

IMPACT ANALYSIS OF YOUNG ADULT LITERATURE ON THE MORALS OF SCHOOL STUDENTS USING PARAMETRIC STATISTICAL TECHNIQUES

(Analisis Kesan Kesusasteraan Awal Remaja Terhadap Akhlak Pelajar Sekolah Menggunakan Teknik Statistik Parametrik)

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Abstract

This study aimed to investigate the effect of young adult literature (YAL) on the morals of students in high school. This research is an adapted form of quasi-experimental cum survey design. A sample of one hundred and forty (140) students was randomly selected through the simple random sampling (SRS) technique from the target population. The Attitude to Morals Questionnaire (AMQ) instrument was utilized for data collection. The reliability and validity of the research instrument was assessed using Cronbach Alpha with result of 0.91. Descriptive analysis and two independent sample t-tests were applied to the data and all test were computed at the 0.05 levels of significance. The findings of this study revealed that young adult literature significantly impact on the morals of the high school students. It was also discovered that honesty and respect for elders varies significantly in both the experimental and control groups. More so, the result showed that tolerance of male does not vary significantly with that of the female students in the experimental group. Schools should equip their libraries with sufficient novels on young adult literatures, the teachers should dwell more on the plot, theme and characters in the novels. Students should be guided and emphasis should be made on the need to read young adult literatures, and more time should be allotted on the school timetable for reading of young adult literature.

Keywords: Attitude to Morals Questionnaire (AMQ); Young Adult Literature (YAL); Respect, Honesty; Tolerance

Abstract

Kajian ini bertujuan untuk mengkaji kesan sastera awal dewasa (YAL) terhadap akhlak pelajar di sekolah menengah. Penyelidikan ini merupakan bentuk reka bentuk kuasi eksperimen merangkap tinjauan yang disesuaikan. Sampel seramai seratus empat puluh (140) pelajar telah dipilih secara rawak melalui teknik persampelan rawak mudah (SRS) daripada populasi sasaran. Instrumen Soal Selidik Sikap terhadap Akhlak (AMQ) digunakan untuk pengumpulan data. Kebolehpercayaan dan kesahan instrumen kajian dinilai menggunakan Cronbach Alpha dengan keputusan 0.91. Analisis deskriptif dan dua ujian-t sampel bebas telah digunakan pada data dan semua ujian dikira pada tahap signifikan 0.05. Dapatan kajian ini mendedahkan bahawa sastera remaja memberi impak yang signifikan terhadap akhlak pelajar sekolah menengah. Ia juga mendapati bahawa kejujuran dan rasa hormat terhadap orang tua berbeza dengan ketara dalam kedua-dua kumpulan eksperimen dan kawalan. Lebih-lebih lagi,

keputusan menunjukkan bahawa toleransi lelaki tidak berbeza dengan ketara dengan pelajar perempuan dalam kumpulan eksperimen. Sekolah harus melengkapkan perpustakaan mereka dengan novel yang mencukupi mengenai kesusasteraan awal dewasa, guru harus lebih memikirkan plot, tema dan watak dalam novel. Pelajar harus dibimbing dan penekanan harus dibuat pada keperluan membaca sastera remaja, dan lebih banyak masa harus diperuntukkan pada jadual waktu sekolah untuk membaca sastera awal remaja.

Kata Kunci: Soal Selidik Sikap terhadap Akhlak (AMQ); Sastera Awal Remaja (YAL); Hormat, Kejujuran; Toleransi

1.0 INTRODUCTION

The human person is a being with multiple dimensions. The different dimensions of the people include the political, religious, cultural, intellectual and moral dimensions (Cavalli-Sforza, et al., 1981). Right from the times of the first philosophers, especially in the era of Aristotle, the moral dimension of the human person has become a subject of study. In Nichomanean Ethics Aristotle regards moral as a concern for virtue, which is a habitual tendency to do good. With the advent of jet age, moral deficiencies have intensified and crimes are rampant in oral and written literature, Facebook and the internet programmes, television, movie theatres, and other home videos (Naomi, et al. 2017). All of these expose the young adult to sexual immorality, disrespectful to the elders, dishonesty, and intolerance behaviour. Since many parents think there is nothing wrong with this behaviour, these young adults feel free to carry on even in the school environment (Flemin, 2020). By all these means, young adults have learnt various evil ways of life. The goal of education is the holistic development of the human person. Schools that are responsible for achieving this goal have been turned into training grounds for unethical behaviour (Duruaku, 2016). However, in recent times, the emphasis has been on the intellectual development of the students at the expenses of other dimensions. Another aspect that has been largely overlooked is the moral development of the students (Almutairi, 2016). One of the growing trends on social media is the practice, where many young people greet elders with "Hi!" In some cases, messages are forwarded without even a greeting attached. Besides, it is not uncommon to observe a gross disrespect and disobedience to elders among secondary school students. Many students out rightly challenge their parents, teachers, elders, and constituted authorities (Grabe, 2009). Respect for elders is a fundamental value in African culture. Unfortunately, this value is eroding quickly.

How then can this problem be solved? Although, attempts have been made by different scholars to remedy this situation, it has not been successful. Encouraging secondary school students to study Young Adult Literature (YAL) can be a progressive way of developing the moral character among senior secondary school students. Young adult fiction is a rapidly developing popular genre that has a significant impact on the morality of young people, particularly those in senior secondary schools. Young adult fiction is noted for dealing with difficult topics, such as mental health, drug use, sex and pregnancy, mortality, and terminal illness, among others. Experiencing the intricacies of life via literature is a sure-fire approach for readers to learn about fresh experiences that will be useful later in their lives. It also encourages readers to empathize with others who are not like them. Readers are introduced to characters they may not have encountered in real life when they engage with young adult literature. Most secondary schools focus mainly on ensuring that their students perform well academically, but lay less emphasis on ethics and moral upbringing (Adams & Onwadi, 2020) and (Adams, Onwadi and Jason, 2020).

Some empirical studies related to this research are reviewed to void in the gaps in the existing literature. (Tambak, et al., 2020) utilize role of the teachers to

characterize the assimilation of Malay culture in the improvement of Madrasah Ibtidaiyah understudies' profound quality. The discoveries of this study show that students morals were developed by offering guidance, inspiration, cautioning, giving arrangement, setting a model, speaking with guardians, securing and really focusing on understudies, giving preparation, giving help, connecting, controlling, welcoming, utilizing learning techniques, and forcing sanctions. Ludwig (2017) investigates secondary teachers' assessments of students' ethics and moral systems corresponding to study hall conduct and the effect these convictions have on how educators draw in with their understudies in his review. Ateequ (2017) aim to underline the value of children's literature in character development education through her study. The study emphasizes the role of information and communication technology on children's moral development. (Aminigo & Nwaokugha, 2006) was of the opinion that, implementing moral standards in behaviour is based on the strategy of reciprocity. Students experience a sense of emotional satisfaction on the basis of increasing ethical criticism. (Olan & Richmond, 2017) concentrate on how instructors' accounts in Oyo and how troublesome it is for them to incorporate culture-connected with youthfulness writing into their optional English classes. The result shows that, youth express vulnerability about the place of youthful grown-up writing in their educational plans and look for direction from tutors. (Samson & Allida, 2018) researched on the impacts of moral decline in secondary school and what may be done in the twenty-first century to address the causes of moral decline. The findings reveal that inadequate influence groups, parenting, media use and growth of various internet technologies such as Facebook, sending and receiving emails, googling, and chatting have all had a significant impact on the loss of morality among secondary students. Too (2017) shed light on young Adult Literature (YAL) in Jordan. The study reveals that EFL teachers' reliance on the official curriculum tends to remove innovation and creativity from their teaching and limit their opportunities to adapt the curricula to the competence and interest of their EFL students. The system of development and research was investigated. It is discovered that, the six factors of the assessment model on captivating characteristics of student morals are: rationale and principles, three moral behaviours suggesting component evaluation purposes, evaluating techniques, the evaluators, and evaluating standard (Gilligan, 2010).

It is observed that most of the empirical studies conducted on young adult literature did not discuss the effect of young adult literature on theme and honesty of students after reading young adult literature. The plot of the young adult literature affecting the tolerance of boys and girls was remarkably absent and the characters of young adult literature affecting the students' respect were entirely not presented. These have created a gap in empirical literature which this study attempts to fill.

The aim of this study is to determine the role of young adult literature on the morals of students in senior secondary schools in Bwari Area Council, Federal Capital Territory Abuja. The specific objectives of the study are, to examine the effect of young adult literature on students' inclination to honesty, students' respect for elders and male and female students' perception of tolerance.

Figure 1 below describes the conceptual framework for the study. First, it describes the relationship between young adult literature and the morals of senior secondary students. As shown in the figure, the dimensions of theme, plot and character are encapsulated in young adult literature as shown below while the dimensions of honesty, tolerance and respect are enclosed in the morals of students. The framework demonstrates the relationship of the theme of young adult literature on the honesty of students, and also depicts how plot affects the tolerance of students across gender.

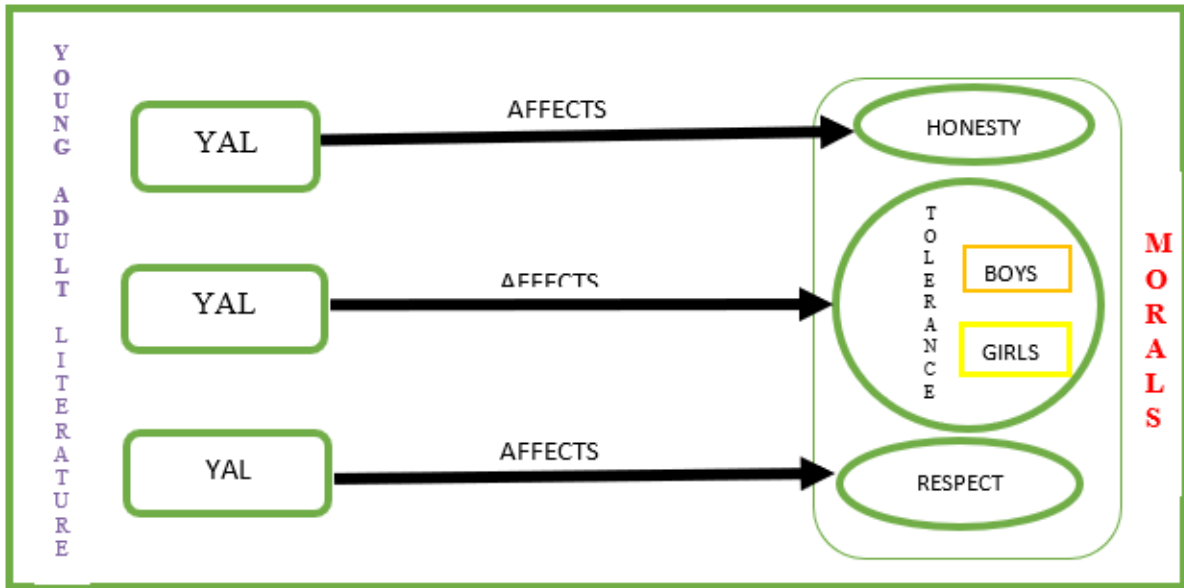


Figure 1: Conceptual Framework

2.0 METHODS

2.1 Research Design

This research is an adapted form of quasi-experimental cum survey design where a treatment is administered to an intact group and afterwards measured the impact of the treatment using a survey instrument. The design is quasi-experimental because of the intervention introduced to the sample after randomly selecting and assigning two classes to serve as experimental and control groups. Questionnaire was used to collect the data.

2.2 Population and Sample Size

The population of the study consisted of students in all the government senior secondary schools in Bwari Area Council, FCT. Abuja. These schools altogether have six thousand eight hundred eight-eight (6,888) male students, and seven thousand five hundred and seventeen (7,517) female students making a total number of fourteen thousand four hundred and five (14,405) students. The students of these schools are multilingual, multicultural, and generally from low- and middle-income homes some of who lack the opportunities and the facilities to read these materials that help mould character and moral behavior. The sample of this study was one hundred and forty (140) students of two schools drawn from the eleven senior secondary schools in Bwari Area Council. In each of the two selected schools, one intact SS2 class was randomly selected. That was the total number of students in two intact SS2 classes of two senior secondary schools in Bwari Metropolis. The schools were selected through simple random sampling without replacement. The assignment to either experimental or control group was carried out through YES/NO selection.

2.3 Research Instrument

The instrument that was used for data collection was a modified 4-point likert scale questionnaire titled Attitude to Moral Questionnaire (AMQ). It comprised twenty (20) likert scale type items. The section A of the questionnaire solicited information on the Bio data of the respondents, while section B covered the influence of reading on morals concerning respect, tolerance and honesty. An exploration of the theme, plot and character in the two novels helped to focus the sampled group's attention to

these moral traits. The novels are as follows: 1. The Honest Child, and 2. The Village Boy. The questionnaire was administered to the sample as pre-test before they were supplied to the YAL and were guided to study the theme, plot, and characters. The same questionnaire was administered again as post-test of the study on both experimental and control group. The questionnaire is scored as follows: Strongly Agree SA (4), Agree A (3), Disagree D (2), Strongly Disagree SD (1). The reliability and validity test result for the research instrument using Cronbach Alpha coefficient was 0.91, indicating that the internal consistency of the research instrument was highly reliability and suitable for the propose research.

2.4 Method of Data Analysis

Descriptive statistics methods such as: frequency distribution, simple percentage, mean score and standard deviation were used to present the demographic information and provide answers to the research questions. The three hypotheses were tested using both paired sample and independent sample t-test to compare both the pre and post-test mean scores of the sampled groups to ascertain the effect of YAL on the morals of students of the sampled groups. The analysis was interpreted at 0.05 level of significance as criterion for either retaining or rejecting each of the hypotheses.

3.0 RESULTS

The study results are presented in two parts, the descriptive and inferential statistics.

3.1 Descriptive Statistics Result

1. *Research Question 1: To what extent does the mean difference of young adult literature affects students' honesty?*

Table 1: The mean difference in honesty for experimental and control groups

Group	Number of Students	Mean	Standard Deviation	Mean Difference
Experimental	70	3.56	.25067	1.51
Control	70	2.05	.51984	

Table 1 revealed that the mean for the experimental group (Mean=3.56; SD=.25067) is higher than the mean for the control group (Mean=2.05; SD=.52) with a mean difference of 1.51.

2. *Research Question 2: To what extent does the mean difference of young adult literature impact on students' respect for elders?*

Table 2: The mean difference in respect for elders for experimental and control groups

Group	Number of Students	Mean	Standard Deviation	Mean Difference
Experimental	70	3.56	.28527	12.9
Control	70	2.27	.53187	

Table 2 showed the mean for the experimental group (Mean=3.56; SD=.28527) is higher than the mean score for the control group (Mean=2.27; SD=.53187), with a mean difference of 1.29 in favour of the experimental group. This implied that the average in the experimental group was higher than in the control group.

3. Question 3: To what extent does the mean difference of young adult literature influence male and female students' tolerance in the experimental group?

Table 3: The mean difference of male and female students' tolerance in the experimental group

Gender	Number of Students	Mean	Standard Deviation	Mean Difference
Male	42	1.83	.30613	-0.06
Female	28	1.89	.45777	

Table 3 revealed that female students had a mean value of (Mean=1.89; SD=.30613) is higher than their male counterparts with a mean value of (Mean=1.83; SD=.45777). This implied a slight mean difference of -0.06 in favour of the females.

3.2 Inferential Statistics Result

The three research hypotheses earlier formulated were tested at 0.05 levels of significance.

H0₁: Young adult literature does not have significant effect on students' inclination to honesty.

Table 4: T-Test Analysis showing the young adult literature does have significant effect on students' inclination to honesty.

Group	Total	Mean	Std. Dev.	Df	t-cal	t-tab	p-val	Remarks
Experimental	70	3.56	.251	138	21.850	1.51	.000	H01 Reject
Control	70	2.05	.519					

Significant at df = 138; P < 0.05

Table 4 showed the influence of young adult literature on students' inclination to honesty. $t_{\text{calculated}} = 21.85$ was discovered to be higher than the $t_{\text{tabulated}} = 1.656$ at 0.05 level of significance. The null hypothesis was rejected since the $t_{\text{calculated}}$ was significantly higher than the t_{critical} value and $P < 0.00$. It implied that young adult literature had significant effect on students' inclination to honesty among senior secondary school students in Bwari Area Council.

H0₂: Young adult literature does not have significant effect on students' respect for elders.

Table 5: T-Test Analysis on the young adult literature does not have significant effect on students' respect for elders.

Group	Total	Mean	Std. Dev.	Df	t-cal	t-tab	p-val	Remarks
Experimental	70	3.56	.285	138	17.920	1.656	0.00	H02 Reject
Control	70	2.27	.531					

Significant at df = 138; P < 0.05

Table 5 presents the two independent samples t-test result of the effect of young adult literature on students' respect for elders. The degrees of freedom = 138, the $t_{\text{calculated}} = 17.920$ was discovered to be higher than the $t_{\text{critical}} = 1.656$ at the 0.05 level of significance. The null hypothesis was rejected since the $t_{\text{calculated}}$ was significantly higher than the t_{critical} and $P < 0.05$. It implied that young adult literature had a significant effect on students' respect for their elders.

H0₃: In the experimental group, there is no significant difference in tolerance between male and female students.

Data from the post-test questionnaire for male and female students in the experimental group were computed at the 0.05 level of significance to test hypothesis three (H_{03}). Table 6 provides more information.

Table 6: T-test for tolerance in performance of male and female students given treatment with two novels in the young adult literature

Variables	Total	Mean	Std. Dev.	Df	t-cal	t-tab	p-val	Remarks
Male	42	1.8274	.30613	68	-.767	68	.446	H03 Retain
Female	28	1.8973	.45777					

Not significant; df = 68; $p > 0.05$

In the experimental group presented in Table 6, a t-test for two independent sample test of the difference in tolerance between male and female students was shown. Given 68 d.f. at level of significant = 0.05, the $t_{\text{calculate}} = -0.767$ was discovered to be higher than the t_{critical} of -1.668. The null hypothesis cannot be rejected because $t_{\text{calculated}}$ value was higher than the t_{critical} , and P-value > 0.05 implied that in the experimental group in Bwari Area Council, gender had no significant difference on male and female students' tolerance.

4.0 DISCUSSION

This study aimed at investigating the impact of young adult literature on the morals of high schools in Bwari Area Council, Abuja. Findings from the result showed that young adult literature has significant effect on the morals of senior secondary school students. It was discovered that honesty ($t=21.850$, $df = 138$; $p < 0.05$) and respect ($t=17.920$, $df = 138$; $p < 0.05$) significantly improved among the experimental group compared to the control group. Again, it was discovered that there was no significant difference in the mean score of the tolerance of male and female students ($t = -.767$, $df = 68$; $p > 0.05$). This was realised in the result carried out on male and female students in the experimental group.

This study revealed that there was no significant difference in the pre-test mean scores ($M=1.95$) of the experimental and control groups with regard to the effect of young adult literature on honesty, respect and tolerance among students in SSS 2 in Bwari Area Council. The researcher found out that both the experimental and control groups were on the same level of morality. This revealed that there is moral decline in the senior secondary schools. This was supported by (Gibbon, 2014), (Pramesti, 2015) and (Broadhead, Johnston, Tobbell, 2010) who conducted research on the effects of moral decline among secondary school students and what can be done in the twenty-first century to curb the causes of moral decline. The study included 30 individuals who were chosen at random from three (3) secondary schools in Uganda's Iganga District. The research employed a descriptive design. To supplement the material on the moral degradation in schools, the study included library books, newspaper articles, reports, and interviews. The results reveal that decline of morals among secondary students have been greatly affected by poor parenting, media, group influence, the use and development of various internet technologies such as Facebook, sending and receiving emails, googling and chatting.

Again, the study revealed significant difference in the mean scores Attitude to Moral Questionnaire (AMQ) administered as post-test to both experimental and control groups to evaluate the effect of young adult literature on the honesty, respect for elders and tolerance of the students. After treatment was given to the experimental group. It was discovered that the result was in favour of the experimental group. This implied that young adult literature has effect on the morals of senior secondary school students. The result was in tandem with (Yassin & Saed, 2021) in a

study titled young adult literature, an analytical study among selected eleven English as a foreign language found that young adult literature positively affects morals, motivation and engagement. According to the findings of (Salam, 2015), young adult literature reinforces beliefs and values while also encouraging moral development. The study also suggests that moral education for young adults, particularly in secondary schools, is vital. It also demonstrates that young adult literature has the ability to encourage adolescents to reflect critically on their world. Young adults should be taught to acknowledge the existence of others, to care about their needs, to understand their predicaments, to sympathize with their suffering, and to respect their rights and values. The study stressed that young adult literature should be made to effectively inculcate desirable values and attitudes to young adults. Furthermore, the current study found no significant difference in tolerance between male and female students in the experimental group (Gilligan, 2010) and (Shafikova, 2011) who discovered that gender had no significant influence on students' morals, supports this.

Based on the findings of this research, the following recommendations are proffered, there is need for schools to equip their libraries with sufficient novels on young adult literature, so that students can have access to them at any time. Teachers need to dwell more on the plot, theme and characters in the novels, so that students will be able to derive what will enable them build moral values and students should be guided, and emphasis should be made on the need to read young adult literature.

5.0 AUTHOR STATEMENT

5.1 Ethical approval

This study was approved and awarded score by the Final Year project defense panel of the Department of Education, Veritas University, Bwari Abuja, Nigeria.

5.2 Funding

The authors received no funding for the study, authorship or publication of the research

5.3 Competing interest

None of the authors have a conflict of interest to declare

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