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SOCIAL VICES AND ITS PERCEIVED INFLUENCE ON ACADEMIC PERFORMANCE OF STUDENTS IN EPE, LAGOS STATE

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Abstract

The study determined the perceived influence of social vices on academic performance of students in Epe, Lagos State. The study was guided by three research questions. The study adopted descriptive survey design. The population of this study was four thousand, six hundred and thirty (4, 630). Sample size for the study was 100 which comprised of 43 teachers and 57 students. Simple random sampling and convenience sampling techniques were used. Questionnaire was used for data collection. The questionnaire was validated by three Lecturers in School of Technical Education, Yaba College of Technology, Epe Campus. Data collected were analyzed using mean and standard deviation. Findings of the study showed that the types of social vices prevalent among students included bullying, gambling, drug abuse, cultism, stealing among others. Findings also showed that the perceived influence of social vices on academic performance of students included students lack of interest in school work, absenteeism and skipping class, inability to participate actively in school work among others. Among recommendations made was that parents should pay more attention to their children especially in teaching them right morals so that they will desist from social vices and s*chools should provide counselors who would continually give guidance and counselling services to students.*

Keywords: Academic Performance, Social Vices, Students, Schools,

Introduction

Social vice is a problem that exist when there is a sizable difference between the ideals of a society and its actual achievements. Social vices are bad traits, unhealthy and negative behaviors that are against the morality of a society and frowned at by members of the society. Social vices arise from behaviours of maladjusted people in the society Okwu (2016), but this ailment does not constitute much problem to humanity because movement of the affected persons are seriously restricted to a defined location. The bulk of social vices escalating in the society recently has to do with high level of illiteracy, mass unemployment (Omonijo & Nnedum, 2014a); abject poverty (Omonijo & Nnedum, 2014b), prevalence of general indiscipline at all levels of the society, incomplete socialisation (Nwosu, 2019; Anho, 2017)

and globalisation, which touches on economic, political, social, cultural, technological and environmental facets of human life (Jike & Esiri, 2015).

Presently, youths have been instrumental to the rising wave of social vices such as examination misconduct, drug abuse, gambling, indecent dressing, co-habitation, cultism, sexual abuse, rape and other dsyfunctional behaviours such as cheating, smoking, drug abuse, cultism, prostitution, thuggery and kidnapping (Nwosu, 2019). Peer pressure is the major cause of youth involvement in social vices. Students spend more time with their friends at school or at home. Due to their weak nature and tender age, they can easily be influenced. Nsor, Nbong and Edu (2018) stated that social vices in Nigerian schools include clandestine and violent activities such as extortion, rape, blackmail, arson, robbery, drug abuse, drug trafficking, kidnapping/abduction, hijacking, maiming and murder. Social vices can influence the academic performance of students.

Academic performance refers to some methods of expressing a student's scholastic standing. Academic performance according to Okoro (2013) refers to a measure of the students' academic standing in relation to those of other students of his or her age. It is the learning outcomes of students which include knowledge and skills in a particular field. This can be regarded as course or subject grade, an average for a group of courses/subject in a programme of study. Academic performance is the learning outcomes of students which include knowledge and skills acquired in a given field of study. It is an established fact that many students have defective study habit, low assimilation and poor recall caused by peer influence, (Sandra, 2014). If this defect is not corrected, academic performance will be affected negatively. Mohammad (2014) asserted that when students are deficient in their study habits through peer influence, it results to academic failure and frustration. Social vices affect the society as a whole and the individual in particular. The mental, physical, academic, moral aspects of an individual are negatively affected. Students divert their time to these vices instead of being serious with academic works. Social vices affect the society as a whole and the individual in particular. The mental, physical, academic, moral aspects of an individual are negatively affected. Students divert their time to these vices instead of being serious with academic works. There is wastage of time which leads to poor academic performance.

Social vices lead to self- destruction of youth because when they are apprehended by law enforcement agencies, it may lead to their imprisonment, killing and many youth may become disabled when any of their sensitive organs are hit by gun or cutlass when attack by a rival cult or gang. Igwe (2014) states that a group of students that had indulged in the consumption of illicit drugs were found exhibiting severe mental complications and as such could not continue with their education. This will subsequently affect their performance in the labor market and the outside society.

One of the tools that might make positive impact against social vices is counseling (Chika & Onyene, 2010). Through this service, the guidance counsellor may help the youths to acquire knowledge which they are ignorant of. Such information could liberate them from falsehood and misconceptions being provided by peers and adults who utilize them to fulfill personal wishes and later dumb them to their faith. Youths also need information that will get them economically empowered. Hence the guidance counsellor gives them entrepreneurial information that will help them develop skills that can sustain them economically. Such information liberates them from psychological and mental torture they pass through in acts of restiveness.

Unhealthy lifestyles of cultism, gang formation, drug and alcohol abuse among youths could be replaced by healthy ones through effective counselling sessions with the youths. Although there are empirical studies on social vices, none reviewed by the authors

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focused on the perceived influence of social vices on academic performance of students in Epe Local Government Area of Lagos State. This necessitated the need for the study.

Statement of the Problem

In the present society, there is prevalence of deviance, social disturbances, crises, unrest and all sorts of anti-social behaviour such as drug abuse, cultism, bullying, kidnapping, prostitution, internet fraudsters, ritual killings among others. Udebhulu (2019) stated that the rapid aculturation arising from globalisation can be attributed as an important factor responsible for increased social vices in modern societies. Individuals have to contend with these vices because they violate societal norms and values. Nsor, Nbong and Edu (2018) noted that social vices are challenges that can threaten academic achievement of students. Social vices such as gangsters lead to vandalization of school plant thereby impacting negatively on their studies and subsequent performance in academic tasks (Elujekwute, Danburam, Zakariah and James, 2021). The mental, physical, academic, moral aspect of an individual are negatively affected by social vices as students divert their time to these vices instead of being serious with their academic activities. The study therefore focused on the perceived influence of social vices on academic performance of students.

Purpose of the Study

The main purpose of the study was to investigate social vices and its perceived influence on academic performance of students in Epe Local Government Area of Lagos State. Specifically, the study:

1. Ascertained the types of social vices prevalent among students in Epe, Local Government Area of Lagos State.
2. Found out the causes of social vices among students in Epe Local Government Area of Lagos State.
3. Determined the ways social vices can influence academic performance of students in Epe Local Government Area of Lagos State.

Research Questions

The following research questions guided the study:

1. What are the types of social vices prevalent among students in Epe Local Government Area of Lagos State?
2. What are the causes of social vices among students in Epe Local Government Area of Lagos State?
3. What are the ways social vices can influence academic performance of students in Epe Local Government Area of Lagos State.?

Methodology

The study adopted descriptive survey design. Descriptive survey research design was adopted by the study to gather data from secondary school teachers and students in Epe local government area of Lagos State. The study was carried out among senior secondary school teachers in Epe local government area in Lagos State, Nigeria. Lagos State was chosen for the study because of proximity for the researchers. The population of this study was four thousand, six hundred and thirty (4, 630). This will consist of all the senior secondary school teachers and Senior Secondary school (SSS 2) students in Epe, Local Government Area of Lagos State for 2023/ 2024 Academic Session. (Source: Lagos State Ministry of Education). Sample size for the study was 100. This comprised of 43 teachers representing 10% of the total population size of the teachers and 57 SS 2 students. Simple random sampling technique was used to select 43 teachers from the entire 434 teachers in senior secondary schools in

Epe, Lagos State while convenience sampling technique was used in selecting the fifty-seven (57) SS 2 students.

The instrument that was used for data collection was a structured questionnaire. The questionnaire was titled "Questionnaire on Social vices among Secondary School Students" (QSVSSS). It consisted of two sections. (Section A and B). Section A elicited information on demographic characteristics of the respondents while section B was based on the purposes of the study. The structured questionnaire was coded with nominal values assigned to each possible response expected from the respondents. A four-point scale rated as follows was used: Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). The questionnaire was validated by three Lecturers in School of Technical Education, Yaba College of Technology, Epe Campus. The validates made useful contribution and suggestions before drafting the final copy of the questionnaire. Hence, the validates ascertained that the instrument was valid for data collection. The questionnaire was administered to the teachers and students and retrieved on the spot by the researchers. Efforts were made to ensure that the items are filled correctly without omitting any of the needed information. The data collected were analyzed using percentage, mean and standard deviation. Mean rating from 2.5 and above were considered agreed upon while mean rating of 2.49 and below were considered as disagreed upon.

Results

Table 1: Mean and Standard Deviation Responses on Types of social vices prevalent among students in Epe, Local Government Area of Lagos State. (From Students)

S/N	Types of Social Vices	Mean	SD	Remark
1.	Bullying	3.54	0.65	Agreed
2.	Gambling	2.89	1.00	Agreed
3.	Drug abuse	3.58	0.84	Agreed
4.	Cultiism	3.88	1.03	Agreed
5.	Internet fraud	2.86	0.92	Agreed
6.	Stealing	3.21	1.06	Agreed
7.	Sexual promiscuity such as prostitution	3.20	0.76	Agreed
8.	Indecent dressing	3.09	1.02	Agreed
9.	Kidnapping	2.62	0.82	Agreed
10.	Rape	2.80	0.69	Agreed
11.	Homosexuality	3.02	1.07	Agreed

Key: number = 57 students, SD = Standard deviation

Analysis in table 1 contain the mean and standard deviation response types of social vices prevalent among students in Epe, Local Government Area of Lagos . From the analysis, all the items listed were agreed upon as the common types of social vices prevalent among students in Epe, State. The mean values ranged from 2.62 to 3.88 which is above the cut off point of 2.50. On the other hand, the standard deviation responses ranged from 0.65 to 1.07 implying that the mean values are close to each other.

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Table 2: Mean and Standard Deviation Responses on Causes of Social Vices prevalent among students in Epe, Local Government Area of Lagos State. (From Students)

S/N	Causes of Social Vices	Mean	SD	Remark
1.	Peer Influence	3.52	0.75	Agreed
2.	Societal moral decadence	3.98	1.01	Agreed
3.	Parental lack of monitoring of children's activities	2.90	0.94	Agreed
4.	Parental work demands leading to inadequate time	3.96	0.96	Agreed
5.	Societal celebration of wealth irrespective of source	3.06	0.97	Agreed
6.	Media Influence	3.48	0.72	Agreed
7.	Excessive corporal punishment	2.85	0.94	Agreed
8.	Death of parents	3.53	0.50	Agreed
9.	Lack of Counsellors in schools	2.66	0.97	Agreed
10.	Poor communication between parents and their children	2.70	0.91	Agreed
11.	The craze for easy wealth	2.88	0.97	Agreed

Key: number = 57 students, SD = Standard deviation

Analysis in table 2 showed that the causes of social vices among students included peer influence, societal moral decadence, parental improper monitoring of children's activities, inadequate time for parents to care for the children as a result of work, demands, societal celebration of wealth irrespective of the source, media influence, excessive corporal punishment, death of parents, lack of counsellors in schools, poor communication between parents and their children and the craze for easy wealth. The mean values ranged from 2.66 to 3.98 which is above the cut-off point of 2.50. The standard deviation values ranged from 0.50 to 0.01 indicating the the mean values are in close range.

Table 3: Mean and Standard Deviation Responses on Perceived Influence of Social Vices on Academic Performance of Students (From Teachers)

S/N	Perceived Influence of Social Vices on Academic Performance of Students	Mean	SD	Remark
1)	Lack of interest in school work	3.66	0.95	Agreed
2)	Absenteeism among students or skipping classes	2.63	1.03	Agreed
3)	Drug over dose and substance abuse	3.52	0.69	Agreed
4)	Inability to participate actively in school work.	3.90	0.57	Agreed
5)	Declining academic performance among students	3.73	0.57	Agreed
6)	Withdrawal of students from school	2.70	0.67	Agreed
7)	Suspension of students by school management	3.25	0.77	Agreed
8)	Unwanted pregnancy	2.66	1.02	Agreed
9)	Contracting deadly diseases from sexual promiscuity	2.84	0.94	Agreed
10)	Depression and self destruction	3.53	0.53	Agreed
11)	Vandalization of school properties	2.86	0.91	Agreed

Key: number = 43 teachers, SD = Standard deviation

Analysis in table 3 showed that the perceived influence of social vices on academic performance of secondary school students included students lack of interest in school work, absenteeism among students or skipping class, drug over dose and substance abuse, inability to participate actively in school work, declining academic performance among students, withdrawal of students from school, suspension of students by school management, unwanted pregnancy, contracting deadly diseases from sexual promiscuity, depression and self destruction and vandalization of school property. The mean values of the responses ranged

from 2.63 to 3.90 which is above the cut off point of 2.50. On the other hand, the standard deviation ranged from 0.53 to 1.03 indicating that the mean values are close to each other.

Discussion of Findings

Findings of the study showed that the types of social vices prevalent among students included bullying, gambling, drug abuse, cultism, internet fraud, stealing, Sexual promiscuity such as prostitution, indecent dressing, kidnapping, rape and homosexuality. In line with the findings, Omonijo and Nnedum (2014a) stated that in Nigerian institutions, students have been instrumental to the rising wave of social vices such as examination misconduct, drug abuse, gambling, indecent dressing, co-habitation, cultism, sexual abuse, rape and other dsyfunctional behaviours such as cheating, smoking, drug abuse, cultism, prostitution,thuggery and kidnapping. In the same vein, Nsor, Nbong and Edu (2018) stated that social vices in Nigerian schools include clandestine and violent activities such as extortion, rape, blackmail, arson, robbery, drug abuse, drug trafficking, kidnapping/abduction, hijacking, maiming and murder. In the same vein Ajisafe and Jimah (2020) reported that common social vices among tertiary institution students included drug abuse and sexual promiscuity.

Findings in table 2 indicated that the causes of social vices among students included peer influence, societal moral decadence, parental improper monitoring of children's activities, inadequate time for parents to care for the children as a result of work, demands, societal celebration of wealth irrespective of the source, media influence, excessive corporal punishment , death of parents, lack of counselors in schools, poor communication between parents and their children and the craze for easy wealth. In agreement with the findings, Nwosu (2019) reported that peer pressure is the major cause of youth involvement in social vices. Also, Isaiah (2011) reported that media influence, peer influence, school and home environment are causes of behaviour problems of secondary school students. In the same vein, Omonijo and Nnedum (2014b) observed that exposure of children to ICTs has been instrumental to the raising wave of social vices such as bullying, cyber fraud, drug abuse and other criminal behaviours.

Analysis in table 3 showed that the perceived influence of social vices on academic performance of secondary school students included students lack of interest in school work, absenteeism among students or skipping class, drug over dose and substance abuse, inability to participate actively in school work, declining academic performance among students, withdrawal of students from school, suspension of students by school management, unwanted pregnancy, contracting deadly diseases from sexual promiscuity, depression and self destruction and vandalization of school property. In support of the findings, Elujekwute, Danburam, Zakariah and James (2021) reported that social vices divert attention of students from their studies thereby affecting their performance in both internal and external examinations. When students' attention is diverted away from normal lessons, they become unable to internalize the knowledge been imparted into them and consequently, they are unable to perform creditably in any examinations administered on them. Also, Mohammad (2014) asserted that when students are deficient in their study habit through peer influence, it results to academic failure and frustration. In the same line of thought, Igwe (2014) reported that a group of students that had indulged in the consumption of illicit drugs were found exhibiting severe mental complications and as such could not continue with their education. This will subsequently affect their performance in the labor market and the outside society.

Conclusion

Based on the findings of the study, it can be concluded that the types of social vices prevalent among students included bullying, gambling, drug abuse, cultism, internet fraud, stealing, Sexual promiscuity such as prostitution, indecent dressing, kidnapping, rape and

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homosexuality. Findings of the study also indicated that the causes of social vices among students included peer influence, societal moral decadence, parental improper monitoring of children's activities, inadequate time for parents to care for the children as a result of work demands among others. Findings also revealed that the perceived influence of social vices on academic performance of secondary school students included students lack of interest in school work, absenteeism among students or skipping class, drug over dose and substance abuse, inability to participate actively in school work, declining academic performance among students, withdrawal of students from school among others.

Recommendations of the Study

Based on the findings of the study, it was recommended that:

1. Parents should pay more attention to their children especially in teaching them right morals to prevent engagement in social vices.
2. Parents should communicate more with their children in order to help them enhance their academic performance and desist from engaging in social vices.
3. Schools should provide counsellors who would continually give guidance and counselling services to students.
4. Schools should punish (through suspension, rustication or arresting) students who engage in deviant acts depending on the nature of the anti social behaviour.

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