



THE RELATIONSHIP BETWEEN SKIT PROGRAMMES AND MORAL BEHAVIOUR OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN CALABAR METROPOLIS OF CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study examined the relationship between skit programmes and moral behaviour of pupils in public primary schools in Calabar Metropolis, Cross River State- Nigeria. Three research questions were posed which were converted to three statements of hypotheses. Literature review was carried out based on the variables under study. Survey research design was used for the study. A purposive sampling technique was used in selecting the 198 primary school pupils from 5 public primary schools. A validated 20 items four-point modified Likert scale questionnaire was the instrument used for data collection. Pearson's Product Moment Correlation was used to test the hypotheses at 0.5 level of significance. The result revealed that there is a significant relationship between dramatic skits, comedy skits and religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis. It is recommended that, Parents and guardians should endeavour to control and increase access to positive dramatic comedies by their children. This will enable them to be mindful of the level of attention their children give to unnecessary comedies. National film and Video Censor Board should ensure strict rules and regulations on skit programmes that contain violence, nudity, dishonesty, illicit acts and drug abuse. Hence, bans and penalties should be strictly levied on any television stations and skit channels that deviate from the broadcasting down rules and regulations.

KEYWORDS: dramatic, comedy, religious, skits, moral behavior.

INTRODUCTION

The education system in Nigeria, like many other parts of the world, aims not only to impart academic knowledge but also to foster moral and ethical development among pupils.

Education is an important aspect that plays a huge role in the modern, industrialized world. Fortunately, more and more people realize how important education is for future generations. Moral education is fundamental in shaping

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individuals who can contribute positively to society. In recent years, there has been a growing recognition of the importance of incorporating innovative teaching methods to enhance moral education in primary schools.

Skit programs are short, scripted performances that often carry moral or educational messages. They are used in schools to teach a variety of subjects, including language arts, social studies, and moral education. The interactive nature of skits makes them an effective teaching tool, as they can engage pupils more deeply than traditional lecture-based methods (Taylor and Larson, 2019).

Dramatic skits are short, scripted performances that typically involve a small group of actors portraying a scenario with a clear beginning, middle, and end. These skits are designed to convey a specific message or theme, often incorporating elements of humor, drama, and conflict resolution. They are frequently used as tools to illustrate particular concepts, teach lessons, or promote certain behaviors (Rowe, 2023).

Comedy skits are short, humorous performances or scenes that often depict exaggerated characters and situations for entertainment purposes. These skits typically involve elements of satire, irony, and farce to provoke laughter and convey a message in an engaging and memorable way. Comedy skits can be performed live, recorded, or broadcasted, and they frequently address everyday scenarios and social issues through a humorous lens.

Religious skits are short, dramatic performances that convey religious stories, teachings, or moral lessons from a religious perspective. These skits are often performed by pupils or teachers and are designed to illustrate key principles of faith, ethics, and moral behavior found within a specific religious tradition. They serve as educational tools to promote moral and spiritual growth among pupils. Religious skits portray stories and teachings from religious scriptures or traditions (Kohlberg, 2014). These stories often emphasize virtues such as honesty, compassion, humility, forgiveness, and respect for others. By illustrating these values in action, religious skits provide pupils with practical examples of how to apply moral teachings in their daily lives. Religious skits typically focus on promoting ethical behavior in alignment with religious teachings.

Public primary schools in Calabar face the challenge of addressing not only academic excellence but also the moral and social development of pupils. Traditional methods of moral instruction, such as lectures and rote learning, often fail to engage young learners effectively. As a result, educators are exploring more dynamic and interactive approaches to moral education.

Theoretical framework

Social Learning theory by Albert Bandura (1977)

Social learning theory, pioneered by psychologist Albert Bandura in 1977 suggests that people learn by observing others' behaviors, attitudes, and outcomes of those behaviors.

The relevance of this theory to the study is that skit programs provide an opportunity for pupils to observe characters displaying moral behaviors, which they can then imitate. Skits often feature characters who serve as role models. When pupils watch these characters demonstrate positive moral behaviors, they are likely to emulate these behaviors in their own lives. This modeling effect is a core principle of Social Learning Theory. Bandura's theory also emphasizes the role of reinforcement and punishment in learning. Skits typically show the consequences of behaviors, where positive behaviors are rewarded, and negative behaviors are punished. This helps pupils understand the outcomes of their actions and encourages them to adopt moral behaviors.

Constructivist Theory by Lev Vygotsky (1986)

Constructivism posits that learners actively construct their own understanding and knowledge of the world through experiences and reflection on those experiences.

The relevance of this theory to the study is that skit programs inherently involve social interaction as pupils often work in groups to create and perform skits. This collaborative process allows pupils to share perspectives, negotiate roles, and support each other's learning. These interactions contribute to the development of empathy, cooperation, and other social skills that are integral to moral behavior. The dialogue and narratives used in skits provide a rich context for developing language skills and moral reasoning. By engaging with the stories and characters, pupils can practice articulating their thoughts, discussing ethical issues, and reasoning about moral problems.

Statement of the problem

Moral behavior among pupils in public primary schools in Calabar Metropolis is a growing concern. There has been an observable decline in moral values such as honesty, respect, empathy, and responsibility among students. This decline is evident in behaviors such as bullying, cheating, disrespect towards peers and teachers, and a lack of consideration for others. These behaviors not only disrupt the learning environment but also impact the social development and future prospects of the pupils.

The government and various organizations have made efforts to address the decline in moral behavior among pupils. Moral and civic education are part of the Nigerian educational curriculum, aimed at instilling values through formal teaching. NGOs and community organizations have initiated character education programs, workshops, and seminars focusing on values and ethics. Efforts have been made to train teachers in effective moral education pedagogies and classroom management techniques (Egim & Odey, 2024).

Despite these efforts, many pupils find traditional moral education methods, such as lectures and textbooks, uninteresting and irrelevant to their daily lives, there is often a gap between theoretical knowledge of moral principles and the practical application of these principles in real-life situations, some programs do not sufficiently reflect the local cultural context of Calabar people, making it difficult for pupils to relate to the lessons being taught. Many initiatives are short-term and lack sustained support, resulting in limited long-term impact on students' moral behavior. This research investigated the influence of skit programmes on the moral behavior of pupils in public primary schools in Calabar Metropolis as an innovative and potentially effective method of moral education. By integrating skit programs into the regular school curriculum and providing sustained support, the research aims to achieve a lasting impact on students' moral behaviour.

Purpose of the Study

The general purpose of the study is to examine the relationship between skit programmes and moral behaviour of pupils in public primary schools in Calabar Metropolis.

Specifically, the study sought to;

1. Ascertain the relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

2. Examine the relationship between Comedy skits influence the moral behaviour of pupils in public primary schools in Calabar Metropolis.

3. Determine the relationship between religious skits influences the moral behaviour of pupils in public primary schools in Calabar Metropolis.

Research Questions

The following research questions were posed:

1. To what extent does dramatic skits relate with moral behaviour of pupils in public primary schools in Calabar Metropolis?

2. To what extent does comedy skits relate with moral behaviour of pupils in public primary schools in Calabar Metropolis?

3. How does religious skits relate with moral behaviour of pupils in public primary schools in Calabar Metropolis.

Statement of Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

2. There is no significant relationship between comedy skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

3. There is no significant relationship between religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

LITERATURE REVIEW**Dramatic skits and the moral behaviour of pupils in public primary schools**

Dramatic skits in the context of education refer to short, scripted performances where pupils act out scenes to illustrate and explore moral values and behaviors. These skits are used as a teaching tool to help pupils understand and internalize lessons. For example, Goldstein and Goldstein & Winner, (2019) carried out a study on the Effect of Role-Playing on Empathy in Children. The study involved 80 children aged 7-11 from four different primary schools. A pretest-posttest control group design was used. The experimental group participated in weekly role-playing sessions for 10 weeks, while the control group engaged in regular classroom activities.

Empathy was measured using the Interpersonal Reactivity Index adapted for children. The experimental group showed a significant increase in empathy scores compared to the control group. Also, role-playing sessions were effective in enhancing children's ability to understand and share the feelings of others.

Ford (2018) carried out a research to assess the Impact of Dramatic Skits on Moral Reasoning in Primary School Children. 120 pupils from grades 3 to 5 in urban public primary schools was used as the sample of the study, the randomized controlled trial was used for the study. Pupils were randomly assigned to either an intervention group that participated in bi-weekly dramatic skits involving moral dilemmas for one semester or a control group that continued with standard curriculum. Moral reasoning was assessed using the Defining Issues Test (DIT) adapted for children. The result of the study indicated that pupils in the intervention group showed a significant improvement in moral reasoning scores. The skits helped pupils better understand and navigate complex moral issues.

McCaslin (2016) conducted a research on the Effects of Dramatic Skits on Student Engagement and Cognitive Development. He used a sample of 100 pupils from two primary schools. He adopted the mixed-methods research approach. Pupils participated in monthly dramatic skits over the academic year. Both quantitative (surveys, academic performance) and qualitative (interviews, observations) data were collected. Engagement was measured using a student engagement scale, and cognitive development was assessed through standardized academic tests. Increased student engagement and motivation were observed in the experimental group. Qualitative data showed that pupils enjoyed the skits and felt more connected to the lessons. Improved academic performance, particularly in creative thinking and problem-solving skills, was noted.

Comedy skits and the moral behaviour of pupils in public primary schools

Comedy skits, like dramatic skits, can play a significant role in influencing the moral behavior of pupils in public primary schools. By using humor, educators can engage pupils and teach important moral lessons in an enjoyable and memorable way (McCabe, 2017). Comedy skits capture students' attention and make learning fun, increasing their willingness to participate and learn. Humorous content is often more

memorable, helping pupils retain moral lessons longer. Comedy can highlight key moral points in a way that sticks with students. Comedy often involves exaggeration and satire, which can help pupils critically analyze behaviors and their consequences (Appleby, 2018). By laughing at characters' mistakes, pupils learn to recognize and avoid similar errors in their own behavior.

Using comedies in teaching and learning processes may create an enjoyable environment conducive to learning. It may improve students' proficiency, increase their span of attention and reduce class monotony. It entertains learners and this entertainment develops inherent motivation which is essentially in teaching any subject. Pupils also become more active participants in the classroom if the content is humorously presented to them. Besides this, comedies helps to illustrate as well as reinforce what is being taught. Further, humor enables pupils to express themselves freely without stress and embarrassment or fear to become an object of ridicule from classmates (Henderson, 2015).

Erdođdu & Çakirođlu (2021) conducted a study titled "The Educational Power of Comedies on Student Engagement in Online Learning Environments." The mixed-method study was conducted over 14 weeks with the participation of 74 university pupils in an online university course. Elements of comedies can be employed for attention grabbing, recalling, feedback, and humor breaks. A diversity of comedic elements created a significant difference and improved behavioral engagement for course materials, discussions, and assignments. It was observed that the use of comedies created a significant difference and improved emotional engagement. A positive influence of the usage of these elements in course materials, discussions and assignments was observed.

Religious skits and the moral behaviour of pupils in public primary schools

Religious skits can be an effective method for teaching moral values and shaping the behavior of pupils in public primary schools. These skits often draw from religious stories and teachings, making abstract moral concepts concrete and relatable for young students.

Lehrer (2014) stated that higher levels of religious observance and engagement produce greater educational attainment.

They posit that religious involvement enhances an individual's social capital in the form of family and peer networks, which promote educational success.

According to Ramos (2016), religious skits often focus on universal values such as honesty, kindness, respect, and responsibility. These skits can reinforce the moral teachings pupils receive from their families and communities. Skits make ethical concepts more engaging and easier to understand by presenting them in a narrative form. Pupils are more likely to remember and apply lessons learned through stories and dramatizations. Religious skits can strengthen students' connections to their cultural and religious heritage. They can foster a sense of community and shared values among students. By acting out different roles, pupils learn to see things from others' perspectives, enhancing their empathy and understanding.

Schellinger (2021) conducted a study to investigate the impact of religious skits on the moral behaviour of pupils in public primary schools. The research employed a quasi-experimental design with a sample of 300 pupils from 10 randomly selected public primary schools was used. The pupils were aged between 8 and 11 years, ensuring representation from various socio-economic backgrounds. The study was grounded in social learning theory, which posits that children learn behaviours through observation and imitation of role models. The target population for the study was all primary school pupils in the state, estimated at 50,000. A pre-test was administered to assess the baseline moral behaviour of pupils. The experimental group was exposed to weekly religious skits for a period of 8 weeks. These skits were designed to convey moral lessons such as honesty, kindness, and respect. The control group did not receive any intervention. After the intervention, a post-test was conducted to measure changes in moral behaviour. Data were collected using a combination of observational checklists and questionnaires completed by teachers and parents. The data were analyzed using paired t-tests and ANOVA to compare pre- and post-test scores between the experimental and control groups. The findings revealed that pupils in the experimental group showed a significant increase in pro-social behaviours ($p < 0.05$). There was a notable decrease in instances of bullying and dishonesty among the experimental group.

Teachers reported improved classroom behaviour and cooperation among pupils exposed to religious skits. The study concludes that religious skits are an effective tool for enhancing the moral behaviour of pupils in public primary schools. The positive changes observed suggest that incorporating such skits into the curriculum could be beneficial in fostering ethical development in children. The study recommended that schools should consider integrating religious skits into their moral education curriculum.

METHODOLOGY

Research design

The study employed the survey design which was the most suitable for the study. The area of the study is Calabar Metropolis, Cross River State, Nigeria. Calabar Metropolis is found between the Great Kwa River to the East and the Calabar River to the West. The present of urban area is on the eastern bank of the Calabar River. Its growth of the southern part is hindered by the mangrove swamps. It covers an estimated land area of about 274.593 km².

Calabar was once a major hub for the transatlantic slave trade and later became an important British colonial administrative center. It served as the first capital of Nigeria before the capital was moved to Lagos. Situated in the southeastern part of Nigeria, Calabar is bordered by the Calabar and Great Kwa Rivers and the Atlantic Ocean to the south. The city experiences a tropical monsoon climate with heavy rainfall, particularly between April and October. Known for its tourism industry, Calabar hosts attractions such as the Calabar Carnival, the Slave History Museum, and the Drill Monkey Rehabilitation Center. The economy is also supported by agriculture, with the production of crops like cocoa, oil palm, and rubber. The Calabar Free Trade Zone and the Tinapa Business Resort are notable trade and business hubs. Calabar is home to several educational institutions, including the University of Calabar and the Cross River State University of Technology.

The Calabar Carnival, Africa's biggest street party, is held every December, featuring vibrant parades, music, and dance. The city is known for its diverse culinary offerings, including traditional dishes like Edikang Ikong, Afang soup, and Ekpang Nkukwo.

The city has a well-developed transport network, including the Margaret Ekpo International Airport, a seaport, and road connections to other parts of Nigeria. Calabar is known for its hospitality, vibrant nightlife, and cultural diversity, making it a welcoming city for visitors and residents alike. Purposive sampling technique was employed for the study. The sample of the study is made up of 198 respondents with 95 of them being males, while 103 are females. A structured student opinion Questionnaire titled "Skit programmes and Moral Behaviour of Pupils" (QSPMBP) was used for data collection. The questionnaire items were generated in line with the sub-variables of the study. The questionnaire was arranged to consist Section "A" and Section "B". The Section "A" is basically for the respondent personal and demographic data, Section "B" was designed with the modified Four Point Likert-type Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The respondents were required to respond by ticking only one response that appeals to them. The two sections of the questionnaire was administered by the researcher, the data that was used for the study is basically primary and secondary data. The data was collected directly from questionnaire administration. Meanwhile the secondary data was collected from school records. The researcher combined both primary and secondary data in this work in order to arrive at a logical and successful conclusion of the subject matter under study. The data collected was presented for the purpose of analysis, having restated each hypothesis, identifying the dependent and independent variables, and stating the appropriate statistical techniques for testing the hypotheses to check if the statement of hypothesis should be

accepted or rejected. All hypotheses were subjected to testing at 0.05 level of significance with critical values and degree of freedom.

RESULT

This study is on the relationship between skit programmes and moral behaviour of pupils in public primary schools in Calabar Metropolis of Cross River State, Nigeria. The independent variable in this study which is skit programmes was sub-divided into three variables, namely, dramatic skits, comedy skits and religious skits. The dependent variable for this study is moral behaviour. Pearson's Product Moment Correlation was used for data analysis. The result is presented in hypothesis by hypothesis below;

Hypothesis One

There is no significant relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis. The independent variable is dramatic skits while the dependent variable is moral behaviour of pupils in public primary schools in Calabar Metropolis.

Pearson's Product Moment Correlation Coefficient Analysis test statistic result of the analysis in Table 1 revealed that dramatic skits produced a mean score of 15.10 with a standard deviation of 4.33 while moral behaviour produced a mean score of 26.24 with a standard deviation of 5.33. The result further revealed that the calculated r-ratio of .049 obtained with a p-value of .001 at 196 degrees of freedom met the condition required for significance at .05 level. Based on this, the null hypothesis which stated that there is no significant relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis was rejected indicating that there is a significant relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

TABLE 1: Pearson's Product Moment Correlation Coefficient Analysis of the relationship between dramatic skits and moral behaviour of pupils (N=198)

Variables:	\bar{X}	S.D	r	P-Value
Dramatic skits (x):	15.10	4.33	.049	.001
Moral behaviour of pupils (y):	26.24	5.33		

*Significant at 0.05 level; df= 196

Hypothesis two

There is no significant relationship between comedy skits and moral behaviour of pupils in public primary schools in Calabar Metropolis. The independent variable is comedy skits while the dependent variable is moral behaviour of pupils in public primary schools in Calabar Metropolis.

The result of the analysis in Table 2 using the Pearson's Product Moment Correlation Coefficient Analysis test statistic revealed that comedy skits produced a mean score of 13.32 with a standard

deviation of 5.11 while moral behaviour produced a mean score of 26.24 with a standard deviation of 5.33. The result further revealed that the calculated r-ratio of .040 obtained with a p-value of .000 at 196 degrees of freedom met the condition required for significance at .05 level. Based on this, the null hypothesis which stated that there is no significant relationship between comedy skits and moral behaviour of pupils in public primary schools in Calabar Metropolis was rejected indicating that there is a significant relationship between comedy skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

TABLE 2: Pearson's Product Moment Correlation Coefficient Analysis of the relationship between comedy skits and moral behaviour of pupils (N=198)

Variables:	\bar{X}	S.D	r	P-Value
Comedy skits (x):	13.32	5.11		
			.040	.000
Moral behaviour of pupils (y):	26.24	5.33		

*Significant at 0.05 level; df= 196

Hypothesis three

There is no significant relationship between religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis. The independent variable is religious skits while the dependent variable is moral behaviour of pupils in public primary schools in Calabar Metropolis.

The result of the analysis in Table 5 revealed that religious skits produced a mean score of 15.78 with a standard deviation of 4.99 while moral behaviour produced a mean score of 26.24 with a standard deviation of 5.33. The result further

revealed that the calculated r-ratio of .034 obtained with a p-value of .001 at 196 degrees of freedom met the condition required for significance at .05 level. Based on this, the null hypothesis which stated that there is no significant relationship between religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis was rejected indicating that there is a significant relationship between religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

TABLE 3: Pearson's Product Moment Correlation Coefficient Analysis of the relationship between religious skits and moral behaviour of pupils (N=198)

Variables:	\bar{X}	S.D	r	P-Value
Religious skits (x):	15.78	4.99		
			.034	.001
Moral behaviour of pupils (y):	26.24	5.33		

*Significant at 0.05 level; df= 196

DISCUSSION OF FINDINGS

Dramatic skits and moral behaviour.

The result of hypothesis one showed that there is a significant relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

The finding of the study supports Ford (2018) that the skits helped pupils better understand and navigate complex moral issues. The active involvement in skits helps pupils remember the moral lessons longer compared to traditional methods of teaching. When pupils assume roles in skits, they are required to step into someone else's shoes, which fosters empathy. Understanding different perspectives helps them appreciate the consequences of their actions on others. Experiencing situations from the viewpoint of others through skits can lead to emotional connections, encouraging pupils to be more compassionate and considerate in real life. Dramatic skits often present moral dilemmas that require pupils to think critically and make decisions. This helps in honing their moral reasoning skills, as they must consider the consequences of their choices.

Comedy skits and moral behaviour.

The result of hypothesis two showed that there is a significant relationship between comedy skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

The finding of the study is in tandem with Appleby, (2018) that comedy skits capture students' attention and make learning fun, increasing their willingness to participate and learn. Humorous content is often more memorable, helping pupils retain moral lessons longer. Comedy can highlight key moral points in a way that sticks with students. Comedy often involves exaggeration and satire, which can help pupils critically analyze behaviors and their consequences. By laughing at characters' mistakes, pupils learn to recognize and avoid similar errors in their own behavior. Comedy skits can model positive behavior in a non-threatening way, reinforcing good habits and choices. Pupils may be more likely to adopt behaviors they see as enjoyable and socially accepted.

The finding of the study also supports Henderson, (2015) that using comedies in teaching and learning processes may create an enjoyable environment conducive to learning. It may improve students' proficiency, increase their span of attention and reduce class monotony.

Pupils also become more active participants in the classroom if the content is humorously presented to them. Besides this, comedies help to illustrate as well as reinforce what is being taught. Further, humor enables pupils to express themselves freely without stress and embarrassment or fear to become an object of ridicule from classmates.

Religious skits and moral behaviour.

The result of hypothesis three showed that there is a significant relationship between religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

The finding of the study is in consonance with Lehrer (2014) that higher levels of religious observance and engagement produce greater educational attainment. They posit that religious involvement enhances an individual's social capital in the form of family and peer networks, which promote educational success.

The finding of the study also supports Ramos (2016) that religious skits often focus on universal values such as honesty, kindness, respect, and responsibility. These skits can reinforce the moral teachings pupils receive from their families and communities. Skits make ethical concepts more engaging and easier to understand by presenting them in a narrative form. Religious skits can strengthen students' connections to their cultural and religious heritage. They can foster a sense of community and shared values among students.

SUMMARY OF THE STUDY

This study is on the relationship between skit programmes and moral behaviour of pupils in public primary schools in Calabar Metropolis of Cross River State, Nigeria. The independent variable in this study which is skit programmes was sub-divided into three variables, namely, dramatic skits, comedy skits and religious skits. The dependent variable for this study is moral behaviour. Pearson's Product Moment Correlation was used for data analysis.

Three null hypotheses were formulated to guide the study, while literature was reviewed based on the three variables of the study. Survey research design was adopted for the study. The population of the study consisted of primary five pupils in Public primary schools in Calabar Metropolis, Cross River State, with a total of 1142 pupils in eight primary schools with pupils comprising males and females.

Purposive sampling technique was employed for the study. A sample of 198 respondents was used in the study. A structured student opinion Questionnaire titled "Skit programmes and Moral Behaviour of Pupils" (QSPMBP) was used for data collection and Pearson's Product Moment Correlation test statistic was used in testing the hypotheses, each hypothesis was tested at 0.05 level of significance with 196 degrees of freedom. The findings revealed that; there is a significant relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis. There is a significant relationship between comedy skits and moral behaviour of pupils in public primary schools in Calabar Metropolis. There is a significant relationship between religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

CONCLUSION

Based on the results, it was concluded that: there is a significant relationship between dramatic skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

There is a significant relationship between comedy skits and moral behaviour of pupils in public primary schools in Calabar Metropolis. There is a significant relationship between religious skits and moral behaviour of pupils in public primary schools in Calabar Metropolis.

RECOMMENDATIONS

From the findings of the study, the following recommendations were made:

1. Parents and guardians should endeavour to control and increase the access to positive dramatic comedies by their children. This will enable them to be mindful of the level of attention their children give to unnecessary comedies.
2. National film and Video Censor's Board (NFVCB) should ensure strict rules and regulations on the television comedy programmes that contain violence, nudity, illicit acts and drug abuse. Hence, Bans and penalties should be strictly levied on any television stations and channels that deviates from the broadcasting down rules and regulations.
3. Youth should try to watch reality tv shows that enhance their moral development.

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