

FACTORS AFFECTING THE INCULCATION OF MORAL BEHAVIOUR IN YOUTHS WITHIN FAMILIES IN OHAOZARA LOCAL GOVERNMENT AREA EBONYI STATE

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ABSTRACT: *The study focused on the factors affecting the inculcation of moral behaviour in youths within families in Ohaozara Local Government Area of Ebonyi State. The objectives of the study focused on ascertaining how socio-economic factors, modern technology, environment and peer group influence affect the inculcation of moral behaviours in youths in Ohaozara Local Government Area. Four research questions guided the study. Two hypotheses were tested at 0.05 level of significance using chi-square. The area of the study was Ohaozara local government area of Ebonyi state. The population of the study was made up of nine thousand, nine hundred and eight parents. The sample size of the study was two hundred and fifty parents drawn randomly from the three communities in Ohaozara Local Government Area. Questionnaire was used for data collection. The mean and standard deviation were used to answer the research questions. Findings of the study revealed that moral decadence affects students' academic performance. It also revealed that good guidance and counseling are good strategies for restoring morality among youths within families. The following recommendations were made; 1. Parents should check the environment in which they raise their children as environment affects the moral behaviour of youths. 2. There should be adequate and proper home training for children in the society. 3. The youths' access to modern technology should be monitored by parents.*

KEYWORD: Teaching, Moral, Behaviour, Youth, Families.

INTRODUCTION

The problem of delinquent behavior among youths has been a prominent issue in Ohaozara local government area of Ebonyi State for years. Different societies have their own moral values which are considered normal, ideal and morally acceptable. Hence the conduct of the people in a society are regulated and controlled by their moral values (Anasi, 2010). The tendency and ability to identify what is right instead of wrong and as well practice it. Give it the moral virtues, thus good moral behavior had been emphasized and echoed in the society right from the era of Socrates to Plato through the Aristotelian philosophy perhaps that makes Fredrick Herbert to say that aim and indeed the total aim of education should be summed up under morality. Within the context of education therefore public holds the schools and teachers more accountable for students learning and behaviour (Omede and Odiba, 2010).

According to Ajiboye, Atere and Olunfunmi, (2012) the United Nations puts the age of the youths between fifteen and twenty four years. Here in Nigeria, the National Youths Service Scheme applies to graduates of thirty years and below. According to Tanaka (2014) Youth are people aged 18-35; it is a stage in life when a person is young, and especially the time before a person becomes an adult. Psychologically, it refers to the stretch of time in between childhood and adulthood. Alfrey (2010) opined that youths are referred to as those persons possessing certain distinct physical characteristics which include: Ability to think fast, ability to display

much energy towards the actualization of goals, assertive and resistant personality, and ability to change a state of art. Thus, youths are expected to be the most active population of a country. The higher the number of youth, the higher the quantity of wealth and national income, all things being equal. But the reverse has been the case in most developing countries of the world today where the youths are either rendered redundant or marginalized by a clique of opportunists (Nkwopara, 2011).

The Nigeria youths according to Anasi (2010) constituted about 40% of the more than 140 million people in the country. The youths remain one of the greatest assets that any community can possess. They are behind most community project and ventures these make them useful and most times indispensable in any culture or community, whether macro or micro that allows a good percentage of her youths to be misdirected risks her future viability and survival. The youths are the future hope and glory of any nation (Omede and Odiba, 2010). But most of Ohaozara youths are highly misguided, recruited and used by some adults to achieve their selfish aims despite the fact that they are indispensable to the community, state and nation at large. Aside formal training in moral and values education, the first seed of moral education is to be sown within the family. The family is the child's first window to the outside world. Parents are supposed to provide sound moral and value education to their children. Aside training, they are expected to serve as good moral examples. As noted by the Nigeria voice (2011) if we as parent are to attach great importance to the moral education of our children, we have to attach greater importance to our own moral education. This is because, in moral and value education, children pay more attention to what they see and hear from us who are adults and who may as well be their mentors.

Morality according to Tanaka (2014) refers to principles pertaining to right and wrong or good and bad behaviour, a system of moral principles followed by a particular group of people. Gert (2012) opined that morality signifies adherence to the moral code of the group, that is, conformity in behaviour to the manner or customs of the social group. Muraina and Ugwumba (2014) was of the view that morality is related to conforming to a set of conventional rules for determining one's social actions and which have been internalized.

Njoku and Njoku (2014) opine that moral behavior refers to adherence to principle and beliefs involving right or wrong conduct. The word moral behavior could be used to connote obedience to the code of conduct, customs, habit and rules of a group of people. Also moral behavior as a concept is division and highly nebulous to give a particular definition to for instance in philosophy the descriptive definition of moral behavior is that it is keeping of a set of conduct put forward by any group and acceptable by the members of that group or the society (Gert, 2012)

More so, according to Haidt (2012) at the broadest level as interlocking sets of values, virtue, norms, practice, logical mechanisms that work together to suppress or regulate self-interest and make co-operative societies possible. Moral behavior is acting according to these values.

Modern technology or modern advancement seems important at the time to different ages in different societies, psychologically if not practically, and the youth have put great importance to this and it's affecting their moral behavior or moral values. In a variety of modern societies for example youths presently feel a heightened empathy with the digital age (Bennett and Manton, 2010). The current revolution in technology, known variously as the "information Age" or "Age of technology, similarly is unrelenting: the older person who is reluctant to use a computer may even accept a basic mobile telephone once considered a glamorous accessory

(Cockelbergh, 2012). With the growth of technologies as the internet, computers and television youths are becoming more dislocated from society (Griswold, 2012) most youths prefer watching television and playing computer games to those morally movies that positively position them for life challenges. Modern technologies impacts on mental and moral development when compared with the old technologies especially on youths are different. The reformed digital culture and multi sources of communication have severe effects on human being especially on youth who have the immediate capacity on learning. Educated persons have qualities of 1st behavior, sober nature, and politeness, courteous behavior, talk in low or medium voice, though not costly but properly dressed give and taken respect nature. Educated persons are they those ones who receive formal education. Uneducated persons are the ones who haven't crossed or completed their minimal qualification.

The task of bringing up the youths, making them members of the society in terms of culture and imbibing positive attitude and behaviours normally begins at home and continues in the school. (Olulube, 2012) many times, the effect of homes are theoretical by other factors that tend to hold back internalization of treasured family values. Issues like academic background, socio-economic background and gender tends to influence youths to deviate from the norms and values (Anasi, 2010). Socio economic background of a family refers to the status of an individual family in a particular society, which has far reaching implication for education, moreover on the ideas, behavior and needs of a person. According to Omede and Odiba, (2010) it is a relative standing in the society based on income, power, background and prestige. Therefore high level of parental education correlates with positive attitude towards education. Difference in the parenting styles of low socio-economic background may put learners at a disadvantage when they attempt to learn about moral behavior (Rwechumgura , 2010). Attention is also paid to power, status and social position .Poipoi, Agak and Kabuka, (2011) opine that membership of a social class is governed by criteria such as behavior, income, occupation, education and lifestyle which have important implication for learners. Social class is largely linked to acquired status. A social class is associated with particular norms and values, patterns of behavior and particular outlook on life thus a specific lifestyle in ohaozara local government is a destination between the upper, middle and lower class. To a large extent it influence what learners are exposed to in terms of the acquisition of knowledge, what they experience and their exception and how long they can afford to stay in school and others.

Human settlements are classified as rural and urban depending on the density of human created structures and resident in a particular area. Urban areas can include towns and cities while rural areas include villages and hamlets.

More so, according to Faustine (2013) peers become an important influence on behavior during young age and peer pressure has been called a hallmark of youth experience. Peer confronting in young people is most pronounced with respect to style, taste, appearance, ideology and values (Anasi, 2010). Peer pressure is commonly associated with episodes of youth taking risk (such as delinquency, drug abuse, sexual behavior and reckless driving) because these activities commonly occur in the company of peers. Affiliation with friends who engage in risky behavior has been shown to be a strong predictor of any youth's behavior (Omede and Odiba, 2010).

The moral state or condition of any individual determines how much or less this individual upholds the values of his/her society. Values are definably acceptable societal beliefs that could be cultural, religious and political while morality defines the state of goodness or badness of an individual in relation to how the individual espouses the approval and acceptable community

values (Rwechmgura, 2010). Without morals grave problems face man especially in the social dimension and he will be deprived of a happy life (the Nigeria voice, 2011).

Moral and value education are relevant aspects of the educational system of any country that humanizes its citizens. A society in which youths were not taught to consider the needs and right of others will be a society with little social cohesiveness and much conflict. Morality as noted by the Nigeria voice (2011) is the border between human life and animal life; it is what gives the former a sense of humanity and spirituality.

Furthermore, the youths' belief about moral and immoral behavior affects their performance in school. Moral behavior is an evaluation of particular individual's moral qualities. The concept of character can imply variety of attributes including the existence of lack of loyalty or lack of good behavior of habit. Moral behavior primarily refers to the assemblage of qualities that distinguish an individual from another, although on a cultural level the set of moral behavior to which unite and define its cultural distinct from others (Anasi, 2010).

In spite of the government attempt at promoting moral uprightness in Nigeria, youths through the inauguration of programmes like, War Against indiscipline (WAI), independence corrupt practices and other related offences commission (ICPC) and Economic and financial crimes commission (EFEC) to mention but a few (Muraina, Abdulkadir and Belgore, 2012). Many Nigeria youths and citizens are still morally bankrupt. In fact conscious and deliberate efforts are made to do things that are in line with the Nigeria moral values and virtues. Hence, adults in Ohaozara local government area of Ebonyi State today. This extended to institution of higher learning where youths display many immoral acts. They lack respect for adults and are generally lazy, unpatriotic, occultic, cheat in examination, selfish, greedy, dishonest, callous and corrupt.

The concern for sound moral behavior is occasioned by the alarming rate of decline in the moral consciousness and conduct among the youths in Ohaozara Local Government Area. This decline has become a disease eating systematically into the very vein of the community and eroding away the qualities and potentials needed in the Ohaozara future leaders (youths). Youths in Ohaozara engaged in moral misconduct ranging from robbery, cheating, cultism, forgery, corruption, fraud, indecent dressing and disrespect to constituted authority. It is in this regard that this research looks into the factors affecting the inculcation of moral behaviour in youths within families in Ohaozara local government area of Ebonyi state

Theoretical Underpinning

Many theories have been used in past studies to analyze moral behaviour among the youths. In this work, social development theories and Behaviourist theory have been selected due to their importance.

Social developmental theories

Social developmental theorists are concerned with the relationship between social and environmental factors and their influence on behaviour and personality. They emphasize the behavioural component of morality. Example of social development theories is Bandura social learning theory.

Social learning theory was postulated by Bandura (1925) who regards human beings as agents of their own lives. The theory takes into consideration the role of the environment, the influence

of role models, self-efficacy, beliefs and perceptions. According to Nkwopara (2011), Bandura was interested in the behavioural component of morality which is part of the focus of this study. He mentioned that moral behaviour is learned in the same way that other social behaviourists learned; through the operation of reinforcement and punishment as well as through observational learning. He further considered moral behaviour to be strongly influenced by the nature of the specific situation in which people find themselves. Furthermore, the theory emphasizes that behaviour is a result of the interaction of personal factors and the environment, pre-directing the person to act in certain ways. Bandura believes that most human learning is observational learning, not conditioning and occurs by observing what others do and imitating what one sees.

Behaviourist Theory

The behaviourist attempts to explain moral behaviour through the process of reinforcement, conditioning, imitation and modeling (Alfrey, 2010). Skinner's radical behaviourism theory proposed that moral behaviour is learned in the course of human development through association, imitation, practice and reinforcement. Skinner tells us our behaviour is under the control of external events and calls his approach radical behaviourism. Interestingly, he said it is senseless to talk about inner states such as motives and intentions for one cannot measure or observe them.

Skinner (1971:95) argues that one's behaviour can be so shaped and controlled that he or she conforms in all actions to what is best for the survival of the culture. It is a basic philosophic contention of radical behaviourism that all behaviour is determined and under the control of environmental factors. Skinner (1971:102) believes that things are good which reinforce or reward the individual. Those things are bad which do not reinforce or reward the individual.

Purpose of the Study

The main purpose of the study is to find out factors that affects the inculcation of moral behaviour in youth in the family in Ohaozara Local Government Area of Ebonyi State implication for education. This study is specifically designed to:

1. Examine how the socio-economic background affects the inculcation of moral behaviours in youths within families in Ohaozara Local Government Area Ebonyi State.
2. Ascertain how modern technology affects the inculcation of moral behavior in youths within families in Ohaozara Local Government Area of Ebonyi State.
3. Find out how the environment affects the inculcation of moral behaviour in youths within families in Ohaozara Local Government Area of Ebonyi State.
4. Ascertain how peer influence affect the inculcation of moral behaviour in youths within families in Ohaozara Local Government Area of Ebonyi State.

Research Questions

The following research questions are formulated to guide the study:

1. How does the socio-economic background affect the inculcation of moral behaviours in youths within families in Ohaozara Local Government Area Ebonyi State?
2. How does modern technology affect the inculcation of moral behavior in youths within the families in Ohaozara Local Government Area of Ebonyi State?

3. How does the environment affect the inculcation of moral behaviours in youths within the families in Ohaozara Local Government Area of Ebonyi State?
4. How does peer influence and role model affect the inculcation of moral behaviour in youths within the families in Ohaozara Local Government Area of Ebonyi State?

Hypothesis

The null hypothesis was tested at 0.05 level of significance.

H₀₁: There is no significant difference between urban and rural families on how socio-economic background affects the inculcation of moral behaviour in youths.

H₀₂: There is no significant difference between educated and uneducated on how peer influence affect the inculcation of moral behaviours in youths.

METHODOLOGY

The design of the study was descriptive survey. The study focus on ascertaining the factors that affect the inculcation of moral behaviour in youths within families in Ohaozara Local Government Area of Ebonyi State. It is also a design that is made to elicit information on the method and procedures of distribution of items to the population without manipulation of variables, (Ali, 2012). The area of the study was Ohaozara local government area of Ebonyi state. It is made up of Ugwulangwu, Uburu and Okposi. Its headquarters is in the town of Uburu. The major occupation of the Ohaozara people is farming and salt production, in the past these two occupations made Ohaozara self-supporting and contented. Salt production has supplemented Ohaozara economics since the discovery of the salt lakes by two hunters Ohaozara is the second local government council created in Ebonyi south in 1976. It is bounded in the south by Afikpo south local government area, in the east by Onicha local government area in the west by Aninri local government, North by Nkanu local government area. It has an area of 312km² and a population of 148,626 (National Population Commission, 2006). The population of the study consists of all parents in Ohaozara Local Government Area of Ebonyi State.

Sample and Sampling Technique

The sample for the study consisted of 250 parents who were randomly selected from the sampled schools in the three communities in Ohaozara Local Government Area as presented in Table 1. The selection was done through the simple random sampling technique. According to Asim (2004), Simple random sampling technique is a means by which researchers give every member in the population equal and independent opportunity of being selected.

The main purpose for using simple random sampling technique was to complete a sample that would yield research data that could be generalized to a larger population. The technique employed by the researcher was that hat and balloting method. Here, the researcher wrote the number of all the families on slips of paper balls, mix those paper balls well in a container (hat) and blindly draw the required number of schools.

Distribution of Sample:

Communities	Families	Literate	Illiterate	Total
Ugwulangwu	24	40	25	65
Okposi	45	32	48	80
Uburu	36	80	25	105
Total	105	152	98	250

Source: Field Survey, 2015.

The instrument used for data collection was structured questionnaire for easy way of ascertaining information from the respondents (Parents). The questionnaire was designed by the researcher with the critical assistance of the supervisor. Each item required the respondent to respond to his or her various acts under Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) was adopted for the responses on the questionnaire.

Face validation of the instrument was presented to two experts in social studies and one lecturer in Measurement and Evaluation, Ebonyi State University Abakaliki. These lecturers vetted the items in terms of sentence structure and adequacy of the instruments was modified to suit the study. The Cronbach Alpha reliability was used. Reliability coefficient of 0.87 was indicated showing high reliability.

The total numbers of 250 copies of the questionnaire were distributed to parents in Ohaozara L.G.A of Ebonyi State. The researcher trained ten research assistants who were students in final year on how to handle, administer and retrieve the questionnaire when completed. The respondents were informed by the research assistants of the importance of their honest and objectives responses to the items. At the end of the exercise all the copies of the instruments administered were successfully completed and retrieved from the parents by the researchers and the trained assistants.

Mean and Standard deviation were used to answer research questions 1, 2, 3 and 4. Hypothesis 1 and 2 were tested using simple chi-square (χ^2). The null hypothesis were tested at 0.05 level of significance for interpreting the results of analysis for the research questions 1, 2, 3 and 4 are mean value of 2.50 and above was accepted while mean value below 2.50 was rejected. For hypothesis 1 and 2. If t-calculated is greater than t-critical, the hypothesis is rejected and if t-calculated is less than t-critical it is accepted.

RESULTS

Research question one: How does peer influence affect the inculcation of moral behaviour in youths within families in ohaozara local government area of Ebonyi state?

Item no.	Peer influence on moral inculcation	X	Std	Decision
1.	lots of youths lack self-confidence and are socially withdrawn because of their friends	2.52	1.13	Accept
2.	lots of youths can't break a certain bad habit because of their friends	2.74	1.07	Accept

Grand mean=2.77

3.	friends can define your world for you, give you their belief, let you see things from their own eyes, and convince you that it is unavoidably the reality	3.10	0.79	Accept
4.	Humans are extremely receptive to suggestions especially when they come from close friends	2.56	0.97	Accept
5.	It can help motivate youths to face challenges	3.08	0.79	Accept
6.	Peer pressure influences one's choice to keep friends{boyfriend or girlfriend}	2.78	1.09	Accept
7.	Peer influence affects youths' behavioural pattern.	2.92	1.19	Accept
8.	It influences our choice of fashion	2.72	1.00	Accept
9.	Peer influence exposes us to alcohol and drug use	3.01	0.79	Accept
10.	It can influence our choice of religions	2.36	0.95	Rejected

Table 1 showed that items 1, 2, 3, 4, 5, 6, 7, 8, and 9 were accepted based on the decision rule while item 10, was rejected as it scored the mean rating below 2.50. Since the accepted items are more than the rejected item in table 1, we therefore accept that peer influence is a factor that affects the inculcation of moral behaviour of youths within families. The grand mean is 2.77 which show acceptability on decision rule. Hence accepted as a factor that affects the inculcation of morals in youths within families.

Research questions two: How does modern technology affects the inculcation of moral behavior within families in ohaozara local government area of Ebonyi state?

Item no	Modern technology	X	Std	Decision
1.	Video games that shows violent acts contributes to aggressive behavior to the normal behavior of youths	2.08	1.0 2	Accepted
2.	Televisions help youths learn about other people's culture, values and ethics.	2.80	1.0 0	Accepted
3.	Technology helps in anti-drug campaign.	2.52	1.2 8	Accepted
4.	It glorifies immoral behaviours on the screen. Thus, encouraging immorality.	2.92	1.1 1	Accepted
5.	Technology such as social networking, distract the youths from their responsibilities.	2.95	1.0 9	Accepted
6.	It gives youths access to pornographic pictures and movies	2.92	1.2 7	Accepted
7.	It gives youths the opportunity to access moral articles online	2.24	1.1 4	Rejected

Grand mean = 2.27

Table 2, showed that items 11,12,13,14,15 and 16 were accepted on the decision rule while item 17 was rejected on decision rule as it scored the mean below 2.50. Since the accepted items are more than the rejected items in table 2, this shows that modern technology is a factor that affects the inculcation of moral in youth within families. Hence modern technology scored the grand mean of 2.76 which implies its acceptability as a factor that affect the inculcation of moral behavior in youths within families.

Research questions three: How does environmental factor affect the inculcation of moral behaviours in youths within the families in Ohazara local government Area of Ebonyi State?

Item no	Environmental influence	X	std	Decision
21.	Environment can influence youths' choice of role model	2.76	0.94	Accepted
22.	Environment can influence one's mode of dressing	2.68	1.02	Accepted
23.	It affect youths' behavioural pattern	2.68	1.09	Accepted
24.	It influences the way we relate with others	2.00	0.9	Rejected
25.	Environment influences our belief system	2.88	0.96	Accepted
26.	Environment with the presence of illicit market and exposure to social organization of illegitimate activities can exacerbate immoral behaviour among youths	2.64	1.36	Accepted
27.	Bad environment can can lead to easy access to illegal drugs and guns.	2.64	1.36	Accepted
28.	Environment with increasing number of single parents can influence the moral behaviour of youths.	2.54	0.90	Accepted
29.	Environment with corrupt leaders breed corrupt youths	2.72	1.16	Accepted

Grand mean= 2.64

Table 3 showed that item 18,19,20,22,23,24,25 and 26 were accepted on the decision rule while item 21 was rejected on the decision rule as it scored the mean rating below 2.50.

Since the accepted items are more than the rejected item in table 3, this therefore implies that environment is a factor that affect the inculcation of moral behavior in youths within families in Ohazara local Government Area. However, it scored the grand mean of 2.64 which is acceptable on the decision rule.

Research questions four: How does socio-economic factor affect the inculcation of moral behaviours in youths within the families in Ohazara local government Area of Ebonyi State?

Item no	Socio-economic status	X	Std	Decision
31.	Low socio-economic status increases high rate of attempted suicides, smoking, and engaging in episodic heavy drinking.	3.22	0.81	Accepted
32.	Low SES can lead to high level of emotional behavior difficulties including anxiety, depression and conduct disorder.	2.76	1.06	Accepted
33.	Low SES can lead to high level of aggression and hostility	2.92	0.95	Accepted
34.	Low SES can lead to high victims of violent among family members	2.40	1.04	Rejected
35.	Low SES influences the level of moral education youths receives.	2.94	0.89	Accepted

36.	High SES helps to build sound personality in youths	3.08	0.79	Accepted
37.	The SES of the family influences the behavioural pattern of youths in the family	2.79	0.98	Accepted

Grand mean=2.87

Table 4 showed that items 27, 28, 29, 31, 32, and 33 were accepted on the decision rule while item 30 was rejected as it scored the mean rating below 2.50.

Since the accepted level is more than the rejected item in table 4, this implies that socio-economic status of the family affects the inculcation of moral behavior in youths within families.

Hypothesis

H₁: there is no significant difference between the mean responses of the urban and rural families on how socio-economic factor affect the inculcation of moral behavior in youths within the families.

Table 5. Mean response in urban and rural families on how socio-economic factors affect the inculcation of moral behaviour in youths within the families.

Location	N	X	Std.	DF	T-Cal	T-Tab	Decision
Urban	160	3.25	0.81				
Rural	90	2.89	1.40				
Total	250			3	14.38	7.81	Rejected

Decision Rule: accept the null hypothesis when x^2 -calc. is less than x^2 -tab, that is (x^2 -cal < x^2 -tab) and rejected when x^2 -cal is greater than x^2 -tab, that is (x^2 -cal > x^2 -tab).

Decision: From the table above, the calculated chi-square is greater than the tabulated chi-square, we therefore, reject the null hypothesis and accept the alternate hypothesis that there is a significant difference in the mean responses of the urban and the rural families on how socio-economic factor affect the inculcation of moral behavior in youths within the families.

H₂: there is no significant difference between the mean responses of the educated and the uneducated on how peer influence affects the inculcation of moral behavior in youths within the families.

Table 6 chi-square analysis on the difference between the mean responses of the educated and uneducated on how peer influences affects the inculcation of moral behavior in youths within families.

Status	N	X	Std.	DF	X-CAL	T-Tab	Decision
Educated	130	2.90	0.73				
Uneducated	120	2.58	1.24				
Total	250			3	6.96	7.81	Accepted

Decision Rule; accept the null hypothesis when the χ^2 -cal is less than the χ^2 -tab that is (χ^2 -cal < χ^2 -tab) and reject when the χ^2 -cal is greater than the χ^2 -tab that is (χ^2 -cal > χ^2 -tab).

Decision; Since from the chi-square table above, the calculated chi-square is less than the tabulated chi-square, we then accept the null hypothesis that there is no significant difference between the mean response of the educated and uneducated on how peer influence affect the inculcation of moral behavior in youths within families Ohaozara local government area of Ebonyi state.

Summary of Findings

The result of the findings is presented below:

1. Peer influence affect the inculcation of moral behavior in youths within families as follows: lots of youths lack self- confidence and are socially withdrawn because of their friends, Humans are extremely receptive to suggestions especially when they come from close friends and peer influences exposes use to alcohol and drug use.
2. Modern technology affects the inculcation of moral behavior as follows: Video games that shows violent acts contributes to aggressive behavior to the normal behavior of youths, It glorifies immoral behaviours on the screen, Thus, encouraging immorality.
3. Environment affects the inculcation of moral behaviours in youths within families as follows: Environment can influence youths' choice of role model, it can influence one's mode of dressing, it affect youths' behavioural pattern, Environment with corrupt leaders breed corrupt youths.
4. Socio- economic factor affect the inculcation of moral behaviour in youths within families as follows: Low socio-economic status increases high rate of attempted suicides, smoking, and engaging in episodic heavy drinking, Low SES can lead to high level of emotional behavior difficulties including anxiety, depression, conduct disorder, aggression and hostility and the SES of the family influences the behavioural pattern of youths in the family.
5. The hypothesis that was tested to know whether there was a significant difference between the mean responses of urban and rural families on how socio-economic factor affects the inculcation of moral behavior in youths within the families proved that there was difference in their responses. Thus, they shared difference views. Hence we reject the null hypothesis and accept the alternate hypothesis and say that there is significant difference between the mean responses on how socio-economic factors affect the inculcation of moral behavior of the youth.
6. The hypothesis tested to know whether there was any significance difference between the mean responses of educated and uneducated on how peer influence affect the inculcation of moral behavior in youth within the family, proved that there was no difference in the mean responses.

DISCUSSION

The result of data analyses in table one revealed that the respondents in items: 1,2,3,4,5,6,7,8, and 9, With the following mean scores: 2.52, 2.74, 3.10, 2.56, 3.08, 2.78, 2.92, 2.72, and 3.01 respectively. It was therefore accepted that peer influence affect the inculcation of moral behavior in youth within families as it scored mean above 2.50. the findings of this study is in agreement with Olaitan, Mohmed, and Ajibola, (2013) when they opined that it is worth

knowing that peer influence can lead to discipline problems and youth delinquent behavior both inside and outside the school. He also stated that one of the major ways that deviant youth can become more deviant is through unrestricted interaction with deviant peer.

Also, Radwan (2015), opined that everyone wants to be accepted and loved and hence, most teens try to conform to the group they belong to by wearing similar clothes and adopting similar behaviour. He stated also that in order to overcome the effect of teenage peer pressures, one must learn to filter the suggestions they receive from their friends on daily basis instead of accepting them without questions.

It was also revealed in table 1, that the respondents in item 10 with the mean score of 2.36, rejected the item as how peer influence affect the inculcation of moral behavior in youth within family, based the decision rule.

The result of data analysis in table 2 revealed that the respondents in items 11, 12, 13, 14, 15 and 16 with the mean scores of 2.80, 2.96, 2.52, 2.92, 2.95 and 2.92 respectively accepted that modern technology affects the inculcation of moral behavior in youth within the families.

Hence, for effective inculcation of sound morals in youths, access to modern technology should be supervised and checkmated. This is in agreement with Barrell and Fic, (2014), when they asserted that One of the most important advantages of modern technology is globalization, which has allowed the world to feel 'closer', and permitted the world's economy to become a single, interdependent system. This means that people can not only share information quickly and efficiently, but can also bring down barriers of linguistic and geographic boundaries. Also, Davies and Eynon, (2013), envisaged that for teens in today's world, mobile phones, internet, music, movies, television and video games are very important. Most teenagers prefer watching television and playing computer games to reading books. They dislike reading because watching television or playing online role-playing games is easier and they do not have to use their own imagination. This is also in agreement with Longo, (2010), when he opined that computer games have the capacity to provide teaching opportunities but they are also harmful to health.

However, items 17 was rejected as it scores mean rating below 2.50. Hence, rejected as how modern technology affects the inculcation of moral behaviour in youths within the families in Ohoazara local government of Ebonyi State.

The result of data analysis in table 3 revealed that the respondents in items 18, 19, 20, 22, 23, 24, 25 and 26 with the mean scores 2.76, 2.68, 2.88, 2.86, 2.64, 2.54 and 2.72 respectively accepted that environment affects the inculcation of moral behaviour in youths within families in ohoazara local government area. This is in agreement with the assertion of Obiefuna (2010), that it cannot be argued that human beings are products of their environment. Also Peil in Obiefuna understands human beings as products of their environment in terms of the interaction that exist between the individual and the society. He states the apparently both the individual and the society engage in symbiotic kind of relationship in which the human person contributes the societal wellbeing and the society in turn builds the human person that form a part of that society. This brings to limelight the indispensability of an esteemed level of organization of the society by way of her social system and structure. Uzoigwe, (2013), asserted that level of organization of any human society has a lot of influence on the people that make up that society. However, item 21, was rejected based on the decision rule as it scored mean rating less than 2.50.

The analysis of data in table 4, revealed that the respondents in items 27, 28, 29, 31, 32, and 33 with the mean scores of 3.22, 2.76, 2.92, 2.94, 3.08 and 2.79 respectively accepted that socio-economic factor affect the inculcation of moral behavior in youths within families. This conforms to Defoe (2013), who claimed that there is a negative relationship between low SES and delinquent behaviour among youths. Also, Defoe (2010), argued that not only lower SES related to delinquent behaviour but also higher SES correlated with delinquency. However, Gainey (2013), argued that delinquency is a class-specific behaviour, so the impoverished youths are often labeled as delinquent. As a consequence, social bonding, class consciousness, alienation, and negative labeling are the mediators on the relationship between family SES and delinquent behaviour.

The data analysis in table 5, observed that there are significant difference between the mean rating of the urban and rural families on how socio-economic factor affects the inculcation of moral behavior in youth within the families, the result showed that there were differences in their opinion, thus, there were differences in their views on how socio-economic factor affect the inculcation of moral behavior in youths within families. This is in line with Defoe (2013), who claimed that there is a negative relationship between low SES and delinquent behaviour among youths but Defoe, (2010), argued that not only lower SES related to delinquent behaviour but also higher SES correlated with delinquency.

The data analysis of table 6, showed that there were no significant difference between the mean rating of the educated and uneducated on how peer influence affect the inculcation of moral behavior in youths within the families.

CONCLUSION

The study has shown that there is a continual decline in the moral behavioural standard of our youths in our society and any further deterioration would jeopardize the continual existence of our dear nation. Considering the dimension of violent and moral misconduct in our society today, like the Boko Haram issues, Niger Delta Militants, armed robbers, kidnapping cases, to mention but a few. One would result to finding remedies to those factors that causes moral misconduct in our society. However, the findings of this study have shown that youths have more tendency of being morally decadence, as these factors expose them to high dangers today. Hence, all hands must be on deck in checking immoralities in our schools, families, and in our dear nation. Thus there is a dire need to check these factors that affect the inculcation of moral behaviour in youths to ensure positive outcome.

RECOMMENDATIONS

1. There should be appropriate and adequate home training for our youths
2. There should be the institution of guidance and counseling services to help handle the problem of immoralities in youths within the families and at schools.
3. Parents should study the environment in which they wish to raise their children as environment has great influences in the moral behaviour of children and youths.
4. Children's access to modern technology should be properly monitored to avoid being exposed to immoralities.

5. Families who are socio-economically vulnerable should not be allowed to raise children. Thus, there should be institution of social welfare institutions to checkmate this.

EDUCATIONAL IMPLICATIONS

1. The study revealed that there would be global poor academic performance if moral decadence is not checked
2. Generally, there would be a decline in the achievement among the students and the society in general if the factor affecting the inculcation of moral behaviour in youths is not checked.
3. The environmental factor among others should be considered in training a child to be morally sound and educationally formidable.
4. The study revealed that moral decadence can create unfavorable and unbearable teaching and learning environment if these factors responsible for inculcation of moral behaviour in youths.

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