IMPACT OF CULTISM ON MANAGEMENT OF SECONDARY SCHOOLS IN MAKURDI LOCAL GOVERNMENT AREA, BENUE STATE

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Abstract
This research examined the Impact of Cultism on Management of Secondary Schools in Makurdi Local government areas of Benue State. Three research questions and three hypotheses were formulated and tested. 1375 teachers from 10 public secondary schools in Makurdi Local Government Area were selected. A well-structured questionnaire titled Cultism and Management of Secondary Schools Questionnaire (CMSSQ) was used for data collection. Data were analyzed using Mean and standard deviations to answer the research questions, while chi-square ($X^2$) was used to test the hypotheses at 0.05 levels of significances. The findings showed that cultism has an impact on the management of secondary schools in Makurdi Local Government Area. Based on the result of the findings, it was recommended that Head teachers need to share their vision with other staff in the school as this improves primary school teachers’ levels of job satisfaction. Also, a mentoring program is strongly recommended for newly appointed and underperforming serving head teachers.

Keywords: Management, Cultism, Benue State, Schools

Introduction
The management of secondary schools cannot be without the mention of the concept of supervision according to Jaiyeoba (2009) is one that describes a process that is common to all professions and occupations, no organization can function effectively without it. Supervision is an interaction between at least two persons for the improvement of activity. It is a formative, supportive, and development process designated to improve and promote growth and development. Thus, it can be regarded as the process of guiding, encouraging, directing, and motivating workers to improve their output. A cult is simply a group
of individuals devoted to a cause and whose activities are characterized by rituals, secrecy and deceit (Gbenga, 2000). Ijov (2017) views management as the process of planning, organizing, directing, controlling, and evaluating to accomplish predetermined objectives of an institution through coordinated use of human and material resources. Management is also the Art/science of getting work done with the help of other people within the given budget and within the given deadline. Management as an academic discipline refers to substantive body of knowledge of concepts, theories, laws and application in practise.

On the other hand, Akpakwu (2008) views educational management is the ability of the educational manager or administrator to judiciously manipulate human, material, financial, and time resources towards achieving the goal or objective of educational institutions.

Cultism can be said to emanate from excessive administration or belief in a person or idea. This could be manifested in rituals, praises, songs, chants and worship. It is a practice that may be difficult to dislodge even with superior argument. Okwu (2006) defined cultism as a system of religious belief and practices or ideology. Lalich and Langone (2006) made the following remarks about the behaviour of cultists –the group displays excessively zealous and unquestionable commitment to its leader and regards his belief system, ideology and practices as the truth. The authors noted that questioning, doubt and dissents are discouraged or even punished.

The rate at which cultism is ravaging our educational institution, if nothing is done all the values it stands for may be compromised. Any secondary school that has cult activities going on actively may never achieve infrastructural development in a great deal. Ekundayo, Ajayi, Hanstrup and Osalusi (2010) describe school facilities as the material resources that facilitate effective teaching and learning in schools. To Jaiyeoba (2009) in Ekundayo (2010), educational facilities are those things which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Such deception includes becoming one of the untouchables. Ehondo (1993) opines that so Many unsuspecting students have been lured into joining secret cult societies through deception. Once you are a member of secret cult, owning the most beautiful girl on school, passing your exams without research, etc. becomes attainable. For those who are lured through such lies there is no apology because it is only a highly mischievous, untrained and morally deficient student that would subscribe to such lies.

**Research Questions**

The following research questions are raised to guide this research

1. To what extent does cultism impact on infrastructural facilities in secondary schools?
2. To what extent does cultism on the maintenance of discipline in secondary schools?
3. To what extent does cultism have on the conduct of examinations in secondary schools?

**Hypotheses**

The following null hypothesis were formulated and tested at 0.05 levels of significance.

1. Cultism has no significant impact on infrastructural facilities in secondary schools.
2. Cultism has no significant impact on the maintenance of discipline in secondary schools.
3. Cultism has no significant impact on the conduct of examination in secondary schools.

**Methods**

**Research Design**

The research design used in this research is the descriptive survey design, the descriptive survey design is effective and easy to conduct, and it also ensures ease in accessing information.
Population
The population of this research was 230 teachers in all the 10 public and government grant-aided senior secondary schools in Makurdi, Benue State (Benue Teaching Service Board, 2016).

Sampling
Two hundred and thirty (230) teachers from ten (10) public secondary schools were used. Twenty-three (23) copies of each questionnaire were given to each of ten schools selected using purposeful random sampling techniques to administer the questionnaire to the teachers.

Instrument
A self-structured questionnaire titled “Cultism and Management of Secondary Schools Questionnaire” (CMSSQ) was designed for data collection.

Methods of Data Collection
Two hundred and thirty (230) copies of questionnaire were adequately administered to respondents (teachers) after permission was taken from the management of the school, with one hundred percent (100%) return rate.

Method of Data Analysis
The mean and standard deviation was used to answer the research questions. A cut-off point of 2.50 and above was used to represent positive responses, and the Chi-square ($X^2$) was used to test the hypotheses at 0.05 levels of significance.

Results

| S/N | Items Description                                                                 | SA  | A  | D  | SD  | (X) | STD | Decision |
|-----|-----------------------------------------------------------------------------------|-----|----|----|-----|-----|------|----------|
| 6   | Most of the facilities destroyed in my school are as a result of the activities of cult members. | 121 | 40 | 47 | 22  | 3.13| 1.05| Accepted |
| 7   | The Principal is always reluctant to replace destroyed facilities and equipment due to fear of its damage by cult members again. | 125 | 31 | 48 | 26  | 3.11| 1.09| Accepted |
| 8   | With the emergence of cultism in my school, damage of equipment came at its peak. | 128 | 43 | 42 | 17  | 3.23| 0.99| Accepted |
| 9   | My school suffers rot in infrastructure due to cultism.                           | 47  | 126| 42 | 15  | 2.89| 0.78| Accepted |
| 10  | Cultism is the cause of the reluctance of the government, given aids to my school. | 140 | 44 | 32 | 14  | 3.35| 0.94| Accepted |
|     | Cluster Mean/SD                                                                  |     |    |    |     | 3.14| 0.97|          |

*SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, X= Mean
STD= Standard Deviation*
Table 2: Mean Scores and Standard Deviation of Impact of Cultism on the Maintenance of Discipline in Secondary Schools.

| S/N | Items Description                                                                 | SA  | A  | D  | SD  | (X) | STD | Decision |
|-----|----------------------------------------------------------------------------------|-----|----|----|-----|-----|-----|----------|
| 11  | Girls in my class are scared of coming to class to read at nights due to the activities of cultists. | 121 | 49 | 31 | 29  | 3.14| 1.07| Accepted |
| 12  | Majority of the cultists I know are dropouts who engage in one social vice or the other. | 107 | 54 | 43 | 26  | 3.05| 1.05| Accepted |
| 13  | Cultists in school are not usually spoken to by teachers with authority for fear of harassment. | 141 | 42 | 20 | 27  | 3.29| 1.04| Accepted |
| 14  | Students who are cultists usually do not attend classes and are not questioned by teachers. | 128 | 42 | 35 | 25  | 3.19| 1.06| Accepted |
| 15  | Students who are cultists always come to school late without being questioned. | 143 | 37 | 23 | 27  | 3.29| 1.06| Accepted |
|     | Cluster Mean/SD                                                                  |     |    |    |     | 3.19| 1.06| Accepted |

SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, X= Mean, STD= Standard Deviation

Table 3: Mean Scores and Standard Deviation of Impact of Cultism on the Conduct of Examinations in Secondary Schools.

| S/N | Items Description                                                                 | SA  | A  | D  | SD  | (X) | STD | Decision |
|-----|----------------------------------------------------------------------------------|-----|----|----|-----|-----|-----|----------|
| 11  | Cult members cheat in examinations without having the fear of being caught.       | 168 | 37 | 11 | 14  | 3.56| 0.84| Accepted |
| 12  | Majority of the cult members have low grade because of lack of reading.          | 151 | 41 | 27 | 11  | 3.44| 0.88| Accepted |
| 13  | Many of the cult members get the questions to the examinations before the examinations are being written. | 159 | 43 | 19 | 9   | 3.53| 0.81| Accepted |
| 14  | Cultism has brought about examination irregularities and cheating.               | 126 | 24 | 44 | 36  | 3.04| 1.17| Accepted |
| 15  | Cult members in my class believe that there is nothing wrong with examination malpractice. | 109 | 37 | 37 | 47  | 2.90| 1.20| Accepted |
|     | Cluster Mean/SD                                                                  |     |    |    |     | 3.29| 0.98| Accepted |

SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, X= Mean, STD= Standard Deviation
Table 4: Showing the Impact of Cultism on the Infrastructural Facilities of Secondary Schools in Makurdi, Benue State.

| Opinion       | FO  | FE  | Residual | Df | Sig. | (X²) | P.  | Decision |
|---------------|-----|-----|----------|----|------|------|-----|----------|
| Strongly Agree | 121 | 57.5| 63.5     | 3  | 0.05 | 99.29| 0.00| Significant |
| Agree         | 40  | 57.5| -17.5    |    |      |      |     |          |
| Disagree      | 47  | 57.5| -10.5    |    |      |      |     |          |
| Strongly Disagree | 22  | 57.5| -35.5    |    |      |      |     |          |
| Total         | 230 |     |          |    |      |      |     |          |

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 57.5. FO: Frequency Observed, FE: Frequency Expected

Table 5: Showing the Impact of Cultism on the Maintenance of Discipline in Secondary Schools in Makurdi, Benue State.

| Opinion       | FO  | FE  | Residual | Df | Sig. | (X²) | P.  | Decision |
|---------------|-----|-----|----------|----|------|------|-----|----------|
| Strongly Agree | 121 | 57.5| -63.5    | 3  | 0.05 | 97.72| 0.00| Significant |
| Agree         | 49  | 57.5| -8.5     |    |      |      |     |          |
| Disagree      | 31  | 57.5| -26.5    |    |      |      |     |          |
| Strongly Disagree | 29  | 57.5| -28.5    |    |      |      |     |          |
| Total         | 230 |     |          |    |      |      |     |          |

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 57.5. FO: Frequency Observed, FE: Frequency Expected

Table 6: Showing the Impact of Cultism on the Conduct of Examination in Secondary Schools in Makurdi, Benue State.

| Opinion       | FO  | FE  | Residual | Df | Sig. | (X²) | P.  | Decision |
|---------------|-----|-----|----------|----|------|------|-----|----------|
| Strongly Agree | 30  | 57.5| 110.5    | 3  | 0.05 | 290.17| 0.00| Significant |
| Agree         | 47  | 57.5| -20.5    |    |      |      |     |          |
| Disagree      | 18  | 57.5| -46.5    |    |      |      |     |          |
| Strongly Disagree | 5   | 57.5| -43.5    |    |      |      |     |          |
| Total         | 230 |     |          |    |      |      |     |          |

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 57.5. FO: Frequency Observed, FE: Frequency Expected

Discussion and Conclusion

The virally spread of cultism among students of secondary schools in Makurdi has contributed to the general decline in the quality of learning as well as in the educational system and of graduates being turned out by the secondary schools in the area. This is because cultism and learning move in opposite directions. The social vice should therefore be fought to its minimal and if possible, eradication. The responsibility of
Curbing the activities of cultism in our secondary schools should be a collective responsibility resting on the shoulders of the students, parents, counsellors, teachers, religious leaders, school authorities as well as government organization. Based on the findings of this research, it has been concluded that cultism has a significant impact on the supervision of schools, the infrastructural facilities, and preservation of discipline and conduct of examination.

**Recommendations**

Based on the findings of this research, the following recommendations are made:

1. The students should be properly counselled on peer group relationship. The counsellor, psychologist, social health workers and medical professionals have the responsibility of letting the individual child/student realize that cultism is a vice that destroys the school system and take a decision on which friend to keep.
2. The school administration should institute administrative disciplinary measures. Students caught in cult related activities that disturb the peace and tranquillity of life in school should be rusticated or expelled.
3. Armed personnel should be employed to secure the facilities and equipment of the school to protect those students from destroying school properties, especially at nights and on public holidays.
4. For effective management of secondary schools, anti-cult clubs should be formed in all secondary schools. Through these anti-cult activities, the ills of cultism would be exposed in all its ramifications to the school authorities.

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