EVALUATION OF FACTORS ASSOCIATED WITH MORAL DECADENCE AMONG SECONDARY SCHOOL STUDENTS IN SELECTED L.G.A's IN NASARAWA STATE

BY

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DECLARATION

I declare that the work in this thesis entitled “Evaluation of Factors Associated with Moral Decadence among senior Secondary School Students in Nasarawa State”, has been performed by me in the Department of Educational Psychology under the Supervision of Dr. Aishat I. Mohammed. The information derived from the literature has been dully acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

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Salihu Ibrahim Abubakar Date

CERTIFICATION

This thesis titled “Evaluation of Factors Associated with Moral Decadence, Among senior Secondary School Students in Selected LGA’s in Nasarawa State” by Salihu Ibrahim Abubakar, meets the regulation governing the award of the degree of Master’s of Ahmadu Bello University, and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This research work is dedicated to my late father Malam Ibrahim Abubakar, my mother Malama Salamatu Muhammad, my brother Justice Usman Ibrahim Abubakar, my wife Maimuna Muhammad and my three sons Abdur-Rahman, Muhammad, and Sa'ad. and Munirat

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ABSTRACT

This study is an evaluation of factors associated with moral decadence among Senior Secondary School Students in some selected LGA's in Nasarawa State. The study covers Nasarawa and Toto Zonal Inspectorates of Education. Four hundred and six respondents took part in the study. This consisted three hundred and sixty five students and forty-one teachers. The research design for the study was the survey method, whereby t-test statistical analysis was used for hypotheses 1 – 6(1), from hypothesis one to six it look for significant differences between the opinion of student and teaches on moral decadence of students on family up bringing, socio economic background, school environment, peer group influence urban and rural setting and mass- media (2) the finding shows that hypotheses that look into teaches and student opinion on family up bringing, school, environment, peer group influence and urban and rural setting were retained while that other two on socio economic background and mass-media were rejected. On the basis of the discussions of the analysis the following recommendations were made: (1) parents should be enlightened in mosques, churches, P.T.A. congresses and in the media on their responsibilities of imparting good education and moral to their wards and children. (2) Government should employ teachers that have good and clean track record attested to by their former HODs, Provosts, Rectors or any Senior Master of the school of the candidate.

OPERATIONAL DEFINITION OF TERM

Moral decadence - Is an anti-social behavior that goes against the code of conduct of society exhibited by people.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

1.1 Morality is central in the every day's activity in which individuals are involved. Whatever one does the issue of good/right or bad/wrong comes into play. Morality therefore is the central mark of human's behaviour. It is used to mean custom or way of life. Ilori (1992) describes morality which is a Greek word to mean the conduct of man, principally connected to moral code of the society. That is, a moral person is one who does what is right, according to the approved standard. In short, a moral man is one who is identified as one who does not do wrong. Whosoever acts contrary to the approved standard of the society is called an immoral person.

The survival of society does not allow education without morality; the two are inextricably linked, for one to be educated, means that not only is the standard of performance taught, but the standards of behaviour and comportment are also imparted. This means morality is an indispensable ingredient of life, (Nduka, and Iheoma 1983).

It is said that charity begins at home, and when the home is morally sound, the child will be better moulded to suit societal norms and ethics. But today, most homes leave the issues of moral training and discipline to their wards, schools, churches, mosques, and other social agencies This is not a safe method of training children and this will not help to improve

societal values and of course, will make indiscipline and immorality very high. It will also bring about dire consequences on both homes and the wider society. Indiscipline and immoral homes turn out disobedient children, bullies, cheats, thieves, dishonest, corrupt, immoral, lazy and unaccomplished citizens. Therefore, in order to make positive impact on the lives of children there is need to start from the home, (Ali, 2005).

Moral decadence within the context of this study refers to an undisciplined or immoral act exhibited by students which hinders their academic progress and will influence their future living. Oludemi (1983) defines morality as the inner instinct of life that controls the patterns of behaviour of a person, revealing the good or bad aspect of that person. Morality is the lesson, teaching or acceptance of good conduct and character.

The general increase in the wave of crime in the society is an evidence of low moral virtue in the society. In connection with this view, Kamil (2005) emphasizes the need for good moral discipline in schools and in other spheres of life, The most important problem today ultimately has to do with the moral foundation of society. There are people who eagerly accept their own freedom, but do not respect that of others. They want freedom from responsibility. However, if they accept freedom for themselves, they must respect the freedom of others. Thatcher, (1996)

observes that, if people expect to go about their business unhindered and be protected from violence, they must not hinder the business or do violence to others. They would do well to look at what has happened in societies without moral foundation, accepting no laws but those of force; such societies have been ruled by totalitarian ideologies.

However, moral decadence among students is a matter of concern and a source of worry to parents, teachers, guardians and religious leaders. Indiscipline among secondary school students has reached an alarming proportion, while sexual promiscuity, cheating, raping, excessive taking of alcohol, robbery, abortion, examination malpractice, to mention but a few have become very rampant, (Okusan, 1999). With the introduction of Western civilization in Nigeria, the country began to experience political, educational, economic, religious and moral changes. Okusan further observes that such negative changes have made the Federal Government of Nigeria to include the programme of moral re-orientation in the new National Policy on Education.

From the above review, it is clear that there are persistent cases of moral decadence among secondary school students in Nigeria.

1.2 Statement of the Problem

Crime rate in major cities has soared as addicts resort to prostitution, robbery, drug dealing and murder to satisfy their immoral need. Despite many major programs aimed at boosting morality, only limited success has

been achieved. Education in general is to train an individual to become a useful person in the society. The National Policy on Education (Revised, 2004), has the broad aim of preparing an individual for useful living within society. It is also aimed at training students to develop the right attitude to higher education, which will lead to further achievement. Secondary education therefore is nowadays a basic foundation towards the growth of a developing nation, but most students in secondary schools are not of good morality, despite the fact that the future of the nation depends on them.

To fully benefit from the school curriculum, limited attendance at school usually results in limited progress. Whatever career can be chosen by a student, adequate education and good morality will enhance it. It can be said that an immoral child is not prepared for useful living because knowledge will not be sound without good moral. School administrators and teachers through sanctions and other forms of punishment to erring students have not fully corrected the problems of immorality in students. In some cases, teachers spend more time in trying to control or discipline students than teaching. In spite of this, a great number of immoral cases occur in schools. All or most of the secondary schools have disciplinary committees in order to arrest the issues of immoral acts that are rampant in schools, yet, cases of indiscipline overwhelm the school system daily.

Considering the above and other related unmentioned problems, it is therefore necessary to look at the factors that are associated with those immoral and indiscipline behaviours that have negatively affected Nigerian secondary schools.

The problems that necessitate this study are the rampant cases of immorality going on in almost every government secondary school in Nasarawa State. For example, during the 2005/2006 academic session, a student of Government Day Secondary School Nasarawa was stabbed with a knife, while some fought with academic staff, and other unmentioned cases of immorality. Immorality and indiscipline can be seen as obstacles to academic progress and as such need urgent attention with a view to understanding the pattern of occurrence and proffering solutions for its apprehension.

1.3 Objectives of the Study

The following are the objectives of the study:

1. To Identify factors that are associated with moral decadence in some selected secondary schools in Nasarawa State.
2. To evaluate the opinion of the respondents on the effect of identified factors related to moral decadence in selected secondary schools in Nasarawa State.

3. To evaluate the role of school, family, socio-economic background, peer group, the mass media, urban and rural setting as factors related to moral decadence in the selected secondary schools.
4. To suggest and recommend measure to be taken to remedy immorality among students.

1.4 Research Question.

The following are the research question of the study.

1. Is there any significant differences between the opinion of students and teachers on family up-bringing about students moral decadence.?
2. Is there any significant differences between the opinion of students and teachers on socio economic background of students on moral decadence?
3. Is there any significant differences between the opinion of students and teachers on students moral decadence in school environment.?
4. Is there any significant differences between the opinion of students and teachers on peer group influence on moral decadence of students.?
5. Is there any significant differences between the opinion of students and teachers on the moral decadence of students who lives in urban and those who lives in rural settings?
6. Is there any significant differences between the opinion of students and teachers on effect of mass-media on students moral decadence?

1.5 Hypotheses

In this study, the following hypotheses are formulated

1. There is no significant differences between the opinion of students and teachers on family up bringing on students moral decadence
2. There is no significant between the opinion of students and teachers on socio economic background of students on moral decadence.
3. There is no significant differences between the opinion of students and teachers on school environment about moral decadence of students.
4. There is no significant differences between the opinion of students and teachers on peer group influence on moral decadence of students.
5. There is no significant differences between the opinion of students and teachers on moral decadence of students who lives in urban and those who lives in rural setting.
6. There is no significant differences between the opinion of students and teachers on effect of mass-media on moral decadence of students .

1.6 Significance of the Study

The study is significant in the following ways.

1. The study will assist parents in the proper upbringing of their wards and make correction for good upbringing where possible.
2. The teachers and school administrators would see where they have lapses and rectify such lapses appropriately as well as get new

method of handling students' affairs in terms of the moral education of the students.

3. The study will highlight the danger of parents' refusal or inability to supply their children with daily need especially in terms of moral upbringing.
4. The study will again show the implication of leaving children at the mercy of peers at a tender age unsupervised and carefree. This will draw the attention of the parents to take better charge of their children's upbringing
5. The study is again significant to teachers and parents because the study will show the dangers of allowing students or children to use the mass media such as television and radio without proper supervision.
6. The study is significant because the recommendations of the study will bridge the gap between urban and rural schools in terms of good morals and sound education.

1.7 Basic Assumptions

The following assumptions are made in this study.

1. It is possible that the dynamic changes of the society do not affect the children's moral standard that leads to crises and breakdown of peace in the society.

2. Parents have taught their children the moral standard required in schools and in the society at large yet, immorality is still rampant in schools and in the society.
3. Teachers in secondary schools have taught students the need for good moral and its value in the larger society that will promote of peace and tolerance in society. Yet, immorality is prevalent among students.

The government and private organizations have various sectors of moulding youth behaviour e.g. mass media; yet immoral activities are common among students.

1.8 Scope/delimitation of the study

The study is delimitated in the following ways.

1) All final year senior secondary schools students and all sample schools
2) All the teachers of final year senior secondary schools of all the sample schools.

1.9 Summary

This chapter examines the background of the study. It outlines the statement of the problems of the study, objective, research questions, hypotheses, significance of the study, assumptions, and the scope/delimitation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter examines literature related to the topic. The research is designed to evaluate factors that are associated with moral decadence in senior secondary schools in Nasarawa State.

The chapter therefore, focuses on the following sub-sections:

A. Conceptual framework of morality

B. Parental factor and morality

Social factor and morality
School factor and morality

C. Effects of moral decadence
a drug addiction

b. alcohol

c. stealing

d. vandalism

e. Pre-marital sex

f. truancy

D. Theoretical framework on moral decadence.

E. A review of related studies on moral decadence.

2.1 Conceptual framework on morality

The term moral comes from the Latin word moralist, and the second from the Greek term ethics. Both terms refer to the customs or ways of life of a community or society. The terms are used as if they are synonymous. Illori (1992) states that there is a tendency to use the terms 'morality' and 'moral' to refer to conduct itself and 'ethic' and 'ethical' to refer to the study of moral conduct. Illori further observes that in popular conception the idea of morality is a highly specific and restricted concept. It is customarily

used principally in connection with sexual behaviour. A person who abides by certain approved code governing sex is called moral while a person who acts contrary to those codes is called immoral. By this narrow definition, most human experience will be non-moral since it would not be concerned with sexual matter. Illori further observes that a somewhat sophisticated conception of moral associates the term with compliances with a code of conduct covering a broader field than sex. A moral person is one who does what is right according to the approved standard or more frequently he is identified as one who does not do wrong. Okatahi (1985) states that the moral judgment of a person is concerned with the standard of right and wrong which the individual demonstrates. It is the basis upon which an individual action may be guided. She further observes that morally, a captured (war prisoner) may be faced with the moral dilemma of betraying his country to save his life or being loyal to his country and losing his life. In either case he has a moral judgement to make.

It is theorized that the ability to make fair judgement of situations and problems involves logical organization of thinking and goes through stages of development. She quotes Piaget, (1932), Kohlberg (1963), and Kohlberg (1975) and suggests that each moral stage is more sophisticated and qualitative than the preceding stage. The moral developmental stages, like the cognitive developmental stage, are influenced by the interaction of environmental and interactional factors. It was contended that all people should reach the highest level of morality. Illori (1992) states that to be moral, a person must not be dishonest, must not steal, must not hurt other people; he must not gamble nor drink intoxicating beverages nor even smoke. This broader conception still leaves the largest part of human experiences beyond the scope of morality. Most of the concerns of occupation, recreation, and education would be considered not moral since they would not be covered by the moral code.

Illori further states that in the philosophical tradition the concept of morality has been far more comprehensive than the afore-mentioned popular conception. While the every day idea of the moral is based on conformity to a specified and limited code of conduct, the comprehensive definition extends the concept to include every area of human experience. According to the broad view, moral judgements are not limited to certain particular concerns as illegal sexual relation, gambling, drinking and murder, but are relevant also to such matters as choice of friends selection of occupation and manner of pursuing or participation in civil affair and decision about recreation.

In his view, Wilson (1990), states that the idea that moral thought or judgement is most easily “assimilated to the imperative mood to

prescription" shows that morality is about action. Such an idea is deficient at the linguistic level, just as it is deficient phenomenologically and developmentally. 'Good' and 'bad' are experienced before wrong and right. It would not be conceivable to imagine a child or any growing rational creature, who had grasped the notion of adhering to rule, especially a moral rule before grasping the notion of goodness (or desirability) or badness (undesirability) of certain things. Wanting comes before grasping the idea of standard behaviour. Indeed the latter makes no sense except in the light of the former.

Morality, then, is about the state of soul, or if "soul" is too unfashionable a word, it is about our soul's basic emotional dispositions and mental health. A number of things follow from this, some of which we need no linger over.

The individual moral will help each person to acquire and maintain the necessary discipline. The individual discipline extends to family discipline, from family discipline to environmental discipline; from environmental discipline to group discipline. It is the sum total of these that leads to what is called society discipline. This brings about and which created the society discipline. For society, discipline cannot be developed in a vacuum. Every neighbourhood, environment and group must lay the foundation for morality and it is from that moral that the discipline which society requires will emerge (Oludemi, 1983).

Ilori further observes that inner instinct of life controls the pattern of behaviours of a person, revealing the good or bad aspect of that person. Moral is the lesson or teaching on acceptance of good and decency in character. He notes that the general increase in the wave of crime in the society is evidence of low moral virtue. Toluhi (2002) citing Kohlberg (1989), states that human beings in all cultures are exposed to rules very early in life. They grow with such rules or principles guiding the choice of right and wrong actions conforming to the ethical demands of the society. And unless the majority recognize and are obedient to moral principles, it cannot be a disciplined society. When children acquire sound moral value

they grow up committed by living by those standards instilled in them by their parents, teachers and others.

Toluhi (2002) further states that the early socialization of the child is a process through which he internalises the customs and traditions of his society. A child by this orientation grows up to refined concepts, build value judgements and emotional responses related to them. This disposition is a great landmark for the personality development of the child and it consequently influences his behaviour in school.

Conversely, inadequate child rearing practices also manifest themselves in the behaviour of individuals. Our society is a composition of different types of parent with different attitudes, which emphasise different aspects of care, control and discipline of children. This affects the children's behaviour in school. Parental deprivation which includes lack of supervision of children and lack of psychological security are significant factors in the development of psycho-social problems in children.

Toluhi further states that attention and adequate socializing processes therefore become things of concern for parents and teachers. This shows that parental influence affects the personality development of the child. For example, where parents promote a cordial atmosphere toward the children, listen to their problems and where there is cordial relationship there would be better adjustment at school because of the parental care which the child enjoys in school.

Most families in a given society are aware of these values and prepare their young children for future life in the community while children who are not instilled with these values may end up causing problems at school. It is clear that a child with good morals at home would demonstrate proper moral behaviour in school and subsequently in the larger society. Oludemi (1983:14) states that it is now fashionable and convenient to blame all the ills of society on government, a clear way of passing blames to nobody. Whereas, it is a well known fact that about forty-five percent (45%) of the nation's ills are traceable to the average Nigerian in the street, thirty five percent (35%) of the ills comes from high influential members of the society as they do not show good examples to the average Nigerians. About twelve percent (12%) of the ills is traceable to all the various religious bodies, for they are gradually losing their spiritual powers due to the pursuit of material wealth by their members, while eight percent (8%) is traceable to the enemies of the society (Oludemi, 1983).

Whatever is the case one thing is clear, the level of moral standard among secondary school students in Nasarawa State in particular is low and there is need to address it.

2.2.1 Parental Factor and Morality

Donald (1980) points out that the influence of parents on moral character seems to be primarily related to the behaviour in the multitude of daily

interactions with their children. When considering moral education, many parents think immediately of the talk they have with their children with the aim of disseminating information on what is right or wrong. However, parents should not think of moral development as a separate entity that can be impacted to their children without regards to other aspects of life.

Furthermore Sandra (1981) in Toluhi (2002:16) states that a family has a great influence on the behaviour manifestation of the child. The influence of the child can either be negative or positive, depending on the training and type of environment in which the child was brought up. The family is said to be the first socialising agent of the child once the parents set a wrong behaviour pattern, the child is likely to be delinquent.

Sandra further adds that the fact that the parent's personality reflects in a child does not mean that it operates in a mystic way on the child; whatever the personality of the parent might be it is communicated through what the parent is and what he or she does. This is because the concept of personality does not offer a simple formula. It has a very complex dimension with many facets. Even though some traits could be very durable, no personality is completely fixed or unchanging.

The neglect of this attention leaves the child to his own world and subsequent defeat in life and this can result in academic failure. This means that the detailed examination of child upbringing such as paying attention to what the child does and with whom he interacts is a vital

phenomenon in the inculcation of sound moral conduct. A lot of deviation which shows in separate practices of the intending personal characteristics of parents, might reflect the child to be patient or impatient, cheerful or dull, decisive or vacillating.

Parental supervision thus can be seen to be very vital in child development. The child who is brought up without affection might face a hard life. A child growing counts on others for protection and help; if the child is left on his own and not cared for by his parents or guardians, it makes the child defenceless. Abandonment comes in different forms such as being left hungry for a long period or being uncomfortable, angry, frightened, friendless, unsupervised and lonely for a considerable length of time. Sometimes a child who experiences any of these disadvantages could resort to arguing as a weapon of defence. When the child responds with anger, grief or fear, his action evokes complaints instead of compassion.

Ralph (1980), in Donald (1980), states that when the family fails to meet all the needs of a child the failure is termed a “faulty constructed piece of social engineering”. We do not recognise that conditions of life have change and that the actual responsibility for child rearing has shifted away from the family to other sectors of the society. The family has lost much of its power and influence partly because parents and children spend so little time together. Yet the family has the primary moral and legal

responsibility for developing characters in children. Citing Piaget (1965), Donald observes that to rear a moral child, parents should begin by teaching the child morality at home. He commends that parents should give the child a feeling of equality by drawing attention to his needs and difficulties, thus creating an atmosphere of mutual help and understanding. Piaget further states that if a parent preaches by example rather than by precepts, he exercises an enormous influence on the child's progress towards moral maturity. For example a parent can teach a child that morality is not a system of command requiring ritualistic and external obedience but a system of social relation that every one does his best to obey the obligation, and does so by mutual respect. Children thus learn that rules bind everyone, big and small.

Another issue relating to parenting according to Piaget is that of polygamous home. This type of home is characterised by large members of the family i.e. the wives and children. Every mother controls her children as the father cannot give equal attention since he has more than one wife.

Toluhi (2002) asserts that there is a higher incidence of juvenile delinquency in polygamous families than in monogamous families. He maintains that since the father in a polygamous family removes himself socially from the mother-child-unit in the interest of impartiality and to avoid co-wife dissension, his affection for his many children would become

dissipated. The child thus becomes dependent on his mother socially, politically, emotionally and economically. Toluhi also submits that since the co-wives compete for access or reward from their husband, it could be postulated that co-wives would want their children to attend good schools. Wives of polygamous family men are invested with both instrumental and expressive roles in their relation with their children. This assertion does not go down well with educated parents, since illiterate parents lack strong exposure to western norms and practices. They may also lack control over the behaviour of their children, since there could be no central control from the father over the children. The mothers of these children are charged with the responsibilities of the emotional and social adjustment of their children. It could then be assumed that in the competitive homes, a lot of things will still be inadequate to stimulate the child toward schooling.

Most of the things in the house have to be stretched thinly with more favour to the most junior wife and her children. Toluhi therefore concludes that since the children are starved of love, affection, education and the basic needs of life, they become delinquent. This is to say that children from such homes could be cited for truancy, lateness to school, anxiety, worry, disrespect to authority, aggressiveness, bullying, vandalism, stealing, fighting etc. On the other hand, if the child from this type of home has good models, there is good chance for him to model after the older ones and this could enhance the child's school behaviours. The younger

one in this set up, because he has to share things with his step brothers learns to tolerate and co-operate. This is type of children is rare to find as there is always confusion in the polygamous home than the good aspects.

Traditionally, the Nigerian norm sees the father as the alpha and omega of the entire family and what ever directives he gives are not questioned. However, due to large family size, his functions are taken over by the mothers of these children; this affects children's control. Therefore, different children from different mothers learn what their mother desires. Sometimes a mother instigates her children against other children, thereby causing fighting among these children. Such trends could be seen as an agent for mal-adjustment among children, which could also affect the child's behaviour in school.

Socio-economic factor

The family is the first agent of socialization and this has strong influence over the life of the child even when the child is an actor in other important fields of socialization. Durbey and Joe (1982) in Toluhu (2002) state that the family remains the most significant group to which one is attached throughout life. However, families differ significantly in term of their social order; some have more experiences and ability of operation within a given context and social environment than others. This is to say that some parents have wide scope in their various walks of life than others. With

those variations, therefore it becomes natural to expect different modes of caring in terms of schooling and moral development.

Okusan (1999), points out that poverty creates a sense of inferiority complex in a child; this attitude may lead to stealing. The relevance of this to the present research is that, the living condition of a family can have great influence on the child's morality. A child that comes from a poor family may look very dejected when he or she is in the midst of children of wealthy family backgrounds. This inferiority complex may affect the child's moral standard and his or her attitude to vices.

Bourgue (1996) points out that socio-economic factors expose youths to moral decadence. He observes that migration of youths from village to towns tends to weaken the norms of conduct, which are used to control people's behaviour. He further explains that the law enforcement agents in towns at times find it difficult to control such people because they lack the necessary facilities.

In line with the above, Bark (1996), agrees that poverty can also make it difficult for parents to provide their wards with the essentials of life. One would say that a student whose parents failed to provide that which is required in school might become frustrated and have difficulties in adjustment.

Odunze (1988) reveals that the effect of juvenile delinquency has extended from individual delinquency to whole society. He adds that

delinquency has tended to be higher among the low-income group than in societies where most people are well to do. He also confirms that the pain of being poor and living in slum condition is felt more strongly in rich societies than in poor ones. He further discovers that some people became delinquent due to conditions they have found themselves. The poor people living among the rich ones are some time attracted by such riches as such the uncounted poor use delinquent means to acquire such riches.

2.2.2 Social Factor and Morality

The Influence of the Mass Media

The mass media is one of the most important agents in moulding the morality of the society. The mass media includes cinema, television, radio, and video. Others are the print media which include novels, magazines, newspapers, comic literature etc.

Odebunmi (1990) states that the negative effect of the mass media on the mind of adolescents in Nigerian society needs to be checked; printed materials, cinema, television all leave their impact on the lives of Nigerian adolescents. The introduction of video films has made a mockery of the whole idea of censorship. Many parents are no longer in control of what their children watch on television and children initiate the act of aggression of their models especially if such models are prestigious, powerful and if the children read his novels. Adeniran (1999), states that parents are to be blame for exposing their children to indecent films. This

practice has taken the centre stage in the society. He further submits that many parents today are in the habit of buying or hiring films, which portray nothing but raw sex. So also Diana and Johnson (1987) observe that the violence depicted on television and pornography seems to teach an acceptance of aggressive behaviours to both adult and children. As such, student unrest, vandalism, and crimes are on the rise. It could be observed that on the pages of many national newspapers and on radio and television, reports of increasing incidents of rape, drug abuse and other social ills are daily increasing. The growing incidents of apparent decay of moral fibre today should be of great concern to every right-thinking citizen of this great nation.

The Urban and Rural Students as factor

Another factor that exposes youths to delinquent activities is the socio-economic condition of the community. Beller (1983) maintains that crime is distributed within the metropolitan areas according to well-documented ecological variables. He says crime roles are correlated with size of population, usually the larger the city the more the crime. This also indicates that the central areas of the cities tend to have more crime than other lying district. Davis (1980) supports this observation when he adds that this does not mean that crime is intrinsically associated with economic and ethnic factors but that it indicates that more criminals of certain types are apprehended in urban areas with those characteristics

Moreover because of industrialization and increased urbanization, young people rush to urban areas in search of white-collar jobs. Bourge (1996), remarks that this migration of the youths from the villages to the cities and towns has weakened societal norms and conducts. Bourge's comment is meaningful and relevant because the law enforcement agents in the big cities sometimes find it difficult to control the people due to inadequate facilities.

Donna (1996) adds that in urban environment, human relation is more depersonalised and anonymous. He further remarks that youths who leave their villages for towns without adequate supervision tend to do what they feel and they use every possible means to earn their living.

2.2.3 School Factor and Morality

The school factor

The role of teachers in establishing good behaviour in school is very important. They can help in averting all possible immoral behaviours that are exhibited by students in school. Essen (1983) states that for the teacher to remain at all times a worthy moral and intellectual model for the students, he should show loyalty to his duties and lead a honourable and respectable life in school and in the surrounding community.

Juvenile delinquency in school has been a social problem. The increase in anti-social behaviours in school is of concern to educators. The de-boarding of schools has led to the derangement of the youths.

Accounts of promiscuity, armed robbery, examination mal-practices and truancy are indicators of weak moral value or low level of moral judgement among youths. (Okatahi 1985).

From the above, teachers should be of good moral standard and serve as models to the students. They should teach and encourage moral activities to their students and their entire communities. Unfortunately, in most cases reverse is the case. Abashiya (1992) has observed that teachers are never any good example to their students today. Instead, one finds teachers in school befriending their students. This attitude of some teacher, according to Abashiya is likely to create disobedience from students towards their teachers. He stresses further that if there is democracy and harmonious working relationship established between students and teachers, the immorality for developing undesirable and unwholesome personally should be avoided.

Okon (1988) also observes that adolescence is a period when young persons find themselves independent in many matters yet recognising their dependence as long as they remain in school. Okon refers to them as young people in their teens that are also known as teenagers or adolescents. Coincidently, this is a period that students enter secondary school to spend six years. It is then obvious that physical changes coupled with psychological needs that are eminent in the adolescents during this period make them prone to indiscipline. Okon maintains that in early

adolescence, there is usually a sharp increase in height, weight and strength in both sexes. It is at this period that the child wants to gain freedom or independence of parents and other adults. Okon further states that the desire to gain freedom and to do things such as smoking or drinking that adults do usually results to moral decadence among secondary school students. The adolescent feels he can now drink alcohol and smoke cigarettes, so he sometimes gets drunk and misbehave in school. Shertzer and Stone (1981) state that the curiosity or inquisitiveness of adolescents makes them to be aggressive. They also experiment to discover where their special abilities, strength and endurance lie in their attempt to project themselves into many imaginary roles. They tend to exhibit strong feeling of superiority and inferiority in their intense over – reaction to successes and failure. Ali (2005) further observes that immoral behaviour in schools is caused by many factors in society. With regards specifically to indiscipline among children in school, parent or guardian, teacher and adult role models all have to share responsibility for this problem. First, parents are to blame because they are the children's first teacher and if they instruct the children in good morals and discipline, then the responsibility falls squarely on the shoulder of teachers who cannot effectively discipline and teach the curriculum without the help and co-operation of the parents and children. She further observes that the society in general must take blame for the recent decline in moral and spiritual

values which help to shape the character of young people into becoming disciplined and good moral citizens.

Moreover according to Ali, (2005) the removal of corporal punishment in schools has caused a lot of indiscipline among students, not because it was necessarily the wrong thing to do but because it was not first thoroughly discussed among all the stakeholders, (parents, students and teachers) with a view to replacing it with any alternative measure of discipline that is more effective. As a result, teachers feel more vulnerable and are increasingly attacked by students and parents, who feel that they now have the right to behave as they like with no effective consequences to their action. This creates an even more violent school atmosphere.

The Peer Group Influence

Peer group usually refers to close friends and associates who share similar interests and aspirations. Peer group has been considered as the most important and strongest agent of socialisation. It is among the peer group that the child gains experience through interaction. Other members of his group shape his personality (Torbet, 1996).

Musa (2002) quoting Thormbarg (1975) emphasizes the power of the peer group to cultivate behavioural pattern contrary to those of the family, but in reality not all peer groups are in conflict with the family or the society in moulding the attitude. Toluhu (2002:22) also quoting Uche 19980 states that peer group is the child's own friends and equals. They

have their own forms of behaviour and values which are best demonstrated at the playgrounds, schoolmates, the clique and many gangs. Odebunmi (1990) explains that the desire to join a group is actually supported by the inability of parents to show love, acceptance and recognition to the child.

Shure (1978), in Musa (2002), states that a careful observation of the peer group will show that it influences many children who get into trouble. He adds that children in their adolescence are often strongly influenced by the action of peer group. He concludes that if the group is involved in crime, a young person may go along in order to be accepted in the peer. Therefore, there is need for careful study of any peer group which a child wants to join so as to avoid misleading the child.

Johnson (1980) points out that peer group has great influence on the socialization of the child and this can either be negative or positive. He adds that the peer group teaches social interaction necessary to reduce social isolation. He stresses that peer interaction influences the behaviour of individuals; through peer influences, the child learns attitudes, values, and information unobtainable from adults. Johnson cites the investigation done by Becker (1953) and Johnson (1973) on the influence of peer interaction both of which provided correlation evidence that there is a relationship between adolescents' use of illegal drugs and the perception of their friends who engage in and approve of such behaviour.

Olayinka (1998) contends that so many teenagers today are involved in drugs and alcohol as a result of influence from their peers. The teenagers get involved as a way of satisfying their curiosity. Zenden (1985) agrees that values of the peer group do have influence on behaviour but most often the influence can be neglected by children in whom there are strong parental values. Even if there is no enough evidence to show how much influence peers have on the child's academic performance, when one observes the peer groups, it is realised that they really do influence other children's behaviour and performance. They give encouragement to each other so that they can act effectively according to their values. In fact it is one of the sources of the child's informal education as well and they transmit both good and bad influence.

Ezenwa (1985) opines that friends and peers usually introduce an individual to drugs. The use of drugs and subsequent abuse provide a temporary escape for the user from the harsh realities of life and other related personal problems. He further notes that among teenagers, the use of addictive drugs is part of an exploratory behaviour associated with growing up. Also Okon (1988) holds a related view arguing that many great teenagers use drugs in and outside school, and schools are reaping the natural consequences of drug addiction, lack of respect for authority. It could be seen from the foregoing that drug dependence by the youths today shows the extent of moral decadence that exists in schools.

Shertzer and Stone (1981) state that adolescents frequently show an increasingly matured curiosity about themselves and their environment. This is evident in their experiment to discover where their special abilities, strength and endurance lie in the attempt to project themselves into many imagining roles in their feelings of superiority and inferiority in their intense over-reaction to successes and failure. This curiosity or inquisitiveness of adolescents makes them too aggressive.

2.3 The effect of moral decadence

Most of the delinquent activities that are carried out by youths and other immoral acts by adults are related to the use of drugs and alcohol. Ezenwa (1985) states that among the teenagers, the use of addictive drugs is symbolic of their participation among their social set-up and also it is part of an exploratory behaviour associated with growing up. Okon (1988) also observes that between the ages of 13-19 years, the adolescent child wants to gain independence and do things such as smoking or drinking that adults do and this results to misbehaviour in school whereby children who participate in such acts break school rules and regulations.

(a). Drug Addiction

Olatuwara and Femi (2004), state that addiction is a state of periodic or chronic intoxication detrimental to the individual and society. He further state that addiction is produced by the repeated consumption of drugs.

There are specific characteristics that distinguish addiction from drug dependence. The addict has an over powering desire or need to continue to take the drugs and will obtain it by any means which include stealing money to obtain the drugs, breaking into pharmacy shops, and engaging in violent activities in the process.

(b). **Alcohol**

Alcohol is said to be the mother of all offences, because once an individual is intoxicated he/she is out of his/her senses and he/she can commit any sort of offence.

Bourgue (1996) argues that excessive consumption of alcohol by youth is associated with behaviours ascribed as either self defeating or self distractive due to its devastating effect. Bruno (1992) confirms that over one million adolescents abuse alcohol, which constitutes 3-4% of teenagers in America. Therefore alcohol abuse among adolescents is a social problem.

The Islamic prohibition of intoxicants covers all kinds of drinks and drugs, which change a person's mental state and behaviour. It includes wine, beer, spirit and all other forms of alcohol drinks. It includes heroin, opium and cocaine. From the foregoing, it can be seen that Islam and Christianity condemn drug and alcohol addiction, which are the sole causes of immorality among adolescent students.

(c) Stealing

Stealing is a habit, which is commonly found among secondary school students. It is the act of taking someone else's property without permission. Ali (1992) lists some common examples of stealing among students, which include taking money from parent's purse (wallet), taking books and articles and various items from stores, etc.

Bourgue (1996) is of the opinion that it is important for parents and adults in authority/position to distinguish between the two kinds of stealing, situational or chronic. He submits that situational stealing takes place when a child experiences a particular need and is subject to temptation. It does not suggest that the child has no moral sense at all or that he or she will even totally become immoral. Although most children manifest situational stealing a few times while they are growing up, chronic stealing is when the child or adolescent looks for and sets-up opportunities to steal. Causal factors in chronic stealing include strong aggressive tendencies and desire to own items beyond the financial resources of the family. In psychoanalytic terms the child who is a regular thief has underdeveloped superego.

(d) Vandalism

It is an illegal practice and deliberate destruction of public and private properties done by some unpatriotic citizens to satisfy their selfish interest. It is at times referred to as malicious mischief. It is again done by defacement or mutilation. Some vandalism includes breaking down of

school windows, destruction of school records, mutilation of school properties such as desks and writing on the walls in the classroom or in the hostels. The religious holy books emphasise good conduct. The Holy Bible says "Abhor that which is evil; cleave to that which is good" while the Holy Qu'ran admonishes that "Verily man is on the state of loss, except those who attain to faith, and do good work"…

From the above it can be concluded that both Islam and Christianity are totally against destruction of properties or any form of defacement.

(e) Pre-marital Sex

Pre-marital sex is sex before marriage, which is very common among secondary school students. Such pre-marital sexual intercourses outside marriage cause pregnancy and sometime lead to abortion and subsequently drop out of school by both male and female. Donna (1996) explains that pre-marital sex among youths leads to teenage unwanted pregnancies and early marriages. Teenage pregnancy could be complicated and could also lead to urinary tract infection, vasco virginal fistula (V.V.F); as long as the pelvis is contracted it will lead to long labour which sometimes may lead to death. Abashiya (1992) affirms that many adolescent females have become victims of pre-marital sex for reasons which include the quest for money, fashion, employment, and casual friendship.

Some factors leading to these are seductive books, pornographic films, and young ladies' modes of dressing among others. Some scriptural verses and chapters of the two religions of Islam and Christianity forbid adultery and fornication.

(f) Truancy Truancy is another act of moral decadence found among secondary school students. Truancy is an act of being absent from school (situational or chronic) without the permission of the school authority. Bruno (1992) distinguishes between occasional or situational truancy and chronic truancy. According to him, occasional truancy is a behavioural problem because most children decide to stay away from school for play at least once or twice in a term while chronic truancy is the one that leads to complete withdrawal from school. Such truancy, he observes, seems to be on the rise in most schools.

Ali (1992) who investigated factors contributing to moral indiscipline among students in Mangu area of Plateau State submits that patterns of chronic truancy often start at the elementary level of learning. According to him, males are quite a bit more likely to be truant than the females. Laje (1993) states that causal factors in truancy include lack of parental interest in school, single parenting, lack of academic ability or preparation, boredom and fear of threatening peers.

2.4 Theoretical framework of moral decadence

1. <u>The Genetic Theory</u> – Proponents of this theory like Sheldon (1983) relate body build to differences in temperament. In the view of these

scholars, both body-build and personal characters especially those which produce delinquency are biologically determined and that hereditary components out weight all other influences. They also analyse the part physiques play in the patterns of causation that account for the form which the child takes. That is, a boy with a geomorphic body (quite muscular) could be involved in a lot of fighting. This is a simple assumption, which may not have empirical confirmation.

2. Social behaviourial Theory – This theory asserts that children from lower-stream (streaming in terms of social strata as it relates to achievement) come from working class homes and this affects the child's achievements, attitudes, and bad behaviour. The children therefore, search for alternative sources of rewards and achievements, so they get involved with peers against the demands of schooling. Furthermore, some social theories explain that juvenile delinquencies have been transmitted from generation to generation through cultural transmission. This shows that children brought up by fathers and mothers of certain obvious characters tend to follow in their parents' footsteps. Some train and teach their children to indulge in those negative acts they perpetuate and the latter in turn pass on these negative acts to their own children. This chain can go on for generations till self-righteous children destroy the tradition.

(3) Sub-Cultural Theory – Proponents of this theory believe that the environment in which children grow up is a contributory factor to their

behaviour. Criminal acts are also more rampant in such environments as such children become exposed to criminal acts at an early age. In lower class schools, school property is being damaged as the children have no respect for private property. The main argument of the sub-cultural theory is that delinquency behaviour emanates from the home. Consequently proponents of the sub-cultural theory believe that if society is not ready to spend money and time on the child's rehabilitation then nothing can be done since the problem of juvenile delinquency has its roots in the child and his culture.

4. Neuro-psychological pathology Theory To proponents of this theory those classified as delinquents generally display impaired learning abilities as well as a number of deviant behaviour patterns. These patterns consist of diminished attention, destructiveness, low frustration tolerance and impulsiveness.

It has been documented that the population of children with behaviour disorder shows clinical and historical signs of cerebral dysfunction. Thus genetic and neuron-psychological analyses indicate that biological factors contribute in the development of delinquent behavioural patterns. It is ascertained that delinquent personality traits are results of neurological factors, which are transmitted through biological means. To reinforce this theory further, Raine (2000) says that criminals are who they are because of genetic and biological defects. This links behaviour to brain activity

rather than social factors. Raine claims that the results of his tests prove that psychopaths have an average 11 percent less grey matter in the brain's frontal lobes. The lobes control aggressive behaviour and are responsible for conscience development. He says there is something lacking in their (psychopaths') brain that is involved in regulating and controlling behaviour.

(5) Control Theory - This theory explains that a person's attachment to any object outside him/herself reduces the person's chances of becoming a delinquent. Ernst (1988) spells out three groups to whom attachment to is important in order to reduce delinquent behaviour. These are the family, humanity and the nation. If a person identifies and is committed to groups such as the mosque, church, school, home and society, that individual's chances of becoming a delinquent is minimal. He has a lot of roles to play in such groups and would not want to lose benefits derived from such association. Therefore, he rather conforms to the norms of the group than opt out. It is assumed that if a child is not attached to any group, he feels less dependent on them and depends more on himself. He only promotes his self interest rather than share in the interest of the society at large.

2.5 Review of Related Studies on moral decadence

Okuson (1999), states that moral decadence among students is a matter of concern and a source of worry to parents, teachers, guardians and religious leaders. Indiscipline among the secondary school students has reached an alarming proportion, while sexual proximity, cheating,

raping, excessive taking of alcohol, robbery, abortion, examination malpractices, to mention but few have become very rampant.

Oludemi (1983) opines that moral is the lesson, teaching or acceptance of good conduct and decadence in character which is generally on the increase in the school and society is evidence of low moral virtue.

Sandra (1981) in Toluhi (2002:16) opines that a lot of deviation shown in separate practices of the personal characteristics of parents might reflect the child to be patient or impatient, cheerful or dull, decisive or vacillating. Baurgue (1996) points out that socio-economic factors expose youth to moral decadence. He observes that migration of youths from village to town tends to weaken their moral conduct. Odunze (1988) opines that the effect of juvenile delinquency has extended from individual delinquency to whole society. He adds that delinquency has tended to be higher among low-income groups than in societies where most people are well to do. Okuson (1999) points out that poverty creates a sense of inferiority complex in the child and this attitude may lead to stealing.

Okon (1988) submits that it is obvious that the physical changes coupled with psychological needs that are eminent in the adolescents during this period make them prone to indiscipline. He maintains that in early adolescence, there is usually a sharp increase in height and weight in both sexes. It is at this period that the child wants to gain freedom or independence of parents and other adults. He further states that the

desire to gain freedom and to do things such as smoking or drinking that adult do, usually results to moral decadence among secondary school students.

Olayinka (1998) asserts that so many teenagers today are involved in crime due to the influence of their peers. In line with the above Ezanwa (1985) opines that friends and peers usually introduce the individuals to drugs. It is said that charity begins at home, right from infancy, the home or family is a socialization agent that firstly exposes the child to moral or immoral training.

2.6 Summary

This chapter has reviewed literature related to this study. It has specifically focused on the conceptual frame work on morality, parental upbringing on moral education, the school factors on anti-social behaviour, the family's socio-economic status. The review has also focused on peer group's contribution to immorality, the influence of the mass media on anti-social behaviour and the urban and rural student's differences on anti-social behaviour. The chapter has further examined some effects of moral decadence as stealing, abortion, truancy etc. The theoretical framework of moral decadence and review of some related studies on moral decadence were also discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study evaluates some selected factors that are associated with moral decadence among selected secondary schools in Nasarawa State. The chapter outlines the research design, the population of the study, sample and sampling procedure, instrumentation, administration of questionnaire and statistical analysis used for the study.

3.2 Research Design

The research design for this study is the survey type. A survey research is one in which a group of people or items are studied by collecting and analyzing data from only few people or items considered to be representative of the entire group. A survey type is used because only part of the population is studied and the findings from these are to be generalized from the entire population.

3.3 The Population of the Study

There are 23 senior secondary schools in the two zones of Nasarawa State which have been randomly selected. In sampling from the population, Boll and Gall's method as cited in Adeoro (1986) has been used. The population of the study consist of 2, 108 students from Nasaraw Zonal Inspectorate of education, and 2, 659 students from Toto zonal Inspectorate of Education. 80 teachers from Nasarawa and Toto has 70 teachers respectively. The entire

population for the study is 4,769 students and 150 teachers that constitute the population of the study.

3.4 Sampling and Sampling Techniques

A total number of 6 schools out of 23 senior secondary schools in the zones were used for the study. For the purpose of proper representation of the population of three schools from each of the rural and urban areas were sampled in order to obtain a representative sample size for the study. The results were generalised to the un-sampled population The names of the secondary schools were written on pieces of papers and folded. All the papers were mixed together in a container according to the number of senior secondary schools in each zone. The hat and draw method was adopted in the selection of schools sampled. The assistance of an independent person was sought to pick three schools from the container. This process was repeated for each zone. At the end, the first six pieces of papers picked from each of the zones were unfolded and the schools written in them were picked for the study. The selected schools are as shown in the table below:

Nasarawa Zone

Government College Nasarawa

Government Science Secondary School Nasarawa

Government Secondary School Ara

Toto Zone

Government Secondary School Toto

Government Secondary School Gadabuke

Government Secondary School Nakuse

In sampling the students for the study, the researcher requested for the comprehensive list of senior secondary school students of each of the sampled schools from the school principal. Using a table of random numbers, the required students from each school for the two zones were sampled. The selection was based on proportional number of students in a certain school that is sampled.

Nasarawa Zone

Schools	Population	Sample Size
Government College Nasarawa	140	107
Government Science Secondary School Nasarawa	60	49
Government Secondary School Ara	60	52
Total	**260**	**208**

Toto Zone

Schools	Population	Sample Size
Government Secondary School Toto	80	64
Government Secondary School Gadabuke	60	49
Government Secondary School Nakuse	50	44
Total	**190**	**157**

The researcher used senior secondary school teachers in each of the six sampled schools. Through the use of tables of random numbers, the researcher was able to pick the required teachers from each of the three sampled schools in each zone. A total of 50 teachers were sampled.

Teachers

Nasarawa Zone

Schools	Population	Sample Size
Government College Nasarawa	15	10
Government Secondary School Nasarawa	5	4
Government Secondary School Are	8	7
Total	**28**	**21**

Toto Zone

Schools	Population	Sample Size
Government Secondary School Toto	7	6
Government Secondary School Gadabuke	8	7
Government Secondary School Nakuse	7	7
Total	**22**	**20**

3.5 Instrumentation

The instrumentation for this study was questionnaire constructed by the researcher which was subjected to validity. The researcher used one questionnaire but different bio-data items for students and teachers.

The student's questionnaire was divided into two sections, A and B. Section A contains the bio-data of the students soliciting responses onsex, age, school, father's occupation and mother's occupation. Also considered were father's qualification, mother's qualification, settings, whether rural or urban, number of siblings and type of family. Section B of the

questionnaire solicits responses on family upbringing, school factors, socio-economic status of the family, peer group, the relation of the mass-media and urban/rural settlings. Five

point rating scale known as Likert scale which indicates how strongly the subjects feel about the statement in terms of its influence on the child's behaviour was used for the analysis of the responses to the questionnaire.

The teachers' questionnaire is divided into two sections, A and B. Section A of the questionnaire is on teachers' demographic data with variables which include age, sex, highest qualification, and years of experience, school, rural/urban setting and positions held. Section B is the same as section B of the student's questionnaire. The responses to the questionnaire were analysed using the Likert Scale (LS) which indicates how strongly the subjects feel about the statement in terms of its influence on the child's behaviour.

3.6 Validity of the Instrument

After constructing the questionnaire in which the items were stated, the questionnaires was submitted to the thesis supervisor who made necessary input into it, when the supervisor approved it by ensuring its content validity the researcher took it to a statistician who made an input.

3.7 Pilot Study

A pilot study was carried out in two schools – that is one school from each zone. The schools are GSS Laminga and GSS Karmo to

determine the feasibility of the instrument for the study. Part of the objective of the pilot study was to determine the ease with which the questions within the instrument could be answered, the validity of the answers given and the relevance of such answers to the objective of the study.

The design questionnaire was administered to 52 respondents. The data collected were subjected to a reliability statistical analysis.

3.8 Reliability

The SPSS was used and the Cronbach-alpha was selected for determining a reliability coefficient of the instrument. The observed reliability coefficient obtained was 0.738. This implies that the instrument is reliable. See appendix 1 and 2.

3.9 Procedure for Data Administration

After collecting an introductory letter from the general office of the Faculty of Education of the Ahmadu Bello University, Zaria, two sets of letters were prepared to accompany the instrument and photocopy of the introductory letter. One set of letter was addressed to the principals of the Institution selected for the study. The purpose of this letter was to seek permission from the authorities to enable the researcher carry out the study in their institution. The letter was designed to seek the cooperation of the authority since they are in position to impress the teachers and students to fill the questionnaire. The other set of letter prepared was

attached to the instrument which is addressed to the respondents. After obtaining their permissions, the principals assigned some teachers and some times vice-principals to assist in the coordination, distribution and collection of duly filled questionnaire as requested by the researcher.

The distribution of the instrument to the respondents in the sampled schools was done with the help of the teachers assigned to assist by the principals. Duly filled questionnaire was given to coordinating teachers of sampled schools who kept them for the researcher. The collection of the duly filled questionnaire from the coordinating teachers in each of the sampled schools was a success.

Five hundred questionnaires were given but four hundred and six were returned.

Statistical analysis

The data collected were subjected to statistical analysis using simple frequencies and percentages. The following procedure was used; t-test was used for hypotheses 1-6. The hypotheses were tested at 0.05 level of significance. These hypotheses were either rejected or accepted at 0.05 level of significance.

3.11 Summary

The chapter deals with the procedure for collecting data and analysing the data for study. The stratified random sampling technique was used in order to obtain the data for the study. In light of this, Nasarawa

State was the study state and the State two Zonal Educational Inspectorate Nasarawa and Toto were used for the study. Three senior secondary schools were selected from each zone, giving a total number of six senior secondary schools in the study. Two types of questionnaires were used for students and teachers. The pilot study was conducted to determine the instrument reliability.

CHAPTER FOUR

RESULTS, HYPOTHESES TESTING AND DISCUSSION

4.1 Introduction

This chapter presents the analysis obtained from the study. Four hundred and fifty questionnaires were distributed for students out of which three hundred and sixty five were returned while of the fifty questionnaires distributed to the teachers, forty-one were returned. All the questionnaires were analyzed in this chapter.

4.2 Presentation of demographic variables of the respondents

Three hundred and sixty five (365) students and forty one (41) teachers were involved in the study. Their common demographic characteristics included in the study were sex, age and the location of their schools. Other demographic characteristics that were peculiar to the students were class, father's occupation, mothers' occupation, father's highest educational qualification and mother's highest educational qualification. Others were whether the parents were alive and whether such parents live together. The type of family and number of siblings the students have were other specific variables required of the students. On the part of the teachers, their qualification, experience on the job and designation were the demographic variables peculiar to them.

Table 4.1: Classification of group by schools (urban and rural)

Urban schools	Schools	Population	Percentage
	Govt. College, Nasarawa Govt. Sc. Sch. Nasarawa Govt. Sec. Shc. Toto	140 60 80	31.11 13.33 17.77
Rural Schools	Govt. Sec. Sch. Ara Govt. Sec. Sch. Gadabuke Govt. Sec. Sch. Nakuse	60 60 50	13.33 13.33 11.11
Total/Percentage		450	100%

From the table distribution above, 140 students representing 31.11% are from Govt. Sec. School, Narasawa, 60 students representing 13.33% are from Govt. Science School, Nasarawa and 80 students representing 17.77% are from Govt. Science School, Toto. All the three schools are in Urban Area. Those in Rural Areas are Govt. Secondary School Ara with 60 students representing 13.33%, 60 students representing 13.33% are from G.S.S. Gadabuke, and 50 students representing 11.11% are from Govt. Secondary School Nakuse.

4.3 Descriptive Statistics

Table 4.2: Students' opinion on family upbringing on their moral decadence

Family upbringing		SA 5	A 4	U 3	D 2	SD 1
1. Children that see their parents fighting always are likely to be bullies in school	%	185 (50.8)	85 (23.4)	25 (6.9)	40 (11.0)	29 (8.0)
2. Children from family who are drunkards are more likely to be drunkards	%	112 (30.7)	145 (39.7)	41 (11.2)	41 (11.2)	26 (7.1)
3. Children from families where both sexes sleep in the same room are more likely to commit fornication	%	107 (29.3)	158 (43.3)	33 (9.0)	45 (12.3)	22 (6.0)
4 Children from single parents are likely to be rude	%	90 (24.7)	102 (27.9)	48 (13.2)	68 (18.6)	57 (15.6)
5. Children who are not counselled from home are more likely to be disrespectful	%	121 (33.2)	144 (39.5)	46 (12.6)	31 (8.5)	23 (6.3)
6 Children who have no interaction with their parents are more likely to be arrogant	%	131 (35.9)	155 (42.5)	31 (8.5)	31 (8.5)	17 (4.7)
7. Children that are not sent to school on time are more likely to play truancy	%	113 (31.0)	157 (43.0)	60 (16.4)	27 (7.4)	8 (2.2)
8. Girls who hawk are exposed to Prostitution	%	149 (40.8)	140 (38.4)	46 (12.6)	18 (4.9)	12 (3.3)
9. Some parents who rebuke teachers when their children are punished encourage students to be disrespectful	%	149 (40.8)	120 (32.9)	33 (9.0)	26 (7.1)	37 (10.1)
10. Non-supervision of children with peers may likely expose them to social ills	%	128 (35.1)	161 (44.1)	30 (8.2)	16 (4.4)	30 (8.2)

The students could be said to be in complete agreement with the items included in the variables (Upbringing) except in item 4. It indicated that they

did not agree that children from single parents are likely to be rude. From items 1 and 2 in the table, the students agreed with the opinion that children whose parents always fight in their presence were likely to be bullies in the school. In the same vein, they agreed that children of parents who are drunkards are more likely to get involved in drinking. The respondents also agreed that children from families where both sexes sleep in the same room are more likely to get involved in pre-marital sexual offences. Lack of parental counseling and parental interaction were also seen by the students as part of the problems of moral decadence among secondary school students. These are indicated in items 5 and 6 in the table there was also a consensus among the students that coming to school late by some students and hawking were all contributors to moral decadence among secondary school students. In items 9 and 10, the students agreed that the rebuking of teachers by some parents for punishments meted out to some students for offences and the non-supervision of children with peers were other contributors to secondary school students' moral decadence.

The teachers' opinion on the effect of students' upbringing on their moral standard is presented.

Table 4.3: Teachers' opinion on family upbringing on students' moral decadence

Family upbringing	SA 5	A 4	U 3	D 2	SD 1
1. Children that see their parents fighting always are likely to be bullies in school	17 (41.5) %	11 (26.8)	3 (7.3)	6 (14.6)	4 (9.8)
2. Children from parents who are drunkards are more likely to be drunkards	18 (43.9) %	13 (31.7)	1 (2.4)	4 (9.8)	5 (12.2)
3. Children from families where both sexes sleep in the same room are more likely to commit fornication	19 (46.3) %	14 (34.1)	3 (7.3)	4 (9.8)	1 (2.4)
4. Children from single parents are likely to be rude	11 (26.8) %	12 (29.3)	6 (14.6)	9 (22.0)	3 (7.3)
5. Children who are not counselled from home are more likely to be disrespectful	13 (31.7) %	21 (51.2)	3 (7.3)	2 (4.9)	2 (4.9)
6. Children who have no interaction with their parents are more likely to be arrogant	13 (31.7) %	15 (36.6)	9 (22.0)	4 (9.8)	-
7. Children that are not sent to school on time are more likely to play truancy	12 (29.3) %	21 (51.2)	1 (2.4)	5 (12.2)	2 (4.9)
8. Girls who hawk are exposed to Prostitution	17 (41.5) %	16 (39.0)	3 (7.3)	4 (9.8)	1 (2.4)
9. Some parents who rebuke teachers when their children are punished encourage students to be disrespectful	19 (46.3) %	18 (43.9)	2 (4.9)	2 (4.9)	-
10. Non supervision of children with peers may likely expose them to social ills	19 (46.3) %	16 (39.0)	4 (9.8)	2 (4.9)	-

The frequencies and percentages scores on the items in the table indicate that the teachers were also of the view that the suggested items on students' upbringing in the table were major contributors to students' moral decadence in the selected secondary schools. From the mean score the teachers could be said to have higher perception of the items more

than the students. item 4 where the teachers did not really agree that children from single parents were more likely to be rude.

1. What is the opinion of the teachers and students on the effect of school environment on students' moral decadence in Nasarawa State?

The effect of the school environment on the moral standard of the students was assessed with the type of supervision of the students by the school management, the association between teachers and students and the activities of the students in the schools. Other items also considered in the school environment include the counselling services to students available in the school and the type of disciplinary measures adopted by the school authority for student offenders. The students' opinion of school environment on their moral standard is presented in Table In the table the percentage score for the frequency on the options along the interval scale are enclosed in bracket and the mean for each of the items is presented.

Table 4.4: Students' opinion on school environment on their moral decadence

School environment	SA 5	A 4	U 3	D 2	SD 1
1. Lack of proper supervision by the school management leads to illegal movement of students as such may make them indulge in anti-social behaviours: eg , stealing	202 %(55.3)	110 (30.1)	22 (6.0)	13 (3.6)	18 (4.9)
2. Some teachers befriend their students as such causing disobedience to the school authority	130 %(35.6)	104 (28.5)	40 (11.0)	48 (13.2)	43 (11.8)
3. Some teachers collect money from students before they pass them in exams thus leading to corruption and examination malpractices	184 %(50.4)	106 (29.0)	36 (9.9)	22 (6.0)	17 (4.7)
4. Students that always organize night parties are likely to be more troublesome in school	139 %(38.1)	154 (42.2)	28 (7.7)	17 (4.7)	27 (7.4)
5. Absence of corporal punishment encourages indiscipline among students	120 %(32.9)	165 (45.2)	31 (8.5)	37 (10.1)	12 (3.3)
6. De-boarding of schools is likely cause indiscipline among students	90 %(24.7)	120 (32.9)	56 (15.3)	65 (17.8)	34 (9.3)
7. Improper checking of beds by duty masters and mistresses encourages absenteeism and disobedience	145 %(39.7)	130 (35.6)	30 (8.2)	30 (8.2)	30 (8.2)
8. Lack of counselling by the school counsellor may lead to waywardness and lack of focus among students	137 %(37.6)	134 (36.7)	45 (12.3)	33 (9.0)	16 (4.4)
9. Leaving students unsupervised during sport activities may likely lead to fighting among students	121 %(33.2)	174 (47.7)	34 (9.3)	15 (4.1)	21 (5.8)

For item 1 in the table implies that the students almost all agreed that lack of proper supervision by the school management leads to illegal movement of students and as such often makes them indulge in anti-social behaviors like stealing and involvement in drugs and alcoholic drinking: From item 2 in the table, it means that most of the students agreed that the association of some teachers with some students also contributes to students' moral decadence. In the table, 35.6% and 28.5% of the students strongly agreed and agreed respectively that some male teachers befriend their female students and that this development often results in students' disobedience to the school authority. Coupled with this is a situation where some teachers collect money from students in order to pass them in exams. This leads students to indulge in corruption and examination malpractices

On the part of the students, activities like night parties and other nocturnal activities are seen as contributors to moral decadence among the students .for item 4 indicates that most of the students agreed that students who always organized night parties were likely to be more troublesome in school. The absence of corporal punishment in some secondary schools was seen by the students as encouraging indiscipline. But the students did not agree that the de-boarding of the secondary school is a contributor to moral decadence in the secondary schools. The students agreed as indicated by the mean scores to items 7 and 8 that lack of proper inspection of students and counseling of students on their

activities in the school encourages moral decadence among students. This was also the case in item 9 in the table

where the students agreed that leaving students unsupervised during sport activities often leads to fighting and other crimes among the students

The opinion of the teachers on the school environment is presented in table 4.14. The teachers could be seen as part of the school authority and their opinion is therefore likely to reveal the opinion of the various secondary school managements. This is even more so as the teachers in most cases determine to some extent the activities students are allowed to participate in while in school.

Table 4.5: Teachers' opinion on school environment on moral decadence among students

School environment	SA 5	A 4	U 3	D 2	SD 1
1. Lack of proper supervision by the school management leads to illegal movement of students as such may make them indulge in anti-social behaviors: e.g., stealing	18 %(43.9)	19 (46.3)	3 (7.3)	1 (2.4)	-
2. Some teachers befriend their Female students as such causing disobedience to the school authority	7 %(17.1)	22 (53.7)	4 (9.8)	5 (12.2)	3 (7.3)
3. Some teachers collect money from students before they pass them in exams thus leading to corruption and examination malpractices	16 %(39.0)	17 (41.5)	4 (9.8)	2 (4.9)	2 (4.9)
4. Students that always organize night parties are likely to be more troublesome in school	17 %(41.5)	17 (41.5)	4 (9.8)	3 (7.3)	-
5. The absence of corporal punishment encourages indiscipline among students	12 %(29.3)	14 (34.1)	9 (22.0)	5 (12.2)	1 (2.4)
6. De-boarding of school causes indiscipline among students	10 %(24.4)	13 (31.7)	11 (26.8)	7 (17.1)	-
7. Improper checking of beds by duty masters and mistresses encourages absenteeism and disobedience	14 %(34.1)	16 (39.0)	6 (14.6)	3 (7.3)	2 (4.9)
8. Lack of counselling by the school counsellor may lead to waywardness and lack of focus among students	14 %(34.1)	18 (43.9)	7 (17.1)	1 (2.4)	1 (2.4)
9. Leaving students unsupervised during sport activities may likely ead to fighting among students	13 %(31.7)	22 (53.7)	3 (7.3)	2 (4.9)	1 (2.4)

The teachers' opinion as indicated in the table by the frequency distribution and the mean score for the item reveals that the teachers agreed

with the suggested items of the school environmental effects on the moral standard of the secondary school students. All the mean scores in the table indicate agreement and they are all higher than 3.4 agree that the school environment contributes to moral decadence among the students.

To test for possible difference between the two groups in their opinion of the effect of the school environment on the students' moral standard, the second hypothesis in the study was raised.

Does students' family socio-economic background affect the moral standard of the students in Nasarawa State?

The effect of the socio-economic background of the family on the moral decadence of the students was assessed. Along this line, the study examined the ability of the parents to provide the necessary requirements for their wards, the parents' economic status, and the behavioural characteristics of students from the different socio-economic backgrounds. The students' opinions on the effect of the socio-economic status on their moral decadence are presented in frequencies and percentages as well as the mean score for each of the items.

Table 4.6: Students' opinion on socio-economic factors of moral decadence

Socio-economic factors	SA 5	A 4	U 3	D 2	SD 1
1. The inability of parents to provide their children with learning materials makes the children to engage in anti-social acts	129 %(35.3)	150 (41.1)	47 (12.9)	26 (7.1)	13 (3.6)
2. Students from low socio-economic backgrounds are likely to be truant	72 %(19.7)	165 (45.2)	62 (17.0)	41 (11.2)	25 (6.8)
3. Over-crowdedness in homes makes some students to sleep outside and thus indulge in bad behaviour from other homes	132 %(36.3)	161 (44.2)	38 (10.4)	9 (2.5)	24 (6.6)
4. Vandalism and fighting are immoral acts mostly caused by students from high socio-economic families	97 %(26.6)	162 (44.4)	51 (14.0)	30 (8.2)	25 (6.8)
5. Students from low socio-economic backgrounds mostly hawk and may likely indulge in drug pushing	92 %(25.2)	136 (37.3)	88 (24.1)	24 (6.6)	25 (6.8)
6. Students from high socio-economic backgrounds are more likely to be disobedient to school authorities	99 %(27.1)	174 (47.7)	42 (11.5)	26 (7.1)	24 (6.6)
7. Students from low socio -economic backgrounds are more likely to be aggressive	70 %(19.2)	121 (33.2)	78 (21.4)	68 (18.6)	28 (7.7)
8. Students from high socio -economic backgrounds are more Likely to be arrogant	91 %(24.9)	141 (38.6)	50 (13.7)	53 (14.5)	30 (8.2)
9. Difficulties in adjustment is mostly the problem of low socio-economic background students This lead to frustration and	76 %(20.8)	167 (45.8)	74 (20.3)	27 (7.4)	21 (5.8)

Immoral acts

From the mean scores of the items in the table, socio-economic factors are major contributors to students' moral decadence. The only exception in the table is item 7 where the students disagreed that students from low socio-economic backgrounds are more likely to be aggressive. In item 1, the students agreed that the inability of parents to provide their children with learning materials makes the children to engage in anti-social acts which often result in moral decadence. In item 2 in the table, truancy was associated with the low economic status of the families. In the same vein, the students agreed that over-crowding in homes makes some students to sleep outside their homes and thus make them susceptible to the influence of bad behavior from other homes

As indicated in the table (items 4 and 5), the economic status of each of the families was associated with certain attributes. For example, the students agreed that vandalism and fighting are immoral acts mostly caused by students from high socio-economic families while in item 5, they agreed that students from low socio-economic backgrounds mostly hawk and may often indulge in drug pushing and other immoral activities. The students also agreed that students from high socio-economic backgrounds are more likely to be disobedient to school authorities while in item 8, they also agreed that students from high socio-economic backgrounds are more likely to be arrogant in the school. In the same vein, the students agreed in

item 9 that difficulties in adjustment are mostly the problems of students from low socio-economic backgrounds. This leads to frustration and immoral acts in the school.

The opinion of the teachers on the effect of socio-economic status of parents on moral decadence among students is presented.

Table 4.7: Teachers' opinion on socio-economic factors of moral decadence among students

Socio-economic factors	SA 5	A 4	U 3	D 2	SD 1
1. The inability of parents to provide their children with learning materials makes the children to engage in anti-social acts	14 %(34.1)	20 (48.8)	2 (4.9)	3 (7.3)	2 (4.9)
2. Students from low socio -economic backgrounds are likely to be truants	15 %(36.6)	13 (31.7)	5 (12.2)	6 (14.6)	2 (4.9)
3. Over-crowding in homes makes some students to sleep outside and thus inculcate in them bad behaviour from other homes	20 %(48.8)	18 (43.9)	1 (2.4)	2 (4.9)	-
4. Vandalism and fighting are immoral acts mostly caused by students from high socio economic families	13 %(31.7)	18 (43.9)	7 (17.1)	3 (7.3)	-
5. Students from low socio -economic backgrounds mostly hawk and may likely indulge in drug pushing	11 %(26.8)	19 (46.3)	2 (4.9)	8 (19.5)	1 (2.4)
6. Students from high socio -economic backgrounds are more likely to be disobedient to school authorities	16 %(39.0)	19 (46.3)	4 (9.8)	2 (4.9)	-
7. Students from low socio -economic backgrounds are more likely to be aggressive	10 %(24.4)	18 (43.9)	5 (12.2)	8 (19.5)	-
8. Students from high socio -economic backgrounds are more	10 %(24.4)	26 (63.4)	3 (7.3)	2 (4.9)	-

likely to be arrogant					
9. Difficulties in adjustment are mostly problems of students from low socio-economic backgrounds . This leads to frustration and Immoral acts	13 %(31.7)	19 (46.3)	6 (14.6)	3 (7.3)	-

From the whole items in the table, the teachers could be said to have agreed that socio-economic status of parents could contribute meaningfully

to their involvement in moral decadence in the selected secondary schools. All the scores are within the agreement side of the interval scale used in measuring their opinion. Even in item 7 where the students were not in agreement that students from low socio-economic background are more likely to be aggressive, the teachers agreed that such a factor could contribute to moral decadence among the students.

Does peer group influence the moral status of students in the selected secondary schools?

The effect of peer group was assessed with ten items. These included behavioural dispositions encouraged by peer group influence such as indulgence in sexual activities, drinking of alcohol, smoking and the likes. The opinion of the students on the effect of peer group effects on their moral decadence is presented.

Table 4.8: Students' opinion on peer group influence on their moral decadence

Effect of peer group		SA 5	A 4	U 3	D 2	SD 1
1. Students learn bad behaviour s such as smoking and drinking of alcohol from their peers		43	148	34	16	24
	%	(39.2)	(40.5)	(9.3)	(4.4)	(6.6)
2. Most students are encouraged by their peers to steal money from their parents		136	145	38	22	24
	%	(37.3)	(39.7)	(10.4)	(6.0)	(6.6)
3. Most students are encouraged into immoral acts by their peers		122	157	43	27	16
	%	(33.4)	(43.0)	(11.8)	(7.4)	(4.4)
4. Some female students emulate their peers by going into prostitution		138	148	31	29	19
	%	(37.8)	(40.5)	(8.5)	(7.9)	(5.2)
5. Due to the need to pass exams students are likely to join bad gangs for examination malpractices		137	136	52	29	11
	%	(37.5)	(37.3)	(14.2)	(7.9)	(3.0)
6. Due to peer influence some students fight their teachers		134	153	26	22	30
	%	(36.7)	(41.9)	(7.1)	(6.0)	(8.2)
7. The need to be like others makes some students to behave contrary to the norms of the society		148	140	30	29	18
	%	(40.5)	(38.4)	(8.2)	(7.9)	(4.9)
8. Lack of parental supervision may likely make students to join bad peer groups		158	154	25	13	15
	%	(43.3)	(42.2)	(6.8)	(3.6)	(4.1)
9. Smoking of cigarette, drug addiction and other anti-social acts are influenced by peer group		145	137	51	19	13
	%	(39.7)	(37.5)	(14.0)	(5.2)	(3.6)
10. Most of the teenagers abide by peer norm than their parents and teachers' norms.		77	168	61	34	25
	%	(21.1)	(46.0)	(16.7)	(9.3)	(6.8)

The scores in the table are clear indication of the fact that the students agreed that peer group influence could have considerable effect on the moral standard of secondary school students. In item 1, the students agreed that students learn bad behaviours such as smoking and drinking of alcohol from their peers. The students agreed too that most

students are encouraged by their peers to steal money from their parents and engage in immoral acts.

Among the female students some emulate their peers by going into prostitution. These are indicated in items 2, 3 and 4 respectively.

The response and mean score on item 5 revealed that because of the need to pass exams, students join bad gangs who usually engage in examination malpractices. The mean score on item 6 shows that some students fight their teachers due to peer group influence. These behaviours as indicated in the score on item 7 are all due to the fact that the students want to be like others and thus indulge in norms contrary to the acceptable standard of the society. As indicated in item 8, this peer group influence could be attributed to the lack of parental supervision. Thus the students agreed that smoking of cigarette, drug addiction and other anti-social acts are influenced by peer group and in item 10 in the table the students agreed that most teenagers abide by peer group norms than the norms of parents and teachers.

The opinion of the teachers on the influence of peer group on the student's moral decadence is presented.

Table 4.9: Teachers' opinion on influence of peer group on students' moral decadence

Effect of peer group		SA 5	A 4	U 3	D 2	SD 1
1. Students learn bad behaviours such as smoking and drinking of alcohol from their peer group		16	23	1	1	-
	%	(39.0)	(56.1)	(2.4)	(2.4)	
2. Most students are encouraged by their peers to steal money from their parents		15	24	1	1	-
	%	(36.6)	(58.5)	(2.4)	(2.4)	
3. Most students are encouraged into immoral acts by their peers		10	30	-	1	-
	%	(24.4)	(73.2)		(2.4)	
4. Some female students emulate their peers by going into prostitution		14	24	3	-	-
	%	(34.1)	(58.5)	(7.3)		
5. Due to the need to pass exams, students are likely to join bad gangs for examination malpractices		15	23	3	-	-
	%	(36.6)	(56.1)	(7.3)		
6. Due to peer influence some students fight their teachers		11	24	3	3	-
	%	(26.8)	(58.5)	(7.3)	(7.3)	
7. The need to be like others makes some students to behave contrary to the norms of the society		9	25	5	2	-
	%	(22.0)	(61.0)	(12.2)	(4.9)	
8. Lack of parental supervision may likely make students to join bad peer groups		8	28	2	2	1
	%	(19.5)	(68.3)	(4.9)	(4.9)	(2.4)
9. Smoking of cigarette, drug addiction and other anti-social acts are influenced by peer group		11	27	2	-	1
	%	(26.8)	(65.9)	(4.9)		(2.4)
10. Most of teenagers abide by peer norms rather than the norms of their parents and teachers.		7	24	6	3	1
	%	(17.1)	(58.5)	(14.6)	(7.3)	(2.4)

From the scores in the table, the teachers tended to have a more positive perspective of the effect of peer group on the moral decadence of students in the selected secondary schools. In all the items, the mean scores could be seen to be relatively higher than the scores of the

students. This clearly indicates group is a major contributor to the incidence of moral decadence in secondary schools.

2. Is there any significant difference in the opinion of the respondents between urban and rural students in the incidence of moral decadence?

The effect of the students' location on the level of their moral decadence was assessed in this section. In the opinion of the students on the effect of location on the incidence of moral decadence among secondary school students is presented in frequencies, percentages. For each of the respective items.

Table 4.10: Students' opinion on location on moral decadence

Location (Urban/Rural)	SA 5	A 4	U 3	D 2	SD 1
1. Students that live in urban areas are more likely to be exposed to anti-social behaviours	103 % (28.2)	169 (46.3)	30 (8.2)	45 (12.3)	18 (4.9)
2. Students in rural areas are likely to be more involved in bullying and truancy	72 % (19.7)	153 (41.9)	53 (14.5)	61 (16.7)	26 (7.1)
3. Due to lack of social amenities in rural areas, rural students are likely to be more involved in immoral acts	83 % (22.7)	150 (41.1)	46 (12.6)	59 (16.2)	27 (7.4)
4. Teachers in rural areas are more aggressive than those in urban areas	70 % (19.2)	151 (41.4)	57 (15.6)	66 (18.1)	21 (5.8)
5. Most secondary schools in rural areas are not fenced as such, open ways for moving in and out thus bring about stealing and promiscuity	135 % (37.0)	149 (40.8)	32 (8.8)	17 (4.7)	32 (8.8)
6. Students of urban areas are more likely to engage in anti -social acts because of their Exposure	102 % (27.9)	171 (46.8)	34 (9.3)	26 (7.1)	32 (8.8)
7. Female students of urban areas are likely to be more exposed to promiscuity due to their high living conditions	126 % (34.5)	144 (39.5)	58 (15.9)	21 (5.8)	16 (4.4)
8. Most secondary schools students in rural areas lack teachers, they are therefore left un-counselled and exposed to anti-social behaviours	116 % (31.8)	145 (39.7)	45 (12.3)	42 (11.5)	17 (4.7)

The items in the table reveal that the students tended to attribute certain moral issues to particular locations of the schools. For example, the students were of the opinion that students that live in urban areas were more likely to

be exposed to anti-social behaviours because of different means of communication and activities that take place in urban settings. On the other hand the rural to

be more involved in bullying and truancy in the school. These are indicated in items 1 and 2 in the table Following this pattern of response, the students agreed that the lack of social amenities in rural areas could be a motivating factor for students' involvement in immoral activities in their secondary schools. Items 5, 6,7 and 8 were all attributed to locations as indicated in the table.

Another aspect of the effect of location on students' moral decadence is lack of adequate infrastructures. For example, in item 3, the students agreed that most secondary schools in rural areas are not fenced as such, they have access into and out of the school most of the time and thus could get involved in anti-social behaviours like stealing and promiscuity. The respondents also submitted that teachers in such rural schools were likely to be more aggressive than those in the urban secondary schools. These are indicated in items 3 and 4.

The opinion of the teachers on the effect of location on the students' moral decadence is presented.

Table 4.11: Teachers' opinion on location on students' moral decadence

Location (Urban/Rural)	SA 5		A 4	U 3	D 2	SD 1
1. Students that live in urban areas are more likely to be exposed to anti-social behaviours	%	9 (22.0)	26 (63.4)	3 (7.3)	2 (4.9)	1 (2.4)
2. Students in rural areas are likely to be more involved in bullying and truancy	%	8 (19.5)	17 (41.5)	6 (14.6)	8 (19.5)	2 (4.9)
3. Due to lack of social amenities in rural areas, students are likely be involved in immoral acts	%	9 (22.0)	16 (39.0)	6 (14.6)	6 (14.6)	4 (9.8)
4. Teachers in rural areas are more aggressive than those in urban areas	%	9 (22.0)	10 (24.4)	10 (24.4)	11 (26.8)	1 (2.4)
5. Most secondary schools in rural areas are not fenced as such, open ways for moving in and out thus bringing about stealing and promiscuity	%	11 26.8)	20 (48.8)	7 (17.1)	2 (4.9)	1 (2.4)
6. Students of urban areas are more likely to engage in anti social acts because of their exposure	%	10 (24.4)	25 (61.0)	3 (7.3)	2 (4.9)	1 (2.4)
7. Female students of urban areas are likely to be more exposed to promiscuity due to their high living conditions	%	9 (22.0)	25 (61.0)	5 (12.2)	1 (2.4)	1 (2.4)
8. Most secondary school students in rural areas lack teachers, they are therefore left un-counselled and exposed to anti-social behaviours	%	7 (17.1)	23 (56.1)	5 (12.2)	5 (12.2)	1 (2.4)

The scores in the table reveal that the teachers agreed with the effect of location on moral decadence among secondary school students in

Nasarawa State. In all the items in the tables, which was the least level of agreement used in the study area?

Do the mass media affect the moral status of students in the selected secondary schools?

The main issue here is the determination of the level of mass media on the moral decadence of the secondary school students in the state. Items assessed in this regard are the influence of satellite movies, exposure to different literatures like novels, magazines and the emphasis of these mass media on cultural values and moral norms of the society. Others included the patronage of students to film houses and cinema halls and the issues home videos promote in relation to the moral standard of the society. The opinions of the students on the selected items used in the assessment are presented.

Table 4.12: Students' opinion on the mass media on moral decadence

Mass Media	SA 5	A 4	U 3	D 2	SD 1
1. Watching bad movies from satellites encourages anti-social behaviour among students	172 % (47.1)	129 (35.3)	38 (10.4)	14 (3.8)	12 (3.3)
2. Students that read novels and magazines while teachers teach mostly fail their examinations	90 % (24.7)	159 (43.6)	52 (14.2)	43 (11.8)	21 (5.8)
3. The mass media do not emphasize Nigerian cultural values and standards	75 % (20.5)	130 (35.6)	72 (19.7)	67 (18.4)	21 (5.8)
4. Some students patronize film houses and cinema halls; this leads to low academic performance	161 % (44.1)	141 (38.6)	30 (8.2)	18 (4.9)	15 (4.1)
5. Watching blue films by students may likely encourage promiscuity	163 % (44.7)	129 (35.3)	36 (9.9)	11 (3.0)	26 (7.1)
6. Home videos promote bad Morals	77 % (21.1)	142 (38.9)	52 (14.2)	57 (15.6)	37 (10.1)

The first two items (1 and 2) in the table indicate that the students agreed that watching bad movies from satellites and cable networks encourages anti-social behaviours among students and that students who read novels and magazines while teachers teach mostly fail their examinations. But the students did not agree that the mass media do not emphasize Nigerian cultural values and moral standards. The effect of students' patronage of film houses and cinema halls was seen as having negative impact on the moral standard of the students in the table. This is coupled with the watching of immoral films that encourage as indicated

with a mean score of 4.07 in item 5. But the students did not agree that home videos promote bad morals among students in the state.

The opinion of the teachers on the effect of the mass media on moral decadence among the secondary school students in the state is presented.

Table 4.13: Teachers' opinion on mass media on students' moral decadence

Mass Media	SA 5	A 4	U 3	D 2	SD 1
1. Watching bad movies from satellites encourages anti-social behaviour among students	17 % (41.5)	23 (56.1)	-	1 (2.4)	-
2. Students that read novels and magazines while teachers teach mostly fail their examinations	9 % (22.0)	24 (58.5)	4 (9.8)	3 (7.3)	1 (2.4)
3. The mass media do not emphasize Nigerian cultural values and standards	5 % (12.2)	27 (65.9)	3 (7.3)	5 (12.2)	1 (2.4)
4. Some students patronize film houses and cinema halls that lead to low academic performance	16 % (39.0)	20 (48.8)	4 (9.8)	1 (2.4)	-
5. Watching blue films by students may likely encourage promiscuity of students	15 % (36.6)	24 (58.5)	2 (4.9)	-	-
6. Home videos promote bad Morals	4 % (9.8)	28 (68.3)	2 (14.6)	6 (14.6)	1 (2.4)

The teachers agreed with the suggestion that watching bad movies from satellites and Cable network encourages anti-social behaviour among the secondary school students. The item (1) in the table implied that most of the teachers were of this opinion. The frequency score and the mean score for items 2 and 3 in the table indicate that the teachers were of the belief

that the mass media adversely affect the moral stand of the students. In the two items. Teachers agreed that reading of novels and magazines while teaching is retrogressive for the students and that the mass media do not really emphasize Nigerian cultural value and moral standards. This perception

was also expressed by the teachers in items 4, 5 and 6 in the table where the teachers agreed that students who patronize film houses and watch immoral films are being encouraged by the mass media into promiscuity and other immoral acts.

4.4 Hypotheses Testing

The hypotheses were tested at 0.05 level of significance.

A null hypothesis was raised to test the effect of family upbringing of students on their moral standard.

Hypothesis I: There are no significant differences between the opinion of students and teachers on family up bringing on student moral decadence.

This hypothesis was aimed at determining whether from the opinion of the respondents, family upbringing of students could be said to be statistically significant in contributing to their moral standard in the secondary schools. The test was based on the two groups in tables the test of the hypothesis because of the need to determine the significance differences of students and teachers opinion. The result of the test is presented.

Table14: In the table t-test for differences on students and teachers opinion on family up-bringing.

Variable	N	Mean	SD	SA	DF	t-value	P	t-critical
Student Teachers	365 41	38.3939 39.5610	7.18667 7.85827	.37720 1.22726	404	0.976	0.330	1.96

From the table above, the observed t-value is 0.976 while the t-critical is 1.96, the observed probability level of significant is 0.330(P>0.05)the hypothesis is therefore retained. The finding shows that there are significant differences between the opinion of student and teachers on students' moral decadence about family up-bringing.

Hypothesis II: There is no significant difference between the opinion of students and teachers on the school environment on students' moral decadence.

Above were compared with the aid of t-test for this hypothesis. The use of the t-test was informed by the involvement of the two independent groups in the test. The result of the test is presented.

Table 15: T-test on the differences on the opinion of students and teachers on school environment and moral decadence.

Variable	N	Mean	SD	SE	DF	t-value	P	t-critical
Student Teachers	365 41	35.005 35.4878	6.12596 5.10941	.32065 .79796	404	0.485	0.628	1.96

The observed t-value (0.485) in the test is lower than the critical value (1.96). The observed probability level of significance is 0.628 (P > 0.05). The is null hypothesis is therefore retained. The mean scores for

both groups indicate that both students and teachers agreed that the school environment has significant effect on moral decadence among students in the secondary schools involved in this study.

Hypothesis III:

Table 16: T-test between the opinion of students and teachers and socio economic background of students on their moral decadence.

Variables	N	Mean	SD	SE	DF	t-value	P	t-critical
Student Teachers	365 41	33.4478 35.8780	6.36494 5.46894	.33361 .85411	404	2.348	0.019	1.96

The result in the table above indicate that the t-value for the test is 2.348 while the observed P value is 0.019, significant level is 0.000 (P>0.05). The hypothesis is therefore rejected. This shows that teachers and students agree that socio-economic condition either high or low causes moral decadence of students in the research area.

Hypothesis IV

The hypothesis was used in testing the significance differences between the opinion of students and teachers on peer group influence on the moral decadence of the secondary school students involved in the study. T-test is used.

Variable	N	Mean	Std Deviation	Std Error Mean	DF	T-value	P	T-critical
Student Teachers	365 41	39.5452 41.3500	7.64071 3.97137	.39993 .62793	404	1.471	0.142	1.96

The result in the table above revealed that the observed T-value is 1.471 while the critical value is 1.96, the P-value is 0.142, the observed level of significance is (P>0.05). The hypothesis is therefore retained. The out

come of this hypothesis has shown that there are significant differences between the opinion of students and teachers on the influence of peer groups on moral decadence.

Hypothesis V

Table 18: T-test on differences in the opinion of the students and teachers on locations on moral decadence among the secondary school students.

Variable	N	Mean	S.D	S.E Mean	DF	t-value	P	t-critical
Student Teachers	365 41	29.7644 29.8293	5.64658 6.10288	.28556 .95311	404	0.069	0.945	1.96

The result in the table above has revealed that the observed t-value is 0.069 lower than t-critical of 1.96, the P-value is 0.945, the observed level of significance is (P>0.05). The hypothesis is therefore retained. It shows that there is significant differences between the opinion of students and teachers on students setting (urban and rural) on moral decadence.

Hypothesis VI.

T-test is used to test the significant differences between the opinion of students and teachers on mass media about students moral decadence..

Variable	N	Mean	S.D	S. E	DF	t-value	P	t-critical
Student Teachers	365 41	22.9863 24.2439	3.89876 2.72746	.20407 .42596	404	2.010	0.045	1.96

The result in the Table above shows that the observed t-value is 2.010 higher than T-critical which is 1.96 while the observed P is 0.945. The

observe level of significance (P) is 0.000 (P<0.05). The hypothesis is therefore rejected. Since the result is rejected, it shows that there are no significant differences between the opinion of students and teachers on moral decadence of students in the area about mass media.

4.5 Summary of findings.

1. The first hypothesis looks for significant differences between the opinion of students and teachers on family up-bringing on moral decadence of students. The hypothesis was retained for having 0.976 as its t-value, 0.330 as P value and 1.96 critical value.
7. The second hypothesis that stated, there is no significant differences between the opinion of students and teachers on school environment about students moral decadence was retained for having 0.485 as t-value, 0.628 as P-value and 1.96 as T-critical.
8. The third hypothesis that look into significant differences between students and teachers opinion on social economic background of students on moral decadence was rejected for having 2.348 as T-value, 0.019 as P-value and 1.96 as T-critical.
9. The forth hypothesis which stated that there is no significant differences between the opinion of students and teachers on peer group influence on students moral decadence was retained for having 1.471 as t-value, 0.142 as P-value and 1.96 as t-critical.

5. The fifth hypothesis that looked into significant differences between the opinion of students and teachers on those who live in urban and rural areas on moral decadence was retained for having 0.069 as t-value, 0.945 as P-value and 1.96 as T-critical.
6. The sixth hypothesis which stated that there are no significant differences between the opinion of students and teachers on mass

   media about moral decadence of students was rejected for having 2.010 as its t-value, 0.045 as P-value and 1.96 as T-critical.

4.6 Discussion.

The analysis of data collected for this study has shown among others that four hypothesis out of six that constituted the study was retained. Those hypothesis are those that look for significant differences between the opinion of students and teachers on moral decadence of students on family up-bringing, school environment, social-economic background of the family, peer group influence, rural and urban setting.

For the students' upbringing, although some of the observed factors that were associated with the students' moral decadence such as parents who fight always in the presence of their children which the respondents were of the opinion would likely turn such children into bullies in their respective schools. However, overall teachers and students responses shows that these do not have sigtnificant effect on students moral decadences, such may be due to differences in different home background. Other factors were drunkenness on the part of the

parents and homes where both sexes are allowed to sleep in the same room. The non-counseling of children by parents and the type of interaction between parents and children were other factors associated with family upbringing of the students. Late enrolment of students and hawking by school children were other factors of the family upbringing of the students which were seen as also contributing to their moral decadence in this study. Another aspect of this family upbringing is the way parents treat teachers who punish their children for disobedience

and the non-supervision of children by their parents in their activities. These findings did not agree with earlier findings by Donald (1980), where it was pointed out that the influence of parents on moral character seems to be primarily related to the behaviour of their children. The finding is also related to Toluhu (2002) who carried out his research in Katsina state, points out that a family has great influence on the behavioural manifestation of their children. Toluhi further points out that there is a higher incidence of juvenile delinquency in polygamous families than in monogamous families. The point here is that the attention the children get from the parents is a factor in the level of their moral decadence. The argument is that since the father in polygamous family removes himself socially from the mother-child-unit in the interest of impartiality and to avoid co-wife dissension, his affection for his many children becomes dissipated.

This makes the child dependent on mother, socially, politically and economically.

The of the school environment was another major factor identified in this study. The issue here is that the school is supposed to be a place of reformation of characters and role modelling for the students. As observed in Table, lack of proper supervision by the school management often gives room to illegal movement of students which often results in their indulgence in maladjusted behaviours like stealing, drug abuse and other such anti-social behaviours.

The influence of the teachers is another factor in this consideration. As observed in the table, some teachers were said to be emotionally attached to the girl students while some collect money from their students before they could pass them in examinations. One needs not to say that such developments would necessarily lead to corruption and examination malpractices. In some cases it was observed that there was no proper counselling for the students in the secondary schools. Thus the school environment which aught to be a reforming center is rather performing a reverse role. This finding is contrary to the report by Essen (1983) who points out that the teacher remains at all times a worthy moral and intellectual model for the students. It was pointed out that the teacher should show loyalty to his duties and lead an honourable and responsible life in school and the surrounding community.

The responses of students and teachers by this findings shows that there is no significant effect of school environment on moral decadence of students, although Essen's work was in 1983 while this work is done in 2006. So variation in year and environment may cause the changes of opinion and the way government neglecting educational sector may contribute to the differences.

The finding did not agree with Abashiya (1992) who observes that teachers are never any good examples to their students these days. Abashiya points out that instead of being role models, teachers in the schools have illicit affairs with their female students. He argues that this attitude creates disobedience on the part of the students towards their teachers. Abashiya's finding was in Kaduna state in 1992 while this finding was in Nasarawa state in 2006, Due to improvement in teachers and students discipline which may be the cause of differences in the two findings.

The finding is not also in line with Ali (2005) who submits that immoral behaviours in schools are caused by many factors which include parental attitude and teachers who are supposed to be role models for the youths. Ali carried out her research in Gambia in 2005 while this research was in Nasarawa state in Nigeria in 2006. To the respondents of this study (students and teachers), this do not have significanjt difference on students moral decadence.

Another major finding of this study is the role played by the socio-economic status of the family on the moral standard of their children. This factor was discovered to be a two edged sword in this study because both the rich and poor families were not free from the effect their economic status had on students' moral decadence. For the poor families, the inability to provide basic necessities for the students was observed to have adverse effect on their moral standard. This finding is in line with Ralph (1980) who observes that when the family fails at the task of meeting all the needs of the child, it is termed as a "faulty constructed piece of social engineering". This position also agrees with the report of Bourgue (1996) which submits that the family's low socio-economic factors expose youths to moral decadence. Okusan (1999) also reports that poverty creates a sense of inferiority complex in a child. He adds that this attitude may lead to stealing. What is needed then is an effective supervision or control of the children' activities.

Socio economic background is a vital aspect that has effect in every human endavour. The respondents (students and teachers) agree by this finding that it has impact on moral decadence of students in the area.

Peer group was another factor that proved to be a major contributor to the issue of moral decadence among the students in the selected secondary schools. The effect of peer group in this study cannot be overemphasized. The test of hypothesis IV revealed that peer group was

not highly significant in its contribution to the prevalence of moral decadence among the students. This finding did not agree with Musa (2002) M.Ed. thesis A.B.U., Zaria, who opines that with peer group many young ones get into trouble. In a related study, Johnson (1980) also reports that peer group has great influence on the child's socialization and that this influence can either be negative or positive. This is not also in line with Ezenwa (1985) who submits that friends and peers usually introduce individuals into drug use and alcoholism. In a similar study Odebunmi (1990) also reports that the desire to join a group is actually supported by the inability of parents to show love, acceptance and recognition to the child. Torbet, (1996), also came out with the same result where it was reported that it is among the peer group that the child gains experience through interaction and that other members of his group contribute to the shaping of his personality. The finding did not conform with Olayinka (1998) who reports that so many teenagers today are involved in drugs and alcohol as a result of influence from their peers.

However, overall respondents (students and teachers) show that there are no significant differences on the students moral decadence. The above untirely opinion may be due to differences on the peers while interacting on the different environment on each other. Culture and religion may play

vital role on the peers because the world authority if not Musa are from Southern and Eastern parts of the country.

The location of the schools was another variable that could have significant effect on the incidence of moral decadence among the students. In this study, it was observed that students in urban areas of the state tended not to be more inclined to moral decadence than students and teachers from the rural and rural areas. In the test of hypothesis V, significant difference was observed between the two groups of students. Students from the urban areas are not prone to incidence of moral decadence than students from rural areas. This finding is not in line with Beller (1983) who reports that crime is more distributed within the metropolitan areas. He also reports the larger the city the more crime that is likely to be recorded. Donna (1996) also submits that the urban environment is more depersonalized and anonymous and that this gives youth the courage to do what they want.

But the overall respondents (teachers and students) shows that this do not have significant differences on students moral decadence. The above out come may be due to wide gap in year of research and variation of environment which made this to change. Considering the review work, non is less than ten years while this finding is a recent out come in 2006. This length of time may make the findings to change.

The mass media were observed to also adversely affect the level of moral decadence of the students selected for this study. The

components of this variable included the watching of movies from satellites and cable networks which encourages anti-social behaviours among students. In some cases students were observed to be reading novels and magazines while their teachers are teaching in the classes. Some of the students were observed to be patronizing film houses and cinema halls where some immoral films are displayed without any restriction. Those aspects of the mass media were observed to really encourage immoral behaviours among students. This finding is in line with the report of Odebunmi (1990) in his work in Lagos, concludes that the mass media negatively affect the minds of Nigerian adolescents. In the same vein, Diana and Johnson (1987) point out that the violence depicted on television and pornography shown on the screens seem to teach an acceptance of aggressive behaviour and immorality to children.

CHAPTER FIVE

SUMMARY, CONCLUSION, LIMITATION AND RECOMMENDATION

5.1 Introduction

The research work has attempted to evaluate factors that are associated with moral decadence among senior secondary school students in Nasarawa state.

This chapter gives a general summary report of major findings, conclusion and make recommendation to parents, teachers, government, students and the general public. The chapter also makes recommendation for further study.

5.2 Summary

The major objective of this study was to evaluate the factors associated with moral decadence among secondary students in Nasarawa State. The study began with a general introduction, where the background to the study and statement of the problems were highlighted. This was followed by the purpose of the study, research questions, significance of the study, scope and delimitation of the study. The framework within which the investigation was carried out was also provided. A review of related literature was carried out to provide the practical basis for data interpretation, result findings and recommendation on the study. The review centred on the following themes: conceptual framework of morality, some effects of moral decadence, theoretical framework of moral

decadence and review of related studies on moral decadence. In the conceptual framework, the contribution of the family, school, peer group, the mass media, family socio-

economic status and location to the prevalence of moral decadence among students was highlighted.

The research instrument used in this work was a questionnaire for both students and teachers. Population, sampling, instrumentation, validity, pilot study, reliability, procedure for data administration and statistical instrument were discussed in chapter three. It was from this instrument that the data for the study were obtained, analysed and interpreted in chapter four. The analysis and interpretation of data, confirmed some components of the theoretical framework as highlighted in the literature review.

The findings revealed that on the first hypothesis on the differences between the opinions of students' and teachers on family upbringing about moral decadence the hypothesis was retained because it has 0.976 as a T value and 1.96 as its T critical value. The second hypothesis was also retained because it has 0.485 as its T value and 1.96 for critical value. The hypotheses looked for the significant differences between the opinions of students and teachers on the effect of school environment on students' moral decadence.

The third hypothesis was on the socio-economic status of parents on the incidence of moral decadence among the students. The hypothesis was rejected, because the findings show that the t-value is 2.348 which is greater than 1.96 as critical value. It shows that the socio-economic status of parents has effect on the moral disposition of their children. The fourth hypothesis that says

peer group influence has no effect on the moral behaviour of senior secondary school students was retained because its t-value was 1.471. It means peer group has no effect on moral control.

The fifth hypothesis was retained since its outcome shows that the t-value is 0.069. The hypothesis states that there are no significant differences between the opinion of students and teachers on moral decadence among students who live in urban or rural areas. The sixth hypothesis which states that the mass media have no significant effect on the incidence of moral decadence among secondary school students was again rejected since its outcome revealed the t-value as 2.010 while the critical value is 1.96. Each of the variables was tested statistically to determine the level of their differences on issue of moral decadence among the students.

5.3 Conclusion

From the study outcome, one can conclude that:

1. Parents' attitude towards their children's good moral is not up to standard and such enhances immorality among the children.
2. Lack of effective administration of student's affairs in secondary schools causes moral decadence inside and outside schools,
3. From the study outcome one can conclude that low socio-economic status has great impact on enhancing immoral behaviour in both schools and

homes, as this has great effect on students. High socio-economic status has its impact on immorality of students.

4. The role played by peer group significantly enhances immorality in the life of students.
5. The location of students either in the urban or rural areas plays a vital role in determining the moral standard of students, since the urban and rural centres do not encourage anti-social behaviours.
6. The mass-media have a lot of impact on the moral status of secondary school students since they encourage anti-social behaviours among students when not wisely used.

5.4 Limitation of Study

The following are the limitations of the study.

(1) The researcher faced a lot of financial constraint during the course of his research work.

(2) The researcher again has limited time due to many schedules in his place of work.

5.5 Recommendations

The following recommendations are made based on the findings of the study:

1. There is need to educate parents on their responsibilities of imparting good moral education into their children and wards. Such moral training should

   be done through P.T.A. meetings, places of worship such as mosques and churches, the mass media, social institutions e.g. drama clubs etc.

2. The government should employ teachers with clean track records of good conduct and behaviour. This should be attested to by the applicant's former school or college rector, provost, HOD or any senior master of his/her former school.

3. The P.T.A. should assist in shouldering some responsibilities in schools.

4. The government should make sure that in mixed schools, male and female councillors are employed and in girl schools only female

counsellors should be employed. School staff should embark on supervision constantly.

5. Parents should endeavour to take good care of their children and wards in terms of feeding, clothing, sheltering and the supply of the basic necessities of life, especially adequate learning materials, when and where possible.
6. Parents should monitor the movement of their children and the kinds of person their children move with, that is their peers.
7. Parents should make sure that their children have time to study at home after school hours, because such will lessen the possibilities of the children joining bad peers.

5.6 Recommendation for further research

The study covers only opinions from students and teachers of public schools; similar study(s) should be carried out in private schools. Comparative analyses of both public and private schools on the factors that promote moral decadence among secondary school students in the same area or other areas could also be carried out.

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QUESTIONNAIRE FOR STUDENTS

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Psychology Section,
Ahmadu Bello University,
Zaria, Nigeria.

22nd March, 2007

Dear Respondents,

The researcher is a Post Graduate (M.Ed) student of the above named department. In partial fulfillment of the requirement for the award of a master in Educational Psychology, the student is conducting a research on the evaluation of factors associated with moral decadence in some selected senior secondary schools in Nasarawa state.

In this regard, he seeks your co-operation to objectively answer the question by ticking ($\surd$) the alternatives that best describe your opinion or feelings in each statement.

Your responses simply represent your opinion or feelings. All information provided will be used mainly for the purpose of this study and strictly treated as confidential.

Thank you in anticipation of your cooperation.

Yours faithfully,

Salihu Ibrahim Abubakar

M.Ed/Edu/40882/2004/2005

STUDENT QUESTIONNAIRE

SECTION A

Biodata

1. Sex: Male ( ) Female ( )
2. Age:……..
3. School:……..
4. Class……..
5. Father/Guardian's occupation……..
6. Urban { } Rural { }
6. Mother's Occupation……
7. Fathers qualification……
8. Post primary { } NCE/Dip { } First Degree { }
9. Others specify …….
10. Mothers Qualification
11. Post primary { } NCE/Dip { } First Degree { }
12. Others specify …….
13. Are your parent alive. Yes { } No { }
14 If yes, are they together. Yes { } No { }
15. Which of the family do you come from?
16. Polygamous ( ) Monogamous ( )
17. Number of siblings (Brothers and sisters) 1- 5 ( ) 6- 10 ( ) 11-15 ( ) 16 and above { }

SECTION B

Please use the key below as a guide to tick (√) as appropriate

Keys

SA - Strongly Agree

A - Agree

UD - Undecided

DA - Disagree

SD - Strongly Disagree

	FAMILY UPBRINGING	SA	A	UD	DA	SD
		5	4	3	2	1
1.	Children that see their parents always fighting are likely to be bully in school.					
2.	Children that come from family where parent are drunkards are more likely to be drunkard					
3.	The family that put both sexes to sleep in the same room are likely to commit fornication					
4.	Children that are brought up by single parents are likely to be rude.					
5.	Children that have not been counseled by their parents at home are likely to be disrespectful.					
6.	Children who are not rebuked when need be and have no interaction with their parents are likely to be arrogant					
7.	Parent that do not send their children to school on time may likely encourage truancy					
8.	Girls who hawk and are exposed to the ills of the society are likely to be prostitute.					
9.	*Some parents rebuke teachers when their children are punished, as such it encourages students to be disrespectful.*					
10.	Parent that does not supervise the movement of their children with their peers, may likely expose them to anti-social behaviour					
	SCHOOL ENVIRONMENT	**SA**	**A**	**UD**	**DA**	**SD**

		5	4	3	2	1
11.	Lack of proper supervision by the school management, lead to illegal movement of students as such may cause them to commit bad acts e.g. stealing truancy.					
12	Some teachers befriend their students girls as such causes obedience to school authority.					
13	Some teachers use to collect money from students before they passed them in exams as such lead to corruption and examination practice.					
14.	Student that always organise night parties are likely to be more troublesome in school.					
15.	Absence of corporal punishment encourages indiscipline among students.					
16	Deboarding of schools is likely to cause indiscipline among students.					
17	Improper bed checking by duty master and mistresses likely encourage absenteeism and disobedience.					
18.	Lack of counselling by the school counselor may likely lead to way wardress and lack of focus in features.					
19.	Leaving student unsupervised during sport activities may likely lead to fighting among themselves.					
	SOCIO-ECONOMIC FACTORS	**SA**	**A**	**UD**	**DA**	**SD**
		5	**4**	**3**	**2**	**1**
20.	The inability of parents to provide their children with learning material may likely make the children to engage into anti-social act.					
21.	Student from low socio-economic Background are likely to be truant.					
22.	Over-crowdness in house make some student to sleep out-side their homes and they may likely inculcate bad behaviour from other homes.					
23. .	Vandalisation and fighting are immoral acts mostly caused by students from high socio-economic family.					
24.	Students from low socio-economic background mostly hawk and may likely involved into drug pushing.					
25.	Students from high socio-economic background are more likely be disobedient to teachers and prefect.					
26.	Student from low socio-economic6					

	background are more likely to be aggressive					
27.	Students that come from high socio-economic class are likely to be more arrogant in school					
28.	Difficulties in adjustment is mostly the problem of low socio-economic background students and such may likely lead to frustration and immoral acts.					

	PEER GROUP FACTORS	**SA**	**A**	**UD**	**DA**	**SD**
		5	**4**	**3**	**2**	**1**
29.	Students learn bad behaviour from their peer group such as smoking cigarettes and taking alcohol.					
30	Most students are encouraged by their peers to steal money from their parents.					
31.	Most students are encouraged into immoral acts by their peers					
32.	Some female students emulate their peers by going into prostitution					
33.	Due to the need to pass exams, students are likely to join bad gangs for exams mal-practices					
34.	Due to peer influence some students fight their teachers.					
35.	The need to be like others make some students to behave contrary to the norms of the society					
36.	Lack of parental supervision may likely make students to join bad peer groups.					
37.	Smoking cigarette, drugs addiction and other anti-social acts are mostly caused due to peer group influence.					
38.	Most of the teenagers abide by peer norm than parents and teachers' norm.					
	URBAN AND RURAL SETTING	**SA**	**A**	**UD**	**DA**	**SD**
		5	**4**	**3**	**2**	**1**
39.	Students that live in urban area are more likely to be exposed to anti-social behaviour					
40.	Students in rural area are likely to be more bully and truant					
41.	Due to lack of social amenities in rural areas, students are likely involved into immoral acts.					
42.	Teachers in rural area are more aggressive than urban area teachers.					
43.	Most secondary schools in rural areas are not fenced and as such open ways for always moving in and out that bring about stealing and promiscuity.					
44.	Students of urban areas are more likely to engage into anti-social act due to their exposure					
45.	Female students of urban area are likely more exposed promiscuity due to their high living condition.					

46.	Most secondary schools students in rural areas lack teachers and for that they are left uncounselled and this exposed into anti-social behaviour					

	MASS MEDIA FACTORS	SA	A	UD	DA	SD
		5	4	3	2	1
47.	Watching bad movies from satellite encourages anti-social behaviour among students					
48.	Students that read novels and magazines while teacher teaches mostly fail exams.					
49.	The mass media are not emphasising Nigeria cultural values and standard..					
50	Some students patronize film houses and cinema halls and such may likely lead them to low academic performances.					
51	Watching blue films by students may likely encourage promiscuity to students.					
52	Home videos promote bad morals.					

QUESTIONNAIRE FOR TEACHERS

Department of Educational
Psychology Section,
Ahmadu Bello University,
Zaria, Nigeria.

22nd March, 2007

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Yours faithfully,

Salihu Ibrahim Abubakar
M.Ed/Edu/40882/2004/2005

SECTION "A"

TEACHERS DOMOGRAPHIC VARIABLES

1. Age: 21 yrs ( ) 21 – 30 yrs ( ) 31- 40 yrs ( )

41 yrs above ( ).

Name of School ……..

Urban { } Rural { }

2. Sex: Male ( ) Female ( )

3. Highest Educational Qualification: NCE ( ) First degree ( )

Master and above ( )

4. Year of Experience: 1-5 yrs ( ) 6 -10 yrs ( ) 11-15 yrs ( )

16 yrs and above ( )

5. Position held in school: Class teacher ( ) Senior tutor ( )

Committee of Discipline member ( )

Principal/vice principal ( )

Others specify …….