



CURBING STUDENTS' DEVIANT BEHAVIOUR THROUGH THE TEACHING OF VALUE AND MORAL EDUCATION IN OSUN STATE

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Abstract

Deviant behaviour is an anti-social behaviour that is opposed or contrary to normal social instincts or practices, and a violation of social relationship. Deviance is found everywhere people live. Hence, this paper investigated the relationship between values/moral education and deviant behaviours among Secondary School Students in Osun State, Nigeria. This study is descriptive in nature and as a result, survey method of data collection was employed. The population for the study consisted of all Secondary Schools, teachers and students in Osun State across the thirty Local Government Areas in the State. Simple random sampling technique was used to select seventy five Secondary Schools across fifteen of the existing thirty Local Government Areas in the State at five schools per Local Government Area. Five participating respondents were drawn from each of the schools in the fifteen Local Government Areas of the State and a total number of 375 respondents were considered. One main instrument tagged "Students Deviant Behaviours and the Teaching of Moral and Value Education" (SDBTMVE) was constructed for the study. Three research questions were raised while three hypotheses were formulated and tested at 0.05 level of significance. The questions were answered using frequency counts, mean and standard deviation, while Pearson Product-Moment Correlation Analysis statistical tools were used to test the hypotheses. The study identified the various causes of deviant behaviour as lack of good governance, greed on the part of the youth, drug abuse, inadequate communication and understanding with parents and lack of self-esteem. It was, therefore, recommended among others, that moral and values education should be included in the curricular of post-secondary education irrespective of discipline or course of study. This will humanize students at this level of training and help to reduce cultism and armed robberies as well as other campus and societal vices.

Keywords: Deviance, Behaviour, Education, Moral, Values.

Introduction

The Nigerian society has witnessed and still witnessing violent activities in major cities, towns and schools as evident in frequent cases of bank and high way robberies, 'Boko Haram' insurgency, pipe line vandalism, attack and bombing of churches, mosques, and media houses as well as drugs, child trafficking and kidnapping.

Deviant behaviour among students in Nigeria has been a prominent issue in recent time. There has been an increase in the occurrence of acts of violence and lawlessness, including things like hostage taking of prominent citizens and expatriate oil

workers as well as oil bunkering, arms insurgence and cultism among others. Elegbeleye (2005) opined that young people all over the world are a vital and important segment of the society in which they live. A disciplined, focused and law-abiding youth can create bright future for any nation. Conversely, a lawless, indulgent and violent youth is a great threat to a nation's peace and security.

According to Elegbeleye (2005), deviance is a sustainable protestation embarked to enforce desired outcome from a constituted authority. It is marked by violence and disruption of lawful activities. It is any form of behaviour that goes contrary to or



negates partially or wholly any rule of behaviour in the society. Deviant behaviour has been in existence through all generations, but it has been in different forms and indifferent places of the world. Human society is a closely knit network of roles and status and the individuals as elements of the system are required to adhere to norms and values. No society can thrive in the face of normlessness and fragrant disregard of rules and laws of the land.

Deviant behaviour as perceived by Igbinovia (2012) is deviation from the norms of a particular people in the society or community which he categorized as students and examination malpractice, students and secrete cults, students and violence and students unrest generally. However, deviant behaviour means turning aside or away from set known rules of political system or principle of a society as contained is such behaviours as crime, drunkenness, indiscipline in school/home, prostitution, cultism, gambling and many others. It has been observed that quite a number of students nowadays become deviant when they engage in activities which are not under the control of the school system in the society. Hence, it required education system that could enable the youth to understand the society and its cultural heritage. The step could help in the preservation of the society and the culture and also assist in preparing citizens for a change in attitude, knowledge, skills manpower and experience in the societies. The education of the youths is very essential in order to ensure the confidence of the citizens to the social and economic development of the country as well as raising the standard of living generally.

According to Markova and Nikitskaya (2017), there are certain factors that draw people toward deviance and those factors are family, community, peers, poverty, unemployment and lack of educational opportunities. They may

also be influenced by members of subcultures mal-adaptations of deviant behaviours and their own feelings of frustrations, hostility or inferiority. Broken homes can also contribute to deviant behaviour because children from a single parent tend to be exposed to dangers of the society for example, a single parent child could leave the mother's house without either of the parents knowing because the mother might think he is in the father's house and vice versa.

In Nigeria as observed by Omede and Omede (2004), immorality and the display of wrong or negative values pervade almost everywhere or sector including the health, education, religious, the civil service or government ministries and parastatals are well as the judiciary that is supposed to be the last hope of the common man.

Positive or right values such as honesty, truthfulness, hard work, integrity, love for one another, respect for laws and orders obedience, trustworthiness and faithfulness are fast becoming scarce, archaic and unpopular. We are now living in the world where morality and moral values are known only as names (The Nigerian Voice, 2011).

Deviant behaviour is posing a serious threat to learning in most schools, some antisocial behaviour in school are characterized by bullying extortion, in subordination and physical fighting. Others include adolescents' aggression or act of violent behaviour against other students and staff, sexual assaults, harassment, gang activity or weapon carrying. There is every tendency for school children to be involved in such bad habits as stealing, truancy deviant character and smoking because most homes no longer play their traditional functions of training the child in an upright manner. However, many parents are so pre-occupied with duties outside the homes that they have little or no time to keep watch



over the action and behaviour of their children who are unfortunate to fall into bad peer groups, copy their bad behaviour and play truants. This is where moral and values education becomes imperative.

Moral and values education are relevant aspects of the educational system of any country that humanizes its citizens. For instance, a society in which young people were not taught to consider the needs and rights of others could be a society with little social cohesiveness and much conflict. Morality as noted by the Nigerian Voice (2011) is the border between human life and animal life; it is what gives the former a sense of humanity and spirituality.

According to Schuttema, Dam and Veugelers (2003), the specific goal of moral education is to entrench in students specific set of values such as trustworthiness, respect, responsibility, honesty, justice and fairness.

Morality is defined by Hornby (2000) as principles that concern right and wrong or good and bad behaviour. Hornby equally adequately refers to values as beliefs about what is right and wrong and what is important in life. Both values and morals could be seen as twin concepts that mutually support each other. The moral state or condition of any individual determines how much or less this individual upholds the values of his/her society. Values are definably acceptable societal beliefs that could be cultural, religious and or political while morality defines the state of goodness or badness of an individual in relation to how the individual espouses the approved and acceptable community values. Without morality, grave problems face man especially in the social dimension and could be deprived of a happy life (The Nigerian Voice, 2011).

The youth remains one of the greatest assets that any communities can

possess. They are behind most community projects or ventures. These make them to be useful and indispensable. According to Oruh (2004), any culture or community, whether macro or micro that allows a good percentage of her youths to be misdirected, risks her future viability and survival. The youths are the future hope and glory of any nation (Omede and Odiba, 2010), the future leaders of our great country (Oruh 2004). But most Nigerian youths are highly misguided, recruited and used by some adults to achieve selfish aims despite the fact that they are indispensable to the community, states and national developments. Youths are hired as thugs, assassins, drug traffickers to kill and destroy opponents and law enforcement agents by some faceless adults operating behind the scenes.

Adults are very significant to the development of youths. They serve as mentors at home as parents, in the schools as teachers, in the churches and mosques as religious leaders and in government as political leaders and or as employers or superiors in work places. Therefore, what we see in the youth is what we may have planted in them (Omede and Odiba, 2010). Youths are products of moral and values education bequeathed to them. What goes around comes around goes a popular saying.

Statement of the problem

The involvement of youths in violent behaviours and its consequences have been a source of worry and concern to teachers, parents, the government and other stakeholders. Although serious violent acts have been reportedly committed by the Nigerian youths in their efforts to surmount the challenges of life occasioned by unemployment, influence of mass media, and economic hardship of the country.

By implication, this study dwelled on teaching of value and moral education in secondary schools and how such teachings could have positive effects



on the lives of youths most especially secondary school students in the state with a view to reducing or curbing deviant tendencies among them.

Purpose of the Study

This study investigated the relationship between values/moral education and deviant behaviours among Secondary School Students in Osun State. It examined series of problems facing the Secondary School Students that can make them deviant as well as identifying the various teaching strategies to impact value and moral education to Secondary School Students in Osun State. The study also examined of the causes of deviant behaviours among Secondary School Students in Osun State

Research Questions

For the successful accomplishment of this study, the following research questions were raised:

1. What are the series of youth problems facing the secondary school students in Osun State?
2. Are there teaching strategies to impact value and moral education in Secondary Schools in Osun State?
3. What are the causes of deviant behaviours among secondary school students in Osun State?

Research Hypotheses

1. There is no significant relationship between students' personal problems and deviant behaviours among secondary school students in Osun State.
2. There is no significant relationship between students' deviant behaviours and academic performance among secondary school students in Osun State.
3. There is no significant relationship between the teaching of value and moral education and deviant behaviours among secondary school students in Osun State..

Methodology

This study is descriptive in nature and as a result, survey method of data

collection was employed. The population for this study consisted of all Secondary Schools, teachers and students in Osun State across the thirty Local Government Areas in the State. Simple random sampling technique was used to select seventy five Secondary Schools across fifteen of the existing thirty Local Government Areas in the State at five schools per Local Government. Five participating respondents were drawn from each of the schools in the fifteen Local Government Areas of the State. A total number of 375 respondents were considered. One main instrument was constructed for this study. The questionnaire was tagged "Students Deviant Behaviours and the Teaching of Moral and Value Education" (SDBTMVE). There are three research questions and three hypotheses. In answering the research questions percentages and frequency counts were used. Pearson Product-Moment Correlation Coefficient Analysis was used to test the three hypotheses at 0.05 level of significance.

Research Question1: What are the series of problems facing Secondary School Students in Osun State?

Table1: Problems Facing Secondary School Students in Osun State

Problems Facing Students	Frequency	% Percentage
Negative social influences from family, neighbours, peer groups	301	80.5
Economic challenges	352	93.9
Industrial actions by teachers (interrupted school calendar	302	80.5
Drug Abuse	285	76
Sexual Harassment	168	44.9
Low self-esteem	298	79.5
Lack of Good Governance	368	98.1

Source: Field Survey 2015. N=375

In Table 1 above, it was found out that series of problems facing students in Secondary Schools in Osun State include Lack of good governance



(98.1%), Economic Challenges (93.9%), Negative Social influences from family, neighbours and peer groups (80.5%), interrupted school calendar through industrial action by teachers (80.5%), Low self-Esteem (79.5%), Drug abuse (76%). Other problem identified is sexual harassment (44.9%).

Research Question 2: Are there teaching strategies to impart value and moral education in Secondary Schools in Osun State.

Table 2: Strategies for Teaching Moral Education

Strategies for Teaching Moral Education	Frequency	% Percentage
Problem-based approach to instructions whereby students work in small groups	328	87.5
Drama and service learning	351	93.6
Moral Values	322	85.9
Citizenship Education	328	87.5
Thinking Skills/ Thinking Aloud	272	72.5
Caring School/classroom community	356	94.9
Direct Instruction through Role Modeling	324	86.4
Expert Demonstration	288	76.8

Source: Field Survey 2015. N=375

In Table 2, among the teaching strategies that are capable of imparting moral education among secondary school students in Osun State, drama and service learning had (93.6%), caring school/classroom community (94.9%), problem based approach to instruction (87.5%) and citizenship Education (87.5%). Other strategies identified in the study are direct instruction through Role Modelling (86.4%), Moral values (85.99%) and Expert demonstration (72.5%).

Research Question 3: What are the causes of deviant behaviours among Secondary School Students in Osun State?

Table 3: Causes of Deviant Behaviours

Causes of Deviant Behaviours	Frequency	% Percentage
Inadequate	302	80.5

communication and understanding with parents		
Drug Abuse	324	86.4
Inadequate	207	55.2
Recreational Facilities		
High cost of living	198	52.8
Need to satisfy basic needs	284	75.7
Lack of self-Esteem	302	80.5
Greed on the part of the Youth	344	91.7
Lack of Good Governance	352	93.9
Need for additional Training Program	144	38.4
Sexual Abuse	288	76.8

Source: Field Survey 2015. N=375

Table 3 shows that basic issues like lack of good governance (93.9%), greed on the part of the youth (91.7%), drug abuse (86.4%), inadequate communication and understanding with parents (80.5%) and lack of Self-Esteem (80.5%) are the key issues identified as the reasons for incessant youth restiveness in the study area. Other issues also identified by the study are: Sexual Abuse (76.8%), Need to satisfy Basic needs (75.7%), Inadequate Recreational Facilities (55.2%), High cost of living (52.8%) and Need for additional training Programmes (38.4%). All these are predisposing factors for youth restiveness.

Testing of Hypotheses:

Hypothesis 1: There is no significant relationship between personal problems and deviant behaviours among secondary school students in Osun State.

Table 4: Correlations between Students' Personal Problems and Deviant Behaviours

		Personal Problem	Deviant Behaviour
Personal Problem	R	1	.125*
	Sig.		.008
	N	375	375
Deviant Behaviour	r	-.125*	1
	Sig.	.008	
	N	375	375

**Table 4:** Correlations between Students' Personal Problems and Deviant Behaviours

		Personal Problem	Deviant Behaviour
Personal Problem	R	1	.125*
	Sig.		.008
	N	375	375
Deviant Behaviour	r	-.125*	1
	Sig.	.008	
	N	375	375

*. Correlation is significant at the 0.05 level

Table 4 above shows that $r = 0.125$, $p = 0.008 < 0.05$. This implies that there is significant relationship between personal problems and deviant behaviours among secondary school students in Osun State. This relationship implies students' personal problems could contribute to deviant behaviours among secondary students in Osun State. Thus, the hypothesis is rejected.

Hypothesis 2: There is no significant relationship between students' deviant behaviours and academic performance among secondary school students in Osun State.

Table 5 : Correlations between students' deviant behaviours and academic performance

		Deviant Behaviour	Academic Perform.
Deviant Behaviour	R	1	.200*
	Sig.		.000
	N	375	375
Academic Perform.	R	.200*	1
	Sig.	.000	
	N	375	375

*. Correlation is significant at the 0.05 level

Table 5 above shows that $r = 0.200$, $p = 0.000 < 0.05$. This implies that there is significant relationship between students' deviant behaviours and academic performance among secondary school students in Osun State. This relationship implies that students' academic performance could be negatively affected when students engage in various deviant behaviours. Thus, the hypothesis is rejected.

Hypothesis 3: There is no significant relationship between the teaching of value and moral education and deviant

behaviours among secondary school students in Osun State.

Table 6: Correlations between the Teaching of Value/Moral Education and Deviant Behaviours

		Youth Restiveness	Value / Moral Education
Deviant Behaviours	R	1	-.094*
	Sig.		.034
	N	375	375
Value / Moral Education	R	.094*	1
	Sig.	.034	
	N	375	375

*. Correlation is significant at the 0.05 level

Table 6 above shows that $r = -0.094$, $p = 0.034 < 0.05$. This implies that there is significant negative relationship between the teaching of value / moral education and deviant behaviours among secondary school students in Osun state. This relationship implies that increase in the teaching of value / moral education will reduce youth restiveness. Thus, the hypothesis is rejected.

Discussion

The study found that $r = 0.125$, $p = 0.008 < 0.05$. This implies that there is significant relationship between personal problems and deviant behaviours among secondary school students in Osun State. This relationship implies students' personal problems could contribute to deviant behaviours among secondary students in Osun State. Thus, the hypothesis is rejected. This is in line with the submission of Markova and Nikitskaya (2017), that certain factors that draw people toward deviance include family, community, peers, personal problems poverty, unemployment and lack of educational opportunities.

It was discovered that $r = 0.200$, $p = 0.000 < 0.05$. This implies that there is significant relationship between students' deviant behaviours and academic performance among secondary school students in Osun State. This



relationship implies that students' academic performance could be negatively affected when students engage in various deviant behaviours. Thus, the hypothesis is rejected. This is in tandem with the positions of Igbinovia (2012) and Markova and Nikitskaya (2017) who opined that deviant behaviours among students could have negative impacts on students' academic performance.

The study revealed that $r = -0.094$, $p = 0.034 < 0.05$. This implies that there is significant negative relationship between the teaching of value / moral education and youth restiveness among secondary school students in Osun state. This relationship implies that increase in the teaching of value / moral education will reduce youth restiveness. Thus, the hypothesis is rejected. This finding is in line with the submissions of Elegbeleye (2005), Omede and Odiba (2010) that moral and value education is knowledge extracted from the environment for human use with the aim of modifying behaviour, effecting changes and enhancing efficiency in all human endeavours.

Conclusions

From the discussion so far, it is obvious that deviant behaviour among students in Nigeria has been a prominent issue as evident in the occurrence of acts of violence and lawlessness, including cultism among others. So many factors had been identified to have led into this among students ranging from personal/family problems to peer influence, community factors, suicide, armed robbery, drunkenness, indiscipline in schools, unemployment, poverty, lack of educational opportunity and a host of others, all which could contribute to negative academic performance on the part of students who engage in various deviant behaviour.

The role of moral education in schools is to reinforce values gained at home. Each child from birth, by virtue of his/her environment, belongs to a

significant group. Family members, friends, relatives, teachers and administrators play a major role in the formation of the character of each child. To expect the teachers solely to shoulder this important task is appalling. Every child comes to school with a different world of varied experiences behind him that affect his learning. Many even come with anxieties that overwhelm adults. Therefore, all stakeholders should work together and provide an environment where the young personality thrives and emerge winner in every aspect of life.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Moral and values education be included in the curricular of post-secondary education irrespective of discipline or course of study. This could humanize students at this level of training and help to reduce cultism and armed robberies as well as other campus and societal vices.
2. Religious and/or moral and civic education should be deliberately emphasized, weighted and taught more than any other academic and vocational course at the primary and junior secondary school levels. A man of good and high moral values would be honest, compassionate, sympathetic, loving and caring and would also respect and have high value for human lives.
3. Government establishments should organize seminars on moral values and civic education at least once in every year to create awareness on and sustain work ethics, cherished community values and respect for lives and properties as well as accountability to man and God.
4. Parents have the number one responsibility of training their children in basic moral and values education. Their children watch their lives and most always, grow up to become like them. As parents, our lives are making imprints on the tablets of the minds of the children. Parents should, therefore, be careful with what they taught either consciously or unconsciously. To be an effective moral and values educator as



parent, one must be of high morality standard.

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