

**UNIVERSITY OF EDUCATION, WINNEBA**

**MORAL DECADENCE AMONG STUDENTS OF FODOA  
COMMUNITY DAY SENIOR HIGH SCHOOL IN THE KWAHU WEST  
MUNICIPALITY**



**2023**

**UNIVERSITY OF EDUCATION, WINNEBA**

**MORAL DECADENCE AMONG STUDENTS OF FODOA COMMUNITY  
DAY SENIOR HIGH SCHOOL IN THE KWAHU WEST MUNICIPALITY**



**A thesis in the Department of Social Studies,  
Faculty of Social Sciences, submitted to the School of  
Graduate Studies, in partial fulfilment  
of the requirement for award of the degree of  
Master of Philosophy  
(Social Studies Education)  
in the University of Education, Winneba**

**SEPTEMBER, 2023**

## DECLARATION

### Student's Declaration

I, Felicia Paintsil, declare that this thesis, with the exception of the quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

**Signature**.....

**Date**.....

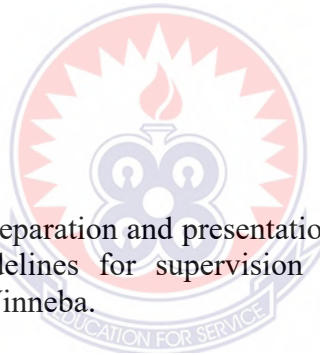
### Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

**Name of Supervisor:** Dr. Alfred Kuranchie

**Signature**.....

**Date**.....



## **DEDICATION**

To God be the glory, great things He has done. This work is dedicated to my uncle Dr. Samuel Awuku and children, Audrey, Kelvin, Edwin and Nana Adwoa.



## ACKNOWLEDGEMENTS

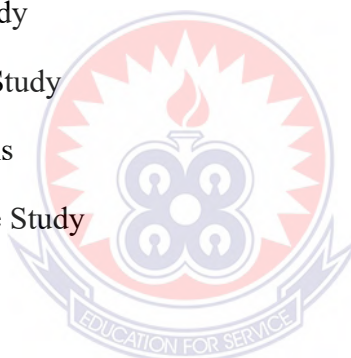
Every good and perfect gift comes from God. Therefore, I acknowledge the Lord for the strength, wisdom and good health to complete this task. He has been good to me in numerous ways. I wish to express my profound gratitude to my husband and children for their unflinching support to see me accomplish this task. God bless you.

Dr. Samuel Awuku, thank you for your encouragement and pieces of advice throughout the period of my work. I appreciate your effort. To my wonderful supervisor Dr. Alfred Kuranchie, I acknowledge your guidance and corrections. God richly bless you all.



## TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
ABSTRACT	ix
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Delimitation	7
1.8 Limitations	8
1.9 Definition of Terms	8
1.10 Organization of the Study	11
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>12</b>
2.0 Introduction	12
2.1 Theoretical Framework	12
2.3 Conceptual Review	18
2.3 Forms of Moral Decadence	20
2.4 Causes of Moral Decadence	30
2.5 Effect of Moral Decadence on the Educational System	50



2.6	Effects on Students' Academic Work and Social Life	51
2.7	Measures to Curb Moral Decadence among Students	61
2.8	Conceptual Framework	64
2.9	Summary of Emerging Issues	66
<b>CHAPTER THREE: METHODOLOGY</b>		<b>67</b>
3.0	Introduction	67
3.1	Research Paradigm	67
3.2	Research Approach	70
3.3	Research Design	70
3.4	Study Area	71
3.5	Population of the Study	72
3.6	Sample and Sampling Technique	73
3.7	Data Collection Method	74
3.8	Trustworthiness of the interview	75
3.9	Data Collection Procedures	77
3.10	Administration of the Instrument	78
3.11	Data Analysis Procedures	79
3.12	Ethical Considerations	82
<b>CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS</b>		<b>84</b>
4.0	Introduction	84
4.1	General Knowledge about Moral Decadence	84
4.2	Causes of Moral Decadence	93
4.3	Effect of Moral Decadence	97
4.4	Interventions Available in the School	102
4.5	Suggestions from Participant Teachers	104

4.6	Discussion of Key Findings	106
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>		
		110
5.0	Introduction	110
5.1	Summary of the Study	110
5.2	Key Findings	111
5.3	Conclusion	111
5.4	Recommendations	112
5.5	Suggestions for further study	113
<b>REFERENCES</b>		115
<b>APPENDIX: Semi Structured Interview Guide</b>		126





## ABSTRACT

The purpose of this study is to examine the causes and effects of moral decadence among secondary school students. The continual occurrence of chaotic and sometime criminal behaviour not only by the examined population but also the students of this country in recent times has since began to give cause for concern, particularly to parents, school administrators and the Government. The study deals with moral decadence among secondary school students in Fodoa Community Day SHS. The study adopted a qualitative research approach which aimed at finding the effect of moral decadence on the academic performance and social life of secondary school students. The phenomenological design was used for the study. Fodoa in the Kwahu-West Municipality is the area of the study. Population of the study comprised the students of Fodoa Community Day. The study examined the implication of moral decadence on the academic performance of students in Senior High Schools in in the Kwahu- West Municipality. Four research questions were formulated to form the study. The population of the study was 300 students. A total sample size of seventeen (17) students drawn through the purposive sampling technique was used in the study. Semi- Structured interviews were used for data collection. The result of the study showed that the causes of moral decadence are Poor parenting style, poverty and bad peer influence among others. The implication of moral decadence to academic performance among students of Senior High Schools are an exhibition of illicit sexual behaviour affects the academic performance of students, parent's negligence to their parental role has a negative impact on their academic study, indulging in prostitution affect the academic performance of students and environmental violence affects students' academic performance. The study revealed that there are many forms of decadence among secondary school students. These forms include weed smoking, illicit sex, disobedience to authority and truancy and absenteeism. The causes of the decadence were revealed as having effect on their academic and social life, and possible strategies for restoring the problem. Based on the above findings, recommendations were made to restore good morals among the students. The study recommends the need for the schools to periodically organize seminars and workshops for students, vigorous counselling sessions should be held for the students and parents should be empowered through awareness creation on the risks of irresponsible parenting.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The problem of immorality among the youth population is of universal consequence (Omonijo et al, 2018). It is a disturbing fact that the youth of these days are morally ruined (Umar et al, 2020). Students are the most affected group as far as moral decadence is concerned all over the world, of which Ghana is not left out (Britwum et al, 2020). Schools are characterized as places where children are shaped according to certain values and needs of the immediate society. The most important objective of education is to equip the students with ethical values (Gogo, 2020).

However, in an earnest effort to train students to attain the expected goals of education, they end up copying certain behaviours which do not conform to the school as well as societal values. In recent times, as opined by Chinedu et al (2020), maintenance of high moral standards and discipline in our society have been neglected and abandoned due to the influence of western culture. This calls for moral reorientation anchored on ethical christian principles. The attainment of educational goals all over the world have been downplayed by moral decadence (Adedayo, 2016). For instance, in the United States of America (USA), Dorn (1996) asserts that the moral fabric in the society has given way to amorality of public education and eruption of criminal activities. Elsewhere in Kenya, Gogo (2020) explains that moral decadence is a big challenge in their secondary schools. According to Muraina and Ugwumba (2014), there is high moral misconduct among youths and adults in Nigeria recently which have translated to institutions of higher learning where students display many immoral acts. Moral decay in Uganda as postulated by Okoth (2017)

has reached an alarming level and has affected almost every aspect of their lives. The situation of the Ghanaian society is not different in the sense that the society is now faced with a total deterioration in its moral, social, and educational values. However, the issue of morality has become a very controversial one because the society seems not to be aware of what is morally right or wrong (Njoku, 2016). Morality as described by Njoku as the astuteness or one's conduct and behaviours which enhance good conduct and fair relationship. He further asserts that morality is collectively upholding of certain beliefs, ideas, values and behaviours, rules and regulations which are considered good, right and acceptable by the society and to which members in the society are bound. The tendency and ability to identify what is right instead of wrong and as well practice it, gives it the moral virtues (Chinedu et al, 2020).

Thus, good moral behavior had been emphasized and echoed in the society right from the era of Socrates to Plato through the Aristotelian philosophy. Perhaps that makes Fredrick Herbert to say that the aim and indeed the total aim of education should be summed up under morality (Igba, Oka & chidimma, 2016). These authors assert that within the context of education, the public holds schools and teachers more accountable for students learning and behaviours. In an earnest effort of the society to bring up the young ones to fit into the society, inculcation of culture and positive attitudes into students normally begins at home and continues in the school (Okoideon et al 2019). Moral development takes place in the supposed moral contexts (Masath, 2013). The contexts include school, family (parenting) and religion. It is within the contexts where moral values of what is right and wrong are learned by children. Bronfenbrenner (1997), put forward that children develop in five social systems (microsystem, exosystem, macrosystem, mesosystem and chronosystem) which are

interactive. From the model, families (e.g. parents), school (e.g. teachers), peers (e.g. friends), church/mosque (e.g. religious leaders), media, government (e.g. policies, officials) and international organizations are responsible for children development and should relate to each other in their upbringing. These are what in this study are referred to as “*stakeholders*” of moral development. It is on this premise that the researcher seeks to explore the issue of moral decadence among secondary school students.

## **1.2 Statement of the Problem**

The phenomenon of moral decadence among students has been a problem since ancient days. But in recent decades, the canker has reached an unbearable level which appears to be collapsing societal values, beliefs, norms and ethical standards (Adebisi, 2018). According to Umar et al (2020), immorality in school implies not abiding by the agreed rules and regulations or guiding conducts resulting in unexpected behaviours which are complicated in nature. Recent studies have shown a higher percentage of Senior High Schools and University students engaged in various immoral activities such as examination malpractices, cultism, violence, cybercrimes, sexual immoralities, etc. (Adebisi, 2018). The recognition of moral decadence is widely acknowledged and there are initiatives by the government, traditional rulers, opinion leaders and parents to address this canker (Chillima, 2019).

Schools in Ghana have instituted various measures to help check the increasing cases of moral decadence emerging in secondary schools (Britwum et al, 2020). The authors further opine that in spite of these measures put forward by the stakeholders of education, moral decadence is still prevalent in schools. Many schools in Ghana are faced with serious challenge of moral decadence which Fodoa Community Day

Senior High School in the Kwahu-West Municipality is of no exception. This is because unlike the boarding schools where learners are closely monitored, Fodoa SHS is a purely day school where students reside in the community among people who are noted for notoriety. For this reason, students are normally exposed to all sorts of immoral acts as they move to and from school daily.

Report from the school's disciplinary committee records indicate that in the history of the school, there has been occasions when the Odikro (the traditional care taker) of the town, the assemblyman and the police had to intervene by arresting students who exhibited deviant behaviours such as substance abuse, examination malpractice, absenteeism, truancy, thievery, etc. As if that is not enough, there is still a widespread of this canker hovering round the Fodoa Community Day SHS. This therefore paints the picture that the level of porosity and erosion of morality in our immediate society is quite disheartening and unfortunate. Worse still, the students are the most hit of this evil. The question now is "how can those dimensions of moral decadence among Senior High School students be reduced"? Though the problem is alarming, limited research has been conducted on it within the Municipality making it difficult to come by information on the problem. More so, available data show that previous researchers used the quantitative approach in gathering their information but little on qualitative approach.

In a study conducted by Hagan (2010) she concluded that students get involved in sexual immorality through their own free will. However, nobody reported of homosexuality or lesbianism in the schools. Masath (2013) in a study conducted on "*Moral Deterioration: The Reflection On Emerging Street Youth Gangs*" using the quantitative approach emphasized that moral deterioration among the youth in

Tanzania is an alarming problem causing behavioural change which could easily lead to increase in crime rate. Gogo, (2020) postulates that most of the crimes in Kenya are committed by students coming out of schools and colleges and well-educated people. Gogo (2020) in his study on “The Contribution of Education to Moral Decay in Kenya Challenges and Prospects” using quantitative approach, he concluded that this is as a result of the fact that in most of the educational institutions, there is lack of emphasis on the concept of human development and nation building process. Fodoa Community Day Senior High School was chosen as the study area because it is the only community day school within the Kwahu West Municipality. Data from the school’s disciplinary committee indicate that since the inception of the school in 2016, there has been rampant occurrence of immoral acts perpetrated by students which is derailing the objective of the school.

According to the Social Studies Syllabus for teaching SHS, (CRDD, 2010), Social Studies is a study of the problems of society. It continues that ‘the subject prepares the individual to fit into society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future’. Therefore, since moral decadence is a threat to the society, it tends to defeat the rationale behind the teaching of the subject (Social Studies). To help curb this societal threat, there is the need to delve into what actually contributes to this problem, examine the forms of such acts exhibited by students and come out with measures that can be taken to curb this menace. To allow participants subjectively express their views and give meaning to their social reality, this study therefore, is situated within the framework of qualitative mode of enquiry in order to fill the obvious research gap.

### **1.3 Purpose of the Study**

This study explored the prevalence, causes and effect of moral decadence on the academic and social life among secondary school students of Fodoa Community Senior High School in the Kwahu- West Municipality.

### **1.4 Objectives of the Study**

The objectives of the study were to:

1. Find out the forms of moral decadence among students of Fodoa SHS.
2. Examine the factors that account for the immoral acts among the students
3. Explore the effect of moral decadence on the academic and social life of students.
4. Examine the interventions available in the school to curb moral decadence.

### **1.5 Research Questions**

The following questions guided the study:

1. What are the forms of moral decadence among students of Fodoa SHS?
2. What are the factors that account for the immoral acts?
3. How does moral decadence affect the academic and social life of the students?
4. What measures are available in the school to curb moral decadence?

### **1.6 Significance of the Study**

A society is made up of individuals through whose instrumentality a society becomes good, peaceful, orderly and worthy to live in. To maintain a peaceful and orderly society therefore, moral and character development of its citizens are of paramount importance. Placing this within the context of Ghana as a nation presupposes that the country should expect the exhibition of certain positive traits from her citizens that

would make them good members of the society. But the question now is “where did we go wrong”? This is because Senior High Schools are believed to be breeding grounds for indiscipline acts. Therefore, we have a cause to worry about this disturbing situation.

This research work will help identify and understand the forms of moral decadence among secondary school students and examine the history of their world view. The study will also contribute to existing literature that will be useful to other researchers. More so, other stakeholders like the Ghana Education Service (GES) and school administrations can fall on the data to institute measures that can be used in controlling moral decadence in our various secondary schools.

### **1.7 Delimitation**

The study was confined to the only Community Day SHS in the Kwahu West Educational municipality. The private schools and the only Public boarding school were not included because they would not be free to share confidential information due to their time schedule. However, every effort was made to ensure that sampling used was adequate to collect information required for drawing conclusions. Staff of the school’s disciplinary committee, students who have been in the school for at least two years, and students who have ever appeared before the disciplinary committee were preferred by the researcher as the main participants because they were the direct consumers of the phenomenon under study.



## 1.8 Limitations

The study was situated in the Kwahu-West Municipality. This is because the issue or problem of moral decadence is more prevalent among Senior High School students which has attracted serious attention of scholars and administrators within the municipality. The researcher admits that moral decadence among students demands a serious consideration and resolution because of its impediments to national growth and development. Though the study should have covered a wider area, due to its prevalent nature in the Fodoa township, the study focused on the moral decadence among students in Fodoa Senior High School in the Kwahu- West Municipality of Eastern region, Ghana. Some students agreed to schedule interview sections with the researcher, but wanted to decline to be interviewed since they did not want any information about them to go out. That notwithstanding, after the assurance of confidentiality and anonymity, they availed themselves for the study.

## 1.9 Definition of Terms

**Morals:** this is connected with the principles of standards of good behavior of what is right or wrong, and with difference between good and evil.

**Character:** this involves a particular combination of qualities that makes someone a particular kind of person. It also means a combination of qualities such as good virtues that are admired and regarded as valuable.

**Student:** this is a learner, or someone who attends an educational institution or a School

**Students' academic performance:** The outcomes of the teaching and learning process in terms of knowledge and skills in students acquires from schools as measures by scores obtained at the end of any examinations or a school program.

**Academic performance:** this refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (1995) Academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

**Counseling:** This refers to a process that uses the safety of a special relationship between the counselor and the counselee together explore the thoughts, feelings and counselor attitudes of the counselee with the objective of tapping the resources within the counselee to effect healing and change.

**Guidance:** Refers to all activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interest, abilities and potentials.

**Performance:** To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result.

**Secondary school:** Is a school which provides secondary education after basic school education.

**House staff:** this involves a selected group of teachers in a secondary school who are responsible for the overall leadership, smooth functioning, supervision, guidance and above all the students' safety and welfare

**Skimpy dress:** a very small dress which does not cover enough parts of the body

**Dean of discipline:** an administrator responsible for overseeing and managing the disciplinary process in a school.

**School clubs:** they are societies which bring students together to take part in various leisure activities and learn at the same time.

**Ethics:** The study of moral principles that govern behavior and the systematic approach to these principles.

**Values:** The beliefs, principles, and standards that guide a person's behavior and decision-making.

**Degeneration:** The process of moral or intellectual decline, especially in a society or culture.

**Virtue:** A moral excellence or quality; a good habit that leads to moral excellence.

**Corruption:** The process of becoming morally depraved or perverted; the state of being corrupt.

**Immorality:** The quality of being immoral or contrary to moral principles.

**Decay:** The process of deterioration or decline, especially in a society or culture.

**Society:** A group of people living together in a more or less organized community.

**Culture:** The values, beliefs, and behaviors that characterize a particular group or society.

**Behavioral change:** The process of changing behavior, especially in response to external factors or influences.

**Social norms:** The accepted standards of behavior that govern a society or culture.

**Consequences:** The results or effects of an action or decision.

**Responsibility:** The ability or obligation to make decisions and act upon them.

**Accountability:** The obligation to answer for one's actions and decisions.

**Principles:** The fundamental truths or values that guide behavior and decision-making.

**Integrity:** The quality of being honest, upright, and consistent with one's principles.

**Education:** The process of acquiring knowledge, skills, and values through teaching and learning.

**Norms:** The accepted standards of behavior that govern a particular group or society.

**Degradation:** The process of becoming lower in quality, value, or status.

**Decline:** The process of becoming less prosperous, successful, or influential.

### **1.10 Organization of the Study**

The study is organized into five chapters. Chapter One which is the introductory chapter consists background to the study, statement of the problem, purpose of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

Chapter Two deals with the literature review for the study. It talked about the theoretical, conceptual and empirical review of literature. Chapter Three comprises the methodology of the study. It covered sections on research paradigm, research approach, study design, area and population of the study, the nature and composition of respondents, method of data collection, sampling technique, data collection procedures, ethical consideration and analysis of data.

Chapter Four comprised data presentation, analysis, and discussion of research findings. Chapter five concludes the research with a summary of the findings, conclusion, recommendations and suggests areas for future research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a comprehensive analysis of the existing literature, magazines and other documents on moral decadence students aiming to identify the key factors contributing the issue and explore potential solutions. Thus this chapter deals with related works to the area of this research in relation to the prevalence of moral decadence among Senior High School Students under sub-titles to enable the researcher review these opinions. These key areas include: Meaning of morality, decadence and moral decadence, causes of moral decadence, parental influence, school administration influence, mass media influence. The chapter also highlights the theoretical framework as well as the conceptual framework for the study.

#### 2.1 Theoretical Framework

A theory gives an explanation of a work that needs to be analyzed critically. According to Sambrook (2011), any theory must be logical to explain something. What then is a theory? According to the Cambridge Advanced Learner's dictionary, a theory is a formal statement of the rules on which on which a subject of study is based or of ideas that are suggested to explain a fact or event or more generally, an opinion or explanation. A theory is a set of ideas put forward through the use of concepts, variables, hypothesis, prepositions etc. logically tied together to explain a phenomenon (Glaser, 2002). Many theories have been used in past studies to analyse moral behaviour among the youth. In this work, social development theories and behaviourist theory have been selected due to their importance. The theoretical

framework that underpinned this study includes: the virtue theory, the social learning theory and the ecological system theory.

### **2.1.1 Virtue theory**

This theory was put forward by Aristotle in the *Nicomachean Ethics*, (Ross 1999). The virtue theory suggests that the right thing to do in a given situation is what a good or virtuous person would do. Intuitively, this is an appealing idea, most, perhaps all of us want to be good people. So doing what a good person would do does seem to capture what we aim for when faced with moral decision. Therefore, morally upright human beings live and act in accordance with reasons and can be described as existing in a state of eudemonia. Van Zyl (2002) corroborates this view when he posits that the man who has had a good moral training either has already arrived at a starting point or principles of action. The ideal of living in accordance with reason and virtue, intuitively sounds right, but more can be said to make it more relevant. Aristotle argues that the right action is the action that would be performed in that particular situation by a virtuous person (Crisp, 2000). Aristotle thinks that part of acting virtuously is having the right kind of emotional reaction and to the right kind of level at a particular kind of situation.

According to Van Zyl (2002) “while this might fit with the way in which we model the moral behaviours of those that we can admire, how can we know that their habituated judgements and predispositions are right?”. The virtue theory is based on the premise that one is responsible for his actions and emotions, and that one’s irrational thinking is responsible for his harmful emotions and dysfunctional behaviour (Umar et al, 2020). In this study, the irrational behaviour is immorality. For instance, a virtuous person will not see any moral justification to engage in

immoral acts such as prostitution, drug abuse, insubordination, examination malpractice etc. The virtue theory focuses on developing good character traits and moral virtues. By applying the virtue theory, one can explore how the lack of these may contribute to moral decadence among students. It also encourages us to reflect on the values the society wants to instil in the students and how to promote a culture of moral excellence.

### **2.1.2 Social learning theory**

Another framework that can be useful is the Social Learning Theory which was proposed by Albert Bandura in 1997. Albert Bandura, according to Lou (2013) was one of the main proponents of this theory. The key tenets of the theory are that learning is a behavioural and cognitive process, which takes place in a social context (Edinyang, 2016). The principle of social learning emphasizes on the implications of following the example of someone whose action is then repeated. The theory of social learning suggests that learning takes place within social situations and contexts. The theory further examines how individuals profit from each other according to Ormrod (1999) and incorporates similar principles such as interpretation, imitation and modelling behaviour. According to the social learning theory, behaviour is dictated by the thought mechanisms of an individual, the atmosphere and the action itself. This implies that although affected by the external conditions, individuals decide their own actions. The theory of social learning emphasizes the role of observer learning about the existence and effect of models. This suggests the students engaging in unethical activities are more likely to have acquired the actions from their setting (Ormrod, 1999). It is believed that students learn through emulation of the aggressive actions and activities exhibited through adults and instructors (Ormrod, 1999).

Bandura and Walters (1963), on social learning and personality formation believed that visual models can be portrayed, rather than actual models, by oral, written directions, pictorially, or by a mixture of verbal and pictorial instruments. Pictorially presented models are shown in movies, television or other audio-visual displays while those in books are portrayed as fictional characters. The implication of this theory is that from their homes and peers, students who misbehave in schools are likely to have learned this behaviour. Most of the factors pupils may participate in unethical activities such as substance usage or vandalism of school properties may be that others do so, so if they may not replicate the conduct, they will be thrown out of their peer group. Children who frequently observe these actions among adults or between adults and children can experience antisocial or unethical behaviour (Docking, 1980).

In fact, most definitely abusive students from communities where wife-beating happens (Atieno, 2014). Soet (2005) claimed that most senior high school students who usually read novels, magazines, and watch television, they are most likely to be influenced by the characters they imitate. Parents and teachers become role models for kids as they mimic just what they are doing. It is firmly insisted by Mbiti (2007) that adults would note in particular that their lifestyle is like a textbook that the youth read on a regular basis. Therefore, it is important to remember that the students learn from their peers and adults as well as parents by modelling and observation. Moral decadence among students is encouraged mainly by copying or imitating those poor habits witnessed and praised by peers and the community (Atieno, 2014).



This theory suggests that individuals learn behaviours through observation and imitation of others. The theory could help understand how students acquire and exhibit moral values.

### **2.1.3 Ecological systems theory**

The ecological systems theory was propounded by Bronfenbrenner in 1979. This theory explains how human development is influenced by different types of environmental systems. Bronfenbrenner in his wisdom focused on a scientific approach emphasizing the interrelationship of different processes and their contextual variation. According to Darling (2007), researchers, policy makers, and practitioners are concerned with the opportunities and risks associated with how the youth spend their discretionary time outside the regular school day. By implication, Ecological Systems theory describes human development through the prism of the environmental interconnections and their impact on the force directly affecting psychological growth. The theory represents a convergence of biological, psychological, and social sciences (Darling, 2007). This theory argues that the environment you grow up in affects every facet of your life. And that if someone changes his environment, the person's attitude and behavior also change.

Bronfenbrenner's ecological system theory is important because it helps to understand why we may behave differently when we compare our behaviour in the presence of our family and our behaviour when we are in school or at work. In another development, Ettekal and Mahoney (2017) suggest that Ecological Systems Model can be useful to help understand the student's learning environments and to establish quality learning environments. Bronfenbrenner's Ecological Systems Theory proposed

that human development unfolds in a nested set of systems, involving cultural, social, economic and political elements, not merely psychological ones.

This theory as asserted by Dede and Ryan (2015), looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. According to Dede and Ryan (2015), this theory has recently been renamed "bio ecological systems theory" to emphasize that a child's own biology is a primary environment fueling his or her development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Dede and Ryan (2015), in their brain-work postulate that changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, there is the need to look not only at the child and her immediate environment, but also at the interaction of the larger environment as well (Ryan & Dede, 2015). According to Bronfenbrenner, the systems structure in his theory is such that development and socialization are influenced by the different width rounds or circles of the environment with which a person is in active inter-relation. This includes three significant assumptions:

- 1) that a person is an active player, exerting influence on his/her environment,
- 2) that an environment is compelling persons to adapt to its conditions and restrictions and
- 3) that an environment is understood to consist of different size entities that are placed one inside another, of their reciprocal relationships and of micro-

systems, meso-systems, exo-systems and macro-systems. (Bronfenbrenner 1979).

## **2.2 Conceptual Review**

### **2.2.1 Morality**

According to Iherue (2011), morality is a system of principles and judgments based on cultural, religious, and philosophical concepts and beliefs, by which humans determine whether given actions, are right or wrong. Morality has become a complicated issue in modern times, primarily because of the greater mixing of cultures and religions, each with its own ideas about good and evil. In the brain work of Muraina and Ugwumba (2014), they posit that morality comes from a Latin word “mores” meaning manners or patterns of behaviours that confirm the standard of a group that are considered by most members of that group to be right. Morality as a set of principles or ideas help the individual to distinguish right from wrong and to act on this distinction, (Adebisi, 2018). In effect, responsible and rational behaviour is expected from students but it has been observed that immoral and antisocial behaviour is increasing among them. Moral values are taught in moral education as acceptable, valuable and cherished qualities that are worthwhile in developing a sound character.

### **2.2.2 Decadence**

The word decadence according to Iherue (2011) is marked by decay or decline, relating to or having the features of the decline. By implication, it is a process of deterioration or decay or falling from a higher standard to a lower state. Decadence is seen as a temporal contrast or comparison, a body, a society or an artiste for falling away from something and better health, virtue tradition and so forth (Echeta, 2007 cited in Uche et al, 2017).

### **2.2.3 Moral decadence**

Moral decadence” in reference to the Oxford Advanced English Dictionary “Is falling to the low level of sound morality”. Hence, moral decadence is a situation whereby someone passes from a state of goodness to a lower state by losing qualities, which are considered normal, ethical and desirable. Iherue (2011) suggests that the word decadence is marked by decay or decline, relating to or having the characteristics of the decline. It is a process of deterioration or decay. According to Iherue (2011) it could mean a condition or period of decline with regard to morals. Decadence states a falling from a higher standard to a lower state. It is a process of decline or decay in a society, especially in its morals. Decadence can refer to a personal trait, or to the state of a society or segment of it. It is used to describe a person's lifestyle; it also describes a lack of moral and intellectual discipline.

In the Concise Oxford Dictionary, it refers to a luxurious self-indulgence. Moral decadence in the view of Muraino and Ugwumba (2014) is the process of behaving in a way that shows low moral standards. In furtherance, the authors postulate that it is the reduction in the moral values of a particular society. According to Afuye (2015), it means gross reduction in the moral values in a particular society. In addition, Afuye stated the forms of moral decadence as; cultism, rape, examination malpractice, Teenage pregnancy, students’ prostitution, sexual harassment, students’ demonstration, drug abuse, indecent dressing and so on. Ikini (2016) emphasized that moral decadence could take many forms and shapes depending on how it is being carried out in its assorted forms. Moral decadence is also a distinctive and unworthy element to progress. Acts of indiscipline if allowed to incubate under current

favourable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate (Ikini, 2016).

**Cultism:** this is a secret society or cultism as they are interchangeably used, could be defined as a more loosely organized and more individualistic groups, consisting of practices and ritual observances associated with propitiation of the spirits or particular divinity or group of super natural beings whose aims and objectives, functions and activities are kept secret from general knowledge.

### **2.3 Forms of Moral Decadence**

Moral decadence is a social issue which has been discussed for many years as one of the topics making headlines in the news especially in many parts of Africa and Western cultures. Literature suggests that the issue of moral decadence especially among the youth has been viewed as a substantial deviation of behaviours and cultures which significantly affect the norms of the society. The truth is that, in most parts of the world, moral decadence gives rise to the many unacceptable behaviours among the youth in the society and has always placed a huge burden on the government, traditional leaders, opinion leaders, parents etc.

According to Muraina, and Ugwumba (2014), moral misconduct commonly reported in most institutions of higher learning include rape, sexual abuse, robbery, school violence; cultism, examination malpractice, corruption and killings among others. In the words of Chinedu et al (2020), the texture of social life of contemporary society is riddled with family disorientation, divorce, marital infidelity, child abuse, high cost of living which have led to the escalation of other crimes such as ritual killings, child kidnapping, armed robbery, bribery and corruption which have become the order of

the day. Adebisi (2018) also postulates that higher percentage of secondary schools and university students engage in various immoral activities such as examination malpractices, cultism, violence, cybercrimes, and even sexual immoralities. In corroboration, Britwum et al (2021) described the types of moral decadence in their study as; cultism, malpractice of test, underage abortion, exploitation of students, sexual assault, selling of 'degree,' presentation of students, substance addiction, improper clothing, etc.

### **2.3.1 Truancy**

Truancy, according to Ikini (2016) is the act or habit of staying away from school without permission. The study asserts that most of the students leave their home every morning with the intention of going to learn but do not reach the school. According to Ikini (2016), some students run away from school for several reasons. This may include the fear of punishment, dislike for examination, the influence of various peer groups and constant stay away from school make them perform poorly in examination.

There are other times students engage in forced truancy. According to Enyiorji (2015), forced truancy is a phenomenon where students desire attending school, but for reasons beyond their control, they are prohibited from attending classes. Some of these reasons are teachers' strike action, students' poverty, lack of educational infrastructures, and unsafe educational environment (Enyiorji, 2015). Ikini (2016) emphasized in her study that "truants engage in truancy because of the feeling of inferiority among their classmates, laziness to class work, challenges of classroom test and assignments, verbal abuses and threats of classroom instructors, school phobia,

anxiety, bullying, lack of skills needed to perform well at school, lack of priority to education and academics”. (page 8)

### **2.3.2 Indecent dressing**

The purpose of a dress is to cover the body properly (Iherue, 2011). The author further emphasized that different occasions require different dresses or styles. Okafor et al. (2021) see dressing as an action of wearing clothes as a way of covering our nakedness as human being. Dress is not only about the clothing for covering but consist of all embellishments. According to Atencah, et al, (2018), in their study on “the Trend of Dressing Among Tertiary Students in Ghana: Implications for Control”, the way a group of people dress is one of the important ways of revealing our culture and its modifications in other societies. Indecent dressing on the other hand simply means deliberate exposure of one’s body to the public. This practice is contrary to the acceptable norms and values of the society.

In the view of Kwanuba et al (2020) indecent dressing is the improper and provocative way of dressing relative to the society or culture of the individual students. Opeoluwa (2020) corroborates this view that indecent dressing means any type of dressing that is not in conformity with the socially acceptable mode of dressing in the particular community of reference. In the brain work of Fareo and Jackson (2018), they view indecent dressing as the attitude of someone, male or female that dresses to show off parts of the body such as the breasts, buttocks, or even underwear that need to be covered. Hence indecent dressing is concerned with the exposure of vital parts of the body to the public, and flaunting it everywhere (Fareo & Jackson, 2018). Osagiogbare et al. (2015) postulate that indecent dressing is any form of dressing that is likely to offend others, or elicit sexual provocation. The authors

added that it is any form of dressing that does not properly cover the sexually sensitive parts of the body such as the armpit, cleavage, breast, thighs, buttocks, navel, the chest of a male, the back of a female, and so on (Osagiogbare et al, 2015). Ewulo (2016) opined that indecent dressing is any form of dressing that does not conform with the acceptable moral standard of decent dressing.

Atencah, et al. (2018) envisaged that wearing clothes that expose sensitive body part is offensive to decent people and this drifts the attention of people throughout their daily lives, encourage sexual harassment and sexual relationship among the youth, which can even affect the academic performance of the student. Dressing indecently is completely alien to our culture. This kind of immodest dressing was once rare in Africa, but today, it is gradually becoming part of us and at the same time, leading to the increase in the rate of immorality in both the Senior High Schools and our society as a whole. This act is termed as dress to kill is very common among the youth especially the females. They dress in such manner, all with an aim of looking sexy and attractive instead of dressing in a responsible way. Strapless clothes, bum shorts, short blouse, miniskirts/gown, cleavage shirts, sagging of trousers by boys and even girls are the major problems associated with dress decency today. As if this ugly act is not enough, some students also wear transparent clothes, thereby showcasing their body anatomy which ought not to be seen in public. These dressing forms are so many with more still coming up due to the progressiveness of fashion.

However, Atencah et al. (2018) opine that sometimes one wonders why students wear these clothes. Some people hold the view that it could be as a result of what they see in the media, poor parenting/moral upbringing, peer pressure and also a feeling of wanting to be among a particular group of people. It is obvious that one's image at



times saves him or her in terms of protection from bad people and false allegations but when it is the other way, it becomes very hard to redeem your image. People will never believe you because of a previous experience. (Coji, 2014).

### **2.3.3 Examination malpractice**

According to the Longman Dictionary of Contemporary English (5th ed.), education is a process of teaching and learning. However, the process of teaching and learning is evaluated through examination at the end of the learning period. Onyibe et al (2015) assert that examination does not only serve as a feedback for the trainer to ascertain the level of knowledge acquisition but also serves as a measure of knowledge retention by the trainee. Therefore, any misconduct or irregularity to distort the feedback and to give a false outcome of the process is referred to as examination malpractice. Adzrolo et al. (2022) postulate that examination malpractice which is also called cheating is an illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is any behavior considered as illegal by a candidate before, during or after an existing examination so that he or she can attain success easily and cheaply (World Bank, 2001).

In the brain work of Ampofo (2020) on “causes and effects of examination malpractices among junior high school students in New Edubiase”, he asserted that conducting examinations has become one of the major problems the education sector is facing recently in Ghana despite the strong measures instituted to ensure the security of examination papers. There are several ways adopted by students who perpetrate examination malpractice. Their mode of operation varies and in a study conducted by Onyibe et al. (2015), they opine that the malpractices range from impersonation, leakage of questions, tampering with results, and computer fraud to

fraudulent practices by invigilators. Folson and Awuah (2014) postulate that Ghana has had its own share not only in internally conducted examinations, but also the West Africa Examinations Council (WAEC) conducted examinations. It is only ordinary that ill-prepared and poor students develop the predisposition to cheat in an examination as the only means of covering up for their clumsiness. Similarly, Makaula (2018) conducted a study on examination malpractice and found out that; indiscipline among Senior High School students, insufficient students' preparation for the examination, the desire of students to pass the examination at all cost, lack of positive self-concept, lack of good study habits, laziness on the part of students and lack of teaching and learning materials cause examination malpractice.

Folson et al (2014) further assert that examination malpractice takes several forms which include leakage of examination questions for profit gain from WAEC workers. According to the authors, the WAEC officials work through agents who in turn work through their sub-agents who contact school proprietors and settle on final price to pay. One deplorable revelation by the authors was the fact that some agents even provide option for school proprietors to have the results of their students changed entirely for them before they are released (Folson & Awuah, 2014). They continued to reveal that WAEC officials who are assigned to send examination questions to examination centres also at times connive with policemen who accompany them and remove a paper and make photocopy or scan them onto the computer for onward distribution to subscribed schools or proprietors. There are other officials at the examination center whose primary duty is to keep custody of the examination questions. Such officials are also bribed to undermine the very obligation they are safeguarding.

According to Zakkah (2014), in some cases, perpetrators of examination malpractices would be residents of communities where examination centres are located. By implication, some school proprietors also pay huge sums of money to examination center officials, invigilators, Policemen and other unscrupulous persons to smuggle unauthorized materials into the examination room, specifically, solved questions on sheets of papers for distribution to their students. Another form of malpractice as postulated by Folson and Awuah (2014) is the use of mobile phones. For the fear of students facing outright cancellation of their entire results if found with mobile phones in the examination hall, they have devised a means of leaving them with people around the examination centres and when they are half-way through the Paper 1, they excuse themselves and go out only to look on their phones for the solution to the Paper 1 which are sent after the start of the paper (how shameful).

Njoku and Njoku (2016) agreed with Folson et al (2014) that examination malpractice takes different forms and can take place before, during and after the examination, and captioned them as pre-examination, examination and post-examination malpractices. Adzrolo et al (2022), lamented in their study that common observations made in examinations especially in Ghana, revealed that there is mass cheating in high stake examinations such as BECE and WASSCE, however, nothing concrete has been done to reduce the problem except the cancellation of entire results or withholding of results in certain subjects.

According to Arhin (2020), the Chief Examiner's Report (2019) indicated in its statistics following the conclusion of investigations into cases of examination malpractice detected during the conduct of the Basic Education Certificate Examination (BECE) that 173 candidates had their subject results cancelled for

sending foreign material into the examination hall; while 19 candidates had their entire results cancelled for possessing mobile phones in the examination hall; and 2,497 subject results was withheld.

#### **2.3.4 Student cultism**

Cultism, according to Johnson (2017) is defined as the activities or practices of a group of people with one common spiritual, religious or philosophical belief. Cultism can be defined as a ritual practice by a group of people whose membership, admission, policy and initiation formalities as well as their mode of operations are done in secret and kept secret with their activities having negative effects on both members and non-members alike (Ajayi, 2015 cited in Oyemwinmina et al, 2015). Cultism itself, according to history, started for a good cause, but over time things have changed (Johnson, 2017).

In a study conducted by a Nigerian author, Ekpenyong (2010), he emphasized that in the history of Nigeria, Secret Cult activities in the education system can be traced back to 1952 when the First African Nobel Laureate, Professor Wole Soyinka, and his peers, popularly known as the G7, founded the Pirates Confraternity. The study continued that the objectives of the organization at that time were to fight non-violently but intellectually and effectively against the imposition of foreign conventions, to revive the age of magnanimity, and to find a lasting solution to the problems of tribalism and superiority. Little did Soyinka and his colleagues know that they were making history nor did they realize that students and indeed youth radicalism was being given a boost towards the unleashing of a national vanguard. There are various secret cults now in our institutions of higher learning. They are called different names depending on the institution in which they are found. There are

those cults mostly meant for male students while there are some mostly for the female students. These various cults are usually in conflicts with one another during which many of their lives including those of the innocent non- members are lost. Most cults are referred to as secret cults because their activities and practices are hidden from the public and non-members. Members often swear an oath of allegiance or go into covenant with each other (Oyemwinmina, et al, 2015). By implication, they are meant to defend their beliefs and practices down to their very last breath. In Nigeria alone, a study conducted by Oyemwinmina, et al (2015) revealed that there are as many as forty-one (41) cult groups in operation.

### **2.3.5 Illicit sex**

Students in the senior high schools are adolescents, some are late adolescents and others are early adults who are mostly between the" ages of 15 and mid-twenties. These are youth at the peak of sexuality awareness and above puberty (Nwadiobi, et al, 2019). This has led to sexual experimentation and exploration often resulting in sexual promiscuity. In their own view, Nwadiobi et al (2019) opine that promiscuity is the practice of having casual sex frequently with different partners or being indiscriminate in the choice of sexual partners. The World Health Organization (WHO 2005) views sexual promiscuity as habitual activities whereby an individual trades his or her body, pride and well-being from one customer to another or from one place to another for financial, social and political remuneration.

Bulus et al (2008), cited in Nwadiobi et al. (2019) wrote that peer influence and economic influence are everywhere in the campuses where everyone wants to be a trendy girl or boy and ends up indulging in prostitution. A study conducted by Slap et al (2013) on "sexual behaviour of adolescents in Nigeria: cross sectional survey of

secondary school students” confirm that sexual activity is more common among adolescents from polygamous families. The authors emphasized that marriage and forced sexual intercourse are common among Nigerian school students and that may help to explain the association between family polygamy and sexual initiation before or during adolescence.

### **2.3.6 Drug addiction**

In the view of Njeru et al (2014), a drug is any substance which when taken into the living organism may alter one or more of its functions. The World Health Organization (WHO), defines drug as any substance other than those required for maintenance of normal health, which when taken into the living organism, may modify one or more of its functions (Ghodse, 2003 cited in Njeru et al 2014). Again, in medicine, drugs refer to any substance with the potential to prevent or cure diseases. Drugs can be legal or illegal (Njeru et al, 2014). Therefore, drug abuse refers to nonmedical use of drugs.

The authors further postulate that a substance is considered abuse if it is deliberately used to induce physiological or psychological effects or both for purpose other than therapeutic ones and when the use of the substances contributes to health risks or some combinations of these. It involves harmful use of prescription, non-prescription, and illicit drug and substances such as tobacco, Indian hemp, cocaine, morphine, heroine, alcohol, ephedrine, caffeine, glue, barbiturates, and amphetamines (Rahama, et al., 2018). Drug abuse affects the general population but the youth are most affected. It is very disturbing to note that available studies have shown that the age of indulgence has dropped to as low as 4 years (Njeru et al., 2014). The study reveals that students have now resulted to the use of alcohol, cigarettes, marijuana, inhalants

and methamphetamine while in school. Drug and alcohol abuse are essential problems that affect school-age youth at earlier ages than in the past. Most of the respondents indicated that learners who abuse drugs were indisciplined and engage in behaviours that affect participation in learning such as absenteeism, disrespect for teachers, failure to complete assignments, disruption of classes and daydreaming. These outcomes negatively affect learning and academic performance.

## **2.4 Causes of Moral Decadence**

According to Chinedu et al, (2020) a number of factors are responsible for the fall in moral and ethical values among the youth of today. Notable among them include; influence of peer group, socialization, poor parental upbringing, rise of discretion, social media influence, educational system, nuclear family system and very strict norms.

### **2.4.1 Nonchalant attitude of parents/ parental abandonment/parental and family influence**

Society produces many things including children properly raised by parents. Therefore, without children there is no future. Since the inception of psychology, parenting has been almost universally acknowledged as being an essential part of child development (Adnan et al, 2014). In times past, moral values and graciousness were seen as prominent in most teenagers. Dr. Shoiab in his publication “Declining Ethical and Moral Values Among Youth” *Vol.27. No (01)*, asserted that during such periods, majority of the youths then learnt respect, courtesy, consideration, decency, propriety, honesty and righteousness from a young age, and had enough self-discipline to hold on to these values. However, these moral values and self-discipline are slowly diminishing over the years, as most of the younger generation is gradually

disregarding these ethics. These cherished values have slowly faded away, as they mean nothing to these adolescents, as moral values and self-discipline are on the verge of disappearing. Chinedu et al (2020) attribute the degeneration of moral values in the society to varied causes. They posit that students engage in immoral acts due to lack of parental authority and domestic values, materialism, poverty and the collapse of discipline in our schools. A big part of our morality has to do with the world around us (Bonaya, 2015).

The whole, "nature versus nurture" comes into effect here. Whether or not the nurture of our parents can outdo our surroundings and vice versa (Bandura, 1977 cited in Bonaya, 2015). Parenting styles are understood in terms of the relationship between the parents and their children. One style differs from the other based on the degree of parental demands and responsiveness. Therefore, proper parenting depends on the style a parent adopts. This implies that parental control and upbringing plays a major role in character building of children since the home is the basic and primary agent of socialization. It is based on this reason that Chinedu et al (2020) postulate that the destiny of every state is fostered within the circle of family life. And that "the larger society, the nation, derives its moral tone fundamentally from that of the family". Hence, the strategic importance of domestic life in the moral life of the nation cannot be over looked. However, of late, the family and its traditional influence and values are under serious hassle in our society.

It is undisputable fact that parents play a major role in shaping their children's attitudes towards anything at all including morality (Obadare et al., 2015). This means that parents' attitudes toward morality affect their children's success in life. Parents



have been blamed on being responsible for the moral decadence in the society due to over pampering of their children.

In a speech delivered by The principal of City College of Education, Mararaba campus in Nigeria on 14<sup>th</sup> December 2015, Mr. Sunday Aikhomu, reiterated the over pampering as the factor destroying the future of students. He added that most of them “come to school with that home mindset and background hoping to be pampered, even as they misbehave towards the school authorities”. The principal cited an unfortunate situation where a parent approached him to help him talk to his ward so that he can be sleeping at home, when the responsibility is supposed to rest with the parents and not the principal. The extent of laxity on the part of some parents in recent times has affected the morality of most students to a large extent. “But it is better to have an educated child than to have a criminal,” the Principal said.

The Principal’s speech suggests that the bad trends being exhibited by students are as a result of misplaced opportunities and lack of moral guidance from both their parents and other concerned stakeholders in the upbringing of students in the country. This notion stems from the fact that effective and proper parenting goes a long way in to shaping how the children will behave in the future and affect the people and society around them. A study conducted by Panda (2018) concluded that parents should be aware that bringing up well-behaved children requires a thorough ability of how their behaviour is connected with their child’s behaviour. As a result, they should impart moral values such as respect and discipline to the children. That all parents have a responsibility when it comes to raising their children for no one will do it for them. In another development, Panda (2018) emphasizes that lack of parental support is a

major crisis behind pupils' lack of discipline. However, he identified lack of support from parents as the most fundamental factor that influences students' behaviour.

One crucial issue that can influence students' behaviour by a great margin is low income families. Besides, some parents use this excuse for escaping their parental roles. They usually pay less attention to their children's upbringing thereby shirking their responsibilities. In a study undertaken by Chinedu et al. (2020), they laid emphasis on the fact that in many homes, fathers have ceased to lead by exemplary lives. They concluded some have become over-indulging and permissive towards their children, to whom they have unwittingly issued tickets of indiscipline and immorality. Others have passively given way to the unedifying urging and claims of their spouses. Today the weak, irresponsible and indiscipline fathers have become a domestic liability of serious shared concern.

Acts of deviant behaviours or immorality demonstrated by a child is first ascribed to the home background which are principal to the results of poor parental upbringing, single parenting, and domestic violence, Ogbodo (2018) and Arewa (2018) cited in Ngoji et al (2020). Although teenagers may not have the same decision-making capacity as adults, parental influences can affect the way that a teen behaves and makes choices. In particular, parental behavior plays an important role in how teenagers make decisions. For example, if a teenager sees his parents acting impulsively or making poor choices such as neglecting household responsibilities or skipping work, the teen might believe that he is entitled to make similar choices.

Among the Yoruba's in Nigeria, Fasoro (2012) cited in Adebisi (2018) opines that the various families and the society at large imparted moral values to the young ones through proverbs, storytelling, myths, religion chanting etc. The type of proverb to be uttered would depend on the context or situation at hand. For instance, despite the fact that the Yoruba did not condone a situation in which youth would be disrespectful to elders, they also expected the elders to put themselves in a position of honour. Some of the proverbs suggest that the youths are expected to greet the elders first. However, there is also a proverb which says that the elders too ought to be alive to their social responsibilities because, "When the big rat grows old, it feeds on the milk of its young ones". However, it is not the case that Yoruba proverbs were always coined to split the interests of the elders and those of the youths (Adebisi 2018). There were also proverbs which heartened mutual respect and cooperation. Such proverbs include:

According to Gogo (2020), "A child's arms cannot reach the high shelf; an adult's hand cannot enter the mouth of a gourd; the right arm washes the left; the left arm washes the right that is how both arms may become clean". All these proverbs show that parents as well as the family have the responsibility in the moral development of the individual child. Therefore, they should be considered when we talk of moral values and the inculcating of moral values in the learners (Gogo,2020). In furtherance, Gogo postulated that from the society the child gets the informal education in the early years of age. This early age is crucial in molding ones moral behaviour that need not be ignored because it is the first role that the community plays in the process of moulding the learner's morality.

In another development, Basome (2018) opines that poverty is one of the causes of moral decline in secondary schools. He further concluded that many families live in total poverty to the extent that they cannot meet the expense of all the necessary requirements needed at their children's school. This implies that since parents have the responsibility of sponsoring their wards' education from ages, should they neglect this role in any way the children end up getting involved in immoral activities like fornication, drug abuse and among others. It is so unfortunate that parents especially mothers go through pains to have a child delivered and after spending much money and time for the naming ceremony or christening, they devote little or no time to bring up the child well. Imagine, most parents leave home as early as possible and return late at night. They spend a large sum of money to send the child to expensive schools but are never around to monitor the child's behavior.

#### **2.4.2 Family breakdown**

Apart from parents being too busy to be parents, the breakdown of the family is now on ascendancy and it seems like people have accepted it as an order of the day. In the view of Moyo (2017), if the family cannot do what it was created to do, humanity will suffer the consequences. And that children are left alone and are starved of intimacy and connection. The same with their parents, who are starved of intimacy and connection.

Moyo (2017) asserts that parents are not connecting to each other and with their children. The family no longer gives the affection it should offer. People now just stay together as individuals and not connected to each other all because there is little coaching and teaching on moral values. This leaves children to learn by themselves and from one another.

### 2.4.3 Peer influence

According to the Oxford dictionary, a peer is a friend or acquaintance or a person that is around the same age with you. Most often, it is someone you know at school, church or mosque, at a social gathering or work place. Pressure means a push or force. Therefore, put together, “Peer Pressure” means a push coming from people around the same age with you, whom you tend to hang out with.

Peer relations have an influence on the moral development of individuals. Biang and Klett (2015), postulate that children of school going age develop moral judgment and a valid understanding of the opinions and rights of others as a result of playing and peer influence. As a result, this will affect the development of their moral judgment. This implies that children’s morality can be affected both positively and negatively by their peers. Moral development is one of the important developments that need to get prime motivation because it is the basis of a person’s action, good or bad behavior. Moral becomes the determinant of a person’s behaviour, such as self-control, social behavior, sharing, and empathy (Berkowitz and Grych, 1998 cited in Djohari et al, 2018). From the foregoing, it is evident that peer pressure can exert a powerful influence in children’s morals, because friends play a more significant role in teens' lives. Furthermore, the new ability to think abstractly enables the young ones to recognize that rules are simply created by other people.

According to research, playing with peers provides children with important opportunities to discuss feelings, expand thought processes and knowledge, and experiment with language and social roles (April, 2011). The researcher concludes that by so doing, some of children's behavior with their peers are influenced by what they learn from their parents and siblings. Basome et al (2018) argue that peer

influence has been noted to impact on a child's moral upbringing but the wider responsibility rests on the entire society. Although adolescents tend to engage in risky behavior more around peers than alone, peer groups can provide an arena in which adolescents can learn, clarify and maintain norms for social behaviors as well as practice these behaviors, promoting socioemotional competence during a time when youth are attempting to form moral values. In their attempt to copy and learn from their peers, they are tempted to do or say things they would not normally do or say which in the long run tend to affect their moral development. According to April (2011), giving in to the pressure to dress a certain way is one thing, and going along with the crowd to drink or smoke is another, as well as engaging in sexual promiscuity and examination malpractices. Although peer pressure can influence a person to do some things that are relatively harmless, those things that have more serious consequences cannot be downplayed.

Djohari and Hernawati (2018) opine that poverty also has a huge impact on the individual being influenced by peers. According to Hastuti (2014, cited in Djohari and Hernawati, 2018), poverty is associated to the state or lack of finances to meet the needs of all family members, hence, the young ones paying heed to the instructions and way of life of their peers. By implication, the individual student succumbs to the way of life and moral values of the peers who are able to help them financially. So, the peer group becomes a vehicle to impart knowledge and disseminate ideas as well as imbibe values. This is because, everyone wants to belong and feel accepted. And the fear of being rejected or left out can be threatening. As a result, many students go into drugs and alcohol, cheat at school or at examination rooms, stealing, engaging in

premarital sex and rebel against their parents, guardians and other people merely because their classmates or friends do so.

#### **2.4.4 Social media influence**

Social media is an internet-based form of communication with platforms which allow users to have conversations, share information and create web content (Stine, 2015). Social media can also be seen as a collective term for websites and applications that focus on communication, community-based input, interaction, content-sharing and collaboration. Mobile applications make these platforms easily accessible. Some popular examples of general social media platforms include Twitter, Facebook and LinkedIn (KyungSun Kim). In the past, the social communication of *people* depended on face to face meetings: (Alshare, Alkhaldeh & Eneizan, 2019). However, with the development of culture and science, human communication capabilities increased with lack of dependence on the direct, face-to-face relationships (Alshare, 2018; Mostafa & Eneizan, 2018 cited in Alshare, et al., 2019). Oshariveh (2015) in his study, “social media and academic performance of students” observed that the world has been changed rapidly by the evolution of technology; and that this has occasioned the use of technology as the best medium to explore the wide area of knowledge.

Social media network in today's life is one of the platforms of information dissemination and communication convenience to shape, reinforce and maintain social ties from the whole world. However, social media is also able to contribute negative impacts to some teenagers especially for Senior high school students through attitude and behaviour changes (Noradilah et al, 2017). Noradilah et al. (2017) were of the view that transformation in the 21st century education system is all inclusive that emphasizes the mastery of computer usage, and the internet is very encouraging.

The world of social media is indeed a fascinating one for especially the youth. This is not surprising as it is generally acknowledged that the youth, by their nature are more disposed to social communication technologies.

Although social media has some positive impacts, studies have found that exposure to social sites is largely responsible for moral decay among young individuals. In a study conducted by Basome et al (2018), they posit that this decay primarily emerges from influences from western culture that the young people absorb via the different social media platforms. It is not all bad, because social media can also help children's moral development (Mganga, 2006). Mganga aptly emphasized in his study that nearly three quarters of parents who use social media on a regular basis reported seeing content with a positive moral message at least once a day including humour, appreciation of beauty, creativity, kindness, love and courage. That notwithstanding, the negative influence of social media on moral development cannot be overlooked. Certain behaviours that rear their ugly heads include: fear of missing out, isolation, depression and anxiety, cyberbullying and self-absorption. A fear of missing out (FOMO) can keep individuals returning to social media over and over again. Many of them use social media as a “security blanket”.

Cyber bullying is rife on the internet and the young people experience it or see it at some point (Blair Morgan, a Research Fellow within the Jubilee Centre for Character and Virtues). By implication, social media has both benefits and drawbacks. When you use it productively, it can be a tool of immense help but over usage can become a silent enemy. Thus, the students as users have to learn to balance and not allow themselves to be controlled by this technology. For instance, social media has caused addiction to users which unfavourable consequences are enormous. Human



communication has entered the fifth phase that emphasizes interactive communication with internet-based and computing technologies that witness the second media era to be introduced. According to Samsudin, (1995 cited in Noradilah, 2017) the adolescents admit that their role models are able to influence them in terms of clothing, hair, behavior, association and speech. Adolescent moral turmoil is associated with deviant problems and the media is said to play a role in raising moral turmoil by emphasizing things and also nurturing the potential impact. Mensah et al (2019) assert that in Ghana, there has been a considerable rise in the usage of social media over the past few years. And that the growth of social media usage can be tied to the advancement of communication technology, that is, increase in the usage of smartphones and the ease of access to broadband and mobile internet. They concluded that students may form a chunk of social media users in Ghana as research has shown that social media is largely used by young people. In their effort to ameliorate the communication gap, they are exposed to its 'negative' use. In furtherance, Mensah et al (2019) postulate that sexual attraction, is one of the reasons why students use the social media. The students use much of their time on social media, mostly between 1 to 7 hours a day.

Interestingly, the amount of time spent on social media has a relationship with the moral development of students. According to Al-Smadi (2017), students' engagement on social media turn to create a crisis and lead to behavioral deviations, extremism, exaggeration, terrorism, atonement, bloodshed and infringement on money and chastity. By implication, social media is responsible for a great extent for structuring the minds of next generations youth and teens. They are always exposed to the harsh cruelty of human beings being done around, the violence gives a negative impact on

the minds, and gradually the moral and sense of the youth starts declining. Apart from this, a number of studies have found associations between increased social media use and depression, anxiety, sleep problems, eating concerns, and suicide risk, (Burton 2002). In effect, social media has the power to influence individual beliefs, attitudes, and behaviours. In the social effect, the information creates common knowledge of a norm and enhances social coordination as individuals more readily accept the information if they believe others have also accepted it.

Bonaya (2015) postulates that our students in the Senior High Schools are negatively influenced by social media on their moral life path. He asserts that it is so disheartening to see most of these students left on their own and assume that they are educated and free to choose their life. Their families in most cases are busy with their own work and thus end up not monitoring their children's moral life. Most concentration is given on academic and hard work of their children (Bonaya, 2015). Most of these social media sites often provide room for users to upload and share pictures and videos. Unfortunately, these provisions have been abused as many users share nude pictures of themselves or celebrities wearing skimpy clothes while some appear wearing their pants or trousers below their waist in the name of sagging. Also, some of these social networking sites such as face book, also have provisions for advertisements in which some of the so called trendy mini-female clothes are advertised for users (Bonaya, 2015).

In another development, although students use the social media to gather information about academic work, health topics that are hard to discuss with others, such as drug use and sexual health, teens easily believe in love with the person they meet online which easily lead them fall to the trap of sexual predators, fraudsters and other

miseries (Lenhart, Ling, Campbell, and Purcell, 2010, cited in Bonaya, 2015). Therefore, it is obvious that immorality is on increase on social media despite the benefits it has on the human life. As students fall prey to such miseries in their bid to use the social media, they also learn to practice same. Despite the unrelenting effort of parents, psychologists and critical stakeholders including government at different levels to change the downbeat influence of social media on the decline of family values, the society is becoming an unspeakable society where moral decadence not only thrives, but is accorded a pride of place by teenagers and even adults in the community.

Undeniably, according to Morgan (2017), the amount of time students spend online suggest that social media use can actually influence users' personality and character. In his assertion, recent research for example, shows that there is a link between social media use and narcissism, and that the use of social networking websites may have an adverse effect on social decision making and reduce levels of empathy. According to Mesch (2009) cited in Osharive (2015), participating in online social networks increases the likelihood of being victimized online, or, cyber-bullied which can be so embarrassing.

#### **2.4.5 Socialization**

As soon as a child is born in a family, it is an up-hill task for the members of the family to give him/her proper socialization. This is because, the child is helpless and completely a dependent being (Oyeoku, 2012). Socialization is the lifelong process of preparing an individual to live within his or her community and generally be accepted to fit into the society at large. Building a better child essentially depends on how today's children are brought up and nurtured to become responsible citizens of

tomorrow. Agents of socialization have the delicate responsibility and duty to ensure that each and every action has a positive bearing on future generations. The good book (Holy bible) says in Prov. 22: 6 that “train up a child in the way he should go: and when he is old, he shall not depart from it” This saying is as important for the child as it is for the youths who are mostly found in the Senior High Schools. In a world where development continues to take place and societies rapidly move with latest developmental trends; it is very important for young ones to hold on to moral values taught them in their childhood. This is because the basic task in socialization in every culture is the communication of moral standard, shaping and enforcing the practice of “good” behaviours in the development child. The specific values and behaviour regarded as good, however varies among culture. The child is expected to learn the rules of his or her society and experience emotional discomfort or guilt violating them and satisfaction when conforming to them (Odeh & Ate, 2022).

Odeh and Ate (2022) argue that in as much as societies continue to change, there are certain principles that genuinely focused societies want to strictly adhere to. In another development, these scholars assert that the youths are being faced with peculiar problems in their societies that tend to challenge their moral stance, they are surrounded with people who have thrown morality aside and are “making it”. And that society tends to favor those who can do almost anything to attain power and money and even celebrates corruption in several ways. Notwithstanding this, youths have the power that lies within them to bring about the societies they want. In as much as they continue to observe such unacceptable practices, they can choose to make a positive impact in society by the way they live. Still, the world celebrates men

and women of great values who held on and continue to hold on to values that are undeniable and true.

In a study by Ume and Dominic (2021), they assert that the family which is the base structure of every society must make the effort to put wrongs things right with regards to restructuring their value systems. According to them, this is necessary because most young ones learn from the elders in their families and if truly there has to be a positive change in society, the family must play its role as the major primary agent of socialization in the society. In the brain work of Khan et al, they postulate that moral development involves children's learning to differentiate between right and wrong; to use this information to make right conclusion while facing complex choices and having the freedom and strength to act in line with the right choice. That is to say, to "do the right thing" regardless of whether it may be the suitable thing to do (Khan et al). Morality and moral development are influenced by a number of features such as children's understanding of peers, family members and adults, as well as their growing emotional, physical and cognitive needs and social skills (Kohlberg, 1969 cited in Khan et al).

#### **2.4.6 The educational system**

Education prepares young people to lead orderly life as adults by introducing them to the norms, values and sanctions of the larger society. They learn general rules of society such as punctuality, discipline and responsible work habits essential in their future career position during schooling. Education appears to be the most appropriate vehicle to help change and build a worldview that is more in line with the aspirations of people in the context of moral development. According to research, the school, as the chief agent of social transmission, has a key role to play in moral building, in

equipping individual with the necessary intellectual, emotional, social and moral resources to engage in a common process of valuation and decision taking in a multicultural context.

Every enduring community has a moral code and it is the responsibility and the concern of its adults to instill this code in the hearts and minds of its young. Since the advent of schooling, adults have expected the schools to contribute positively to the moral education of children Leming (1994) posits that If education is understood to be the process by which we prepare children to enter adult life and to shoulder the responsibilities that it entails, then this process must be seen as one of the core pre-occupations of any society as it sets down the conditions of its survival and success. The historical evolution of religious teaching in Ghanaian schools is closely associated with the involvement of the Churches in education. Though the basic aim of education is to equip students with the knowledge and skills which would enable them procure employment; as postulated by (Trurkkahraman, 2012 cited in Githaiga, 2018), they are also trained to adjust better to the society and acquire virtues so they could be responsible and moral citizens (Trurkkahraman, 2012). A good moral reasoning education will initiate students into cultural traditions which will shape their moral identities in the process (Nord & Haynes, 2013).

The gap between the material and spiritual progress as an important cause of the present degeneration of moral value poses serious danger to the human race (Carmen et al, 2018) Therefore, it is absolutely important to teach moral values in students because it is then that they take their first steps towards life, and it matters that they do it right. Sari (2013) postulate that these moral values shape their attitudes, beliefs, and ideas and help them develop into undeterred and morally strong individuals. And to

effectively do this, Sari argues that Education is the best way to teach moral values to the students. It therefore needs educators or teachers and strategies to deliver the materials. But the way the society feels toward peers, teachers, staff and leaders at school affect their moral life. They feel guilty because teachers blame them if they fail. And so they start to develop negative behavioral traits and the kind of relationships children develop in schools become critical to their positive development. The question now is “how does the school contribute to the moral laxity among students than home? In answering this research has shown that in most of cases, schools contribute through excessive tolerance of inappropriate behavior. Parents may enforce strict rules and set clear limits, but these may not be the same as the expectations at school. Though school has an obligation to foster the students to become persons who act in a morally correct way, you can teach norms easily, but you cannot teach easily to obey the rules unless you teach ethics. Therefore, teaching ethics in school is important. The moulding of children in our schools is a shared responsibility between the school authorities and parents. Unfortunately, however, some parents have lost the war against indiscipline of their children. They rather look unconcerned and in some cases. Some parents in some cases often charge on teachers when disciplinary measures are instituted against their wards.

It is an undisputable fact that Students’ disciplinary problem in our senior high schools today has become so worrisome. As asserted by Ademuyiwa (2021), it has become a canker worm that has eaten deep into the fabric of the educational system which seems so difficult for school authorities to handle and bring sanity back to our schools. Sadly, acts of utter vandalism, destruction of school property, drug addiction, truancy and delinquent behaviour and in the recent time, attack on teachers, drug

addiction even in the class and the school promises have now become the order of the day in our senior high schools. In the view of Gogo (2020), educational institutions lack the concept of human development and nation building in the education process. Therefore, the emphasis is rather on money-making and materialism resulting in the gradual erosion of values among learners and the society. Gogo (2020) further postulates that until this trend changes replacing with the provision of value-orientation in our education system, our survival as a nation that acquires its due place in the world will be in vain.

Obiukwu and Chukwu (2019) in their study argue that the enforcement of moral standards in our schools rest on the shoulders of the teachers and the school administrators. But neither of them can enforce morality if they are immoral or even amoral. “For a blind man cannot lead a blind, else they will all fall into a pit”. It is for this reason that Tahseen et al (2020) concluded in their brainwork that the system of education provides the learners with an opportunity to equip themselves with moral values, skills, and competences that assist them in effecting personal and community positive changes. They further assert that since teachers play an important role as moral agents, students consider them as their role models. Therefore, the understanding and beliefs of teachers regarding moral education play a pivotal role in grooming the personality of the learners.

Similarly, Tahneri et al. (2016) assert that for a better and more balanced understanding of values condition in schools, there is the need to know how teachers themselves evaluate where their values and students’ values are headed, understand prioritize what is at stake in their lives and the moral principles they behaved which are deeply embedded in everyday life and they are vital though they are always



ignored. In furtherance, they conclude that school individuals including teachers, parents and students, their emotional and moral conditions are representative of every country's condition. Thus, the way they evaluate and justify reflect the whole society's moral landscape.

According to (Kabir Adeniran) The curriculum in our schools, both basic and secondary and programmes in general that would be tailored towards the achievement of both the moral and academic aspects of education are not fully achieved in our educational system. This is due to society's reliance on paper qualification. This has deflated ethical fulfillment of education in the life of our youth. Hence, it is concluded that the failure of education policy is a major cause of decreasing ethical standards in society.

It is so worrisome that moral decadence has eaten deep into the fabrics of our senior high school system. Eremie and Nwagbogwu (2018) observed in their study that without conscience most senior high school students engage in examination malpractice just to pass their exams especially in external exams like WASSCE, leading to mass cancellation of results and with-holding of the results of some individual subjects in some schools and centres. For a society like Ghana that desires growth, development and stability, this is not healthy. A study carried out by King'gala (2000), cited in Okari, (2018) in selected schools in Kenya showed that the type of schooling has an influence on the immoral behaviour among students. According to him, indulging in immoral acts was frequently reported about students who attend Day schools rather than those who attend Boarding schools. This is because in Boarding schools, learners are closely monitored while day school students are normally exposed to all sorts of immoral acts as they move to and from school daily.

#### **2.4.7 Religion and moral instructions**

Moral decadence among students has been very disturbing that everybody is expressing a deep concern over it considering the speed of its occurrence and the associated danger it has brought to many of those addicted (Oyederan, 2020). Perhaps, the attention of the religious leaders has been drawn to this canker, hence their earnest effort to address this national outcry. The Holy book (Bible) declares that “Children are assets of God” and also the future leaders of every nation. It therefore behoves on those who matter to bring them up in a way to fit into the society. On the 2<sup>nd</sup> of September, 2014, Reverend Professor Seth Aryeetey, the Resident Pastor of Faith Presbyterian Church of Ghana, Accra, expressed worry about the increasing level of indiscipline and immorality among the youth especially those in the senior high schools despite the proliferation of churches. He said levels of teenage pregnancy, armed robbery; drug abuse and disrespect for authority among today’s generation were unacceptable.

According to Rev. Prof Aryeetey, as he addressed a conference dubbed “touching the Minds and the Hearts of the Next Generation – Our challenge” at the opening of a five-day National Pastors’ Conference in Accra, there is the need to equip men of God with the knowledge of the word of God and to give them adequate resources to minister to the youth by way of instilling good morals and character development into them. The problem stems from the fact that there is a missing link between religion and modern education, that is liberal and moderate religions. Religious and effective moral instructions are now thrown to the wind. The ever-increasing wave of churches does not help either since most of these new churches are business oriented (Adewoye, 2017). The much needed morality is not guaranteed but the Gospel has

turned into rich offering which brings more blessing and not what good must I do to be saved and to help live harmoniously with each other.

## **2.5 Effect of Moral Decadence on the Educational System**

Moral decadence is not without consequences. According to Ogundele et al. (2016), series of immoral acts that are perpetrated among the students tend to relegate the quality of education to the background. They further assert that the high perpetration of immoral acts and behaviour among the erring students diminishes the integrity of the certificates and the rate of education received by students. The highly esteemed respect accorded teachers hitherto is now strained, likewise teacher-headmaster relationship, disrespect for school heads have all amounted to immoral acts (Chinedu et al, 2020).

Morally, Dankano et al (2017) assert that students are otherwise disobedient to their teachers and their senior students at school. This results from students' unwillingness to learn. They then go to the extent of engaging in exam malpractices and worst of it, forging certificates when the need arises. Louw (2009) in his view argues that education currently in the home, school and community does not convey a positive value system to learners - thus perpetuating the problem of a decline in the value of the educational system. This can endanger the society as a whole. A critical look at relevant literature indicates that these problems are mainly caused by a lack of commitment on the part of the value transmitters (parents, teachers and other adult community members) in their educational task of imparting values to the new generation (Louw, 2009).

## **2.6 Effects on Students' Academic Work and Social Life**

### **2.6.1 Effect on academic performance**

Academic performance for the student is also seen as the extent to which a student has achieved his educational goals (Wikipedia, 2012). Academic performance of students in the classroom is very important as this is capable of determining whether the student is doing well or not. Stakeholders of education such as Parents, Teachers, School Administrators attach so much importance to students' academic performance that if the students are not able to perform well academically, they see all other efforts of the students in the school programme as a total waste. These people assume there are no other activities for the students in the school environment aside the academics, hence academic performance defines the totality of the child in his school life. On the contrary, it is important to note that there are many factors that determine the level of a student's academic achievement, chief among these factors is social adjustment.

In fact, academic performance has been seen as a term used for students based on how well they are doing in their studies and classes. This definition tends to see academic performance as the culmination of all the activities of the student in the school. This means the student's academic performance is measured by the extent to which he has reached the educational goals he set for himself.

The school authority measures academic performance in several ways which include homework, a number of standardized tests and even examination. By this method, areas of strength and weaknesses in a student's academic career are determined and evaluated in order to improve on the learning process of the student.

In a study conducted by Nzusa (2009) she asserted that immoral acts exhibited by students interfere with students' learning which prevent them from realizing their potentials to the fullest. Due to this, their academic performance is negatively affected. Britwum et al (2020) are of the view that the prevalence of moral decadence among senior high school students should not be overlooked because moral decadence among students could lead to students being traumatized, low academic performance, school dropout and reduction in literate population.

As the use of mobile devices, such as cell phones, has proliferated in academic settings in recent years, new challenges are faced by institutions of higher education and their faculties (Tindell et al., 2012). There is no doubt that students tend to experience low academic grade when married to the social media platforms. When an umpteen time is dedicated to social media, academic time is affected (Ogbonnia et al, 2020). The high rate of being in the social media platforms of Children goes a long way to affect them in their studies. A student who usually reads from 7pm to 10pm seldom does that because he needs to check his WhatsApp or Facebook friends by 8pm; and when he does that, he refuses to come back to continue his studies even after 10pm because of interesting issues of discussion initiated by his friends online. Because of this, he does not concentrate anymore to increase his knowledge base and he is eventually going to be affected during examination. So, too much of everything is bad especially to children. As with just about everything, social media should be used in moderation. Studies have shown that adolescents and even students who are on Facebook too much have lower grades (Rosen, 2011).

According to a study conducted by Tindell et al (2012), in advanced countries where students are allowed to use cell phones in class, a good number of them expressed concern about the distraction caused by the use of cell phones in the classroom during contact hours. Osharive (2015) shares opinion with Tindell et al (2012) when he postulates in his study that since the advent of social media sites in the 1990s, it is presumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. He opines that the educational system is faced with so many challenges which have certainly brought about a rapid decline in the quality of education. This stems from the fact that there is a deviation, distraction and divided attention between social networking activities and students' academic work. By implication, students devote more attention to social media than they do to their studies. Instead of students reading their books, they spend their time chatting and making friends via social media and this has a negative toll on their academic performance, because when you do not read, there is no way you can perform well academically. It is a common sight of late to see a student chatting in sensitive and highly organized places such as church, mosque and classrooms (Osharive, 2015).

Some are so carried away that even as they are walking along the high way, they keep chatting. Many concerned parents have also expressed their worry of not getting the attention of their children and wards as they seem to have been carried away by the fascinating world of social media networks all to the detriment of their studies hence affecting them academically. According to Osharive (2015), this phenomenon has become a source of worry to many who believe in knowledge and skill acquisition. Since the current generations of teens live in a fast-paced technological world with many different types of communication happening all at the same time, it has greatly

affected the performance of students in both English Language and Literature in English.

Children who are seen as the leaders of tomorrow and being placed to be trained in senior high schools have swerved to the use of drugs. For others particularly with opioids drug addiction begin with exposure to prescribed medication or receiving medications from a friend or relative who has been prescribed the medication (Richard, 2018). This act in no way contributes to the development of the students and the expected output of these students can greatly diminish their academic performances because of their tenacity to drug addiction (Dankano et al., 2017). The authors conclude that students have become so addicted that they ignorantly depend on one form of drug or the other for their various daily activities such as social, educational, political, and moral among others. Such drugs include, indian hemp, cocaine, morphine, heroin, alcohol, ephedrine, madras, caffeine, glue, barbiturates and amphetamines, (World Health Organization, 2003).

Students eventually depend on these drugs for their survival contrary to their health pattern. According to Zahradden (2020), young people who persistently abuse substances often experience an array of problems, including academic difficulties, health-related problems (including mental health), poor peer relationships, and involvement with the juvenile justice system. Amongin (2017) further observed in a study conducted that smoking affects school achievement of students, and that those who have ever smoked are more likely to decrease attentiveness, cognitive, and memory functions. They might also have difficulty remembering information and verbal learning impairment. Masenga (2017) agrees with Amongin (2017) and asserts that result of some researches have shown that consumption of drugs by school going

youth do not only decrease their academic performance, but also lowers their Intelligence Quotient (IQ) and make them vulnerable to crime.

Sexual awareness of children and youth at the school level is also an issue. This is another phenomenon that affects students greatly. Wylęły (2019) describes prostitution among students as sexual sponsorship. When analyzing a study conducted, Wylęły (2019) defined sexual sponsorship as an arrangement consisting of meetings in exchange for gifts and material help especially among students. It appears that 1 in every 20 students in the senior high school level provides sexual services for money, mostly male students who are also involved in cybersex on the Internet. It is very disturbing that the growing prevalence of prostitution in an academic environment increases the public health risk indicator. What is more, the student involvement in the sex industry has a negative impact on their academic performance (Oyeoku et al., 2014).

Nwadiobi et al (2019) asserted in their study that sexual promiscuity could have adverse effects on the life of students, institutions and also affect their academic achievement negatively, since the practice makes them to go out with some unknown clients. These authors concluded that there is the possibility of these vulnerable students to fall into the hands of ritual killers and kidnappers knowing that when one accepts money for sex he or she gives the customer the authority and power to decide on what kind of sex style that will take place. Available data suggests that timing of first sex is negatively associated with high school dropout, and there are few controls for students' academic background.



Cultism among students is another abnormal behaviour which has become the order of the day so much so that some students of senior high schools have become so much attached to it that they seldom take their studies serious. In recent past, cultism was limited to students of higher institutions only but today, participation in cultic activities has been rooted in some of the senior high schools. A study conducted by Udoh and Ikezu (2015) conceded that the issue has assumed horrifying proportion in most Nigerian high schools as cultic violence thrives even more. The authors concluded that cultism affects the schools tremendously, both in the standard of education and in the area of discipline.

According to Mbah et al. (2018), the prevalence of cultism in campuses are directly or indirectly linked to many secret cults in the wider society. These youths in the various schools are enticed with material and non-material gains. The students are used as political thugs to kidnap and murder innocent people, by virtue of being members of such societies (Mbah et al, 2018). The brain work of Mbah et al (2018) concluded that the attendant negative influence of cultism on students' development cannot be underestimated because, their proper character and academic excellence are compromised. The authors assert that these students hardly prepare for classes and examinations properly, leading to punctuality and regularity problems which adversely affect their academic performance and achievement. As a result, some resort to unacceptable means of passing their examination to cover up the lapses created. Such means include sorting for marks and examination malpractices. It is an undisputable fact that some of these acts have led to character deformation and poor academic achievement.

According to Ashiagbor (2019), examination malpractice is an action and practice that undermine the credibility of examinations posing serious threats to the quality of the education system and the attainment of its selective goals. The author further stressed that examination malpractice derails the purpose of an examination which is expected to assess students' ability in specific education disciplines (Ashiagbor, 2019). However, Dughah (2015) lamented that the incidence of examination malpractice in West African Senior School Certificate Examination (WASSCE) papers at senior high schools has become an annual ritual which is of great worry to all stakeholders such as WAEC, the government, schools, parents and the public in Ghana.

Adekunmisi (2017) concluded in a study that there are several forms of examination malpractices. Such forms include, leakage of question papers, impersonation, smuggling of unauthorized materials, use of electronic assisted materials, use of intimidation/threat and indecent language copying, irregular activities inside or outside the examination hall, collusion, mass cheating, Distant or remote examination centers, non-submission or tearing of answer scripts, unauthorized passing of information, and insult/assault on supervisors/invigilators/inspectors. This threatens the integrity of examinations and damages the authority of those responsible for conducting them. Ampofo (2020) revealed in his study that examination malpractices bring total loss of trust in the educational system. It can also reduce enrolment of students in school, due to frequent cancellation of results which discourages good students/candidates from studying hard, derives innocent students' opportunity for admission (Ampofo, 2020). On the job market, it decreases job efficiency. It brings dissatisfaction on the part of the candidates, renders the goals of education invalid. It is a common knowledge that students who cheat in examination obtain certificates

which they cannot defend (Ampofo, 2020). The author further asserts that examination malpractice has reduced the quality and standard of education in the country, which has adversely affected national productivity as the certificates some workers possess are not backed by commensurate knowledge, skills and values. The problem of moral decadence reduces the value of education and destroys the human capability for leadership and good citizenship. It also lowers the academic integrity of the institutions. This problem makes employers of labour lose confidence in the educational system and the credentials that are paraded by job seekers (Adekunmisi, 2017).

Lastly, examination malpractice leads to high educational wastage as those who cheat to pass examinations at a lower level, achieve very poorly at a higher level. Silver Emerald International School in an article supporting the view of Ampofo (2020) states that the nature of examination malpractice in our societies has resulted in high turnover of incompetent graduates by institutions of higher learning. It can therefore be concluded that the persistent rise in moral misconducts among students of senior high institutions pave way for their poor academic achievement and subsequent decline in the quality of students being turned out from these institutions of higher learning.

### **2.6.2 Effects on social life of students**

Apart from moral decadence among students causing low academic performance, it could also lead to students being traumatized, causing school dropout and reduction in literate population. Some students stay away from school for several reasons. Some of these reasons include family poor standard of living, whereby parents cannot provide necessities of life for their children. Such students would not want to be in the class

so as to avoid embarrassment from teachers and even their peers. Other students engage in truancy because of selfish interest or bad influence from peer groups. In fact, this particular case presents the most common factor, causing a reasonable number of students not making themselves available in school. Some of the students prefer spending time in parties, visiting their boyfriends, sugar mummies, sugar daddies and play stations instead of being in classrooms engaging in useful activities. The most painful thing is that so many times, their parents might not know what their wards have been up to and even when they know, they could do little or nothing to make amend.

Those problems reduce the value of education and destroy the human capacity for leadership and good citizenship (Theophilus, 2018). This tends to lower the academic integrity of the institutions and destroy peace, security progress and real development of the society, collectively, indiscipline lead to anti-human behaviors that have failed all. They have also become more susceptible to peer pressure, low self-esteem and mental ill-health (Dankano et al., 2017). According to these authors, a number of studies have found associations between increased social media use and depression, anxiety, sleep problems, eating concerns, and suicide risk.

Oyeoku (2012) postulates that there is a high health risk in prostitution due to the fact that people engaged in unprotected sex are considered to be the main source of sexually transmitted diseases such as syphilis, gonorrhoea and the dreaded HIV/AIDS. Many of these diseases are incurable and may lead to death or permanent health disorder as emphasized by Oyeoku, (2012). It has also resulted in gender based violence, unwanted pregnancies and abortions. Many students involved in sexually related activities have been victims of ritual murders, violent rape, and other physical

injuries. Some of them become emotionally wrecked for life even after they leave school and get employed. One disturbing fact is that cultism creates insecurity incessantly and students are unsaved continually without stopping. In an online publication on effects of cultism on Nigerian youth by Ifeanyi (2018), the author outlined several effects of cultism. The effects include untimely death, loss of moral values, incomplete education, substance and drug addiction, behavioural disorders, unrealizable life ambitions, mental illness, spiritual problem, fear and possible loss of family members. Johnson (2017) corroborated the view of Ifeanyi (2018) by giving out the effect of cultism as violence, deaths, exam malpractices, intimidations and oppressions of students and teachers as well as sexual assault.

Sometimes people tend to forget about the fact that for every action, there is a reaction. And that provocative dressing can lead to rape and other sexual assaults. As a result of what some ladies wear, they might be lured into prostitution by their peers. They may also be influenced to join one cult group or the other. Also, a lady who dresses indecently may be seen as a harlot even though she might not be a harlot (Okafor et al., 2021). This indeed gives women who engage in such acts a bad image. I believe strongly that indecent dressing can devalue a woman because it exposes what forms her treasure. To the males, it gives them this image of irresponsibility. To an extent, dressing indecently to a church may portray the pastor as weak and spiritually not sound. One amazing thing is that some of these dresses bring about uncomfortability. For instance, a lady who wears a mini skirt won't have much freedom in sitting comfortable or when entering a vehicle or a motorcycle. Sadly, most ladies have been sexually abused because of their mode of dressing. Indecent dressing, according to Okafor et al (2021), could lead to sexual harassment, ritual

killing, tendency to steal, unwanted pregnancy, lying, contraction of HIV/AIDS, poor performance in school work and prostitutions.

## **2.7 Measures to Curb Moral Decadence among Students**

In order to restore the moral values of the society and ensure adherence to the status-quo, there is the need to train the youth while in schools especially those students in Senior High Schools in a way to fit into the society. A study conducted by Britwum et al (2020) concluded that school administrators, teachers and students must be sensitized to the negative effects of moral decadence on students by means of conducting lectures, conferences, talks and symposia because this may go a long way in abating the problem.

Britwum et al. (2020) emphasized that the Ghana Education Service should also establish training programmes for pre-service and in-service personnel that are adapted to the school setting and keep teachers up-to-date with new techniques in coping with decadence problems for children. Also, the Directorates of Education and the head teachers ought to improve counselling facilities in schools for children. It could go a long way to avoiding a scenario in which the world might lose much of its population in the immediate future, because moral decadence might cause certain students to drop out and become drug addicts. The findings of a study conducted by Njoku and Njoku (2017) agreed that parents should be proactive in ensuring that the type of relationship their children keep are good because it exerts great influence on the behaviour of the child. These scholars further opined that, parents and teachers be encouraged to exercise more power in instilling discipline both at home and in the school as a means of checkmating children's excesses before it becomes their permanent way of life.

Adedayo (2016) agrees with Britwum (2020) that teachers as educators should see themselves as agents of moral values by emphasizing the importance of those things that are either destructive or constructive to one's life. Enyinnaya, (2015), also asserts that the larger community such as non-governmental organizations should make concerted efforts to reach out to students and other youth in order to properly address issues of immorality. If churches take back their schools, they will discipline both the teachers and students and some order will prevail as suggested by (Koth, 2017). Parents may also seek professional advice regarding the type of video games and television programs that children should be exposed to. There should be good orientation and re-orientation programs for students on the dangers of immorality, (Njoku, 2016). Masath (2013) suggested in his study conducted on "Moral Deterioration: The Reflection On Emerging Street Youth Gangs" that moral education should be given to the whole society. This implies that a child does not belong to a certain family but the whole society. In view of this his/her success or failure does not only affect his/her family, but the whole community. Thus, parenting should be a community responsibility rather than parent based responsibility.

Adedayo (2016) is of the view that teachers should see themselves as agents of moral values by emphasizing the importance of those things that are either destructive or constructive to one's life. The author further postulates that attempting to encourage or inspire students, prizes that reward various levels of moral excellence should be constantly awarded to deserving students. In another development, Adedayo (2016) suggested that Senior High school education should be taken very seriously by parents. Thus proper monitoring or guidance of their children becomes important when these children start secondary school, where their characters begin to be formed

either positively or negatively. In his conclusion, Adedayo (2016) asserted that the government, no doubt, has a major role to play in checking moral erosion by providing the necessary infrastructure that can make life more comfortable for citizens, especially students in the various public Senior High Schools. According to Gogo (2020), to resolve the issues of moral decadence, the education system should provide compulsory moral classes to all students. That teaching methods should not be examination oriented but be interactive and learner-centered for the development of all faculties of the learner. Okobia et al (2016) postulate that schools should establish religious clubs which can serve as a good medium for religious and moral teaching. Perhaps, if the current competency-based curriculum is implemented properly then it could help change the society.

There should be the institution of guidance and counseling services to help handle the problem of immoralities in youths within the families and at schools (Chidimma, 2016). Iherue (2011) in his study recommended that there is urgent need to mobilize and motivate the people by disseminating and propagating ideas which promote national pride, solidarity and consciousness. The author also suggested there should be promotion of an educational system that motivates and stimulates traditions and values, namely, respect for humanity and human dignity, for legitimate authority and dignity of labour, and respect for positive moral and religious values.

Chukwu & Chiemeka (2019) observed that parents' eager to instill moral discipline into their children must begin to set restrictions on their social media usage and availability, depending on the age and maturity of the children. Basome et al (2018) suggested in their study that there is a need to employ more methods of moral formation and transformation that would also cater for the secularly corrupted



students instead of only relying on the religiously based approaches. They further assumed that the new approaches would however review the previous traditional methods which proved to be workable and adopt some. A study conducted by Adzrolo et al (2022) concluded that school authorities should do well to provide favorable teaching and learning environment to ensure effective academic work in schools and also heads of Senior High Schools should strengthen public education for students on the effects of examination malpractice. By so doing, it will reduce the rate of examination malpractice to the barest minimum.

## **2.8 Conceptual Framework**

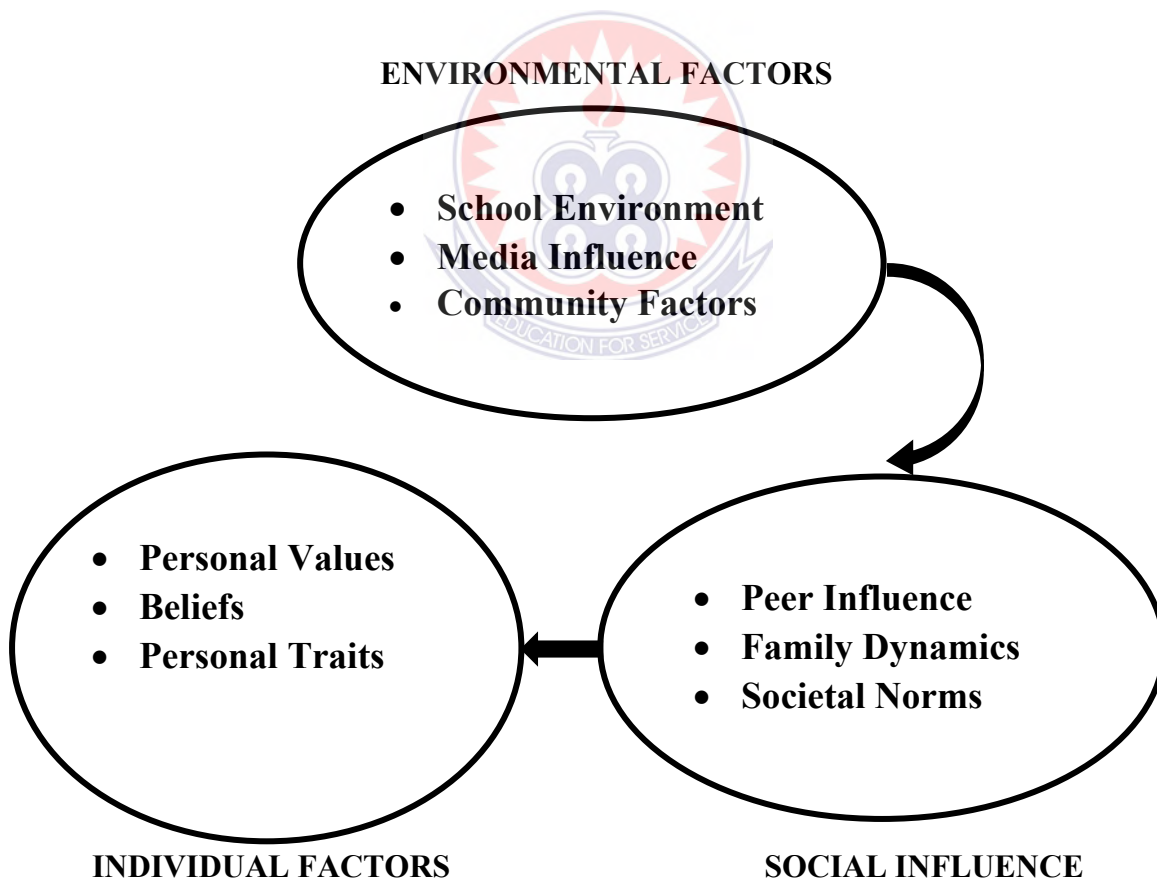
The conceptual framework adopted for the study is based on the idea that moral decadence among students is influenced by various factors. These factors can be categorized into three main components: individual factors, social factors, and environmental factors.

Individual factors refer to the personal characteristics and traits of students that may impact their moral behaviour. This includes their values, beliefs, attitudes, and personality traits. For example, a student's personal values and beliefs about right and wrong can shape their moral decision-making.

Social factors on the hand, involve the influence of others on students' moral development. This includes the impact of peers, family and broader societal norms. Peer influence, for instance can play a significant role in shaping students' moral attitudes and behaviours. Family dynamics and the values transmitted within the family can also have a strong influence on students' moral development.

Lastly, the environmental factors encompass the broader context in which students live and learn. This includes the school environment, media influence and community factors. The school environment, for instance can provide opportunities for moral education and character development. Media, such as television and social media, can also shape students' moral perceptions and behaviours. Additionally, community factors, such as the prevailing social and cultural norms, can influence students' moral choices.

By considering the three components and their interactions, the conceptual framework provides a comprehensive lens through which to understand and study moral decadence among students.

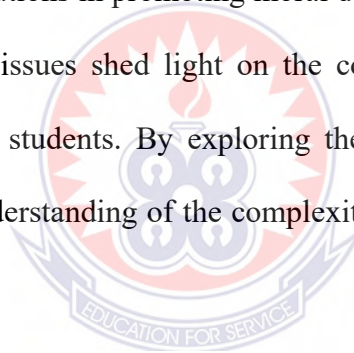


## 2.9 Summary of Emerging Issues

In the literature, several emerging issues have been identified regarding moral prominent issue is the influence of social media platforms, which can expose students to negative behaviours and values. Peer pressure is another significant factor, as students often feel compelled to conform to certain behaviours to fit in.

Additionally, the lack of parental guidance and supervision can contribute to moral decline among students. Also, the impact of modern technology, such as easy access to inappropriate content, has also been highlighted as a contributing factor.

Another emerging issue in the literature on moral decadence among students is the role of educational institutions in promoting moral development and addressing moral decay. These emerging issues shed light on the complex dynamics that shape the moral landscape among students. By exploring these dimensions, researchers gain more comprehensive understanding of the complexities surrounding moral decadence among students.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discusses the operational frame work within which the facts of the study are gathered. It covered sections on research paradigm, research approach, study design, area and population of the study, the nature and composition of respondents, method of data collection, sampling technique, data collection procedures, ethical consideration and analysis of data. The researcher identified, specified and discussed the possible methods which are applied in carrying out the study. Qualitative techniques of data collection and analysis were used to yield an authentic report on the relationship between moral decadence and students' education and social life. The research set out fundamentally to study moral decadence among students of Fodoa Community Day SHS of the Kwahu West Municipal Education Directorate and its effect on their academic performance and social life. The study will make use of both primary and secondary types of data. The primary data were obtained through the conduct of interviews, while the secondary data were obtained from books, journals, Newspapers, printed and electronic materials. The chapter covers the following sub-headings: research paradigm, research approach, research design, population of the study, sample and sampling technique, method of data collection, administration of data, data analysis and ethical consideration.

#### 3.1 Research Paradigm

The study adopted interpretivist paradigm also termed as subjectivist paradigm. According to Nickerson (2022), a paradigm defines existing knowledge, the nature of the problem(s) to be investigated, appropriate methods of investigation, and the way

data should be analyzed and interpreted. In the view of Nickerson (2022), interpretivism is an approach to social science that asserts that understanding the beliefs, motivations, and reasoning of individuals in a social situation is essential to translating the meaning of the data that can be collected around a phenomenon.

In the brain work of Kuranchie (2021), it is viewed that knowledge is value-laden and that multiple realities that are there can change. Kuranchie (2021), further posits that reality is viewed with different lenses and the succeeding information gets filtered through many different people. This implies that knowledge comes from many realities rather than one reality (Lincoln and Guba, 1985; cited in Kuranchie, 2021). Creswell (2014) agrees with Lincoln and Guba (1985; cited in Kuranchie, 2021) that interpretivist adapts a relativist ontology in which a single phenomenon may have multiple interpretations rather than a truth that can be determined by a process of measurement. With interpretivist perspective, researchers tend to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalize the base of understanding for the whole population.

This paradigm was adopted because of its diversifying views to look into the phenomena. Interpretivist researchers cannot only describe objects, human or events, but also deeply understand them in social context. In addition, researchers conduct these types of research in natural setting by utilizing key methodologies to gain the insider's insights of investigation's objects to provide with more authentic information related to the object of research (Tuli, 2010). This is based on the assumption that; human life can only be understood from within. According to interpretivists, individuals have consciousness (Kivunja, 2017). This means that they are not merely coerced puppets that react to social forces in the way that positivists

mean. This has the result that people in a society are intricate and complex. Different people in a society experience and understand the same "objective" reality in different ways, and have individual reasons for their actions (Alharahsheh & Pius, 2020; Bhattacharjee, 2012).

Moreover, this paradigm is perceived to be a key method of interactive interview which “allow researchers to investigate and prompt things that we cannot observe, researchers can probe an interviewee’s thoughts, values, prejudices, perceptions, views, feelings and perspectives” (Wellington & Szczerbinski, 2007). Thus, valuable data collected provide the researcher with better insights for further action later (Wellington & Szczerbinski, 2007).

This paradigm was adopted because the interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects as opined by Creswell (2014) Hamersley (2013) and Pham (2018). One advantage of using interpretivist methods of research is that the responses are valid and close to the truth. With the individual mattering they give a good reflection of how people are truly feeling often providing an accurate picture and measuring what the researcher set out to measure. Another reason for using the interpretivist design was that it allows the participants to give more personal and in-depth responses. Interpretivist methods of research also focuses on the individual rather than the responses collectively which allows the respondents to provide answers with feeling and meaning and also detailed responses.

### **3.2 Research Approach**

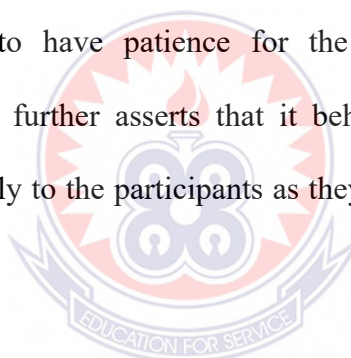
The study adopted a qualitative research approach aimed at collecting rich data. According to Kuranchie (2021), qualitative research focuses on small scope or few issues but requires careful investigation into them. The researcher employed an interpretive approach to arrive at the research conclusions. Kuranchie (2021) postulates that qualitative study approach involves arriving at an understanding of the social space by analyzing the worldview of the target group. It assumes that the interpretation social actors give to events is important in constructing their reality (Kyereko, 2020). Adzahlie-Mensah et al (2017) corroborate this view when they assert that qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraint that shape enquiry. Creswell (2009) is of the view that qualitative data are a source of well-grounded, rich description and explanation of processes in an identifiable local context. The study rested on the qualitative interpretive approach as its philosophical assumption. Accordingly, this research constructed knowledge by focusing on moral decadence among students of Fodoa Community Day SHS.

### **3.3 Research Design**

The study made use of the phenomenological design. A phenomenological study describes the meaning for several individuals of their lived experiences of a certain concept of phenomena, unlike narrative study which reports the life of a single individual (Kuranchie 2021). It implies that the design focused on describing what all participants have in common as they experience a phenomenon. Kuranchie (2021) asserts that it consists of identifying a phenomenon to study, bracketing out one's experiences, and collecting data from respective persons who have experienced the

phenomena. The researcher then analyzed the data by reducing the information to significant statements or quotes and combines the statements into themes. Following that, the researcher developed a textual description of the experience of the persons (What participants experienced), a structural description of their experiences (how they experienced it in terms of conditions, situations, or context), and a combination of the textual and structural descriptions to convey an overall essence of their experience.

The researcher deemed phenomenology as appropriate for the study because the intention of the study was to understand the lived experiences of students who have experience moral decadence of any kind. Kuranchie (2021) proposes that the researcher is required to have patience for the participants to pour out their experiences. The author further asserts that it behooves on the researcher to pay attention and listen closely to the participants as they share their experiences with the phenomenon of interest.



### **3.4 Study Area**

The study was conducted in Fodoa Community Day Senior High School which is within the Kwahu West Municipality. In the 21<sup>st</sup> century where educational management is moving past the normal brick and mortar structure to a more participatory and inclusive system of management, community involvement and engagement is inevitable. It is against this backdrop that the then government introduced Community Day Senior High Schools. This was when the Fodoa Community Day Senior High School was birthed. The school was commissioned in October, 2016 for full operation.



The town within which the school is located hosts mostly cola nuts traders, a business which is key among the other businesses. Loading bags of cola nuts and other foodstuffs into big trucks is a full-time job for vulnerable boys who are normally joined by most students that does not allow them time to attend school regularly. These children are therefore prone to all sorts of social vices perpetrated by some adults they mingle with.

### **3.5 Population of the Study**

The target population of the study was students and teachers of Fodoa Community Day Senior High school. The participants were carefully selected to represent the multiple voices within the school setting who the school has built dossier on in connection with moral demeanour. This category of students was identified with the help of the senior house staff, chairman of the disciplinary committee and the SRC patron. In total, the researcher intended to interview twenty-one (21) students and three(3) staff members of the school. The actual number of interviews was determined when sample population reached its point of saturation. To ensure anonymity and confidentiality, all names used in this study to represent participants were pseudonyms. All interviews were conducted by the author as the primary researcher. Thematic analysis was adopted in the analysis of the data through the identification of common themes that emerged during the interviews. All interviews were coded and subsequently drawn into thematic categories. Thematic analysis provided the research with the flexibility that is needed by drawing patterns from interviews regardless of how complex or simple they were. Adopting thematic analysis served as a foundation for the qualitative work. The thematic analysis of the data was guided by Braun and Clarke's (2015) cited in Maguire and Delahunt, (2017) guide regarding the utilization

of the approach; thus, themes that will not occur often and those that will not be not salient to the work will be discarded

### **3.6 Sample and Sampling Technique**

Taherdoost (2016), describes a sample as a small population of the target population carefully selected for the study. Sampling is important because one can learn something about a large group by studying few members of the group thus saving time and money. A total of twenty-four (24) participants comprising twenty-one 21 students and three (3) staff members (teachers) of Fodoa Senior High school formed the sample for this study. The criteria used in getting the sample was firstly, students who have spent at least two years in the school and secondly, students who have ever committed offense in connection with immoral acts and have appeared before the disciplinary committee. Teachers who have sat on cases of immoral acts by students were also part of the sample. Creswell and Creswell (2018) posited those five to twenty-five (5-25) respondents can be used for qualitative research. However, total sample of participants in this study was based on data saturation. Thus, interviews were conducted until the researcher realized that there was no new information to be shared by the participants. In that sense, the number of participants interviewed was recorded as the sample for the study.

Background information of participants was collected by the researcher covering areas such as gender, age and residential status of student-respondents as well as staff members. This information was collected in order to understand and give perspective to the response given by students in terms of their knowledge in the subject phenomenon under investigation.

A purposive sampling technique was complimented by convenience sampling technique with the target population usually forming cliques. This was important because it helped to facilitate access to the target population.

### **3.7 Data Collection Method**

The study utilized semi-structured interviews to find out moral decadence among students of Fodoa Community Day Senior High School. According to Maurtvedt (2017), through interviews, we can gain access to the observation of others, and learn about people's interior experiences, and what they perceive and how they deduce their perceptions. The interviews conducted for the study took the form of individual in-depth interviews. The benefits of this data collection instrument include the ability to compare the data, increase speed and accuracy of recording and facilitate data processing (Creswell & Creswell, 2017). Maurtvedt, (2017) postulates that individual interview is a method where the researcher interviews a single individual who has "knowledge" about the topic. This afforded the participants the flexibility to express their views while being guided by the overarching aim of the research. It is beneficial to use individual interviews as opposed to group interviews in qualitative research in the sense that the informant will not be influenced by the presence of other informants (Maurtvedt, 2017). The interviews were conducted with students who have ever exhibited one moral misconduct or the other within the school environment and teachers who sit on cases of moral misconduct.

### **3.8 Trustworthiness of the interview**

Trustworthiness of the interview guide were discussed under the following sub-headings: Credibility, dependability, transferability and confirmability.

#### **3.8.1 Credibility**

The researcher employed probes to elicit detailed responses. Also, interactive questioning were used of which the researcher returned to issues previously raised by the respondents and extract related data through prompts. Also, the researcher gave the interview guide to the supervisor to scrutinize before the study. The feedback that were provided by the supervisor helped to offer fresh perspectives that enabled the researcher to refine some of the questions if the need be. Then, member checking was employed in checking the credibility of the interviews. Thus, the audio recordings of the interviews were played to the respondents after each interview for their confirmation. Kuranchie (2021) shares this view to assert that member checking helps participants to confirm and affirm their responses for the study. This allowed the participants to consider whether their words match what they actually intended to share. The likelihood of losing no data is very high (Kuranchie, 2021). This is in line with what Tobin and Begley (2004) posited that member checking is an important technique that qualitative researchers use to establish credibility. Tobin and Begley (2004) further argued that in using this technique, the data, interpretations, and conclusions of the study are shared with participants.

#### **3.8.2 Dependability**

In order to ascertain the dependability of the interviews, the processes within the study was reported in detail. This would enable the researcher to repeat the work, if not necessarily to gain the same results. The study also provided a detailed description

of the research design by describing what was done in the study and why it was done. This supports Kuranchie (2021), assertion that there is the need to show how the research instrument will produce same results if used by a different researcher. In the view of Tobin and Begley, (2004) the idea of dependability emphasizes the need for the researcher to account for the ever-changing context within which research occurs. To achieve dependability, researchers can ensure the research process is logical, traceable, and clearly documented (Tobin and Begley, 2004). When readers are able to examine the research process, they are better able to judge the dependability of the research (Denzin & Lincoln, 2013).

### **3.8.3 Transferability**

Korstjensa and Moser (2017) view transferability as the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents. According to Kothari and Garg (2014), transferability means the extent of the degree to which the results can be generalized or transferred to other contexts or settings. This implies that transferability may be seen as the generalizability of inquiry. In qualitative research, this concerns only case-to-case transfer (Kothari & Garg, 2014). As such, the researcher cannot know the sites that may wish to transfer the findings; however, the researcher is responsible for providing thick descriptions, so that those who seek to transfer the findings to their own site can judge transferability (Lee, 2013). The researcher facilitates the transferability judgment by a potential user through thick description (Korstjensa & Moser, 2017)

In this study, a sufficient thick description of the phenomenon under investigation were provided which allowed readers to have a proper understanding of the thesis report. For this reason, readers were able to compare the instances of the phenomenon

described in the research report with those that they have seen emerge in their situations.

#### **3.8.4 Confirmability**

The researcher took steps to help ensure that the findings of the study were the result of the experiences and ideas of the respondents, rather than the characteristics and preferences of the researcher. To this end, beliefs reinforcing decisions that are made and methods that were adopted were acknowledged within the research report. The study also provided an in-depth methodological description that allowed the integrity of research results be scrutinized.

This is in line with Denzin and Lincoln (2013) that an audit trail can be used to grant the confirmability of an interview. To achieve this, the researcher gave a detailed process of data collection, data analysis, and interpretation of the data. Also, the study recorded issues that were unique and interesting during the data collection, wrote down the researcher's thoughts about coding, provided a rationale for merging some of the codes together, and also explained what the themes meant. An audit trail was used since it is the most popular technique used to establish confirmability because it is incredibly useful when writing up the results chapter as indicated by Denzin and Lincoln (2013).

#### **3.9 Data Collection Procedures**

An introductory letter from the Head of Social Studies Department of, University of Education, Winneba was obtained to enable the researcher get approval from the headmaster of the study school, and the participants. Explanations on the purpose of the study and the intended use of the findings was explained to the participants.

Again, aspects of confidentiality and anonymity was explained to respondents. In furtherance, measures were taken to ensure that the settings for the interviews helped in promoting confidentiality by way of ensuring that the participants were not overheard.

Face-to-face interviews were conducted using English and the local language (Twi) if participants were not able to express themselves well in the English language. This, the researcher adopted to help participants to express themselves well. Interviews were audio taped after permission had been granted by participants. This helped to ensure a more accurate picture of the questions and answers and also helped to improve the credibility of the interviews. In the same way, the recorded interviews helped the researcher to focus more on the interviewee's non-verbal utterances, attitudes and even body language then to be concentrating more in the taking of field notes. Furthermore, important information (field notes) were written which intend served as backup in case the recorder developed a fault.

### **3.10 Administration of the Instrument**

The first step in the data collection was to get approval from the supervisor to proceed for fieldwork. The research questionnaires were administered by the researcher after permission was given by the Headmaster of the school. After the exercise, all the information collected were gathered ready for analysis.

#### **3.10.1 Recording and transcription**

The consent of the participants was sought to record the conversation with them. Before recording, the participants were informed that they have the right to request for the recording after transcription and that their rights of confidentiality and anonymity

are assured. The conversation was transcribed word for word including questions, and answers. This enabled the researcher to have a vivid picture of the conversation, including the emotions with which participants express their thoughts, to help in analysis and interpretation. The researcher used few hours to transcribe a one-hour interview per IPA rules (Smith & Osborn, 2007), to ensure precision.

### **3.11 Data Analysis Procedures**

After gathering the data, it must be analyzed. According to Kuranchie (2021), the raw data are meaningless unless analyzed statistically. In this case, Thematic Analysis (T.A) was used. Using the Thematic Analysis, the researcher followed six procedures as postulated by Caulfield (2022) familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up, to identify themes from the perspective of the morally decayed students vis-à-vis the forms of moral decadence and its effects on their academic performance as well as their social life.

Firstly, the researcher familiarized herself with the data. To ensure this, the researcher read through the transcript at least once while becoming open to identifying themes. According to Caulfield (2022), the process involves transcribing audio, reading through the text and taking initial notes, and generally looking through the data to get familiar with it.

The second stage saw to the editing of data gathered and initial codes generated for consistency of responses and omission. At this point, the researcher attributed words or phrases to participants' extracts. The words or phrases given to 'participants' extracts is termed as codes (Alhojailan, 2012). Coding, according to Caulfield (2022) suggests that it is the highlighting of sections of text, usually phrases or sentences and



deducing shorthand labels or “codes” to describe their content. Kuranchie (2021) postulates that data must be categorized according to the issues inherent in the study before coding. This, the researcher ensured that the codes reflect the exact content of the data. At the initial coding, the researcher was guided by the objectives of the study but was open to be able to identify any new ideas. If a particular extract fit many codes, the researcher coded it many times. The researcher repeated this process for all data sets.

Thirdly, the researcher searched for themes. This was done after examination and reflections of all codes and identifying potential themes (Alhojailan, 2012). Caulifield (2022) asserts that themes are generally broader than codes. Most of the time, one can combine several codes into a single theme. The researcher then combined some different themes that appeared similar to one theme. In this case, the researcher identified relationships between themes and identified overarching themes. The researcher organized all codes that seem not to belong to any theme and placed these under a separate folder with a given name. Lastly, the researcher made records of all themes, and sub-themes together with the extract of data that supported those themes in a journal.

The fourth stage was reviewing of themes. This required that the researcher refines those themes listed. The researcher kept themes that do not have any data to support them in a separate journal for later consideration if they can be merged into other themes. Some themes that had already been identified were separated especially, when they were seen not to be coherent, depending on the concept of internal homogeneity and external heterogeneity (Suri, 2011). Internal homogeneity draws attention to coherency of data within a theme to aid in interpretation. External

heterogeneity draws attention to the need for distinct differences between themes. The researcher did this on two levels, one at coded extract to find if they fit the theme given in order to make changes to ensure coherent patterns. The second level required the researcher to verify the validity of the individuals' themes to the entire data set as well as the broader themes. The researcher read the entire data set again to check if the themes reflected the data and find out if there is any new extract that can be coded within themes. If the themes do not reflect 'participants' thought the researcher went back to check the consistency of the codes and added additional codes but stopped when no new additional codes were revealed. After all this, the researcher had a good knowledge of all the themes as well as the participant information to support the various overarching themes.

The fifth stage was to define and name themes. The researcher gave an abstract name to the themes identified after careful examination. The researcher found some extracts to support narratives. A detailed account of the themes were written while considering how it can reflect the research questions. The sub themes within a theme could be useful to the researcher in terms of guiding later interpretation and discussion of results.

The final stage was to produce a report. Here the researcher used sub themes to discuss the overarching themes and supported the discussion with participants' thoughts. At this stage, the interpretations of the findings were added. This included some arguments concerning the research questions. Qualitative study is highly interpretative and therefore structured measures were taken to minimize errors that might confront the trustworthiness of the explanations that were given in this study (Yin, 2014). The quality and rigour of interpretations in this study were discussed

with the research supervisor. Themes that emerged were thoroughly scrutinized and direct quotes that could typically represent them were cross-validated by the researcher's supervisor.

### **3.12 Ethical Considerations**

The ethical issues to consider here include Access, Informed consent, Confidentiality, Anonymity and Plagiarism and how they were ensured in this study. Also, before the study commenced, the researcher sought ethical approval from the University of Winneba ethical committee. All study participants were briefed of their autonomy and confidentiality. The researcher emphasized that they had the right to withdraw their participation. The study was conducted per the ethical approved guidelines. According to Neuman (2011), 'the researcher has the moral and professional obligation to be ethical even when research participants are unaware of or unconcerned about ethics', and this is exactly what will guide the study.

#### **3.12.1 Access**

An introductory letter from the Head, Department of Social studies, University of Education, Winneba was obtained to enable approval from respondents. Thus, a copy of the introductory letter was sent to the participants to seek approval for data collection. After permission had been granted at that level, dates and time and were fixed for data collection.

#### **3.12.2 Informed Consent**

The researcher spelt out the purpose, the intended use of the data and its significance to the participants. Afterwards, the respondents were allowed to willingly decide as

whether to participate in the study or not. Those who consented were included in the study based on the inclusive criteria.

### **3.12.3 Confidentiality**

Participants were assured that data would be kept confidentially. For example, audio-recordings of the interviews will not be shared to the general public. Also, the interviews will be undertaken at a conducive environment where no one would hear the voices of the respondents. Further, apart from the research supervisor, no one will have access to the field notes and audio recordings of the interviews.

### **3.12.4 Anonymity**

Participants were encouraged not to mention any noticeable information (such as name of school, respondent's name, house number and contacts) while sharing their stories. For that reason, no identifiable information of respondents were stated in the reports or findings of the study. This made it very difficult for a third party to trace the responses to the specific respondent who shared them. Furthermore, pseudo names were assigned to the interview data. Also, interview data was kept from the reach of other individuals.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter presents findings and discussion of data. The results of the study are presented and discussed in relation to the research questions outlined in chapter one. This study aimed at studying the effects of moral decadence on Students of Fodoa Community Day Senior High School. Data is analyzed qualitatively using narrative analysis based on analysis of meanings and implications emanating from respondents' information. The study also compared responses to documented data on moral decadence and social behaviour among the students and presented thematically in line with the objectives of the study.

The interview format was divided into headings. Namely, forms of moral decadence among Secondary School students, factors that account for the immoral acts among students in the school, extent to which moral decadence affect the academic and social life of students, and interventions available to curb moral decadence in the school. Under each heading were a series of sub-headings which related to the main heading.

#### 4.1 General Knowledge about Moral Decadence

According to Britwum, Adjei, Nyamekye and Britwum (2020), moral decadence is any behaviour that contradicts the ethical values and norms that govern an individual and the society at large. From the data gathered, all participants indicated that they had limited knowledge on the concept of moral decadence which suggest their naivety in what they do both at home and in school. For example, one of the participants said that:

*“I heard the word when I was passing by a place where people had gathered watching Television, but I did not wait for it to be explained” (Owusu)*

Another commented that:

*“I always hear people use it in the area where I live but I have never bothered to ask of the meaning of it” (Oye)*

There was an interesting response by a participant who asserted that:

*“I think anything that you do that does not please your parents, your teachers and the society is termed as moral decadence” (Mavis)*

The responses given by respondents demonstrated that only a few students are aware of the concept of moral decadence while majority of them dramatized their ignorance.

On the other hand, the senior house master was of the view that :

*“In my opinion, moral decadence is the fall in the moral values of the individual” (Mr Nyarkoh)*

#### **Forms of moral decadence:**

In participants' responses, their belief was that majority of students in the school are not under the supervision of their parents, hence the possibility of them engaging in immoral acts is high. Therefore, these students always exhibit deviant behaviours while studying in school. Participants hold the view that they have ever encountered several deviant behaviours that constitute moral decadence in the school such as abusing drugs, alcoholism, truancy, bullying, illicit sex, lateness to school, disobedience to authority, scamming, indecent dressing, thievery and destroying school properties.

## Illicit sex

The responses show that participants believe that SHS students are involved in immoral behaviour of illicit sex. A participant responded that:

*“I can confidently say that all the girls in my class are engaged in pre-marital sex including me”. (Faustina)*

When asked why she was thinking in that direction, she had this response;

*“we always compare notes and discuss about our encounter with our boyfriends in class whenever there is no teacher around”. (Faustina)*

That notwithstanding, some female participants asserted that they started with sex and sexually related activities when they were in the Junior High School (JHS). Among the participants, almost all of them were of the view that they learned sexual and reproductive health information from their peers and the knowledge they gained has been useful in their personal lives. One of the female participants had this to say:

*“When I don’t have money, I go out from school to the man for money” (Regina)*

Another participant shared this view:

*“All my school friends were dating and were running away to town to meet their partners, leaving me alone in the school. I was teased by my colleagues for not dating, so I just gave in to a boyfriend who proposed to me” (Grace)*

The study revealed that these adolescents are not aware of what goes on at that stage of their physiological development and the changes that they should expect, and so they are not able to manage their health, personal hygiene as well as the proper functioning of the sex organs and the effects of not abstaining from sex. The contraction of the sexually transmitted Infections (STI’s) and the deadly diseases such as HIV /AIDS and the rest are of no bother to them.

A participant had this perception:

*“I cannot stop seeing my guy because my mother is overburdened and cannot provide all my needs. She is taking care of a late sister’s children. For now, she is taking care of 8 children which is too much on her. Meanwhile my guy is ready to provide everything for me. He even bought my school items and paid my hostel fees for me when I had admission. He also remits me from time to time to take care of myself. Therefore, it will be difficult for me to break up with him”.*  
(Comfort)

The most devastating aspect of illicit sex among the students as revealed by participants was that they believe some of the juniors are used based on their naivety by seniors. The seniors lure them into their hostel to have carnal knowledge with these innocent girls who are not able to report the seniors to authority for lack of confidence and fear to be victimized by other seniors. This gives credence to what one of the participants said that:

*“I was once suspended indefinitely because I was caught having sexual intercourse with a Form 1 student during classes time at the hostel”*  
(Koranteng)

The study revealed that some of the senior girls play on the naivety of the female juniors and lure them to taxi drivers around for money. Innocently, these junior girls will follow the seniors who later fall prey to their dubious acts. Due to the financial gains attached to their deviant behaviours, the girls have become intimate friends to their predators. A participant revealed that

*“I know of four (4) of our girls who always jump over the wall when their boyfriends come around to pick them on motor bikes to sleep over in the next town and return at dawn the next day”.* (Mavis)

Another participant said that:

*“My man has rented a room for me at Besease where we normally meet during prep time. But I make sure that I come back before prep is over to avoid the wrath of the hostel manageress”.* (Bridget)



This participant narrated how she was lured into such a deviant act. This is what she had to say:

*“A senior asked me one day to escort her to the grandmother’s wake keeping for the funeral the next day, only for me to be introduced to a guy who forcefully raped me during the night. Later when I reported the incident to the senior, her response meant that they had already arranged for that uncalled for act. I could not report to anyone because our going out was illegal”. The senior then brought some items from the guy as a compensation for what the guy did to me. I took the items because I needed them badly. That is how come I started dating”.*

In the account of the Dean of discipline, he narrated that;

*“Since I assumed office as the dean of discipline, there has not been a week that I have not had a complain about a sexual misconduct. That has been my headache and I do not know what to do again”. (Mr Badu)*

### **Drug abuse**

Another prevalent form of moral decadence that run through each of the participants’ account was smoking. It was observed from their views that some students are into smoking including girls. What is even worse is that participants believe that majority of the girls in the school are also hit by this storm. In the study, it came out of participants’ view that most of them started smoking at the age of 16 years of age and even below. They believe it starts with merely lighting of cigarettes for adults and gradually drowns the person into the trap of drug abuse. They feel that they use the drug on regular basis to have fun, relax or deal with their problems. Therefore, some of the participants believe that when they feel the urge to smoke, they normally ask for permission from the teacher in class to attend to nature’s call but to sneak out to smoke in the bush. The account of one participant was:

*“Weed is good because when King Solomon in the Bible died, weed grew out of his grave. In another development, when Noah in the Bible and some others were saved from the flood, Noah wanted to check whether the flooding was over so he sent a dove to check. On return,*

*the dove carried weed to show to Noah. Therefore, even the Bible accepts that weed is good". (Boakye)*

The participants believe that those who are found culpable as far as smoking is concerned do not appear neat physically. They do not normally spend time with friends who do not use drugs and/or associate with known users. Rather, they engage in suspicious behaviours such as frequenting the bush, hostel, washroom, basement etc. Their secret activities were viewed by participants to be having canal knowledge with innocent girls around and engaging in scamming activities. With this, a participant let the cat out of the bag that:

*I am a scammer, and I am able to lure my victims to fall prey if I smoke heavily. I started that act when my parents needed money to complete a building project. When my first attempt succeeded, I decided to find a way to boost my illicit activity. This is how come I started smoking. I can attest to the fact that it is good, because when you smoke you become independent and not afraid of anything within your surroundings or environment. (Ansong)*

However, it came out that those students who are into real drugs often do things that one normally would not do to obtain drugs, such as frequently begging for money or stealing items from home or school to sell. Responses showed that alcohol, tobacco, coffee, and tramadol are used, abused and misused as social drugs by such individuals. These are legally available psychoactive drugs. It was evident in participants' responses that those students who grow up in homes with drug addicts often become drug addicts themselves. This is what a participant had to say:

*"My uncle used to ask me to escort him to a ghetto which is a weed selling joint. After sometime, he asked me to try which I did. I then became a regular smoker frequenting the ghetto even if my uncle was not willing to go. Unfortunately, my uncle died of lung cancer" (Kesse)*

*"I always escorted my friends to ghettos to smoke and I became interested" (Rauf)*

## Truancy and absenteeism

The next most mentioned deviant behaviours that participants believe students exhibit in the school that deviate from the social norms of the school were truancy and absenteeism. According to Musah (2014), the school has been established as the agent of the society to mould the habits, interest, attitudes and feelings of children and transmit the societal norms, culture, values and traditions from one generation to another. Meanwhile, participants believe that most of the students in the school deliberately behave in a way to thwart this consented effort. They hold the view that some of them leave home but do not reach the school, they escape from school or class to engage in any other activities that are not beneficial to their health as well as academic work. Others persistently absent from school without any reason. Below are some of the reasons given by some participants for absenting from school:

*“When I do anything that calls for punishment, I decide to stay away from school” (Rauf)*

While some stay away from school without tangible reasons, others had this to say;

*“I play truancy because I have no one to take care of me. I have to stay on when school reopens to work for money for my provisions as well as look for money to pay my hostel rent”. (Kesse)*

*“I normally come to school but run away immediately after registration” (Koranteng).*

*“I stay at Nkawkaw, the transportation to and from the school drains my mother so much. For that matter, any day my mother does not have money for my transportation; I stay at home to help her sell tiger nuts” (Boadiwaa).*

*“I am treated meanly by other students when I am in school so I decide to stay away to avoid embarrassment.” (Oye)*

The study revealed that some students will be in school but absent in class. Such students are believed absent themselves from classes as a result of either the difficulty in the subject area or dislike for the subject or dislike for the teacher. Another set of

participants asserted that their reasons for staying away from school entails a desire to be with friends who are not students and for that matter not in the school. This reason emphasizes what one of the participants said that:

*“When I don’t have money, I just go out of school to the man for money. Sometimes too I do not go for prep at all, I use to send my bag to the classroom for my mates to be aware that I am around only to report when prep is over to pick my bag” (Oye)*

A teacher who doubles as a housemaster expressed his sentiment about the rate at which students stay away from classes while school is in session. In his account he said that:

*““most students have been playing truancy because their parents have rented rooms for them to stay in since they are placed in the school from different districts and regions other than eastern region. Our school too is a purely community day school with no accommodation for both teachers and students. This makes some of these students choose to stay away from school and classes as and when they wish to” (Mr Akorli)*

### **Indecent dressing**

Responses from the participants revealed that indecent dress pattern such as skirts worn above the knee and wearing of trousers and shorts below the waist (sagging), was common among the students. As if that is not enough, they also hold the view that most of the female students when in town wear spaghetti blouses, low neck blouses exposing the breasts, transparent dresses, shirts and blouses, attire printed with offensive or obscene wordings, revealing attires, mini-skirts and so on. One of the participants made it clear that

*“Yes, my friends are also into indecent dressing. And I do dress in those garments to look more appealing to my guy. He is always happy when he sees me in those dresses” (Anita)*

The way we dress is one of the important ways of revealing our culture and its differences in other societies. Therefore, Atencah et al., (2018) are of the view that

clothing reveals the kind of person one is to an unknown audience. Students engage in this behaviour without taking cognizance of the rippling effect that are associated with it. For example, putting on clothes that reveal sensitive body part is offensive to decent people and this drift the attention of people throughout their daily basis, which encourage sexual harassment among the students. But participants believe that students of the school view indecent dressing as modern trend of fashion.

On the contrary, the dean of discipline saw the indecent way of dressing as an indiscipline act on the part of students. His view did not agree with the assertion of the students so he asserted that”

*“I see students wearing tight dresses, unprescribed uniform, short dresses, bushy hairs etc. as a sign of indiscipline and flouting of school rules and regulations. But this is a common thing seen in this our school. Though students are punished because of such behaviours, they turn up doing same or similar thing.”*

### **Disobedience to authority**

Disobedience to school authority was among the strong forms of deviant behaviours revealed by participants that students engage in in the school. For instance, participants expressed their displeasure about how some of the students in the school rub shoulders with teachers and other personnel in the school. It was revealed that sometimes students end up in confrontation with teachers when their friends or they themselves get punished for indiscipline. One of the participants said:

*I once witnessed a situation where the Senior Housemaster wanted to cane a notorious weed smoker, but he struggled with him and was able to seize the cane from the Senior Housemaster. As if that was not enough, he strongly hit the Senior Housemaster, threw the cane away and ran out of the school”. (Grace)*

Another participant had this to say:

*“A male student was using a mobile phone in the school and was caught by the Headmistress. She ordered him to surrender the phone which he refused. He had the gut to struggle with the Headmistress to abscond with the phone. It took the intervention of some male teachers around to take the phone from the student. The next day, he came to the school with the phone’s charger, threw it at the entrance of the Head’s office and left the school”. (Regina)*

Another participant expressed a shock of his life about students’ disobedience to authority when he disclosed that:

*“I had a shock of my life when one morning on reaching the school I saw a huge crowd of students gathered around a teacher cleaning blood stain from him. When asked, I was informed that a student fought the teacher and in the process bit the teacher’s ear”. (Mawuli)*

*“Disobedience of my friends to authority is prevalent in the Hostel which transcends to the school because the girls do not respect the hostel manageress and they think they can send it to the school. People go out at any time without asking for permission from the manageress” (Faustina)*

The senior house master had this to say:

*“Majority of the student population are respectful but there are a few recalcitrant ones among. One day I had an encounter with a weed smoker who struggled with me, took my cane from me and wanted to cane me instead” (Mr Nyarkoh)*

## **4.2 Causes of Moral Decadence**

### **Factors that account for immoral acts among students in the school:**

Participants believe curiosity, peer influence, poverty, self-will are the vehicles that lure them into such deviant behaviours.

#### **Poverty**

According to the view of participants, the most conspicuous cause of moral decadence among students of the school is poverty. The study revealed that lack of finance and opportunities make the students vulnerable and more inclined to give in the hope of

enduring their current situation for a better life for themselves in future. Likewise, it was evident that it is poverty that makes some parents encourage their young girls to go in for men to give them money. One participant aptly said that;

*“I cannot stop seeing my guy because my mother is overburdened and cannot provide all my needs. She is taking care of a late sister’s children. For now, she is taking care of 8 children which is too much on her. Meanwhile my guy is ready to provide everything for me. He even bought my school items and paid my hostel fees for me when I had admission. He also remits me from time to time to take care of myself. Therefore, it will be difficult for me to break up with him”*  
(Regina)

Other participants shared the following experience:

*“I had no one to cater for me so I had to hook up to the girl so that she can remit me from time to time since she is from a well to do family”.*  
(Kesse)

*My mother is partially blind and we are five in number so she cannot take care of us. Along the line, I met this mason who offered to help me. Considering my plight, I decided to give in and we are cool together.* (Faustina)

*“My parents were not able to provide my needs for me. But the man I am dating now is able to provide all my needs”.* (Anita)

In many instances of the data gathered, it came out clear that participants’ families are living in total poverty to the extent that they cannot afford to provide for their children all the necessary requirements needed at school. This is in effect a causal agent to moral decline in that when a student (especially the girls) is not given all what is needed may end up getting involved in deviant behaviours like sexual activities, drug abuse and among others and this can affect their academic progress. It was also revealed by participants that poor parental guidance is among the causes of moral decline in our Senior High Schools. A true depiction of this fact is what is best explained by one of the participants:

*“When my mother was alive, because she had financial difficulty and could not cater for us, a certain man offered to help us. The man was*

*remitting our home from time to time. Seeing the amount of money, the man sends to my parents, my mother pushed me to the man of which I obliged and gave in to him” (Comfort)*

### **Peer pressure**

Equally significant mentioned causal agent of moral decadence per the views participants is peer pressure. The study revealed that many of the students have been wrongly lured into accepting life styles that can, at best be injurious to their present and future aspirations. Such lifestyles include smoking, alcoholism, sex before marriage, indecent dressing, thievery, disobedience to authority etc. Most people find it difficult to recreate because of many unpredictable situations which include theft. The study revealed that majority of the respondents were lured into the deviant behaviours they have been exhibiting by their friends. They revealed the following:

*“A senior deceived me to go into smoking”. (Mawuli)*

*“I have a girl friend and I was motivated to go in to do that because my friends encouraged me and said the girl was very beautiful, my friends again led me into smoking. (Owusu)*

*“A friend of mine invited me to his house and he introduced me to weed smoking with the idea that it will help me to learn well. (Rauf)*

*“My friends motivated me to go into sexual promiscuity because if I do not do that I will be like a moron” (Regina)*

Mr Badu , the dean of discipline hinted that :

*“Some of the students report to school as innocent souls but go back home totally changed because of the kind of friends they make while in school. The boys especially try to adhere to their friends’ advice and get involved into smoking and immoral activities” (Mr Badu)*

### **Technological Awareness**

As social media popularity rises, more and more celebrities are signing up for the websites to connect with their fans and share their lives, (Halkano, 2015). The Author postulates that most mainstream social sites celebrities are active on are Twitter,



Instagram, and Facebook and other pornographic sites. On these sites, celebrities often post pictures of themselves in different social environments, some of which involve drugs or alcohol (Blog, 2015 cited in Halkano, 2015). For example, most of the participants accepted getting inspiration from such sites to indulge in abusing drugs, dressing indecently, illicit sexual behaviours and smoking. They asserted that they could engage themselves in social media through the night at the expense of their books. This is what some of the participants had to say:

*“The time I could have used to study is always used to chat with my boyfriends through the night So I am not able to revise anything before the next day’s work. (Regina)”*

*“I use most of the time for studies on the internet to look for victims to scam. Though I can boast of two saloon cars, my academic work is nothing to write home about”. (Ansong)*

Though some participants confessed that their academic performance have fallen, one participant said he decided to befriend someone who could help him revamp. But he had a bitter experience when he joined his friend and had this to say about the friend:

*“My friend was a good student but he also started to fall academically when he started with the scamming business. He spends the whole night on the internet searching for victims to fall prey. He does that at the expense of his books. Because of that his performance is nothing to write home about”.*

Responses from participants show that they believe that students engage in illicit sexual activities after they had navigated some pornographic sites on the internet. Out of curiosity they would want to practice what they have been exposed to and become addicted to it. A participant had this to say:

*“I have dated several girls in the school because any style I learned from the internet I want to use it on a different girl. They also give in to me because of my popularity”. (Elijah)*

A female participant had this to say about her motivation to indecent dressing:

*“Apart from the fact that my guy takes delight in my way of dressing, I am also motivated by the dress sense of Beyoncé the musician. In fact, I just want to be like her. I am her fan and I follow her on Instagram”.*  
(Anita)

As cited in Halkano (2015), some of these social networking sites such as face book, have provisions for advertisements in which some of the so called trendy mini-female clothes are advertised for users. In effect, these exposures really influence the mode of dressing of the youth. According to the data from the school, participants believe that many students have been accidentally introduced to pornographic web content thus developed addiction where the male students form the majority. As a result of social media, participants hold the view that many unsuspecting students have fallen for cybersex bullying or sex predators. Some innocent students have also been introduced into the scamming business due to their involvement in the usage of the internet.

In view of the above, it was evident that social media played a major role on moral decadence of the participants. The students are believed to mostly use social media for communicating between their strangers, friends and families. The fact that social media is part of them especially having been born in this era of emerging technology, most felt that they could not do without it thus the eminent dangers of their moral decadence stands serious issue.

### **4.3 Effect of Moral Decadence**

#### **Effect of moral decadence on the academic and social life of students**

The analysis was a continuous iterative process and included reflection. It required repeated listening to the audio-tapes. Again, these were based on each participant but also between participants and summation of participants. Reflexivity was crucial as

information was being generated, it was being processed at a conscious and unconscious level allowing the researcher to weave in and out of the interview topics to recall the key points

### **Academic performance**

Majority of participants hold the view that the academic performance of students who engage in deviant behaviours is nothing to write home about. Data gathered from the study indicated that many students in the school are involved in fornication and some have ended up conceiving while in school. This according to the study made a total of six (6) girls dropped out of school in the 2020/ 2021 academic year as a result of early pregnancies. From the finding of the study, it was observed that the major impacts of deviant behaviours include: examination failures, involvement in examination malpractices, skipping of class assignments/group work, irregular attendance to classes, poor concentration, missing examinations, drop out of school, and other attendant academic problems. The data gathered revealed that students who indulged in deviant behaviours are not able to cope with academic requirements. Opinions about how deviant behaviours affect the students were expressed by the respondents as follows:

*“It has severely affected my performance because the time I could have used to study is used to chat with my boyfriends. So I am not able to revise anything before the next day’s work”. (Regina)*

*“It has affected my academic performance greatly because I have no time for my books”. (Boakye)*

*“I have never been happy with my results of late. My best grade now is E8”. (Rauf)*

*“I have been staying away for a long time and that has made me not understand anything in class which has greatly affected my academic performance”. (Kesse)*

*“My performance is not good at all”. (Elijah)*

*“I am always away from school so it has really affected my academic performance. This poor performance started when I started with those deviant behaviours of mine. When new topics are introduced I would not be around so it becomes difficult for me to understand”. (Koranteng)*

*“I cannot concentrate in the classroom because I always think about my boyfriend. I don't have time to learn at home as well. Even I was not able to write the last semester's exams because I could not learn anything. I know it will greatly affect my performance if care is not taken”. (Faustina)*

*“I have friends who always run away from class to their houses so they don't perform well at all during class assignments and examinations as well”. (Mawuli)*

*“I had no one to send me to school when I had admission so I delayed in coming to school. That made me lose a lot of lessons before coming. Whenever my man calls me home too I go home to meet him at the expense of my studies. This has really affected my academic performance greatly”. (Florence)*

In the brain work of Marygoretty and Adhiambo (2021), they postulated that good academic performance always depends on a healthy mind and body. It therefore behooves on the individual to keep the brain in good working condition all the time. Drugs, especially addictive ones, affect the brain and nervous system as a whole. In view of this, the study revealed that majority of the students who are into smoking perform abysmally bad in examinations conducted internally by the school. One of the participants confessed that:

*“With the weed, I have learned that if I do not stop, I can get mad and it has not helped me to learn as perceived by my friend who introduced me into smoking”. (Rauf)*

The senior housemaster had this to say:

*“It saddens my heart when I enter a classroom to and I meet only a hand full of students. Additionally, some of the few in class will also be dosing off. Upon enquiry, you will get to know that they sleep late because they get busy on their phones overnight at the expense of their*

*books. This makes the performance of such students not encouraging”  
(Mr Nyarkoh)*

It is evident that moral decadence undermines the academic mission of schools. Deviant behaviour and its effect on students' performance can, therefore, lead to a decline in the overall academic performance of students. As a result, schools may face declining student retention rates and end up with poor reputation. This is a glaring situation that is confronting the school all due to its status as a Day School. Most of the participants agreed to experience sexual harassment while rejection is also common. In addition to this, sampled students' performance data indicated a significant low student performance after their engagement in the deviant behaviours of theirs. Many researchers also believe that students' sexual relationship adversely affects academic performance. For instance, Abdullahi and Umar (2008) argued that most sexually active students perform poorly in their studies and face several problems which pose challenges to their academic lives. Students' sexual relationship is inherently short-term and unstable, which means, when it collapses the result is likely to be emotional turmoil and depression (Ukor, 2000). Academically, if a student is psychologically disturbed or depressed, he or she is likely to perform poorly. For example, from the responses of participants, it was observed that most of the students who involve in immoral acts during their academic years are in high risk of performing poor academically compared to those students who spend their opportunities in virtuous activities.

### **Social Life**

Socially, participants asserted that they are reserved and isolated because they see themselves as different from their peers who are not into such acts. Thus they see themselves as mature and must be accorded that.

Participants believe that many individuals discriminate against people with questionable characters. A deviant behaviour can affect a student's standing in the school, the attitude of friends and their relationships with teachers and friends. Their behaviour with loved ones' change, they begin to do and say things that others will never usually do or say. This usually damages their relationship with others. A participant revealed that:

*"I am a quiet person so I always remain indoors but then I make sure that I am always neat so that when my guy calls me to meet him, I will be presentable. Then also I see myself as an adult though am not 18 years old. Due to this, I don't mingle with children as well anymore".*  
(Regina)

*"When people see me they ignore me because they think I am a bad boy that's why I am not regular at school".* (Koranteng)

*"My friends don't come close to me anymore because of my current behavior"* (Boakye)

*"I still have friends but I am not that close to them because I feel shy getting close to them. I do that because they are not into what I am doing"* (Faustina)

That notwithstanding, it was revealed that some are still in good relationship with their friends. For example, a participant said that

*"I still have good relation with my friends because we are in the same hostel but not all other students"* (Owusu)

*"I am so free with everybody that I meet".* (Elijah)

*"My friends say I am too fearful so people do not come close to me".*  
(Mawuli)

*"People see me as a bad person so I don't go close to them. I keep only one friend".* (Anita)

*"I am reserved because my friends do not understand my plight and so they see me as a bad girl".* (Florence)

One participant admitted that:

*"our image at times saves us in terms of protection from bad people and false allegations. But when it is the other way, no matter what you*

*do to prove that you have changed, people will never believe you because earlier on, you gave them a bad impression of who you are”.*  
(Koranteng)

#### **4.4 Interventions Available in the School**

Data gathered revealed that the school provides a systemic remedial approach to the prevailing issue of moral decadence by means of action taken by various departments of the school. The participants highlighted the pivotal role the counselling unit plays and positive engagement in organized activities to ensure students’ academic progression and intellectual prowess. According to participants, other Department heads engage students in their various departments from time to time in counselling sessions, especially with individual students who are found culpable to deviant behaviours. The school consistently organizes programs fortnightly inviting resource persons from reputable institutions such as Domestic Violence and Victim Support Unit (DOVVSU), Narcotic Control section of the Municipal Assembly, and Men and Women of God to speak to the students on issues bothering deviant behaviours among students. That notwithstanding, responses from some participants revealed that they have not seen the school do much to alleviate the cancer that is eating up the “young school” up thereby bringing its name to disrepute. The evidence presented by participants are as follows:

*“I have seen the school inviting parents of such students to meet the headmistress and their Heads of Department”.* (Agyei)

*“For me I have been enjoying counselling from the senior housemaster”.* (Florence)

*“A Reverend Minister (lady) has been teaching the girls some skills that they can use to cater for themselves instead of depending on guys for a living if their parents are not in the position of providing their needs for them”.* (Anita)

*“The Assistant headmaster has always asked them to invite their parents for advice, other teachers also make friends with such students”. (Mawuli)*

*“Yes, the school has been punishing students who do such deviant things. Some go on suspension. Two students had a canal knowledge at the hostel. The girl was made to serve two weeks’ suspension while the boy was suspended indefinitely”. (Owusu)*

*“Yes, because all the teachers have been advising me about the fact that that behavior will not take me anywhere. And that if I stop I will get a responsible person to marry me in future”. (Faustina)*

*“I have seen the school counsellor having a lot of counselling sessions with those who engage in such deviant acts. After that he will sit you down and use the word of God to advice you and show you what to do to come out of your situation”. (Koranteng)*

*“Yes, I have seen students being punished for absenting themselves from school. At school worships on Wednesdays too people are invited from outside to counsel students on how to be free from all sorts of problems at school. The police service also come to the school from time to time to talk about drug abuse and the side effects, effect of teenage pregnancy, time with girls and boys to educate them on how to grow up to be responsible citizens in future”. (Regina)*

*“Students who exhibit deviant behaviours are normally punished”. (Linda)*

In the nutshell, the Management board of the school has put some remedial measures in place to help curb the alarming rate of moral decadence within the school. They include the following:

1. Formation of Students’ Union (SU) to inculcate in interested students, moral values with an adult Chaplain as a leader.
2. Formation of clubs and societies to occupy students from getting involved in immoral acts. Such clubs and societies as the School Choir, Debaters’ club, Writers’ club, Cadet Corps, Virgins’ club etc. are organized on Fridays after school to occupy their evenings.
3. A counselling Unit with a professional Counsellor who doubles as a Reverend Minister to counsel students found culpable.



4. Organization of talks on monthly basis to educate students on the effect of deviant behaviours.

#### **4.5 Suggestions from Participant Teachers**

The following are some suggestions put forward by teachers by way of curbing the menace of moral decadence among students:

1. The Parent association and all other stakeholders of education must be brought on board to help provide boarding facilities for the students Fodoa SHS to help reduce the rate of immoral activities among students of the study area.
2. That students' involvement in club activities must be intensified and made compulsory so as to make students occupied with club activities rather than engaging in unacceptable and frowned on activities.
3. There must be periodic engagements among parents, guardians and teachers to deliberate on the welfare of their wards and advice parents who seem to shirk their responsibilities to be up and doing. By this students' needs would be provided so as to ward them off irresponsible behaviours.
4. Punitive measures must be taken against perpetrators of these immoral acts to serve as deterrent to others. This will go a long way to help shape other students' behaviours.
5. That school worship must be made compulsory so that intermittently, the period could be used to advice students on moral issues to help shape their behaviours.
6. That the school must organize talks on the negative effect of moral decadence and help them in their capacity of teachers as surrogate parents to stop such acts.

7. That past students who were once culprits and have stopped could be used as role models who would from time to time be invited to share their experiences with the whole student body.
8. That the school authority must allow students access to mobile phones and free access to the internet so as to make students occupied with research for their assignments. This will help reduce their time wastage.
9. That programmes scheduled for entertainment must include drama and cinemas depicting some of the immoral acts and their consequences. By this, students will learn their lessons and probably abstain from such frowned on acts perpetrated by some students.
10. Students who perpetrate the acts of immorality must be counselled with love so that they will feel that they also belong to the school's family. The counselling could be done both individually and in groups.
11. Friends of culprits must be encouraged to from time to time advice their friends to refrain from such acts.
12. That there must be intensive monitoring and unannounced search of students' bags from time to time.
13. That the school authority must identify weed smoking ghettos and organize swooping exercises regularly to help arrest culprits from their ghettos.

From the teachers' perspective, moral decadence could be addressed through the promotion of moral teachings at homes and in schools.

#### 4.6 Discussion of Key Findings

The findings revealed that there are many forms of moral decadence among the students of Fodoa Community Day secondary school. The finding agrees with the brainwork of Ugwu (2010) who said that many secondary school students indulge in deviant behaviours such as truancy, cultism, sexual assault, absenteeism, indecent dressing, disrespectful and dishonest to mention but a few. The finding is fascinating because it goes along to showcase various misconducts prevalent among students in the school. The result also revealed the causes of moral decadence to include poor upbringing, emphasis on materialism, poverty and moral laxity as major causes of moral decadence. However, participants rejected factors like influence of western education. This is in agreement with Romina, (2019) that home background training could be a major factor in formation of moral behaviour. For instance, children learn from parents, caregivers, peers and mass media. But most often, if the training they acquire from parents is not strong enough, they could be overshadowed by what they learn from mass media and their peer group.

In this case, parents are encouraged to strengthen the moral behaviour of their children through care, love and soft words so that they will have reasons to conform outside an external force. The study further revealed various strategies by which moral decadence could be curbed among secondary school students in Fodoa. This is in line with Afuge (2015) who said that moral decadence among students is as a result of poor up bringing; and suggested that if parents, teachers and even the society support adequate Journal of Education and teaching of moral education in Nigeria schools, it will curb the malady of moral decadence. The finding s interesting in that

the content of moral education curriculum is adequate enough to do with the moral challenges of Nigerian youths in our society.

#### **4.6.1 Drug abuse**

According to the findings, drug abuse was found among the students' lifestyle. Most of the students in the school are believed to have the habit of drinking alcohol, taking un-prescribed pills such as Tramadol, D10, etc. It came to light that when with their peers most of them see drinking and smoking as a prerequisite for acceptance into the group whereas inability to do what others are doing is often seen as a threat to the group. The findings discussed relating to this research shows that moral decadence is not carried out on self-will though a few belong to that category, but by the influence of some parents and peer groups which is in one way or the other supports or promotes in-disciplinary acts among students.

#### **4.6.2 Illicit sex**

Opinions and ideas of participants revealed that sexual knowledge is higher among the students or participants of the study. It is obvious that sexual experience of some students while in school may prompt other students to acquire sexual knowledge and to move out of school. In the school, the researcher ascertained that pregnancy has resulted in truancy of some female students who normally arrange to meet their accomplices rather than going to school which is their priority. It is a common knowledge in the study area that most of the school girls are always taken home by other people's husbands. Another disturbing fact is that some of the boys at the hostel take advantage of innocent junior girls to have carnal activities with them during contact hours. Though the students are exposed to all sorts of moral misconducts in

the community in which they live, that does not warrant their engagement in such uncalled for behaviour

#### **4.7 Causes of moral decadence**

The findings of the study revealed that moral decadence among students can be caused by the following;

##### **4.7.1 Peer pressure**

As specified in the findings, one important cause of moral decadence among Senior High school students revealed during the study is the influence of peer groups. This indicates that there has been no strict or limited supervision of adults on certain groups of students involved in diverse moral decayed acts, since they are living on their own and mingle with the community members who are also morally bankrupt. Many students continue to get involved in other immoral acts like examination malpractice, sexual promiscuity, drug Abuse etc. through their friends. One disturbing fact the study revealed was that some irresponsible men in the community take advantage of the innocent girls and lure them into nearby hotels and guests houses to have carnal knowledge on them. It was revealed that a girl went to the hotel with a married man and was caught by the wife who in the process cursed the girl. Upon investigation, it came out that this innocent girl was lured into this by a senior (girl) on commission. In other cases, the study revealed that boys who live on their own give or rent their rooms to their friends for amorous activities. This implies that since there are no strict punishments given to offenders to serve as a deterrent to others, moral decadence among students in schools will remain uncurbed especially in Day SHS' where the students live and mingle with adults who engage in such acts.

#### **4.7.2 Parental influence**

Another cause as revealed by the research findings from the participants was parental influence towards their children in encouraging moral decadence. This implies that some parents themselves contribute in one way or the other to instilling forms of indiscipline in their children. It was revealed that some parents do practice certain acts such as smoking, sexual promiscuity, thievery etc., in the presence of their children thereby encouraging them to practice what they see not just only in the future but amongst their selves in school. Sociologically the family is the first phase of socialization and there is the saying that charity begins at home. Therefore, having seen the acts perpetrated by their parents, the children tend to practice them in school especially where they find themselves in Day Schools which demands that they rent their own rooms and live alone without any adult supervision.

The outcome of the study showed that students who do not exhibit moral decadence in Fodia Community Day Senior High school could have the higher chances of experiencing higher academic performance. This assertion re-emphasizes the study conducted by Britwum and Aidoo (2022) which concluded that students who do not exhibit moral decadence in their schools would have higher chances of experiencing the higher academic performance. It can be concluded that students in this school are not under the supervision of their parents, since they find themselves renting rooms and staying with their peers and others staying in hostels, because it is a Day School. Hence the possibility of the students engaging in immoral acts and other deviant behaviours becomes high.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the findings, conclusions and recommendations based on the data analyzed in the previous chapter. The Chapter summarizes the conclusions and recommendations emanating from this study. It begins by looking at a summary of the initial aims and objectives, its rationale, and a synopsis of the literature findings. It then includes a brief discussion presented according to each of the main research questions followed by the outcomes of this study. The lessons learned, the strengths, the weaknesses and the special contributions of this study are covered in this section. It concludes with a list of recommendations.

#### 5.1 Summary of the Study

The study sought to find out the concept of moral decadence among students and found innovative ways of curbing such menace in the Senior High Schools. The study was guided by four (4) research questions. Qualitative data from open ended questions for guided interviews were organized into themes and tabulated in line with the research questions. The area of study was Fodoa Community Day SHS, situated in a town in the Kwahu West Municipality of the Eastern Region of Ghana. The population for the study is students of Fodoa Community Day SHS. The study found out that moral values serve as an important branch of shaping the behaviour of the individual student to acquire knowledge and skills to develop them to fit into the present world.

## 5.2 Key Findings

In today's society, the issue of moral decadence among students has become a growing concern. This study aimed to explore the underlying factors contributing to this phenomenon and proposed possible solutions. By understanding the root causes and implementing effective strategies, we can create a positive and nurturing environment for our students, fostering their moral development and shaping them into responsible individuals. The following are the key findings from the study:

1. A significant increase in truant behavior and smoking was observed among the students.
2. Peer influence and lack of parental guidance were identified as major factors contributing to moral decline.
3. The study found a correlation between low academic performance and engagement in unethical practices.
4. School-based interventions, such as character education programs, guidance and counseling sessions, showed promise in mitigating moral decadence.

## 5.3 Conclusion

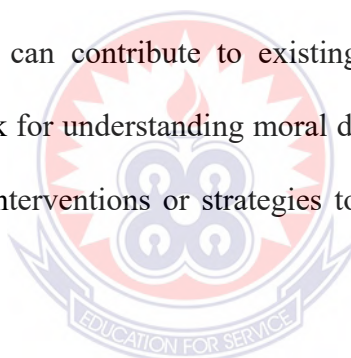
The study identified various forms, causes and effects of moral decadence among students of Fodoa Community Day SHS in the Kwahu West Municipality. The forms of moral decadence identified include drug abuse, truancy and absenteeism indecent dressing, illicit sex among others. The causes include poverty, peer pressure, technological awareness, thus influence from the mass media. Solutions to the problem were also highlighted so that problems of social ills could be reduced to a barest minimum in Fodoa Community Day secondary school. Moral decadence has led to chaos and upheavals in many cases and a major cause for poor academic



performance in the school. Another effect identified was on social behavior of students. Though the school authorities have instituted measures to curb moral decadence, there is more left to be done. Since most students stay alone in rented places and therefore are left to their faith, when they encounter problems they resort to the advice from friends. Therefore, from the finding I can now say that “day schooling” greatly affects moral decadence.

Building upon previous data and examples, my study on moral decadence among students aims to contribute to existing knowledge by identifying new factors or influences that contribute to moral decadence that were not previously explored. Also by providing empirical evidence or data to support existing assumptions.

Not only that, the study can contribute to existing knowledge by offering a new perspective or framework for understanding moral decadence among students. Again, by proposing effective interventions or strategies to address moral decadence based on the findings.



#### **5.4 Recommendations**

To address the issue of moral decadence among students of Fodoa SHS, the following recommendations are put forward:

1. Given the increasing concerns about moral decay among students of Fodoa SHS, it is crucial for the management body of the school to institute and implement comprehensive ethics programmes that emphasize character development and moral values.
2. By making moral education compulsory on the school's time table which will help provide guidance and support to students. In so doing, it can help foster a positive and ethical environment that will help combat moral decadence.

3. It is also essential for the school, (Fodoa SHS) to implement character education programmes that will focus on fostering empathy, promoting ethical decision making, and providing opportunities for students to engage in moral discussions and reflections.
4. By creating a supportive and values-driven environment in the school, students would be empowered to make positive choices and cultivate a strong moral compass.
5. It is important for the school to create a safe and inclusive environment for students to express themselves.
6. The school management committee must encourage open dialogues, promote empathy, and address issues such as smoking, illicit sex, absenteeism and bullying with stringent measures which will go a long way to help reduce the problem of moral decadence in Fodoa SHS.
7. The school must involve parents and the community in moral education initiatives which will reinforce positive values and behaviours among the students of Fodoa SHS.

### **5.5 Suggestions for further study**

1. A study of this nature could be carried out, where different means of obtaining data other than interview could be used.
2. Similar study can be conducted but not limited to a particular school. Two or more schools can be studied using a larger population.
3. A similar study can be conducted examining the effectiveness of alternative methodologies or interventions that were not explored in this study.

4. A related study can be conducted investigating into the long term effects of interventions implemented in the study to determine their lasting impact on the target population.



## REFERENCES

- Achinewhu, K. C. & Onwuzuruike, C. S. (2014). Counselling on examination malpractices in tertiary institution. *Journal of African Studies in University of Nigeria Nsukka Campus*, 1(2), 66-75.
- Adebisi, K. S. (2018). Moral decadence among Nigerian youths as future leaders: A socio- cultural regeneration. *Advances in Social Sciences Research Journal*, 5(2), 190-199.
- Adekunmisi, S. R. (2017). Examination malpractices and roles of Librarians in Nigeria. *Journal of Education and Practice*, 4(1), 71-83
- Ademuyiwa, K. (2021). Moral decadence in secondary school: A call for emergency. *Advances in Social Sciences Research Journal*, 3, 83-89.
- Adnan, A. R., Arifin, M. & Borhan, I. (2014). Barriers to moral development of adolescents and parental responsibility: The case of Malay Working Parents. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1(6), 40-48.
- Adzahlie-Mensah, V., Agordah, F. E., & Gyamfuaa-Abrefa, M. (2017). *Understanding research*. Winneba: University of Education, Winneba Press.
- Adzrolo, B., Annan-Brew, R., Cobbinah, A. & Asamoah-Gyimah, K. (2022). By-products of examination malpractices on senior high school students in the Central Region of Ghana. *J Adv Educ Philos*, 6(1), 1-6.
- Afuge, A. (2015). Moral decadence in tertiary institution. *Journal of Educational Studies*, 3, 137-149.
- Ajiboye, O. E. & Adebayo, K.A. (2012). Socio-cultural factors affecting pregnancy outcome among the Ogu Speaking People of Badagry Area of Lagos State, Nigeria. *International Journal of Humanities & Social Science*, 2, 133.
- Alharahsheh, H. H. & Pius, A. (2020). A review of key paradigms: Positivism Vs interpretivism. *Glob Acad J Humanit Social Science*, 2(3), 39-43.
- Alhojailan, M. I. (2012). *Thematic analysis: A critical review of its process and evaluation*. Los Angeles: Sage.
- Al-Smadi, H. S. (2017). The role of social networking sites in creating moral crisis and the role of the University in Confronting it from the view point of Qassim University Faculty Members DOI:10.5539/ies.v10n5p36

- Alshare, F., Alkhaldeh, A. M., & Eneizan, B. M. (2019). Social media website's impact on moral and social behavior of the students of university. *International Journal of Academic Research in Business and Social Sciences*, 9(3), 169–182.
- Amongin, D. (2017). *Effects of drug abuse on academic performance of students' in selected senior secondary schools in Ngora Town Council, Ngora District, Eastern Uganda*. (Published Master dissertation), University of Nairobi.
- Ampofo, J. A. (2020) Causes and effects of examination malpractices among junior high school students in New Edubiase. *International Journal of Management & Entrepreneurship Research*, 3(1) 112-118.
- Amponfi, K. (2006). NUGS wages moral war. *The Daily Graphic*, 4<sup>th</sup> April, 2006.
- Anam J., Kausar R., & Khan, N. (2021). Effect of school system and gender on moral values and forgiveness in Pakistani school children. *Malaysian Online Journal for Educational Science*, 3, 19–28.
- Arhin, D. (2020). Perceived factors influencing examination malpractices in BECE among pupils in Asante Akim North District. *International Journal of Education*, 12(3), 332-346.
- Ashiagbor, K. K. (2019). Examination malpractice at WASSCE in Ghana: The challenges of utilizing information and communication technology. *International Journal of Management & Entrepreneurship Research*, 2(7), 492-511.
- Atenah, B. O., Agyei, E. O. & Aggor, B. K. (2018). The trend of dressing among tertiary students in Ghana: Implications for control. *Africa Development and Resources Research Institute Journal, Ghana*, 3, 81-89.
- Bandura, A. & Walters, R. H. (1963) Social learning and personality development. Retrieved on 26<sup>th</sup> January, 2022 from <https://www.worldcat.org/title/social-learning-and-personality-development/oclc/1036866333>.
- Basome, S. & Vencie A. (2018). Moral decline in schools: Reflections on public secondary schools in Iganga District, Uganda.
- Begley, C. M. & Tobin, G. A. (2004). Methodological rigor within a qualitative framework. Retrieved from <https://www.scirp.org>. on 1<sup>st</sup> June 2022.
- Bhattacharjee, A. (2012). *Social Science research: Principles, Methods, and practices*. New Delhi: Sage.
- Bonaya, G. (2015). A study on influence of social media on moral decadence and social behaviour among the youth in Sololo Ward, Marsabit.

- Bostley, M. A. (2019). *Basics of research design: A Guide to selecting appropriate research design*. London: Sage.
- Braun, V. & Clarke, V. (2015). *A practical guide to research methods*. Los Angeles: Routledge.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Britwum, F., Adjei, E., Nyamekye, F. & Britwum, B. A. (2021). Perceived causes and effects of moral decadence among some selected senior high schools in the Kumasi Metropolis, Ghana. *The International Journal of Humanities & Social Studies*, 4, 91-103.
- Britwum, F., & Aidoo, S. (2022). Moral decadence as a potential predictor of students' academic performance in some selected senior high schools. *International Journal of Learning and Teaching*, 14(3), 153–168.
- Bronfenbrenner, U. (1979). *Ecological systems theory*. Retrieved on 15<sup>th</sup> February, 2022
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford: Oxford University Press.
- Bryman, A. (2008). *Social research methods* (3rd ed.). New York: Oxford University Press.
- Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment* (Vol. 17). Thousand Oaks, CA: Sage.
- Busetto, L., Wick, W. & Gumbinger, C. (2020). Neurological research and practice <https://doi.org/10.1186/s42466-020-00059-z>.
- Carmen, C. S., Josu A. R., Francisco, E. B. (2018) Kohlberg's moral education proposal and its legacy at university: present and future.
- Caulfield, J. (2022). How to do thematic analysis. step-by-step guide & examples. Retrieved November 22, 2022, from <https://www.scribbr.com/methodology/thematic-analysis>.
- Chillima, F. (2019). Causes and effect of truancy on academic performance of pupils in selected primary school (Education Project Topics and Materials). Retrieved from <https://www.modishproject.com/truancy-academic-pupils-school/>. On 17<sup>th</sup> January, 2022
- Chinedu, J., Dick, V., Ifeanyi, E., & Ozioma F. C. (2020). Addressing moral decadence in contemporary Nigerian society: The religious option. pp 273-28

- Chinedu, J. D., Ede, V. I., & Ozioma, F. C. (2020). *Addressing moral decadence in contemporary Nigerian Society: The Religious Option*. Thousand Oaks, CA: Sage.
- Coji, R. (2014). *Dangers of indecent dressing*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*. London: Sage Publications, Inc.
- Creswell, J. W. (2012). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Chukwu, C. C. Garba, M. J., & Chiemeka, O. (2019). Social media usage, Moral decadence and the impact on the Nigerian Family Values: A critical perspective. Retrieved on 15<sup>th</sup> March, 2022 from [www.globalscientificjournal.com](http://www.globalscientificjournal.com).
- Chinedu, J., Dick, V., Ifeanyi, E., & Ozioma, F. C (2020). Addressing moral decadence in contemporary Nigerian society: The religious option. *Int. J. Innovative Soc. & Sci. Educ. Res.*, 6(2), 273-28
- Dankano, E. & Garba, M. J. (2017). Drug abuse and its effects on academic performance of secondary school students in Bali Local Govt. Area of Taraba State, Nigeria. Retrieved on 14<sup>th</sup> January, 2022.
- Denzin, N. K., & Lincoln, Y. S. (2013). *Handbook of qualitative research* (4th ed.). Thousand Oaks, CA: SAGE.
- Denzin, N. and Lincoln, N. (2013). Performing methodologies. Retrieved from <https://doi.org/10.1177/1473325013493533> on 1st June.
- Dorn, J. A. (1996). The Rise of Government and the decline of morality: The Cato Institute. *International Journal of Education, Psychology and Counseling*, 5 (37), 124-137.
- Dughah, S. (2015). *The real cause of examination malpractices in Ghana*. Englewood Cliffs, NJ: Prentice Hall.
- Edinyang, S. D. (2016). The significance of social learning theories in the teaching of social studies education. *International Journal of Sociology and Anthropology Research*, 7, 91-104.
- Ettekal, A. V. & Mahoney, J. L. (2017). Ecological systems theory. Retrieved on 15<sup>th</sup> February, 2022 from <http://www.sagepub.com>. SAGE Publications, Inc. DOI: <http://dx.doi.org/10.4135/9781483385198.n94>.
- Easwaramoorthy, M. & Fataneh, Z. (2006.) *Interviewing for research*. Toronto: Sage.

- Ekpenyong, S. N. (2010). Secret cult at Niger Delta University. *International Journal of Scientific Research in Education*, 3(2), 121-131.
- Enyinnaya, E. (2015). Violence in schools: Causes and solution. *International Journal of Education, Psychology and Counseling*, 5, 120-132.
- Enyiorji, B. E. (2015). Forced truancy and its impact on youth delinquency in South-Eastern Nigeria. Retrieved on 24<sup>th</sup> February, 2022 from [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).
- Eremie, M. & Nwagbogwu, L. G. (2018). Influence of moral instruction on academic achievement of secondary school students in Rivers State: Implications for counselling. *Int. J. Innovative Soc. & Sci. Educ. Res.*, 6(2), 38-47.
- Ewulo, M. O. (2016). Students' dress code and indecent dressing. *Journal of Education and Policy Review*, 3, 56-64.
- Fareo, O. D. & Jackson, J. (2018). Indecent dressing among students of tertiary institutions in Adamawa State, Nigeria. *International Journal of Education and Social Science Research*, 7, 61-70.
- Field, A. (2005). Reliability analysis. *Discovering statistics using*. London: Sage.
- Folson, D. & Awuah, K. F. (2014). Combating examination malpractices in the Basic Education Certificate Examinations (BECE) in Ghana. *International Journal of Computer Applications* (0975 – 8887). Retrieved on 3<sup>rd</sup> February, 2022 from : <https://www.researchgate.net/publication/>.
- Gogo, J. O. (2020). The contribution of education to moral decay in kenya challenges and prospects. *International Journal of Education Humanities and Social Science*, 3(01), 61-70.
- Glaser, B. (2002). Conceptualization: on theory and theorization using grounded theory. *International Journal of Qualitative Methods*, 1(2). Retrieved from <http://www.ualberta.ca/~ijqm/>
- Glass, J. (2014). *Research methods and techniques*. [Lecture] University Highlands and Islands.
- Hammersley, M. (2013). *The relationship between qualitative and quantitative research: Paradigm loyalty versus methodological eclecticism*. London: Routledge Falmer.
- Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in practice*. London: Routledge.
- Huck, S. W. (2007). *Reading statistics and research*. New York: Allyn & Bacon



- Ifeanyi, E. (2018). Effects of cultism on Nigerian Youths. Retrieved on 25<sup>th</sup> January, 2022 from <https://infoguidenigeria.com/effects-cultism-nigerian-youths/>
- Ikini G. A. (2016). Problems of indiscipline on academic performance of secondary school students in Kosofe Local Government area of Lagos State. *International Journal of Education, Psychology and Counseling*, 3(36), 24-37.
- Igba, D. I. Oka, O. F. & chidimma, I. L. (2016). *Factors affecting the inculcation of moral behaviours in youths within families in Ohaozara local government area Ebonyi State*. London: European Centre for Research Training and Development.
- Kaushik, V & Walsh, C. A. (2019). *Pragmatism as a research paradigm and its implications for social work research*. Faculty of Social Work, University of Calgary, Calgary, AB T2N 1N4, Canada.
- Kilton M. (2017). Opinion: What causes moral decadence in our communities? Retrieved from [www.kiltonmoyinspirations.com](http://www.kiltonmoyinspirations.com) on 13<sup>th</sup> January, 2022.
- Kivunja, C. (2017). Understanding and applying research paradigms in educational Contexts. Retrieved on 31<sup>st</sup> May, 2022.
- Kothari, C. R., & Garg, G. (2014). *Research methodology: Methods and techniques*. New Delhi: New Age International Publishers.
- Korstjensa, I and Moser, A. (2017) *Practical guidance to qualitative research. Part 4: Trustworthiness and publishing*. Retrieved on 1<sup>st</sup> June, 2022.
- Korstjensa, I. & Moser, A. (2017). Practical guidance to qualitative research: Context, research questions and designs. *European Journal of General Practice*, 6, 127-141.
- Kuli, G. F. (2010). The basis of distinction between qualitative and quantitative research in social science: Reflection on ontological, epistemological and methodological perspectives. *British Journal of Education*, 9, 197-207.
- Kuranche, A. (2021). *Research made easy*. Kumasi, Ghana: Bookworm Publications.
- Kwanuba, Y., Sababa, L. K. & Filgona, J. (2020). Students' perception of indecent dressing in Adamawa state citadel of higher learning. *International Journal of Engineering and Science*, 4, 63-84.
- Kyereko, D. O. (2020). *Education for all: The case of out of school migrants in Ghana*. Accra: Black Mask
- Lee, C. J. (2013). Wiley Online Library. <https://doi.org/10.1002/asi.22784>.

- Levers, D. M. (2013). Philosophical paradigms, Grounded theory, and perspectives on emergence. *Journal of Education and Practice*, 6(20), 1-7.
- Louw, J. M. (2009). The socio-educational implications of the moral degeneration of the South African Society: Towards a solution. *Online Readings in Psychology and Culture*, 2(1), 79-84.
- Lukeman, J. (2021). Prevalence of moral decadence among youths in Kaduna North Local Government Area, Kaduna State.
- Alvi, M. H. (2016). *A manual for selecting sampling techniques in research*. Thousand Oaks, CA: Sage.
- Madrine, K. (2015). Behaviour disorders related to drug abuse among secondary school students in Kenya. Retrieved from [www.iiste.org](http://www.iiste.org). on 17<sup>th</sup>
- Maguire, M. & Delahunt, B. (2017). *Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars*. Retrieved on 21<sup>st</sup> April, 2022.
- Makaula, F. B. (2018). Perceived causes and methods of examination malpractice in the Malawian education system: A case study of secondary schools in the South East Education Division (SEED). *Journal of Education and Practice*, 6(20), 1-7.
- Marygoretty, E. & Adhiambo, W. M. (2021). The prevalence, causes and effects of drug use and abuse on performance indicators among secondary School students in Teso South Constituency, Kenya.
- Masath, F. B. (2013). Moral deterioration: The reflection on emerging street youth gangs in Musoma, Tanzania. Retrieved on 10<sup>th</sup> March, 2022 from [www.savap.org.pk](http://www.savap.org.pk).
- Mathers, N., Fox, N. & Hunn, A. (1998). Trent focus for research and development in primary health care: Using interviews in a research project. *Trent Focus*, 61-73.
- Matsumoto, D. (2002). Culture, psychology, and education. *Online Readings in Psychology and Culture*, 2(1). <https://doi.org/10.9707/2307-0919.1010>
- Maurtvedt, M. (2017). The Chinese social credit systems. Surveillance and social manipulation: A solution to moral decay. *Journal of Education and Practice*, 6(20), 1-7.
- Mbah, B. A., Egwu, S. O. & Emesini, N. O. (2018). *Influence of cultism on the school activities of student in Nigerian universities: A focus on Ebonyi State University, Abakaliki-Nigeria* (Published thesis), Ebonyi State University

- McGovern, P. G., Finnegan, J. R.; Forster, J. L., Wagenaar, A. C., & Wolfson, M. (1996). Project Northland: Outcomes of a communitywide alcohol use prevention program during early adolescence. Project Summaries. Paper 14. <http://digitalcommons.unomaha.edu/slceprojects/summaries/14>. Retrieved on 18<sup>th</sup> January, 2022.
- Mensah, E. & Kyei, S. (2019). Social media use and moral development of students: A cross sectional survey. *International Journal of Innovative Research and Development*, 8(11), 9-17.
- Misoi, J. E. (2009). *Effects of drug abuse on students performance: A case study Of Kapseret Division Uasin Gishu District*. Retrieved on 17<sup>th</sup> January, 2022.
- Morales, A. (2006). *Language brokering in Mexican immigrant families living in the Midwest: A dissertation proposal*. Ottawa: Sage.
- Morgan, B. (2017). *Is social media messing with children's morals?* London: Sage.
- Moser, C. A. & Kalton, G. (1989). *Survey methods in social investigation*. London: Sage.
- Muraina, M. B., & Ugwumba, E. U. (2014). Moral misconduct among students of higher institutions in Nigeria: A case of selected higher institutions in Imo State, Nigeria. *International Journal of Educational Foundations and Management*, 2(1), 63-70.
- Maurtvedt, M. (2017). Surveillance and social manipulation: A solution to moral decay. Retrieved on 25<sup>th</sup> April, 2022 from <http://www.duo.uio.o/>.
- Musa, T. M. (2014). Absenteeism and truancy on academic performance of secondary school students in Ogun State, Nigeria. Retrieved on 7<sup>th</sup> December, 2022
- Masath, F. B. (2013). Moral deterioration: The reflection on emerging street youth gangs in Musoma, Tanzania. Retrieved on 10<sup>th</sup> March, 2022 from [www.savap.org.pk](http://www.savap.org.pk).
- Okobia, F. N., Okafor, I. M. & Osajie, J. N. (2016). Reactivating Nigerian norms and values through religious studies for national transformation. [Http://Dx.Doi.Org/10.4314/Og.V12i.S1.10](http://Dx.Doi.Org/10.4314/Og.V12i.S1.10). retrieved on 10<sup>th</sup> March, 2022.
- Neuman, W. L. (2011). *Social research methods: qualitative and quantitative approaches* (7th ed.). Boston: Pearson.
- Ngohi, B. U., Ibrahim, D. I., Halliru, A. M., Gambo, G. M., & Nura, A. G. (2020). *Causes, forms and consequences of immorality among students of private schools in Borno State, Nigeria: Implications for counselling*. (Published master dissertation), Ibadan State University.

- Nickerson, C. (2022). *Interpretivism paradigm & research philosophy*. Boston: Pearson.
- Njeru, A. N. & Ngesu, L. (2014). Causes and effects of drug and substance abuse among secondary school students in Dagoretti Division, Nairobi West District-Kenya.
- Njoku, N. C. (2016). Causes and effect of truancy on academic performance of pupils in selected primary school. *Journal of Education and Practice*, 7(26), 187-191.
- Njoku, N. C. & Njoku D. I. (2016). Curbing examination malpractice in secondary schools in Nigeria through moral education. *Journal of Education and Practice*, 4(2), 23-37.
- Njoku, N. C. (2016). Teachers' perception on the dimensions of moral decadence among secondary school students in Ebonyi State, Nigeria. *Journal of Education and Practice*, 7(26), 364-678.
- Noradilah, A. W., Mohd S. O., & Najmi, M. (2017). The influence of the mass media in the behavior students: A literature study. *International Journal of Academic Research in Business and Social Sciences*, 7(8), 325-341.
- Nwadidobi, V. N., Umezulike, R. Q. & Afunugo, D. M. (2019). Causes and consequences of sexual promiscuity among undergraduates in tertiary Institutions in Anambra State. Retrieved on 20<sup>th</sup> January, 2022.
- Nzusa, V. K. (2009). An investigation into moral decay and performance among primary school learners in the inclusive setting in Kala W Ani Zone, Mbooni District. A research report.
- Obadare, F. T. & Deji-Afuye, O. (2015). *Parental attitude to the use of English of the girl-child: A panacea for crime against women in Ikere Ekiti, Nigeria* (Published MA thesis), Aowin State University.
- Obiukwu, E. F. & Chukwu, C. J. (2019). *Civic education and leadership: A panacea to moral decadence in tertiary institutions*. Sterling, VA: Stylus Publications.
- Odeh, J. O. O. & Eje Ate, E. S. (2022). Issues in moral education of the youths for national development in the 21st Century. *The Nigerian Academic Forum* Volume 22 No. 1. Retrieved on 11<sup>th</sup> January, 2022.
- Odewoye, F. S. (2017). Moral decadence among youth: Causes and solutions. *College Student Affairs Journal*, 32(1), 53-65.

- Ogbonnia, O. O. & Brooke, E. C. (2020) Social media network and the moral decadence of the African Child; Consequences and Control. *African Scholars Journal of pure and Applied Science (JPAS-9)*, 94-108.
- Ogundele, M. O., Jimba, N. D. & E. R., Luka, P. (2016). Moral education and quality assurance of Nigerian secondary schools. *Academic Journal of Interdisciplinary Studies*, 5(1), 323.
- Okafor, O. J. & Uwalaka, E. (2021). Indecent dressing among undergraduate students in Nigerian tertiary institutions: Implications for counselling. *Unizik Journal of Educational Research and Policy Studies*, 4, 32-40.
- Okobia, F. N., Okafor, I. M. & Osajie, J. N. (2016). Reactivating Nigerian norms and values through religious studies for national transformation. *International Journal of Education, Psychology and Counseling*, 5(37), 124-137
- Okoth, J. (2017). *Moral decay: Diagnosis of causes in Uganda*. Kampala: ACT Press.
- Olawale, J. (2017). History of cultism in Nigeria. Retrieved from: <https://www.legit.ng/1118017-history-cultism-nigeria.html>
- Oluwadare, O. O., Otunaiya, A. O. & Opeoluwa, S. R. (2020). Indecent dressing and its implications on academic performance of female undergraduates: Tai Solarin University of education experience. *International Journal of Management, Social Sciences, Peace and Conflict Studies*, 7(3), 201-209.
- Ormrod, J. E. (1999). *Human learning* (7<sup>th</sup> ed.). Washington, DC: Author.
- Omonijo, D. O., Onabanjo, O., Okunlola, B. O., Uche, O. O. C., Anyaegbunam, M. C., Odukoya, J. A., Olowookere, E. I. & Olujobi, O. J. (2018). An exploratory study of modeling as an educational tool for adolescent moral development. *Clinical Social Work Journal*, 38, 341-349.
- Onyibe, C. O., Uma, U. U. & Ibina, E. (2015). Examination malpractice in Nigeria: Causes and effects on national development. *Journal of Education and Practice*, 1(1), 01-10.
- Osagiobare, E. O., Ekwukoma, V, & Ekomaru, C. I. (2015). Forms of indecent dressing among university students in North Central Geo-Political Zone. *Sokoto Educational Review*, 4, 98-104.
- Osharive, P. (2015). *Social media and academic performance of students in University of Lagos*. Lagos: University of Lagos Pres.
- Oyediran, A. O. (2020). Causes and effects of sexual immorality among secondary school student in Afijio Local Government Area, Oyo State. *International Journal of Innovative Social Sciences & Humanities Research*, 8(2), 37-44.

- Oyeoku, E. K., Ngwoke, D. U., Eskay, M., Obikwelu, C. L. (2014). Perceived impact of prostitution tendencies on academic performance of University Undergraduates in South East, Nigeria.
- Oyeoku, E. K. (2012). Socio-cultural and economic correlates of prostitution tendencies among university undergraduates in South East, Nigeria. Retrieved on 19<sup>th</sup> January, 2022.
- Oyemwinmina, C. & Aibieyi, S. (2015). Cultism: A destructive concept in the educational development of tertiary Institutions in Nigeria. *An International Multidisciplinary Journal*, 14(2), 20-31.
- Panda, I. (2018). *Should parents be blamed for their child's behavior?* Retrieved from <https://ivypanda.com/essays/should-parents-be-blamed-for-their-childs-behavior/>



## APPENDIX

### Semi Structured Interview Guide

UNIVERSITY OF EDUCATION

DEPARTMENT OF SOCIAL STUDIES

**Topic:** Moral decadence among students of Fodoa Community Day Senior High School in the Eastern region, Ghana. The untold story.

1. The forms of moral decadence among students of Fodoa SHS.

➤ What is your general understanding of moral decadence?

.....

➤ Have you encountered any form of moral decadence in the school? .....

.....

What other forms of moral decadence have you observed take place in the school?

.....

➤ Have you had any personal experience of moral decadence? .....

.....

Prompt

.....

.....

2. Factors that account for the immoral acts among students in the school.

➤ What is/are your motivation for engaging in the immoral act in the school?

.....

- Which other deviant behaviour have you witnessed others do in the school?  
.....

- Do you have any friend who is also into the acts of immoral behaviour?  
.....

Prompt .....

**3. The extent to which moral decadence affects the academic and social life of students.**

- How do you think deviant acts affect your academic work or performance?  
.....

- How do you think deviant acts affect your social life or behaviour  
.....

- How does it affect your social life?  
.....

- How do you see the academic performance of your friends who are also into such acts?  
.....

- Prompt  
.....

**4. Interventions available to curb moral decadence in the school.**

- Have you ever regretted getting involved in such act?  
.....

- Have you thought of stopping such acts?



.....

- What has the school been doing to help curb such acts?

.....

- What can you also do to stop this behaviour

.....

Prompt

.....

