

INTERNATIONAL JOURNAL OF  
EDUCATION, PSYCHOLOGY  
AND COUNSELLING  
(IJEPC)

[www.ijepec.com](http://www.ijepec.com)



CAUSES, FORMS AND CONSEQUENCES OF IMMORALITY  
AMONG STUDENTS OF PRIVATE SCHOOLS IN BORNO  
STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING

Ngohi Bukar Umar<sup>1</sup>, Ibrahim Dahiru Idriss<sup>2\*</sup>, Halliru Abdullahi Muhammad<sup>3</sup>, Gambo Garba Muhammad<sup>4</sup>, Nura Abubakar Gwadabe<sup>5</sup>

<sup>1</sup> Department of General Studies, Mohammed Goni College of Legal and Islamic Studies, Borno State, Nigeria.  
Email: ngohiumar@gmail.com

<sup>2</sup> Department of Primary Education, Federal College of Education (Technical) Potiskum, Yobe State Nigeria.  
Email: ibrahimdahiruidriss@gmail.com

<sup>3</sup> Department of Islamic Studies, Yobe State University Damaturu Nigeria.  
Email: ibndiskudo@gmail.com

<sup>4</sup> Department of Education, Bayero University Kano, Kano State Nigeria.  
Email: gamgar@gmail.com

<sup>5</sup> Department of Islamic Studies, Yusuf Maitama Sule University Kano, Kano Nigeria.  
Email: nura1136@yahoo.com

\* Corresponding Author

**Article Info:**

**Article history:**

Received date: 03.09.2020

Revised date: 15.09.2020

Accepted date: 18.10.2020

Published date: 01.12.2020

**To cite this document:**

Umar, N. B., Idriss, I. D., Muhammad, H. A., Muhammad, G. G., Gwadabe, N. A. (2020). Causes, Forms and Consequences of Immorality among Students of Private Schools in Borno State, Nigeria: Implications for Counselling. *International Journal of Education, Psychology and Counseling*, 5 (37), 124-137.

**DOI:** 10.35631/IJEPC.5370010.

**Abstract:**

The study identified causes, forms, and consequences of students' immorality determined the relationships between immorality and parents' educational background and socio-economic status by gender. The target population of the study comprised 247,825 SS 11 students in private secondary schools in Borno State, Nigeria however, 416 subjects constituted the sample. A stratified random sampling technique was used in selecting the respondents based on gender, school location, age, parents' educational background, and socioeconomic status. 216(52%) of the subjects were males while 200(48%) were females. Researchers' self-authored 47 items instrument tagged "Students Immorality Questionnaire" (SIQ) was used to elicit data for the study. The SIQ had a reliability coefficient of .87. Six objectives, four research questions, and two null hypotheses guided the study. Data collected were analyzed using descriptive and inferential statistics. Findings of the study revealed poor parental rearing and influence of mass media as some of the causes, plagiarism and mortgaging body for marks were some of the forms while drop out of school and brain impairment were some of the consequences of immorality among students of private schools in the study area. The first null-hypothesis was endorsed and the second was rejected in favour of the alternative. Involvement of parents/guardians and counsellors were some of the counselling implications considered and recommendations were proffered.

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

**Keywords:**

Immorality, Causes, Forms, Consequences, Implications for Counselling

**Introduction**

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 socio-economic 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 behaviour 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 behaviour 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. In most instances, moral stands for goodness, virtue, rectitude, integrity, probity, honor, honesty, excellence, perfection or merit depends on what the observer believes which could be objective or subjective.

In view of the extent of profligacy, the Blueprint on Women Education in Nigeria (2016) as revised by the Federal Government of Nigeria in 2019 as a policy statement emphasized that moral education should be taught in the context of religious education for maximum effectiveness. As an effort towards enhancing moral education, the blue-print recommends that: Religious and moral instructions should be taught to pupils and students in accordance with their religious inclination and should remain as core subject at junior and senior secondary school levels, teachers to handle such syllabus prepared by the Nigerian Educational Research and Development Council should be re-oriented for effective delivery, teachers must be morally sound and demonstrate moral conducts in their daily activities which should among others include mode of dressing and speech/communication, to inculcate moral discipline, public bars, motels, films/cinemas and other social night clubs should not be situated near schools and that the Parents Teachers Association should in collaboration with Ministries of Education review, re-enforce and publish laws of obscenity at regular intervals to instill morality.

In the same strain, Okorodudu (2016) stressed that other agents of socialization such as the family, peer group, religious and educational institutions as well as the media should encourage

and sponsor relevant public enlightenment programmes that will promote moral education. 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.

The school factors according to Asiyai (2015) and Ngwokabuenui (2017) include unsafe physical school environment, unconducive school environment characterized by acute shortage of learning facilities, school size, teachers' lateness to school, teachers-community relationship, teacher-teacher/principal relationship, poor classroom management/control, teacher-student relationship, teachers' humiliating and open abhorrence remarks as well as the lesser-faire attitude of the school management/administrator/principals/proprietors couple with the weak or absence of proper and close school monitoring by the stakeholders. Other elements of immorality identified by Mathew (2017) include demonstration of unwarranted pride, arrogance, boastful attitude, envy, jealousy, unhealthy competition, gossiping, rudeness, whispering during class hours, bribery and corruption, disobedience, sexual perversions and pomposity.

Generally, immorality in school implies not abiding by the stipulated rules and regulations or guiding conducts resulting in deviant behaviours which are multifaceted in nature. Mitigating the attendant menace of immorality in educational institutions at all levels will require a multi-dimensional approach for a blend of strategies involving all stakeholders. Although there are a number of literatures on the subject in other parts of the nation, no such literature exists in the study area especially in private schools within Maiduguri Metropolis. It is against this background that the causes, forms, consequences and determining the relationships between immorality, educational and socio-economic status of parents whose wards are in private schools in Borno State, Nigeria constitutes the thrust of this study.

### ***Theoretical Framework***

Behaviour modification theory propounded by Albert Ellis in 1955 formed the theoretical basis of this study. The Rational Emotive Behaviour Therapy of Albert Ellis has since 1955 flourished and spawned a variety of other cognitive behaviour therapies designed for individuals desiring a scientific, present-focused and active treatment for curbing life difficulties (Augustine, 2018). The theory is based on the premise that one is responsible for his actions and emotions, and that one's irrational thinking is responsible for his harmful emotions and dysfunctional behaviour (in this study, the irrational behaviour is immorality). The theory is also based on the principle that one can learn realistic behaviours and can experience a deeper acceptance of oneself and greater satisfaction in life by developing a reality-based perspective. Generally, however, Rational Emotive Therapy is basically centered on the relationship between thinking, feeling and action as expressed by an individual.

In his ABC model, Ellis demonstrated how a person can acquire rational and irrational belief and posited that the existence of a fact is A While B is one's self analysis of the fact (A) and C is the consequences of his analysis of B as perceived by him. Some of the irrational (immoral)

beliefs are that one must be loved, approved and treated reasonably by all for everything he/she does, that parental background (level of education, economic status and occupation) is a major factor to be considered in handling a person and that unhappiness is caused by external factors (colleagues in school with poor parental socio-economic status and pitiable teachers). Thus, this study considered rational emotive behaviour therapy in helping immoral students to think more rationally and adjust.

### ***Statement of the Problem***

Immorality among secondary school students especially in private schools is increasing on an alarming rate sending precarious signals on the future of those directly involved and Nigerian development. Common etiquettes are no longer observed and social malaise is skyrocketing by the day. Evidence of varying degrees of immorality in junior and secondary schools in Borno State, Nigeria proliferate in all schools, the cause is not yet established though most people attribute it to the aftershock of insurgency and the subsequent effect is not conspicuous. Some parents are left in the dilemma of transferring their wards to religiously persuaded schools such as Imam Malik Islamic Center and Baptist schools where moral teachings may form the bedrock. Thus, identifying the causes, forms, consequences and to determine if there exist significant relationships between immorality, educational and socio-economic status of parents whose wards are in private schools form the main thrust of this study.

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

The objectives of this study were to identify and determine the:

1. Causes of immorality among students of private schools in Borno State, Nigeria
2. Causes of immorality among students of private schools based on gender in Borno State.
3. Forms of immorality among students of private schools in Borno State, Nigeria
4. Consequences of immorality among students of private schools in Borno State, Nigeria
5. Determine if there exist significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria
6. Determine if there exist significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria.

### ***Research Questions***

The following research questions were answered in this study:

1. What are the causes of immorality among students of private schools in Borno State, Nigeria?
2. What are the causes of immorality among students of private schools based on gender in Borno State, Nigeria?
3. What are the forms of immorality among students of private schools in Borno State, Nigeria?
4. What are the consequences of immorality among students of private schools in Borno State, Nigeria?

### ***Hypotheses***

The following null hypotheses were tested at 0.05 Alpha level in this study:

**HO<sub>1</sub>:** There is no significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria

**HO<sub>2</sub>:** There is no significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria

### Methodology

The study adopted a descriptive survey research design that identified the causes, forms and consequences of immorality among students of private schools in Borno State, Nigeria and as well determined if there exist significant relationships between students' immorality, parents' educational background and socio-economic status. Population of the study comprised of all the 247,825 senior students of the 107 private secondary schools in Maiduguri Metropolitan Council and Jere Local Government Areas of Borno State, Nigeria. However, 416 students of SS11 from 6 private schools in Maiduguri and Jere were randomly selected as sample based on Krejcie and Morgan's (1970) Table for determining sample size of a given population for research activities.

Stratified random sampling technique was adopted in picking subjects for the study. The stratification was based on gender, school location, age, parents' educational background and socio-economic status. The subjects were disproportionately sampled based on gender and school location due to variation in their distribution. 216 (52%) were males while 200 (48%) were females SS11 students from 3 private schools in each of Maiduguri Metropolis and Jere Local Government Area were selected for the study.

Researchers' self-authored 47 items questionnaire tagged "Students Immorality Questionnaire" (SIQ) was the instrument used to elicit data for the study. The SIQ was divided into 4 sections (A-D). Section "A" elicited data on demographic characteristics of the respondents such as gender, age, school location, parents' educational background and their socio-economic status. Section "B" collected data on causes of students' immorality; Section "C" obtained information on forms of students' immorality while Section "D" sought information on consequences of students' immorality in private schools in Borno State, Nigeria.

Face and content validity of the SIQ was determined by experts in the fields of Guidance and Counselling, Psychology and Measurement and Evaluation of the University of Maiduguri, Borno State, Nigeria. The experts' views were appropriately and adequately incorporated. Reliability of the instrument was established through pilot testing among 100 (50 from Maiduguri and 50 from Jere) SS11 students of private schools outside those under study. Test-re-test method was adopted for the pilot testing. Data from the test-re-test was correlated using Pearson Product Moment Coefficient of Correlation which yielded a reliability coefficient of 0.87 and was considered adequate, suitable and adjudged appropriate for the study.

Copies of the SIQ were administered by the researchers and 2 research assistants from each of the schools under study. The Principals of the sampled schools were first and foremost briefed on the purpose of the study, thereafter; explanations were made to the research assistants on how each copy of the SIQ were to be filled to ensure proper completion and 100% retrieval of the instrument on the spot. There were 6 objectives in which 4 research questions and 2 null-hypotheses were answered and tested for the study. The data collected on the research questions for the study were analyzed using descriptive statistic of frequency counts (f), percentages (%) and rank ordering to give a pictorial view of the respondents' rating of each item on the SIQ while inferential statistic of t-test was employed in testing the null-hypotheses for the study at

0.05 Alpha level. Results of the study were presented based on the research questions and hypotheses on Tables 1-6.

## Results

**Research Question 1:** What are the causes of immorality among students of private schools in Borno State, Nigeria?

**Table 1: Causes of Immorality among Students of Private Schools in Borno State, Nigeria**

S/No.	Causes	Frequency	Percentage	Rank
1.	Poor Parental Rearing	64	15.38	1 <sup>st</sup>
2.	Single Parenting	64	15.38	1 <sup>st</sup>
3.	Peer Group Pressure	62	14.90	3 <sup>rd</sup>
4.	Lesser Faire Attitude of Principals	53	12.74	4 <sup>th</sup>
5.	Influence of Mass Media	40	9.62	5 <sup>th</sup>
6.	Domestic Violence	35	8.41	6 <sup>th</sup>
7.	Aggression	31	7.45	7 <sup>th</sup>
8.	Urbanization	31	7.45	7 <sup>th</sup>
9.	Poor Family Background	21	5.06	9 <sup>th</sup>
10.	School Environment	15	3.61	10 <sup>th</sup>
<b>Total</b>		<b>416</b>	<b>100</b>	

Table 1 revealed that poor parental rearing, single parenting, peer group pressure, lesser-faire attitude of school principals and influence of mass media ranked the major causes of immorality in private schools in Borno State, Nigeria while poor family background and school environment ranked the least causes in the study area.

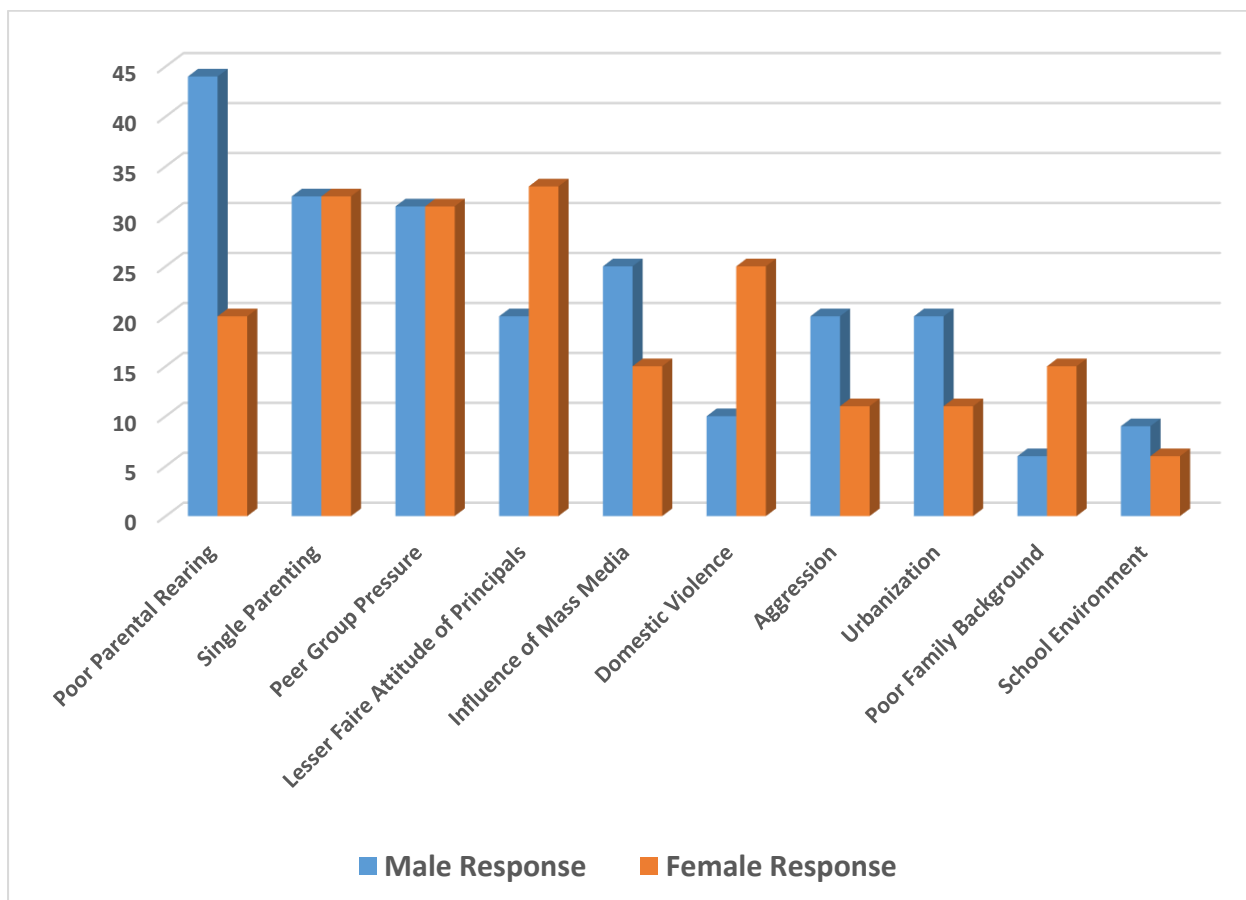
**Research Question 2:** What are the causes of immorality among students of private schools based on gender in Borno State, Nigeria?

**Table 2: Causes of Immorality among Students of Private Schools Based on Gender in Borno State, Nigeria**

S/No.	Causes	Male		Female	
		Response	Rank	Response	Rank
1.	Poor Parental Rearing	44(10.59)	1 <sup>st</sup>	20(4.80)	5 <sup>th</sup>
2.	Single Parenting	32(7.70)	2 <sup>nd</sup>	32(7.68)	2 <sup>nd</sup>
3.	Peer Group Pressure	31(7.46)	3 <sup>rd</sup>	31(7.44)	3 <sup>rd</sup>
4.	Lesser Faire Attitude of Principals	20(4.81)	5 <sup>th</sup>	33(7.92)	1 <sup>st</sup>
5.	Influence of Mass Media	25(6.01)	4 <sup>th</sup>	15(3.60)	6 <sup>th</sup>
6.	Domestic Violence	10(2.21)	8 <sup>th</sup>	25(6.24)	4 <sup>th</sup>
7.	Aggression	20(4.81)	5 <sup>th</sup>	11(2.64)	8 <sup>th</sup>
8.	Urbanization	20(4.81)	5 <sup>th</sup>	11(2.64)	8 <sup>th</sup>
9.	Poor Family Background	6(1.44)	10 <sup>th</sup>	15(3.60)	6 <sup>th</sup>
10.	School Environment	9(2.16)	9 <sup>th</sup>	6(1.44)	10 <sup>th</sup>
<b>Total</b>		<b>216(52%)</b>		<b>200(48%)</b>	

**Note:** All responses in parentheses are percentages of the raw scores

Table 2 showed that poor parental rearing, single parenting, peer group pressure and influence of mass media ranked the major causes of immorality among students of private schools expressed by the male respondents while female counterpart respondents considered lesser faire attitude of principals, single parenting, peer group pressure and domestic violence as the causes of immorality that ranked high among students of private schools in Borno State, Nigeria. Similarly, domestic violence, school environment and poor family background were ranked the least causes of immorality among students of private schools by the male respondents' while aggression, urbanization and school environment were ranked the lowermost causes of immorality among students of private schools in the study area. Figure 1 further illustrates the comparative relations of the responses for causes of immorality among male and female students.



**Figure 1: Comparative Relations of the Responses for Causes of Immorality among Male and Female Students**

**Research Question 3:** What are the forms of immorality among students of private schools in Borno State, Nigeria?

**Table 3: Forms of Immorality among Students of Private Schools in Borno State, Nigeria**

S/No.	Forms	Responses	Rank
1.	Examination Dishonesty	26(6.25)	1 <sup>st</sup>
2.	Plagiarism	26(6.25)	1 <sup>st</sup>
3.	Lying to Escape Punishment	19(4.57)	10 <sup>th</sup>
4.	Substance Abuse	21(5.04)	8 <sup>th</sup>
5.	Breakdown of Family Values	17(4.09)	13 <sup>th</sup>
6.	Stealing	19(4.57)	10 <sup>th</sup>
7.	Gangsterism	15(3.61)	14 <sup>th</sup>
8.	Cultism	15(3.61)	14 <sup>th</sup>
9.	Violence	7(1.68)	21 <sup>st</sup>
10.	Motorgaging body for marks	26(6.25)	1 <sup>st</sup>
11.	Disrespect for Authorities	19(4.57)	10 <sup>th</sup>
12.	Indecent Dressing	26(6.25)	1 <sup>st</sup>
13.	Watching Nude Films	26(6.25)	1 <sup>st</sup>
14.	Homosexuality/Lesbianism	15(3.61)	14 <sup>th</sup>
15.	Trafficking	13(3.12)	19 <sup>th</sup>
16.	Truancy	26(6.25)	1 <sup>st</sup>
17.	Bullying	21(5.04)	8 <sup>th</sup>
18.	Ace down	26(6.25)	1 <sup>st</sup>
19.	Shaggy Hair Styles	15(3.61)	14 <sup>th</sup>
20.	Prostitution	13(3.12)	19 <sup>th</sup>
21.	Pre-marital Sex	15(3.61)	14 <sup>th</sup>
22.	Thugery	5(1.20)	22 <sup>nd</sup>
23.	Child abandonment	5(1.20)	22 <sup>nd</sup>
<b>Total</b>		<b>416(100.00)</b>	

**Note:** All responses in parentheses are percentages of the raw scores

Table 3 indicated examination dishonesty, plagiarism, motorgaging body for marks, Indecent Dressing, watching nude films, truancy, ace down, substance abuse and bullying ranked the major forms of immorality among students of private schools in Borno State, Nigeria while gangsterism, cultism, homosexuality/lesbianism, shaggy hair styles, premarital sex, trafficking, prostitution, violence, thugery and child abandonment ranked the minor forms of immorality among students of private schools in the study area.



**Research Question 4:** What are the consequences of immorality among students of private schools in Borno State, Nigeria?

**Table 4: Consequences of Immorality among Students of Private Schools in Borno State, Nigeria (N=416[100])**

S/No.	Consequences	Responses	Rank
1.	Drop out of School	69(16.59)	1 <sup>st</sup>
2.	Lack of Concentration in School	57(13.70)	3 <sup>rd</sup>
3.	Poor Academic Performance	57(13.70)	3 <sup>rd</sup>
4.	Brain Impairment	69(16.59)	1 <sup>st</sup>
5.	Contracting Sexually Transmitted Infections	43(10.34)	5 <sup>th</sup>
6.	Relegation of Traditional Values	30(7.21)	7 <sup>th</sup>
7.	Imprisonment	38(9.13)	6 <sup>th</sup>
8.	Street Begging	30(7.21)	7 <sup>th</sup>
9.	Capital/corporal Punishment	23(5.53)	9 <sup>th</sup>

**Note:** All responses in parentheses are percentages of the raw scores

Table 4 showed that drop out of school, brain impairment, lack of concentration in school and poor academic performance ranked the major consequences of immorality among students of private schools in Borno State, Nigeria while street begging, relegation of traditional values and capital/corporal punishment ranked the least consequences of immorality among students of private schools in the study area.

### *Hypotheses*

**HO<sub>1</sub>:** There is no significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria

**Table 5: The T-Test Analysis on The Relationship Between Causes of Students' Immorality and Parents' Educational Background by Gender In Borno State, Nigeria**

Group	N	X	SD	DF	t-cal	t-crit	Decision
Male	216	5.24	0.37	2	1.09	1.42	NS
Female	200	8.91	2.12				(0.05)

NS= Significant,  $P \geq 0.05$

Table 5 indicated that significant relationship does not exist between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria. This is evident because the calculated t-value (1.09) is less than the critical t-value (1.42) at 0.05 alpha level of significance. Hence, the null hypothesis is endorsed.

**HO<sub>2</sub>:** There is no significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria.

**Table 6: The T-Test Analysis on The Relationship Between Causes of Students' Immorality and Parents' Socio-Economic Status by Gender In Borno State, Nigeria**

Group	N	X	SD	DF	t-cal	t-crit	Decision
Male	216	5.14	0.33	2	2.16	1.32	NS
Female	200	6.71	2.14				(0.05)

NS= Significant,  $P \geq 0.05$

Table 6 indicated that significant relationship exists between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria. This is evident because the calculated t-value (2.16) is greater than the critical t-value (1.32) at 0.05 alpha level of significance. Hence, the null hypothesis is rejected in favour of the alternative.

### Discussion

Findings of this study identified 10 causes, 23 forms and 9 consequences of immorality among students of private schools in Borno State, Nigeria. One research question 1, findings of this study identified poor parental rearing, single parenting, peer group pressure, lesser-faire attitude of school principals and influence of mass media as the major causes of immorality exemplified by students in private schools in Borno State, Nigeria.

Others are influence of mass media, domestic violence, aggression and urbanization while poor family background and school environment were the least causes in the study area. This finding corroborates the earlier studies (Ibuchim, 2016, Ambrose, 2018; Arewa, 2018 and Ogbodo, 2018) that family, mosques/churches, school and peers constitute the major agents of socialization in any community where examples can be given to a child during socialization process based on acceptable norm and values. Ogbodo (2018) and Arewa (2018) for example stressed that any act of deviant behaviour or immorality demonstrated by a child is first attributed to the home background which are principal the results of poor parental upbringing, single parenting, and domestic violence or outside the home may be in school by peers and other negative or anti-social environmental factors in the school. In the same vein, Ahmed (2017) expressed that a number of internal and external forces work independently and in conjunction with one another but largely starting from school that negatively transform the behaviour of a child.

Findings on research question 2 identified poor parental rearing, single parenting, peer group pressure and influence of mass media as the topmost causes of immorality among students of private schools expressed by the male respondents. Others are lesser faire attitude of school principals, aggression and urbanization while domestic violence, school environment and poor family background ranked the least causes of immorality among students of private schools by same respondents. On the contrary however, the female respondents ranked lesser faire attitude of school principals, single parenting, peer group pressure and domestic violence as the topmost causes of immorality among students of private schools in Borno State, Nigeria.

Others influence of mass media and poor family background while aggression, urbanization and school environment were ranked the lowermost causes of immorality among students of private schools in the study area by the female gender. This finding is in consonance with the assertions of Babayo (2016), Rufus (2016) and Istifanus & Filibus (2017) that both males and females unanimously agreed that the causes of immorality or any form of deviant behaviour of a child starts from home before spreading to the wider society. Istifanus & Filibus (2017) for

example opined that broken homes, single parenting and domestic violence constitute the principal components of immorality especially at family level which is basically internal factor while peer group, mass/social media, school environment and principals' incompetence or negligence comprised the external forces.

Findings on research question 3 identified examination dishonesty, plagiarism, motor gaging body for marks, indecent dressing, watching nude films, truancy, ace down, substance abuse and bullying ranked the topmost forms of immorality among students of private schools in Borno State, Nigeria. Others are lying to escape punishment, stealing and disrespect for authorities while gangsterism, cultism, homosexuality/lesbianism, shaggy hair styles, premarital sex, trafficking, prostitution, violence, thuggery and child abandonment ranked the lowermost forms of immorality among students of private schools in the study area. This finding agreed with the earlier studies of Rufus (2016) and Babayo (2016) who ascertained that all types of deviant behaviours are undesirable characters and they constitute the immoralities exhibited by students with poor family ground and grown up in slumps. Babayo (2016) for example, expressed that substance abuse, truancy, premarital sex; unruliness, gangsterism, cultism, violence, prostitution, lawlessness, arm robbery and kidnapping/abduction are the forms of immoralities demonstrated by children with poor socio-economic background.

Finding on research question 4 which stated that what are the consequences of immorality among students of private schools in Borno State, Nigeria? identified 9 consequences. The topmost consequences identified include: Drop out of school, brain impairment, lack of concentration in school and poor academic performance. Others are contracting sexually transmitted infections and imprisonment while street begging, relegation of traditional values and capital/corporal punishment ranked the least consequences. This affirms the earlier studies of Ibuchim (2016), Rufus (2016), Istifanus & Filibus (2017) and Ambrose (2018) that immorality is a form of irrational behaviour learned at home due to poor parenting styles and are exhibited in school by students whose parents are affluent but usually end as drop outs, cases of unwanted pregnancy, poor academic achievement, substance abuse, involving in cultism, gangsterism and ultimately arm robbery. Istifanus & Filibus (2017) for example, asserts that insubordination is posing a serious threat to learning in most choice schools and the repercussion is capital/corporal punishment, school expulsion, failed results or street begging.

On null hypothesis one tested at 0.05 alpha level, which stated that there is no significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria, indicated that significant relationship do not exist between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria. This is evident because the calculated t-value is less than the critical t-value. Hence, the null hypothesis is endorsed. In support of this finding are the earlier studies of Asiyai (2015) and Ngwokabuenui (2017) and Mathew (2017). In buttressing this finding, Mathew (2017) for example, immorality and other anti-social behaviours are mal-adaptive behaviours that can be learned outside homes and can still be unlearned through gradual counselling process. Mathew (2017) added that immorality as behaviour could be exhibited without the notice of parents because parents with sound that are well-heeled and educationally sound don't tolerate any act of indecency or immorality by their children as that may discolor their personalities.

On null-hypothesis two tested at 0.05 alpha level, which stated that there is no significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria indicated that significant relationship exists between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria. This is evident because the calculated t-value is greater than the critical t-value. Hence, the null hypothesis is validated. Backing this finding are the findings of Agboola & Salawu (2015) and Balarabe & Kadiri (2016). In supporting this finding, Balarabe & Kadiri (2016) for example, emphasized that children raised by single parent especially affluent women tend to have poor moral training thus demonstrate high level of immorality in their conducts. They usually have the feeling that money is anything and they can do whatever they like getting support from their mothers.

### ***Implications for Counselling***

Immorality is an anti-social, undesirable and irrational behaviour that requires individual and group counselling to unlearn the behaviour right from the early school age. Failure to handle the problem of immorality will result into various forms of deviancy thereby seriously affecting learning and development. Hence, parents/guardians, teachers and other agents of socialization such as churches and mosques, counsellors, Ministries of Education, Parents Teachers Associations (PTA) and the media should passionately frown at it.

Immorality poses serious threat on all and sundry, thus parents/guardians should have a proper or good parental rearing for their children being the first agent of socialization for a child. The type of upbringing given to a child is what the child will emulate and demonstrate anywhere in the society. The schools should in collaboration with ministries of education employ professional counsellors and be provided with adequate facilities for effective counselling services. School counsellors shouldn't be over burden with subjects to be taught for effective counselling services to be rendered. The Ministries of education should also in collaboration with school principals make provision for counselling clinics in all secondary schools.

Curriculum designers should make moral counselling as part of the curriculum at all school levels. Necessary behaviour modification diagnostic tools and other resources to be used in the process of counselling cum awareness should also be made available. The professional school counsellors should also work hand in hand with the teachers to encourage good student-teacher relationship and to improve on how teachers handle students' misbehavior. The religious clerics should assist in the campaign against any form of immortality in their various worship centers. The counsellor should be organizing media chats, phone-in-calls and one-on-one programmes involving parents/guardians, teachers and faith leaders at regular intervals with a view to encouraging morality and discipline.

### **Conclusion**

Immorality is a serious anti-social behaviour posing threat to teaching and learning in private secondary schools in Borno State, Nigeria. Examination dishonesty, plagiarism, substance abuse, cultism, improper dressing, bullying, pre-marital sex and truancy are some of the various forms of immorality exhibited by students caused by poor parental rearing, single parenting, peer influence, social media and urbanization resulting in school dropout, street begging and contracting sexually transmitted infections among others. Therefore, parents/guardians,

teachers and the government should seek for behaviour medication as a remedy through counselling.

### Recommendations

Based on the findings, the following recommendations were made:

1. The Borno State Government should through Ministries of Education establish Counselling Clinics in all secondary schools, supply the needed counselling tools and resources and employ professional counsellors for each school.
2. The school principals should in collaboration with school time-table officers reduce the teaching loads of the counsellors for effective counselling to be carried out
3. The School Principals and Chairmen of Parents Teachers Association (PTA) should be allocating time during school general assemblies and PTA meetings for Counsellors to talk on issues relating to moral discipline.
4. Morality should be included in school curriculum at all levels.
5. Religious leaders and the media should be including issues on morality in their sermons and spasmodically organize programmes to inculcate morality.

### References

- Agboola, A. A., & Salawu, R. O. (2015). Managing deviant behaviour and resistance to change. *International Journal of Business and Management*, 6(1), 235-242.
- Ahmed, O. I. (2017). *Prevalence of deviant behaviours expressed by secondary school students in Ilorin Metropolis*. Unpublished B. Ed Project, University of Ilorin, Ilorin, Nigeria.
- Ambrose, K. U. (2018). *Deviant behaviour in public schools in Nigeria: Implications for counselling*. Issues in Professional Counselling (IPC), A Publication of the Association of Professional Counsellors in Nigeria (APROCON), ISBN: 978-978-967-070-3, 119-128.
- Arewa, A. A. (2018). *Deviant behaviour in schools: Implications for counselling*. Issues in Professional Counselling (IPC), A Publication of the Association of Professional Counsellors in Nigeria (APROCON), ISBN: 978-978-967-070-3, 129-136.
- Asiyai, R. I. (2015). *Indiscipline in Nigerian secondary schools*, Delta State University Press, Abraka, Nigeria
- Augustine, C. U. (2018). Impacts of rational emotive behaviour therapy on students' irrational thought and feelings: A panacea for youth restiveness and terrorism in Nigeria. *The Counsellor*, 32 (1&2), 47-50.
- Babayo, O. M. A. (2016). *Factors responsible for students' involvement in deviant behaviours as expressed by secondary school teachers in Ilorin Metropolis*. Unpublished B. Ed Project, University of Ilorin, Ilorin, Nigeria.
- Balarabe, U. H., & Kadiri, U. R. (2016). Bullying and school phobia among adolescents: Implications for counselling, *Journal of Theoretical and Empirical Studies in Education*, 3(1), 77-85.
- Federal Ministry of Education (2019). *Blue print on women education in Nigeria*, Abuja, Nigeria.
- Ibuchim, S. (2016). *Parents and maladjusted children*. Owerri, Kent Enterprise
- Istifanus, M., & Filibus, D. A. (2017). Self-concept and juvenile delinquency among secondary school students in Nigeria. *Journal of Aggressive Behaviour*, 3(1), 323-345.
- Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

- Mathew, T. O. (2017). How parents encourage deviant behaviour among adolescent: An analysis of their perspective in family life. *International Journal of Family Business Life*, 7(2), 421-428.
- Ngwokabuenui, I. P. (2017). *Psychology of effective teaching and learning*. Lagos: Vita-Nasco and Company.
- Ogbodo, R. O. (2018). *The need for empowering learners' moral counselling in Nigerian schools*. Issues in Professional Counselling (IPC), A Publication of the Association of Professional Counsellors in Nigeria (APROCON), ISBN: 978-978-967-070-3, 209-219.
- Okorodudu, R. I. (2016). *Education and reorientation for good citizenship in nation building: Counselling psychology approach*. Ethiop Publishing Corporation, Ring-Road, Benin City, Nigeria.
- Rufus, U. N. (2016). Determinants of risky sexual behaviours among secondary school students in Delta State, Nigeria. *International Journal of Adolescents and Youth*, 9(3), 411-421.