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EFFECT OF IMMORALITY AND INDISCIPLINE ON SOCIETAL VALUES AMONG UPPER BASIC EDUCATION LEVEL STUDENTS IN USHONGO LOCAL GOVERNMENT AREA OF BENUE STATE

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ABSTRACT

This study investigated effect of immorality and indiscipline on societal values among upper basic education level students in Ushongo local government area of Benue state with the purpose to determine effect of immorality and indiscipline on societal values among upper basic education level students. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study consisted of 6023 students from all upper basic education level students in the study area. The sample of the study was made up of 378 respondents out of the population of 6023 students using simple random sampling technique. The instrument used for data collection was a questionnaire constructed by the researcher titled "Effect of Immorality and Indiscipline on Societal Values Questionnaire" (EISVQ). The reliability of the instrument was ascertained through trial-test using Cronbach Alpha which yielded reliability coefficient of $r=0.89$ which was considered good enough for the study. Data were collected by the researcher with the help of research assistance. The data collected was analyzed using Mean Scores and Standard Deviations to answer research questions and Chi-square (χ^2) test of goodness of fit to test the hypotheses at 0.05 level of significance. The findings of the study revealed that causes of immorality and indiscipline are parental rejection, marital conflict, and lack of appropriate religious tenets, negative peer influence and lack of dedication of teachers to their moral duties. It was also found out that of immorality and indiscipline affect societal values among upper basic education level students. It was concluded that immorality and indiscipline affect societal values. Therefore, it was recommended among others that guidance and counselling services should be strengthened and forums formed whereby continuous orientation will be given to students to enable them acquire appropriate societal values.

KEYWORDS: Immorality, indiscipline, societal values, upper basic education

INTRODUCTION

Functionality of society depends on agreement on what is right and wrong. If the individual obeys the rules and laws of the society, the person is considered morally upright. Sometimes an individual may not agree with the rules and laws of the group, but the person conforms to them because this is the only course opened to him. In other words, people chose to do the right things because it is rewarding to do so. Musa (2000) asserted that if the individual acts according to the rules and laws of the society because of controls from within, then, the individual is known as a morally mature person. This author submitted that the immoral person is the one who fails to conform to groups expectations as defined by rules, customs and laws. This person does not conform not because of ignorance of these expectations, but rather because of feelings of no obligations to the group, and neither does the individual agree or accept of the standard of behaviour expected by the group.

There are different levels at which people understand the meaning of the word discipline especially as it appears in common use. According to Ukwueze (2010), sometimes a very strict person is seen as a disciplined person. For others, if a person conforms to or obeys rules and regulations in a given system such a person is also considered as a much-disciplined person. For the children parents who do not allow their children to socialize with their peers and prefers them to remain indoors are described as much disciplined parents. Auger (2004) defines discipline as an intervention to stop misbehaviour. It implies social control based upon imposed conformity or obedient to authority maintained by external restraining authorities such as parents, teachers or representatives of the law. Indiscipline is the opposite of discipline and it refers to non-conformity to group norms and values, In the school set up, cultism, sexual irresponsibility, drug abuse and examination malpractice are disciplinary acts exhibited by students.

In recent times, indiscipline and immorality characterized by religious intolerance, truancy, examination malpractice, aggressive behaviour, drug abuse and sexual harassment, indecent dressing in educational institutions appear to be on the increase. Thus, Obiabo and Leke (2004) observed that students in schools are involved in secret cults, armed robbery and drug abuse. The authors also noted that increasing members of the society across the ideological spectrum believe that our society is in deep moral trouble, characterized by the breakdown of family cohesion, the deterioration of civility in everyday life, the abandonment of moral values and indiscipline. This is a source of worry to the society. The importance of morality and indiscipline cannot be over emphasized.

Oladunni (2000) defined morality as moral behaviour and ability to act in the manner expected to all persons by the society in any given situation. It refers to the behaviours or actions that are considered by most members of the group to be right. Ukwueze (2010) holds that an act is said to be moral if it falls within the preview of behaviours that can be analysed by use of principles of right or wrong and that which complies with set standards or principles of good or right behaviours. The author said that, man is seen as a moral agent because of his rational nature; to be free and rational is to be subjected to the moral law and any person that acts along the above lines is said to be benevolent, virtuous, human

or kind. The view concluded that, moral conduct is voluntary and affects the basic direction of our living and that it cannot judge a man's actions as wrong if the person carries it out under duress, torture, threat of death or insanity.

Societal values can be defined as the acceptable or the right way of doing things in society (Anikpo, 2010). These are also qualities which members of the society are expected to have in order to ensure that society survives and develops. Every society needs courageous men and women. The society needs people who would support what is good and condemn what is bad; judges who would uphold justice without fear, politicians who would stand for the truth without asking for bribes; citizen who would defend their rights without being afraid of the government, and agencies and institutions that would defend public morality. Oladunni (2000) maintained that, no society will develop without such citizens of courage. Nigeria today needs many of such men and women who are disciplined, courageous and morality upright.

Such qualities and acceptable behaviours are called societal values. They are also known as mutual values because in some ways, they are similar to religious doctrines or principles. Otten (2000) said that societal values constitute a wide range of acceptable virtues. Some of these acceptable virtues include; honesty, integrity, chastity, modesty, tolerance, self-discipline, humility, truthfulness, patience, industry and perseverance. It implies that these are quite laudable virtues that every society if properly inculcated and internalized would help produce discipline and morally groomed individuals. This study is therefore set out to investigate the effect of immorality and indiscipline on societal values among upper basic education level students in Ushongo Local Government Area of Benue State.

STATEMENT OF THE PROBLEM

It is sad to note that the quality of product (students) from secondary school today seem not to meet the societal expectation due to the menace of social vices like cultism, examination malpractice, drug abuse and sexual irresponsibility. In recent years, report on the poor performance of students in the secondary school's examination in Benue State appears to be an issue of great concern (Benue State Examination Board, 2020). Secondary schools have increasingly become plagued with occasional outburst of student's militant approaches towards resolving problems that seem to threaten their welfare. This is evident in some secondary school students in Mbagwa in Ushongo Local Government that resisted to be punished when late in school and in turn started singing songs around the school premises which disrupted academic programme for the day. Violent assaults on teachers, fellow students, and school administration: gang warfare, extortion and destruction of schools and public property are becoming too common in our society today. At Lessel in Ushongo Local Government Area, some students ganged up and beat their teacher; when asked, the students said the teacher use to be harsh in school. How then can morality and discipline enhance societal values among upper basic education level schools in Ushongo Local Government Area? It is against this background that the

researcher is interested to investigate the effect of immorality and indiscipline on societal values among upper basic education level students in Ushongo Local Government Area of Benue State.

PURPOSE OF THE STUDY

The purpose of this research is to investigate the effect of immorality and indiscipline on societal values among upper basic education level students in Ushongo Local Government Area of Benue State. Specifically, the study sought to;

1. determine the causes of immorality and indiscipline among upper basic education level students in Ushongo Local Government Area of Benue State.
2. determine the effects of immorality and indiscipline among upper basic education level students in Ushongo Local Government Area of Benue State

Research Questions

The following research questions guided the study:

1. What are the causes of immorality and indiscipline among upper basic education level students in Ushongo Local Government Area of Benue State?
2. What are the effects of immorality and indiscipline on societal values among upper basic education level students in Ushongo Local Government Area of Benue State?

Hypotheses

The following hypotheses were tested at 0.05 significance level:

1. Causes of immorality and indiscipline have no significant influence in enhancing societal values among upper basic education level students in Ushongo Local Government Area of Benue State.
2. Effects of immorality and indiscipline have no significant influence in enhancing societal values among upper basic education level students in Ushongo Local Government Area of Benue State.

METHODOLOGY

This study adopted a descriptive survey design. The area of the study was Ushongo Local Government area of Benue State. The population of the study consisted of 6023 students from all upper basic education level students in the study area. The sample of the study was made up of 378 respondents out of the population of 6023 students. Simple random sampling technique was used to select the sample size. The instrument used for data collection was a questionnaire constructed by the researcher titled "Effect of Immorality and Indiscipline on Societal Values Questionnaire" (EII SVQ). The instrument was validated by three experts. The reliability was ascertained through a trial test using Chronbach Alpha. Data were collected by the researcher with the help of research assistance. The data collected was analyzed using Mean Scores and Standard Deviations to answer research questions and Chi-square (χ^2) test of goodness of fit to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question One:

What are the causes of immorality and indiscipline among upper basic education level students in Ushongo Local Government Area of Benue State?

Table 1: Mean Scores and Standard Deviation on Causes of Immorality and Indiscipline on Societal Values Among Upper Basic Education Level Students in Ushongo Local Government Area of Benue State

S/no	Items	N	Mean	SD
1	Parental rejection can cause discipline in children	374	3.58	0.80
2	Marital conflict develops immoral behaviour in children	374	3.06	0.74
3	The inability of the school to inculcate appropriate norms can cause indiscipline	374	3.09	1.02
4	Negative peer influence can cause indiscipline	374	3.11	0.95
5	Lack of dedication of teachers to their moral duties can cause indiscipline	374	3.07	1.03
6	Parental affection can cause immorality in children	374	3.01	1.03
	Clusters	374	3.15	0.95

Source: Field Survey, 2022.

The data presented in Table 1 shows that the results range from 3.01 to 3.58 which is above the decision point of 2.50. The total mean of 3.15 with a corresponding standard deviation of 0.95 is indicative of negative influence of the causes of immorality and indiscipline in enhancing societal values among upper basic education level students.

Research Question Two:

What are the effects of immorality and indiscipline on societal values among upper basic education level students in Ushongo Local Government Area of Benue State?

Table 2: Mean Scores and Standard Deviation on Effects of Immorality and Indiscipline on Societal Values Among Upper Basic Education Level Students in Ushongo Local Government Area of Benue State

S/no	Items	N	Mean	SD
1	Unsatisfied students are always not contented with what he has	374	3.47	0.91
2	A disobedient student does not adhere strictly to rule and regulations	374	3.25	0.69
3	A student who is not dedicated is always backward in his/her academic pursuit	374	3.92	0.94
4	A dishonest student always tell lies	374	3.22	0.89

5	Intolerant students do not always endure	374	3.13	0.93
6	A discouraged student face danger in life	374	2.94	1.04
	Clusters	374	3.22	0.92

Source: Field Survey, 2022.

Data in Table 2 shows that the results range from 2.94 to 3.47 which are all above the cut-off mark of 2.50. The total mean of 3.22 with a corresponding standard deviation of 0.92 indicates negative effects of immorality and indiscipline in enhancing social values among Upper basic education level students.

Test of Hypotheses

Test of hypotheses is done in line with the hypotheses formulated using chi-square (χ^2) for hypotheses 1-2 and t-test for hypotheses 3 at 0.05 level of significance. Where $P < 0.05$, the null hypothesis is accepted but where $P > 0.05$, the null hypothesis is rejected

Hypotheses One:

Causes of immorality and indiscipline have no significant influence in enhancing societal values among upper basic education level students in Ushongo Local Government Area of Benue State.

Table 3: Chi-Square Analysis of the Causes of Immorality and Indiscipline on Societal Values among Upper Basic Education Level Students

	Value	Decision
Chi-square	294.230 ^a	
Df	15	Sign.
p-value	0.0001	

Source: Field Survey, 2022.

Result from Table 3 shows a chi-square of 294.230 which is significant. This is because; the p-value of 0.0001 is less than 0.05 (0.0001 < 0.05). The null hypothesis which states that causes of immorality and indiscipline has no significant influence in enhancing societal values among upper basic education level students is therefore rejected, this shows that the causes of immorality and indiscipline can significantly enhance societal values among upper basic education level students negatively.

Hypotheses Two:

Effects of immorality and indiscipline have no significant influence in enhancing societal values among upper basic education level students.

Table 4: Chi-Square Analysis of the Effects of Immorality and Indiscipline on Societal Values among Upper Basic Education Level Students

	Value	Decision
Chi-square	220.672 ^a	
Df	15	Sign.
p-value	0.0001	

Source: Field Survey, 2022.

From Table 4, the result shows a chi-square value of 220.672 which is significant. This is because the p-value of 0.0001 is less than 0.05. This implies that there is significant effect of immorality and indiscipline on societal values among upper basic education level students. That is effects of immorality and indiscipline enhance societal values among upper basic education level students negatively.

DISCUSSION OF FINDINGS

The research was set out to achieve two major objectives. The first objective sought to know the causes of immorality and indiscipline among upper basic education level students. From the calculated data, the result showed a chi-square value of 294.230 which is significant because the p-value of 0.0001 is less than significant level of 0.05 and the research hypothesis is therefore rejected. This implies that the cause of immorality and indiscipline enhance societal values among upper basic education level students negatively. This finding is in line with Otten (2000) who noted that, the economic situation exposes to deviant behaviour. Lack of dedication of teachers to their moral duties of teaching students properly, the progressive values of society and the nature of the curriculum of education make moral education to be downplayed, the peer group is so profound in the socialization process and its influence strongly felt, due to the fault in the home and school; peer groups develop alternative value systems that are morally anti-societal. Cult groups can now be seen why they are to perverse, most students do not want to be branded as a "jew" or "bushman" so they succumb.

The mass media according to Anger and Tyav (2006) is also pervasive; the high incidence of violent films that glorify negativity, pornography, sex, deceit is virtually endless. The youth being impressionable caught these are now want to emulate. Research has constantly reinforced the cause-and-effect situation between watching violent firms and aggressive behaviour. The gang asterism of the rap and hip-hop culture among African- American holds a lot of appeal for a lot of Nigerian youth and cult groups. The author also noted that occupational groups also influence behaviours. The tendency is that if most of one's colleagues are indulging in a thing, there are higher chances one may succumb social and traditional groups and affiliations from the basis for the connection of groups to centres of witch craft and black magic and for a lot of students, cultism is a way of life as the whole family or village community operates under a deity or spirit. The churches are also quite influential

but reality presently shows that their influence is not as strong as other agents in the socialization process.

Otten (2000) concluded that it is pertinent to note that because these agents of socialization are dysfunctional, the socialization process now imbibes negative values into the youth, therefore, honesty, diligence, hard work, dignity of labour; patience is replaced by killings, rape, robbery, arson, interdiction, physical assault and generally coarse behaviour. These are the new recruits into cult groups in our educational sub-section. This indictment is a collective one, it simply means that our society has fore invented itself if it wants positive change.

In the second objective, majority of the respondents strongly agreed that the effects of immorality and indiscipline enhance societal values among upper basic education level students. From the calculated result the p-value of 0.0001 is less than significant level of 0.05. The result is in line with Ukwueze (2010), the effects of drug abuse are numerous; including health problems, social problems, morbidity, injuries, lack of self-control, the risk of unprotected sex, violence, deaths, automobile accidents, homicides, suicides, physical dependence on psychological addiction. Ukwueze (2010) also noted that drug abuse is also responsible for symptoms that are akin to mental illness. This can occur both in the intoxicated state and during the withdrawal state. Drug abuse also cause disorders to the central nervous system (CNS) that produce changes in mood, levers of awareness or perceptions and sensations. Most drugs also alter systems other than the CNS and appear to lead to uncontrolled use than others. According to Otten (2000) drug addicts are not only to themselves but also the society in general. Many road accidents are caused by careless driving that is traceable to be effect of drugs. Drug addicts who become mentally deranged also become a social nuisance on public highways, homes, market places and in other social places.

Musa (2000) puts it that sexual immorality has suddenly been dignified in our society to the shame of parents, religious leaders and the entire Nigerian society. Sexual freedom is a direct thorough fare to disillusionment, emptiness, divorce, venerable disease of different, kinds and broken homes. Not only do promiscuous individuals suffer adverse consequence, history reveals that entire societies begin to deteriorate when free love reaches a position of social acceptance. An attestation to sexual irresponsibility is the fact that students dress hat naked before their parents.

CONCLUSION

It is important to note that from the study carried out on the perceived role of morality and discipline on enhancing societal values among secondary school students, it was established crystal clear that morality is very relevant because it helps to enhance societal values among students, while discipline has articulated role to play on enhancing societal values and can help students to act in a manner that is approved by the society.

RECOMMENDATIONS

In order to make morality and discipline more oriented to students, the following recommendations have been made:

1. Guidance and counselling service should be strengthened and forums formed whereby continuous orientation will be given to students to enable them acquire appropriate societal values.
2. There should be a clearly defined instructional objectives to enhance student self intellectual and moral discipline.
3. There should be reintroduction of strict disciplinary measures aimed at pinning students down to their books.

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