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INFLUENCE OF SOCIAL VICES ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN NIGERIA

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ABSTRACT

This paper examined the Influence of Social Vices on Students' Academic Performance in Secondary Schools in Nigeria. It first introduced the reader to the worrisome situation in secondary schools caused by social vices. The meaning of social vices and academic performance are discussed. The paper highlighted the various forms of social vices prevalent in Nigerian secondary schools as evident in series of research work as they affect the accomplishment of the objectives of secondary education. Causes and effects of social vices on the academic performance of secondary schools students in Nigeria were also discussed. A model explaining the interaction of social vices on the campuses of Nigerian secondary schools were illustrated. Finally, conclusion and recommendations were made as regards to combating social vices in the Nigerian secondary schools.

Keywords: Social Vices, Students Academic Performance, Cultism, Corruption, Examination Malpractice, Drug Abuse, Truancy, Nigeria.

Introduction

The most important commodity by any standard to any community is knowledge which in general terms is called education which is the cornerstone for development of a nation, and development involves bringing about meaningful transformation in the lives of the people in such a way that there is no wide gap between one section of the society and another. Development is therefore synonymous with growth and progressive change and these changes can be physical, mental or emotional (Abubakar, 2018). In Nigeria today, the provision of education is within institutions in primary, secondary schools and tertiary levels. Some sixty-six years ago, the Cambridge Conference on Africa Education defines education as the united concern of a people for the right upbringing of its children and improvement of its national life. Femi (2013) sees education as the transmission of life by the living to the living. The Nigeria education system is bedeviled with a myriad of malaise, hampering effective teaching and pleasant learning, notable among which is social vices. It is rare to find a school or an institution void of social vices and this depicts that they present in all educational centers – primary, secondary and tertiary institutions. Secondary schools which are expected to be citadels of knowledge are charged- with the responsibility of churning out graduates competent both in character and training ready to proceed with further academic pursuits or take up middle level employment. Diridi (2014) affirms that graduates from all secondary schools are expected by all standards to be intellectually competent, productive, self-fulfilling, self-actualized, effective, patriotic and morally upright citizens in their respective fields of calling placed on the path towards further academic endeavors. According to Elujekwute (2019) social vices is act of indiscipline and they are those acts and conditions that violate the societal norms and values. They are habits or behaviors of immoral activities such as cultism, robbery, ritual killing, kidnapping, smoking and drug peddling and among others. The lack of indiscipline which interfere with the teaching and learning process, manifest itself in various ways including bullying, vandalism, alcoholic and substance abuse, trance, inability or unwillingness to do home works. Causes of indiscipline in secondary schools in Nigeria to include authoritarian methods, bad staff behaviors, hash schools rules, poor communication results, lack of adequate schools facilities, influence from home and society.

In the view of Aduwa-Ogiegban and lyamu (2015) the vagaries of modernization and socialization secondary schools in Nigeria are not only on an unprecedented surge, it has snowballed into one of the contemporary evils which have hobbled and skewed academic progress and development expected of this important level in the educational system. There are myriads of social vices prevalent in the society which have been transported and infused into the educational system. Most of these social vices are perpetrated by the youth owing to their youthful impulsiveness. Secondary schools as social institutions of learning are platforms where intelligence, imagination and desirable and acceptable behavioral patterns are nourished for the production of mentally alert individuals capable of imprinting positive marks towards academic journeys and national socio-economic and political development. Unfortunately, as Ayobami (2011) rightly observes, the solid moral and intellectual terrain expected to be found in secondary schools has suddenly become slippery veering towards an unprecedented magnitude of immorality. Over the past decades, educational administrators in secondary schools have marshaled out strategies to combat social vices bedeviling our centers of learning. Some of such measures have resulted to increased punishment of students and sanctioning of erring staff that either aid and abet or condone social vices. This has become a nagging issue with regards to students' academic performance in secondary schools

in Nigeria. Negative modernization, devastating acculturation of other people's culture, deliberate poor governance, legendary and colossal corruption in all aspects of the nation's life exacerbated by the destructive impact of the mass media has eroded the cultural values and acceptable behavior pattern of our parents of the yesteryears. Ebenwa-Okoh, Akpochafo and Onoyase (2013) notes that mortality to a large extent across the society has been thrown to the trash can. Ungodly pursuit of mundane assets driven by a materialistic culture has relegated human life to the background. Peaceful and successful life is gradually eluding the inhabitants of our society. The social system of things has been unbearably charged with a bestial lust for money where the activities of social miscreants have suffocated almost every facet of human endeavor. The rich are outrageously getting richer while the poor are getting poorer, weaker and skinner by the day. Insurgence and militancy, agitation, unmitigated ethnic violence, religious bigotry, judicial ineptitude, financial impunity and a host of other indescribable antisocial behavioral dispositions are gradually becoming the acceptable order of the day. This anomaly has gradually found its way firmly entrenched in secondary schools in Nigeria. These anti-social behaviors have been swapped with the foundation objectives of the Nigerian secondary schools which are character and intellectual upbringing of learners. Social vices affect the society as whole and 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 wastage of time which leads to poor academic performance. The deadly diseases that can lead to the termination of lives and career can be contacted. A pregnant lady will face emotional psychological trauma which will make her lose focus and attention on her studies. She might eventually stop schooling, get expelled or quit for some period of time. If she is lucky she may return to school but her mates will be far ahead of her.

However, secret cult is an organization of some people who engage in some activities that are secret. Some students are lured while some are forced to join a cult. It is found out that most members of these secret associations are from rich homes. Greater attention is given to the detriment of academics. Much demand is expected from members. The cult is their priority while any other things including their studies are secondary. They forget their primary assignment in school by focusing on meeting the needs of other members, fighting, and initiation of innocent students. They may lose their lives in fights or when there is a clash with opposing cults and some may be rusticated from schools. They might even progress to higher crimes such as highway and bank robbery. A high rate of social vices can tarnish the image of a family and a country. Examination malpractices are far exceeding imagination and have reached alarming levels in the secondary schools in Nigeria. It is incredibly reported that the menace of examination malpractice and cultism have systematically crept into the secondary school domain. Unfortunately, students at all levels claim to be passing through the school but the school seems not to be passing them. Worse still, Students no longer make good representatives of their parents, and the school authorities are very concerned about these. Igwe and Nath (2005) reports that various form of social vices by students have negatively influenced the entire educational system. Most of institutional certificates and transcript records have been discredited for reasons traceable to academic and moral deficiencies. Further, a comparison between education in the colonial era and what it is now is evidential to reveal that social vices have engulfed the present Nigeria educational system in its entire sum total. Okwu (2013) affirms that much damage has been done to the fabrics of the education industry in Nigeria is a corollary that calls for both intellectual concern and

proactive intervention of parents and government. Specifically, this is to say that present Nigeria secondary schools have become a bee hive for all manners of social vices ranging from certificate forgery, truancy, stealing, drug abuse and examination malpractice, all of which Wang-Sheng (2013) describes as a social plague. These social vices are considered as social and educational plagues because like the plague of locust on farms, are disastrous and its numerous influx are unwholesome for decent lifestyles.

Concept of Social Vices

The term vices are a Latin word "vitium" meaning defect or failing. It is defined as a bad habit or immoral activities. Vices are common among young males and females, example include prostitution, indecent dressing, robbery, cultism, pocket picking, drug addiction, examination malpractice, hooliganism, thuggery, gambling, smoking, pre-marital sexual activities, rape, alcoholism, taking of illegal substances among others. Social vices are bad traits, unhealthy and frowned at by members of the society. Social vices simply put are behaviors which are at variance with societal expectations based on established moral codes. According to Igwe (2014) social vices are anti-social actions which breach societal norms, values and more and they range from obscene dressing to sexual harassment and promiscuity, cultism, kidnapping, examination malpractice, hooliganism, character assassination, impersonation, financial fraud, and among others. According to Omonijo, Nnedum, Fadugba, Uche and Biereenu-Nnabugwu (2013) social vices are any actions exhibited either by omission or commission on negligence which contravenes cultural values and established codes of conduct of a particular community or in a given situation or location. Social vices arise from behaviors or maladjusted people in the society. In this paper, social vices would mean misbehaviors, wrong attitudes, unacceptable characters that have bedeviled the development of Nigeria educational system. According to Ayodele (2005) social vices reflect the character of a people. It exposes their capacity to injure one another to cover and destroy; their ability to control themselves, their cunning, insensitivity and want of love. Crime and society's violence reaction to it are the raw outcroppings of a peoples hate, lust, greed, fear, vengefulness, selfishness and sickness. It has been observed in recent times that youths in Nigeria secondary schools are more vulnerable to social vices. Many of them engage in vices that ordinarily they should not have engaged in and the gallows keep swallowing them up on daily basis and these are the future leaders of Nigeria. If the trend is allowed to continue unabated, it is going to bring a serious damage to the country that is noted for honorable behaviors and high integrity. The increase in the number of youths involved in social vices in recent times calls for serious attention. If the youths of today are truly the leaders of tomorrow, it then becomes imperative to find a solution to the involvement of the youths in social vices so as not to produce a generation of vipers and corrupt society and for the further of our great nation to be sustained.

Student's Academic Performance

Academic performance is a measurement of the students' results in examinations such as terminal and seasonal examinations. According to Elujekwute (2019) academic performance which is synonymous to academic achievement is commonly measured by examination or continuous assessment. In the same vein, Bossaert, Doumen, Buyse and Verschieren (2011) define academic performance as students' success in meeting short or long term goals in education. In the views of Elujekwute (2019) a student who earns good grades or awards in science has achieved in the academic field of science. Similarly, Wodi and Dokubo (2005)

conceptualizes academic achievements (Performances) as the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. In view of the foregoing, one can confidently define academic performance as the attainment of educational aims and objectives by the students after having undergone a period of teaching and learning. It includes the performance of students in internal and external examinations to the satisfaction of the examiners. This implies that for the students to record high academic performance, moderating factors in the teaching and learning process should be adequately controlled to achieve desired results. The prevalence of social vices in our society has originated from different sources. Igwe (2014), Ikechukwu (2014), and Erika and Elda (2015) identified causative factors to include perceived and presumed oppression, persistent lawlessness occasioned by a weak or compromised judicial system, absence of dedicated moral champions, lack of working security machinery to combat social vices, socio-economic crises, persistently poor governance, among others. These causes, in addition to youthful exuberance that has predominated adolescents' and young adults lifestyle have bred a myriad of anti-social behaviors in secondary schools in Nigeria.

Aims of Secondary Education in Nigeria

The aims of secondary education as outlined by the Federal Government of Nigeria (FGN, 2014:13) include: To provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background; Offer diversified curriculum to cater for the difference in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; Inspires students with a desire for self improvement and achievement of excellence; Foster national unity with an emphasis on the common ties that unite us in our diversity; Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live a good citizen and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic deve1opment among others. The achievement of the afore-stated goals of secondary education is Pointer towards the production of active, participatory and contributory members, of the society who can impact positively on national life.

Factors that Necessitate Social Vices in Secondary Schools

Authoritarian Method: This method of authoritarian is typical when a teacher or the educational administrator places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of the class and they frequently remain there throughout the period. The teacher rarely gives hall passes or recognizes excused absences. Students do not interrupt the teacher. According to Oluwasanmi (2014) in this method, since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and or practice communication skills. This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually result in detention or tip to the principal's office. In this classroom, students need to follow directions and not ask why. Students in this class are likely to be reluctant to initiate activity, since they may feel powerless. Such students easily get subscribed to truancy and other forms of indiscipline. At the extreme, the authoritarian teacher gives no indication that he/she cares for

the students. Mr. Doe is a good example of an authoritarian teacher. His students receive praise and encouragement infrequently if at all. Also, he makes no effort to organize activities such field trips among others.

Staff behavior: These are behaviors that work against the progress of school authority and its management. Behaviors such as being reluctant to the duties assigned as a teacher, the sour apple as a teacher, the sour apple, which are staff that bad- mouth the school using negative applications, they also poison the minds of other staff in their actions. Another bad behavior is eye service, which is the ticklish way of doing work for just lip services and instant encomiums. The disappearing act is also typical of bad behavioral staff. Others are illegal activities in the school such as defying a young female student by male teacher.

Harsh school rules: This looks synonymous to the authoritarian teacher, but in this case the whole school is affected. It tends to be too firm and control prone here even games are rarely common and students become timid, but become undisciplined because of lack of civilization .Homosexuality and lesbianism become rampart because of harsh school rules. Inferiority complex and introvert are mostly developed among such school students.

Lack of Adequate School Facilities: This is a situation whereby a school lack all necessary learning materials such as equipped laboratories, library and other needful that enhance learning or the things that make learning easy. The lack of it may make students to divert their attention to other acts due to because of it. School facilities are the corner stone's of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Mgbekem (2006) asserts that the quality of facilities has impact not only on educational outcome but on the well being of students and teachers

Poor Communication: A situation where there is poor communication between the teachers and the students, the students are likely to be un-oriented, as such, they indulge in wrong acts because they are un-informed among others. The students need a good and upgraded communication skill for assimilation.

Results: Result is one thing that encourages or discourages a student in the school. A poor result is capable of making a student divert his or her attention from the supposed learning exercise into playing of truants and other acts of indiscipline.

Influence from Home and Society: The environment and home a student comes from can be a factor that could lead to indiscipline and insubordination. A child from an indiscipline home and society will always display acts of indiscipline as it is vary contagious and persuasive in character. You cannot offer what you do not have, simple.

Forms of Common Social Vices in Nigerian Secondary Schools

The forms of social vices that commonly occur in secondary schools in Nigeria are;

Cultism: Cultism is a system of religious belief and practice or an ideology. Erika and Elda (2015) defines secret cults as a group of people who share and propagate peculiar secret beliefs divulged only to members. In addition, their initiation procedures often involve secret rituals like swearing-by some deity, human blood and other procedures, which send shivers down the spines of most people. Occultism or possession of mystical power is often associated with

cults. However, because of their rather secret modus operandi, the veracity of this thinking is difficult to ascertain. Sometimes, secret cults attend functions of members like marriages, burial ceremonies, naming ceremonies and the like. Some secret societies appear in uniforms that are usually odd and easy to identify. Non-members that appear in their uniforms (usually black over black) are harassed, embarrassed and even beaten or killed. Some of their clandestine activities include nocturnal meetings in very odd places like cemeteries, valleys, abandoned buildings, among others. They usually engage themselves in gangsters' activities like taking of cocaine, marijuana (Indian hemp) and even drink human blood. They take delight in seeing fellow human beings suffer and die gruesomely.

The origin of the phenomenon of cultism in Nigerian tertiary institution is traceable to the formation of pirate confraternity at the University of Ibadan in 1952 by Wole Soyinka and members of his group mainly as a lobby group of students in order to score even with the university authorities. Besides, one of the objectives of the group was to inspire patriotic sentiments and to check the neocolonialist mentality spreading among the nation's educated class due to western education. At that time, violence was not said to have manifested in their conduct. Nevertheless, this initially peaceful group later snowballed into an esoteric gang whose members were highly steeped in ritualism and voodooism. From there, with its inherently contagious effect, the phenomenon of cultism has virtually spread to almost from primary to tertiary institutions in the country and fast spreading to the secondary schools. Secret cult groups are now dreaded on the campuses. Because of their secret activities and ascribed mysticism and power, members enjoy an aura of fearsomeness, especially from non-members. According to Ebnwa-Okoh, Akpochafo and Onoyase (2013) there are about 45 secret cults in Nigerian institutions of learning and are all equipped with an elaborate hierarchy, insignia and distinct attire. Some of the most notable of these secret cult groups include the Sea Dogs, Black Axe, Aiye, Vickings, Amazons, White Angels, Black Brassiers, Buccaneer Confraternity, among others. Cultism leads to outbreak of violence on campuses and its attendant destruction of lives and property. According to Obodoada, Nwachukwu and Egbezor (2015:23-37) 'Peace on campus initiative" (an organization formed to help control cultism on Nigerian campuses) revealed that as at September, 2003, 5,000 students and teachers have died on Nigerian campuses as a result of cult-related violent clashes. The frequent outbreaks of cult wars in some campuses have generated feelings of fear and social insecurity among students and teachers. The unhealthy rivalry among secret cult groups often intensifies acts of terrorism and hatred among students on campuses. These sometimes result in the closure of secondary schools for quite a long time, which has negative effect on implementation of academic programmes.

Examination Malpractice: Examination malpractice is any examination not conducted in accordance with specified norms set by the examination institutions. Elujekwute (2019) defines examination malpractice as any irregular behavior exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before, during or after such an examination. According to Mgbekem (2006) examination malpractice is an organized cheating practice adopted by candidates of an examination, who have no confidence in themselves to pass the examination, but have confidence in fraud from the various given, examination malpractice simply means all forms of misconduct associated with the conduct of an examination which could take place before, during and after such examination. In other hand, malpractice refers to counter practice that is against ethics of

examination. According to Olusasnami (2014) it is an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process. In recent times, examination malpractice has gone from simple 'giraffing' where students occasionally strain their necks to catch glimpse of what they want to copy from other student's scripts to a variety of sophisticated methods. Examination malpractice is any act of omission or commission, which compromises the validity and integrity of any examination. Some candidates write relevant information on the subject or course to be taken on different objects or parts of the body or even clothes and recopy same during examinations. Some students smuggle in lecture notes from where they copy while others exchange their question papers with answers jotted on them during examination. Some students even hire other more brilliant ones to write examinations for them. There are many causes of examination malpractice in Nigeria but only a few shall be mentioned here for lack of space. Chukwuemeka and Aghara (2013) opine that one of the major causes of examination malpractice can be attributed to moral decadence in Nigeria. For some reasons that are beyond the scope of this paper, Nigeria has a deplorable value system. One finds that cheating, dishonesty including embezzlement and stealing of public funds and property does not attract the condemnation and punishment they deserve. Oromareghake, Arisi and Igbo (2013) reports that, the emphasis on paper qualification or certificate is another cause of examination malpractice. If admissions to schools and employment of graduates are based on actual performance of candidates during interviews or entrance examinations rather than on mere certificates, examination malpractice shall be discouraged or minimized. The grave consequences of examination malpractice on the youths cannot be overemphasized such that examination malpractice has various negative effects on the society such as destruction of academic immerge, psychological trauma on innocent students, poor study habits, moral decadence and among others.

Drug Abuse: Drugs include what are commonly called medicine and not only substances which alter mood, perception or normal awareness as some people erroneously believe. A drug, according to Yusuf (2014) and Igwe (2014) is a substance of biological or chemical origin which when applied to a living tissue produces an effect. Yusuf and Igwe further stresses that over 350 thousand substances have been employed as drugs and about one thousand are in regular use. Drug abuse refers to the use, especially by self-administration, of any drug in a manner that deviates from approved medical or social patterns within a given culture. Government agencies refer to any use of an illicit substance as drug abuse for example heroin, marijuana (Indian hemp). The causes of drug abuse among students are not too different from those of adults. Oromareghake, Arisi and Igbo (2013) notes that drug abuse has many causes via: cultural, social, economical, psychological and family pathology. These causes include drug abuse through ignorance; deliberate drug abuse, drug abuse for pleasure; drug abuse for curiosity; incorrect drug dosage; drug habit and addiction; home, school or work environment; personal feeling of inadequacy; and membership of group/peer pressure. Some of the above causes are of particular interest to the educationist. For instance, it has been shown that most of the students who take drugs to aid them with their studies are those with poor educational records and sometimes also have a history of instability and family social problems. Similarly, students in particular may engage in drug abuse due to group/ peer pressure and the need to belong and be accepted by groups of which they are members.

Bullying and Fighting: In secondary schools, bullying and fighting is another social vices associated with students in Nigeria of nowadays it have become breeding grounds for touts

and militia. Omonijo, Nnedum, Fadugba, Uche and Bierrenu-Nnabuguwu (2013) notes that, students brazenly engage in bullying young ones or fighting among themselves. They stressed that there have been cases where students of secondary schools have gone on rampage manhandling fellow students and even teachers. Students have at times gone wild causing arson and maiming mates and younger ones in the name of gangsters.

Truancy and Absenteeism: Other social vices prevalent in the Nigerian secondary schools are truancy and absenteeism. The situation is so worrisome to the extent that Dagih (2015) laments that it is a common sight to run into multitudes of students closing before closure hours while other bunches deliberately absent themselves from classes. These habits when it persists breed people who turn out to be lazy and display nonchalant attitudes towards societal obligations.

Sexual Promiscuity: Sexual promiscuity among students of secondary schools in Nigeria is another serious vice that calls for serious concern. Most of the students who for the first time gain some social freedom from their parents' watchful eyes and guidance easily fall prey to the temptation of tasting the forbidden fruit. Some of them become so wild on the illicit lovemaking that they give most of their time and attention to it to the detriment of their studies. Igwe (2014) and Oluwasanmi (2014) maintain that they become so much engaged in nocturnal activities that they sleep throughout the daytime in hostels or during lectures for those who would want to register their presence in classes. Some other ones completely abandon their lectures to keep appointments with boy-friends or "sugar daddies". Sexual "promiscuity has lead to unwanted pregnancy, babies or even pre-mature death. In an attempt to get rid of an unwanted pregnancy, complications may result which may lead to hospitalization and absence from lectures for those who may survive. How can such students meet the required educational standards? Some of the students are so morally bankrupt that they rely absolutely on their womanhood to "pass" their examinations. They seduce fellow male students or examiners to assist them write their examinations or award them pass marks as the case may be.

Causes of Social Vices in Nigerian Secondary Schools

The causes of social vices in Nigerian secondary schools include the following:

Peer Group: This is the major cause of youth involvement in social vices. Students spend more time with their friends in schools or at home. Due to their weak nature and tender age they can easily be influence. Children have high level of curiosity to learn, to have fun and practice new things, since they are born with tabular rasa thus making them smoke, drink, have sexual intercourse and so on, agree with me the proverb that says "show me your friends and I will tell you who you are" because it shows the significance of friends and how they influence lives. A child tends to behave like his or her friends so are labeled as cowards, JJCS, uncivilized or crude. A child who moves with children with poor academic performance can be like them in no time and will be lured to the short cuts to success such as examination malpractice. Being a virgin, which was once a thing of pride has now turned into an object of ridicule among students now. An innocent girl will want to experiment what her friends discuss always and may be pushed into sexual activities in tender age. Peer pressure is a major cause of vices in the society. The peer group is second only to the parents in socializing the child. Parents and peer group seem to extend almost equal importance by the time children are well grown up into adolescence. Thus, the peer group provides the developing child with a broad range of behaviors and cultural and sub-cultural values, meanwhile a peer group is a

group compose of individual who are equals. In the view of Obodoada, Nwachukwu and Egbezor (2015), they imagine that drugs are keys to enjoying life more fully. Since such groups also are likely to have access to supplies, there is a high probability that individual will experiment with drugs and ultimately become a drug abuser. Being integrated into a group in which drug use is approved is one of the strongest factors leading youths into illegal drugs and other social vices.

Negligence: Another cause of social vices is negligence by the parents or a broken home. Most children that engage themselves in vices are from broken homes. Lack of parental care supervision and attention can make children from the permissive and uninvolved parenting styles fall mostly into these traps. They move with wrong people, their movements are not queried; there academic progress is not being followed up. Freedom to do anything without been probe affect children negatively. Negligent of parents can make the wards turn to their friends for love, emotions, care, advice that can lure them into deadly acts. An abandoned girl looks up to an opposite sex for love and affection vice versa. Some maids, house helps, family members and neighbors who are always around children in the absent of parents can introduce these to children like sexually, warn and threaten them not to tell anyone. Even if the bold ones are determined to confide in their parents, they (parents) may be too busy or occupied to listen and see through things. Many parents have spoilt the lives of their children without them knowing. Parental negligence to child's way of life is very vital, in any Childs behavioral attitude; the parent plays a huge role in the development of that attitude and whether genetic or during maturation stages of development of the child.

To Boost Self-Efficacy: Sometimes secondary schools students engage in social vices because they want to change or alter the way they feel, "to feel happier or better, to avoid pains, stress or frustration". Yusuf (2014) observes that they want to forget or to remember, to be accepted or be sociable sometimes to escape from burden or just to satisfy curiosity. However, in the long run, people who engage in one social vice or the other in the hope of solving one problem or the other run the risk of getting trapped in a spiral of increasing drug use that created new problems and finally leads to drugs dependence which worsens already worse situation.

Social Structural Influence: The particular factor is associated with relentless harshness of life. In this case, life itself is one big hell of hand ball to kick. According to Ayobami (2011), academic frustration, rivalry, poverty, family problem, inherent physical deformities, widening gap between the rich and, the poor make life one long stretch of mental future. Hence, to summon up courage to face such situations and the task ahead, some secondary schools students find solace in smoking, drinking, and drug taking of all sorts on the firm conviction that these drugs provide euphoria release, great spur and a monetary escape from reality because of this, taking drugs becomes a habit to face life.

The Craze for Easy Wealth: Another reason that often causes indulgence in social vices like stealing, examination malpractice and drug abuse is that drug abuse/trafficking is a quick and easy way to make money.

The Mass Media: Evidence abounds that children, youths and undergraduates who watch' a lot of television programmes learn to rely on stereotypes of the various groups presented by the media. lyamu (2015) reports that these children then transfer what they have learned from

television to real life situations. This, if the stereotype was presented and always watched by a child favors drugs taking the child will imbibe the culture of drug taking.

Personality Factor: Personality factor as another factor responsible for the canker worm in Nigerian secondary schools is connected with distinctive personality. Obodoada, Nwachukwu and Egbezor (2013) observe that the independent personality is a major element in profiles of social miscreants. In general, social misdemeanor is dependent person. When one has difficulty handling frustration, anxiety and depression and other life's challenges, one may resort to social misconduct either intentionally or unintentionally.

Effects of Social Vices on Students' Academic Performance in Secondary Schools in Nigeria
Social vices affect the society as a whole and individual in particular. The mental, physical, academic, moral aspect 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.

Deadly diseases: Deadly diseases that can lead to the termination of lives and career can be contacted. A pregnant lady will face emotional, psychological trauma which will make her loss focus and attention on her studies. She might eventually stop schooling, get expelled or quit for some period of time, if she is luck, she may return to school but her mates will be far ahead of her.

Dangerous act: Dangerous acts like cultism are rampant in schools. A secret cult is an organization of some people who engage in some activities that are secret. Some students are lured while some are forced not join a cult. It is found out that most members of these secret associations are from rich homes. Greater attention is given to the cult to the detriment of academics. Much demand is expected from members. The cult is their priority while any other things including their studies are secondary. They forget their primary assignment in school by focusing on meeting the needs of other members, fighting, and initiation of innocent students. Being in a secret cult expose a child to other forms of illegal acts such as smoking, alcoholism, rape, taking of illegal substances, hooliganism, thuggery and others. They may lose their lives in fights or when there is a clash with opposing cults and some may be rusticated from schools. They might even progress to higher crimes such as highway and bank robbery. Rapist and their victims are exposed to sexual diseases like AIDS and other related STD. Female students might stop education due to early pregnancy. High numbers of student who engage in evil acts in a school reduce the morality and standard of the school. Parents tend to withdraw their wards from schools and the change of institution might have negative effects on students.

Diversion of Students' Attention from Lessons: Social vices divert attention of students from their studies thereby affecting their performance in both internal and external examinations, Ayobami (2011) notes that, 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.

Lead to Self Destruction: 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

The Psychological States of Students Social: vices may alter the psychological equilibrium of the students and may result to severe mental issues which force the victims to withdraw from regular school programmes. Oromareghake et al (2013) found out that students who engaged in social vices such as cultism, hooliganism and gangsterism ingested certain toxic substances that they thought could make them bolder. The acidic radicals in such substances like drugs impact negatively on their brains and it result to loss of psychological control. In a situation like this, such students can no longer concentrate on their studies and invariably perform poorly both in internal and external examinations.

Vandalization of school plant: Social vices such as gangsters lead to vandalization of school plant thereby impacting negatively on their studies and subsequent performance in academic tasks. Oluwansanmi (2014) reports cases where students went on rampage and burnt down entire school buildings and other valuable school plants. The end result in a situation like this, is that when finally normalcy returns in such schools, there will be shortage of pertinent school plant and this will negatively impact on teaching and learning which will also affect the performance of the students academic achievement as well as in examinations.

Societal Unrest: Social vices lead to societal unrest within and outside the campuses of secondary schools when innocent people, garages, market centers and immediate communities are destroyed thereby having a negative impact on school plant. Obodoada, Nwachukwu and Egbezor (2015) reports that where students went on rampage as a result of their disagreement with the school authorities and took laws into their hands and went destroying properties in neighboring communities worth millions. At the end, school programmes are truncated, academic programmes poorly organized leading to poor quality of teaching and learning in the educational organization. Those at the receiving end are the students whose academic performance is adversely affected both in examinations and after school life.

Negative Impact on Educational Finances: Social vices lead to economic wastages and reduction in the nation's GDP and income which bring hardship to the educational system thereby affecting the quality of teaching and learning in secondary schools thus affecting the academic performance of students. Chukwuemeka and Aghara (2010) lament that social vices among secondary schools cause extra spending in the educational sector thereby impacting negatively on national economy as the funds which would have been used in other areas of the economy may be used to replace damaged educational facilities.

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.

Recommendations

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.

1. Social vices need to be curbed. Youths that engage in these dangerous acts need help advice and rehabilitation for the addicted ones .Parents need to know their children's friends, status and their academic performance and this is majorly the role of our mothers also, should be close to their children. Close monitoring and time should be given to children by parents. Children should be taught the moral values and the word of God; this might help as a solution. The government should organize forums that will enlighten the students about the dangers associated with social vices. Police must be active and be on alert All hands must be on deck to combat the social menace common to students.
2. The educational administrators should ensure that adequate facilities such as classrooms or lecture halls and laboratories should be provided to ensure effective check and control of social vices in secondary schools
3. Schools should have a high level of discipline; any student seen as a threat to others should be cautioned and rehabilitated. Also any number of candidates that may be caught and found guilty of the crime of examination malpractice should be punished severely to serve as deterrent to others.
4. The widely held notion by most people that all institutions of learning in Nigeria are involved in examination malpractice and so there is no need to be so rigid about it should be discarded and also counselors can organize workshops and seminars in secondary schools to expose students to the ills of social vices before, during and after their secondary school life.
5. Counseling centers' in our universities should braze up to their responsibilities f counseling students and provide follow up for students who renounces, and also our leaders should lead by good example and provide basic amenities for the students in secondary schools so as to decrease incidences of social vices.
6. Good behaviors should be rewarded and deviant ones sanctioned to serve as deterrence to intending culprits, also teachers should lead by example and should be firm yet fair in dealing with deviant students, more so, School administrators should regularly assess and recognize the academic performance of students in order to ascertain whether there is a decline or advancement.

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