TEACHERS' PERCEPTIONS OF THE INFLUENCE OF SOCIAL VICES ON SECONDARY SCHOOL STUDENTS IN OSUN STATE, NIGERIA

Mujidat Olabisi SALAWUDEEN PhD
Department of Social Studies, Federal College of Education, Iwo, Osun State, Nigeria
E-mail: salawudeenmo@fceiwo.edu.ngPhone Number: 08034275506

Abstract
The study was conducted on teachers' perceptions of the influence of social vices on secondary school students in Osun State. Two null hypotheses were formulated for the study on relationships between social vices and social adjustments and students' classroom activities. The population of the study was the senior secondary school classes in Osun State, while the stratified random sampling technique was used to select 120 respondents from 10 senior secondary schools in Ifedayo Federal Constituency, consisting of Ila, Ifedayo and Boluwaduro Local Governments. Results of the study indicated that there was positive relationship between social vices and social adjustment. There was a significant relationship between social behaviours and students' classroom activities. It was recommended among other things, that schools should be teach morals and acceptable modes of behaviours through counseling and civic duties.

Keywords: Moral adjustment, Civic education, Social vices, Teachers' perception, Youth restiveness, Civic duties.

Introduction

Nigerian educational system has, in recent years, being faced with a number of problems, chief among which is the increasing social vices among youths. These vices have been threatening the integrity of schooling right from the primary school level to the tertiary education level. Some of those vices are: sexual immorality, smoking, drug use and abuse, cultist activities, drunkenness, among others. It has been argued that these vices are encouraged and perhaps fueled by the greater level of lawlessness, pervasive corruption, money making rituals and many others which are currently being experienced in Nigeria (Chisom, 2022; Apase &Yawe, 2019).

Perhaps, the level in the educational system affected most is the Basic 6-12 (Secondary School) level, with the pupils usually between the age of 10 and 17 years, coinciding with the late childhood, onset of adolescence and early adolescent years. These years have been identified to be critical for socialization towards becoming a well-adjusted member of the society. According to Hollenstein and Lougheed (2013), adolescence 'storm and stress' typified this era in which the young person's experiment new ways, acquire new values and develop new set of values. The Nigerian Policy on Education's objectives are clear in its attempt to develop a well-adjusted citizen who has acquired right civic values to contribute to the overall development of Nigeria (FME, 2015).

The need to critically examine the influence of social vices on secondary school students in Osun State has become very pertinent in view of the dwindling standards of education at secondary level in the state. In the last West African Senior School Certificate, Osun State was ranked number 36 on the list of 37 states and Federal Capital Territory (Obarayese, 2022). The deplorable performance had drawn the attention of various stakeholders to the rot in the system in the state. This paper, therefore is one of the modest efforts to look into the decay, occasioned by increasing social vices, with a view to stem the tide.

Conceptual Clarifications

Social vices in Nigerian schools have developed into contemporary evils bedeviling the educational system. There are myriads of social vices prevalent in the society which have found their ways into the educational system.

Most of these are perpetrated by the youth owing to their youthful restiveness. Secondary schools as social institutions are platforms where intelligence, imagination and desirable and acceptable behavioral patterns ought to have been nourished for the development of mentally alert individuals capable of contributing to the national socio-economic and political development. Unfortunately, as Ayobami (2011) rightly observes, the moral and intellectual values expected to be found in secondary schools have been lost to the abasement of socializing values at all levels of education in Nigeria. Ebenwa-Okoh, Akpochafo and Onoyase (2013) note that morality to a large extent has been compromised by the society.

A major social vice is cultism. It is an organization of some people who engage in some activities that are secret. Some students are lured into it while some are forced to join it. A cultist group focuses on maintaining it dictates at the detriment of academics. Members are devoted to the cultist group. According to Eneh (2008), the rising cases of cultist activities in the Nigerian educational system are detrimental to academic development. The author noted that these cultist activities could be linked with distracting economic emanating from the corruption, induced poverty. The author therefore, associated cultism to poverty which disposed youth to join the group.

Cultism among students is another case of social problem. Participation in cultist activities has been extended to students in the secondary schools, but this was not the case in recent past when it was limited to students of higher institutions. The cases of cultism on campuses support the claims of Salako (2015), that our institutions of learning in Nigeria today are being rocked by crises caused by secret cults. Cultist activities have become the order of the day to the extent that institutions of higher learning seldom run normal school calendars.

Another major social vice is examination malpractice. Adegoke (2010) defined examination malpractice as the deliberate abuse of rules and regulations set to control internal and external examinations. It is an offence which may commences from the planning of the examination, through the actual sitting for the examinations and transits to the marking and grading of the examinations. The major measure of success in secondary schools in Nigeria is the rate of performance in periodic and end of the programme examinations. Although a law which prescribed a very stringent punishment of 21 years for the offence has been passed, Adegoke (2010) found that it is perpetrated not only by the students but with the active support of their parents. Apase and Yawe (2019), after an extensive review, abhorred the quest with which the students wished to pass these examinations without accompanying hard work and good study habit. It has also been noted by Oyetunde (2004) that the desire of the students to pass these examinations at all costs had led to various forms of examination malpractice. In order to curb this menace, the legislature of the Federal Republic Examination Malpractice Act, Cap E 15

Violence is rampant in secondary schools these days. According to Awujo (2016), Nigeria today is faced with the syndrome of youth restiveness, which is believed to be connected to the political, social and economic problems of our country. He argued that the syndrome of youth restiveness was borne out of the wounds of despair and disappointment. It is a cry of daily hurt, persistent injustice, exploitation, impoverishment, pain and anger as a result of man's inhumanity to man. Sexual promiscuity is one of the social problems associated with some secondary school students. Adenuga (2016) opined that the problem of sexual promiscuity is not a new phenomenon in Nigeria especially among senior secondary school students. He went on to reveal that many secondary school students were under pressure to engage in premarital sex. One cardinal danger that sexual promiscuity portends for teenage girls is teenage pregnancy which in all cases is unwanted pregnancies.

Corruption has been linked with participation in cultism in the country. Eneh (2018) believes that widespread corruption in

high places and endemic poverty in the society are precursors of cultism in Nigerian educational institutions. According to him, these cultists carry out all the dastardly acts for the politicians in exchange for money. Corruption and endemic poverty are at the very roots of cultism in Nigeria's educational institutions. Corruption eats deep into the fabrics of the society. Little wonder, Umar (2017) put forward a staggering statistic that about 2% of Nigerians control over 60% of the Nation's financial assets, while over 70% of the population live below the poverty line (Encarta, 2015).

There is need to also highlight problems of drug and substance abuse, truancy and juvenile delinquency among students. These all signify the existence of social vices in the society. Smoking and drug intake among youth, as adjudged by Oloyede (2016), are rampant among Nigerian youth of different socio-economic backgrounds both in rural and urban areas. Drug intake is common among secondary school students. Cigarettes and other performance-enhancing drugs come in cheap and readily available, so students can afford them irrespective of their social class, and also there seems to be no serious laws in the society prohibiting the access of students to these drugs. Statement of Problem.

Many scholars had conducted researches on deviant acts perpetrated by students in secondary schools which are responsible for the downward turn in social adjustment of these students. However, few studies had been conducted on teachers' perceptions of the social vices in Nigeria. Hence, the study.

Objectives of the Study

The specific objectives of the study are to:

1. evaluate the social implications of the behavior exhibited by the students.
2. ascertain the impact of social vices on students' social adjustment.

Research Hypotheses

The following hypotheses were tested in the study:

$H0_1$: There is no significant relationship between social vices exhibited by students and their social adjustment.

$H0_2$: There is no significant relationship between social behaviours and students' classroom activities.

Methods

The research design employed in this study is descriptive research. Descriptive research is a collection of data with the aid of questionnaire or other instruments for the purpose of describing and interpreting existing conditions prevailing in the educational sector. **The** population for this investigation were teachers of Social Studies and Civic Education in all secondary schools in Osun State. The researcher adopted stratified purposive random sampling to select 120 respondents from selected senior secondary schools in Ila Federal Constituency, consisting Ila, Ifedayo and Boluwaduro Local Government. Twelve staff were selected in each of the schools selected for the study. The instrument used for this research was a self-developed inventory titled, Examination of Social Vices in Secondary Schools in Osun State. The questionnaire has two sections. Section A consisted of questions relating to bio data of the respondents. Such questions include sex, marital status, age, educational qualifications as well as present position in the school. Section B was designed to elicit information relating to the study in order to determine the correlation between independent and dependent variables with a view to look at social vices and social adjustment and classroom social behaviours on the others. Section B consists fifteen items which were scored as follows: strongly agree-4, agree-3, disagree-2, strongly disagree-1.The instrument was subjected to both content and face validity. The items were examined by experts in Test and Measurement in the School of Education of Osun State College of Education, Ila-Orangun. After the modification of some items, they were approved, thus ensuring the face and content validity of the instrument. The reliability of the instrument was determined using test and retest method. The questionnaire was administered twice at interval of two weeks and the responses on both occasions were correlated to obtain reliability coefficient of 0.73.The instrument was personally administered by the researcher. 120 questionnaires were distributed among

respondents. This was done in order to ensure prompt response. The data collected in the study were analysed using simple percentage and chi-square. The two hypotheses were tested at 0.05 level of significance.

Results

The results of the study are presented as follows:

Table I: Social vices exhibited by the secondary school students affected social adjustment in schools.

Respondents	Frequency	Percentage (%)
Strongly agreed	38	32.5
Agreed	59	50.4
Disagreed	14	12
Strongly disagreed	6	5.1
Total	117	100

This statement was designed to test whether social vices exhibited by students affects their social adjustment in schools. It was revealed that 38 (32.5%) respondents strongly agreed, 59 (50.4%) Agreed, 14 (12%) respondents disagreed while 6 (5.1) strongly disagreed with the statement. Thus, it can be concluded that social vices exhibited by students had direct effects on their social adjustments in schools.

Table 2: Behaviours exhibited by the student has social implications on them.

Respondents	Frequency	Percentage (%)
Strongly agreed	41	34.2
Agreed	63	52.5
Disagreed	11	9.2
Strongly disagreed	5	4.2
Total	120	100

The analysis shows that 41(34.2%) respondents strongly agreed while 63(52.5%) respondents agreed, 11(9.2%), disagreed and 5(4.2%) strongly disagreed with the statement. Hence, Student's behaviours exhibited by the student had social implications on them.

Hypothesis 1

H_1: There is significant relationship between social vices exhibited by students and their social adjustment.

Table 3: Relationship between Social vices exhibited by Students and their social adjustment

Observed Frequency	Expected Frequency	O – E	$(O – E)^2$	$(O – E)^2$ /E
43	11.92	-1.92	3.69	0.31
61	43.08	1.92	3.69	0.06
10	1.08	1.92	3.69	3.42
7	3.92	-1.92	3.69	0.94
				X^2cal=4.76

The level of significance is assumed at 5%, the table value of the level of significance at 0.05 = 3.84 less than X^2cal (4.76). This shows that the calculated chi-square is greater than the tabulated chi-square. (3.84). As a decision rule, if the calculated value of chi-square is greater than the critical value of x2 at 5% level of significance, the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. The reverse is however the case if the calculated value of X^2 is less than the critical value at the chosen level of significance. Conclusively, since the calculated value of chi-square (4.76) is greater than the critical value (3.84), therefore, the null hypothesis (H_1) is rejected.

Hypothesis 2

H_2: There is no significant relationship between social behaviours and students' classroom activities

Table 4: Relationship between social behaviours and students' classroom activities

Observed Frequency	Expected Frequency	O – E	$(O – E)^2$	$(O – E)^2$ /E
60	26.25	3.75	14.06	0.54
30	18.75	-3.75	14.06	0.75
10	8.75	-3.75	14.06	1.61
20	6.25	3.75	14.06	2.25
				X^2cal=5.15

The hypothesis formulated is tested by means of the chi-square. The chi-square is 5.15, which shows that the calculated chi-square is greater than the tabulated chi-square (3.84). As a rule, if the calculated value of chi-square is greater than the critical value of X^2 at 5% level of significance, the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. The reverse is however the case if the calculated value of X^2 is less than the critical value at the

chosen level of significance. Conclusively, since the calculated value of chi-square (5.15) is greater than the critical value (3.84), the null hypothesis (H_1) is hereby rejected.

Discussion

The findings, indicated that teachers perceived the influence of social vices on students' social adjustment and classroom behaviours. The social vices exhibited negatively affected students' social adjustment. The null hypothesis was rejected. This is in line with the findings of (Awujo 2016; Adenuga,2016; and Oloyede, 2016).

In fact, with the fast increase of students' involvement in various forms of vices such as cultism; examination malpractice, fraud, indecent dressing and drug abuse, every school administrator must put into consideration the establishment of the body and sets of rules and regulations that will assist in helping the students on how to overcome the menace of social vices which serves as a determinant factor of students' academic achievement in the school set-up and outside school. From the findings, the social vices affected students' academic performance in school, thereby social vices in schools should be addressed and curbed. Examination malpractices were proved to be rampant in line with Apase and Yawe (2019).

Conclusion

The aims of establishing secondary schools are to prepare students for further academic endeavors and occupational opportunities. This and other parameters are used to measure the academic performance of the students. The performance of students should not be affected by any intervening or moderating factors. It has been found that social vices negatively impact on students' academic performance. This must be controlled and eradicated. From the response on types of social vices among secondary school students, it shows that the social vices have deeply affected students' classroom behaviours, social adjustment ad performance. A significant relationship was also found between social vices exhibited by students and their academic performance in schools.

Recommendations

The aim of any research work was usually to investigate teachers' perception of social vices in schools with a view to preventing them. Hence the following are recommended by the researcher. To combat the prevalence of social vices and their subsequent impact on the academic performance of secondary schools' students in Nigeria, the following recommendations were therefore made.

First, social vices need to be curbed. Youths who engage in various social vices should be exposed to counselling and rehabilitation especially those in the habits of hard drug uses and other criminal behaviours. It is hoped this would positively intervene in the social vice.

Furthermore, parents need to know their children's friends, status and their academic performance. This would avail them the opportunity of monitoring their children's peers so as to reduce their negative influences on them. Children should be exposed to good moral and religious values. This might help them in their positive adjustment to life.

On the part of the government, forums that will enlighten students about the dangers associated with social vices should be deliberately encouraged. Various opportunities for sports, leadership training and camps should be provided. All hands must be on deck to combat the social menace common among students.

Educational administrators should ensure that adequate facilities such as conducive atmosphere is provided in the classrooms, Textbooks and laboratories should also be provided to ensure effective check and control of social vices in secondary schools Various institutions should put in place dress code for their students and ensure stringent enforcement. Student that goes against the rules and regulations should be sanction. More so, lecturers that force students to have sexual intercourse with him/her for high score/mark should be sanction and face the wrath of the law;

Efforts should be made by the government and various school proprietors to expose the society in order to ensure that deviant behaviours are minimized in schools. Informal training through conferences and workshops and also formal schooling while on the job.

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