
**STONE OF SCHOOL DISCIPLINE AND LEVEL OF MORALITY AMONG
SECONDARY SCHOOL STUDENTS IN CALABAR EDUCATION ZONE OF CROSS
RIVER STATE, NIGERIA AND NEED FOR GUIDANCE AND COUNSELLING
INTERVENTIONS**

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ABSTRACT: *The essence of this study was to investigate the influence of tone of school discipline and the level of morality among secondary school students in Calabar education zone of Cross River State, Nigeria. To guide the study, one hypothesis was formulated at 0.05 level of significance, using stratified and simple random sampling. The instrument used for data collection was questionnaire titled Tone of School Discipline and Level of Morality among Secondary School Students Questionnaire (TSDLMASSSQ). The instrument had a reliability indices ranging from 0.70 to 0.80, using Chronbach alpha reliability estimate. The study adopted ex-post facto research design and the statistical tool for data analysis were simple linear regression and t-test. The result revealed an R-squared value of .084, which means that about 8.4% of the total variation in the level of morality was explained by the variation in the tone of discipline in the school. The result revealed and F-value of 45.953 (P-value =.000). Thus, the null hypothesis was rejected in favour of the alternative. This means that there is significant influence of tone of discipline in the school on the level of morality among secondary school students. It was recommended that teachers should be counseled not to depend on the use of force, threat and punishment to foster discipline or morals as this may have adverse effect on the level of morality among student. But students should be encouraged to contact their guidance counsellor for professional counselling.*

KEY WORDS: discipline, morality, secondary school, students.

INTRODUCTION

The aspiration of any government is to inculcate in the learners the right type of moral attitude and values for survival of both individuals and society, since education is an integral and indispensable tool for national development. No government may really be effective unless its citizens are educated to understand its functions, live and maintain standard of behaviour considered acceptable and right, observe its laws and cooperate in his work.

Following the gradual decay in the level of discipline among students, government at all level need to rise up to the challenges of maintaining high level of discipline in the school system. For the government to curb youth militancy, restiveness, insurgency, cultism, prostitution, examination

malpractice, among others, its needs to enforce moral values, morality in the schools. This would enable students to cultivate the spirit of honesty, patriotism, respect, transparency, hard work and be law abiding (Enu, 2017; Okpo, 2018).

Secondary school students as within the age of adolescent is a time for dependence (Isangedighi, 2007) a transitional stage from childhood to adulthood, a stage of emotional instability. A young person who is developing into adult usually between the ages of 12 to 18 years is referred to as an adolescent. In the same vein, Onyejiaku (1991), stated that since adolescent are inexperienced, energy packed, curious, exploratory and full of expectations, they are vulnerable to behaviours that goes against the moral code of the school. As can be viewed commonly in our secondary schools, certain traits and tendencies seems to be prevalent among secondary school students, such as stealing, bullying, fighting, truancy, assault and other immoral acts.

It is however, important to state that, the future of any society rest on this category of people and on the school which play the role of a clearing house of the society for higher morale preparation of adolescent for adulthood. When students are exposed to negative variables that affects such development, they grow up with negative, social, physical and behavioural problems which act as a detriment to the morality of the society.

Denga (2010) opined that the required change in behaviour of the learners need 45% moral aspect of the teacher as role model and so on. The rational morality commits the teachers to introducing the child from the very start to the idea of reasons for rules, and that this would enable the learner to always want to do what he/she considers to be rational or appropriate regardless of what the teacher and other elders may say. At this point, the teacher's moral belief guides the teacher's conduct, expression and utterances to enhance morals in a classroom situation. Even the Holy Bible agrees with this when it says "train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22 verse 6).

There is often a mutual continuous interaction between discipline and level of morality. Discipline is key to a positive, healthy mental and moral development. This is why it is believed that the intellectual, social and moral development of every child is influenced by both hereditary and physical environmental factors, which in education parlance are referred to as "nature-nurture" factor (Anwana, 1999). Nature here refers to what the child inherited from his immediate environment, while nurture means the rearing, training, upbringing which the child receives from the environment. Morality according to Okpo (2018) comes from a Latin word "mores" which means customs, manners and patterns of behaviour that conforms to the standard of the group. Ozumba (2001) maintained that morality or moral values therefore are those absolute universal and eternal truth which men sees and hold as good and important. Denga (2010) enumerated

morality or moral values to include, honesty, goodness, uprightness, social justice, loyalty, fair play, respect for other people's interest, etc.

A critical look at the above definition would reveal the fact that, morality and moral values have a common focus – morality has to do with conformity to the rules of one's social group. The individual who conforms is regarded as having good morals whereas the person who refuses to conform is seen as immoral or having low moral. Morality is associated with desirable human conducts or behaviour such as peculiar to various cultures and sub-cultures, which this study anchors.

The high rate of indiscipline among students in Calabar education zone secondary school system viewed against the common saying “the youths of today are the leaders of tomorrow”, calls for some serious concern. Secondary schools have become havens for brutal and cold blooded murder incidents, examination malpractices, drug abuse, indecent dressing, prostitution, stealing are among the symptoms of indiscipline eating deep into the fabric of the students. The irony of it is that the development of Nigeria, as a nation, is dependent on how these students are groomed to give the destiny of the nation appropriate perspective.

As result of the high level of indiscipline in the secondary school system, the state government deemed it fit that her transformation agenda is feasible through enhancing high level of discipline among secondary school students. This should be realized if school discipline is taken care of. This deviant behaviour makes the school environment not conducive for learning. The degree of anomaly which indiscipline create in the educational system has motivated past researchers to carry out in depth studies on how to plan and develop discipline strategies in the learning environment that can inculcate moral behaviour in school students.

This consideration therefore, aroused the curiosity of the researchers to investigate on school discipline and level of morality among secondary school students in Calabar education zone of Cross River State, Nigeria and the counselling implications.

THEORETICAL FRAMEWORK

The social learning theory – Albert Bandura (1977)

Social learning theory (modeling) was propounded by Albert Bandura in 1977. The basic tenets of this theory is that human behaviour is either positional or situational. Bandura believed that behaviour is a product of intrapsychic forces expressed through instincts, strives, needs and traits. This account for the reason why people behave the way they do. The social learning theorist believed that human behaviour is governed by a complex interplay between human processes and environmental forces and that behaviour, personal factors and social forces all operate as interlocking determinants to one another.

The theorist placed emphasis on the role of rational learning in behavioural acquisition and argued that behaviour can be acquired, reinforced and maintained through modeling. The social learning theory believes that morals are social learning behaviour transmitted by direct teaching and imitation of appropriate role models. The theorist argued that environmental influence is of critical importance for the internalization of morality. The theory in summary projected teacher's role as the central feature in the moral development of the student. The social process ensures that students, through identification adopts the teachers' moral standard as his or her own.

The relevance of this theory to this study is that morality can be sustained when reinforced. The teacher is critical in modeling and teaching what is moral and directly inculcating the values of the culture. The teacher does this through a system of reinforcements resulting in a gradual internalization of those values by the students. It is the view of morality that holds the teacher most accountable, because it is the one that depends most heavily on the environment to explain behaviour or morality.

Statement of the problem

The indiscipline of students in school, societies and the nation at large has been of much concern to government, parents, guidance counsellors, teachers and even students themselves. The level of indiscipline in the Nigeria secondary schools and the immediate society is quit alarming and unfortunate. The teaching and learning of moral values has become a more academic exercise devoid of practically positive behavioural change. Thus, the youths are the hit of this evil, such as disobedience, examination malpractice, cultism, teenage prostitution, rape, sexual harassment, students' demonstration, drug abuse, indecent dressing and many other social vices. This acts of indiscipline has caused people to ask many questions as to the ability of educational institution to achieve the goals for which they have been established. Its becomes necessary therefore, to ask: could the problems of the level of indiscipline among secondary school students be as a result of school environmental factors such as class size, teachers class management experience, tone of discipline in the school and teacher-students relationship? There are no ready answers to these questions. It is against this backgrounds that the researchers are motivated to investigate on school discipline and level of morality among secondary school students in Calabar education zone of Cross River state, Nigeria and counselling implications.

Hypothesis

There is no significant influence of tone of discipline in the school on level of morality among secondary school students in Calabar education zone of Cross River state.

REVIEW OF RELATED LITERATURE

Discipline is an indispensable requirement in every organization that wants to make progress. It is a rudimentary ingredient and a very essential factor in school system which insist on upholding

the moral value of students. Discipline is very essential for the smooth, peaceful and harmonious running and the corporate existence of an organization. It demands habitual and reasoned obedience to authority. It implies adherence or conformity to control exerted by an authority for the good of the whole. Students need discipline in order to appreciate what is approved and what is not approved in the school environment around them.

Discipline at school plays a vital role in achievement of moral standard. It also plays a vital role in the acquisition of sense of responsibility to exercise effective discipline is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviours among learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is key for the student's high morality in his journey to adulthood. It is believed that students immorality or indiscipline worsens due to a number of factors including students' living condition, type of environment and low moral which prominently features in the task force report (MOE, 2001), indiscipline in school and consequently, destroy the teaching-learning environment.

Mukami and Nduka (2014) conducted a study on discipline as a factor in high moral standard in Kenya. The study revealed that discipline is a very vital ingredient for high moral living. The government of Kenya through the ministry of education (MOE) has always set up commissions of enquiries anytime the secondary school unrest becomes a great concern, especially when it leads to massive destruction of property and death of students. The MOE has always wanted to get to the bottom of matter and establish ways in which discipline can be enhanced.

Lewis and Doorkey (2006) emphasized that if the educators themselves are well disciplined and understands their work as well as their students and possible challenges, there could be only good result in their moral life. They further asserted that if educators are exemplary and know their work and understand their students, then learners will be highly influenced morally. Barbara (2008). Carried out a study to investigate the influence of institutional characteristics of students' discipline in England. One of the hypothesis of the study investigated on the relationship between time allocation and students' discipline. One thousand (1000) students in twenty (20) secondary schools were randomly selected and used for the study. data for the study were collected with the use of a structured questionnaire. Pearson product moment correlation coefficient was used for data analysis. The result of the study showed there exist a significant relationship between institutional characteristics and students discipline or morality.

Akomolafe (2012) carried out a study on principal's administrative effectiveness and students' discipline in public and private secondary schools in Ekiti state, Nigeria. The population of the study consisted of teachers in both public and private schools. Two hundred and ninety-five (295) subjects were sampled, one hundred and ninety-one (191) respondents were selected from public secondary schools and one hundred and four (104) from private. Data were collected using a self-constructed questionnaire titled Principal Administrative Effectiveness in Secondary School Questionnaire (PAESSQ). Validity and reliability of the instrument were ascertained. The result

of the study revealed that there was moderate level of administrative effectiveness in private secondary schools. It was also revealed that school with high level of administrative effectiveness manifested high level of discipline which also influenced their academic performance. It was recommended that the principal of public secondary school should be more skillful in their administrative strategies to enhance the level of students' discipline.

In a related study, Onuka and Arowojolu (2001) examined the factors that determine parents' patronage of private primary schools. A purposive sampling technique was used to select ten (10) primary schools for the study. a total of two hundred and ten (210) respondents, (100 parents, 100 private school teachers and 10 administrators) were used for the study, the study used three questionnaires and a school facilities checklist (SFC). Data obtained were analyzed using percentage, frequencies and independent t-test. The finding revealed that private primary school were highly patronized in spite of the high fee charged. This study is related to the current study in that, the importance which students' discipline holds in our contemporary educational system has motivated scholars into in depth studies on how to place, develop and maintain suitable learning environment that would inculcate morality in the minds of students.

Olaleye (2011) undertook a study to examine the influence of students' discipline. The study examined the influence of students' study habit, physiological and psychological factors, two hundred and forty (240) senior secondary II students were randomly selected from six secondary schools in Akure South Local Government Area of Ondo state. It was hypothesized that students' study habit variables such as time allocation, reading and note taking, concentration, anxiety and stress, does not significantly influence students' discipline. Chi square was used to test the hypothesis at 0.05 significant level. The result of the study indicated that time allocation actually influence students' discipline during volumetric analysis exercise. It was recommended that chemistry teachers need to have proper understanding of physiological and psychological factors to enable them enhance students discipline.

Relating to this present study, the tone of discipline in the school will help students to develop positive study habit that can influence their state of morality.

METHODOLOGY

The research design adopted for this study was Ex-post facto. Isanghegidi, Joshua, Asim and Ekuri (2004) assert that ex-post facto study is a systematic empirical inquiry in which the researcher does not have direct control of the independent variable because their manifestation has already occurred.

The sampling procedure adopted for the study is stratified and simple random sampling technique. Data collected was analyzed using simple linear regression analysis, which was applied with the tone of discipline in the school as independent variable and the level of morality among secondary school students as dependent variable. The F-ratio and t-test were used to test for significance of influence and contribution to the prediction of the level of morality.

RESULTS

In analyzing the data from hypothesis one: the simple linear regression of significant influence on tone of discipline on the level of morality among secondary students was used.

Hypothesis one:

There is no significant influence of tone of discipline in the school on level of morality among secondary school students in Calabar education zone of Cross River state.

TABLE 1

Regression of level of morality among secondary school students on tone of discipline in the school

Source of variation	Sum of squares	df	Mean square	F-value	P-value
Regression	479.690	1	479.690	45.953*	0.000
Residual	5198.510	498	10.439		
Total	5678.200	499			
R-value	0.291				
R-squared	0.084				
Adj. R-squared	0.83				
Std. error	3.231				
Predictor variables	Unstandardized coefficient		Std. coeff.	t-value	P-value
	B	Std. error			
Constant	19.460	0.967		20.128*	0.000
Tone of discipline	0.255	0.038	0.291	6.779*	0.000

*Significant at $P < .05$

From the result in Table 1, an R-value of .291 was obtained giving and R-squared value of .084. this means that about 8.4% of the total variation in the level of morality was explained by the variation in the tone of discipline in the school. The P-value (.000) associated with the computed F-value (45.953) is less than .05. as a result, the null hypothesis was rejected in favour of the alternative. This means that there is significant influence of tone of discipline in the school on the level of morality among secondary school students. The P-value (.000) associated with the computed t-value (20.128 and 6.779) for the regression constant (19.460) and coefficient (.255) respectively, which represents the influence of the tone of discipline in the school, all contributing significantly and positively to the prediction of the level of morality among secondary school students.

DISCUSSION OF RESULT

From the data analysis, it was found that tone of discipline in the school does significantly influence level of morality among secondary school students. It is a well-known fact that discipline is an indispensable requirement in every organization that wants to make progress. It is a rudimentary ingredient and very essential factor in school system which insist on upholding the moral values by students. It demands habitual but reasoned obedience on authority, students need discipline in order to appreciate what is approved and what is not approved in the school environment around them. Discipline in school plays a vital role in achievement of morality.

Disruptive behaviour among learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is key for the students' high level of morality. Good discipline creates a good image of the school and prepares learners for the future task. Indiscipline in school destroys the teaching – learning environment.

The present study agrees with Lewis and Doorkey (2006), who opined that if the educator themselves are well disciplined and understand their work as well as their students and possible challenges, there could be good result in their moral life. Also, the study is in agreement with the one presented by Mukani and Nduka (2014) who found that discipline is a vital ingredient for high morality.

CONCLUSION/ RECOMMENDATION

It is evident from the findings of the data analyzed that tone of discipline in the school positively and significantly influence the level of morality among secondary school students. It could be concluded that favourable school environment is key to positive, health, mental and moral development of a child, when assessing the level of morality among students. With particular interest on tone of discipline in the school.

Teachers should be counseled not to depend on the use of force, threat and punishment to foster discipline or morals as this may have adverse effect on the level of morality among student. But students should be encouraged to contact their guidance counsellor for professional counselling.

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