Investigation into relationship between knowledge of moral values and moral behaviour among university undergraduates in Southwest Nigeria.

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ABSTRACT

This study investigated into the relationship between moral value knowledge and moral behaviours of university undergraduates in South-west, Nigeria. Descriptive survey design was adopted. The study population comprised all university undergraduates in public universities in South-west Nigeria. 400 students were selected from two (2) public university in Ogun and Lagos State. Moral Value Knowledge Assessments Scale (MOVKAS) \( r = 0.838 \), Perceived Moral Decadence Assessment Scale (PEMODAS) \( r = 0.912 \) and Moral Behaviour Assessments Scale (MOBAS) \( r = 0.788 \) were instruments used in data collection. Descriptive statistics, PPMC, regression analysis and T-test were analysis techniques adopted in this study. The results show that university undergraduates exhibit immoral behaviour to a high extent. The results also show significant negative correlation \( (r = -0.117, P<0.05) \) between moral value knowledge and moral behaviour. Moral value knowledge was found to contribute 1.4% to moral behavior \( (0.000, F (1,399) = 3.977 < 0.05) \). The beta coefficient results \( (\beta = -0.117) \) indicates that moral value knowledge has negative influence on undergraduates' moral behaviour by 11.7%. It was also found significant gender difference in knowledge of moral values \( (t = -3.218; p (0.001 < 0.05)) \) and exhibition of immoral behaviours \( (t = 3.173; p (0.002 < 0.05)) \) among undergraduates. The study concluded that moral value knowledge of undergraduates was grossly inadequate in influencing good moral behaviour among undergraduate. The study recommends that tertiary institutions stakeholders should put in place moral education programmes from Primary school to the University, seminars, workshops and counselling services geared towards restoring good moral behaviour among university undergraduates.

Key words: Moral values, knowledge, moral behaviour, university undergraduate.

INTRODUCTION

Moral decadence can be described as a serious social problem because of its negative effects on the entire nation. This informs why every community makes serious and frantic attempt to curb its growth. Ihuoma (2015) observed that a society that does not checkmate the growth of immoral practices would definitely end in disaster. Moral decadence involves any act or behaviour which violates the norms and codes of the society. It is an abnormality involving basic conflict with the society's value system. It could be labelled as an aggressive behaviour which defiles the established values in agiven society. Rogers (2013) viewed moral decadence among young ones as non-compliance through their parental upbringing, peer or societal influence. In addition, Afuye (2015) highlighted the forms of moral decadence as; cultism, Rape, examination malpractice, teenage pregnancy, student's prostitution, sexual harassment, sale of "Grade" student's demonstration, drug abuse, indecent dressing and so on.
The high level of moral decadence exhibited by youths in Nigeria particularly those in higher institutions of learning could be traceable to several factors ranging from parental factors, societal influence in terms of socio-economic pressure, school factors with reference to moral value education. The parental factor for example is the major contributory factor to moral decadence among youth in Nigeria. Some parents in contemporary Nigerian society are involved in anti-social behaviour, and this behaviour are easily transferred to their children. Some parents out of moral guilt do not have the moral standing to instill moral discipline in their children. As such most Nigerian youths engage in anti-social behaviour due to the family upbringing; some are from broken homes or defective homes that can rarely satisfy children’s basic needs (moral and otherwise) let alone parental affection. Njoku (2015) in his study established that family instability is a major cause of moral decadence among Nigerian youths. For instance, if parents fail in their responsibility to show affection, guidance and proper discipline, the children are likely to derail morally; this implies that often the root of indiscipline is the home. When parents overlook ill acts of their children at home or they are incapable of applying suitable and appropriate punishment whenever the children err, it then becomes inevitable that the children would grow wilder.

Similarly, low moral standard and hypocrisy of the older generation gives room for the youths to get themselves involved in moral decadence. Young ones often model adults. The youths through consistent observation find out that the older generation is somewhat hypocritical; in that they pretend to inculcate set of moral norms but vigorously pursues the opposites (Saheed, 2013). As a result, the youths tend to join in the camouflage way of life. Apart from the family, the present social-economic challenges majorly brought about by corruption on the part of political office holders has seriously crippled the country. This situation has been made worse with high level of unemployment which invariably lured youths in Nigeria to engage in immoral act such as cybercrime, prostitution among others.

Apart from the family which is the primary custodian of moral education to children, peer influence also had significant influence on moral behaviour of youths in Nigeria. Anasi, (2010) avers that peers become an important influence on behaviour during young age and peer pressure has been referred to as 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 behaviour and reckless driving) because these activities commonly occur in the company of peers. Affiliation with friends who engage in risky behaviour has been shown to be a strong predictor of any youth’s behaviour (Omede and Odiba, 2010).

The school also plays a major role in moral upbringing of a child. School is meant to be a training ground for children but in most cases the reverse is the case. Some of the teachers who are supposed to be the role models and character moulders are already morally corrupt. According to Smith (2011) some of the teachers exhibit some sort of anti-social behaviours. Children who see their teachers as role models uphold every behaviour of the teacher as ideal. It is pertinent to note that apart from teachers being a role model to students in terms of morals, the place of moral value education also plays significant role in the moral behaviour of youths in Nigeria. Recall that, the word education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to next through teaching, training, research, or autodidactism. By education, people’s moral values can be improved, especially students. Inculcating education is arranged to create human resources who are smart, skilled, have a good character, independent, religious, responsible to the environment and to the nation. Therefore, education and moral values education are important to create human resources with those characters.

However, in spite of the potential benefits of moral value education on moral behaviour among youths in Nigeria, research into moral value education and moral behaviours of youth reveals contrasting findings. Saphiro (2018) in his study found that students who are taught moral education and had significant knowledge, developed good emotional intelligence in form of expression of love to friends, problem solving, positive social interactions, empathy towards others and above all high academic performance. His findings reveal that participant in the experimental group after the period of treatments were found to demonstrates great moral activities such as respect to elders, love, empathy to friends, stronger pro-social intentions, and showed less cheating behaviour, while those in the control group elicited moral decadence.

In contrast to the above empirical findings, Bello (2017) in his study established that moral education has no significant correlation on moral behaviour of youths in Nigeria. Supporting the work of Bello (2017), Muraina and Ugwumba, (2014) in their study, discover that there is a low status of moral instruction in primary schools. In some schools, moral instruction is not even taught while in some others pastors and priests preach religious dogmas in place of moral education. Moral instruction is taught in some schools but only once in a week and pupils are not evaluated on moral instruction. Inculcation of moral values in schools is usually reactive and unplanned. Thus, this implies that young children do not acquire moral education at the primary level of education, bearing in mind the significance of early moral education to young children. It is crystal clear that if at this age children lack moral education, their moral behaviour would have been seriously affected at the university.
Based on the above premises, it is evident that there exists contrasting empirical evidence on the place of moral values education or knowledge of moral values on moral behaviour of youths in Nigeria, thus necessitates the need for this study. This study therefore seeks to investigate into knowledge of moral values as correlates of moral behaviour among university undergraduates in Southwest, Nigeria.

**Statement of the problem**

The society we live in is morally blind, deteriorated and dead. Every day, news of youth involvement in prostitution, cultism, disobedience, robbery, cheating in the examination and other social vices are being churned out in newspapers and social media platforms. This menace in our contemporary society needs urgent measures to curtail. While it is empirically evident that several factors account for moral decadence among youths, little and contrasting empirical evidence persist in literature as regards the extent to which knowledge of moral values could positively influence moral behaviours of youths in Nigeria. Following the above submission, this study intends to close this gap in literature and thus seeks to investigate knowledge of moral values as correlates of moral behaviour among university undergraduates in Southwest, Nigeria.

**Research questions**

The following research questions are germane for this study:

1. To what extent are university undergraduates knowledgeable in moral values?
2. To what extents do university undergraduates elicit immoral behaviours?

**Research hypotheses**

The following research hypotheses were raised:

- **H01**: There is no significant correlation between knowledge of moral values and moral behaviour of university undergraduates
- **H02**: There is no influence in knowledge of moral values and moral behaviours among university undergraduates;
- **H03**: There is no significant gender differences in university undergraduate’s knowledge of moral values.
- **H04**: There is no significant gender differences in university undergraduate’s exhibition of immoral behaviour.

**METHODOLOGY**

The design of this study is a descriptive survey research of correlational type. The design is appropriate as the researcher administer standardized questions on a sampled group of people for the purpose of describing respondents’ opinions and views regarding the subject of investigation.

**Population and Sample**

The population for this study comprises all undergraduate in public Universities in Southwest, Nigeria. Two states were randomly selected out of the six (6) southwest states in Nigeria. In each of the selected states, only one public university was selected and in each of the selected university, 200 undergraduates were selected using convenience sampling techniques. In all, a total number of 400 undergraduates form the sample for this study.

**Research instruments**

Three research instruments were adopted for this study, they include:

1. Moral value knowledge assessments scale (MOVKAS)
2. Perceived moral decadence assessment scale (PEMODAS).
3. Moral behaviour assessments scale (MOBAS).

**Validation of the instruments**

Content Validity was adopted to validate the instruments and Cronbach Alpha statistics and reliability estimates of 0.838, 0.912 and 0.788 were obtained for MOVKAS, PEMODAS and MOBAS respectively.

**Data analysis technique**

Descriptive statistics of frequency counts, median ratings and simple percentages were used to answer the research questions raised, while Pearson product Moment Correlation (PPMC), linear regression and T-test were adopted to analyze the research hypotheses formulated at 0.05 alpha level of significant.

**RESULTS AND DISCUSSION**

**Research Question One**: To what extent are university undergraduates knowledgeable in moral values? Given the scale used in measuring extent of knowledge of
moral values among university undergraduates in Southwest, Nigeria, the results indicate that university undergraduate are knowledgeable of 12 items (Good and harmonious interpersonal skills, Illicit sexual behaviour, Cybercrime and potential dangers, Drug abuse, Alcohol consumption and potential dangers, Sexually transmitted infections (STDS), Cultism and potential dangers, Indecent dressing and associated risk, Examination malpractice, Truancy and other unruly behaviour, Dishonesty, Vandalism and murder) with median value of 2.00 respectively, out of the 15 items measuring moral values knowledge as shown in Table 1.

Table 1: Frequency counts, percentages, median, standard deviation showing extent of knowledge of moral values among university undergraduates.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Median</th>
<th>S.D</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good and harmonious interpersonal skills</td>
<td>77(19.3)</td>
<td>46(11.5)</td>
<td>94(23.5)</td>
<td>183(45.8)</td>
<td>2.00</td>
<td>1.16</td>
<td>High extent</td>
</tr>
<tr>
<td>2</td>
<td>Good communication etiquette with different types of individual</td>
<td>143(35.8)</td>
<td>63(15.8)</td>
<td>124(31.0)</td>
<td>70(17.5)</td>
<td>3.00</td>
<td>1.13</td>
<td>Low extent</td>
</tr>
<tr>
<td>3</td>
<td>Unhealthy dietary behaviours</td>
<td>98(24.5)</td>
<td>128(32.0)</td>
<td>54(13.5)</td>
<td>120(30.0)</td>
<td>3.00</td>
<td>1.16</td>
<td>Low extent</td>
</tr>
<tr>
<td>4</td>
<td>Illicit sexual behaviour</td>
<td>97(24.3)</td>
<td>87(21.8)</td>
<td>127(31.8)</td>
<td>89(22.3)</td>
<td>2.00</td>
<td>1.09</td>
<td>High extent</td>
</tr>
<tr>
<td>5</td>
<td>Cybercrime and potential dangers</td>
<td>83(20.8)</td>
<td>79(19.8)</td>
<td>83(20.8)</td>
<td>155(38.8)</td>
<td>2.00</td>
<td>1.17</td>
<td>High extent</td>
</tr>
<tr>
<td>6</td>
<td>Drug abuse</td>
<td>97(24.3)</td>
<td>26(6.5)</td>
<td>87(21.8)</td>
<td>190(47.5)</td>
<td>2.00</td>
<td>1.23</td>
<td>High extent</td>
</tr>
<tr>
<td>7</td>
<td>Alcohol consumption and potential dangers</td>
<td>104(26.0)</td>
<td>37(9.3)</td>
<td>95(23.8)</td>
<td>164(41.0)</td>
<td>2.00</td>
<td>1.23</td>
<td>High extent</td>
</tr>
<tr>
<td>8</td>
<td>Sexually transmitted infections (STDS)</td>
<td>146(36.5)</td>
<td>47(11.8)</td>
<td>45(11.3)</td>
<td>162(40.5)</td>
<td>2.00</td>
<td>1.34</td>
<td>High extent</td>
</tr>
<tr>
<td>9</td>
<td>Societal norms and values</td>
<td>136(34.0)</td>
<td>101(25.3)</td>
<td>64(16.0)</td>
<td>99(24.8)</td>
<td>3.00</td>
<td>1.18</td>
<td>Low extent</td>
</tr>
<tr>
<td>10</td>
<td>Cultism and potential dangers</td>
<td>75(18.8)</td>
<td>63(15.8)</td>
<td>72(18.0)</td>
<td>190(47.5)</td>
<td>2.00</td>
<td>1.17</td>
<td>High extent</td>
</tr>
<tr>
<td>11</td>
<td>Indecent dressing and associated risk</td>
<td>110(27.5)</td>
<td>63(15.8)</td>
<td>79(19.8)</td>
<td>148(37.0)</td>
<td>2.00</td>
<td>1.23</td>
<td>High extent</td>
</tr>
<tr>
<td>12</td>
<td>Examination malpractice</td>
<td>71(17.8)</td>
<td>91(22.8)</td>
<td>75(18.8)</td>
<td>163(40.8)</td>
<td>2.00</td>
<td>1.15</td>
<td>High extent</td>
</tr>
<tr>
<td>13</td>
<td>Truancy and other unruly behaviour</td>
<td>77(19.3)</td>
<td>118(29.5)</td>
<td>59(14.8)</td>
<td>146(36.5)</td>
<td>2.00</td>
<td>1.16</td>
<td>High extent</td>
</tr>
<tr>
<td>14</td>
<td>Dishonesty</td>
<td>109(27.3)</td>
<td>69(17.3)</td>
<td>81(20.3)</td>
<td>141(35.3)</td>
<td>2.00</td>
<td>1.22</td>
<td>High extent</td>
</tr>
<tr>
<td>15</td>
<td>Vandalism and murder</td>
<td>97(24.3)</td>
<td>58(14.5)</td>
<td>74(18.5)</td>
<td>171(42.8)</td>
<td>2.00</td>
<td>1.23</td>
<td>High extent</td>
</tr>
</tbody>
</table>

Keys: Not knowledgeable (4), slightly knowledgeable (3), Knowledgeable (2) highly knowledgeable (1).
*Figures in parentheses indicate percentage.
Decision Rule: A median score of 2.00 and below indicates high extent, while a median score above 2.00, indicate low extent or not knowledgeable.

Research Question Two: To what extents do university undergraduates exhibit positive moral behaviour?

Given the scale used in measuring extent to which immoral behaviour is elicited among university undergraduates in South-west, Nigeria, the results indicate that university undergraduate to a high extent elicit 12 items (Transfer aggression to anyone who offend you, Consume alcohol, Engage with sexual activities with your girl/boyfriend, Engage in cybercrime, Speak ill or engage in gossip about someone on social media, Wear sexy dresses to school, Go to party or club to enjoy yourself with girl/boyfriends, Drink and eat excessively as much as you can especially during party, Create distraction to lecturers when you are bored with lectures, Come late to lectures, Listen to promiscuous songs/ music, Abuse people on social media) with median value of 2.00 respectively, out of the 15 items measuring extent of to which immoral behaviours are elicited as shown in Table 2.

Test of hypotheses

H01: There is no significant correlation between knowledge of moral values and moral behaviour of university undergraduates

The result of analysis (in Table 3) shows that the correlation coefficient (r) is significant at P < 0.05 (r = -0.117, P <0.05). This implies that there is a significant but negative correlation between moral value knowledge and moral behaviour of university undergraduate. Thus, the relationship between knowledge of moral values and moral behaviour of university undergraduates was found be negative.

H02: There is no influence in knowledge of moral values and moral behaviours among university undergraduates.

The correlation coefficient resulting from the linear Regression analysis shows that there is a correlation (R = 0.117) between the predictor and the criterion variable. The coefficient of determination is very low (R² = 0.014) and shows low strength in predicting moral behaviour of university undergraduates. Thus 1.4% of the variance in moral values of university undergraduates is explained by moral values knowledge. The remaining unexplained 98.6% could be attributed to the effect of several other variables.
Table 2: Frequency counts, percentages, median, standard deviation showing extent to which university undergraduate elicit immoral behaviour?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>Not elicited</th>
<th>Low extent</th>
<th>Moderate</th>
<th>High extent</th>
<th>Median</th>
<th>S.D</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Transfer aggression to anyone who offend you</td>
<td>120(30.0)</td>
<td>67(16.8)</td>
<td>72(18.0)</td>
<td>141(35.3)</td>
<td>2.00</td>
<td>1.25</td>
<td>High extent</td>
</tr>
<tr>
<td>2</td>
<td>Consume alcohol</td>
<td>40(10.0)</td>
<td>54(13.5)</td>
<td>149(37.3)</td>
<td>157(39.3)</td>
<td>2.00</td>
<td>0.963</td>
<td>High extent</td>
</tr>
<tr>
<td>3</td>
<td>Engage with sexual activities with your girl/boy friend</td>
<td>27(6.8)</td>
<td>38(9.5)</td>
<td>266(66.5)</td>
<td>69(17.3)</td>
<td>2.00</td>
<td>0.732</td>
<td>High extent</td>
</tr>
<tr>
<td>4</td>
<td>Engage in cybercrime</td>
<td>53(13.3)</td>
<td>50(12.5)</td>
<td>141(35.3)</td>
<td>156(39.0)</td>
<td>2.00</td>
<td>1.02</td>
<td>High extent</td>
</tr>
<tr>
<td>5</td>
<td>Speak ill or engage in gossip about someone on social media</td>
<td>55(13.8)</td>
<td>75(18.8)</td>
<td>89(22.3)</td>
<td>181(45.3)</td>
<td>2.00</td>
<td>1.09</td>
<td>High extent</td>
</tr>
<tr>
<td>6</td>
<td>Wear sexy dresses to school</td>
<td>71(17.8)</td>
<td>62(15.5)</td>
<td>131(32.8)</td>
<td>136(34.0)</td>
<td>2.00</td>
<td>1.09</td>
<td>High extent</td>
</tr>
<tr>
<td>7</td>
<td>Smoke cigarette or shisha</td>
<td>98(24.5)</td>
<td>278(69.5)</td>
<td>16(4.0)</td>
<td>8(2.0)</td>
<td>3.00</td>
<td>0.582</td>
<td>Low extent</td>
</tr>
<tr>
<td>8</td>
<td>Go to party or club to enjoy yourself with girl/boy friends</td>
<td>82(20.5)</td>
<td>101(25.3)</td>
<td>101(25.3)</td>
<td>116(29.0)</td>
<td>2.00</td>
<td>1.11</td>
<td>High extent</td>
</tr>
<tr>
<td>9</td>
<td>Drink and eat excessively as much as you can especially during party</td>
<td>55(13.8)</td>
<td>94(23.5)</td>
<td>99(24.8)</td>
<td>152(38.0)</td>
<td>2.00</td>
<td>1.07</td>
<td>High extent</td>
</tr>
<tr>
<td>10</td>
<td>Bring foreign paper or object into the examination</td>
<td>261(65.3)</td>
<td>48(12.0)</td>
<td>22(5.5)</td>
<td>69(17.3)</td>
<td>4.00</td>
<td>1.16</td>
<td>Not elicited</td>
</tr>
<tr>
<td>11</td>
<td>Create distraction to lecturers when you are bored with lectures</td>
<td>38(9.5)</td>
<td>121(30.3)</td>
<td>60(15.0)</td>
<td>181(45.3)</td>
<td>2.00</td>
<td>1.07</td>
<td>High extent</td>
</tr>
<tr>
<td>12</td>
<td>Come late to lectures</td>
<td>79(19.8)</td>
<td>115(28.8)</td>
<td>72(18.0)</td>
<td>134(33.5)</td>
<td>2.00</td>
<td>1.14</td>
<td>High extent</td>
</tr>
<tr>
<td>13</td>
<td>Listen to worldly songs/ music</td>
<td>76(19.0)</td>
<td>94(23.5)</td>
<td>89(22.3)</td>
<td>141(35.3)</td>
<td>2.00</td>
<td>1.13</td>
<td>High extent</td>
</tr>
<tr>
<td>14</td>
<td>Abuse people on social media</td>
<td>54(13.5)</td>
<td>79(19.8)</td>
<td>84(21.0)</td>
<td>183(45.8)</td>
<td>2.00</td>
<td>1.09</td>
<td>High extent</td>
</tr>
<tr>
<td>15</td>
<td>Gossip or speak ill of lecturers</td>
<td>150(37.5)</td>
<td>109(27.3)</td>
<td>89(22.3)</td>
<td>52(13.0)</td>
<td>3.00</td>
<td>1.05</td>
<td>Low extent</td>
</tr>
</tbody>
</table>

*Figures in parentheses indicate percentage.
Decision Rule: A median score of 2.00 and below indicates high extent, while a median score above 3 indicate low extent, and above 3 indicated not elicited.

Table 3: Summary of Pearson Product Moment Correlation Coefficient showing relationship between moral values and moral behaviour of university undergraduates.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>Std dev.</th>
<th>r</th>
<th>Sig</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral value Knowledge</td>
<td>400</td>
<td>26.87</td>
<td>7.08</td>
<td>-0.117*</td>
<td>0.047</td>
<td>Significant</td>
</tr>
<tr>
<td>Moral behaviour</td>
<td>400</td>
<td>14.68</td>
<td>2.66</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is Significant at the 0.01 level (2-tailed).
Given the results (t = 3.218; p < 0.001) in Table 5, there is a statistically significant gender difference in students’ knowledge of moral values, which was found to be in favour of the female students with a mean value (36.27) slightly greater than that of their male counterpart (32.72). This implies that females are more knowledgeable in moral values than males. The null hypothesis is hereby rejected.

**H03:** There is no significant gender differences in university undergraduate’s knowledge of moral values.

Given the results (t = -3.218; p < 0.001) in Table 5, there is a statistically significant gender difference in students’ knowledge of moral values, which was found to be in favour of the female students with a mean value (36.27) slightly greater than that of their male counterpart (32.72). This implies that females are more knowledgeable in moral values than males. The null hypothesis is hereby rejected.

**H04:** There is no significant gender differences in university undergraduate’s exhibition of immoral behaviour.
Given the results \( t = 3.173; p < 0.001 \) in Table 6, there is a statistically significant gender difference in students’ exhibition of immoral behaviour and was found to be in favour of the male undergraduates with their mean (48.01) slightly greater than that of their female counterpart (44.25). This implies that males elicit immoral behaviour more than female students. The null hypothesis is hereby rejected.

**DISCUSSION OF FINDINGS**

Based on findings in relation to the research questions one that seeks to determine the extent of knowledge of moral values among university undergraduates in South-west, Nigeria, the results indicates that students to a high extent are knowledgeable of 12 items (Good and harmonious interpersonal skills, Illicit sexual behaviour, Cybercrime and potential dangers, Drug abuse, Alcohol consumption and potential dangers, sexually transmitted infections (STDS), Cultism and potential dangers, Indecent dressing and associated risk, Examination malpractice, Truancy and other unruly behaviour, Dishonesty, Vandalism and murder) out of the 15 items assessing moral values knowledge. Whereas, university undergraduates shows little or no knowledge to the remaining 3 items (Good communication etiquette with different types of individual, Unhealthy dietary behaviours and Societal norms and values) also measuring moral value knowledge. In summary, university undergraduates are knowledgeable of moral values.

Furthermore, the findings in relation to the research question two that seeks to determine extent of exhibition of immoral behaviours among university undergraduates show that university undergraduates to a high extent elicit 12 items (Transfer aggression to anyone who offend you, Consume alcohol, Engage with sexual activities with your girl/boyfriend, Engage in cybercrime, Speak ill or engage in gossip about someone on social media, Wear sexy dresses to school, Go to party or club to enjoy yourself with girl/boyfriends, Drink and eat excessively as much as you can especially during party, Create distraction to lecturers when you are bored with lectures, Come late to lectures, Listen to worldly songs/ music, Abuse people on social media) out of the 15 items measuring extent to which immoral behaviours are elicited. While out of the remaining 3 items, two (2) (Smoke cigarette or shisha and Gossip or speak ill of lecturers) were elicited by university undergraduates to a low extent while the last item (Bring foreign paper or object into the examination) was not elicited by university undergraduates. On aggregates, university undergraduates elicit immoral behaviours to a high extent. This findings of research questions one and two are in line with that of Okoth (2013) who reported that the absence of moral and religious instructions, has given rise to low moral standards in society, which is largely responsible for cheating during examinations, fornication and defilement. Idensi (2010) asserted that moral decadence is reported in different societies and culture, industrialized world to non-industrialized world and that behaviours denoting immorality such as rape, sexual abuse, drug abuse, school violence and killings have been common among youths and children all over the world.

Similarly, the results of hypothesis one show significant but negative correlation between moral value knowledge and moral behaviour of university undergraduate. Thus, the relationship between knowledge of moral values and moral behaviour of university undergraduates was found to be negative. This finding is in line with those of Bello (2017) who in his study established that moral education has no significant correlation on moral behaviour of youths in Nigeria.

The results of hypothesis two indicate that moral value knowledge influences moral behaviour of university undergraduates to the tune of 1.4% and was found to be statistically significant. The Beta coefficient further reveals that student moral value knowledge had a negative influence of -1.17% to students' moral behaviour \( (\beta = -0.117) \). Finally, the results of hypotheses 3 and 4 established statistically significant gender difference in knowledge of moral values and immoral behaviours among university undergraduate. The results affirms that female had more knowledge of moral values than their male counterpart, which transcend to why male exhibit immoral behaviour than their female counterparts.

**Conclusion**

In the present study, moral value knowledge of university undergraduates was found to be grossly inadequate in influencing good moral behaviour among university undergraduates. This can be attributed to a poor and non-existent of carefully planned curriculum in moral education. The supposed knowledge of moral values by the youths is extremely superficial. The moral knowledge acquired by the youths are garnered episodically and did not arise from the conviction that all moral acts have reasons and that
children need skills that will help them to deal with moral conflicts that they will face in this uncertain world. Osiyemi (2017) reported that a deliberate inclusion of moral education will help to properly balance educational activity which pays attention to both knowledge acquisition in different fields of specialities and also raise pupils’ awareness and encourage them in moral activities in all their dealings.

**RECOMMENDATIONS**

The following recommendations are proffered:

1. Stakeholders across all level of education need to put in place programmes, policies, curriculum that would address moral values needs of Nigerian children particularly the youths.
2. Tertiary institutions stakeholders should put in place programmes, seminars, workshops and counselling to restore moral values knowledge and good moral behaviour in university undergraduates.
3. Sanctions should be put in place to curb immoral behaviours in universities and to serve as deterrent to others.
4. Parents are encouraged to instil positive moral values into their children right from infancy to adulthood.
5. Finally, government should intensify efforts to restore moral values knowledge into Nigerian education curriculum at all levels of education to restore good moral behaviours among children and youths in Nigeria

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