UNIVERSITY OF CAPE COAST

MORAL DECADENCE IN SECOND CYCLE PUBLIC SCHOOLS IN

ASANTE AKYEM NORTH

FAUSTINA YAMOAH HAGAN

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BY

FAUSTINA YAMOAH HAGAN

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ……………………..   Date ……………………

Name: Faustina Yamoah Hagan

Supervisors' Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature ……………………….   Date ……………………

Name: Dr. E.K. Ekumah

ABSTRACT

The study investigated two main issues; the types, causes and effects of immorality among students in the Second Cycle Institutions and the solutions to the problems of immorality among students in the various Second Cycle Institutions in the Asante Akyem North District.

The research design used for the study is a descriptive survey. The decision to use the descriptive survey is based on the fact that this research is non-experimental as it deals with describing the existing conditions rather than manipulation of variables.

The study revealed that the causes of immorality among students are both hereditary and the environment. The environmental causes include peer pressure, mass media and internet, the economic conditions in the country among others. The work also revealed that immorality among students has both immediate and future repercussions on the student and the society as a whole. The effects of immorality includes; physical, social, health repercussions.

The study identify various ways to solve the problem such as inviting role models and prominent people in the community into the schools to give talks and share their personal experiences and the way to success with the students. The role models included the old students, chiefs, queen mothers, revenered ministers and others. Equally, the schools should reward well behaved students to encourage others to emulate.

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DEDICATION

To my lovely husband Yaw Assassie who spearheaded my education and my children; Gregorry Assassie, Grace Ann Assassie and Ruby Assassie.

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CHAPTER ONE

INTRODUCTION

Background to the study

The increasing awareness among Ghanaians of the need to instil moral conduct in the youth is a sign in the right direction. Morality has been recognized as a way of shaping the youth on what they can become and what they can do with their human capabilities. Thus, as Thiroux (1998) puts it, morality deals with how humans treat other beings so as to promote mutual welfare, growth, creativity, and meaning, striving for what is good over what is bad and what is right over what is wrong. In this light, morality gives a sense of purpose and a philosophy of life. It gives people values that serves as guiding principles by which they can direct their thoughts, actions, opinions, behaviours and serves as a sort of bedrock or foundation allowing for spiritual, emotional and intellectual growth (Matsumoto, 2002).

The benefits that accrue to the individual and the state through morality are manifold. This is because the type of moral training that is offered to the youth by teachers does not only determine the quality of adults they become to their family, community and the nation, but also maintain sound environmental hygiene, love humanity, appreciate communal life and respect authority and work hard. It is in this regard that instilling good moral conduct among the youth is

seen as an investment for any nation. Thus, the education of the child without attention on good moral behaviour is seen as a farce.

It is not, therefore, surprising that many adults, who cherish high moral principles and know how they have benefited from practicing them, have expressed their dissatisfaction about the fact that good virtues, principles and accepted practices have virtually disappeared from the country. For instance, the Government of Ghana's decision to reintroduce the study of Religious and Moral Education on the syllabi of both basic and second cycle institutions in its educational reform has been praised by many educationists as a way of showing its commitment to this fight. However, there are noted lapses which contradict the tenets of religious and moral education. Among these lapses are;

- Religious and moral education is not an examinable subject hence students do not take the lesson serious.

- Teachers also do not handle religious and moral education as a way of life.

- Some teachers' lifestyle does not depict a life of a role model. Their lifestyles are questionable.

The immediate past Vice President of Ghana, Alhaji Aliu Mahama contends that these lapses can be curbed, when heads of schools inculcate basic values such as personal hygiene and respect for adults in their students to enable them ward off bad influence whether from their peers or adults (Daily Graphic, 2003).

Again, numerous conferences such as the 20th Annual Conference of Educational Unit held in Sunyani in 2006 and organisations such as the National

Union of Ghana Students (NUGS) called for the need to arrest moral]decadence in schools and ensure moral revolution in schools, (Amponfi, 2006). The move by NUGS' is based on its observation that immorality among the country's student populace is on the increase therefore, a nationwide crusade to confront the situation is very crucial. In cataloguing a list of reported incidents, including rape, drug and sex abuse, pregnancies, vandalism, nudity, stealing, alcoholism and occultism, NUGS argues that these behaviour afflicts educational institutions in the country thus the need to fight this cancer (Amponfi, 2006).

Again, religious leaders have not been left out on the call for moral discipline. Most of these leaders have called for the need to develop an educational system that is imbued with good and acceptable moral life based on the fear of God, thus "anything short of that was no education" (Yelly, 1997). They further argue for an introduction of Religious and Moral Education as an essential ingredient in the school curriculum to guide the youth to lead a worthy and acceptable lifestyle.

Statement of the problem

Policymakers, educators, religious leaders and others involved in education are seeking ways to utilize the limited resources effectively and efficiently in order to identify and solve problems in the education sector and instil discipline and good moral conduct among the youth. Discipline, the obedience to rules and orders and outward mark of respect in accordance with standing agreements. According to Fayol discipline is absolutely essential for

smooth running of any society or institution and that without discipline no institution could prosper. He reiterates that schools with high discipline not only have high output but also helps students to grow up as responsible citizens (Boakye, 2006).

In spite of the numerous attempts and calls by the government, religious groups and other stakeholders to instil moral discipline in the youth as a result of the numerous benefits associated with it, moral decadence or immorality among the youth has become a big problem and worry to individuals, parents and the society as a whole. Series of immoral acts reported by the media in our educational institutions are indications that all is not well in the society concerning discipline and morality among the senior secondary school students in Ghana. For instance the confirmation by the Daily Graphic story on occult practice in our senior secondary schools and the continuous and increasing poor performance of children and youths especially at the primary school level where drop outs abound are evidences of an increasing spate of moral decadence in the country. Duodu, (2006).

Noraini and Suryani (2006) in their quest to find some remedial measures to combat moral decadence among the youth identified the following as some of the main causes of the moral decadence. These are; lack of true religious understanding and practices, attitudes of parents towards their roles, the breakdown of the marriage institution, rapid economic growth, the educational system, attitudes of the teenagers as well as the influence of the peer-group.

Although, some work has been done on moral decadence among the youth few studies have been conducted to assess the current trend of moral decadence among students in the second cycle institutions in Ghana (Budu, 2006). However, none has been conducted in the Asante Akim North District of Ghana. Thus, the need to investigate moral decadence among students in the second cycle institutions in Asante Akim North District of Ghana is in the right direction.

Objectives of the study

The main objective of the study was to examine the current trend of moral decadence among students in second cycle institutions in the Ashanti Akim North Municipality.

The specific objectives were to;

- examine the moral challenges and its causes among students in second cycle institutions.

- determine the effects of immorality on students' academic, physical, moral, health and social lives.

- assess the students' perception on immorality

- assess the strategies taken by school authorities to minimize immorality among students.

- recommend alternative strategies for curbing moral decadence among students.

Research questions

The study sought to answer the following research questions;

- What are the moral challenges and its causes among students in second cycle institutions?

- How does immorality affect students' academic, physical, moral, health and social lives?

- How do students perceive immorality?

- What strategies are taken by school authorities to minimize immorality among students?

- What are the alternative strategies for curbing moral decadence among students?

Scope of study

The study focused primarily on the trend of moral decadence and its influence on the lives of second cycle school students in the Asante Akyem North District in the Ashanti Region. It delved specifically on the causes, influence, and possible measures educationists and other stakeholders could take to help solve the problem of moral decadence among students in second cycle institutions in the AAND.

Significance of the study

The study was envisaged to be of significance in looking at the trend of moral decadence in the AAND. This is because educational administrators,

Directorate of Education, tutors and parents whose children are in the AAND will gain in-depth insight and be well informed about the trend of moral decadence in the second cycle institutions in the AAND in order to develop possible strategies to curb this canker in the second cycle schools in the District. This study will also add to the body of knowledge on the causes, and influence of moral decadence on the lives of second cycle school students and also give other stakeholders especially the clergy in depth knowledge on this subject so that they could join in the crusade in curbing this menace.

Organisation of the study

The study has been organized into five chapters. Chapter One, which is the introductory chapter, deals with the background to the study, statement of the problem and the objectives of the study. It also covers the research questions, scope of the study, significance as well as the organization of the study. Chapter Two covers the methods used in the review of relevant literature whereas Chapter Three deals with the methods and techniques used. It covers the research design, population, sampling procedure, data collection instrument, data collection procedure, and data analysis plan.

Chapter Four of the study is devoted to presentation, analysis and discussion of the field data. The final chapter, Chapter Five, covers the overview of the study, summary of the major findings, conclusions, recommendations and areas for further study.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter reviews relevant literature to the concepts and themes that guides the study. The review is grouped as follows: the concept of morality; moral challenges; causes of immorality; effects of immorality and measures to curb immorality.

The concept of morality

Morality is defined as the quality of being right or wrong; behaviour in relation to accepted moral standards as a particular system of moral standard (Allen, 1994) The question is what is right or 'wrong. This is, what seems to be right in one community may be wrong in another community. Therefore, the definition of morality becomes subjective. This has given rise to many definitions about morality.

Aristotle begins by saying that, morality is found in moderation. The right thing is the "golden mean" or moderate course of action. Aristotle believed that temperance is the mean between indulgence and insensibility. And pride is the moderate course between vanity and humility. Likewise, courage is the halfway point between fear and aggression.

Patergoras, an ancient Greek philosopher, posit that "man is the measure of all things." This means that each person's own will is the standard for what is right and wrong. The morally right thing to do is what is morally right to me. What is right for me may be wrong for another and vice versa (Geizler, 1989).

He continues to say that the ethically right or the morally good is defined and informed by the will of the individual. Here an act is deemed right for an individual, even if is cruel, hateful or tyrannical. This ethical theory according to him would render the human community inoperative, if it were put into practice, because if everyone did as he pleased and what pleases individuals is considered ethical, chaos would result. Therefore, Community demands unity and commitment to certain ethical norms.

In support of this, the theory of Morals and Mores hold that what is morally right is determined by the group to which one belongs. Ethics is defined in terms of the ethnic. What is morally right is what the community says is right. Community demands are the ethical commands. Each society creates its own ethics (Geizler, 1989). The theory of Morals and Mores according to Geizler (1989) holds that it is the ethnic context which determines what is to be accepted as morally right or wrong. The position maintains 'ethical relativism'. What is ethically unacceptable in a given social context may be acceptable to another social context. Ethical relativism assumes that ''even two opposite ethical principles are both right''. Yet 'right' and 'wrong' cannot all be right.

The first flaw with this ethical theory is what is described by ethicist as the ''is-ought'' fallacy. Just because some people are doing something does not mean

that they ought to do what they are doing. This theory may also be described as the ''band- wagon'' fallacy. Something is good just because many people are doing it. The second flaw as identified by Geizler (1989) is that, if each community's mores are right, then there is no way to adjudicate conflicts between different communities, and there is no moral way to solve conflicts between them.

To explain further, the ancient Greek philosopher Thrasy-machus is credited with holding that "justice is the interest of the stronger party." Here, Thrasy-machus defines what is right and just. In other words, what is morally right is defined in terms of who has the power. Often this is understood as political power (Geizler,1989).Power, here, is often understood as political power as in the case of Machivelli, even though it could mean physical, psychological, economical and intellectual power (Geizler,1989).

This definition of what is morally good, sometimes finds expression in the way some people use or misuse their power be it spiritual, economical, intellectual or political. There are some cases where people have misused their power to dehumanize or exploit their subordinates, how they have misused their power to facilitate dependency syndrome and yet have never felt that their misuse power is morally wrong.

According to Geizler (1989) the theory in question has several flaws. He writes; first, the theory fails to note the difference between power and goodness. It is possible to be powerful without being good, and it is possible to be good without being powerful. Second, evil tyrants, from Nero to Stalin, are sufficient

evidence to refute the theory that might makes right. The testimony of history is that power corrupts, and absolute power corrupts absolutely.

To sum it up, Philip Atkinson (2000) argues that there can be no intelligence, artificial or organic, that can exist without a set of values. It is essential part of every creature's mind, as it must be formed before that creature can use reason to understand. And this set of values is the morality of the creature. Hence for us, Morality is not just a set of values, but a vital and permanent part of ourselves, formed in childhood before the age of reason, which dictates how we understand the world. He continues to say that morality must precede understanding because understanding can only develop after the underlying values have been formed. So the early values are the most important as they become the parent of all subsequent values; later additions though made with a more adult mind, must incorporate previous decisions as those prior decisions are beyond the force of reason. This arbitrary set of beliefs is the morality of the individual, beyond threat, promise or argument, and determines the way they see reality. He maintained that no matter what, morality is permanent. Morality cannot be changed by reason because to use your reason immediately means applying your values, which are your morality.

Moral challenges

Gyekye (2003) stated some elements which he believed must be accepted as good moral values in African societies. They include kindness, compassion, generosity, hospitality, faithfulness, truthfulness, concern for others and the

actions that bring peace, justice, dignity, respect and happiness. He points out that the following, however, are considered as bad morals, backbiting, selfishness, lying, stealing, adultery, rape, incest, murder and suicide.

Some of the moral challenges in Second Cycle Schools are the following: drug or substance abuse, alcoholism, occultism, sex, violence and stealing.

Drug or substance abuse

Marijuana

The most widely used illegal drug in Ghana, marijuana resembles green, brown, or gray dried parsley with stems or seeds. A stronger form of marijuana called hashish (hash) looks like brown or black cakes or balls. Marijuana is often called a gateway drug because frequent use often leads to the use of stronger drugs. Street names: pot, weed, blunts, chronic, grass, reefer, herb, ganja, "obonsam tawa", wee, etc.

Marijuana is typically smoked in cigarette (joints), hollowed out cigars (blunts), pipes (bowls), or water pipes (bongs). Some people mix it with foods or brew it as tea.

Inhalants

Inhalants are substances that are sniffed or "huffed" to give the user an immediate rush or high. They include household products like glues, paint thinners, dry cleaning fluids, gasoline, felt-tip marker fluid, correction fluid, hair spray, aerosol deodorants, and spray paint. Inhalants are breathed in directly from

the original container (sniffing or snorting), from a plastic bag (bagging), or by holding an inhalant-soaked rag in the mouth (huffing).

Cocaine and crack

Cocaine has become the common drug in Ghana now because of the cocaine saga. It is popularly known as: coke, snow, blow, nose candy, white, big C. Cocaine is inhaled through the nose or injected. Crack is smoked. The startling report of the Narcotics Control Board published in March 13, 2006 issue of the Public Agenda which indicated that about 54.8 percent of people treated for substance abuse in 2005 were junior secondary school(JSS) students, 33.11 percent were in second cycle institutions, while 12.1% of those treated were from tertiary institutions. Dr. Reg Smart of ARF has examined the trends in teenagers' reported use of drugs including tobacco and alcohol, and found the highest peak in 1970's, then a small but steady decline in use until 1993, when the figures failed to show any decline; the 1995 study demonstrated an alarming increase in almost every category. In that year, reported use of marijuana at least once over the past year increased from 12.7 to 22.7 percent .Tobacco is the most commonly and the first substance used by teens, followed, in order, by alcohol, marijuana; some teens may then progress to cocaine and heroin.

The National Review of Medicine, Across Canada, November 9, 2006 have shown that easy access to cigarettes is one of the best predictors of a child becoming a regular smoker at a young age; in 2004, a majority (56%) of underage smokers reported to have obtained tobacco from friends and family. Furthermore,

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despite regulations, 33.3% of retailers have continued to sell cigarettes to underage Canadians. This is complicated by the fact that there is no consistent minimum smoking age across Canada. Although the highest prevalence of tobacco use is among youth aged 15 to 24 years, smoking initiation can begin as early as 11 to 13 years of age, several years before it is legal for a youth to buy tobacco in Canada. For Aboriginal youth, smoking and the use of smokeless tobacco can begin as early as seven or eight years of age, with even younger children imitating the habits of adults around them.

The prevalence of smoking in Canada has decreased gradually from a high of approximately 35% in the mid-1980s. Data published by the Canadian Tobacco Use Monitoring Survey indicated that as of June 2004, an estimated 5.1 million people, representing roughly 20% of the population aged 15 years or older, were current smokers. The prevalence of smoking in youth aged 15 to 19 years also followed a downward trend, from approximately 45% in 1981 to 20% in 2004. Also the centre of disease control and prevention in the United State (1989) has stated that smoking is the leading preventable cause of death in the United States, and the risk of disease increases the earlier smoking begins. The Centre (1998) again said approximately 70% of smokers become regular smokers by age 18. Approximately 3 million adolescent smokers consume nearly billion packs of cigarettes each year. Clearer understanding of the factors that influence the initiation of tobacco use by adolescents may provide opportunities for prevention.

Alcoholism

Local alcoholic beverages are pito, palm wine, akpeteshie and burukutu. Pito (local brew made from millet) is widely consumed in Ghana. The brewing of pito is traditionally associated with the people in the northern part of the country, but migration has led to its production throughout the country. The industry is mostly controlled by women between the ages of 18 and 67 years old. Pito is golden yellow to dark brown in colour with taste varying from slightly sweet to very sour. It contains lactic acid, sugars, amino acids, 2% to 3% alcohol and some vitamins and proteins. There are four types of pito in Ghana – nandom, kokomba, togo and dagarti.

Palm wine (nsafufuo) is widely consumed and is produced from sugary palm saps. The most frequently tapped palms are raffia palms and the oil palm tree. Fermentation starts soon after the sap is collected and within an hour or two becomes reasonably high in alcohol content (up to 4%). Akpeteshie (local gin) is distilled from fermented palm wine or sugar-cane juice, and requires a simple apparatus of two tins (usually four-gallon kerosene tins) and copper tubing. The standardized alcohol strength of akpeteshie today is between 40 and 50%. Palm wine contains between 3 and 5% of alcohol. Burukutu is a popular alcoholic beverage of a vinegar-like flavour prepared from sorghum grains.

According to the 2003 World Health Survey, a study of 894 senior secondary students in Accra (56.9% female and 43.1% male; mean age of 17.4 years) using a modified version of the Youth Risk Behaviour Survey questionnaire, it was found that the prevalence rate of lifetime alcohol use was

25.1%. Among lifetime users, 46.2% were currently using alcohol. A review of the neuroscience, psychology and marketing literatures concluded that adolescents because of how the human brain develops may be particularly attracted to branded products such as alcohol that are associated with risky behaviour and that provide, in the view immediate gratification, thrills and/or social status, Levine, et al (2003).

Occultism

Occultism refers to knowledge and workings of the supernatural as opposed to the visible and measurable knowledge. It is a supernatural manifestation that cannot be understood from reasoning or deduction. Some Ghanaians simply call it "African Electronics" Boakye, 2006 In schools there are many forms of occultism practiced among students; these include juju, magic, spiritualism, invoking the spirit of the dead, divination, sorcery, numerology. Boakye (2006) in his article in the Daily Graphic 'is occultism endemic in our schools traces the cause of excessive drinking among students to the practise of occultism. Most of the students are influenced by peer pressure.

Sex

Sociological models propose that libido or sexual motivation is generated by social processes and that hormones play the single role of producing pubertal development which signals readiness for sexual intercourse Hofferth and Hayes, (1987).The model assumes the importance of the bio-physiological component of

sexuality, 'anatomical growth and physiological development', and concentrates on the role of social environment in adolescent sexual activity. The central axis of the sociological model is the individual with his or her innate bio-physiological properties namely genes, sex, age, hormones, primary and secondary sex characteristics. In this model, these are assumed and their role in sexuality is kept in the background as constant factors since their investigation was not the domain of this study.

As the individual grows, motor and bio-physiological maturation takes place and sex hormones prepare for social factors to act. Once the first sexual act takes place, usually at about puberty, the individual is primed towards a sex wanting and learning threshold which is maximized by the social environment, Bancroft and Skakkebaek (1978). Kisekka (1976), points out that students' sexual intercourse occurs during the school term. However, among boarding-school students 90 per cent of sexual intercourse occurs during holidays and ten per cent while at school. About half (49%) of these students' sexual intercourse occurs between 2 and 6 p.m. and 38 per cent at night. During some of these times the responsible parents or adults are away from home, at work or visiting friends or at funerals.

Agyei and Epema (1992), maintains that a study conducted in Uganda found out that 65 per cent of male and 32 per cent of the female unmarried secondary school students had sexual experience. Of the sexually active youth, 49 per cent of the males and 25 per cent of the females had multiple sexual partners. Four main environmental factors appear to be important in shaping students'

sexual activity in Uganda today: parental care, peer influence, economic factors and AIDS education. Some elements accelerate and others suppress sexual activity. Sexual activity of young people aged 10-24 years is a subject of greater concern to Uganda today than ever before. Its nature and magnitude need to be clearly understood. Uganda like the rest of Africa is undergoing modernization and socio-economic transformation, processes which have direct and indirect effects on sexual activity patterns. For instance, Mantey reported in the Public Agenda (2006) that 10 female students of Mpraeso Secondary School in Ghana were involved in sexual misconduct. This came about during Inter – School sporting activities.

Another occasion for sexual misconduct among students is the St.Valentine's day celebration. The media hype of this celebration without proper explanation of it real meaning – agape, has turned into a sex orgy. St Peter's Secondary School at Nkwatia Kwahu in the Eastern Region was closed down indefinitely as a result of the students' misconduct during Valentine Day's Celebration on 9th of February 2006. The Daily Graphic of Feb 9, 2006 carried a story involving six female students of the Okomfo Anokye Secondary School at Wiamoase in Ashanti who were found to be pregnant and consequently dismissed from the school. There was an incident in which school watchman at Collins Secondary Commercial School at Agogo in Ashanti Akim North District raped and killed a student girl.

Violence

Surette (1992) argues that the source of this concern is revealed by a brief review of the statistics of youth violence. Youth violence, and particularly violent crime committed by youth, has recently increased dramatically. Surette stated that today about 5 out of every 20 robbery arrests and 3 of every 20 murder, rape, and aggravated assault arrests are of juveniles. In raw numbers, this translates into 3,000 murder, 6,000 forcible rape, 41,000 robbery, and 65,000 aggravated assault arrests of youths annually. The surge in youth criminal violence is concentrated within the past five years.

During the first part of the 1980s, there was a general decline in youth arrests for both violent and property crimes. In the latter half of the 1980s, however, youth arrests increased at a pace greater than that of adults for violent crimes. Ray (1992) said that youth arrests increased substantially between 1981 and 1990 for non aggravated assault (72 percent), murder and no negligent manslaughter (60 percent), aggravated assault (57 percent), weapons violations (41 percent), and forcible rape (28 percent). Looking over a generational time span from 1965 to 1989, the arrest rate for violent crimes by youths grew between the mid-1960s and the mid-1970s but then levelled off and remained relatively constant until the late 1980s. At that time, the rate again began to increase, reaching its highest recorded level.

Stealing

Stealing is defined as taking away (another persons property) without permission or legal right, especially secretly. Stealing in the schools involve pilfering books, pens and pencils. Others break into the trunks and boxes of other students and make away with their personal effects, gang stealing from school farms, stores, teacher's bungalows and so on. Most of these acts are as a result of peer pressure and occultism. Others still attribute it to lack of spirituality, (Alison 1997). Indeed if students become spiritually sensitive it lessens the inducement to sin.

Causes of immorality

Several models of immorality have been previously published. Most of them suggest two basic components, biological and sociological models (Hofferth & Hayes 1987).

Biological factors

The biological models are based on the effects of hormones, especially androgens (Bancroft and Skakkebaek 1978). Psychologists have argued that some types of deviant behaviors in the society such as alcoholism, prostitution, excessive quarreling, stealing, etc. could be inherited from biological parents. Some negative attitudes are regarded as genetic traits of parents who have had similar lifestyles. This argument is valid because if an individual can inherit some good traits from his/her parents, he/she could as well inherit the bad ones.

Alcoholism could be inherited. Research by medical experts has shown that the compulsion or strong desire to drink an alcohol can be passed from parents to children. This research holds that certain people or alcoholics are born with a reduced level of a substance in the brain called endorphins. People who lack endorphins feel a sense of well being only when they are drunk. To such people, the desire to drink is not their doing; it is something inherited.

A number of genetic factors, including the nicotinic acetylcholine receptor, the dopamine transporter gene and cytochrome P450 2A6, appear to be associated with the development of nicotine addiction, O'Loughin, Kim, et al (2004). Polymorphism in the genes regulating nicotine metabolism is an important factor in the development of addiction, Ling, Feng, et al (2004).

Sociological factors

Sociological models proposed the following factors; the home, the media, peer pressure, economic factors, culture and religion as the causes of immorality among the youth.

The home, family, and parents

Parents or members of a family are primary source of socialization in every community. It is through the home and parents that a child gets to know the language, culture, and the values of a given community. Parents are supposed to transmit the value of the society to the child in order for him or her to fit well into society. The extent to which a child is cultured, therefore, depends on the parents.

That is why it is so often said that 'charity begins at home'. Atkinson (2000), states that civilization is a shared understanding, and the only way civilization can maintain this understanding from generation to generation is by that understanding being passed from parent to child, which is how a civilisation keeps itself alive. He further argues that, the nature of an understanding depends upon its founding values, which makes morality (the actual values adopted) the vital concern for parents, with the early experiences of infancy the most critical for the formation of understanding in a child. This means that the lessons taught to the infant during the first weeks or months of its existence are the most important, as every subsequent value must reflect those values already adopted by the maturing mind of the person. For once the foundation of values is set, it is for life, and with the values taught during child rearing becoming a permanent part of the adult's understanding.

Yelly (1997) posits that some of the sexual activity occurs while the parents are at home in the same house sleeping, unaware of what is happening to their daughters and sons. At times, some adults in the household know of the young people's plans to have sexual relations; some even get involved in students' sexual activity as in the case of sex with brother's wife or sister's husband. A study has also found that adolescents whose parents are alive and living together had lower rates of ever having had sexual intercourse than those of whom the natural parents were separated, one or both had died.

Hofferth and Hayes (1987) in their book rising the future of adolescent sexuality, pregnancy and childbearing have reported that family structure has an

important influence on sexual behaviour. The reasons advanced by Hofferth and Hayes (1987) include socio-economic status of parents, parents' age, parents' sexual experience as teenagers, common experience such as socio-economic status, marital status of biological parents, and family structure and composition. Again, deviant behaviour may also arise from broken homes. Broken homes create unhappiness for children and make them discontent with their circumstances. Students affected in this way may take to drugs, alcoholism and other social vices like stealing, homosexuality, and lesbianism. Also, single parenthood arising from divorce, widowhood as other cases affects moral development of most children. Most children become victims of mind poisoning and abuse by stepmothers or fathers. Whether you believe the inheriting ''bad genes'' argument or the exposure to a ''bad environment' argument, the child with a family tree studded with alcohol and drug abusers is at higher risk of developing problems with substances.

Family dysfunction is considered to be another marker. Having a parent who is mentally ill, a criminal, a substance abuser, or absent due to death, divorce or desertion increases the chaos in the teen's life. A history of physical abuse, sexual abuse or emotional abuse can cause the teen to turn to drugs and or alcohol to deal with the painful memories and current feelings. The psychodynamics which develop from neglect or abuse in the children of alcoholics or other abusers are most commonly low self-esteem, self-blame, and feeling stigmatized, angry and confused.

Peer influence

Peers are powerful agency of socialization. Peers relate to each other in a more informal manner. A powerful peer group can influence and re-socialise a person and thereby make him or her discard the values transmitted by the family. The major reason for drug abuse, among students, is the influence of peer groups. Some people inhale cocaine and smoke 'wee' because their friends use them. Many young people find it difficult to resist the use of illegal drugs because of the pressure imposed on them by their peers.

In most communities in Ghana, both the young and elderly have formed drinking gangs. They meet over cooked meat and fish and take drinking as a hobby. When enticed into it by a friend or play mate and it becomes a habit, its continuous intake could lead to alcoholism. Also, parents often shy away from discussing sex and its related issues with their children. Much of the information on sex comes from age or play friends therefore they stand the risk of being misinformed about sex and could in the long run become a victim of prostitution. ''Peer pressure'' is often named as the major cause of teen's involvement with substance use. Many parents would like to believe that their children have been pressured by ''the wrong crowd'' or that horrible kid down the street. All teens like to think of themselves as competent to make their own decision. They often see their choice to take drug as a mark of rugged individualism.

Although teens may be attracted to a drug using group for a variety of reasons, they never identify a desire to conform or the need to give in to a repeated offer as influencing factors. The most commonly cited reason for young

teens to start using drugs and alcohol are curiosity, boredom, being seen as ''cool or older. Parents may feel that these reasons are forms of peer pressure, but teens don't identify them as such. They always interpret peer pressure as having someone hold a bottle or cigarette to their lips and forcing them to partake.

The peer factor is one of the major environmental issues in student sexual behaviour. Peer influence takes various forms such as sex and age associations, and doing the same things together like going to dances, videos and church groups.

Peer group influence on various teenage activities such as smoking, drinking alcohol and sex has been widely reported. Some studies have found a high correlation between the individuals own behaviour and the perceived behaviour of the best friend of the same sex, and between the individual's own attitudes and the perceived attitudes.

Mass media

The mass media, comprising the television, radio, newspapers, magazines, etc. also constitute a strong source of moral development in modern societies. Even under the presence of parents, magazines, television, programmes, pornographic films, nightclubs, cinema, etc. have captured the minds of the youth, making it difficult for parents and teachers to enforce values that have been transmitted to the youth.

Pornographic materials have the effects of arousing sexual desire. Undue access to these materials by teenagers could have an influence on them. It could

arouse their interest in sex and easily lead into having unprotected sex. Again, through enticing advertisement in the press, most students have become victims of alcoholism, prostitutions, etc.

Television

Television has been called the window into our society. It truly shows the "state of affairs." It was the stimulus for change in society. Popular culture once reflected what was seen on television and so did morality. Competition had frayed the moral direction of producers. What "sells" became more important than what effect their programs would have. As noted, television provides adolescents with role models, including movie and television stars and athletes, who portray smoking as a personally and socially rewarding behaviour. Although bans have prevented direct tobacco advertising on television, studies by Ban (2006) on how to curb tobacco addiction have indicated the widespread portrayal of smoking on television in prime-time programming, movies, music videos, and sporting events. In a recent review of 81 G-rated films, 35 films (43%) showed tobacco use with a mean exposure of 2.1 minutes per film. In music videos, smokers are typically portrayed as attractive, successful, and influential and in a positive social context, often with sexually suggestive content. Rarely is smoking portrayed in an unattractive manner or associated with negative consequences.

According to Blum (1991); Logos, billboards, and banners for cigarettes make tobacco advertising a prominent feature of sporting events on American television. Programs for teens and adolescents feature overtly sexual messages in

which their characters are dressed in the skimpiest of clothing. These characters are lacking more than just morality. A movie with a good storyline that does not contain numerous sexual references or violence is rare. The amount of violence on television is on the rise. The average child sees 12,000 violent acts on television annually, including many depictions of murder and rape. More than 1000 studies confirm that exposure to heavy doses of television violence increases aggressive behaviour, particularly in boys. Other studies link television or newspaper publicity of suicides to an increased suicide risk. The following groups of children may be more vulnerable to violence on television;

- children from minority and immigrant groups;

- emotionally disturbed children;

- children with learning disabilities;

- children who are abused by their parents; and

- children in families in distress.

Physicians who see a child with a history of aggressive behaviour should inquire about the child's exposure to violence portrayed on television.

The internet

Modern society has every imaginable convenience. Information is at our fingertips at the click of a button. Media and the Internet drive this information surge. The Internet has changed communication. It has allowed millions from all around the world to keep in contact and make contacts. But these amazing achievements cast a dark shadow. This technology has spawned the Information

Age, but, not all information is good. Many things can be considered "good," such as families scattered around the world communicating for virtually no cost via e-mail. Researching a subject is made incredibly easy. You can follow news and events from around the world as they happen.

It is exciting to see how this medium provides mass information. But all that information has its downside. The instant access to news and communication also allows instant access to negative even immoral forms of information. With little investigation, you can indulge any perverse desire. There are now websites that focus on even the most extreme of perversions. Often, such websites allow others of similar interest to discuss their lusts. This creates an atmosphere of acceptance and validation for such people and propels them even further down the slippery slope of immorality. But you may wonder, "Just how big is pornography on the Internet? Is it as bad as the media portrays?" Surprisingly, it is far worse than the media portrays. Every day, nearly 1,000 new pornography websites appear, because there is a demand for them Studies show that 6% of all the researches on these systems were for some form of child pornography, with a full one-fourth of these directly looking for pornographic images of children. A shocking 73% of all movie searches were for pornography.

Imagine if you put a teenage boy in a house with many rooms and tell him that, in each room, different types of sexual acts are taking place, and that all he needs to do is to open the door to see them. Do you think he wouldn't look? What if you extended the analogy to be more like the Internet, where one does not even have to open the door? He can view what is happening in these rooms as if he was

watching television. Tell him no one will know he is watching and that all he has to do is turn a dial to view what is happening in these rooms. Does anyone actually believe that this teenage boy would be able to resist? Of course not! Statistics prove this: "According to Net Value (2000), children spent 64.9 percent more time on pornography sites than they did on game sites in September 2000. Over one quarter (27.5%) of children age 17 and under visited an adult web site, which represents 3 million unique underage visitors. Of these minors, 21.2 percent were 14 or younger and 40.2 percent were female", Watching pornography is only one facet of the Internet. There is a much more dangerous aspect, one that allows people with similar interests to find validation. There are those on the Internet who seek out such teenagers. There are many "man-boy" love organizations that have an Internet presence and encourage, empower and promote individuals to commit illegal acts. They use this tool to seek victims and have been very successful in their activities: "Based on interviews with a national representative sample of 1,501 youth ages 10 to 17 that use the Internet regularly, approximately one in five received a sexual solicitation or approach over the Internet in the last year. One in thirty-three received an aggressive sexual solicitation a solicitor who asked to meet them somewhere; called them on the telephone; sent them regular mail, money or gifts. One in four had an unwanted exposure to pictures of naked people or people having sex in the last year," National Centre for Missing and Exploited Children, (2000).

It was recently reported that such a perpetrator attacked and raped a young boy because of the encouragement he received from one of these online forums.

When people are involved in such perversions, their minds are already twisted. The only thing they lack is support from others wanting to live vicariously through these more aggressive individuals. How much new life has the Internet shot into paedophiliac pornography? Child Pornography was pretty much eradicated in the 1980s. With the advent of the Internet, it exploded. And that was two years ago and since then; cases of child pornography have more than doubled yearly.

Economic factor

Poverty in most developing countries, has made parents absent from home due to their work demands. They leave home very early for work, heavy traffic jam does not permit parents to get home early. The result is that parents spend less time with their children. The child therefore falls under the influence of house-helps and crèches rather than parents. For example, students who share the same single room with her parents, brothers, and sisters could be influenced by male friends to accept an offer of co-habitation in a nicely packed room. And could lead to sexual promiscuity. Again, because of hardship, some students go out chasing men for money to help themselves and their families.

Furthermore, there are many students who are working to support themselves and their family. And they are left on their own to do any thing for survival. As a result some find themselves in gangs (Arm-robbery, drugs, etc).
Soteriades and Difranza (2003), assert that correlation among poverty, high unemployment, low income and high rates of smoking parents, with lower

incomes and educational levels are more likely than higher-paid, better-educated parents to have teenage children who smoke. Low income levels and high unemployment rates are problems on most reserves in Canada, and affect many off-reserve Aboriginal people as well.

Fashion

Another aspect of this popular media is fashion. Fashion is usually the one most often imitated by the general population. Nowadays, children are having difficulty finding clothing that actually covers their bodies. It is too tight, too short and too revealing. The fashion industry, promoted by television and movies, has created this dilemma.

The scientific and Technological Advancement also has influence on the moral development of many children nowadays. Technology is increasing at such a break neck speed. It is bringing so many changes that make the youth question the scientific basis of some of the cultural values that parents attempt to import to them. This situation may lead to non-conformity with norms of the society. Again, as urbanization increases, the social controls that existed in traditional societies begin to diminish. In traditional communities, every person is subjected to the control and scrutiny of other members of the society. Urbanization is however associated with the influx of strangers of different background, development of nightclub's and video centres. These social changes may have negative impact on the individual.

Moreover, urbanized communities are associated with unemployment, high cost of living, housing problems, just to mention a few. People who are unable to face these challenges may turn to such deviant means as armed robbery, prostitution, drug trafficking, etc. to make ends meet.

Furthermore, most students in Ghana have high demand for things that they cannot afford. They want to possess everything in this world. Some students always want to wear the most expensive dress, own plush cars, and acquire things above their means. The strong desire to satisfy these lustful lifestyles could force the students to see all possible means to achieve them.

Culture and religion

Religion and tribe were not major predictors of sexual behaviour among the students. Studies by Hofferth and Hayes (1987) show no association of premarital or extramarital sex with religious affiliations when other factors are controlled for, except devoutness. Cotterill (1975) aims to find the best way to help religion to affect the life of the students. The article writes "The goal of our entire endeavour is to help the child to be at home in the universe in his father's house and to behave accordingly". Cotterill believes that the knowledge of God will inform the attitude of the students. The article encourages co-existence of different faiths. However, he poses a question that should the Christian faith be compulsory for people of other religions persuasions? In an approach to this issue the writer looks at the statutory provisions for religious worship in schools. The statutory provision therefore allows for the introduction of religion in the schools.

Cotterill laments that since many children are never taken or sent to church by their parents they will know nothing of religion unless schools provide regular opportunities for worship.

Alison (1997) points out that religions, traditions and beliefs are not required for expression of ones spiritual nature. But no matter what means is chosen for the outward expression, our spirit and our spirituality are essential elements within each of us, and the discovery, acknowledgement and identification of our spiritual nature is a lifelong process". For many people who live in Northern Siberia, Canada, Alaska and Greenland (Inuit), tobacco has been used traditionally in ceremonies, rituals and prayer for thousands of years. It is used for a variety of medicinal purposes and its ceremonial use has powerful spiritual meaning, establishing a direct communication link between the person giving and the spiritual world receiving. In the traditional sense, the most powerful way of communicating with the spirits is to smoke tobacco in a sacred pipe. While tobacco is sacred, the recreational use of tobacco, with its high content of nicotine, is addictive and harmful. The Inuit Elders maintain that this type of use is disrespectful of the spiritual, medicinal and traditional use of tobacco. These observations echo those of the Assembly of Inuit. While tobacco has rarely been used ceremonially in Inuit culture, over seven in 10 adults now smoke daily a rate higher than that of Métis people. Traditional Inuit society was smoke-free. The Inuit did not use tobacco until approximately 100 years ago. At first, it was mainly men who smoked, and it was forbidden for Inuit youth to use tobacco. In the 1940s, smoking became more prevalent among all Inuit, and

today, Inuit women have one of the highest rates of lung cancer in the world, Enock, Harris, (2001).

Until recently, smoking was accepted as a fact of life in the North, so there had been few efforts to discourage it. In the mid-1990s, nicotine use in Nunavut (administrative region of Canada) remained widespread and showed no obvious signs of abating. According to Nunavut Report on Comparable Health Indicators (2004) increasing awareness of decreased life expectancy, infant mortality rates three times the national average, and high rates of lung disease and cancer spurred Nunavut to adopt fairly extensive tobacco reduction initiatives in 2003, affecting all aspects of life, school, the home and the community. Since then, a ban on smoking has been extended to all public and workplaces.

Effects of immorality

Academic effects

Schools are places where teens spend some hours five days each week engaged in activities meant to ensure their intellectual, physical, mental and emotional growth. Increasingly, violence schools diminish the opportunity for learning and, at times, threaten safety or life. A poll conducted by Harris and Associates describes the effect of immorality has upon the behaviour of teachers and students in some school districts: Academic performance has decreased, teachers show less enthusiasm for teaching, and students who are unwilling to risk exposure to violence at school dropout or change school frequently, Harris and Associates(1995). They continue to say that Educators in the United States report

that the Federal Gun Free School Act of 1994, which requires a minimum one-year expulsion of any student found to have carried a firearm onto school grounds, has resulted in an increase in the number of students suspended or expelled. Educators and counsellors who work with these young people consider them at risk because too often expelled youth neither continue their education, nor receive consulting or other support services while away from school. Without such services, professionals believe, students will fall behind in their studies and, more important, if they return to school, will still lack skills need to face and resolve conflicts peacefully. Because expelled students often escalate their violent behaviours, they are also more at risk of becoming involved with criminal justice or welfare systems later in life.

Again, it prevents students from focusing on their books, since; they rely sole on "apo" to pass their exams. Some even believe that, some powers can reveal the examination questions before hand and therefore there is no need to adequately prepare for the exams. For instance, a student refused to write his Mock Examination; because the Mallam that he consulted had warned him not to write the exams else he would fail. Unfortunately he failed the final Examination too. Occultism kills self-trust in students. Students become slaves of what they fear - failure, doubt and deception. And most students become school dropouts as a result of indiscipline. A student alcoholic is not likely to perform well because of the possibility of memory losses. It had been found that, Ethyl alcohol in particular, slows down the activities of the nervous system. Again the formal education of most girls ends abruptly with early marriage or pregnancy at a

teenage. A teenage mother is unlikely to continue with her education and this greatly affects her chances of financial independence and future career. It is not only the teenage mother who may not be able to complete her education; the child also stands the danger of not attending school. All these students end up as failures and become additional liability to the society.

Moral effects

Students engage in other indiscipline acts like smoking, excessive drinking, etc. They normally break school rules especially dress code since they have to sneak out of campus to go to where they meet. They wear 'Multico' (unprescribe attire) so that they will not be recognized. Also, bullying has become the order of the day. It is as if to be a junior or meek is a curse nowadays. Because most students who practice this occult claim to have 'ahoodenduro', they try it on the juniors'. Others too move in gangs, and they try to challenge themselves to see which group, is more powerful. At times, they arrange for a 'street fight' and all tools are used to see if the medicine in their body actually works or not. In one of such occasions a student had his hand cut off.

Again, occultism has also led to more youth in robbery. Some students claim they had medicine to steal. They normally steal provisions, money, books, etc. from other student's trunks and chop box. At times those who do this go to town to steal in the night because they think they have medicine to protect them from knives and gunshots. For instance, some student's travelled from Eastern

Region to Ashanti Region to rob a Forex Bureau. Luck run out of their side when they were caught and one was lynched by the angry mob.

Furthermore, sexual promiscuity is on the increase nowadays among the youth, despite the various campaigns against HIV/ AIDS. Some students use charms and spells on other innocent people to satisfy their sexual gratification.

Health effects

There are also some health effects. Some students meet at odd times and places. They have little sleep, which leads to a slack in physical and mental alertness. There are also fears about body cuts and blood exchanges, which could spread blood-related infections like AID's and hepatitis. It needs to be stressed that these diseases are incurable; they lead to death. Another important factor is the rate of transmission of the Human Immunodeficiency Virus (HIV) in this age group. Available epidemiological data shows that ten per cent of the Ugandan population is infected with HIV with peak prevalence among those aged 15-29 (STD/AIDS Control Programme1990), Bagarukayo, et al (1993). According to Caldwell and Quiggin (1989), HIV has an average incubation period of five years in sub-Saharan Africa; it is possible to extrapolate the peak age at infection to be 10-24 years.

Medical officers also complain that teenager who is pregnant stands a high risk of becoming anaemic, as well as having a retarded foetal growth. According to Konco, (a fetish priest) medicines or juju provided for clients may be unhygienic mixture; for all the rich men, chiefs, politicians' businessmen and

women, students, concoctions are prepared from animal faeces and dog vomit. He said that, "It is the educated that surprise me; they just obey and drink all those filthy things because of money and power. This can cause typhoid fever and all kinds of diseases" (Budu, 2006). Apart from all these, too much in –take of alcohol, tobacco and other stimulants can damage the human liver, brain, and the heart. Prolonged or excessive in-take of alcohol could cause cirrhosis; a disease that damages the liver. When this disease attacks a person, the liver may not be able to perform its normal functions of manufacturing proteins and removing harmful substances from the blood which could to high blood pressure. In severe cases, cirrhosis can cause death.

The health effects of teen drug use can vary, depending on such factors as frequency of use, the kind of drug taken, how much is taken, how quickly it gets into the brain, what other drugs are taken at the same time, the differences in body size and chemistry, the length of time the drugs are used, and other components. For instance, swallowed or snorted amphetamines, hit users with a fast high, making them feel powerful, alert and energized. Uppers pump up heart rate, breathing, and blood pressure, and they can also cause sweating, shaking, headaches, sleeplessness, and blurred vision. Prolonged use may cause hallucinations and intense paranoia. Amphetamines are psychologically addictive. Users who stop using them report that they experience various mood problems such as aggression and anxiety and intense cravings for the drugs.

Again, Cocaine is a stimulant that rocks the central nervous system, giving users a quick, intense feeling of power and energy. Snorting highs last between

15 and 30 minutes; smoking highs last between 5 and 10 minutes. Cocaine also elevates heart rate, breathing rate, blood pressure, and body temperature. Snorting can put a hole inside the lining of your nose First-time users-even teens-of both cocaine and crack can stop breathing or have fatal heart attacks. Using either of these drugs even one time can kill you. These drugs are highly addictive, and as a result, the drug, not the user, calls the shots. Even after one use, cocaine and crack can create both physical and psychological cravings that make it very difficult for users to stop.

Furthermore, small doses help suppress coughing, but larger doses can cause fever, confusion, impaired judgment, blurred vision, dizziness, paranoia, excessive sweating, slurred speech, nausea, vomiting, abdominal pain, irregular heartbeat, high blood pressure, headache, lethargy, numbness of fingers and toes, redness of face, dry and itchy skin, loss of consciousness, seizures, brain damage, and even death

Also, marijuana can affect mood and coordination. Users may experience mood swings that range from stimulated or happy to drowsy or depressed. Marijuana also elevates heart rate and blood pressure. Some people get red eyes and feel very sleepy or hungry. The drug can also make some people paranoid or cause them to hallucinate. Marijuana is as tough on the lungs as cigarettes-steady smokers suffer coughs, wheezing, and frequent colds. Teens who use marijuana can become psychologically dependent upon it to feel good, deal with life, or handle stress. In addition, their bodies may demand more and more marijuana to achieve the same kind of high experienced in the beginning.

Lastly, Inhalants make you feel giddy and confused, as if you were drunk. Long time users get headaches, nosebleeds, and may suffer the loss of hearing and sense of smell. Inhalants are the most likely of abused substances to cause severe toxic reaction and death. Using inhalants, even one time, can kill. Inhalants can be very addictive. Teens who use inhalants can become psychologically dependent upon them to feel good, deal with life or handle stress. Drug abuse does not solve problems; it only masks emotions and problems, often making things worse. Drugs can take over a life to the extent that nothing else matters; food, friends, family, health, etc. Some users go to great lengths to get drugs using, whatever means necessary. The drug becomes the master of the users' life. It will crush an individual's emotional, spiritual, and physical health, ruining every aspect of their lives.

A conceptual framework on the trend of moral decadence in second cycle institutions

From the review, it could be realized that certain moral challenges such as; drug substance abuse, occultism, sex, violence, stealing, and alcoholism among students in second cycle institutions are as a result of biological, sociological economical, mass media, fashion, cultural and religious factors that the students are exposed to. These moral challenges in turn also pose some serious effects on their academic, moral, health physical and social lives of the students, their community, and the nation as a whole. The study is based on the theory that employing certain measures to curb the various causes of moral decadence will

not only erase the challenges students are exposed to but will also improve students' academic, moral, health, physical and social lives as well as the development of the nation. This is depicted in Figure 1.

Causes ——————→ Challenges ——————→ Effects

Causes	Challenges	Effects
Biological	Drug substance abuse	Academic
Sociological	Alcoholism	Moral
Economical	Occultism	Health
Mass media	Sex	Physical
Fashion	Violence	Social
Culture and Religion	Stealing	
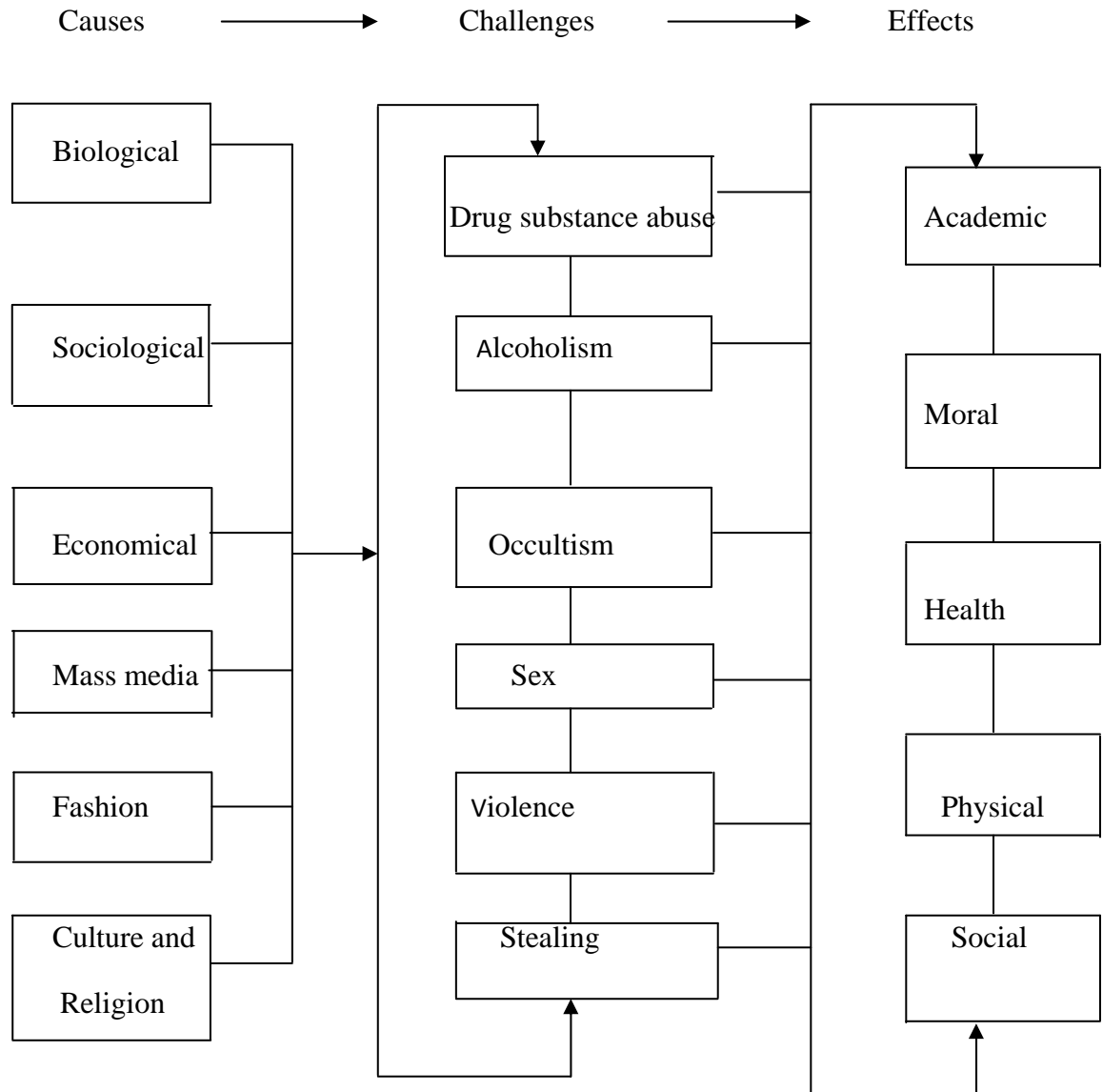
Figure 1: The trend of moral decadence in second cycle institutions

Source: Fieldwork, 2008

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CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes procedures used in conducting the study to find out the level of moral decadence among second cycle students. It looks at the design, the population, sample and sample selection, data gathering instrument, data collection procedure, and data analysis plan.

Research design

The research design that was used for the study is a descriptive survey. Descriptive survey is designed to obtain information concerning the current situation. It is directed towards determining the nature of a situation as it exists at the time of study (Fraenkel & Wallen, 2000; Sarantakos, 1997). It describes and predicts phenomena without manipulating factors that influence the phenomenon (Amedahe, 2002). Descriptive survey has an advantage of not typically requiring complex statistical analysis. Data analysis may simply consist of determining the frequencies and percentages for major variables in the study. It can provide the researcher with a lot of information obtained from quite a large sample (Fraenkel & Wallen, 2000). As put by Best and Kahn (1998), a descriptive research 'is concerned with conditions or relationships that exist, opinions that are held,

processes that are going on, effects that are evident, or trends that are developing' (p. 113).

The decision to use the descriptive survey is based on the fact that this research is non-experimental as it deals with describing the existing conditions rather than manipulation of variables. Furthermore, in descriptive study, data or information is usually collected through a questionnaire, survey, interviews or observation. Thus, if one considers the purpose of the study, the research questions and the target population, one could see that the descriptive survey is the most appropriate method to achieve the purpose of the study and draw meaningful conclusions.

According to Scott and Usher (1996)), survey researchers attempt to collect data about larger populations than usual with experimental researchers. They also stipulate that surveys may lead to simple frequency counts. It is against this background that the researcher adopted this method since the study was directed towards determining the trend of moral decadence among students in second cycle institutions in the AANMA.

The study area

Asante Akyem North District is one of the eighteen Districts in the Ashanti Region of Ghana. It was carved out of the erstwhile Asante Akyem District Council in 1998 as part of the decentralization process and has Konongo-Odumasi as the twin capital town. The district has a land area of 1,160 square kilometers constituting 4.5% of the size of Ashanti Region. The population of

Asante Akyem North District for the census periods; 1970, 1984 and 2000 were 66,248, 91,466 and 126,477 respectively. From the 2000 Housing and Population Census, the District has a male population of 64,174 (50.7%) and female population of 62,303 (49.3%). The district bordered in the east by the Kwahu South district in the Eastern Region, the north by the Sekyere East, the West by Ejisu- Juabeng and the South by Asante Akyem South Districts.

The major challenges facing the district are perennial bush fires, acute water shortages, shortage of nurses, etc. There are several basic schools which are mostly public schools with the exception of a few private ones. In addition, there are four senior secondary Schools, a Teacher Training College, a Nursing Training College and recently a University. The second cycle schools in the district are:

- Konongo Odumasi Secondary School at Konongo Odumase.

- Owireman Secondary School at Domeabra.

- Collins Secondary Commercial School at Agogo.

- Agogo State College at Agogo.

The schools have over 5000 students' population with different social, cultural, and religious background. A good number of students in these schools are from Christian background while a few have Muslim and Traditional Religion backgrounds. These schools hold church services on Sundays in which the students are advised against immorality. Apart from the normal joint services on Sundays, there are a lot of Christian activities on these campuses. There are denominational meetings in the afternoons.

One may think that with these religious activities on the campuses, immorality will be a thing of the past. But it is very sad to hear that our youth today are indiscipline. And because of this, every Tom Dick and Harry has added his/her voice to the call of immoral activities in our society especially among the youth.

Study population

The target population for the study comprised heads of all the second cycle schools, teachers, and students in the four Senior High Schools in AANMA. The total number of teachers and students were 194 and 4,174 respectively.

Sampling procedure

A multi-stage sampling technique was employed in the study. This is where two or more sampling techniques are employed in a single study. All four senior high schools were selected for the study. This sample size was based on the table for sample size determination suggested by Krejcie and Morgan (Sarantakos, 1997). In all, 200 respondents were selected for the study. These comprised 30 teachers and 170 students respectively. This sample size was considered appropriate because, as put by Fraenkel and Wallen (2000), the sample should be as large as time and energy would permit. They added that for descriptive studies, a sample of at least one hundred is deemed essential. The 30 teachers and 170 students were proportionately distributed among the four schools. This was determined by the following formulae;

$N = {}^x/_z \times a$

Where;

N = the number of respondents that will be required for the study;

x = the total number of respondents in each school;

z = the total number of respondents in the four schools; and

a = total number of respondents to be selected

Table 1 shows the sample distribution.

Table 1: Distribution of respondents in the

School	No. of Teachers	No. of TS	No. of Students	No. of SS
Owerriman	21	3	515	21
Collins	29	5	655	27
State	51	8	1,144	46
KOSS	93	14	1,860	76
Total	194	30	4,174	170

Source: Fieldwork, 2008

The next stage is the selection of respondents for the study. The lottery method of the simple random sampling technique will be used. Computer generated numbers was used to select the 30 teachers and 170 students respectively.

In addition, all four heads in the selected schools were purposively selected to be interviewed. This is because as Amedahe (2002) points out, in a purposive sampling, the researcher picks respondents on the basis of his or her

judgment of their typicality or particular knowledge about the issue under consideration. Thus, the views of the head teachers are appropriate because of their particular knowledge on moral decadence in their schools (Nsowah-Nuamah, 2005).

Sources of data

Data was collected from both primary and secondary sources. The secondary data was gathered from books, journals, publications, and reports from District Assembly, and the District Educational Service log books from the institutions which show the official statistics of dismissals, suspensions and various forms of punishment of students as a result of indiscipline from the four selected schools, on the trend of moral decadence among students second cycle school AAND.

Data collection instruments

The instrument used for the study was the structured questionnaire and informal interview. Two sets of questionnaire were used: one for head teachers and teachers and the other for students. The questionnaire was chosen in order to cover large number of students and teachers on their perception on moral decadence in the AAND (Creswell, 2003). The questionnaire was in three forms;

- Background of the respond
- Causes and effects of moral decadence on students in the school and;
- Moral challenges and possible measures to curb the menace

The findings in the questionnaire helped in identifying central themes and issues that informed the contents of the interview. This was to help triangulate the views of the teachers and students expressed in the questionnaire.

The fieldwork

The researcher undertook the administration of the instruments herself. In order to get the cooperation and help of the heads, the head teacher of each school was consulted and briefed on the purpose and the nature of the study. All respondents were briefed on the purpose of the study and the need for them to be as honest and sincere as possible in their responses. Initially most of the students were reluctant to participate. To them, it could be a ploy by their teachers to examine them and take the scores for something else. However, after the researcher had explained the purpose of exercise to them, majority of them agreed to participate. Others who were still not willing to take part gave the excuse that they were not prepared. As a result the gender and other background characteristics of the student respondents were not considered. For the teachers, it was only those who stayed in their schools for at least one year who were selected to respond to the instrument.

A maximum of two days was given for them to respond to the questionnaire so that they would not rush in responding to the items. The two days was also considered appropriate because a longer period could result in some respondents forgetting about the exercise and even some misplacing the instrument given them.

Data processing and analysis

After the fieldwork, the raw data gathered on the completed and retrieved instruments were scrutinized. That is, the data was sorted, edited and coded to identify and eliminate or minimize errors, omission, incompleteness and general gaps in the data gathered. The refined data was imputed into the computer software, Statistical Product and Service Solutions (SPSS), to facilitate data description and analysis. Descriptive statistics, such as simple percentages and frequencies, was used to summarise and present the data in the form of tables, to facilitate interpretation and analysis. In addition to this pictures were taken to make issues clear for people to have quick visual impressions of the items.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter involves a thorough analysis, discussion and presentation of primary and secondary data collected from the students as well as masters from the various second cycle institutions in Asante Akim North District.

Moral challenges in second cycle institutions

Here are the moral problems identified from the various schools.

Table 2: Moral problem in Konongo Odumase Senior High School

Moral problem	Frequency	Percent
Alcoholism	14	15
Drug abuse	18	20
Occultism	21	23
Sex	11	13
Stealing	17	19
Violence	9	10
Total	90	100

Source: Fieldwork, 2008

At Konongo Odumase Senior High School occultism is the major problem in the school. Recently four boys and two girls were found in the school field

practising occultism and they have been suspended indefinitely pending the outcome of the investigation. It forms about 23%, closely followed by drug abuse which is 20% and stealing which is19% as shown in table 1 above. According to some students if you wash your clothes, you have to stand there and keep watching until it dries. Immediately you leave it on the dry lines, it would be stolen by someone.

In Agogo State Senior High School however, drug abuse (26%), alcoholism (20%) and occultism (17%) are the three leading moral problems as shown in Table 3.

Table 3: Moral problems in Agogo State Senior High School

Moral problem	Frequency	Percent
Alcoholism	11	20
Drug abuse	14	26
Occultism	9	17
Sex	7	13
Stealing	5	9
Violence	8	15
Total	54	100

Source: Fieldwork, 2008

In Collins Commercial Senior High School, sex which forms 38% is the main moral problem. According to the chaplain of the school a girl could not write her papers because she went to her boyfriend in town and could not arrive

on time. It is followed by violence (18%) and drug abuse and alcoholism which form 13% respectively as shown in Table 4.

Table 4: Moral problems in Collins Commercial Senior High School

Moral problem	Frequency	Percent
Alcoholism	4	13
Drug abuse	4	13
Occultism	3	9
Sex	38	37
Stealing	3	10
Violence	6	20
Total	32	100

Source: Fieldwork, 2008

In Oweriman Senior High School the moral problems were not different from the other schools. Only that the three leading problems are sex (29%), drug abuse (24%) and violence (21%) as shown in Table 5.

Table 5: Moral problems in Oweriman Senior High School

Moral problem	Frequency	Percent
Alcoholism	2	8
Drug abuse	6	25
Occultism	0	0
Sex	7	29
Stealing	4	17
Violence	5	21
Total	24	100

Source: Fieldwork, 2008

In sum it was found out from the respondents that drug abuse or substance abuse was the main moral problem in the second cycle schools and this formed 21% of the moral challenges in the second cycle institutions. This confirms the survey conducted by the World Health Organisation in 2003 that, the prevalence rate of life time alcohol use among Senior Secondary students was 25.5%. This was followed by sexual immorality which represents 18.5%, then violence, alcoholism, stealing and occultism in that order as shown in Table 6.

Table 6: Moral problem in second cycle institution

Moral problem	Frequency	Percent
Alcoholism	31	15.5
Drug abuse	42	21.0
Occultism	33	16.5
Sex	37	18.5
Stealing	29	14.5
Violence	28	15.0
Total	200	100.0

Source: Fieldwork, 2008

Drug/substance abuse

Among the substances abuse by students in the various schools, marijuana which is popularly known as "wee" was the main substance students' abuse most. It forms 54.5% from the research conducted. It was found out that some students smoke the substance, while others take it as beverage or they put it in their food. Other substances which students' abuse are alcohol (22%), medical drugs (13.5%), cigarette (10%) despite the institution of the National Health Insurance Scheme and the availability of hospitals and health centres in the district, students refuse to go to the hospital. This has been summarized in Figure 2.

Cocaine

Cigarette
Medical drugs
Alcohol
Wee

2.0%

8.0%

13.5%

54.5%

22.0%
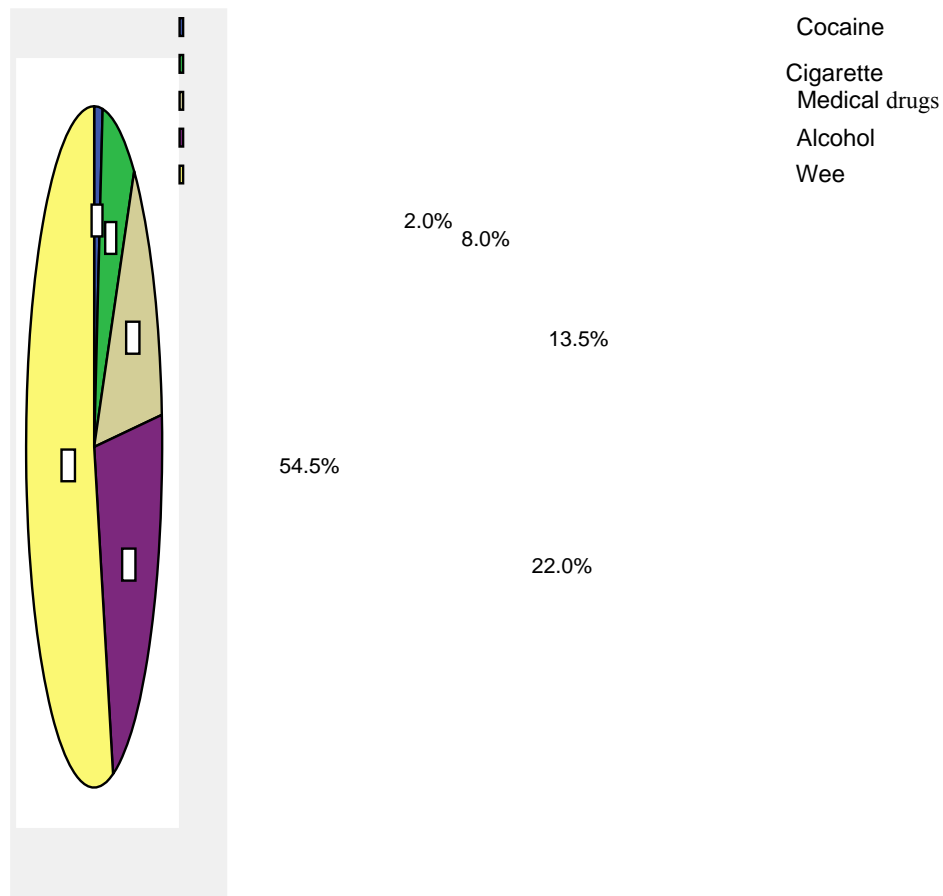
Figure 2: Substances abused by students

Source: Fieldwork, 2008

Alcoholism

Students in Asante Akyem North also indulge in alcoholism. Students get drunk during the inter–schools athletics competition and the super – zonal competition during the academic year. The students in this area take local alcoholic beverages like akpeteshie which forms 61.5%, follow by palm wine or

"nsa fufuo" which is 32% and pito. Pito is not common in this area as compared to akpeteshie and palm wine.

Table 7: Alcoholic beverages taken by students

Alcoholic beverages	Frequency	Percent
Akpeteshie	123	61.5
palm wine	65	32.5
Pito	12	6.0
Total	200	100.0

Source: Source: Fieldwork, 2008

Sexual immorality

From the research conducted it came out that sex is the second moral problem in the second cycle institutions. Students get involved in sexual immorality through their own free will which represents 64% and 33% said they were enticed into it 3% said students are raped or forced but due to fear of stigmatization they failed to report. However, nobody reported of homosexuality or lesbianism in the schools. This is shown in Table 7.

Table 8: Students in sexual immorality

Sexual immorality	Frequency	Percent
Enticement	66	33.0
Force	6	3.0
Free will	128	64.0
Total	200	100.0

Source: Fieldwork, 2008

Causes of moral decadence among students in the second cycle institutions in the Asante Akim North

Parents, home, family

Most students in these schools come from a single parenthood. From the table 8 below 67.5% of the respondents either stay with their mother or father and only 24.5% stay with both parents. The majority of single parenthood is as a result of divorce and the children stay with either of the parents. According to the research conducted divorce forms 51% , parents who are still married is 41.5% and death also forms 7.5% as shown in Table 9.

Table 9: People that students stay with

Response	Frequency	Percent
Mother	82	41.0
Father	53	26.5
Both	49	24.5
None	16	8.0
Total	200	100.0

Source: Fieldwork, 2008

Table 10: Marital status of students' parents

Marital status	Frequency	Percent
Married	83	41.5
Divorce	102	51.0
widow/widower	15	7.5
Total	200	100.0

Source: Fieldwork, 2008

From Figure 3 most parents of the students are farmers and traders forming 84.5%.   Due to economic factors the parents leave very early for their work and return very late, therefore, have little contact with their children. And if the children are going way-ward they have no time to correct them. Out of the 170 students, 125 representing 62.5% said that their parents leave as early as 4:30 am for work especially during the main working season. Also 121 students

representing 60.5% said that their parents return very late at times as late as 10.00

p.m.

Occupation of parents

Trading
Farming
Mining
Teaching
Nursing

3.5%

6.0%

6.0%

23.5%

61.0%
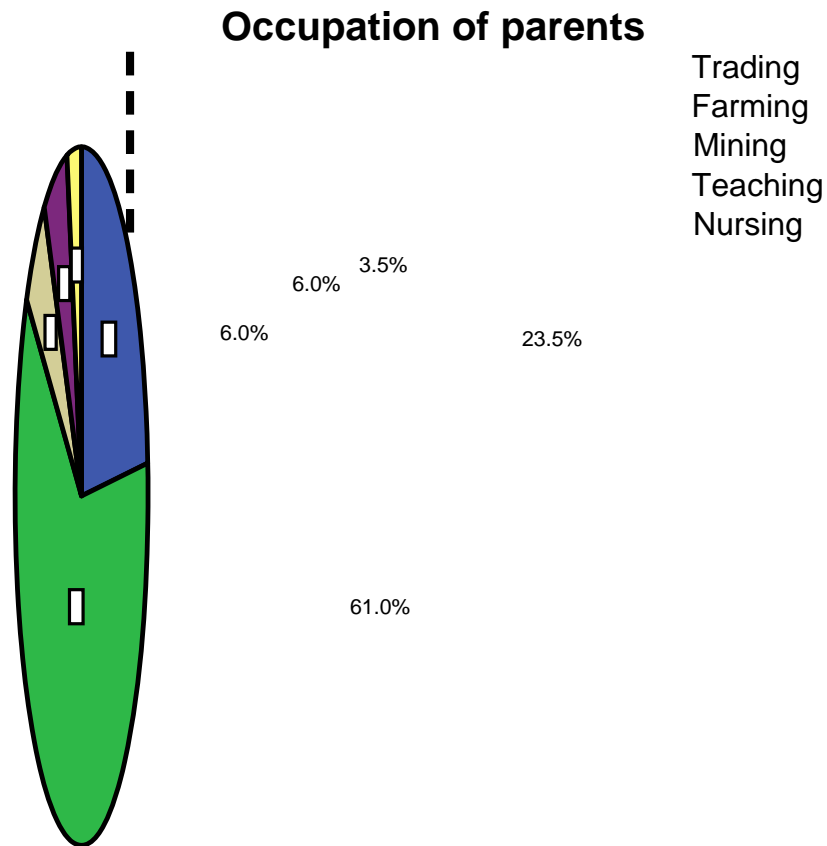
Figure 3: The occupation of parents

Source: Fieldwork, 2008

Table 11: Time parents leave home for work

Time	Frequency	Percent
Very early morning 4:00 -5:30am	125	62.5
Early morning 5:30-6:30am	62	31.0
Late morning 7:00-8:00am	13	6.5
Total	200	100.0

Source: Fieldwork, 2008

Table 12:   Time parents return from work

Time	Frequency	Percent
Early evening 5:00-7:00pm	79	39.5
Late evening 7:00-10 pm	121	60.5
Total	200	100.0

Source: Fieldwork, 2008

Peer pressure

Peer pressure is one of the powerful agents of socialization. From Table 12, 126 students representing a total of 63% find it easier to share their problems with their friends than their parents. Only 39 students which represent 19.5% go to their parents and as low as 9% and 8.5% go to their teachers and pastors respectively to share their problems.   From table 7,104 students representing 52% go to their friends for pieces of advice, while 20% and 28% students go to their

friends for financial and learning assistance respectively. But what type of advice their friends give to them no one knows.

Table 13: people that students share problems with

Persons	Frequency	Percent
Friends	126	63.0
Parents	39	19.5
Teachers	18	9.0
Pastors	17	8.5
Total	200	100.0

Source: Fieldwork, 2008

Table 14: kinds of helps from friends

Help	Frequency	Percent
Advice	104	52.0
Financial	40	20.0
Learning	56	28.0
Total	200	100.0

Source: Fieldwork, 2008

Mass media

With this age of globalisation, mass media has become a major agent of socialisation especially, television, radio, and internet. All the respondents

representing 100% have access to television in their homes. However, only 62 respondents representing 31% said they have parental guidance and as much as 138 students representing 69% said they watch televisions and movies without any parental guidance as indicated in table 14 below. Students spend averagely 5 hours in watching television or movies daily.

This confirms the report made by Federal Trade Commission, Self-Regulation in the Alcohol Industry 1999 in the United States of America which states that "while many factors may influence students drinking decisions, including among other things parents, peers and media, there is reason to believe that advertisement also play a role. Alcohol advertising and marketing have significant effect by influencing students' expectations and attitudes and helping to create an environment that promotes underage drinking".

Among the group of 170 students who answered the questionnaire, 120 representing 70.6% said that they have tasted alcohol on at least one occasion. Out of these 120 students, 80 representing 96% said they got to know of such alcohol beverages on television through alcohol commercials.

Table 15: Parental guidance in watching television

Watching television	Frequency	Percent
Yes	62	31.0
No	138	69.0
Total	200	100.0

Source: Fieldwork, 2008

Without any parental guidance, students have a whole lot of programmes to choose from. Most students said that they watched entertainment programmes such as movies, "Music Music", T- Base, etc. Only 29% of them listen to news and watch educative programmes such as Maths and Science quiz, and President Special Initiative on Distance Learning Programme. Moreover, most music clips on the television are not good for the youth consumption. Some students copy bad dressing and tattooing from watching music clips and movies on televisions and internets. This was confirmed by some students who have tattoos on their bodies and their uniforms as shown in the following plates.
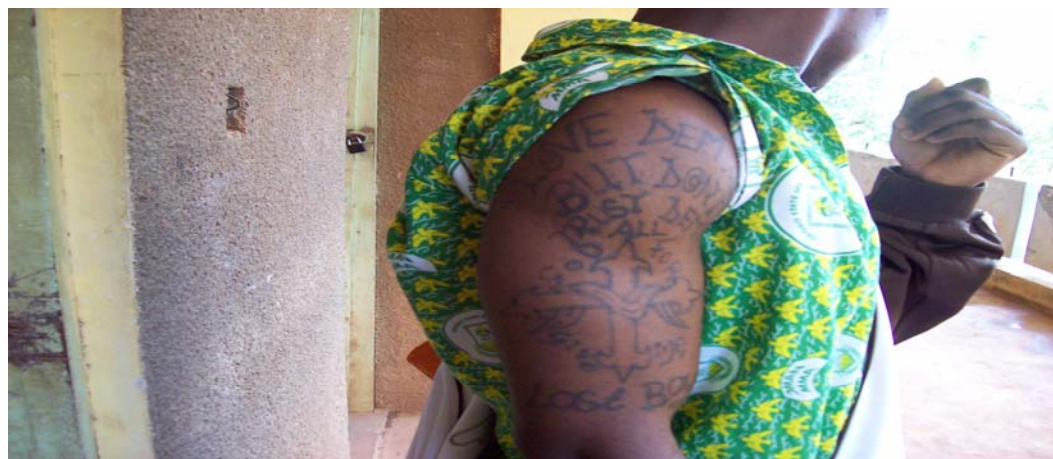
Plate 1: A picture of a student who has tattoo on his body

Source: A picture taken from Agogo State Senior High School

Plate 2: A student who has tattooed on his hand

Source: A picture taken from Agogo State Senior High School

Plate 3: A student with some inscriptions in his school uniform

Source: A picture taken from Agogo State Senior High School

Table 16: Programme(s) students watch on the television

Response	Frequency	Percent
Entertainment	142	71.0
Educative	35	17.5
News	23	11.5
Total	200	100.0

Source: Fieldwork, 2008

Apart from that 101 students representing 50.5% said that they like watching action films, 50 respondents representing 25% enjoy watching romantic films and the rest representing 24.5% like watching adventure films.

Table 17: Type of films students watch

Response	Frequency	Percent
Action	101	50.5
Adventure	49	24.5
Romantic	50	25.0
Total	200	100.0

Source: Fieldwork, 2008

With the use of internet, it was revealed that students from the urban areas have access to it. Because there is only one internet café in Agogo township, none in Oweriman and only few at Konongo. Since most of the students come from the district therefore, it follows that 33% of the respondents said they had no access to internet.

Again, instead of the students using the internet for their studies, 12% and 35.5% respondents said they use the internet for movies and games respectively. Only 19% of the students use the internet to retrieve information as shown in table 12 below. Some students confirm visiting various website including pornographic sites.

Table 18: Accessing the internet by students

Response	Frequency	Percent
Yes	133	66.5
No	67	33.5
Total	200	100.0

Source: Fieldwork, 2008

Table 19: Use of internet by students

Response	Frequency	Percent
Games	24	12.0
Movies	71	35.0
Information	38	19.0
Total	133	66.5

Source: Fieldwork, 2008

In addition to these two, radio is another source of immorality among students in the second cycle institutions. According to Mr. Matthew Octchere (Assistant Headmaster Academics, Agogo State Senior High School) most

students have their own walkman which contains radio gadgets. They tune into the radio to listen to programmes such as "Wo ba ada anaa" in the night. This programme is meant for only adults, but students stay throughout the night to listen and even contribute to the programme.

The effects of moral decadence

The research revealed that immorality has great repercussion on the students and the society as a whole. Moral decadence among students has academic, health, social, moral, and physical effects as shown in Table 20.

Table 20: The effects of immorality

Response	Frequency	Percent
Academics	70	35
Health	30	15
Social	50	25
Moral	25	12.5
Physical	25	12.5
Total	200	100

Source: Fieldwork, 2008

Academic effects

It was found out that moral decadence in second cycle institution has led to poor academic performance. This is as a result of truancy, failing to write

internal examination and flouting the instructions of masters of the various institutions. Also there is a high level of school drop out and truancy out in the area for lack of discipline. While poor academic forms 54%, truancy 30.5% and school drop out is represented by 15.5%.

Table 21: The academic effects

Effects	Frequency	Percent
Poor academic performance	108	54
Truancy	61	30.5
School dropout	31	15.5
Total	200	100.0

Source: Fieldwork, 2008

Physical effects

Apart from the academic effects, there were also physical effects such as poor health, laziness and addiction. 26% of the respondents said that students who smoke or take in drugs would be drug addicts. Also 57.5% said that student immorality can lead to poor health such as sexually transmitted diseases, lung cancer, etc. The other respondents said students who engage in students

Table 22: The physical effects

Response	Frequency	Percent
Poor health	115	57.5
Laziness	33	16.5
Drug addict	52	26.0
Total	200	100.0

Source: Fieldwork, 2008

Social effects

Students who become school dropout or are dismissed because of immorality end up on the street and begin to form gangs. They may later found to be engaging in many social vices such as prostitution, armed robbery, pick pocketing, etc. others may get mad and send to psychiatry for treatment which becomes a burden on the society's scarce resources. 54% of respondents said that immorality among students could lead to child delinquency, 29.5% said students immorality could lead to stealing, pick pocketing and even armed robbery and 16.5% said immorality among students could lead to unemployment.

Table 23: The social effects of immorality among students

Response	Frequency	Percent
Juvenile delinquency	108	54
Stealing	59	29.5
Unemployment	33	16.5
Total	200	100

Source: Fieldwork, 2008

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter looks at the overview of the study, summary of the major findings, conclusions, recommendations and areas for further studies.

Overview of the study

The issue of moral decadence among the second cycle institutions has received attention over the years. Educational administrators, policy makers, religious leaders and other interested bodies have realized that for education to become meaningful and national development to be achieved, attention should be paid to instilling good moral behaviour in students ( ).

This study sought to find the main causes, effects and the way to arrest this canker of immorality among students in the Second Cycle Institution in the country. Data obtained from both primary and secondary sources. All students and teachers in the four second cycle schools in the district constituted the population of the study. In all 200 respondents comprising 30 teachers and 170 students were randomly selected for the study. The four head teachers were purposively selected for interview to give their views on the issue at stake.

Summary

The analysis of the data done in the previous chapters opened up the following:

- Immorality is common in our second cycle institutions. The intensity, however, varies from one school to another. For example while in KOSS occultism was recorded as a major moral challenge, in State, Collins and Oweriman while drug abuse and sex were the main problems in the schools respectively.

- There is high level of ignorance among students on some behaviour and their consequences. For example students are ignorant on occultism, especially occult symbols and their meanings. They normally buy anything being it rosary, chains, rings, amulets with some of the symbols on them. Though they buy them for decoration purposes yet they end up putting their trust in these things to solve their spiritual problems.

- The curricular of our schools do not give attention to the moral upbringing of the students. They only focus on academic excellence because religious and moral education which helps in moulding students' behaviour is no more in the school curriculum.

- High level of indiscipline or immorality on campus can be linked to absence of masters on campuses. Apart from Konongo Odumasi Senior High School where about 90% of their masters reside on campus only few masters could be found staying on campus in Agogo State Senior High and Collins Commercial Senior High schools. For example only six

masters including the senior house master and the senior house mistress reside at the school premises while the rest of the masters, including the headmaster, his two assistance and the other house masters and mistresses reside in town. Therefore there is lack of control of students leaving them to do whatever they like.

- According to the house masters and mistresses, seniors in various schools are the most culprit of bullying. Students in the higher forms in the name of initiating the juniors into the school tend to molest them. Some bully the juniors with canes, belts, sponges. According to some masters in the schools, there are extreme cases where the seniors use tied sponge or hooks of belts to whip the juniors. Others physically assault their colleagues in confrontations where in most cases the victims are sent to the hospital for treatment. In some cases students are asked to kneel throughout the night. Some are made to kneel on gari or sponge and even pebbles for longer period of time which the victims get hurt in the process.

- The research conducted concludes that greater exposure to alcohol advertising contributes to an increase in drinking among students. Due to economic factors, most parents concentrate on their work. This means that parents have very little time for their children because by the time they leave for work their children will still be in bed and by the time they return they would be asleep. Lack of supervision from the parents make children masters of their own so children roam about with friends, watch films and

copy bad behaviour. And this indeed affects the children moral upbringing.

Conclusions

From the study the following conclusion could be drawn. Among the moral problems identified by respondents in second cycle institutions in AAND are; alcoholism, occultism, drug abuse, violence, sex and stealing.

Economic factors, peer pressure, mass media, were also among the causes of moral decadence in the schools. In addition to these factors, indiscipline is considered a perennial problem in which school authorities have to grapple with. Indiscipline has led to chaos and upheavals in many cases and a major cause for poor academic performance in the schools. Other effects identified were; academic, health, social, moral and physical on students. Though school authorities have instituted measures to curb moral decadence, there is more to be done. Most students stay with only their mothers who also leave early for work and therefore spend less time with them thus they are either left to their faith when they encounter problems or resort to the advice from friends.

Recommendations

In the light of the research findings and conclusions, the following recommendations are made for good moral behaviour among students in second cycle institutions;

- Parents and guardians should not only provide the necessary needs of their wards but should spend quality time with their wards at home.

- Guidance and counselling department should be established in all second cycle institutions with well trained coordinators. This department should not only organise orientation programmes for fresher to usher them into the new environment but should continue to provide relevant programmes to continue students as well. It is important that such counselling programmes will not be limited to 'problematic' students be mainstreamed into the school programme for students to acknowledge and appreciate the need for counselling.

- In addition to the guidance and counselling unit, there is the need to institute chaplaincy department which will not only check the spiritual needs of the students but will also work hand-in-hand with the guidance and counselling coordinating team .

- The government as a matter of urgency should provide the necessary resources for the smooth reintroduction of Religious and Moral Education in all schools in the country.

- Government should again provide adequate accommodation for masters on the various campuses and be motivated in order to check wayward children.

- Teachers should be encouraged to serve as role models for students to emulate.

- State and institutions such as the Ghana Food and Drugs Board should regulate drugs and alcohol advertising in the media.

- Social clubs on the need to lead good moral live should be instituted in the schools.

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APPENDIX 1

QUESTIONNAIRE FOR RESPONSE (STUDENTS)

a) Please tick (√) where applicable

b) Supply your own answer freely where applicable.

1. School ……………………………………………
2. Form ……………………………………………….
3. Sex;   Male ( )   Female ( )
4. Whom do you stay with? Mother ( ) father (   ) both ( ) none (   )
5. If none why?   ……………………………………………….
6. Marital status of parents: married (   ) divorce ( )   widow/widower (   )
7. What is the size of your family? …………………………………….
8. What is the occupation of your parents? ………………………………….
9. When do they leave home for work? ....
10. When do they return from work? ……………………………………………
11. Whom do you share your problems with? ....
12. How many friends do you have? ………………………………………………
13. What assistance/ help do you get from your friend(s)…………………….
14. What are some of the moral problems you find in your school?
15. What type of drugs do students abuse? ....
16. Why do some students take such drugs? ....
17. What influences students into taking drugs? Friends (   ) Parents (   )

    fashion (   ) advertisement others (   )

18. Is occultism practiced in your school? Yes ( ) No (   )

19. If the answer to question 18 is yes who are those involved in occultic

   practices? Male ( ) Female (   )

20. How do students get involved in sexual immorality? Enticement ( )

   Force ( ) On freewill ( )

21. Are students raped on campus? Yes ( ) No ( )

22. If yes why do they fail to report? Fear of punishment (   ) Fear of

   victimization (   ) Fear of stigmatization (   )

23. Do you watch television programmes? Yes ( ) No (   )

24. What programmes do you enjoy watching? …………………………

25. What type of films do you watch? Action ( ) Adventure ( ) Romantic ( )

26. Do you have any parental guidance in watching television? Yes ( ) No ( )

27. How many hours do spend in watching television? ……………..

28. Do you access the internet? Yes ( ) No ( )

29. What do you use the internet for? ……………….....................................

30. What are the effects of immorality? Mention any three

31. Are religious activities in your school helping to bring moral change?

   Yes ( ) No ( )

32. If yes, how? ....

33. What measures do you think could help to instill discipline among

   students?

QUESTIONNAIRE FOR RESPONSE

Introduction

Dear respondent,

This questionnaire is designed for the research work from the Centre for Development Studies University of Cape Coast. It is only at assessing the relevance of information on the moral decadence among students in the second cycle institutions. Please fill in the correct information. All information will be treated confidentially and the information will be used for this research work only.

Thank you.

FAUSTINA YAMOAH HAGAN

(Researcher)

a) Please tick (√) where applicable.

b) Supply your own answer where applicable.

1. Sex…………………………………………………………….

2. School………………...

3. Position held in the school……………………………………..

4. Religious affiliation…………………………………………………..

5. Mention any three moral challenges that your school faces

6. What substance do the students' abuse?...

7. State any three causes of moral decadence among students in your school

8. Mention the effects of immorality under the following headings Yes (   )

   No (   )

9. Is the code of discipline in your institution able to bring about a moral change?

10. Suggest three roles masters have to play to instill discipline among students.

    i…………………………………………………………………………

    ii…………………………………………………………………………

    iii…………………………………………………………………………

Thank you.