

INFLUENCE OF CHRISTIAN RELIGIOUS STUDIES ON IMMORAL
PRACTICES IN SENIOR SECONDARY SCHOOLS: A CASE STUDY OF
SECONDARY SCHOOLS IN ONITSHA SOUTH LOCAL GOVERNMENT
AREA OF ANAMBRA STATE

BY

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JAN, 2023

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RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY.

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD
OF BACHELOR OF ARTS (EDUCATION) DEGREE IN RELIGIOUS STUDIES

DECEMBER, 2022

CERTIFICATION

We the underlisted, certified that this project work was carried out by **Nnodum Boniface Chibueze** with the matriculation Number EDU 1703088 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfilment of the required award of Bachelor of Art (E.D) Degree in Religion studies.

DEDICATION

This project is dedicated to God Almighty who has made my stay in University of Benin worthwhile and saw me through my years of studies.

ACKNOWLEDGEMENT

The success of this project wouldn't have been possible, if not for the assistance of these people to whom I owe immense gratitude.

The researcher acknowledge his precious supervisor, Mr. Monday who despite the numerous work on his desk spared his time to read through this project critically, making useful suggestions, constructive criticism and worthwhile comments when necessary. May God continue to bless you in your chosen career.

Special thanks goes to his beloved mother, Mrs. Nnodum Laretta for her financial, moral and spiritual support towards his bachelor's degree program in University of Benin and also for her assistance during the project work. Thank you for everything you have done mum. I love you forever.

Special thanks also to his wonderful guardian parent and Uncles and Aunts. Pastor and Mrs. Utuagba Osita, Mr. Ezeh Nnamdi, Mrs. Nwabu, Mrs. Chimezie, Mrs. Nzube and their respective families. Thank you for your financial support and your prayers, may the good Lord bless you immensely.

Great thanks to his special siblings, Amara, Nneka, Ogechi, Chidiogo, Chigaemezu, Chizuru and Osita for their care, prayers and support(financial) through this period of study. May the good lord bless and keep you all. I love you.

Special thanks also to my cousins, Ms. Chimdi, Ebube, Noble and Nnamdi for their encouragement, advise and funds may God bless you.

His indebted to his lecturers in Department of Religions, especially to Dr Sibani Clifford for his support.

His grateful to his friends, Chidera (Omah), Ose, Oshoma, Chiemerie,
Favour for their support during his stay in the school and during the project work.
May the good lord bless you all, I love you.

ABSTRACT

This study was design to examine the Influence of Christian Religious Studies on immoral practices in senior secondary schools: a case study of secondary schools in Onitsha South Local Government of Anambra State. To achieve this purpose the following research questions were put forward: Is the teaching of Christian Religious studies prevalent in secondary schools in Onitsha South Local Government Area of Anambra State? Does the absence of Christian Religious studies lead to moral decadence? What are the immoral practices/behaviors seen among secondary school students? What are the reasons behind the exhibition of immoral practices among secondary school students? Has Christian Religious studies been effective in improving the morals and behaviors of students in secondary schools in the area of study?

This study adopted the descriptive research design and the major instrument used for data collection was questionnaire. The questionnaire was validated and reliability was determined through test retest method. The data collected was presented in frequency count and percentage for all the one hundred and fifty three (153) respondents draw from the twelve(12) secondary schools in Onitsha South Local Government Area of Anambra State through simple random sampling techniques.

This project is in five chapters, these includes Chapter one which is the introduction, Chapter two deals with the review of related literature, Chapter three is the methodology while Chapter four is the presentation of results and discussion of findings and Chapter five is the summary, conclusion and recommendations.

CHAPTER ONE

INTRODUCTION

Background to the Study

One major unfortunate characteristic feature of the society is gross indiscipline among the youths. This indiscipline manifest in virtually every educational institution and the society at large, where the youth exist in large numbers. It is often heard and read in the dailies that despicable behaviors like alcoholism, smoking, cultism, exam malpractices, indecent dressing etc. are found amongst the youths and it is painful to state that majority of them seem to be oblivious of its negative effects on them, the society they live in and the nation as a whole.

In a bid to curb the continuous rise of these negative vices in schools and the society, institutions have been set up and equipped with the necessary requirements to combat these seeming evils. One of these institutions set up to fight against these vices is the schools, and it has been saddled with enormous responsibilities which is directed to the welfare of the youths. The maintenance of high standard of morals is one of the primary duties of this institution. Hence, various means have been mapped out for its actualization. School subjects have been approved by the respective educational authorities and stakeholders in order to combat these vices. One of it is the Religious Studies taught as a compulsory subject for senior secondary school students.

Firstly, it is good to perceive religion as an approach of great importance in this contemporary world for maintaining a high standard of morality. It is believed that Religion is needed to achieve morality. As opined by Emmanuel (2018), “Morality until recently has been seen as a brainchild of religion and thus an essential part of religion from which it is inseparable”, hence it is been practiced in all parts of the world in different ways based on culture and tradition, yet with the same purpose of maintaining morality and order. It is sacrosanct to know that there is no Religion without morality, hence morality is one of the building blocks of every Religion irrespective of where it is being practiced and its dogmas. “Religion provides the foundation of ethics” (Emmanuel, 2018).

Religion and morality work in hand in promoting values and are as well engaged in the similar purpose of positive character formation of an individual, and also to achieve harmoniousness and peaceful coexistence amongst people in a just and egalitarian society. This therefore concludes that both are interwoven to the extent that they promote each other and share similar goal, making the individual a good person in order to build a just and peaceful society. Hence the teaching of Religious studies is encouraged.

This subject has also been a part of the Nigerian school curriculum since the inception of the formal education and also a compulsory subject (under Religions and National Values, RNV) which students are allowed to choose, from a variety

of subjects under science, business and humanities. Religious and National Values (RNV) was introduced by National Education Research and Development Council (NERDC) and Basic Education Commission (BEC) in its bid to modify the educational curriculum.

The Religion and National Values (RNV) was introduced to teach moral and civic values needed for laying solid foundation for life-long learning. The major reason for including Religious Studies in education of secondary school students is to help decrease religiously motivated crimes and to enhance student education. Though Religious Studies is effective in improving moral and behavior in secondary school students, there seems to be high rate of immorality among students and the youth in recent times. Outside the family, the school is a custodian of morals and good behavior through the teaching of religious studies.

In the secondary school curriculum, maximum emphasis is laid on science subjects like: Physics, Chemistry, and Biology more than Religious studies (Islamic and Christian Religions inclusive) which makes Religious studies appear less important. This bias comparison and placement have to a great extent affected the disposition of students in Religious Studies class, thereby reducing the impact of the subject on students. This science subjects appeared to be one of the causes of damages that have contributed to the ineffectiveness of Religious Studies in the promotion of good morals and behaviors.

Incapability of teachers is another problem facing the effectiveness of religious studies in improving moral and behavior. How will the subject be effective when the tutor do not have an in-depth knowledge of what he/she is teaching? Many schools in our society today have unqualified teachers taking religious studies as a subject. Because of the teaching profession which has over the years been occasioned by poor remuneration of teachers, they tends to leave the profession in search of a greener pasture.

Statement of the Problem

Inculcation of morals is taken seriously among the youths because it is believed that they are the future of the society, who need proper guidance and supervision in order to ensure that the values of the nation are not abused, hence the establishment of schools and subjects to ensure the actualization of this goal. Therefore, the Christian Religious Studies was introduced and approved as one of the numerous subjects to be taught in schools which they believe would mold students and youths as a whole to live a moral lifestyle in the society free of all forms of crime and cunningness.

But it seems like reverse is now the case, as most educational institutions initially set up to teach and uphold morality are now turning out to be a breeding ground for several antisocial vices and immoral practices even with the array of seemingly character-building and self-development subjects. Technological

advancements which is a major element in today's activities came with enormous effects, both good and bad. It has to a great extent made living simple and stress free, yet, it seems like the moral decadence in the world today especially among the youths is to be attributed to it. The rate of moral decadence seems to be increasing with speed, especially among the youths due to the effects of internet and youthful exuberance. Social vices are eating deep into the fabric of the youth. The effects of these technologies are also seen in the school system among students and teachers alike. The introductions of some subjects (like sex education) into school curriculum under the guise of development yet without proper supervision have exposed young students to varying lengths of immoral behaviors, and most youths are now seen experimenting.

Unbelievable things have been seen and heard among youths in secondary schools nationwide. Bizarre reports such like: cultism, alcoholism, smoking, hard drugs, exam malpractices, sexual promiscuities, indecency in dressing, to mention just a few. Now, the question that begs for answer is: What is the influence of subjects like Religious studies on the immoral practices/behaviors of these secondary school students?

Researchers acknowledge that cultism has spread to even secondary schools. Uzoma (2012), in one of his writings opined that secondary schools are now a fertile ground where the youths are groomed in cultism pending when they will

gain entry into the university. Also, heavy intake of alcohol and hard drugs is skyrocketing among secondary school students. Some consume these substances for pleasure, while some because of peer pressure. Smoking is no news again in schools, as students are caught regularly smoking. Indecency among secondary school student is alarming. One will hardly differentiate a ruffian from a male student, as they now sag their trousers and keeps bad haircuts. The females are not excluded as some cannot be differentiated from a slut. Some now reveal their bodies, almost going bare on the streets with their skimpy dresses exposing their sensitive parts, which mostly is the primary cause of rape in school. Rape and sexual harassment is now becoming almost normalized among students. Also, watching of pornographic pictures and movies which in turn makes the victim's sexual hormones to heighten and the urge to satisfy these hormones becomes irresistible. The number of girls a male students sleeps with is now something to boast of in school.

Examination malpractices is also becoming a trending phenomenon amongst students in educational institutions, inclusive of the secondary schools. It seems to be at the top list of immoral conducts perpetrated by students. Today, most students now rely on "expo" to be successful in examinations. Most times, these examination malpractices is induced by school authorities, especially during

external examinations where the students are asked to pay some amount for sorting invigilators.

Based on the aforementioned therefore, it seems the school as a social institution have failed on their part to inculcate the desired morals into the students. With all these declining behavioral standards among students, the school will only end up producing half-baked students if nothing is done about it. Educated fools, intelligent drunkards and clueless graduates will emerge from the various schools. Hence, the researcher begins to wonder if subjects like Religious studies do have a positive influence on the attitude and behavior of students at all

Research Questions

The following research questions were raised to guide this study.

1. Is the teaching of Christian Religious studies prevalent in secondary schools in Onitsha South Local Government Area of Anambra State?
2. Does the absence of Christian Religious studies lead to moral decadence?
3. What are the immoral practices/behaviors seen among secondary school students?
4. What are the reasons behind the exhibition of immoral practices among secondary school students?

5. Has Christian Religious studies been effective in improving the morals and behaviors of students in secondary schools in the area of study?

Purpose of the Study

The primary focus of this study is to examine the influence of Christian Religious studies on the Immoral Practices and behaviors of secondary school students in Onitsha South Local Government Area of Anambra State, with the aim of finding out whether or not Christian Religious studies have helped in curbing these immoral practices.

Specifically, the objectives of this study is to:

- (i) Find out if Christian Religious studies is effectively taught in senior secondary schools in Onitsha south local government area of Anambra state.
- (ii) Ascertain if the absence of Christian Religious studies leads to moral decadency among secondary school students.
- (iii) Identify the immoral practices displayed by senior secondary school students in Onitsha South Local Government Area.
- (iv) Find out the reason why the students exhibits these immoral practices.
- (v) Determine if Christian Religious studies have been effective in improving the moral and behavior of the students.

Significance of the Study

This study will help identify the power of Christian religious studies and how important Christian religious studies is in curbing immoral practices/behaviors that is prevalent among secondary school students.

The findings from this study will enlighten the public on these immoral practices/behaviors that are exhibited by secondary school students. It will also list in details the dangers of these practices on students individually and on the nation at large. This study will also give clear explanation on the reasons behind the exhibition of these practices.

Findings from this study will abreast the students with the immoral behaviours and its dangers, and also how to avoid it.

Findings from this study will equip educational administrators in schools, agencies and ministries of education with the needed information on the behavior of students in school.

Finally, findings from the study will enable parents and guidance to know the necessary steps to take in training their children/wards in order to avoid these immoral practices.

Scope and Delimitation of the Study

The study is on the influence of Religious Studies (Christian Religious Studies in particular) on the immoral practices among senior secondary school students. The reason behind the exhibition of these practices are traced and its dangers.

This study would be delimited to public senior secondary school students in Onitsha South Local Government Area of Anambra state. Time constrain is another delimiting factor of this study, as the researcher didn't have enough time to carry out his research.

Definition of Terms

The following are defined in the context according to their various usage in the study:

Influence: The effect somebody or something has on the way a person thinks or behave.

Religious: Concerned with sacred matters, religion or the church.

Immoral: Not adhering to ethical or moral principles.

Practices: A customary way of operating or behavior.

Secondary: a school for older teenagers, ranging between 14 and 20 years of age.

School: An educational institution or a building where young people receive education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter review literatures related and relevant to this study under the following sub headings:

- ❖ Concept of immoral practices/behavior
- ❖ Immoral practices obtainable in senior secondary schools
- ❖ Reasons for the exhibition of the immoral practices
- ❖ Effects of the practices on the students
- ❖ Christian religious studies as a combating agent against immoral practices

Moral decadence in all ramifications seems to be a major factor retarding the healthy development of Nigerian youths who will constitute tomorrow leaders. The youths irrespective of gender, location, economic or socio-cultural background are morally bankrupt which could be attributed to parental rearing despite the degree of exposure, educational and socioeconomic disposition of the parents. Ogbodo (2018), expressed that one of the greatest problems facing Nigeria in the contemporary is moral bankruptcy due to loss of direction and proper sense of judgement. This appears that the extent to which immorality is perpetrated is no longer considered as evil. It therefore requires urgent and positive value re-orientation and moral counselling at all school levels.

The concept of morality may vary from one culture or tradition to another; however, it generally relates to the principles of right and wrong conducts religiously, socially and otherwise. Ogbodo (2018), defines morality as beliefs about what kind of behavior is good or bad. Thus, elements of morality such as ethics, virtues, rightness, nobility are said to be comparable when they mean conforming to standard of what is right and good. Ogbodo (2018), stressed that morality implies relationship to character or conduct perceived as good or bad, right or wrong. Sometimes, moral may imply relationship or concern with character or conduct distinguished from intellectual or physical perspectives. In this study however, immorality is defined as a deviant and socially unacceptable behavior contradicting the agreed written or verbal norms and values of a given group or institution which must be followed by appropriate endorsement on the perpetrators to serve as deterrent to others.

Immorality is a serious challenge that must be stamped out in academic institutions from the roots to warrant growth and development, however, Agboola and Salawu (2015) stated that immorality in schools can be traced to the interactions of two distinct yet overlapping environmental factors within and outside schools where students socialize. Buttressing this point, Arewa (2018), opined that family factors that encourage immorality could be traced to history of substance abuse, poor parent-child relationship, physical violence between parents and socio-economic status or influence of the family.

IMMORAL PRACTICES OBTAINABLE IN SENIOR SECONDARY SCHOOLS

Schools are now a fertile ground where despicable things are breed, as records of unfathomable happenings appear on daily basis. Articles had been written on cultism, alcoholism, indecent dressing by researchers, even by self-confessed

cultist that denounced it, this is to expose the dangers that are inherent in these immoral behaviors in order to prevent the intending youths that would want to indulge in them. For, it is evident that indulging in them has no gain. The following are some of the immoral practices seen among students in senior secondary schools:

- Cultism
- Examination malpractices
- Alcoholism/smoking
- Indecent dressing
- Sexual promiscuity

CULTISM

A confraternity is an association of people based on shared beliefs with the aim of achieving definite goals accepted as common to them. Some confraternities were originally formed in schools and used as pressure groups against the school authorities. But, today, those initial aims and objectives have been defeated because they have been taken over by hoodlum, rogues, and ritualists.

Uzoma (20120), opined, historically, confraternities are created

to mold their members to be disciplined and morally sound citizens.

Today, the name has become synonymous with violent social groups

and cult operating in educational institution (secondary schools) the identities of whose members are not given to public knowledge.

Hence, cultism is the practice of a group of people or association whose beliefs are considered to be anti-people and lack morality, and their activities are shrouded in

secrecy. Cult are manipulative, they tend to take the members time, money, obedience and even their lives are demanded of them. That mean they surrender the entirety of their human rights to the group.

The leadership hierarchies of cults use many strategy and tactics to build confidence in the cultists in order to maintain total grip on them. Cultist are deceived, coerced, manipulated and used to their own detriment, they are made to believe that the supremacy of the cult is the ultimate. Fear control mechanism is employ to make member remain loyal. They also use any other threat including death to force members to remain even when the member finds out the truth about the cult's deception and evil tendencies.

The use of hard drugs, amulets, all sorts of weapons is employ by cult in order to make cultists have sense of belonging or to boost their ego. Weapons are seen as the source of their strength. Cults are now synonymous to violence, it came as a result of military incursion in politics.

The manner of People that join Cult

Numerous reasons `abound why youths join cult group, of which some are frivolous. Youths are vulnerable, they are easily influenced to join cult especially when there is no form of guidance and counselling either at home or in school. In a nutshell, many join cult to cover their inadequacies, this is for the category of those that intentionally join joined without being cajoled into doing so. Some were intimidated or forced into joining, when they have been intimidated, the cult uses coercion to make them remain in their fold. Types of people that join cult includes:

- Those with poor academic standing
- The ones that use the guise of cults to cover their weaknesses
- The ones that join believing that cult is a social club

- Emotionally unstable ones as a result of depression and drug addiction.
- Those with poor family background.

Initiation Procedures

Before anybody is fully accepted into a cult group as a full member, he/she is expected to have gone through all the required tests. The requirements and procedures for initiation are similar with minor differences. Some of the initiation process includes:

1. Oath taking: during the oath taking the intending members makes some vows and declare their allegiance to the cult. Alcoholic drink is mixed with some concoction and blood, which the intending members a meant to drink.
2. Drilling: intending member are to undergo endurance exercise which includes, blindfolding and severe beating.
3. In some male cult, intending members must rape a girl. While some encourage homosexuality.
4. Payment of fees etc.

Identification of Cult and Cultist

Every cult has a uniqueness, as it has ways in which members can identify themselves when they meet. Some of the ways are recognizable in form of colors, regalia, marks (tattoo) on their bodies, way of greeting and signs/symbols.

During their initiations they are taught a lot of things concerning the cult, their way of life and how to differentiate themselves from other groups using slogans or sayings. In the midst of others, cultist mainly uses colors to identify themselves from others. These colors are seen in their formal dresses like beret, ribbons, t-shirts, trousers etc.

Types of Cult in Secondary schools

Cultism has spread in secondary schools, where they are fully indoctrinated. There are different cult groups for both genders. Most times these cult groups are strictly for a particular gender, while some allows both genders. Some male cults in secondary schools: Hunter Mate, Lions Mates, Royal Brothers, 13 warriors, An Mate, Aiye, Black Scorpion, Junior Vikings Confraternity, Liver brothers, Supreme, Babylon etc.

The female cults are adjudged to be very deadly in their activities; they involved in prostitution, blackmailing, robbery, assassination etc. Some female cult in senior secondary schools includes: Royal queens, Fine girls, Junior daughters of Jezebel etc.

Reasons for the Exhibition of Cultism

The youths are vulnerable they are easily influenced to join cults especially when there is no form of guidance and counselling either in school or at home. The following are some reasons students join cult:

1. **Inferiority Complex:** students think very low of themselves, feeling that others are better than them. Hence they join cult in order to makeup their inadequacies. These are people who do not believe in themselves and lack the ability to stand up to issues, and be decisive in their dealings.
2. **Quest for Power:** Some students join cult due to the quest for power to command respect among their mates. Cultists are respected and dreaded, hence some student wish to be partakers of such respect.
3. **Ignorance:** Some students join cult thinking that it was a mere social group. Also, there are negative aspect of the cult no one knows until they have

joined. This camouflage and deception make students to join without knowing the repercussion.

4. **Parental Influence:** Negative influence from parents can also make a student to join cult at the slightest opportunity. A student whose father is a cultist and the student is aware of it have a high possibility of joining a cult.

Effects of Cultism on Students

Cultism has a lot of negative impaction on the youths, some got involved out of ignorance but in the long run they have their lives and those of others ruined for nothing. The following are some negative effect of cultism on students:

1. **Psychological Problem:** Cult members may suffer psychological challenges. Sometimes they may discover that cultism is wrong but they can't opt out due to the oath they took during the initiation, and fear of being killed if they should leave. Because of this, they live in constant fear and remain in perpetual psychological trauma.
2. **Drug Abuse:** Drug abuse leading to drug addiction which can lead to the deterioration of some body cells. Cult members are known to take some hard drugs which makes them to be intoxicated, and these drugs are often abused.
3. **Depression:** Most student cultist are depressed when they remember that they cannot operate normally like average persons because they are afraid of being attacked. Depression also sets in when they reflect on the anti-social and illegal activities they have been involved.
4. **Death:** The ultimate consequence of cultism is death. Many student cultist have been reported dead during operations with rivals, or cross fire with security operatives.

Examination Malpractice

According to the Longman Dictionary of Contemporary English (5th ed.), education is a process of teaching and learning. Education, being a process of teaching and learning is evaluated through examination at the end of the learning period. Examination not only serves 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. Any misconduct or irregularity distorts this feedback mechanism and gives a false outcome of the learning process.

Nnam & Inah (2015), notes that examination is a yardstick against which students or candidates' competence and progress are formally measured and appraised in the education sector. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training.

Malik & Shah (1998) cited in Akaranga & Ongong (2013), observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not result. Hence, the result of such evaluation leads to wrong decision and judgement which affect the teacher, the learner, the entire education industry, as well as the society (Ojonemi et al., 2013). Hence, whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable.

The common belief on certificates as the only yardstick to measure ones qualification has led many Nigerians into buying educational certificates to prove their academic worth. Examination malpractice in Nigeria is as old as the country

herself. According to (Anzene, 2014; Uzoigwe; Onuka & Amoo), examination malpractice was first reported in Nigeria in the year 1914, when the question papers of the Senior Cambridge Local Examinations were reportedly seen by candidates before the scheduled date of the examination. The Examination Malpractice Act (1999), explains examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued.

Again, examination malpractice is commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage, (Wilayat, 2009 quoted in Akaranga & Ongong, 2013). Alutu & Aluede (2006) cited in Jimoh (2009), opined that examination malpractice is any irregular behavior exhibited by a candidate or anybody charged with the conduct of examination before, during or after the examination that contravenes the rules and regulations governing such examination.

Onuka & Amusan (2008) cited in Onuka & Durowoju (2013), defined examination malpractice as any dishonest or unauthorized action or deed committed by a student on his own or in collaboration with others like fellow students, guardians, parents, teachers, head teacher, examination officials, supervisors, invigilators, security officers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades.

From all the definitions, it is clear that examination malpractice tends to confer undue advantage or undeserved grade to the perpetrators of the act. Again, it may

be committed by not only the candidates but also by other bodies charged with the responsibilities of examination management. Undoubtedly, examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays calls for serious concern. The rate of this crime has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of illegal practice or another, (Nnam & Inah, 2015; Ojonemi et al., 2013). Examination malpractices are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating. Uzoma (2012), opined that Examination malpractice and Cultism is not only social vices but illegal acts which compromise the aims and objectives of education and educative process.

Forms of Examination Malpractice

In every examination, students develop new methods of perpetrating examination malpractices. The instances of examination malpractices vary. They range from impersonation, leakage of questions, tampering with results, and computer fraud to fraudulent practices by invigilators. Some forms of malpractices are discussed below.

1. **Collusion among candidates themselves and between them and examination officials:** Collusion occurs when candidates writing the same examination copies from one another. When examination official leaks the examination materials to the intended examinees, parents, or over zealous school managers prior to the examination time, the malpractice committed also falls under collusion. Collusion leads to mass cheating in examination.
2. **Impersonation:** This is a case where another candidate or hired mercenary sits for examination on behalf of the genuine candidate. Male candidates sitting in for girls or vice versa, and twins writing examinations for each other.

3. **Giraffing:** This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs and small head, (Akaranga & Ongong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest form of examination malpractice.
4. **Inscription:** Students have now advanced to the level of inscribing materials or information on anything like parts of their body for example palms, thighs, baby pampers; handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on, (Oredein, 2006).
5. Irregular activities inside and outside the examination halls: Students, who have made up their minds to cheat, exhibit unwholesome behaviors during examination. For instance, smuggling out question papers out of the examination hall, sending and receiving information from other candidates or from agents and touts outside the hall, tearing part of the question paper or answer booklet during the examination to perpetrate malpractice.
6. Scientific malpractice/ the use of mobile phones during examinations: Nowadays, candidates employ unauthorized scientific calculators, organizers, compact disc, and mobile phones to take undue advantage. Mobile phones with camera (imaging functions) are used to take snapshots of a whole textbook in a much reduced format for use during examination. For examination that involves multiple choice questions, candidates inside the examination hall receive the answer through the handsets from their agents even outside that geographical location.
7. Other forms of examination malpractice includes the use of coded sign languages by some candidates, exchanging of answer booklets for note comparison or outright impersonation, mass cheating, leakage of question papers, etc.

The school authorities may punish acts of examination malpractices by one of the following:

- Cancellation of result
- Suspension of those involved from participating in the academic activities of the school
- Expulsion of those involved from the school.

Reasons for the Exhibition of Examination Malpractice

Petters & Okon (2013), identifies the causes to include fear of failure, craze for certificate, desire of parents to have their children in choice professions and university, pressure on students to pursue courses which they have no aptitude, pressure on teachers who want to gain favor of student and overcrowded sitting arrangement. The following are some others reasons for Examination malpractice:

1. **Poor Teaching Facilities:** When the students are taught in conducive class, with the appropriate equipment and qualified teacher examination malpractice won't have its way because the students will be confident enough.

George & Ukpong (2013), links the increasing rate of examination malpractice to poor teaching, ineffective preparation by students, ill-equipped library facilities, and dubious admission policy.

2. **Parents and Guardians:** Parents and guardians are the next most critical categories in the appreciation of examination malpractice, as students get monetary backups from their wards. Akaranga & Ongong (2013), views the cause of examination malpractice to parental upbringing. They opined that

because of social status and economic ability, most parents are easily persuaded to bribe their way through for the sole success of their children and self-gratification.

3. **Students unwillingness to Study:** Another major cause of examination malpractice is the unwillingness on the side of the students to study their books, either due to laziness or nonchalant attitude. This habit makes the students unprepared for the examination, hence the resolve to malpractices to pass.

Effects of Examination malpractice on Students

1. Examination malpractice has grave consequences on the individuals and institutions of learning, communities and the country at large. Dismissal, termination, loss of position, and lack of self-confidence are effects and have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured not to talk of delivering at their duty posts.
2. The prevalent rate of bank failures, collapse of buildings, economic sabotage, vandalism, kidnapping/hostage taking for ransom, drug trafficking, fake drug manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice. Effects of examination fraud are displayed in the filling stations, churches, homes, hospitals, markets and everywhere.

3. Other effects of examination malpractice includes discouragement of students from hard work, low productivity and poor job performances, bribery, corruption, and certificate racketeering.

Smoking and Alcoholism

Among the behaviors often initiated during adolescence is experimentation with alcohol, tobacco and illicit drugs. As visible correlates of adulthood, behaviors such as these have a powerful attraction for adolescents: “engaging in such behaviors can serve to mark a transition in status, their occurrence representing a developmental change toward, or a claim upon, a more mature status” (Jessor & Jessor, 1977). Alcohol consumption, smoking and illicit drug use, however, appear to be far from innocuous behaviors and may have extensive ramifications, affecting users’ physical, psychological, social, financial and academic well-being. Young people, by virtue of their developmental status and their varied emotional and social needs, are less adept at contending with these substances and are, therefore, more liable to experience a range of negative outcomes. Conrad, Flay & Hill (1992), found that smoking onset among young people was strongly related to low self-efficacy and self-esteem. Classes and school premises are now laboratory for students to check out their alcoholic abilities. Most students, especially SS3 students are no longer scared of taking alcoholic drinks to school, some carry cigarette along. The intake of alcoholic drinks and sometimes smoking is seen as an achievement among students. Students tends to rate themselves by the quantity of one is able to consume, hence most times, they are seen being tipsy in class.

Peer influence is regarded as an influential factor in the development of drug using behavior. Dinges & Oetting (1993), found that young people who used drugs had friends who also used those same drugs, but were considerably less likely to have friends who did not use drugs, while Conrad, Flay & Hill (1992), observed that

young people who smoke tend to have friends who smoke and who express approval of the behavior.

Most of the students are found sleeping or feeling drowsy in class after secretly taking these substances. Loss of concentration and confusion, hence their academics are greatly affected.

Alcoholic drinks and smoke commonly taken by students includes: Life, Hero, Budweiser, 33, Black bullet, Weed, cigarette, Tiger etc.

Reasons for the Exhibition of Smoking and Alcoholism Among Students

- 1. Parental Influence:** Most parents are alcoholic, and they showcase their drinking prowess before their children. Their children are sent to buy beer for visitors at home, some even offer the drink to their children. All these makes drinking and smoking to appear legal to the teenager, and in their privacy, they are seen practicing what the saw their parents do.
- 2. Peers:** The pressure from peers, and the inability of some students to say No to these pressure is another factor that affects the exhibition of this immoral practice. Most of the students have friends (fellow students) who drinks or smokes, pressures of these friends makes them to try drinking alcoholic drinks even when it is against his will. Most times, this is done out of fear of being isolated, or to prove that he is not a “jerk guy”. Conrad, Flay & Hill (1992), observed that young people who smoke tend to have friends who smoke and who express approval of the behavior.
- 3. Social media and Celebrities:** Many celebrities through their music and videos on social medias tends to promote the ugly behavior of smoking and drinking. These lifestyle is immediately copied by young people who are fans of these celebrities.

Effects of Smoking and Drinking on the Students

- 1. Poor Academic Performance:** Students that indulge in the act of drinking or smoking most times are known to be tipsy, hence they lack the total concentration that is needed for proper understanding of what is been taught, which in turn affects their performance in class.
- 2. Sleeping:** Students that drinks beer or smokes are often seen sleeping during school hours, or feeling drowsy, this makes them to miss out in some important activities in school.
- 3. Health Issues:** Alcoholics and smokers are known to be victims of some respiratory sicknesses. It is boldly written on cigarette packet “smokers are liable to die young”. The consumption of these substances can lead to the deterioration of some vital organs in the body, which in turn leads to death.

Indecent Dressing

This is another immoral behavior that have eaten deep into the fabric of senior secondary school students, as one finds it difficult to differentiate a male students from a tout, and a female student from a slut. Egwim (2010), referred to indecent dressing in a more specific term as the attitude of someone, male or female that dresses to show off parts of the body such as the breasts, buttocks or even the underwear particularly those of the ladies that need to be covered. It have now become a kind of dress pattern of students both at home and in school. What the girls call skirts that they wear is just one inch longer than their pants. When they put on such dresses, they struggle to sit down, find it difficult in climbing motorcycles, cross covet as well as pick anything from the ground. Apart from the tight fitting nature of these dresses, they are again revealing certain parts of the bodies that under normal dressing patterns ought to be hidden away from the glare of people. In the case of boys, their pattern of dress is different, it makes them to

look so dirty and very unattractive with unkempt hairs. Leaving their shirts unbuttoned and their trousers glued to their body, with a zip at the down part of it. The waist of their trousers are lowered and fastened tightly at the middle of the bottom lobes to reveal their boxers pants and when they are walking, they drag their legs. Many of them because of how they dressed has at one time or the other become victims of rape, lured into prostitution, used for ritual purposes, unable to complete their education or training and also engaged in other ancillary social and moral problems like cultism, lying and other anti-social behaviors. Indecent dressing even though is not accepted as the normality, it seem to be gaining ascendancy.

These dress patterns are morally offensive and reveal the high rate of moral decadence in the society of our time. Indecent dressing can be understood based on the prevailing norms and acceptable ways of dressing relative to the society in which it is being perpetrated. It is therefore clear and lucid that the explanation of indecent dressing is subject to societal expectations. According to Olori (2003), this form of dressing is provocative, improper and morally unacceptable.

Some common indecent ways students dresses

Indecent dressing is the mode of dressing or appearance that is disruptive and distractive. This mode of dressing or appearance includes: -

- Trousers and skirts worn below the waist (sagging)
- Skirts with slit above the knees
- Transparent dresses, shirts and blouses
- Attire printed with offensive or obscene wordings
- Revealing attires mini-skirts etc.
- Bathroom slippers or bare foot

- Clothing including T-shirts which displays sex, violence, drugs, tobacco, alcohol, death, gang or hate, slogans or picture.
- Tight trousers, shirts, dresses or skirts.
- Singlet, spaghetti blouses, low neck blouses exposing the breasts
- Baggy trousers
- Non-natural colored hair
- Hats, caps, sunglasses
- Body piercing jewelry except the ears for women
- Tattoo, Chains, hand bands

Reasons for the Exhibition of Indecent Dressing Among Students

1. Parental Influence: A child in a community whether good or bad has a home as well as parents. The environment has greater influence in the development of any child. Omede and Odiba (2000), collaborate that “the home is every child's first window to the outside world. What the parents do with the child at this level in terms of training and orientation go a long way to determining what the child becomes tomorrow”.

Children live or die, thrive or wither, due to the decision of their parents (Gushee, 2004). It is from the parents that the child learns about values, beliefs and other forms of behavior acceptable to the community. The child learns these through instructions, observations and practices from parents and other siblings. The implication of this is that parents must be seen to be morally exemplary, and they are the most important people in their

children's lives. (Whiteburst, 2004). But the question is how many parents have good moral character? How many of them pay attention to their children? Children are kept uncared for as a result of the absence of the parents from home for business and other social and spiritual engagements. (Omede and Omede, 2004). Many parents especially mothers buy any type of dress for their children. When right values, beliefs and attitudes are correctly laid at the childhood stage, such a child is more likely to grow and develop later in life well behaved. Proverb 22: 6 says “Train a child in the way he should go and when he is old he will not depart from it”.

2. **Peer Group Influence:** Peer group is a force that bring friends together which may either be good or for evil. The desire to belong and the fear of rejection have led many youths into evil or immoral acts sometimes against their will. Some of them lack the strong will to say no to evil for fear of being isolated. However, a child with healthy home training should be able to say no to evil and then maintain his integrity and the good name of the family. The pressure of the peers will have little or no effect when there is healthy parental upbringing and the fear of God in the life of any youth.
3. **The wrong use of social-media:** Information Communication Technology (ICT) has helped to bring people together irrespective of their culture. In as much as Information Communication Technology is helpful to societal developments, the rate of abuse is alarming. According to McCabe (2000). “A grainy photograph of a naked body that was intended to excite sexually may be pornographic”. Most of the youths are exposed to some of these immoral practices that are relayed through Videos, pornography, music and advertisement.
4. **The Society:** The environment has greater influence in the development of a child. A child living in a society will be learning what is going on in the

society directly or indirectly. The moral decadence in the forms of corruption, indiscipline, prostitution, bribery and other forms of social vices in the community affects the child. Nobody but a few can be exempted from this morality problem. It is an ugly situation for the judge to cheat his accused, the teacher his students, the doctor his patients and the ruler his subjects. Okigbo (cited by Nwabuisi, 2006). The youths are learning fast from what is going on in the society around them, therefore the society must be careful the way they exhibit things.

Effects of Indecent Dressing among Students

Indecent dressing could lead to the following:

- 1. Sexual harassment:** Indecent dressing is the major cause of the various assault and sexual harassment recorded in the society over time. Iheanacho (2005), states that skimpy, transparent and sexy dresses worn by female undergraduates elicit sexual responses in males; such dresses were dresses that expose the legs, dress that expose the breast and dresses that show the exact size and shape of the buttocks. Ibanga (1991), collaborates “exposing sensitive parts of the female body send wrong signals to the males”. These forms of dresses suggest that such ladies need attention and that they are irresponsible and so there are always irresponsible men to dialogue, lure or force them to bed for sex.

2. **Stealing:** In attempt to look modern and be like others, many of these youths had taken to stealing and armed robbery. The boys for instance, under financial pressure from their friends could resort to armed robbery to meet up to this demand, to impress and keep their “babes”. Many boys have been arrested as armed robbery just because of the way they dressed.
3. **Poor Academic Performance:** Most students in this form of dresses tend to have little or no serious time for their academic work. Their concern is mostly how to look good and appear in the latest stuff. Most of them battle with carry over courses with the consequences of staying longer in the school than is normal to graduate. Some of them graduate with very poor result. Some of such get into the society frustrated. Some become thugs, armed robbers, prostitutes, drug traffickers and drug addicts.
4. **Mistaken identity:** Most students have been mistaken to be either a prostitute or a yahoo boy due to the way he/she dresses. This have landed many of them into problems they know nothing about. Skimpy transparent and body exposing dresses are known to be the dress pattern of prostitutes. Most ladies found in such dresses are always negotiated for sex or social intimacy because they are most often thought to be prostitutes.
5. **Rape and HIV/AIDS:** This is another risk factor that immodestly dressed ladies could be prone to. When such ladies are forced into sex against their will they may be exposed to venereal diseases because of lack of protection. One of such killer diseases is HIV/AIDS.

Sexual Promiscuity

Sexual promiscuity is the act of indulging or having sexual intercourse with several casual acquaintances. According to Wehmeier (2000), sexual promiscuity means

having many sexual partners. Misi (2008), opines that sexual promiscuity is the use of one's body for the purpose of remuneration or consideration of any form.

This sexual activity with different partners have undesirable effects such as HIV/AIDS and other sexual transmitted infections (gonorrhoea, syphilis, candida, herpes) (Leclerc- Madlala, 2013). Luke (2003), contend that an alarming proportion of sexually promiscuous adolescent females end up being pregnant and forced to leave school prematurely. Adolescent females may learn behavioral patterns from outside world. During the transition adolescents are easily influenced through beliefs, attitudes and experiences of people within the environmental settings.

This sexual activity with different partners is seen among secondary school students, especially the senior students. This is seen in guise of boyfriend and girlfriend relationship which ends up in smooching, kissing and sex. This relationships ends most times after they have carnal knowledge of themselves. Furthermore, male students are seen sometimes betting on who can woo a particular female student.

According to Uzokwe (2008), one of the causes is dereliction of parental responsibilities. Many years ago, families in Nigeria put a lot of premium on morality, honor and character. Parents took time to bequeath same to their wards during their formative years. There were injunctions and periodic denial of basic necessities for doing things that impinge the family name. Vices like promiscuity, stealing and the like when displayed by a member of the family are capable of soiling the family image. No family would want to be blacklisted or blackmailed hence parents paid serious attention to the moral and social welfare of their children, at times taking corrective actions when bad behaviors were detected.

Compare this day to the ages past, certain behaviors that would repulse people no longer do. The reverse seems to be the case.

Reasons for the Exhibition of Sexual Promiscuity Among Students

- 1. Carelessness of Parents:** Through family interactions, parents may have influence on child sexual behavior and in so doing transmit values, knowledge and attitudes about sex. When parents fail to educate their teenagers what they need to know about sexual behaviors, the child will be vulnerable to influence from outside. According to Uzokwe (2008), one of the causes is dereliction of parental responsibilities. Many years ago, families in Nigeria put a lot of premium on morality, honour and character. Parents took time to bequeath same to their wards during their formative years. There were injunctions and periodic denial of basic necessities for doing things that impinge the family name. Vices like promiscuity, stealing and the like when displayed by a member of the family are capable of soiling the family image. No family would want to be blacklisted or blackmailed so parents paid serious attention to the moral and social welfare of their children, at times taking corrective actions when bad behaviors were detected. Compare this day to the ages past, certain behaviors that would repulse people no longer do, the reverse seems to be the case.
- 2. Peer Influence:** Peers have a great potential to influence one's behavior as they often utilize most of time relating to each other. Functions that are fulfilled by peer influence as indicated by Stevens and Cloete (2009), provide comradeship; facilitate knowledge and information about the sex activities and weakening of the emotional bond between child and parents so as to obey the peer group influence. According to Bezuidenhout et al., (2008), when peers are strongly attached to each other, they tend to spend long period of time together, exchange the extensive patterns of behavior, in turn, their association may lead

to sexual promiscuity especially if the adolescent females lack internal locus of control.

3. Mass Media: Human behavior is learned observationally through modeling by observing others information serves as a guide for action. Louw and Louw (2007), postulate that mass media has a strong influence on sexual behaviour of adolescents. Viewing pornographic material has long-term effects and is powerful in speeding up the level of readiness for sexual debut as the portrayal of how females engage in intercourse with more than two men simultaneously; do not elicit negative outcomes (Brown, Keller & Stern, 2009). Thus, media may influence promiscuous behavior as they may wish to practice all those sexual actions to their partners. In a study conducted by L'Engle et al., (2006), it is revealed that media have an impact on adolescents and their growing behavior and attitudes towards sex with nearly non-existent promotions of healthy sexual content and messages. Adolescents may be exposed to programs which portray nudity and substance abuse, which in turn, would undoubtedly have negative impact on their sexual behaviour. Considering their level of cognitive development, majority of adolescent males may unconsciously attempt to experiment since adolescence is a stage of curiosity and heightened sexual awakening. In addition, permissive parenting is more likely to be associated with such practices as adolescents may have access to pornographic material.

Ryckman (2008), validates Karen Horney's theory and states that if adolescent females do not experience love, warmth and nurturance from caregivers/ parents, such lack of secure attachment could serve as a ripe ground for adult males to lure them through social media since they seek a sense of belonging. They may in turn, develop into what Alfred Adler calls compliant personality, which is

perceived to be the display of a behaviour and attitude associated with getting along with others, including strangers (Schultz & Schultz, 2013).

4. On the other hand, teachers these days no longer play the invaluable traditional roles they used to. They are no longer character builders because children have grown „wings and tails“. These children, especially the female ones, feel they have the protection of their parents and or boyfriends. Consequently, young girls go through school exhibiting signs of unacceptable behavior which metamorphose into bigger issues in future with no one to stop or correct them. Eventually, those who find their ways into the universities end up continuing on a larger scale what they started in secondary schools.

Effects of Sexual Promiscuity among Students

1. **Teenage Pregnancy and Abortion:** Adolescent females do not plan for sexual intercourse and easily become pregnant as the result of experiencing peer pressure. Very often, they become shy to tell their parents about their sexual prowess and perceive themselves as *invincible* owing to lack of knowledge pertaining to sexuality (Macleod, 2001; Gautam, 2012). When noticing that they may be pregnant and unsure of the father of the child, abortion becomes the only alternative to curb conflict in the family.
2. **Sexually Transmitted Disease:** Adolescents who are involved with multiple sexual relationships are at high risk of being infected with HIV and AIDS. Majority of adolescent females experience sexually transmitted infections (e.g. foul smelling yellowish pus from vagina), rupture of the hymen, abrasion of the vaginal walls as a result of rough penetration, with the likelihood of infertility (Banwari, 2011).

On the issue of the effect of sexual promiscuity on healthy living, Janice (2008) intimated that sexually transmitted diseases like gonorrhoea, syphilis,

Candida, herpes virginalis and worst of all HIV/AIDS are alarmingly high among girls who are sexually promiscuous. Drugs like cocaine, marijuana and alcohol are used most frequently by these girls at the expense of their health. They are also mostly under the influence of “psychotropic drugs” that put them in a state of fearlessness and shamelessness.

- 3. Poor Academic Performance:** students that are victims of sexual promiscuity tends to perform poorly in academics. This is due to the distraction and emotional displacement that comes with the ill behavior.
- 4. Psychological Effect:** Derogatory names such as “*whore*” for females in multiple sexual relationships are common in most communities and tend to have detrimental psychological effects. Sexual promiscuous adolescents develop borderline personality disorder. Borderline personality disorder falls under Axis II of the DSM IV as classified by American Psychological Association (APA) and is characterized by changing sexual partners within a short period to cover emotional emptiness which could have been caused by lack of attachment and dysfunctional environment (Comer, 2013).

CHRISTIAN RELIGIOUS STUDIES AS A COMBATING AGENT AGAINST IMMORAL PRACTICES

Rampant moral decays in contemporary societies leave unanswered questions on integration of moral values effectiveness in teaching.

Christian Religious Studies is one the numerous subjects approved by the government in order to maintain high morality in the society. The role of teaching and learning Christian religious studies (CRS) is also intended to train youths

mentally; morally and intellectually in order to make them useful to themselves and to the community they live in general.

One can say that no matter how, technologically or materially developed a country is, it will degenerate if its citizens or youths have no good morals. In 1984, the National Ethical Re-Orientation Committee (NERC) came into existence. In its declaration, the committee admitted the collapse of the country's ethics, discipline and morality. In an attempt to solve the problem, the NERC proclaimed among others that; religious education has an important and crucial role to play in any effective moral education program. All these efforts or measures were being made to restore moral rectitude among Nigerians for national development. It is in line with this, the National Policy of Education (NPE, 1981) states that "An education imposed with religious instructions is believed to be capable of developing youths who will be properly integrated into the mainstream of good citizenry". According to Ilori (1992), the roles of Christian Religious Studies is to inculcate those skills, abilities, knowledge, understanding and attitudes which teacher intends that learners should demonstrate as a result of his learning experiences.

Overtime, Christian Religious Studies have battled these immoral practices prevalent among senior secondary students using the teachings of the bible, citing examples and illustrations seen in the bible.

The teachings of Christian Religious Studies goes beyond the physical well-being of the students, it also caters for their spiritual well-being. The moral importance of Christian Religious Studies is to present the ethical teaching of the scriptures as directives of God the father to guide the life and at the same time to make the youths see this as the frame work, which ensures that they can live proper human life as well as allow them make free choice on how to express their belief and practices. Christian Religious Studies would enable the youths to build worthwhile

sense of direction in life, to help them achieve a valid perspective of life, thus, the social objectives of Christian Religious Studies is to promote harmonious human relationship in school, in family and the local community. Christian Religious Studies is an important element in helping the youths to grow up to be alert, responsible, tolerant, courageous and patriotic citizen of a democratic and diverse nation. One of the reasons why Christian Religious Studies is important in Nigerians school curriculum is to enable the youths to know the Holy Scripture, to prepare them not just for the present life, but also for the life beyond.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods that was used in carrying out the study under the following sub-headings:

- Design of the study
- Population of the study
- Sample and sampling technique

- Research instrument
- Validity of the instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

Design of the Study

This study adopted the descriptive research design, the design was considered mostly appropriate because of the sample size, also the study explained in detail a phenomenon; influence of religious studies on immoral practices of senior secondary school students.

Population of the study

The population of the study is made up of seven thousand, six hundred and seventy two (7672) students in all the twelve public senior secondary schools in Onitsha south local government area.

Sample and Sampling technique

The sample for the study consists of 2% of the entire population which is 153 and of the students 50% of senior secondary schools in Onitsha South Local Government Area.

The sample size employed the simple random selection to select 6 secondary schools which will represent the entire students of Onitsha south Local Government Area.

Research Instrument

The instrument used in generating data for this study was the Likert form of questionnaire. The questionnaire which was designed by the researcher was made up of two sections (A and B) SECTION "A" was drawn to cover the demographic information of the respondents, while SECTION "B" covered all the research questions raised for the study.

Validity of Instrument

Before the administration of questionnaire, it was given to the project supervisor and two other lecturers in the faculty of Education for corrections and suggestions. The corrections and suggestions made by them were in-cooperated in the final draft of the instrument. The instrument was validated, the instrument was valid in terms of face and content.

Reliability of the Instrument

In order to determine the reliability of the instrument, it was administered to 20 respondents who were part of the population but were excluded from the study sample. The data collected was analyzed using Cronbach alpha and it yielded a reliability coefficient of .77

Method of Data Collection

The questionnaire was administered personally by the researcher, by giving out the questionnaire forms to the students and the teachers individually and collecting them back on the spot. This was done to ensure that no questionnaire was missing.

Method of Data Analysis

The data generated from the administration of the instrument was analyzed with the use of descriptive statistics (tables and percentages). This method of analysis was employed because the instrument used in generating the analyzed data was the “yes” or “no” questionnaire.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION OF RESULTS

This chapter presents the analysis of the data collected. The purpose of this research is to find out the Influence of Christian Religious Studies on the immoral practices in secondary school in Onitsha South local government area. The questionnaire was distributed to seven thousand, six hundred and seventy two (7672) respondents.

Presentation of Data

TABLE 1: Analysis of demographic data of students based sex

ITEMS	FREQUENCY	PERCENTAGE
Male	70	45.8%
Female	83	54.2%
TOTAL	153	100

From the above table, it can be seen that 45.8% of the respondents were male students while 54.2% of the respondents were female. This showed that the majority of the respondents are female.

TABLE 2: Analysis of demographic data of students based age

AGE DISTRIBUTION	FREQUENCY	PERCENTAGE
14-16 Years	75	49%
16-18 Years	47	30.7%
18 and above	31	20.3%
TOTAL	153	100

From the above table, it can be seen that 49% of the respondents were between the ages of 14-16 years, 30.7% of the respondents were between the ages of 16-18 years, while 20.3% respondents were between the ages of 18 and above.

Table 3: Is the teaching of Christian Religious studies prevalent in secondary schools in Onitsha South Local Government Area of Anambra State?

S/N	Items	Yes	No
1.	Christian religious studies is in	153 (100%)	0 (0%)

my school time table.		
2. I have Christian religious studies teacher in my school.	130 (84.9%)	23 (15%)
3. Christian religious studies teacher in my school comes to class always at the right time.	125 (81.7%)	28(18.3%)
4. Christian religious studies teacher in my school always comes to class with teaching aids.	70 (45.7%)	83(54.2%)
5. Christian Religious studies is given enough time in my school.	150 (98%)	3(2%)
6. I like attending Christian religious studies class because of the way the teacher takes the subject.	80 (52.3%)	73 (47.7%)

From the table 3 above, out of One hundred and fifty three (153) respondents it is seen that in item 1, 100% of the respondents said Yes that Christian Religious studies is in their school time table, while 3.6% said No. In item 2, 84.9% of the respondents said Yes that they have Christian Religious studies teacher in their school, while 15% of them said No. In item 3, 81.7% of the respondents said Yes that their Christian religious studies teacher comes to class always at the right time, while 18.3% of them said No. In item 4, 45.7% of the respondents said Yes that their Christian religious studies teacher come to class with teaching aid, while 54.2% of them said No. In item 5, 98% of the respondents said Yes that Christian religious class is given enough time in their school, while 2% of them said No. In item 6, 52.3% of the respondents said Yes that they like attending Christian religious class because of the way the teacher takes the subject, while 47.7% of them said No.

In table 3 above, it is clearly seen based on the responses of the respondents that Is the teaching of Christian Religious studies prevalent in secondary schools in Onitsha South Local Government Area of Anambra State?

Table 4: Does the absence of Christian Religious studies leads to moral decadence in school?

S/N	Items	Yes	No
7.	The rate of Stealing is high in my school because we don't have Christian Religious studies teacher	65 (42.5%)	88(57.5%)
8.	Students dress indecently in my school because we don't offer Christian religious studies in the school	80 (52.3%)	73 (47.7%)
9.	Students come to school with pornographic materials Because they are not caution by Christian religious studies teacher	110 (71.9%)	43(28.1%)

From table 4 above, the researcher presents the responses of the respondents to questionnaire item 7 to 9 in relation to the second research question which sought to find out if the absence of Christian religious studies in senior secondary school in Onitsha south local government of Anambra state will lead to moral decadence. It can be seen in item 7, 42.5% of the respondents said Yes that the rate of stealing have increased due the lack of Christian religious teacher, while 57.5% of them said No. In item 8, 52.3% of the respondents said Yes that students dress indecently because they do not offer Christian religious studies as a subject in their school, while 47.7% of them said No. In item 9, 71.9% of the respondents said Yes

that students come to school with pornographic materials because they are not cautioned by religious teacher, while 28.1% of them said No.

Table 5: What are the immoral practices/behaviors seen in senior secondary schools?

S/N	Items	Yes	No
10.	Indecent dressing	145 (94.7%)	8 (5.2%)
11.	Cultism	120(78.4%)	33 (21.6%)
12.	Examination malpractices	153 (100%)	0 (0%)
13.	Sexual promiscuity	105 (68.6%)	48(31.4%)
14.	Alcoholism/ Smoking	95 (62.1%)	58(37.9%)

From table 5 above, out of the one hundred and fifty three respondents it is seen that in item 10, 94.7% of the respondents said Yes that indecent dressing is one of the immoral practices seen among senior secondary school while 5.2% of them said No. In item 11, 78.4% of the respondents said Yes that cultism is one of the immoral practices seen in senior secondary school while 21.6% of them said No. In item 12, 100% of the respondents said Yes that examination malpractices is one of the immoral practices seen in senior secondary school while 0% said No. In item 13, 68.6% of the respondents said Yes that sexual promiscuity is one of the immoral practices seen in senior secondary school, while 31.4% of them said No. In item 14, 62.1% of the respondents said Yes that alcohol and smoking is one of the immoral practice seen in senior secondary school, while 37.9% of them said No. In table 5 above, it is clearly seen that majority of the respondents claims that all the immoral practices listed above are seen in senior secondary school in Onitsha south local government of Anambra state.

Table 6: What are the reasons behind the exhibition of these immoral practices?

S/N	Items	Yes	No
15.	Students behave immorally because they are not properly trained.	135 (88.2%)	18(11.8%)
16.	peer group influence is one of the reasons students in my school behave immorally.	148 (96.7%)	5 (3.2%)
17.	Students in my school misbehave because they don't have Christian religious studies teacher.	90 (58.8%)	63 (41.2%)
18.	Influence of social media and internet is another reason students behave immorally.	145 (94.8%)	8(5.2%)

From table 6 above, out of the One hundred and fifty three respondents, it is seen that in item 15, 88.2% of the respondents said Yes that students behaves immorally because they are not properly trained, while 11.8% of them said No. In item 16, 96.7% of the respondents said Yes that peer group influence is one of the reasons students behave immorally, while 3.2% of them said No. In item 17, 58.8% of the respondents said Yes that student exhibit immoral practices because they do not have Christian religious teacher, while 41.2% of them said No. In item 18, 94.8% of the respondents said Yes that influence from social media and internet is one of the reason behind the exhibition of immoral practices, while 5.2% of them said No. In table 6 above, based on the responses of the respondents most of the reasons behind the exhibition of immoral practices as listed above are true.

Table 7: Has Religious studies been effective in improving the morals and behaviors of the students?

S/N	Item	Yes	No
19.	There are changes in the attitude of my friends in school after Christian Religious studies class.	90(58.8%)	63(41.2%)
20.	I amend some of my behaviors after a Religious studies class.	95 (62.1%)	58 (37.9%)
21.	Students in my school abstain from sexual activities after Religious studies class.	85 (55.6%)	68(44.4%)
22.	Christian Religious studies should be made a compulsory subject in the curriculum due to its positive effects in my school.	90 (58.8%)	63 (41.2%)

From table 7 above, out of the One hundred and fifty three (153) respondents, it is seen that in item 19, 58.8% of the respondents said Yes that there is positive changes after Christian religious class, while 41.2% of them said No. In item 20, 62.1% of the respondents said Yes that they amend their behaviors after a Christian religious class, while 37.9% of them said No. In item 21, 55.6% of the respondents said Yes that students abstain from sexual activities after Christian religious studies class, while 44.4% of them said No. In item 22, 58.8% of the respondents said Yes that Christian religious studies should be made compulsory because of its positive effects on the behaviors of the students in school, while 41.2% of them said No. In table 7 above, it is clearly seen that majority of the respondents agrees that

Christian religious studies should be made a compulsory subject in the senior secondary school due to its positive effects on the behaviors of the students.

DISCUSSION OF FINDINGS

The major concern of the study was the influence of Christian religious studies on immoral practices in senior secondary schools.

The analysis of research question 1 revealed that the teaching of Christian Religious studies is prevalent in secondary schools in Onitsha South Local Government Area.

This is true because, most of the schools in Onitsha South have Christian religious studies on their time table, with a teacher who goes to class when needed. The subject is also given enough time in the schools, the respondents confirm their interest in attending the class.

The analysis of research question 2 revealed that absence of Christian religious studies leads to moral decadence in school. This is confirm with the pornographic materials carried to school by students, and indecency in their dressing as attested by the respondents. The analysis of research question 3 revealed the immoral practice obtainable in secondary schools. It is seen in items 11 and 12 where 78.4% and 100% of the respondents agreed that cultism and examination malpractice is among the immoral practices in secondary schools. The analysis of research question 4 revealed the reasons behind the exhibition of these immoral practices among secondary school students. The respondents claim that the reason students behave immoral are because they are not properly trained at home, peer group influence, lack of Christian religious studies teacher, and also influence from social media and internet. The analysis of research question 5 revealed that Christian religious studies have been effective in improving the morals of the students, as

changes are seen in the attitudes of students after Christian religious studies class as the students amend their behavior, the students also ask that Christian religious studies be made a compulsory subject due to its positive effects on the students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study investigated the Influence of Christian religious studies on immoral practices in senior secondary school with reference to secondary schools in Onitsha South Local Government Area of Anambra State. The population of the study was made up of seven thousand, six hundred and seventy two (7672) students in all the twelve public senior secondary schools in Onitsha South Local Government Area, and a sample of one hundred and fifty three (153) randomly selected students were used for the study. Five research questions were raised to guide the study. The instrument used in generating data for the study was closed-ended questionnaire. The questionnaire was validated by the researcher's supervisor and two other experts in measurement and evaluation. The reliability of the instrument based on Pearson product moment correlation coefficient test was 0.77. The data generated for the study was analyzed with the use of descriptive statistic (tables and percentages).

From the analysis it was discovered that:

Christian religious studies to some extent is prevalent in the secondary schools in Onitsha South Local Government Area.

The presence of these immoral practices is caused by many reasons, ranging from lack of home training, to peer pressure, to social media influence, and even absence of CRS teachers in school.

The immoral practices seen in school includes; exam malpractice, indecent dressing, cultism, sexual promiscuity, alcoholism and smoking.

Finally, it was also discovered that the influence of CRS on the immoral behavior of the students is positive, as it tries to combat with these ill behaviors. Its impact is seen as the students turn a new leaf after CRS class, the students also asked that the subject be made compulsory due to its importance.

CONCLUSION

Based on the analysis of the study, it is clear that the influence of Christian religious studies on the immoral behavior of senior secondary school students is of positive value. Christian religious studies as a subject have tried to combat the immoral behaviors of students in school, and as a combating agent it have enlightened the students on the dangers of behaving immorally, both on the victims individually and on the society at large. The effectiveness of Christian religious studies in schools is seen as each school offers the subject with a teacher that comes to class regularly at the right time.

The absence of Christian religious studies in school can lead to decay in the morals of the students. As it is seen that students dress indecently and even handle pornographic materials because they do not offer Christian religious studies in their school.

Some of the immortal practices obtainable in senior secondary school as listed in this study includes: indecent dressing, cultism, examination malpractices, sexual promiscuity, and alcoholism and smoking.

The reasons behind the exhibition of these practices are numerous, and it ranges from lack of proper home training, peer group influence, lack of Christian religious studies teacher, and also influence from social media and internet.

Christian religious studies have caused great positive improvement in the morals of the students, as students are seen amending their behaviors and turning new leaves after Christian religious studies class. Due to the positive effects of Christian religious studies in the behaviors of the students, students have asked that Christian religious studies be made a compulsory subject in the schools.

RECOMMENDATIONS

The following under listed are recommended based on the findings and conclusion of the study:

1. Christian Religious studies should be made compulsory in school to help sharpened the morals of students in school.
2. Enough time should be given to the subject for an in-depth elaboration and explanation.
3. Religious leaders should always be invited to schools to talk to students about the importance of morality.
4. Training and promoting of teachers who are well grounded in the teaching of religious studies as a subject.
5. The school should also give prizes or scholarships to students who constantly display good moral behaviors and attitudes towards teachers and other students by so doing will encourage morals among other students in the school.

6. The government should encourage authors and publishers to write and publish books on moral education for the use of students and teachers in the school.
7. In the same manner, teachers of senior secondary school should pay close attention to the students in order to determine if their attention is in what the teacher taught them.

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

QUESTIONNAIRE ON:

INFLUENCE OF CHRISTIAN RELIGIOUS STUDIES ON IMMORAL PRACTICES IN SENIOR SECONDARY SCHOOLS: A CASE STUDY OF SECONDARY SCHOOLS IN ONITSHA SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE.

Dear Respondents,

REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

I am an undergraduate student in the above named department. As part of the requirements of the programme, I am undertaking a study on “Influence of Christian Religious Studies on Immoral Practices in Senior Secondary Schools: A Case Study of Secondary Schools in Onitsha South Local Government Area, Anambra State”. In this regard you have been selected as a member of the sample.

I wish to appeal to you to kindly assist this study by sparing few minutes of your time to complete this questionnaire as sincerely as possible. Please be assured that your answers will be treated in strict confidence and used for the academic purpose solely.

Thank you for your cooperation.

SECTION A

Respondent's personal data

Type of School: Public school () Private school ()

Sex: Male () Female ()

Age: 14-20 () 21-26 ()

Class: Junior () Senior ()

SECTION B

INSTRUCTION: Kindly indicate your responds to the questions by ticking your preferred response in the space provided YES and NO

1. Is the teaching of Christian Religious studies prevalent in secondary schools in Onitsha South Local Government Area of Anambra State?

	YES	NO
1. Christian religious studies is in my school time table		
2. I have Christian religious studies teacher in my school		
3. Christian religious studies teacher in my school comes to class always at the right time.		
4. Christian religious studies teacher in my school always comes to class with teaching aids.		
5. Christian Religious studies is given enough time in my school		
6. I like attending Christian religious studies class because of the way the teacher takes the subject		

2. Does the absence of Christian Religious studies lead to moral decadence?

7. The rate of Stealing is high in my school because we don't have Christian Religious Studies teacher		
8. Students dress indecently in my school because we		

don't offer Christian religious studies in my school		
9. Students come to school with pornographic materials because they are not caution by Christian religious studies teacher		

3. What are the immoral practices/behaviors seen among secondary school students?

10.Indecent dressing		
11.Cultism		
12.Examination malpractices		
13.Sexual promiscuity		
14.Alcoholism/ Smoking		

4. What are the reasons behind the exhibition of immoral practices among secondary school students

15.Students behave immorally because they lack home training		
16.Peer group influence is one of the reasons students in my school behave immorally		
17.Students in my school misbehave because they don't have Christian religious studies teacher		
18.Influence of social media and internet is another reason students behave immorally		

5. Has Christian Religious studies been effective in improving the morals and behaviors of students in secondary schools in the area of study?

19.There are changes in the attitude of my friends in school after Christian Religious studies class		
20.I amend some of my behaviors after Christian Religious studies class		
21.Students in my school abstain from sexual activities after Christian Religious studies class		
22.Christian Religious studies should be made a compulsory subject in the curriculum due to its positive effects in my school		

