nwagbara (1992) has a different opinion when he defines theory as the attempt by man to model some aspect of the empirical world. The author went on to postulate that the underlying motive for the modeling is that, either the real world is so complex that it needs to be conceptually simplified in order to understand it, or the observation by itself does not reveal ordered relationships among empirically detected entities. Systematic study of administration and development of educational theories are 20th century phenomena. Educational administrators have continued to refine and formulate

more theories in order to face the challenges of the contemporary educational system.However, theory could be defined as a guide that provides general explanation to phenomenon, concepts, and ideas with the purpose of clarifying and making sense out of what that seemed to be confusing.

Concept of Teaching and Learning

Teaching and learning are interrelated. However, the concept of teaching has been defined in different ways by different scholars. While the lay person refers to teaching as what the teacher does in the class with the learner to make the learner learn, some scholars assert that teaching goes beyond this, as it refers to other related activities designed by the teacher for the learners, which take place in and outside the class to ensure that learning take place (Izuagba, Anyanwu, Obiefunaand Afurobi, 2008). In a similar view, Afe, Ezeonu, and Edozie (2004) had it that teaching is a process by which a teacher guides the learner in the acquisition of knowledge, skills and attitudes, a system of interactions involving the teacher, the learner and the learning task.

Through teaching, skills and new knowledge are imparted into the learners. However, according to Clark (1995), teaching is the interaction between a teacher and student under the teacher's responsibility in order to bring about the expected change in the student's behavior. Teaching comprises a set of events which may be triggered by a picture, a computer, a printed matter, a video or television or radio program or by any combination of physical objects under the directive of a teacher who has preplanned the events. Thus, the purpose of teaching will be to help

students to acquire, retain and be able to use knowledge; understand; analyze, synthesize and evaluate skills, establish habits and develop attitudes (Maduewesi and Eya, 2006).

To many people, teaching and learning are effective only when students perform well in internal or external examinations. However, Agulana and Nwachukwu(2001) must have taught of this and brought to conclusion that effective teaching brings about meaningful learning. In the opinion of Odo (2001) studentøs performance in examination is not the only criterion for determining effective teaching and learning. If most of the objectives of teaching the course are achieved, the teaching is effective irrespective of how well or badly the students performed in examination. nevertheless, in as much as teaching involves series of actions that are systematically designed to facilitate learning, for learning to really take place, the teacher should take into consideration the principles of effective teaching which ranges from knowledge of the subject matter, critical thinking and problem solving skill, knowledge of students and their learning, to teaching and communication skill. (Psychology.campus.com/education, 2010).

Learning is an unending process of interaction between the learner and his environments. It is unending because it starts from birth and continues till death. This life-long process is defined by Onwuka cited in Onyejekwe (2006) as a process which involves the acquisition of new knowledge, skills, ideas, values and experiences which enable the individual to modify or alter his action or to realize his goals. Learning is acquiring new or modifying existing knowledge, behaviours, skills, values or preference and may involve synthesizing different types of information (Wikipedia.org/wolo/learning2011).

Learning does not end with the acquisition of new knowledge or skills or ideas. The acquired knowledge or skills must be habitually utilized by the person who acquired them for learning to be said to have occurred (Onyejekwe, 2006). In this vein, Offorma (2002) sees learning as the process through which behaviour is initiated, modified and changed. The main objective of learning is to bring certain desirable changes in the behaviour of the learners. Supporting the above idea, Birkenhelz (1999) puts it that learning is a change in behaviour, which is

demonstrated by people implementing knowledge, skills or practice derived from education.

Effective teaching determines behavioral change in the learner. Teaching and learning are closely allied that qualities and skills employed in teaching process will determine the level of behavioral change in the learner (Clark, 1995). For effective teaching and learning to occur, the role of the teacher is very important, very complex and challenging. The teacher must come in contact with the students; understand their needs, interests, aspirations and differences so as to fashion out appropriate techniques to achieve desired change in behavior and the equipped person would be able to impart knowledge and skills to the students.

Teaching is not a mere process of telling the students what to do. Teaching, according to Onwuka (1996),include various activities undertaken bya more experienced and more knowledgeable person to enable others learn. It is not just a specific activity but rather involve various activities in different forms by the experienced person.

The main objective of teaching is to help the learner to respond to his environment in an effective way. This means that the essence of education is the ability to solve life problems using the knowledge, skills and attitudes gained in the school. In addition, Onwuka (1996) upholds that teaching would be meaningless without the consideration of the learner. An effective teaching process should reflect in certain behavioural change in the learner.

Teaching is a worthy platform for the restoration of right moral habits. Tom (1984) defined teaching as a moral craft.In a related view, Lickona (1991) maintains that schools in actual fact are moral habitats. There are many ways through which teaching familiarize students to the right moral habits.

One of the ways teaching familiarize students to the right moral habits is by value clarification approach. This approach started on the assumption that students need to practice by choosing among the moral alternatives. Teachers should be facilitators of the clarification process, rather than indoctrinators of particular moral ideas or value choices. Value clarification, according to Kohn (1991), is an exercise designed to encourage teens to clarify and explore their personal attitudes and values and to become comfortable with listening to, and understanding

opinions different from their own. The researcher went further, stating that value clarification consists of four important steps that help youths to: identify their values, feel able to talk about their values, behave in ways consistent with their values and respect othersø values. In the opinion of Leming (1993) value clarification helps one to become more aware of oneøs own values and how those values correspond to oneøs own communitiesø moral sensibilities. The valueclarification approach maintains that in order to hold something as a value, it must be chosen so freely, from alternatives and after due reflection (Louis, Harrmin& Sidney, 1966). The purpose of this teaching strategy is to allow the students to gain insights into the values and beliefs they actually hold, and to clarify what is really important to their values and beliefs. Values clarification requires that teachers should not teach particular values or value positions, rather they should teach a form of values, inquiring art that will help young people in their value clarifications and choices (Cozzi 1990).

Cognitional developmental approach is another way teaching familiarize students to the right moral habits. The cognitive developmental approach to the teaching of moral education sprang from the work of Piaget (1965) and was furthered by Kohlberg (1969). The approach views the child as taking an active part in his or her own moral development rather than being a passive recipient of external influences and teachings. It maintains that young people should formulate moral ideas from organized patterns of thought in unchanging sequence, while one stage is integrated into the next stage and finally replaced by it (Kohlberg, 1983). Piaget (1965), supported by Kohlberg (1969) agrees that moral maturity is achieved by moving through different qualitative stages which are invariant, hierarchically ordered and cognitional, as evident in the various stages of development which they propounded.

Use of dilemma is another means though which teaching familiarizes students to the right moral habits. Dilemmas are fictional short stories that describe situations in which a person has to make a moral decision (Meyer, 1985). Kohlberg used lots of moral dilemmas in his works, as a method of teaching moral education. In his Dissertation in (1981), The researcher used moral dilemmas to determine which stage of moral reasoning a person fits into. In grappling with the dilemma, the participant is asked a systematic series of open-ended questions, like what they think the right course of action is, as well as justifications as to why

certain actions are right or wrong. Through this method, one can also be inspired, or challenged to move from one stage to a higher level, when the interviewer carefully uses the dialogue method to get the person in question clarify his position. He can be made to reject a former position and through that method, improve on his stage of moral development. This help to foster and promote moral reasoning and growth in students (Kohlberg, 1981).

Modeling approach is another pattern by which teaching familiarizes students to the right moral habits. Modeling approach supports that teacher and student interactions should have a moral dimension. The ideal thing, therefore, is for the teacher to live the way he wants the students to live. Believing that schools are moral habitats, modeling approach insists that teachers should live their lives the way they want the students to live.

Infusion approach is another means by which teaching familiarizes students to the right moral habits. Infusion approach to character education aims to restore the formation of studentsø character to a central place in schooling. This approach is based on the premise that, the good habits that contribute to the formation of character, in turn contributes directly to the academic goals of schooling. As such, good character should be a pre-requisite for teaching in a school, since the teacherøs character is on display for the students. In the infusion approach, the students are made to understand that their efforts and difficulties, successes and disappointments are all part of life (Ryan &Bohlin, 1999). What goes on in the play ground, lunchroom, bathrooms, the locker rooms, and in the bus convey powerful messages to students and are of interest to educators committed to infusion approach.

Teaching and learning are interrelated. However, teaching is the contact between a teacher and student under the teacherøs accountability in order to bring about the anticipated change in the studentøs actions. Learning does not stop with the attainment of new knowledge or skills or ideas. Thus, learning is the process through which certain behavioural change is made in the learner.

Concept of Education

Education as a concept has enjoyed a considerable level of acceptance. There exist, no doubt, many interpretations and meanings given to this concept just

as we have many educationists. The interpretations and meanings given to this concept have always varied depending on the situation and context within which it is used. Complexities in definition arise from the fact that education is a universal concept that differs from society to society (Nwobodo, 2008). Nwobodo went further to support that it differs because what is regarded as education in one society may not be regarded as education in another society. Education is not just becoming literate; getting a degree is not education, gaining knowledge alone is not education, learning new skills alone are part of education but not education. The term ÷educationø in the broad sense is not only a pedagogical one punctuating down to the basic meaning of the term. It means to plunge manøs body, mind and soul of ignorance. It enhances an individualøs personality and provides him confidence and competent to reach out to the world (Barmes, 1995). Education, says Aristotle as cited in Davidson (1990) is:

> *The creation of a sound mind in a sound body, it encompasses in itself the all-round development of an individual for the preparation of worthy activity and his happiness, education should be guided by legislation to make it correspond with the results of psychological analysis, and follow the gradual development of the bodily and mental faculties*(p.174).

Aristotleøs view of education is that it is only through education that potential happiness can become truly accessible. That education is to educate the people to be virtuous with a view towards its own institutions for the survival of the society. For Aristotle, anyone who always acts accordingly is educated person.

Aristotleøs aims and objectives of education are identical with the aim of man. Obviously all forms of education are explicitly or implicitly directed towards a human ideal. Aristotle considered that education is essential for the complete self-realization of man (Allan & Daniel, 1981). The supreme good to which all aspire is happiness. For Aristotle, the happy man is neither a noble savage, nor man in his natural state, but the educated man (Barnes, 1995). The happy man, the good man, is a virtuous man, but virtue is acquired precisely through education. It is only through education that potential happiness can become truly accessible.Aristotle saw õhappinessö as the end goal of education, and as the way

to build a productive society. The virtues, wisdom and happiness are acquired through education. The art of living is something to be learned.

Aristotle conceived the overall aim of education as that which inculcates good habit (Davison, 1990). It is this good habit that he calls virtue. This will no doubt enable the citizens to participate and perform those acts that are worthy of good men who will live in a good and happy society. The aim is to enable men function according to their natural capacity. It is only then he could be expected to experience happiness in the society. Aristotle is never wrong by upholding this idea. It is clear that a child is still in the dark cave of irrationality, he is to be guided at all times against work and study by the family until he is safely over the boarder of childhood.

Aristotle saw the world as a dynamic place where everything is continually evolving according to some inner purpose, all matter thus has a potential which it is striving to realize and in terms of education the aim is to help develop the child's potentials into what he or she is best fitted to become (Davison, 1990). The aim of education is to educate the people, to make them virtuous. The goal of education is to educate with a view towards its own institutions (moral education for the survival of the society). For Aristotle, every art and every inquiry, and similarly every action and pursuit, is thought to aim at some good; and for his reason the good has rightly been declared to be that at which all things aim (Davison, 1990). According to Aristotle cited in Veath (1974), it is by doing good that we become good, thereby espousing the value of modeling, positive behaviours and encouraging the development of worthwhile habits.

According to Plato as cited in Nwobodo (2008), education is what:

makes a man eagerly pursue the ideal perfection of citizenship and teaches him how rightly to rule and how to obey. This is the only education upon our view, deserves the name; that other sort of training, which aims at the acquisition of wealth or bodily strength, or mere cleverness apart from intelligence and justice, is mean an illiberal, and is not worthy to be called education at all. But let us not quarrel with one another about a word. Provided that the proposition, which has just been granted, holds good, to

wit, that those who are rightly educated generally become good men (p.28).

In consequence, that one is a trained medical doctor, teacher, or trader does not make him an educated man. For such a person to be looked upon as an educated man, he must be virtuous; he must be good, he must be an ideal citizen. Plato's definition agrees with that of Aristotle in the emphasis on character development as the most important aspect of education.

Another celebrated definition of education is that put forward by Okafor (2006), in his individual expressions, education is a process of acculturation through which the individual is helped to attain the development of his potentialities, and their maximum activation when necessary, according to right reason and to achieve his perfect self-fulfillment.Okafor's definition of education regards education, not as a mere definition rather, a process intentionally designed and methodically applied. He upholds that the educational experiences should not be limited to the individual's immediate environment but should transcend it.

Just as we have many educationists and philosophers, peoples conception of education differs. To others like Plato (428-347) and Aristotle (384-322), character development is conceived as the most important aspect of education. To Okafor, education centers on acculturation, development of potentialities, and perfect self-fulfillment. However, the main idea centers on formation and modification of behaviour. Therefore, education could be defined as life experiences encountered by man that geared towards formation and modification of his behaviour.

Practical Oriented Teaching in Secondary Schools

In the 1960s, education in African schools, particularly in Nigerian grammarschools seems to be quite literary; not practical, not adapted to the needs of African nations. It was observed that the education Nigerians received was meant to servecolonial purposes (Ajayi, 1963). This type of education as he further said only tends to produce proud, lazy people who dislike manual labour and prefer

white-collar jobs. This assertion is representative of the opinions of later critics of African education curriculum generally. The flaws in this aspect of African education have been traced to missionary influence. Adeniyi (2001) observed that there are strands of evidence of lack of creativity in the Nigerian child. This informed the reason why Onwuka (2009) lamented that if Nigerian were to develop through education, there is need to imitate such a country as United Arab Emirate. The researcher further stated that to imitate in this contest means both in theory and practice. In relation to this, Dore (1986) pinpoints that new programmes, knowledge, novel instructional objectives and methods are needed in order to correct present misconceptions about education, qualifications, certification, employment prospects, and survival. The issue is, will the Nigerian children be able to cope with the work-force of the twenty-firstcentury which require manipulative skills and a much great ability to solve problems on their own than it has been in the past?. No positive impact of whatsoever will be made with asystem that promotes theoretical knowledge, places emphasis on paper certification rather than stressing the development of innate abilities in a learner evolving through training or practice.

Practical education involves giving students the ability to choose from a list of standard solutions. This has the advantage of learning and understanding quickly and as well, being terribly creative. Practical education for,Moreno (2006),is a curriculum which complements the classroom based theoretical training, exposes student to the global experts, prepares students for the complex corporate environment and provides industry knowledge. According to Odekunle (2001),practice with materials may lead directly to a creative final product. He further gave example that many artists do not believe in theory rather, they are inspired by the process itself; they enjoy interacting with the materials and the visual and tactile experiences that emerge as they work. Practical education approach is appropriate especially for Nigerian secondary education system to make it practically oriented and adapt to the needs of Nigerian society.

Reflection of School Core Curriculum on Moral Education

One major aspect of Nigerian education that seems to have been often criticized is the curriculum. The early critics include members of the Phelps-Stokes and Advisory Commissions who submitted their separate reports in 1925. They

observed that education in Africa generally had not been adapted to the needs and aspirations of the people. The National Curriculum Conference of September 1969 was the first attempt by Nigerians to formulate a school curriculum that is relevant to the goals, needs and aspirations of Nigerians. Today, it appears that all educational authorities in Nigeria are conscious of the pressing need to relate our curriculum at all levels of education towards character development via moral education. Thus, the dynamic nature of curriculum makes it imperative for moral education to flourish. Curriculum, according to Onwuka (1990), consists of all the situations that the school may select and consistently organize for the purpose of bringing about changes in the behaviour of pupils as a means of developing the personality of the individuals. This informed the researcher, on the need for reflection of school core curriculum on moral education in Nigerian secondary schools.

Moral education is not church education, neither is it moral instruction. It is, according to Ryan (1986), education that aims at helping children to acquire those virtues or moral habits that will help them live good lives and at the same time become productive and contributing members of the community. In his own view, Schleifer (2004) sees moral education as that education that provides learners with strategies for becoming more aware of their own values, the values of other, and what is to be valued.

There is a burning need to reflect Nigerian secondary school core curriculum on moral education. To corroborate the above, Lickona (1991) upholds that value and character development will not occur by chance unless through moral education. He further stated that Nigerian educational institutions is quite understandable especially when viewed against growing acts of fallen moral values such as stealing, cheating, cultism, examination malpractices, sexual promiscuity, indecent and obscene mode of dressing, act of forgery of certificate to gain admission into higher schools. Similarly, Ewa and Mama (2003) put forward that moral education is an inescapable mission of schools. The goal is to help children develop good dispositions that will enable them to flourish intellectually, personally and socially. This made Barry (1985) to agree that with intentional, thoughtful moral education, schools can become communities in which virtues such as responsibility, hard-work, honesty and kindness are taught and respect celebrated and continually practiced.

While acknowledging that some of the moral crises have complex origins, many people are insisting that moral education in our secondary schools will help to reduce the problems. This was supported byKreeft (1988) who submits that people who are morally trained respect the rights of others, respect the law, are concerned about the common good and have regard for truth and justice. In relation to this, Barry (1985) maintains that schools have two major goals: to help young people to be smart, in terms of literacy and numeracy, and to help them become good. Schools, in order to help students become good people, must help them develop good character. This involves a process of helping them to know what objective values are, to appreciate their importance and to process and practise them in their day to day conduct.

Moral education helps to build more civil and caring communities. In consonance to this, Adelani (2008) conceives moral education as well being of all, which prevents harm to both the individuals and societies, which are essential for the conduct and preservation of a civil and democratic society.

Moral education also trains young people to have proper images of themselves and sense of moral worth in the development of their lives and in the service of the society. In his own view, Meyer (1982) summits that if all children aged four to sixteen could experience the elevating influences of good moral education in schools, the dark host of private vices and public crimes which now embitter domestic peace and stain the civilization of the age might in 99 cases in every 100 be banished from the world. Moral education helps to reduce many of the studentsø negative behaviours like violent juvenile crimes, teenage pregnancy, drug abuse, suicide, murder, cultism and other forms of irresponsible living, which have caused many to declare moral crisis in our nation, Nigeria.

Also, moral education helps young people to develop harmoniously their physical, intellectual, moral, and spiritual talents and qualities. Consequently, Ryan and Bohlin (1999) maintain that the mission of schools has been to develop in the young both the intellectual and the moral virtues. So, moral education improves not only the academic performances of children, but also the quality of the lives they live. The reason is that moral education helps to engender an organic unity between the various elements or capacities of personhood (Wright, 1994). To emphasize only one of thecapacities to the neglect of others would produce

malformed persons. After much reflection on this,Adelani (2008) upholds that moral education in secondary schools aims at enabling young people to realize their full potential, enhance and confirm their humanity in the society.

Furthermore, moral education in secondary schools helps to prepare young people to be responsible citizens. The reason is that it trains them to be mature, docile, human persons, who on their own, will learn how to consistently judge and act in accordance with right reason, inspired and nourished by the good of the society (Lickona, 1991). As postulated by Ryan (1986), moral education helps children to acquire those virtues or moral habits that will help them to individually live good lives and at the same time become productive, contributing members of the communities. To do this, moral education therefore goes beyond mere indoctrination to stimulation of moral development in children. Stimulation goes beyond the imposition of fixed body of moral reasoning and does not violate the young personøs moral freedom and autonomy. Here the moral capacity of the young person is sharpened, empowered and enlightened so that he could make correct moral judgments and decisions on his own, especially, when faced with strong moral dilemmas (Wright, 1994).

Again, moral education helps to make young people become productive members of the society. Moral education in secondary schools helps to demonstrate that in education, knowledge, skills, values, that should be applied throughout in life should be cultivated, learnt, nurtured, enhanced and emphasized. Education, then, generally becomes, learning how to live good, meaningful, productive, resourceful and fulfilling lives. As such, moral education helps to shift the emphasis from just studying in order to find a good job, to studying hard in order to be a good productive citizen, to raise a good family and to have good friends (Lickona, 1991). As such, contemporary education places proper emphasis on cultivation of life skills that help one to live a better life, rather than education as mere swallowing of bodies of doctrines and teachings (Nwafor, 2007). Meanwhile, in the opinion of Rozycki (2005), moral education need not be indoctrination, so that the students would be encouraged to cultivate attendant life-skills.

Another need to reflect moral education in secondary schools is the promotion of self-determined identity. This helps children to rise above their family levels, societyøs abuse, poverty and deprivation (Wright, 1994).

Moral education improves young peoplesø academic and moral performances. Consequently, Dewey (1859) points out thatthe reason for teaching moral education is that it helps to stimulate the õnaturalö development of the individual childøs own moral judgment and capacities and thereby, equipping the child to use his own moral judgment to control his behaviour. In a related view, Kohlberg (1984) maintains that the attractiveness of defining the goal of moral education as the stimulation of development rather than as the teaching of the fixed rules stems from the fact that it involves aiding the child to take the next step in a direction towards which he is already tending, rather than imposing an alien pattern upon him.

The rationale behind this argument is that absence of moral education in the Nigerian secondary school system leads to many moral problems exhibited by students in the secondary schools because of their low moral development. This, advocates for the need to reflect moral education in the Nigerian secondary school core curriculum.

TeachersRole in Actualizing Right Moral Habits

The teacher is a key factor in the formation of an ideal human being. According to Atanda and Lameed (2006), teachers are professionals who impart skills, knowledge, information, attitude and others into the learners. Roles teachers play in actualizing right moral habits cannot be over emphasized. It is a function or position that is inevitable in the formation of an ideal human being.

The teacher should be seen as a morality agent. He equips its beneficiary with certain attributes and characteristics with which the recipient can be recognized and judged as an educated man. Holmes (2001) described moral formation as a threefold process: forming a sensitive conscience, moral decision-making, and forming a moral identity. One of the most dynamic components to

moral development in the classroom is the *manner* in which a teacher engages with his or her students. Teachersø relationship with their students leads to formation of studentsø good character. This informed the reason why Palmer (1998) emphasizes that the importance of teachersø relationship with students is the developing of their character. In a related view, Noddings (2002) upholds that the foundation for all curriculum and instruction should be first demonstrated through the relationship of teachers with the students. The moral manner of a teacher includes modeling but goes beyond it. In his own words, Lickona(1991) submits that teachers make effort at shaping and moulding societyøs desired *'Good'* out of every learner that passes through him. In a similar view, Aristotle cited in Ginsberg (1930) that no moral virtue arises by nature; for nothing that exists by nature can form habit contrary to its nature.

The way in which teachers interact with their students provide a consistency between word and action, and also affirms moral integrity in the day-to-day actions and interactions of students. Teachers need to understand their role as moral agents in the school. Based on this, Nucci(1989)agrees that teachers acting *±in loco parentis',* (acting in place of the parent), places them in the role of moral stewardship. In support of the above notion, Goodlad (1990) agrees that it is a reasonable expectation for teachers to be moral agents. Teachers play inevitable roles in actualizing right moral habits. Their roles include modeling but goes beyond it for the reason that if there is no understanding, there will be no response. Thus, secondary school students will formulate and maintain right moral habits if properly initiated.

Theoretical Framework

For the theoretical framework of this study, a brief x-ray of the theories of education and Aristotle theories of education that relates to the topic under study are imperative. They are organized under the following headings:

Theories of Education

- Reconstructionist Theory

- Progressivist Theory

Aristotle Theories of Education

- Value Theory

- Learning Theory

Reconstructionist Theory

This theory was espoused by Brameld (1877-1976), an American philosopher and visionary educator who developed the reconstructionist philosophy of education, and Counts (1889-1974), anAmerican educator. The main idea in this theory is that the curriculum should be a method of change and social reform for the society. They see the schools as the solution to different social crisis. To this group, education must commit itself here and now to the creation of a new social order that will fulfill the basic value of our cultures and at the same time harmonize with the underlining social and economic forces of the modern world. As such, they concluded that the new society must be a genuine democracy, whose major institutions and resources are controlled by the people themselves and that modern education should be committed to resolving the major cultural, social, moral and religious crises of our times especially, in accordance with the findings of the behavioural sciences.

The implication of reconstructionisttheory to this study is that the whole business of moral education in secondary schools should amount towards reconstructing a new social order where the moral values, as desired by the society will thrive. The application of Aristotle∳s theories will enable secondary school students to preserve, maintain and upgrade its societal values and aspiration, knowledge and skills, make informed choices, broaden their horizon and opportunities and make them to have a choice in public decision making. It will prepare secondary school students to participate and perform those acts that are worthy of good men who will live in a good and happy society.

Progressivist Theory

This theory was formulated by John Dewey (1859-1952), an American philosopher, psychologist, and educator and Kilpatrick (1871-1965), another

American psychologist and educator. The main idea in this theory is that education should be life itself, not a preparation for living and that the interest of the child should be at the centre of all learning activities.Progressivist theory assumes that learning through problem solving should take precedence over the inculcating of subject and the role of the teacher should be to guide not to direct. To this group, education that is worthwhile is one that will fulfill and enrich the current lives of students as well as prepare them for the future. They maintained that schools should generally encourage cooperation rather than competition.

The relevance of this theory is that teaching and learning should be practical-oriented in secondary schools. Again, secondary school teachers should through problem solving methods familiarize their students to the right moral habits.

Value Theory

This theory was espoused by Aristotle (384-322 BCE). He emphasized that education should be value oriented. He conceives the overall aim of education as that which inculcates good habit. It is this good habit that he calls virtue. This will no doubt enable the citizens to participate and perform those acts that are worthy of good men who will live in a good and happy society. This is because; if the citizens are good, the society in which they live will also be good.

LearningTheory

This theory was formulated by Aristotle (384-322 BCE). He upholds that the actual development of new knowledge generally comes about by induction and that the process of learning is one of building up in the mind a picture of reality that corresponds with the real world outside. He maintains that at birth, human mind is like a blank slate but with capacities, it acts on impressions coming into it from the outside world. The role of the teacher is to help the child organize this vast range of empirical experiences, to help provide some structure for all the desperate elements. To him teaching and learning are always about an object and should have content. Aristotle insists that teaching and learning should never represent interpersonal relationship or the expression of feelings rather, disciplined inquiry into some aspect of realities.

However, no theory had ever existed without criticisms. Each of these theories of education have great insight and relevance as regards to the application of Aristotle theories of education in secondary schools. Nonetheless, each has its strengths and weakness. As such, one should make use of what is creditable in each theory as highlighted, while discarding what is exaggerated, to benefit essential education that enlightens the mind not only to know the good, but also strengthens the will to do the good. So, the insight from these theories is imperative for application of Aristotle⌀s theory of education and effective teaching and learning of moral education, especially, in secondary schools.

Review of Empirical Studies

This section is concerned with review of studies done in the area of moral education and application of educational theories to schools. It also examined how related and how relevant they are to the present study.

Anthony (2009) carried out a research study on the need for moral education in secondary schools in Nsukka education zone. The purpose of the study was to find out the need for moral Education in secondary schools. To achieve the purpose, three research questions were stated and three hypotheses were formulated to guide the study. Questionnaires consisting of 32 items were designed and administered to a sample of 598 respondents (580 teachers and 18 principals). Means scores and standard deviation were used to answer the research questions, while the z-test statistics was used to test the null hypotheses.

The result showed that moral education at the secondary school stage has so many goals to achieve. Such goals include; training students to respect human dignity, preparing students to care about the welfare of others, making students to integrate individual and social responsibilities, teaching the students to tell the truth always, training students to resolve conflicts peacefully, and training students to be responsible citizens. The implication is emphasis on character building over academic excellence; stating from early childhood to impact moral education through the adult life, allowing only professionally trained and morally stable teachers to teach moral education, teachers playing role models to students, building moral education into every lesson, and making moral education

compulsory for all students. This study is important and very much allied to the on-going research study because of the need for moral education and emphasis on character building.

Nwobodo (2008) conducted a research study on Plato's concept of crime and punishment: implications for secondary education in the south east geo-political zone of Nigeria. The purpose of the study was to probe into the thoughts of Plato with regard to crime and punishment in order to discover the extent to which his wisdom contextually can be applied to solving of our contemporary problems in related issues with particular reference to the education of the citizenry. The study was a survey. It was guided by four research questions and four hypotheses. A total sample of 563 teachers from Imo, Enugu and Anambra states were selected from a population of 22,526 teachers using disproportionate stratified random sampling. Questionnaire with a four-point rating scale was the instrument used to collect data for the study. The data collected were analyzed using mean, standard deviation and t-test statistics.

The study revealed that teaching of moral education in secondary school as the right type of education, administering punishment with the view of reforming the child and a well programmed philosophy of education for teacher education were some of the measures advanced by Plato to address crime which could be applied in Nigerian schools today has been related positively in the study. The study created a gap in the sense that, it investigated solutions to crime during the time of Plato and the contemporary Nigerian secondary schools. The present study will try to find out if secondary school students are being accustomed to the right moral habits via teaching and learning. Both studies are related in the sense that, both conceived teaching of moral education in secondary school as the main trust of reducing crime in the contemporary Nigerian secondary schools.

Efanga (2002) carried out a study on theories of moral development: Concepts and applicationsin secondary schools in Akwa-Ibom state. The main purpose of the study was to verify how theories of moral development will be applied to enhance behaviourin secondary schools students in Akwa-Ibom state. The study was guided by three research questions and two null hypotheses. Using simple random sampling technique, 50 principals and 150 teachers were selected for the study. Questionnaire was used to collect data, mean score and standard

deviation were employed for data analysis. While t-test was used for null hypothesis.

Findings showed that applications ofmoral development theories in secondary schools in Akwa-Ibom state are necessary for studentøs integral and moral development. This study is important and is related to the on-going research study in the sense that, the results obtained could be applicable to application of Aristotleøs theory of education to Nigerian secondary schools.

Snarey, Reimer and Kohlberg (1985) did a longitudinal cross-cultural study on the development of social-moral reasoning among Kibbutz adolescents. The sample included 92 adolescents, 64 of whom were interviewed longitudinally over a two-to-nine year period. Interview was used for the data collection. 32 subjects were interviewed 2 times for a total of 64 interviews, and 28 subjects were interviewed only once. There were therefore, a total of 188 interviews from 92 subjects. The longitudinal findings indicated that the stage change was consecutive, gradual and upward. The 188 interview profiles indicated that in 83% of the cases, all reasoning was at one major stage or in transition between two adjacent stages. The correlations among the stage scores from each of the six moral issues within each interview were all positive and significant. Age also showed a clear relationship with stage and accounted for 40% of the variance in moral maturity score. Regarding the content of moral reasoning, there was no significant difference in moral issue choice between Kibbutz and non-Kibbutz subjects, in moral-issue choice on Heinz-dilemma. In conclusion, Kohlbergøs model and method have fared well. The Kibbutz findings are remarkably consistent with a structural understanding of the development of moral reasoning. Meanwhile, this study is important and is related to the on-going research study on how moral reasoning develops among young people. But, unlike the present study, the study of Snarey, Reimer and Kohlberg (1985) appears to be culturally based.

Summary of Reviewed Literature

The study focused on the application of Aristotle theories of education in secondary schools. The chapter reviewed the following headings: Conceptual framework on; theory, teaching and learning, and education, practically oriented teaching in secondary schools, reflection of school core curriculum on moral

education and ways teaching familiarize students to the right moral habits. The theoretical framework dealt on the theories of education and Aristotle theories on education that relate to the problems under study. Specifically, it stressed on reconstructionist theory, progressivist theory, theory of value and learning theory in relation to application of Aristotle's theories of education to secondary schools. Also, it reviewed four studies that are related to the problems under study.

The review has shown that there is a burning need to reflect Nigerian secondary school core curriculum on moral education. It shows that moral capacity of the young person is sharpened, empowered and enlightened so that he could make correct moral judgments and decisions on his own, especially, when faced with strong moral dilemmas.

Also, it reviewed that practice with materials may lead directly to a creative final product. It welcomed that practical education approach is appropriate especially for Nigerian secondary education system to make it practically oriented and adapt to the needs of Nigerian society.

However, none of the work reviewed, relates directly to the issues being addressed by the present study. Meaning, no known work seemed to be carried out on Aristotle's theory of education: its application to secondary schools in Nnewi education zone or reviewed practical education approach in teaching and learning. This empiricalevidence therefore is the gap that informs the researcher's interest to consider carrying out studies on the identified topic.

CHAPTER THREE

RESEARCH METHOD

This chapter is concerned with the research method and the various steps taken in carrying out the study. It is organized under the following sub-headings: design of the study, area of the study, population for the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, and method of data analysis.

Design of the Study

The study is a descriptive survey research design. This designwasadopted to source information on application of Aristotle's theory of education in the secondary schools in Nnewi Education zone. As a survey, it seeks to find out if Aristotle's theory on education is applicable in the secondary schools curriculum, teaching and learning, in order that educational and societal goals will be achieved. Descriptive survey, according to Ali (2006), describes and interprets what the researcher is interested in finding out, the conditions that exists, opinions that are held, processes that are going on and effects that are evident or trends that are developing. Survey research design is appropriate because the present study seeks to describe and interpret the opinions that are held of teachers and students on the application of Aristotle's theory of education in secondary schools in Nnewi Education zone of Anambra state.

Area of the Study

This study was carried out in public secondary schools in Nnewi Education zone of Anambra State. Nnewi Education zone is made up of four Local Government Areas namely Nnewi North; Nnewi South; Ekwusigo; and Ihiala. There are forty eight public secondary schools in the zone. The choice of this area was made due to the fact that Nnewi Education zone is a metropolitan community and the researcher observedall sorts of professional misconduct such as disregard for school rules and regulations, disobedience to constituted authority, lateness, absenteeism, extortion, victimization, examination malpractices, rudeness, stealing and among othersthat exist amo   52   lents, teaching staff and non teaching staff in the area.

Population for the Study

The population for the study comprised of 46,236 subjects (804 teachers and 45,432 students) in the 48 public secondary schools in Nnewi education zone. (Source: Statistics Unit, Post Primary School Commission P.P.S.CAnambra State, September 2011).

Sample and Sampling Technique

The sample for the study was made of 1146 respondents (270 teachers and 876 students). Simple random sampling technique was used in selecting 24 schools out of the 48 public secondary schools in the zone under study. Stratified random sampling technique was adopted in selecting the number of teachers and (SS2) students from each of the four local government areas in the schools randomly selected. It includes 60 teachers, 210 students from Nnewi North; 80 teachers, 220 students from Nnewi South; 70 teachers, 200 students from Ekwusigo; 60 teachers, 246 students from Ihiala local government amounting to 1146 as the sample size. The reason for choosing SS2 students is because they are adolescentsø students and will be available in the school by the time their attention will be needed to answer the questionnaire. (See Appendix 11 page (97) for distribution of the sample size and technique adopted).

Instrument for Data Collection

The instrument used for data collection was a twenty four items researcher developed questionnaire titled õAristotle Education Theory Appraisal Questionnaire (AETAQ)ö. The questionnaire was divided into two parts. Part I consist of the introductory section and the background information of the respondents. Part II consists of 24 items built on three clusters. Cluster A treats practical oriented teaching and learning in secondary schools; Cluster B treats the reflection of school core curriculum on moral education and Cluster C treats the role of teachers in actualizing right moral habits. Response option for theclusters will be: Strongly Agree (SA) --- 4 Points, Agree (A) --- 3 points, Disagree (D) --- 2 points and Strongly Disagree (SD) ---1 point.

Validation of the Instrument

The instrument was subjected to face validation by three experts in the University of Nigeria, Nsukka; two from Philosophy of Education unit and one from Measurement and Evaluation unit. The validators were requested to ensure the relevance of content, appropriateness of statement, logical accuracy and semantic clarity. Comments from these experts were taken into consideration in the final modification of the instrument (See Appendix I page (90) and Appendix IV page (101)for copies of the validated instrument and corrections made).

Reliability of the Instrument

To ascertain the reliability of the instrument, the researcher conducted a trial testing with 4 teachers and 16 students in Awka Education zone ofAnambra state. Twenty copies of the validated instrument were trial tested to generate data used to determine the internal consistency of the instrument. Teachersø and studentsø responses were analyzed using Cronbach Alpha. The Reliability co-efficient for the clusters of the instrument were as follows; Cluster A: 0.96; Cluster B: 0.96; and Cluster C: 0.96; these gave an overall reliability score of 0.96. (See Appendix IIIpage (98) for the reliability co-efficient).

Method of Data Collection

The direct delivery method was used to administer and collect data. The researcher employed the services of two trained research assistants. They wereinstructed on how to administer and retrieve the questionnaire from the respondents so as to minimize loss of questionnaire and ensure safe handling and return of the instrument.

Method of Data Analysis

The datacollected was analyzed using means and standard deviation. means and standard deviationwere used to answer the three research questions. The decision criterion was 2.50 and above; any score from 2.50 or above was considered positive while any score below 2.50 will be regarded as negative response. The null hypothesis of no significance difference will be tested using t-test statistics at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the analysis of data collected. The results are presented in line with the research questions and the hypotheses that guided the study as shownin tables 1 to 6 below:

Research Question 1

In what ways are teaching and learning made practical as enunciated by Aristotleøs theoryof education in secondary schools in Nnewi Education zone?

Table 1: Meanscores of teachers and students on ways teaching and learning are made practical as enunciated by Aristotle's theory of education in secondary schools

S/N	ITEMS	Teachers		Students		Overall	Decision
		MEAN	SD	MEAN	SD	Mean	level
1.	Students are allowed to ask questions in the classroom during teaching and learning	1.85	0.35	1.86	0.36	**1.86**	**Disagree**
2.	Teachers use relevant instructional materials in teaching secondary school students	1.71	0.46	1.69	0.46	**1.70**	**Disagree**
3.	During computer science class computer hardware are brought into the classroom for students to practice with	1.60	0.49	1.59	0.49	**1.59**	**Disagree**
4.	Students often go to the school lab with practical specimen to practice what	1.80	0.40	1.80	0.40	**1.80**	**Disagree**

	they are taught in the class						
5.	Students are taken to the farm to learn with farm implements during agricultural classes	1.60	0.90	1.59	0.49	**1.59**	**Disagree**
6.	During music class musical instruments are brought into the classroom for students to practice with		57	59	0.46	**1.69**	**Disagree**
7.	During physical and health education class students are allowed to demonstrate some athletic skills	1.81	0.39	1.80	0.40	**1.81**	**Disagree**
8.	Students are encouraged to make presentation in the class as part of their contribution	1.89	0.31	1.90	0.29	**1.89**	**Disagree**
	Total	**1.74**	**0.47**	**1.73**	**0.44**	**1.74**	**Disagree**

Key: SD = Standard Deviation

Research Question 1 seeks to find out the ways teaching and learning are made practical as enunciated by Aristotleøs theory of education in secondary schools in Nnewi Education zone.

Table 1 presents the opinions of teachers and students on the ways teaching and learning are made practical as enunciated by Aristotleøs theory of education in secondary schools in Nnewi Education zone.The overall ratings for both respondents confirm a cluster mean of 1.74, which has been rated below the agreed criterion mean of 2.5.This indicates a decision level of disagree. Therefore, the table shows that teaching and learning are not made practical as enunciated by Aristotleøs theory of educationin secondary schools.

Research Question 2

In what ways do school core curriculum activities reflect moral education in line with Aristotleøs theory of educationin secondary schools in Nnewi Education Zone?

Table 2: Mean scoresof teachers and students on ways school core curriculum activities reflect moral education in line with Aristotle's theory of education in secondary schools.

S/N	ITEMS	Teachers		Students		Overall	Decision
		MEAN	SD	MEAN	SD	Mean	Level
9.	Secondary school education provides learners with strategies for becoming more aware of their own values	1.65	0.47	1.64	0.47	**1.65**	**Disagree**
10.	virtue such as honesty is practiced in secondary schools	1.64	0.48	1.65	0.47	**1.65**	**Disagree**
11.	Students are morally trained to show concern for the common good and have regard for truth and justice.	1.75	0.43	1.75	0.43	**1.75**	**Disagree**
12.	Secondary education helps students to improve in their moral standard.	1.69	0.46	1.69	0.45	**1.69**	**Disagree**
13.	Moral problem such as stealing is exhibited by students in secondary schools.	3.80	0.40	3.80	0.40	**3.80**	**Strongly Agree**
14.	Students cultivate skills that help them to live a good life	1.61	0.49	1.60	0.49	**1.60**	**Disagree**
15.	Virtue such as hard-work is stimulated in secondary schools	1.59	0.49	1.60	0.49	**1.59**	**Disagree**
16.	Moral problems such exam malpractices are demonstrated by students in secondary schools.	3.69	0.46	3.70	0.46	**3.69**	**Strongly Agree**
	Total	**2.17**	**0.46**	**2.18**	**0.46**	**2.17**	**Disagree**

Key: SD = Standard Deviation

Research Question 2seeks toascertain the ways school core curriculum activities reflect moral education in line withAristotle's theory of education in secondary schools in Nnewi Education zone.

Table 2 displays the opinions of teachers and students on theways school core curriculum activities reflect moral education in line with Aristotle's theory of educationin secondary schools in Nnewi Education Zone.All the items except item 13 moral problem such as stealing is exhibited by students in secondary schools and item 16 moral problems such as examination malpractices are demonstrated by students in secondary schoolswas rated above the agreed criterion mean of 2.5 with the mean of 3.80 and 3.69respectively.The overall means for both respondents show a cluster mean of 2.17.This indicates a decision level of disagree. Therefore, the table showsthat all the items with exemptions of item 13 and 16 confirms that school core curriculum activities do not reflect moral education in line with Aristotle's theory of educationin secondary schools.

Research Question 3

What is the extent teachers role familiarize students to the right moral values as enunciated by Aristotle's theory of educationin secondary schools in Nnewi Education Zone?

Table 3: Mean scoresof teachers and students on the ways teachers role familiarize students to the right moral values as enunciated by Aristotle's theory of education in secondary schools in Nnewi Education Zone

S/N	ITEMS	Teachers		Students		Overall	Decision
		MEAN	SD	MEAN	SD	Mean	Level
17.	Teachers dispose students to resolve conflicts peacefully rather than through violence	1.75	0.43	1.75	0.43	**1.75**	**Disagree**

No.	Item	Mean	SD	Mean	SD	Mean	Decision
18.	Training students to tell the truth always in spite of the consequences	1.70	0.45	1.69	0.45	**1.69**	**Disagree**
19.	Teachersø interaction with their students provides a consistency in the studentsø thoughts and right actions	1.60	0.49	1.60	0.49	**1.60**	**Disagree**
20.	Teachers contact with students infuse into students minds such qualities as equity and justice	1.80	0.40	1.79	0.40	**1.79**	**Disagree**
21.	Teachers assist students to formulate right moral ideas via teaching	1.60	0.49	1.60	0.48	**1.60**	**Disagree**
22.	Teachersø relationship with students leads the latter to development of good character	1.44	0.49	1.45	0.49	**1.44**	**Disagree**
23.	Teachersø behaviour helps in the formation of ideal students	1.74	0.43	1.75	0.49	**1.75**	**Disagree**
24.	Teachers gain students insight into their values and and beliefs	1.95	0.38	1.95	0.38	**1.95**	**Disagree**
	Total	**1.69**	**0.44**	**1.69**	**0.45**	**1.69**	**Disagree**

Key: SD = Standard Deviation

Research Question 3seeks to determine the ways teachers role familiarize students to the right moral values as enunciated by Aristotleøs theory of education in secondary schools in Nnewi Education zone.

Table 3shows the opinions of teachers and students on the waysteachers role familiarize students to the right moral values as enunciated by Aristotleøs theory of education in secondary schools in Nnewi Education Zone.The overall ratings for both respondents show a cluster mean of 1.69 which has been rated below the agreed criterion mean of 2.5.This indicates a decision level of disagree. Hence, the

table shows that teachers do not play their role to familiarize students to the right moral values as enunciated by Aristotleøs theory of education in secondary schools.

Hypothesis 1

There is no significant difference in the responses of teachers and students on the ways teaching and learning are made practical as enunciated by Aristotleøs theory of education in secondary schools in Nnewi Education zone.

Table 4: t-Test Analysis of the differences between the mean scoresof teachers and students respondents on the ways teaching and learning are made practical as enunciated by Aristotle's theory of education in secondary schools in Nnewi Education zone.

GROUP	N	Mean	SD	t-cal	Df	t-crit	Decision
Teachers	270	1.73	0.42	0.03	1144	1.9	NS
Students	876	1.74	0.42				

 Key: N = Number of Respondents; SD = Standard Deviation; df = Degree of Freedom; NS=Not significant at 0.05 probability level.

Table 4 presents the summary of the t-test analysis on the difference between the mean ratings of the teachers and students on the ways teaching and learning are made practical as enunciated by Aristotleøs theory of educationin secondary schools in Nnewi Education zone.The t-test analysis shows that the calculated t-value 0.03 isless than the t-critical value of 1.9 at 1144 degree of freedom and at 0.5 level of significant. Since thecalculated t-value is less than the

t-critical value, the null hypothesis stands accepted. Therefore, there is no significant difference in the responses of teachers and students on the ways teaching and learning are made practical as enunciated by Aristotleøs theory of educationin secondary schoolswith the mean of teachers (1.73) respondents being almost equal to that of the students (1.74)respondents.

Hypothesis 2

There is no significant difference in the responses of teachers and students on theways school core curriculum activities reflect moral education in line with Aristotleøs theory of educationin secondary schools in Nnewi Education Zone.

Table 5: t-Test Analysis of the differences between the mean scores of teachers and students respondents on the ways school core curriculum activities reflect moral education in line with Aristotle's theory of education in secondary schools in Nnewi Education Zone

GROUP	N	Mean	SD	t-cal	Df	t-crit	Decision
Teachers	270	1.72	0.43	0.04	1144	1.9	NS
Students	876	1.71	0.42				

Key: N = Number of Respondents; SD = Standard Deviation; df = Degree of Freedom; NS=Not significant at 0.05 probability level.

Table 5shows the t-test analysis on the difference between the mean ratings of the teachers and students on the ways school core curriculum activities reflect moral education in line with Aristotleøs theory of educationin secondary schools in Nnewi Education Zone. The t-test analysis indicatesthat the calculated t-value 0.04is lower than the t-critical value of 1.9 at 1144 degree of freedom and at 0.5 significant level.Hence, thecalculated t-value is less than the t-critical value.The null hypothesis stands accepted. Thus, there is no significant difference in the responses of teachers and students on the ways school core curriculum activities reflect moral education in line with Aristotleøs theory of education in secondary schoolswith the mean of teachers (1.72)respondents being nearly similar to that of the students (1.71)respondents.

Hypothesis 3

There is no significant difference in the responses of teachers and students on the waysteachers role familiarize students to the right moral values as enunciated by Aristotleøs theory of educationin secondary schools in Nnewi Education Zone.

Table 6: t-Test Analysis of the differences between the mean scores of teachers and students respondents on the ways teachers role familiarize students to the right moral values as enunciated by Aristotle's theory of education in secondary schools in Nnewi Education Zone.

GROUP	N	Mean	SD	t-cal	Df	t-crit	Decision
Teachers	270	1.70	0.43	0.06	1144	1.9	NS
Students	876	1.71	0.42				

Key: N = Number of Respondents; SD = Standard Deviation; df = Degree of Freedom; NS=Not significant at 0.05 probability level.

Table 6 presents the t-test analysis on the difference between the mean ratings of the teachers and students on the waysteachers role familiarize students to the right moral values as enunciated by Aristotleøs theory of educationin secondary schools in Nnewi Education Zone.The t-test analysis confirmsthat the calculated t-value 0.06is less than the t-critical value of 1.9 at 1144 degree of freedom and at 0.5 level of significance. Therefore, the null hypothesis stands accepted. This indicates thatthere is no significant difference in the responses of teachers and students on the waysteachers role familiarize students to the right moral values as enunciated by Aristotleøs theory of educationin secondary schools with the mean of teachers 1.70respondents being approximatelythe same to the mean of students 1.71respondents.

Summary of the findings

Based on the research questions and the null hypotheses which guided the study, a number of findings were made. The result revealed that:

1. Teaching and learning are not made practical as enunciated byAristotleøs theory of educationin secondary schools.

2. School core curriculum activities do not reflect moral education in line with Aristotle's theory of educationin secondary schools.

3. Teachers do not play their role to familiarize students to the right moral values as enunciated by Aristotle's theory of educationin secondary schools.

4. There is no significant difference in the responses of teachers and students on the ways teaching and learning are made practical as enunciated by Aristotle's theory of educationin secondary schools in Nnewi Education zone.

5. There is no significant difference in the responses of teachers and students on the ways school core curriculum activities reflect moral education in line withAristotle's theory of education in secondary schools in Nnewi Education Zone.

6. There is no significant difference in the responses of teachers and students on the ways teachers role familiarize students to the right moral values as enunciated by Aristotle's theory of educationin secondary schools in Nnewi Education Zone.

CHAPTER FIVE

DISCUSSION OF RESULTS

This chapter is devoted to the discussion of the findingsof the study.Also included are the implications of the research findings, recommendations,limitations,suggestionsfor further research and conclusion.

Discussion

Research question one was concerned about thewaysteaching and learning are made practical as enunciated by Aristotleøs theory of educationin secondary schools in Nnewi education zone.It wasdiscovered that teaching and learning are not made practical. The researcher was surprise that this type of result would be obtained among the teachers and students. This is because one feels that teachers and students will be bias while answering this type of questionnaire. This implies that secondary school education in Nigeria is based on theoretical training and do not expose students to provide industry knowledge. This could be the reason for Onwuka (2009)in his paper on leadership, education, and sustainable development to have suggested that,if Nigerian were to develop through education, there is need to imitate such a country as United Arab Emirate. According to the author, to imitate in this contest means both in theory and in practice.

In line with Onwukaøs opinion, it was discovered that students are not allowed to ask questions in the classroom during teaching and learning. However, teachersdo not userelevant instructional materials in teaching the students, computer hardware are not b   n during computer science class for students to practice   lo not often use practical

specimen in the school lab to practice what they are taught in the class, studentsare not taken to the farm to learn with farm implements during agricultural classes. Also, musical instruments are not broughtinto the classroom for students to practice with during music class, studentsare not allowed to demonstrate some athletic skills during physical and health education class, and students are not encouraged to make presentation in the class as part of their contribution.This being the case, can one conclude with the results obtained in Nnewi education zone that all the secondary students in Nigeria are not expose to practical education and as a result, do not posses any industry knowledge?Obviously, problems of Nigerian secondary schools are identical; hence they are established and managed by one body. They are in one plurality society and are characterized with the same problem.The findings show that secondary schools are not living up to expectation in discharging its obligations. One of the underline objectives is that secondary schools should be able to provide the beneficiaries with technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. However, the question now is what hinders practical education to thrive in the Nigerian secondary schools? The findings established shows that secondary education in Nigeria schools do not practically represent and complement the classroom based theoretical training whichwill expose student to demonstrate the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Coming to research question two which looks at the waysschool core curriculum activities reflect moral education as enunciated by Aristotleøs theory of educationin secondary schools; the findings of the study revealedthe opinions of teachers and students that school core curriculum activities does not reflect moral education. The researcher is not surprise about the responses. The reason being that a close look at Nigerian secondary schools reveals that products of todayøs secondary schools can neither usefully live in the society nor move into higher institution without their parentsø aid or forgery. They cannot think for themselves or respect the views and feelings of others and love no iota of dignity of labour except for things that will give them quick money. This informed the earlier assertion of Lickona (1991) in his book õEducation for character: how schools can teach respect and responsibilityö that value and character development will not occur by chance unless through moral education.

Lickona's opinion implies that there is a burning need to reflect Nigerian secondary school core curriculum on moral education. But the question is, what are the causes of moral decades among secondary school students? Based on the findings of the study,the causes of moral decades among secondary school students was attributed to secondary schools education not providinglearners with strategies for becoming more aware of their own values, virtue such as honesty not being practiced in secondary schools, students not being morally trained to show concern for the common good and have regard for truth and justice. Equally, secondary education does help students to improve in their moral standard, virtue such as hard-work is not stimulated in secondary schools and as a result, moral problem such as stealing and examination malpractices are exhibited by students in secondary schools. But the question is still, with all this deficiencies, is it an established fact for moral problems such as stealing and examination malpractices to flourish? But how can these unhealthy incidents determined the crisis in the Nigerian secondary school system? Still reflecting on this, it is a reasonable expectation for one to know that education is not a magician to all our personal and national problems.It is only through the activities of moral education that the expected change in behaviour could be achieved.

Research question three was articulated to find out whether teachers play their role to familiarize students to the right moral values as enunciated by Aristotle's theory of educationin secondary schools. The result in respect of question three showed that teachers do not play their role to familiarize students to the right moral values. The finding is not surprising, mere looking at the behaviourof secondary school students, one may wonder the type and nature of education they are exposed to. Based on the findings of the this study, teachers do notdispose students to resolve conflicts peacefully rather than through violence, teachers do not train students to tell the truth always in spite of the consequences, teachers' interaction with their students do not provide consistency in the students' thoughts and right actions. Also, teachers contact with students do not infuse into students minds such qualities as equity and justice, teachers do not assist students to formulate right moral ideas, teachers' relationship with students do not lead the students to development of good character. Equally, teachers' behaviour does not help in the formation of ideal students and teachers as well do not gain students insight into their values and beliefs.This being the case, can one maintain that

teachers are the causes of students wrong moral habits? This indicates that teachers need to understand their role as moral agents in the school.This is in concord with the earlier dialogue of Nucci(1989)in his article õmoral development and character education: a dialogueöthat teachers acting ÷in loco parentis', (acting in place of the parent), places them in the role of moral stewardship. It is important to understand that no moral virtue arises by nature; for nothing that exists by nature can form habit contrary to its nature. Therefore, teachers need to understand and man their positionsas key factors in the formation of an ideal human being.

In response to hypothesis one as shown in table four,there is no significant difference in the responses of teachers and students on the ways teaching and learning are made practical as enunciated by Aristotleøs theory of educationin secondary schools in Nnewi education zone. The results from the computationsrefuted the hypothesis and supported that there exists a significant difference in the ways teaching and learning are made practical as enunciated by Aristotleøs theory of educationin secondary schools. The difference which is in favour of secondary school students that have higher level of mean score can be obvious for various reasons such as, students not having the opportunity to the school laboratory to practice what they are taught with practical specimen in the class, students not taken to the farm to learn with farm implements during agricultural classes and not bringingmusical instruments into the classroom for students to practice with during music class. This logically means that education in Nigeria schools seems to be quite literary, not practical and not adapted to the needs of Nigerian purpose. The consequence is that there are strands of evidence of lack of creativity in the Nigerian child. Confirming this assertion, Adeniyi (2001) in his paper õProblems of the national education systemö lamented that the type of education students receive in Nigeria secondary schools only tends to produce proud and lazy people who dislike manual labour and prefer white-collar jobs.

Hypothesis two was articulated that, there is no significant difference in the responses of teachers and students on the ways school core curriculum activities reflect moral education in line with Aristotleøs theory of educationin secondary schools in Nnewi Education Zone.The results from the computations in table five countered the hypothesis and maintained that there exists a significant difference in the ways school core curriculum activities reflect moral education.The difference which is in favour of secondary school teachers that have higher level of mean

score can be understandable for several reasons such as, exhibition of student's negative attitudes such as dishonesty, stealing and examination malpractices. The simple ideology behind this unimportant difference is that absence of moral education in the Nigerian secondary school system leads to many moral problems exhibited by students in the secondary schools because of their low moral development. However, it is important to note that some of these moral crises have complex origins. But why then is moral education seen as the only and final solution?Dewey (1859) in his book õMoral principles in educationö answered that teaching of moral education helps to stimulate the õnaturalö development of the individual child's own moral judgment and capacities and thereby, equipping the child to use his own moral judgment to control his behaviour.

In response to hypothesis three as shown in table six, there is no significant difference in the responses of teachers and students on the ways teacher's role familiarize students to the right moral values as enunciated by Aristotle's theory of educationin secondary schoolsin Nnewi Education Zone. The results from the computations in table six negated the hypothesis and upheld that there exists a significant difference in the ways teachers role familiarize students to the right moral values. The difference which is in favour of secondary school students that have greater level of mean score is minor but critical for several reasons that teachers negative behavior, lack of positive relationship with students and their inability to assist students to formulate right moral ideas are the causes of students wrong moral habits.

Implications of the Findings

The implications of the findings as related to education and administration practices are hereby highlighted.

From the findings of this study, it can be gathered thatteachers and students agree that teaching and learning are not made practical as enunciated by Aristotle's theory of educationin secondary schools. This implies that secondary school education is based on theoretical training and do not expose students to provide industrial knowledge.Another thing is thatnewprogrammes onpractical education approachand methods are needed in order to correct present misconceptions about

education so as to make secondary education to be practically oriented and adapt to the needs of the Nigerian society.

The findings of the study also imply that school core curriculum activities do not reflect moral education in line with Aristotle's theory of educationin secondary schools. The rationale behind this is that absence of moral education in the secondary school system leads to many moral problems exhibited by studentsbecause of their low moral development.

Furthermore, the study also revealed that teachers do not play their role to familiarize students to the right moral values as enunciated by Aristotle's theory of education in secondary schools. By implication,it is a reasonable expectation for the secondary school teachers to understand their role as moral agents. Therefore,teachers need to fathom and man their positions as key factors in the formation of 'ideal' human beings.

Recommendations

Based on the findings of the study, the researcher recommends that;

1. It is a reasonable expectation for the Government, educational philosophers and practitioners, educational planners, guidance counsellors and curriculum developers to fully adapt Aristotle theory of education as it aims at inculcating into the students such values as honesty, hard work, justice and patriotism that will help to develop their potentials into what they are best fitted to become and thus, adjust them to live effectively in their society.

2. Teachers need to understand their role as moral agents in the school. As such, should take note that importance of teachers' relationship with students is the development of students good character.

3. Since moral education of the child is inevitable in the formation of an ‑ideal‑ human being, curriculum developers should by all means make moral education part of the school core curriculum activities. This willhelp to reduce students negative behaviours like violent juvenile crimes, teenage pregnancy, drug abuse, suicide, murder, cultism and other forms of irresponsible living.

4. Government should equip the secondary schools with all the facilities needed for practical education to flourish. They should through systematic approach, organize new programmes on practical education in secondary schools to make teaching to be practically oriented and adapt to the needs of Nigerian society.

5. Seminars and workshops should be organized for principals and teachers in particular to sensitize them on the needs and strategies for practical education.

6. Government through the Ministry of Education should organize enlightenment campaigns on the essence of moral education in secondary schools.

Limitations of the Study

In the course of carrying out this study, the researcher experienced the following challenges:

1. The focused of the study was on the application of Aristotle‑s theory of education in secondary schools in Nnewi education zone of Anambra state. Ordinarily, all secondary schools in the zone are deemed right to use as respondents. Hence, the present study was limited to only the select schools in the zone.

2. Some of the respondents were obstinate in answering the questionnairespecifically, as it coincided with the period of their examinations which as a result led to mortality of some instruments and reduce the sample size of the study which affected the reliability of the results to a certain extent.

3. The issue of bureaucracy was another major constraint for the study both in obtaining data from the school board and administration of questionnaire in schools.

Suggestions for Further Studies

Based on the findings and the limitations of the study, the following are suggested for further research:

1. Another investigation of this nature with a wider scope using primary schools or institutions of higher learning.

2. Reflection of school core curriculum onmoral education in secondary schools

3. Practical oriented education in secondary schools

4. Teachers role in actualizing right moral habits

Summary of the Study

This study focused onAristotleøs theory of education with a view to determining its application in secondary schools in Nnewi Education zone of Anambra state.Literature was reviewed on concept of theory, teaching and learning, and education, practically oriented teaching in secondary schools,

reflection of school core curriculum on moral education and ways teaching familiarize students to the right moral habits. The theoretical framework dealt on reconstructionist theory, progressivist theory, theory of value and learning theory in relation to application of Aristotle's theories of education to secondary schools. Also, it reviewed four studies that are related to the problems under study.

Three research questions and three null hypotheses were stated to guide the study. An instrument titled õAristotle Education Theory Appraisal Questionnaireö (AETAQ) developed by the researcher was used for data collection. The instrument contained 24 items that dealt with threeAristotle's theories of education was validated by three experts from Faculty of Education, University of Nigeria, Nsukka. The 24 items were pilot-tested on a sample of 4 teachers and16 students. The data obtained were computed using Crombach Alpha. This gave an overall score of 0.96.

The population of the study comprised all students of public secondary schools in Nnewi education zone of Anambra State. The respondents who supplied the data for the study were teachers and students. The direct delivery method was used to administer and collect data. The researcher employed the services of two trained research assistants.Simple random sampling and stratified random sampling techniques were used to draw the sample population. The three research questions were analyzed using mean ratings and Standard Deviation, while t-test statistics was used to test the five null hypotheses at 0.05 level of significance.

An overview of the overall results showed that teaching and learning are not made practical as enunciated by Aristotle's theory of education in secondary schools, school core curriculum activities does not reflect moral education as enunciated by Aristotle's theory of education in secondary schoolsand teachersdo not play their role to familiarize students to the right moral values as enunciated by Aristotle's theory of education in secondary schools.

Findings from the study also revealed that there is no significant difference in the responses of teachers and students on the ways teaching and learning are made practical. There is no significant difference in the responses of teachers and students on the ways school core curriculum activities reflect moral education in line with Aristotle's theory of education in secondary schools. Equally, it was also

found out from the study that there is no significant difference in the responses of teachers and students on the ways teachers role familiarize students to the right moral values.

The major findings of the study were systematically discussed, their educational implications highlighted and recommendations made. Limitations of the study were identified and suggestions for further studies were also made.

Conclusion

This research study examined Aristotle's theory of education: its application to secondary schools in NnewiEducation Zone of Anambra State. Based on the findings of the study, the following conclusions were drawn;

- Teaching and learning are not made practical.

- School core curriculum activities do not reflect moral education.

- Teachers do not play their role to familiarize students to the right moral values.

- There is no significant difference in the responses of teachers and students on the ways teaching and learning are made practical.

- There is no significant difference in the responses of teachers and students on the ways school core curriculum activities reflect moral education in line with Aristotle's theory of education in secondary schools.

- There is no significant difference in the responses of teachers and students on the ways teachers role familiarize students to the right moral values.

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APPENDIX 1

Aristotle Education Theory Appraisal Questionnaire (AETAQ)

Department of Educational Foundations

Faculty of Education

University of Nigeria

Nsukka

í   í   í   í   í   í   í

Dear Sir/Madam,

REQUEST FOR VALIDATION OF INSTRUMENT.

I am a postgraduate student of Philosophy of Education in the above named institution. I am conducting a research on õAristotleøs Theory of Education: Its Application to Secondary Schools in Nnewi Education Zoneö.

Please, you are requested to vet the topic and items for clarity, relevance and total coverage for use in the collection of data for the study. Kindly, I request of your expertise skills to put down your comments and suggestions for improving the quality of the instruments.

The attached are copies of the questionnaire for the study.

Thanks for your assistance and cooperation.

 Yours faithfully,

 Mbaji, Isaac Nnamdi

 PG/MED/09/5180

Title of the Study: õAristotleøs Theory of Education: Its Application to
                            Secondary Schools in Nnewi Education Zoneö

Purpose of the Study

       The purpose of this study is to examine Aristotleøs theory (AT) of education with a view to determining its application in secondary schools in Nnewi Education zone of Anambra state. Specifically, the study seeks to:

1. ascertain in what ways teaching and learning are made practical as enunciated by (AT) in secondary schools in Nnewi Education zone.

2. find out in what ways school core curriculum activities reflect moral education in secondary schools in Nnewi Education zone in line with (AT).

3. determine teacher's role that can help students in secondary schools in Nnewi Education zone to cultivate the right moral values as enunciated by (AT)

Research Questions

To guide this study, the following research questions are stated.

1. in what ways are teaching and learning made practical as enunciated by (AT) in secondary schools in Nnewi Education zone?

2. in what ways do school core curriculum activities reflect moral education in line with (AT) in secondary schools in Nnewi Education Zone?

3. in what ways do teachers' role familiarize students to the right moral values as enunciated by (AT) in secondary schools in Nnewi Education Zone?

Hypotheses

To guide this study, three null hypotheses were formulated and will be tested at 0.05 level of significance.

1. There is no significant difference in the responses of teachers and students on the ways teaching and learning are made practical as enunciated by (AT) in secondary schools in Nnewi Education zone.

2. There is no significant difference in the responses of teachers and students on the ways school core curriculum activities reflect moral education in line with (AT) in secondary schools in Nnewi Education Zone.

3. There is no significant difference in the responses of teachers and students on the teachers role that familiarize students to the right moral values as enunciated by (AT) in secondary schools in Nnewi Education Zone.

Department of Educational Foundations

Faculty of Education

University of Nigeria

Nsukka

í   í   í   í   í   í   í

Dear Sir/Madam,

LETTER FOR ADMINISTRATION OF QUESTIONNAIRE

I am a postgraduate student of Philosophy of education in the above named institution. I am conducting a research on õAristotleøs Theory of Education: Its Application to Secondary Schools in Nnewi Education Zoneö.

I humbly request your assistance to fill this questionnaire to enable me continue with the work. The information received from you shall be strictly used for academic purposes only.

Thanks for your understanding and cooperation.

Yours Sincerely,

Mbaji, Isaac Nnamdi

PG/MED/09/51804

QUESTIONNAIRE ON ARISTOTLE'S THEORY OF EDUCATION: ITS APPLICATION TO SECONDARY SCHOOLS IN NNEWI EDUCATION ZONE.

SECTION A

Please, kindly fill your responses to these questions as they apply to you. Tick (ç) where applicable.

1. Name of Schoolí í

2. Your Correct Status (Tick one): Classroom   Teacher [   ]   Student [   ]

SECTION B

Kindly, read through the following items and tick (ç) in the column, the answer that best corresponds to your experience. Use the key indicated below to answer the questions:

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

CLUSTER A:

WAYS TEACHING AND LEARNING ARE MADE PRACTICAL IN SECONDARY SCHOOLS					
		SA	A	D	SD
1.	Students are allowed to ask questions in the classroom during teaching and learning				
2.	Teachers use relevant instructional materials in teaching secondary school students				
3.	During computer science class computer hardware are brought into the classroom for students to practice with				
4.	Students often go to the school lab with practical specimen to practice what they are taught in the class				
5.	Students are taken to the farm to learn with farm implements during agricultural classes				
6.	During music class musical instruments are brought into the classroom for students to practice with				
7	During physical and health education class students are allowed to demonstrate some athletic skills				
8	Students are encouraged to make presentation in the class as part of their contribution				

CLUSTER B:

WAYS SCHOOL CORE CURRICULUM ACTIVITIES REFLECT MORAL EDUCATION IN SECONDARY SCHOOLS					
		SA	A	D	SD
9.	Secondary school education provides learners with strategies for becoming more aware of their own values				

10.	virtue such as honesty is practiced in secondary schools				
11.	Students are morally trained to show concern for the common good and have regard for truth and justice.				
12.	Secondary education helps students to improve in their moral standard.				
13.	Moral problem such as stealing is exhibited by students in secondary schools.				
14	Students cultivate skills that help them to live a good life				
15	Virtue such as hard-work is stimulated in secondary schools				
16	Moral problems such exam malpractices are demonstrated by students in secondary schools.				

CLUSTER C:

TEACHERS ROLE IN ACQUIRING RIGHT MORAL VALUES IN SECONDARY SCHOOLS					
		SA	A	D	SD
17.	Teachers dispose students to resolve conflicts peacefully rather than through violence				
18.	Training students to tell the truth always in spite of the consequences				
19.	Teachersø interaction with their students provides a consistency in the studentsø thoughts and right actions				
20.	Teachers contact with students infuse into students minds such qualities as equity and justice				

21.	Teachers assist students to formulate right moral ideas via teaching				
22.	Teachersø relationship with students leads the latter to development of good character				
23.	Teachersø behaviour helps in the formation of ideal students				
24.	Teachers gain students insight into their values and and beliefs				

APPENDIX 1I

Distribution of Sample Size

Sample Size of the Study

S/N	Local Government Areas in the Zone Under Study	Number of Schools to be Sampled (50%) randomly Selected	Population of Teachersto be Sampled. (Stratified Random Sampling)	Population of Students to be Sampled.(Stratified Random Sampling)
1.	Nnewi North Local Government Area	4	60	210

2.	Nnewi South Local Government Area	8	80	220
3.	Ekwusigo Local Government Area	4	70	200
4.	Ihiala Local Government Area	8	60	246
	Total	24	270	876
	Sample Size = (270 Teachers Plus 876 Students) in the Schools Randomly Selected	1146 (Sample Size)		

APPENDIX 111

Reliability Co-Efficient

Reliability Co-Efficient for Cluster A

Individuals	Items								Total
1	2	2	2	2	2	1	2	2	15
2	2	1	1	2	1	2	2	2	15

3	2	2	2	1	2	2	2	2	15
4	2	2	1	2	1	1	2	1	12
5	2	2	1	2	1	2	2	2	14
6	2	2	2	2	2	1	2	2	15
7	1	2	2	2	2	1	2	2	14
8	2	2	2	1	2	2	2	1	14
9	2	1	2	2	1	2	1	2	13
10	2	2	1	2	2	2	2	2	15
11	2	1	2	2	2	1	2	2	14
12	2	1	2	1	2	2	2	2	14
13	1	2	2	2	1	2	2	2	14
14	2	2	1	2	1	2	2	2	14
15	2	2	2	2	1	2	1	2	14
16	2	1	2	2	2	2	2	2	15
17	2	2	1	2	2	1	1	2	13
18	2	2	1	2	2	2	2	2	15
19	1	2	2	1	1	2	1	2	12
20	2	1	1	2	2	2	2	2	14
Total									278

Where, k = 8; $V^t = 302$; $V^i = \dfrac{278}{8} = 35$

$$R = \left(\frac{8}{8-1}\right)\left(1-\frac{35}{278}\right)$$

$$= (1.2)\ (1 - 0.2)$$

$$= (1.2)\ (0.8)$$

$$= 0.96$$

Reliability Co-Efficient for Cluster B

Individuals	Items								Total
1	2	1	2	2	4	2	1	4	18
2	2	2	2	1	4	2	1	3	17
3	2	1	1	2	3	1	2	4	16
4	1	2	2	2	4	2	1	4	18
5	2	2	2	1	4	2	2	3	18
6	1	2	2	1	4	1	2	4	17
7	2	1	2	2	4	2	2	3	18
8	1	2	2	1	3	1	2	4	16
9	2	1	2	2	4	2	1	4	18
10	2	2	1	2	4	2	1	3	17
11	1	1	2	2	4	1	2	4	17
12	1	2	2	1	4	1	2	3	16
13	2	2	1	2	3	2	2	4	18
14	2	2	1	2	4	2	1	4	18

15	2	2	1	2	4	2	2	4	19
16	2	2	2	1	4	1	1	3	16
17	1	2	2	2	3	1	2	4	17
18	2	1	2	2	4	2	2	4	19
19	1	2	2	2	4	2	1	4	19
20	2	1	2	2	4	1	2	4	18
Total									350

Where, k = 8; $V^t = 350$; $V^i = \dfrac{350}{8} = 44$

$$R = \left(\dfrac{8}{8-1}\right)\left(1 - \dfrac{44}{350}\right)$$

$$= (1.2)\,(1 - 0.2)$$

$$= (1.2)\,(0.8)$$

$$= 0.96$$

Reliability Co-Efficient for Cluster C

Individuals	Items								Total
1	2	1	2	1	2	1	2	2	13
2	2	1	2	2	2	1	2	2	14
3	1	2	2	1	2	1	2	2	13
4	2	2	2	2	1	2	1	3	14

5	2	2	1	2	2	1	1	2	13
6	2	2	1	2	2	1	2	2	14
7	2	2	1	2	1	2	2	2	16
8	2	2	2	2	1	1	2	1	13
9	2	1	2	2	1	1	2	2	13
10	1	2	1	2	2	1	1	2	12
11	2	1	2	2	1	2	2	2	16
12	2	1	2	1	1	2	2	2	13
13	2	2	1	2	2	1	1	1	12
14	2	2	1	2	2	2	1	2	14
15	1	2	2	2	1	2	2	2	14
16	1	2	2	2	2	2	2	2	15
17	2	2	1	2	2	1	2	2	14
18	2	2	1	2	1	2	2	2	14
19	1	2	2	2	2	2	2	2	15
20	2	1	2	1	2	1	2	2	13
Total									261

Where, k = 8; $V^t = 261$; $V^i = \dfrac{261}{8} = 33$

$$R = \left(\frac{8}{8-1}\right)\left(1 - \frac{33}{261}\right)$$

$$= (1.2)\ (1 - 0.2)$$

$$= (1.2)\ (0.8)$$

$$= 0.96$$

APPENDIX 1V

t-Test Analysis

(Descriptive Statistics)

	N	Mean	Std. Deviation
Students are allowed to ask questions in the classroom during teaching and learning	1146	1.8508	.35646
Teachers use relevant instructional materials in teaching secondary school students	1146	1.7007	.45815
During computer science class computer hardware are brought into the classroom for students to practice with	1146	1.5995	.49022
Students often go to the school lab with practical specimen to practice what they are taught in the class	1146	1.8002	.40004
Students are taken to the farm to learn with farm implements during agricultural classes	1146	1.5995	.49022
During music class musical instruments are brought into the classroom for students to practice with	1146	1.69895	.458913
During physical and health education class students are allowed to demonstrate some athletic skills	1146	1.8010	.39939
Students are encouraged to make presentation in the class as part of their contribution	1146	1.8997	.30060
Valid N (listwise)	1146		

(Descriptive Statistics)

	N	Mean	Std. Deviation
Secondary school education provides learners with strategies for becoming more aware of their own values	1146	1.65009	.477150
virtue such as honesty is practiced in secondary schools	1146	1.650	.4772
Students are morally trained to show concern for the common good and have regard for truth and justice.	1146	1.7504	.43295
Secondary education helps students to improve in their moral standard.	1146	1.6990	.45891
Moral problem such as stealing is exhibited by students in secondary schools.	1146	3.8002	.40004
Students cultivate skills that help them to live a good life	1146	1.6003	.49004
Virtue such as hard-work is stimulated in secondary schools	1146	1.5995	.49022
Moral problems such exam malpractices are demonstrated by students in secondary schools.	1146	3.6998	.45853
Valid N (listwise)	1146		

(Descriptive Statistics)

	N	Mean	Std. Deviation

	N	Mean	Std. Deviation
Teachers dispose students to resolve conflicts peacefully rather than through violence	1146	1.7504	.43295
Training students to tell the truth always in spite of the consequences	1146	1.6998	.45853
Teachersqinteraction with their students provides a consistency in the studentsq thoughts and right actions	1146	1.6003	.49004
Teachers contact with students infuse into students minds such qualities as equity and justice	1146	1.7993	.40070
Teachers assist students to formulate right moral ideas via teaching	1146	1.6012	.48986
Teachersqrelationship with students leads the latter to development of good character	1146	1.4485	.49756
Teachersqbehaviour helps in the formation of ideal students	1146	1.7496	.43345
Teachers gain students insight into their values and beliefs	1146	1.9511	.38448
Valid N (listwise)	1146		

Research Question 1

Table 1: Mean scores of teachers and students on ways teaching and learningare made practical as enunciated by (AT) in secondary schools

		N	Mean	Std. Deviation
Students are allowed to ask questions in the classroom during teaching and learning	Teachers	270	1.8519	.35591
	Students	876	1.8505	.35683
	Total	1146	1.8508	.35646
Teachers use relevant	Teachers	270	1.7037	.45747

instructional materials in teaching secondary school students	Students	876	1.6998	.45862
	Total	1146	1.7007	.45815
During computer science class computer hardware are brought into the classroom for students to practice with	Teachers	270	1.6000	.49081
	Students	876	1.5993	.49032
	Total	1146	1.5995	.49022
Students often go to the school lab with practical specimen to practice what they are taught in the class	Teachers	270	1.8000	.40074
	Students	876	1.8002	.40006
	Total	1146	1.8002	.40004
Students are taken to the farm to learn with farm implements during agricultural classes	Teachers	270	1.6000	.49081
	Students	876	1.5993	.49032
	Total	1146	1.5995	.49022
During music class musical instruments are brought into the classroom for students to practice with	Teachers	270	1.69630	.460710
	Students	876	1.69977	.458619
	Total	1146	1.69895	.458913
During physical and health education class students are allowed to demonstrate some athletic skills	Teachers	270	1.8037	.39793
	Students	876	1.8002	.40006
	Total	1146	1.8010	.39939
Students are encouraged to make presentation in the class as part of their contribution	Teachers	270	1.8963	.30544
	Students	876	1.9007	.29926
	Total	1146	1.8997	.30060

Research Question 2

Table 2: Mean scores of teachers and students on ways school core curriculum activities reflect moral education in line with (AT) in secondary schools.

		N	Mean	Std. Deviation
Secondary school education provides learners with strategies for becoming more aware of their own values	Teachers	270	1.65185	.477268
	Students	876	1.64954	.477386
	Total	1146	1.65009	.477150
virtue such as honesty is practiced in secondary schools	Teachers	270	1.648	.4784
	Students	876	1.651	.4770
	Total	1146	1.650	.4772
Students are morally trained to show concern for the common good and have regard for truth and justice.	Teachers	270	1.7519	.43274
	Students	876	1.7500	.43326
	Total	1146	1.7504	.43295
Secondary education helps students to improve in their moral standard.	Teachers	270	1.6963	.46071
	Students	876	1.6998	.45862
	Total	1146	1.6990	.45891
Moral problem such as stealing is exhibited by students in secondary schools.	Teachers	270	3.8000	.40074
	Students	876	3.8002	.40006
	Total	1146	3.8002	.40004
Students cultivate skills that help them to live a good life	Teachers	270	1.6037	.49004
	Students	876	1.5993	.49032
	Total	1146	1.6003	.49004
Virtue such as hard-work is	Teachers	270	1.5963	.49155

		N	Mean	Std. Deviation
stimulated in secondary schools	Students	876	1.6005	.49008
	Total	1146	1.5995	.49022
Moral problems such exam malpractices are demonstrated by students in secondary schools.	Teachers	270	3.6963	.46071
	Students	876	3.7009	.45812
	Total	1146	3.6998	.45853

Research Question 3

Table 3: Mean scores of teachers and students on the ways teachers role familiarize students to the right moral values as enunciated by (AT) in secondary schools

		N	Mean	Std. Deviation
Teachers dispose students to resolve conflicts peacefully rather than through violence	Teachers	270	1.7519	.43274
	Students	876	1.7500	.43326
	Total	1146	1.7504	.43295
Training students to tell the truth always in spite of the consequences	Teachers	270	1.7000	.45911
	Students	876	1.6998	.45862
	Total	1146	1.6998	.45853
Teachersqinteraction with their students provides a consistency in the studentsq thoughts and right actions	Teachers	270	1.6000	.49081
	Students	876	1.6005	.49008
	Total	1146	1.6003	.49004
Teachers contact with students	Teachers	270	1.8000	.40074

		N	Mean	Std. Deviation
infuse into students minds such qualities as equity and justice	Students	876	1.7991	.40091
	Total	1146	1.7993	.40070
Teachers assist students to formulate right moral ideas via teaching	Teachers	270	1.6000	.49081
	Students	876	1.6016	.48985
	Total	1146	1.6012	.48986
Teachersqrelationship with students leads the latter to development of good character	Teachers	270	1.4407	.49740
	Students	876	1.4509	.49787
	Total	1146	1.4485	.49756
Teachersqbehaviour helps in the formation of ideal students	Teachers	270	1.7481	.43488
	Students	876	1.7500	.43326
	Total	1146	1.7496	.43345
Teachers gain students insight into their values and and beliefs	Teachers	270	1.9519	.38741
	Students	876	1.9509	.38380
	Total	1146	1.9511	.38448

t-Test

(Group Statistics)

	Status	N	Mean	Std. Deviation	Std. Error Mean
Students are allowed to ask questions in the classroom during teaching and learning	Teachers	270	1.8519	.35591	.02166
	Students	876	1.8505	.35683	.01206
Teachers use relevant	Teachers	270	1.7037	.45747	.02784

		N	Mean	Std. Deviation	Std. Error Mean
instructional materials in teaching secondary school students	Students	876	1.6998	.45862	.01550
During computer science class computer hardware are brought into the classroom for students to practice with	Teachers	270	1.6000	.49081	.02987
	Students	876	1.5993	.49032	.01657
Students often go to the school lab with practical specimen to practice what they are taught in the class	Teachers	270	1.8000	.40074	.02439
	Students	876	1.8002	.40006	.01352
Students are taken to the farm to learn with farm implements during agricultural classes	Teachers	270	1.6000	.49081	.02987
	Students	876	1.5993	.49032	.01657
During music class musical instruments are brought into the classroom for students to practice with	Teachers	270	1.69630	.460710	.028038
	Students	876	1.69977	.458619	.015495
During physical and health education class students are allowed to demonstrate some athletic skills	Teachers	270	1.8037	.39793	.02422
	Students	876	1.8002	.40006	.01352
Students are encouraged to make presentation in the class as part of their contribution	Teachers	270	1.8963	.30544	.01859
	Students	876	1.9007	.29926	.01011

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Students are allowed to ask questions in the classroom during teaching and learning	Equal variances assumed	.013	.910	.056	1144	.955	.00140	.02482		-.04731	.05010
	Equal variances not assumed			.056	448.273	.955	.00140	.02479		-.04732	.05011
Teachers use relevant instructional materials in teaching secondary school students	Equal variances assumed	.061	.804	.123	1144	.902	.00393	.03190		-.05867	.06653
	Equal variances not assumed			.123	448.244	.902	.00393	.03186		-.05869	.06655
During computer science class computer hardware are brought into the classroom for students to practice with	Equal variances assumed	.002	.968	.020	1144	.984	.00068	.03414		-.06630	.06766
	Equal variances not assumed			.020	446.942	.984	.00068	.03416		-.06644	.06781
Students often go to the school lab with practical specimen to practice what they are taught in the class	Equal variances assumed	.000	.987	-.008	1144	.993	-.00023	.02786		-.05489	.05443
	Equal variances not assumed			-.008	446.679	.993	-.00023	.02788		-.05503	.05457
Students are taken to the farm to learn with farm implements during agricultural classes	Equal variances assumed	.002	.968	.020	1144	.984	.00068	.03414		-.06630	.06766
	Equal variances not assumed			.020	446.942	.984	.00068	.03416		-.06644	.06781
During music class musical instruments are brought into the classroom for students to practice with	Equal variances assumed	.047	.829	-.109	1144	.913	-.003475	.031958		-.066178	.059227
	Equal variances not assumed			-.108	445.634	.914	-.003475	.032035		-.066433	.059483
During physical and health education class students are allowed to demonstrate some athletic skills	Equal variances assumed	.063	.802	.125	1144	.901	.00348	.02781		-.05109	.05804
	Equal variances not assumed			.125	449.297	.900	.00348	.02773		-.05103	.05798

Students are encouraged to make presentation in the class as part of their contribution									
	Equal variances assumed	.175	.676	-.210	1144	.834	-.00439	.02093	-.04546	.03668
	Equal variances not assumed			-.207	439.882	.836	-.00439	.02116	-.04598	.03720

t- Test

(Group Statistics)

	Status	N	Mean	Std. Deviation	Std. Error Mean
Secondary school education provides learners with strategies for becoming more aware of their own values	Teachers	270	1.65185	.477268	.029046
	Students	876	1.64954	.477386	.016129
virtue such as honesty is practiced in secondary schools	Teachers	270	1.648	.4784	.0291
	Students	876	1.651	.4770	.0161
Students are morally trained to show concern for the common good and have regard for truth and justice.	Teachers	270	1.7519	.43274	.02634
	Students	876	1.7500	.43326	.01464
Secondary education helps students to improve in their moral standard.	Teachers	270	1.6963	.46071	.02804
	Students	876	1.6998	.45862	.01550
Moral problem such as stealing is exhibited by students in secondary schools.	Teachers	270	3.8000	.40074	.02439
	Students	876	3.8002	.40006	.01352
Students cultivate skills that help them to live a good life	Teachers	270	1.6037	.49004	.02982
	Students	876	1.5993	.49032	.01657

Virtue such as hard-work is stimulated in secondary schools	Teachers	270	1.5963	.49155	.02991
	Students	876	1.6005	.49008	.01656
Moral problems such exam malpractices are demonstrated by students in secondary schools.	Teachers	270	3.6963	.46071	.02804
	Students	876	3.7009	.45812	.01548

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Secondary school education provides learners with strategies for becoming more aware of their own values	Equal variances assumed	.019	.889	.069	1144	.945	.002308	.033228	-.062886	.067503
	Equal variances not assumed			.069	447.404	.945	.002308	.033224	-.062985	.067602
virtue such as honesty is practiced in secondary schools	Equal variances assumed	.023	.879	-.076	1144	.939	-.0025	.0332	-.0677	.0627
	Equal variances not assumed			-.076	446.223	.939	-.0025	.0333	-.0679	.0629
Students are morally trained to show concern for the common good and	Equal variances assumed	.015	.902	.061	1144	.951	.00185	.03015	-.05730	.06101

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
have regard for truth and justice.	Equal variances not assumed			.061	447.758	.951	.00185	.03013	-.05736	.06107
Secondary education helps students to improve in their moral standard.	Equal variances assumed	.047	.829	-.109	1144	.913	-.00348	.03196	-.06618	.05923
	Equal variances not assumed			-.108	445.634	.914	-.00348	.03203	-.06643	.05948
Moral problem such as stealing is exhibited by students in secondary schools.	Equal variances assumed	.000	.987	-.008	1144	.993	-.00023	.02786	-.05489	.05443
	Equal variances not assumed			-.008	446.679	.993	-.00023	.02788	-.05503	.05457
Students cultivate skills that help them to live a good life	Equal variances assumed	.068	.795	.129	1144	.898	.00439	.03413	-.06257	.07134
	Equal variances not assumed			.129	447.526	.898	.00439	.03411	-.06266	.07143
Virtue such as hard-work is stimulated in secondary schools	Equal variances assumed	.058	.810	-.122	1144	.903	-.00416	.03414	-.07114	.06282
	Equal variances not assumed			-.122	446.208	.903	-.00416	.03419	-.07136	.06304
Moral problems such exam malpractices are demonstrated by students in secondary schools.	Equal variances assumed	.083	.774	-.145	1144	.885	-.00462	.03193	-.06727	.05803
	Equal variances not assumed			-.144	445.234	.885	-.00462	.03203	-.06756	.05833

t-Test

(Group Statistics)

	Status	N	Mean	Std. Deviation	Std. Error Mean
Teachers dispose students to resolve conflicts peacefully rather than through violence	Teachers	270	1.7519	.43274	.02634
	Students	876	1.7500	.43326	.01464
Training students to tell the truth always in spite of the consequences	Teachers	270	1.7000	.45911	.02794
	Students	876	1.6998	.45862	.01550
Teachersqinteraction with their students provides a consistency in the studentsq thoughts and right actions	Teachers	270	1.6000	.49081	.02987
	Students	876	1.6005	.49008	.01656
Teachers contact with students infuse into students minds such qualities as equity and justice	Teachers	270	1.8000	.40074	.02439
	Students	876	1.7991	.40091	.01355
Teachers assist students to formulate right moral ideas via teaching	Teachers	270	1.6000	.49081	.02987
	Students	876	1.6016	.48985	.01655
Teachersqrelationship with students leads the latter to development of good character	Teachers	270	1.4407	.49740	.03027
	Students	876	1.4509	.49787	.01682

Teachersqbehaviour helps in the formation of ideal students	Teachers	270	1.7481	.43488	.02647
	Students	876	1.7500	.43326	.01464
Teachers gain students insight into their values and beliefs	Teachers	270	1.9519	.38741	.02358
	Students	876	1.9509	.38380	.01297

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Teachers dispose students to resolve conflicts peacefully rather than through violence	Equal variances assumed	.015	.902	.061	1144	.951	.00185	.03015	-.05730	.06101
	Equal variances not assumed			.061	447.758	.951	.00185	.03013	-.05736	.06107
Training students to tell the truth always in spite of the consequences	Equal variances assumed	.000	.989	.007	1144	.994	.00023	.03193	-.06242	.06288
	Equal variances not assumed			.007	446.918	.994	.00023	.03195	-.06256	.06302

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Teachersqinteraction with their students provides a consistency in the studentsqthoughts and right actions	Equal variances assumed	.001	.979	-.013	1144	.989	-.00046	.03413	-.06741	.06650
	Equal variances not assumed			-.013	446.767	.989	-.00046	.03415	-.06758	.06666
Teachers contact with students infuse into students minds such qualities as equity and justice	Equal variances assumed	.004	.948	.033	1144	.974	.00091	.02790	-.05384	.05566
	Equal variances not assumed			.033	447.469	.974	.00091	.02790	-.05391	.05574
Teachers assist students to formulate right moral ideas via teaching	Equal variances assumed	.009	.926	-.047	1144	.963	-.00160	.03411	-.06853	.06533
	Equal variances not assumed			-.047	446.589	.963	-.00160	.03415	-.06871	.06551
Teachersqrelationship with students leads the latter to development of good character	Equal variances assumed	.379	.538	-.294	1144	.769	-.01017	.03465	-.07815	.05781
	Equal variances not assumed			-.294	447.664	.769	-.01017	.03463	-.07823	.05789
Teachersqbehaviour helps in the formation of ideal students	Equal variances assumed	.015	.903	-.061	1144	.951	-.00185	.03018	-.06108	.05737
	Equal variances not assumed			-.061	445.932	.951	-.00185	.03024	-.06129	.05759
Teachers gain students insight into their values and beliefs	Equal variances assumed	.004	.949	.035	1144	.972	.00094	.02677	-.05159	.05347
	Equal variances not assumed			.035	443.870	.972	.00094	.02691	-.05194	.05382

Table 4: t-Test Analysis of the differences between the mean scores of teachers and students respondents on the ways teaching and learning are made practical as enunciated by (AT) in secondary schools

(Group Statistics)

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Hypothesis One	Teachers	8	1.74	0.42	.03016
	Students	8	1.74	0.42	.03014

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hypothesis One	Equal variances assumed	.091	.889	0.69	1144	.820	-.03045	.13024	-.32064	.25974
	Equal variances not assumed			0.69	1144	.820	-.03045	.13024	-.32064	.25974

Table 5: t-Test Analysis of the differences between the mean scores of teachers and students respondents on the ways school core curriculum activities reflect moral education in line with (AT) in secondary

(Group Statistics)

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Hypothesis Two	Teachers	8	1.72	0.43	.03015

(Group Statistics)

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Hypothesis Two	Teachers	8	1.72	0.43	.03015
	Students	8	1.71	0.42	.03013

(Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hypothesis Two	Equal variances assumed	.007	.934	-.059	1144	.954	-.01453	.24724	-.56542	.53635
	Equal variances not assumed			-.059	1144	.954	-.01453	.24724	-.56558	.53651

Table 6: t-Test Analysis of the differences between the mean scores of teachers and students respondents on the waysteachers role familiarize students to the right moral values as enunciated by (AT) in secondary

(Group Statistics)

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Hypothesis Three	Teachers	8	1.70	0.43	.17079
	Students	8	1.71	0.42	.17877

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Hypothesis Three	Equal variances assumed	.007	.934	0.69	1144	.954	-.01453	.24724		-.56542	.53635
	Equal variances not assumed			0.69	1144	.954	-.01453	.24724		-.56558	.53651