

BEHAVIOURAL PROBLEMS AMONGST STUDENTS (SECONDARY SCHOOLS) IN NNEWI NORTH AREA OF ANAMBRA STATE: IMPLICATIONS FOR LEARNING.

LAWRENCE E. NNOYIBA
St. Michael Academy, Nnewi, Nigeria
nnoyiba@gmail.com

&

CHIEDU A. ONYILOHA (PhD)
University of Port Harcourt, Nigeria
onyiloha@gmail.com

Abstract

The students' behavioural problems manifest in their refusal to comply with the school rules and regulations including other societal ethical norms. The researchers appraise the good, the bad and the ugly in the society as products of family institution where these students spend most of their time at the early stage of their lives. The research aims at finding some causes of behavioural problems amongst secondary school students in Nnewi North Local Government Area (LGA) of Anambra State. The purpose of the work is to critically investigate the causes of behavioural problems amongst secondary school students which are becoming uncontrollable particularly in Nnewi North LGA of Anambra State, Nigeria. In this aspect, the study is limited to Senior Secondary class two students (SSII) within the four randomly selected public schools in Nnewi North LGA. In its methodology, the researchers administered questionnaires to a population randomly selected for sampling for the purpose of the study and followed by description of the procedures. Again, guidance-counselling and virtue ethics form the theoretical frameworks, in other words, the present work stands on an interdisciplinary platform of education and Christian ethics. The research identifies this problem and associates it with a number of causes which include poor parental upbringing, societal negative influence, peer group pressure, indiscipline, corruption, unemployment, among other ones. The results of the findings will help parents realize the need to give their children basic home training and on time, thereby helping these students avoid any act of misconduct in the societal. At the end, the study makes a number of recommendations for curbing behavioural problems amongst secondary school students in society.

Keywords: Behavioural Problems, Secondary School Students, Nnewi North LGA, Education, Ethics.

1. Introduction

The behavioural problems among secondary school students have changed the society in different ways. This is shown in the students' refusal to comply with the school rules and regulations, unruly and naughty behaviour through destruction of school or public property rooting, stealing, bullying, disrespect, cases of physical assault, violation of human rights deceit, negligence of duty, among others. The moral laxity among secondary school students

is simply defined as a trait of neglecting responsibilities or a decline in one's moral standards. The researchers are of the opinion that the good, the bad and the ugly in the society originate from family institution where these students spend most of their time at the early stage of their lives. Based on the above, the study aims at finding some causes of behavioural problems amongst secondary school students in Nnewi North Local Government Area of Anambra state. The phrase "behavioural problems" is seen as indiscipline or non-compliance with rules and regulations guiding a given organization or society. Some secondary school students see themselves as mature adults who want to exercise their autonomy and independence.

The purpose of the work is to critically investigate the causes of behavioural problems amongst secondary school students which are becoming uncontrollable particularly in Nnewi North Local Government Area of Anambra State, Nigeria. In this aspect, the study is limited to Senior Secondary class two students (SSII) within the four randomly selected public schools of both male and female in Nnewi North Local Government Area. In its methodology, the researchers administered questionnaire to a population randomly selected for sampling for the purpose of the study and followed by description of the procedures. Again, guidance-counselling and virtue ethics form the theoretical frameworks, in other words, the present work stands on an interdisciplinary platform of education and Christian ethics.

The research identifies this problem and associates it with a number of causes which include poor parental upbringing, societal negative influence, peer group pressure, indiscipline, corruption, unemployment, among other ones. These problems have adverse effects on the parents, teachers, students, society as well as the educational system. To achieve the purpose of the study, the researchers approach it from the following organized thought pattern: a conceptualization of the behavioural problems, causes of anti-social behavioural problems, an overview of fieldwork's statistical data, summary of some of the major findings, conclusion, and, recommendations.

The results of the findings will help parents realize the need to give their children basic home training and on time, thereby helping these students avoid any act of misconduct in the societal. At the end, the study makes a number of recommendations for curbing behavioural problems amongst secondary school students in society.

2. A Conceptualization of the Behavioural Problems

Behavioural problems can be understood in many forms, though within the context of this discourse, behavioural problems are those characters which people within the period of adolescent exhibit that breed tensions both the individuals and those around them/system. Behavioural problems are actions, inactions or reactions of attributable to human beings in the family or society, in other form, the concerned individuals do things without thinking, most often, follow the pulse of their senses and without adequate attention to the implications of such actions/activities.

For Anusiem (2006), behavioural problems include "those manners or attitudes of behaviours common with teenagers that make it often very difficult to deal with or handle them". In his own understanding, it is a current problem of adolescent because the rate at which they manifest themselves is so alarming and need to be understood by all and sundry. Ifeanyi (2005) sees behavioural problems as a term that applies to any kind of behaviour that creates

difficulties thus interfering with this effective function of the children or the class group. One can observe that behavioural problems are those attitudes performed by people who do not conform to the acceptable norms and values of a given society. In other words, behavioural problems are those pattern of life abhorred by the members of society and also designated as a deviation from the societal norms and values. Peterson 2003 which discussing behavioural problems, identified two groups of behavioural problems thus: (a) those problems which children exhibit that cause the society some suffering, (b) some anti-social behaviours which the children exhibit as a result of their poor Training during their early life.

2.1 Anti-Social Behaviour

Anti-social behaviour is an attitude that lacks consideration for others and leads to societal nuisance either by intention or negligence. This is opposed to pro-social behaviour, which is behaviour that helps or benefits the society-criminal and civil laws in various countries offer remedies for anti-social behaviour. Anti-social behaviour is deemed contrary to prevailing norms for social conduct. In this instance, Chidiobi (2007), describes anti-social as an uncomfortable and unwarranted behaviour that needs serious attention by all. It encompasses a large spectrum of actions that includes murder, rape, abuse of drugs/substance, drunkenness and sexual promiscuity.

2.1.1 Types of Students' Anti-Social Behaviour

Relying on the literature and field works, there are many types of students' anti-social behaviour, though in this context, the followings are mentioned and discussed in this section of the research: dropout syndrome, teenage pregnancy, cultism, examination malpractice, drug abuse and bullying,

i) Dropout Syndrome

School dropout syndrome means one who contemplates or consummates the thought or plan of quitting out in a course of activities which could be intellectual, vocational or manual endeavours in life. It has been observed by some scholars like Anusiem (2006) that dropout syndrome, most often, has to do with educational career amongst students in secondary or post-secondary schools. This problem abounds both in the urban and rural communities in Nigeria. The rate of dropout in secondary schools tends to be higher in Africa, and mostly in the rural areas due to a number of variables specific to those communities. Take the case of some secondary schools in Nnewi North Local Government Area of Anambra State, where data indicates more male students dropping out of school than their female counterparts for commercial/business interests. This motivation is not far from the fact that some of their rich people had prosperity as the first choice and would later embrace post-secondary education after they have acquired wealth.

Carroll (2004) canvasses for a counsellor because its scope is germane to retention of students and encourages students to set their academic goals with renewed vigour and determination to bring their studies to a commendable conclusion. Empirical findings have confirmed that socio-economic status and ethnicity are the two backgrounds related to this predicament. In this regard, Erick (2007) lists poverty as one of determinant factors, besides the former. Anusiem (2006) corroborates the two earlier positions and adds financial handicap, inadequate teacher-student relationship, insufficient performance in chosen subject or

vocation, frustration, gang or clique influence, low ambition and emotional problem as some of the factors associated with dropout syndrome.

ii) Teenage Pregnancy

The teenage pregnancy occurs when an adolescent embraces maternity through pre-marital sexual relationship. The phenomenon brings confusion in the family which creates an unnecessary tension in the family. In Igbo culture, teenage pregnancy is not permitted and also abhorred. For Nzekwe (2003), the western lifestyle and culture have eroded the moral norms in Africa. Teenage pregnancy, according to *Oxford Advanced Learners Dictionary* (2004), is a “period between ages of 12 to 18 in life of a young person (adolescent) when the girl becomes pregnant without being matured for a family life”. In the understanding of Smith (2003), teenage pregnancy is an unwanted pregnancy as an accidental pregnancy of a young adolescent teenager.

Shaw (2005) opines that going to school gives the teenager enough freedom to engage in such activities as house parties, debates, sports and other forms of vocational activities. No doubt, these opportunities make students to freely socialize with peer groups, interact with opposite sexes and also try out one or two new things through consensual or coercive appeals. More so, the home has equally lost its protection as some mothers also go to work, and leaving the home for the teenagers which creates a lot of freedom that might be abused. Many attempt to indulge in all forms of freedom to experiment everything including dating and sexual relationship. This situation gives room for some girls to flirt about and a good number ends up becoming pregnant while still in their minor age brackets.

iii) Cultism

Cultism is one of the behavioural problems in society, including the school system in Nigeria. This problem is increasingly becoming a thorn in the flesh of many innocent students, parents, school authorities, governments and the society at large. The *Encyclopaedia Britannica* (2002, 2011) and *Encyclopaedia Americana* (2010), recognize secret societies as groups or organisations that employ secret initiations or other rituals, oaths, grips (or handclaps), signs, or recognition between members for a baleful goal. It is widely accepted that secret cults in secondary schools, today, operate as criminal gangs which have semblance to armed robbery gangs, drug syndicates, advance fee fraud syndicates, etc. Here, Nzcbunachi (2010) describes cultism as a small group that is innovative in purpose, informal, spontaneous and lack a definite hierarchy of authority for goals that thrive on illegality or immorality.

From the preceding, one draws an inference that cultists lack good purpose or values that support ethical lifestyle for individual or communal benefits. Nnadi (2004) submits that the “future of the nation is endangered when the survival of its youths is threatened”. Cultism constitutes a threat to the quality and standard of the educational system in society. When there is a rivalry between different cult groups, it leads to social menace that often cause physical threats including such fatalities as killings, destruction of public utilities, lootings, arsons, among other evil effects. Most of the students due to youthful exuberance or juvenile delinquency join these cult groups for immoderate expectations or aspirations that are ephemerals.

v) Examination Malpractice

Examination malpractice is the practice by which prospective candidates for examinations gain access to the question papers in advance to the date for the examination, or they (candidates) bring in some related materials inside the examination halls, or copying, peeping from one another during examinations. Examination malpractice is an unethical act that occurs before, during or after examination; it is an event where some students, often aided by parents, teachers or even government agents, enter the examination venues with pre-sorted materials aimed at compromising the integrity and ethic of examination space and time. A classical examination malpractice takes place when some students gain access to the question papers prior the actual date for the said examination. Again, the concerned candidates prepare answers to the questions and employ all sorts of clandestine means in smuggling the familiar “bullet”, using a typical Nigerian parlance – which is also very prepared answers into the examination halls by some of the students in Nigeria.

In the above scenarios, the behavioural problem manifests in cheating at examinations or acts to benefit or give undue advantage to oneself or another by deceit or fraud before, during and after an examination. It has been observed that this growing menace in secondary schools is becoming worrisome and also a disturbing phenomenon on daily basis in the country. Again, the problem is not only peculiar to a particular level of education; rather, it pervades all facets of school systems in Nigeria: primary, secondary, tertiary or professional institutions of learning.

A document published by the West Africa Examinations Council (WAEC) on how to pass in an examination (2005) listed types of examination malpractices which include: (a) Candidates bringing books or cribs into the examination hall, (b) leaking of questions in advance of the actual date of the examination, (c) insulting or assaulting any supervisor or invigilator, (d) attempt to copy or actually copying from fellow candidates otherwise known as grafting, (e) replacement of answers scripts with another one during or after the examination, (f) swooping of scripts in an examination hall, and (g) writing on handkerchief or tights.

vi) Drug Abuse and Bullying

It has been observed that there is no other area in which there is as wide a generation gap before adults and adolescents as in their attitudes towards various drugs. Drug a chemical substance capable of altering the physical and psychological function of the body. The use of drug produces varying effects in the body such as dependence, withdrawal syndrome and tolerance. Drug abuse is the excessive and indiscriminate use of drugs or improper and excessive drug use. He opined in his study that some reasons why adolescents use drugs include an urge to rebel against adult and social constraint by using disapproved drugs; simple curiosity; denial of reality by changing of emotional state and hence live in a dreamland or fantasy world; escaping ignorance of societal demands; overcoming loneliness or rejection and to feel high; a sense of feeling belonged among peer, etc. Indiscriminate use of drugs or dependence on drugs has adverse effects on adolescents. It increases the impulse rate, alteration in blood pressure. It causes heart-burn, nausea, vomiting, headache, dizziness and weakness. This has increased the rate of mental health problems leading to youth restiveness.

On the other hand, bullying is a repeated and systematic harassment and attacks on others, an intimidation of a weaker person, that is, the process of mistreating, harassing, attacking a physically weaker person in an attempt to subdue, intimidate or maltreat the victim. This phenomenon is common among teenagers and it appears in many forms which includes physical violence, name-calling and put-downs, threats and intimidation, extortion or stealing of money and possessions, exclusion from the peer group. Bullying is an old and wide spread problem. Most of students recall episodes of the problem as either classmates or school mates either as victims or perpetrators of the act. Research estimates indicate that this problem affects far more students than teachers and parents are aware of.

2.2 Causes of Anti-Social Behavioural Problems

Gleaned from the field data, here are some of the causes of anti-social behaviour amongst the secondary school students: (i) Idleness, (ii) lack of integrity, (iii) dearth of moral education, (iv) poor parental discipline and supervision, (v) antecedents of family's history of problem behaviour, (vi) unresolved and perennial family conflict, and (vii) an absence of community social cohesion. Besides these, Onyiloha (2017:354), mentions some related causes which include "institutional and infrastructural paralysis" and "lack of public trust and increased social evils" in the society. These are others, no doubt, fuel behavioural problems amongst the secondary school students in Nnewi North LGA as well as elsewhere.

3. Fieldwork's Statistical Data: An Overview

3.1 Area of the Study

The study was carried out in Nnewi North Local Government Area (LGA) of Anambra State, Nigeria. The Nnewi North LGA is made up of the four villages in Nnewi, namely, Otolo, Uruagu, Umudim and Nnewichi. The Nnewi North LGA is located at the southern district of Anambra State and shares boundaries with the following LGAs: Nnewi South, Ekwusigo, and Idemili South. It is a city in Anambra State and replete with industrial, commercial, civil service and religious resources for its inhabitants as well as visitors and the neighbouring towns of Nnobi, Awka-Etiti, Ukpok, Utuh, Amichi, Ekwulumili, Ozubulu, Ichi, Oraifite, among others.

3.2 Population of the Study

The population of the study consisted of 2,284 students drawn from both boys and girls in classes one and two in senior secondary within Nnewi Educational Zone.

3.3 Sample and Sampling Technique

Only five (5) out of Secondary Schools located within this LGA were selected. In the five selected school's 3,082 students, out of which 462 teachers and 154 students were selected and used for the study. The selected 616 teachers and students brought the sample of the study to 616. All the selections were done through the random process, specifically the simple random sampling technique, which is through balloting (see Table 1).

Table 1: Pattern of Sample Selection

S/N	Names of the schools	Total no of students	Total no of teachers selected
1.	Okongwu Memorial Grammar School, Nnewi	1,100	180
2.	Maria Regina Comprehensive School, Nnewi	600	83
3.	Mercy Girls' High School, Nnewi	597	59
4.	St. Joseph's Secondary School, Nnewi	447	48
5.	Dr Alutu Secondary School, Nnewi	338	33
Total.	5	3,082	403

3.4 Instrument for Data Collection

The instruments used in collecting data for the study is a structured questionnaire which elicited information on behavioural problems of the students, how these problems are affecting their educational performance and other information that are necessary for the research. The questionnaire contained two sections, A and B. Section A sought information on the personal data of the respondents, while section B contained the items relevant to answering the research questions. The questionnaire contained 35 items. The response mode adopted in this set questionnaire was the four-point likert type of rating scale of:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

3.5 Validation of the Instrument

Questionnaire was developed based on the research questions. After developing the instrument, it was assessed and validated by the writers and also through the help of other experts in the field.. The draft copy of the questionnaire was also given to two experts, one in sociology of education, the other in measurement and evaluation. The instrument was modified finally by the researchers by integrating the suggestions and corrections of the experts; thus, the Instrument has content validity.

3.6 Reliability of the Instrument

The researchers in order to establish the reliability of the instrument made a pilot study in other secondary schools in Onitsha North LGA that has the same historical and biological

background like Nnewi North LGA in the four selected secondary schools in the area. Six hundred and sixteen (616) copies of the questionnaire were administered to the respondents. The results of the two tests were computed and analysed using Pearson's Product Moment Correlation Coefficient. The coefficient alpha stood at 0.87 which is considered very high positive correlation.

3.7 Procedure for data collection

The 616 questionnaires were administered to the respondents by the researchers and through the help of two research assistants that were trained by the researchers. It was done to ensure a maximum return. Then, Six hundred (600) questionnaires were returned out of six hundred. Therefore the percentage of return is 100.

3.8 Method of Data Analysis

The statistical tools used for the analysis of the data are shown below:

SA	=	Strongly Agree	---	4 points
A	=	Agree	---	3 points
D	=	Disagree	---	2 points
SD	=	Strongly Disagree	---	1 point
Total			---	10
Mean	=	10/4	=	2.5

The cut off point for accepting or rejecting any mean rating as positive or negative was therefore 2.50. The decision rule was that any mean score of 2.50 and above was taken as having attracted positive response, while any mean score below 2.50 was regarded as being a negative response.

4. Data Presentation and Analysis

This chapter presents analysis of the data the collected according to the research questions.

4.1 Research question 1:

What behavioural problems are manifested by adolescent students in secondary schools in Nnewi North Local Government Area?

Table 1:

S/N	ITEMS	SA 4	A 3	D 2	SD 1	EF	X
1.	Making adjustment to the family and the outside world	62 (238)	50 (146)	6 (12)	6 (6)	402	3.24
2.	Sex and sex related issues like teenage pregnancy, abortion, etc	83 (302)	27 (101)			403	3.66

3,	Adjusting to school work	45 (148)	73 (239)	5 (10)	4 (4)	401	3.15
4,	Drug abuse	76 (246)	39 (143)	6 (10)	2 (2)	401	3.26
5.	Truancy	73 (210)	40 (148)	8 (10)	4 (4)	372	2.97
6.	Bullying	36 (140)	84 (248)	4 (6)	3 (3)	397	3.12
7.	Emotional instability	40 (140)	69 (228)	7 (20)	7 (7)	395	3.21
8.	Examination malpractices	76 (228)	38 (152)	2 (4)	4 (4)	338	3.23
9.	Negligence from the government, teachers and parents/ guardians	80 (245)	38 (136)	10 (12)	7 (7)	400	2.96
10.	Self identity	29 (129)	60 (220)	30 (40)	10 (10)	399	3.09

Table 1 above shows that all tested items numbered 1-10 exceeded the cut-off mean score of 2.50. Therefore, secondary school adolescents manifest some behavioural problems.

4.2 Research Question 2:

What factors are responsible for the behavioural problems of adolescent students in secondary schools?

Table 2:

S/N	ITEMS	SA 4	A 3	D 2	SD 1	EF	X
11.	Wrong value system, for example materialism	70 (215)	50 (140)	5 (10)	3 (3)	368	2.87
12.	The poor nature of our educational infrastructure	62 (154)	63 (217)	4 (6)	2 (2)	379	2.89
13.	The chequered nature of our economy that makes teachers, parents/guardians	85 (248)	36 (140)	2 (4)	2 (2)	394	3.15

	To focus more attention on money making ventures than child rearing						
14.	Lack of trained teachers and counsellors in schools	76 (246)	39 (143)	6 (10)	2 (2)	401	3.26
15.	Lack of interest in labour and worthwhile ventures, believing that many have made it either by hook or crook	85 (248)	36 (140)	2 (4)	4 (4)	396	3.11
16.	Not starting on time in training children, thus sparing the rod and spoiling the child	80 (245)	38 (136)	10 (12)	7 (7)	400	2.96
17.	Today's children hardly take Instructions and admonitions from their elderly ones and teachers	73 (210)	40 (148)	8 (10)	4 (4)	372	2.97
18.	Teachers' lack of interest in school work; that is, lack of dedication	29 (129)	60 (220)	30 (40)	10 (10)	399	3.09
19.	Relegation of education to the background	83 (250)	40 (132)	2 (4)	2 (2)	388	3.05
20.	Violation of established structures such as the rule of law	62 (154)	63 (217)	4 (6)	2 (2)	379	2.89

Table 2 above shows that items 11-20 exceeded the mean cut-off 2.5. This obviously lays credence to the fact that many factors listed above are responsible and contribute to the problems exhibited by many adolescent secondary school students.

4.3 Research Question 3:

What are the implications of the behavioural problems manifested by adolescent students for effective teaching and learning in secondary schools?

Table 3:

S/N	ITEMS	SA 4	A 3	D 2	SD 1	EF	X
21.	Teaching and learning hardly take place	80 (300)	30 (100)	-	-	400	3.63
22.	Lack of professionals in the society	83 (302)	27 (101)	-	-	403	3.66
23.	Low turnout in school attendance	42 (168)	34 (102)	29 (58)	15 (15)	343	2.85
24.	So many school dropouts, and so many hooligans in the streets	69 (269)	36 (108)	10 (10)	5 (5)	402	3.35
25.	Unworthy future leaders	48 (192)	40 (120)	23 (46)	9 (9)	361	3.01
26.	Failures in life career	55 (220)	49 (147)	10 (20)	6 (6)	393	3.28
27,	Destruction of our value system	22 (88)	30 (90)	44 (88)	24 (24)	290	2.24
28.	Lack of mentors and model	48 (192)	42 (126)	28 (56)	2 (2)	376	3.13
29.	Lack of patriotic citizens	61 (244)	46 (138)	3 (6)	10 (10)	393	3,32
30	Lack of innovation	66 (259)	54 (143)	-	-	402	3.35

Table 3 indicates that with the exception of item number 26, other ones such as 21-30 exceeded the mean cut-off of 2.5. There are indications that behavioural problems manifested by secondary students have adverse effects on teaching-learning, the individual(s), family and the larger human society. Item 26 that is not in consonance with other, have been excused by some on the grounds that most of our forefathers, who never did not have formal education tried the much they could to preserve our value system.

5. Summary of Some of the Major Findings

- a) Lack of parental upbringing affects children as they grow.
- b) A bad company among the peer group affects the character of good ones.
- c) An over population in a class affects student's ability to pay attention.
- d) A lack of interest in school activities from some of the teachers affects students' performance in learning sessions.
- e) Government take-over of schools from the church has some disadvantages.
- f) There is a lack of interest in studies by students.
- g) Family crisis affects children while growing up as infants/adolescents.
- h) Low standard of educational infrastructure.
- i) Taken instruction, and advice from the teachers and parents are very hard for the students.

5.1 Educational and Ethical Implications of the Findings

The findings of this study have educational and ethical implications:

- i. Students who indulge in behavioural problems, most often, end as a drop outs, and thus constitute nuisance to the society.
- ii. Most students enter hall with the hope of learning but end up cheating in examinations due to poor habit in studies.
- iii. Some of the students end up as social miscreants and the society suffers from their criminality and banditry.
- iv. Lack of trained teachers/counsellors gives rise to some of the students' behavioural problems in secondary schools, especially a dearth of career path or adequate selection of post-secondary courses based on competencies.
- v. Most parents due to crave for wealth acquisition pay little attention to their children's moral upbringing, especially religious instructions and cultural value impartation.

6. Conclusion

The present study has investigated the students' behavioural problems in the secondary schools in Nnewi North LGA of Anambra State and the findings were very stark. There are different types of behavioural problems and this research has addressed them in the proper section of the work. The researchers noted that these behavioural problems have both educational and ethical implications for members of the society including students, teachers/counsellors, parents, school managements, government, etc.

Fortunate enough, it was gathered that the extant problems have their solutions if a number of steps outlined in this study were followed by appropriate persons or agencies. Therefore, since most of the identified behavioural problems are amongst secondary school students in Nnewi North LGA, it becomes necessary that all hands should be on the deck so as to ameliorate the factors contributing to the menace and also deploy human and institutional resources to solving them.

6.1 Recommendations

Sequel to the findings of the study, the following recommendations are made:

1. Students should be made to understand that life has stages which everyone must undergo if one's life is not terminated by sudden death. Therefore, they should expect changes which are the only things that are permanent in life. They ought to be cautious

- about endangering their future as well as learn the acceptable ways of doing things and reacting to situations.
2. Teachers/counsellors should dedicate more time to their duty of educating the students, since the wellbeing of the country depends on outcome of their duties.
3. Parents should lay good and positive foundations in the lives of their children. Since no one gives what one does not have, parents should be responsible to the formation of their children/ward.
4. Government's ministries, agencies and departments (MDAs) should provide schools with facilities and also see to the total welfare of the teaching staff in order to adequately motivate them for enriched pedagogical works.
5. Government should grant free education at least at certain levels of school system in the country. This helps the students, especially the indigent ones to focus primarily on their studies instead of fending for their educational needs.

References

- Agulanna, G. and Onukogu C.J. (1999). *Introduction to psychology*, Owerri: Joemankpa Publishers.
- Anusiem, A.U. (2006). *Basic concepts in child psychology*. Owerri: DivineMercy Publishers.
- Alphonsus, C. Eberendu (2006). *Arresting the evil called Campus cult*. Lagos: Frigate.
- Arinze, F. A (2008). *Sacrifice in Igbo religion*, Onitsha-. Stephen Press.
- Anadu, I., (2012). Lecture on EDU.325: Adolescent Psychology. Nwafor Orizu College of Education Nsugbe.
- Ekemiri, O. (2006). *Factors Responsible for school Drop Out* .Seminar paper for Faculty of Education, Imo State University, Owerri- Imo State.
- Elemuwa, C. (2006). *Causes of Bullying Among Secondary School Adolescence*. Seminar Paper for Faculty of Education, Imo State University, Owerri- Imo State.
- Iroegbu, T.C. and Co. (2002). *Developmental psychology*. Umuahia:Versatile Publishers.
- Nnadi, C.M. (2004). *Cultism: A Threat to the Society*. GuardianNewspaper September 7, 2004.
- Nwafor, M.N. (2006). *Cultism*. Seminar Paper for Faculty of Education, Imo State University, Owerri- Imo State.
- Oditia, F.A. (1998). *Campus Cult: Preventive, Detective and Defensive Strategies*. The True Story- Official Handbook for Campaigning Against Campus Cults, Federal Ministry of Education Abuja, Nigeria.
- Ogbalu, S.A. (2000). *Family Health and Sex Education*. Awka:Spectrum Book Publishers.
- Okafor, C.U. (2004). *The Sad Story of Cultism, Drugs and PremaritalSex*.Owerri: Complete Life Media Services.
- Olaye, A.B.(1998) *Anatomy of Campus Cults*. Official Handbook for the Campaign Against Campus Cult, Federal Ministry of Education, Abuja.
- Onunuju, J.N. (1998). *The Family and Parenting in Nigerian's Social Development*. Owerri: Mantle Printers and Publishers.
- Onyiloha, C. A. (2017). "A Select Purview of the Consequences of Corruption on Nigeria's National Development: An Ethical Perspective," *Religion and the Bounds of Culture: Festschrift in Honour of Professor Christopher Ifeanyichukwu Ejizu (Celebrating the Priest, Teacher and Mentor)*, Edited by F. A. O. Ugiomoh, K. I. Owete&J. U. Odili. Port Harcourt: Rock Publishers, 349-361, 354, 356.

- Oparanyanwu, O.N.(2006). *Examination Malpractice*. Seminar Paper for Faculty of Education, Imo State University, Owerri- Imo State
- Pepler, D. and Co. (1994). *An Evaluation of Anti-Bullying Intervention in Toronto Schools*. Canadian Journal of Community Mental Health.
- Richard, H. and Sussan, K.W. (1993). *Abnormal psychology: The Human Experience of Psychological Disorder*. USA: Harcourt Brace & Company
- Smith, K. (1999). *Teenage Pregnancy*. Health Care Magazine of August 10th, 1999.
- Uzodinma, E.N. (2006). *Teenage Pregnancy*. Seminar Paper for Faculty of Education, Imo State University, Owerri- Imo State.