

APPRAISAL OF SOCIAL VICES AMONGST IN-SCHOOL ADOLESCENTS OF ENUGU EAST SENATORIAL ZONE OF ENUGU STATE: IMPLICATIONS FOR ACADEMIC ACHIEVEMENT

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ABSTRACT

This study was on appraisal of social vices amongst in-school adolescents of Enugu east senatorial zone of Enugu State: implication for academic achievement. The population of the students comprised of all in-school students during the 2023/24 academic year made up of primary (5 and 6) pupils from 64 primary schools in the zone, senior secondary (SSII) students from 122 secondary schools in the zone and 200 level students in higher institutions found in the zone. The sample size consisted of 600 in-school students obtained through multi-stage technique. Four research questions and two hypotheses guided the study. The instrument for data collection was a researcher developed questionnaire made up of four clusters. The reliability of the instrument was established using split-half method and the co-efficient obtained using Pearson product moment which gave reliability co-efficient of 0.69. The questionnaire instrument was distributed through three briefed assistants. The data collected was analysed using aggregate scores for research questions 1, 2 and 3 while mean scores was used to answer research question 4. The hypothesis was tested using -t- test for mean scores. The findings of the study revealed that (72%, 69%, 61%) of the students were not involved in social vices implying that 28% (primary), 31% (secondary), 39% (tertiary) of students were involved in social vices (primary, secondary, tertiary). The following recommendations among others were suggested; parents are to monitor the peer circle of their children, enough counsellors are to be sent to the colleges.

Keywords: appraisal, social vices, in-school adolescents, implications, academic achievement.

INTRODUCTION

The dualist proffers a principle which maintained that there are two faces in every coin. The front face and the back face. The duality principle is one that permeates practically every facet of human endeavour, in the nature of man, activities of man, his definitions of realities and what he holds as values, hence the good values and the bad values. The good values he calls virtues and the bad one he terms vices. According to Egunjobi (2022) a vice can be seen as moral depravity or corruption, a moral fault or failing and/or a habitual and usually trivial defect or short coming. A vice can exist in the occult forum, either that it is internal and not pronounced. Example of such vices includes masturbation, pornography and gluttony. Internal vices are person centred vices whose consequences are not directed towards another person. On the other hand, a vice may have an interpersonal dimension. By this it entails that the vice has direct influence on another person or group of persons. Such vices are called social vices because they are moral faults whose consequences has bearing on the society.

According to Elujekwule (2019) social vices are acts of indiscipline and they are those acts and conditions that violate societal norms and values. Soyella (2019) collaborated with the view and went further to state that social vices are immoral activities and it includes acts such as cultism. Supporting the above views, Acquah (2017) stated that social vices are bad traits, unhealthy and negative behaviours that are against the morality of a society and frowned at by members of the society. Hence social vices are actions that stray from accepted moral norms. (Asamu, 2020) Based on the above Gomez (2020) defined social vices as actions that stray from accepted moral norms and are engaged by youths/individuals. Asmou (2020) cited the following as examples of social vices and they include; prostitutions, indecent dressing, robbery, cultism, pocket picking, drugs etc. Acquah (2017) also cited the following examples to include, alcoholism, smoking, casual sex, examination malpractices, Hooliganism, thuggery, gambling, rape, sexual assaults etc.

Generally, it is rare to find an institution devoid of social vices. On that Okwu (2016) stated that social vices are common and prevalent. He maintained that almost everyone has been engaged in one form of social vice or the other.

Among the factors causal to deviant behaviours or social vices include socialization styles, (peer groups, mass media) modelling, socio-economic and political climate of the environment, broken homes/marriages, inherited traits, learned behaviours, mental illness, poverty etc. the above backdrop presents social vices as negative or inappropriate behaviours especially among in-school adolescents.

An adolescent is a teenager in the transitional human development that occurs between the ages of thirteen and nineteen (Donald, 2016). In-school adolescence is a transitional period among youths in school (Egenti, 2021). This view was collaborated by Aerneth (2015) who noted that in-school adolescence refers to a youth who is in a transitional state of physical and psychological human developments that generally occur during the period of puberty to adulthood and are still in school system. This means that in-school students are those in college attending formal learning in a given defined location called school and that these

children must be teenagers or young adolescents. It is a stage when various learning is impacted and the societal norms and values are learnt. It is also a stage when the various socialization agents' impact on the child for adaptation. Here, the family through parenting teaching, disciplining impact on the young teenager. In a similar manner, the media, peer and school system influences the young teenager for adjustment, acculturation and adaptation. The influences and learning are not however sacrosanct and without negative impact. This is because, as was stated early, man and society is pluralistic and dual in nature. There must always be the opposite side of the coin. These are characterized as negative adjustments and very often termed social vices. Social vices also known as negative or inappropriate behaviours especially among in-school children are categorized into three namely; the primary social vices, the secondary social vices and tertiary social vices. Nwakanma and Igbe (2020) views social vices as Cancker worms and vipers which must be checked among the youths for the benefit of the society. These three categories of social vices have bearing with the three phases (stages) of adolescents development namely, the early stage (primary social vice) the middle stage (secondary social vice) and the later stage tertiary social vice. Panda (2018) stated that the types, approaches and levels of social vices and difficulty differ in each category.

Concerning the primary social vices, they are usually associated with early adolescent stage, they are behaviours found among primary school children which most often spills over to the early teens, and they include the following namely, timidity, shyness, throwing obscene notes, jumping on seats and tables, noisy behaviours, disruptive behaviour, truant behaviour, offensive language, dishonesty, untidiness, disobedience, crying, stealing and quarrelling etc. Concerning the secondary social vices, these are maladaptive behaviours found among the secondary school students and people within the middle adolescent stage with age ranges between 14 – 17 years. They are seen to exhibit the following negative behaviours namely, clumsiness, anxiety, poor self-confidence, lethargy, masturbation, depression, fighting destroying school property, truancy, gangsterism, delinquent behaviours, defiance, disrespect, disturbance etc.

The tertiary social vices are those associated with the adolescents that found themselves in the university. It usually occurs at the late stage of adolescence and between the ages of 17 to 19 years of age. This category of people are associated with cultism, sexual harassment, rape, smoking, drug abuse, indiscipline examination malpractice, alcoholism, cyber criminality, excessive unionism, indecent and provocative dressing, gambling, lateness, lack of manners, terrorism and violence etc. Okafor and Duru (2010) noted these social vices to be rampant in our universities. Furthermore, literature is replete presenting the above social vices as mal-adaptations and which have negative consequences (Okurounmu, 2010, Ogbonnaya, 2012, Acquah, 2017, Nwakamma, 2020). The negative consequences includes moral decadency, (Nwakamma, 2020) reduces the quality of institutions in Nigeria (Okwu, 2016), social disorder, delinquency and poor academic achievement.

According to Dinah (2014) academic achievements are standardized test scores that efficiently measure the amount of knowledge or skill a person has acquired usually as a result of classroom instructions. It is not only a pointer of effectiveness of school but a major determinant of the future of adolescents and nation in particular. Based on this, Adeyemo (2017) noted that the major goal of any school activity is academic excellence.

Furthermore literature is also replete affirming an urban-rural gap in adolescent adaptations. The difference could be accounted for because of globalization, modernization and presence of amenities enjoyed by the urban in-school children over the rural in-school adolescents; hence the need to study the above influences on in-school adolescents in Enugu State.

STATEMENT OF THE PROBLEM

The level of decadence and moral depravity existing in formal learning environment (schools) is alarming and calls for concern. These have permeated every facet of the educational system to the extent that quality of learning and learning outcome is compromised and diminished. Several many factors have been traced as contributing to above among which is social vices. The influence and menace social vices cause the school system cannot be over emphasized. It affects every domain that has to do with the socialization of the in-school adolescents and discomforts parents, teachers, stakeholders, and students themselves. It is on the basis of the above that the researcher sought out to determine the in-school adolescence opinions/views of social vices existing in their midst.

THE PURPOSE OF THE STUDY

The main purpose of this study is for the in-school adolescents from Enugu East Senatorial Zone of Enugu State to appraise the level of social vices existing in their midst. The study will specifically determine the levels of the primary, secondary and tertiary social vices existing amongst them either

- (1) Levels of primary social vices
- (2) Levels of secondary social vices
- (3) Levels of tertiary social vices

RESEARCH QUESTIONS

- (1) What are the levels of primary social vices existing among in-school students of Enugu state senatorial zone of Enugu State?
- (2) What are the levels of secondary social vices existing among in-school students of Enugu East Senatorial zone of Enugu State?
- (3) What are the levels of Tertiary social vices existing among in-school students of Enugu East Senatorial Zone of Enugu State?
- (4) What is the influence of social vice on the academic achievement of in-school adolescents in Enugu state senatorial district?

HYPOTHESES

- (1) There is no significant difference between the mean score of urban and rural in-school adolescents secondary social vices based on their academic achievement.
- (2) There is no significant difference between urban and rural in-school adolescents tertiary social vices based on their academic achievement.

METHOD

The study is on appraisal of social vices amongst in-school students of Enugu East senatorial zone of Enugu State. The design adopted for the study was evaluation survey design. The population of the study comprised of all in-school students in the senatorial zone (Enugu North, Enugu South, Isi Uzo, Nkanu East and Nkanu West and was made up of all the primary 5 and 6 pupils from the 64 primary schools in the zone, all the SSII students from the

122 secondary schools in the senatorial zone and 200 levels students from the three tertiary institutes in the senatorial zone. The sample size consists of 600 students drawn from the in-schools in the senatorial zone. The schools were firstly stratified based on locality and 200 students/pupils were selected across the various grade in a ratio of 3:4 for rural and urban students respectively (115:85) urban and rural schools.

Instrument used for data collection was a researcher developed questionnaire having four clusters to appraise the primary, secondary and tertiary social vices. The reliability of the instrument was established using split half method and Parsons product moment of correlation was used to calculate the co-efficient of (α) which was found to be (0.69). The instrument was distributed through the assistant of nine briefed personnel from the various concerned institutions. The entire questionnaire instrument that was distributed was collected. The data collected from the distributed instrument was analysed using aggregate scores to answer research questions 1, 2, 3. For the analysis, the maximum obtainable score was an aggregate score of 60 points grouped into 5 interval range to obtain 12 points aggregate interval range. Ranges of scores between 1 and 3 were viewed very poor social vices, scores between 4 and 6 in the interval range were viewed as poor social vices, scores between the 7 and 9 in the interval range were seen and high involvement in social vices while scores above the 10 point on the interval scale were seen as very high involvement in social vices. Mean scores was used to answer research question 4, and -t- test for mean scores was used to test hypotheses 1 and 2.

RESULTS

Research Question One: What are the levels of primary social vices existing among in-school students of Enugu senatorial district?

Table one: Aggregate score table on the primary social vices among in-school students from Enugu Senatorial district.

Aggregate scores of primary social vices interval range	Points at interval scale	No of students	Remarks
1 – 5	1	-	VL
6 – 10	2	-	VL
11 – 15	3	110	VL
16 – 20	4	160	L
21 – 25	5	84	L
26 – 30	6	93	L
31 – 35	7	42	H
36 – 40	8	36	H
41 – 45	9	47	H
46 – 50	10	28	VH
51 – 55	11	-	VH
56 – 60	12	-	VH

Key n = 600

VL – very low

L – low

H – high

VH – very high

The table one above revealed the aggregate score rating of in-school students on their levels of primary social vices. The table reveals that 110 student rated their levels of primary social vices as very poor, 337 student that scored on the 4th, 5th and 6th interval scale (160, 84, 93) rated their levels of primary social vices as poor, 125 students that scored on the 7th, 8th and 9th points on the interval scale (42, 36, 47) rated their levels of primary social vices as high while 28 among the sample size scored the primary social vice on the 10th point indicating a high level of social vices. Based on the above table, the aggregate score table for primary social vices among pupils from Enugu East senatorial zone revealed the following (110, 337, 125, and 28) for very poor, poor, high and very high involvement respectively.

The table further revealed that about 437 (72.83%) students off the sample size indicate non involvement in primary social vices while the remaining number 163 (27.17%) of the sample size indicated involvement on primary social vices.

Research question two: what are the levels of secondary social vices existing among in-school students in Enugu East Senatorial district?

Table two: Aggregate score table of levels of secondary social vices existing among in-school students in Enugu East Senatorial district.

Aggregate scores of secondary in social vices at interval range	Points at interval scale	No of students	Remarks
1 – 5	1	-	VP
6 – 10	2	-	VP
11 – 15	3	100	VP
16 – 20	4	150	P
21 – 25	5	76	P
26 – 30	6	82	P
31 – 35	7	53	H
36 – 40	8	45	H
41 – 45	9	57	H
46 – 50	10	37	VH
51 – 55	11	-	VH
56 – 60	12	-	VH

Key n = 600

VP – very poor

P – poor

H – high

VH – very high

The table above revealed the aggregate score rating of in-school students on their levels of secondary social vices. The table revealed that no scores were scored for the 1 and 2 points at the interval scale. 100 students at the third point indicating very low involvement in the secondary social vices, 308 student of the sample size scored on the (4th, 5th, 6th) (150, 76, 82) and indicating low involvement, 155 students scored in the (7th, 8th, 9th) (53, 45, 57) levels and indicated high involvement while 37 students among the sample size scored at the 10th point indicating very high involvement in secondary social vices. The table therefore revealed that

408 (68%) of the students indicated non involvement in secondary social vices, 155 (25.8%) indicated high involvement while 37 (6.1%) of the students indicated very high involvement in secondary social vice.

Research question three: what are the levels of tertiary social vices existing among in-school students in Enugu East Senatorial district of Enugu State.

Table three: Aggregate score tables of the levels of tertiary social vices existing among in-school students in Enugu Senatorial district.

Aggregate scores on Tertiary social vices at interval range	Points at interval scale	No of students	Remarks
1 – 5	1	-	VP
6 – 10	2	-	VP
11 – 15	3	80	VP
16 – 20	4	130	P
21 – 25	5	74	P
26 – 30	6	80	P
31 – 35	7	66	VH
36 – 40	8	100	VH
41 – 45	9	70	VH
46 – 50	10	-	H
51 – 55	11	-	H
56 – 60	12	-	H

Key
VP – very poor
P – poor
H – high
VH – very high

n = 600

The table three above revealed the in-school adolescents' rating of their levels of tertiary social vices. The table revealed that no scores were recorded for interval scales 1, 2, 11 and 12. The 80 students representing (13.33%) scored at the third point on the interval scale indicating very poor involvement, 284 (130, 74, 80) scored at the (4th, 5th and 6th) and representing 47.33% of the sample size and indicated poor involvement, 236 in-students representing (39.5%) of the sample size scored in the (7th, 8th & 9th) point in the interval scale and represented high level of social vices. Consequently the in-school adolescence from Enugu East Senatorial district rated their tertiary social involvement as (60.66%) of non-involvement and 39.50% of the sample size highly involved in tertiary social vices.

Research question four: What is the influence of social vice on the academic achievement of in-school adolescents from Enugu East Senatorial district of Enugu State?

Table four: Mean and standard deviation scores on the influence of social vices on the academic achievement in-school adolescents of Enugu State

S/N	Items on influence of social vices on academic	\bar{x}	SD	Decision
1	Disrupts class decorum	2.78	0.69	
2	Causes stress on teachers	2.86	0.71	
3	Affects the individual student's performance	2.92	0.67	

4	Leads to poor academic self worth	3.01	0.65
5	Influences negatively, the student verbal ability and expression	2.72	0.64
6	Leads to distraction of fellow students	2.95	0.72
7	Poor scores in tests and assignment	3.04	0.63
8	Wastes parents resources	3.01	0.74
9	Causes unusual concern for parents	2.98	0.69
10	Disrupts class participation, attention and punctuality.	3.02	0.71

n = 600

The result in table four indicated that the students scored all the items above the 2.50 mean score mark hence affirming that all the items above constitutes influences of social vices to the academic achievement of in-school students from Enugu State senatorial district of Enugu State.

HYPOTHESIS I

There is no significant different between the mean score rating of urban and rural in-school adolescents secondary social vice based on their academic achievement.

Table five: -t- test of mean score table between urban and rural in-school adolescents of secondary social vice based on their academic achievement.

Sources of variation	N	\bar{X}	Sd	Cal-t-	Crit-t-	P >0 .05
Urban adolescents	345	2.86	0.66	4.69	3.27	5
Rural adolescents	255	2.80	0.67			

Table five above reveals that at 0.05 level of significance and a df of (5.98) the calculated -t- (4.69) greater than the critical -t- (3.27). Therefore, the null hypothesis is rejected because there is a significant difference between the urban and rural adolescents – in school students' involvement in secondary school vices.

HYPOTHESIS II

There is no significant difference between the mean scores rating of urban and rural adolescents in-school students tertiary social vices based on their academic achievement.

Table six: -t- test mean scores table between the urban and rural in-school adolescents tertiary social vices based on their academic achievement.

Sources of variation	N	\bar{X}	Sd	Cal-t-	Crit-t-	P >0 .05
Urban	345	2.96	0.69	2.69	3.01	5
Rural	255	2.94	0.71			

The table (6) above revealed that at 0.05 level of significance and differential freedom of 5.98, the calculated -t- (2.69) is less than the critical -t- (3.01). Therefore, the null hypothesis is upheld because there is no significant difference between the mean score of urban and rural adolescents' students rating of their involvement in tertiary vices based on their academic achievement.

DISCUSSION

The study was on the appraisal of social vices and its implications on the academic achievement of in-school adolescents from Enugu East Senatorial Zone of Enugu state Nigeria. The presentation was done in three major sections. The first was on the in-students appraisal of their levels of social vices, the second was the implications of social vices on the academic achievement of the in-school adolescents and third was a discussion on the moderating variable (urban and rural) influence factor on the social vices dispositions of the in-school students.

Concerning the levels of social vices (primary, secondary and tertiary) among the in-school students from Enugu East educational zone, the tables 1, 2 and 3 revealed the following, that about 437 students constituting 72.83% of the sample size indicated non-involvement in primary social vices while the remaining 163 students constituting about 27.17% indicated involvement in primary social vices. On secondary social vices, the table (2) above revealed the in-students rating of their involvement as 408 (68%) not-involved while 192 (32%) as been involved in secondary social vices. Furthermore, the table (3) revealed that 60.66% of the in-school adolescents indicated non-involvement in the practice of tertiary social vices while about 39.34% of the sampling population totalling 237 students indicated involvement in tertiary social vices. Based on the above findings, the levels of involvement of in-school adolescents of Enugu East Senatorial zone in social vices revealed the following distributions for non-involvement and involvement in primary, secondary and tertiary social vices as (72.83%, 68% 60.66%), and (27.83%, 32%, 39.34%) respectively. They affirms the findings of Okwu (2015), Okafor and Duru (2010) who noted the prevalence and rampancy of social vices amongst growing children.

Secondly, the Table (4) Four showed mean score and standard deviation of items on implications of social vices on academic achievement of in-school students in Enugu East Senatorial Zone. All the items contained in the table were rated above the mean score mark of 2.50. indicating that social vices (primary, secondary and tertiary) has negative implications on adolescence adaptations (Okuruunmu, 2010; Ogbonnaya, 2012), Acquah, 2017, Nwakmma, 2020, Okwu, 2016) all noted that social vices reduces the quality of the institution, infuses social disorder, delinquency and affects the overall achievement of the individual.

Finally, the hypothesis one which test for significance of difference between the urban and rural in-school adolescence levels of secondary social vices revealed that significant difference exist between the level of social vices involvement between urban and rural in-school adolescents. This confirms the influence of location on adolescents' adaptation as was upheld by literature. Hearts (2010) Ironkwe (2021) and Sactulla (2011) all noted that location has strong influences on adolescent adjustment. The urban adolescents have access to amenities and facilities such as internet, social media, electricity etc. that could expose them to the negative face of these amenities thereby influencing them negatively and disposing them towards social vices.

On the other hand, the hypothesis two which tested for significance of difference between the levels of involvement between urban and rural in-school adolescents on tertiary social vices revealed that there was no significant difference between both. Hence both the urban rural adolescents had the same disposition to tertiary social vices. This is because tertiary vices as

was presented in the background of the study were mainly associated with universities (Okafor and Duru, 2010).

CONCLUSION

Social vices are maladaptive behaviours that violate societal norms and values. They are grouped into three namely; primary, secondary and tertiary social vices. Based on the findings of the study, the in-school students of Enugu East Senatorial Zone of Enugu State were not majorly involved in social vices. About (28%, 31% and 39%) of in-school adolescents were seen to be involved in primary, secondary, and tertiary social vices respectively. Thus revealing that (72%, 69% and 61%) of in-school students were not involved in social vices.

Furthermore, the study revealed that social vices had implications for adolescent adaptations especially their academic achievement. Finally, the hypothesis which tested for significance of difference between the urban and rural in-school students revealed a significance of difference between urban and rural students with respect to the secondary social vices while concerning the tertiary social vices, there was no significant difference existing between the urban and rural in-school adolescent students of Enugu State Senatorial zone.

RECOMMENDATIONS

- (1) Awareness of the existence of social vices among in-school students by counsellors, teachers and stakeholders to enable empathy on offenders.
- (2) All in-schools should have guidance counsellors available to attend to the students.
- (3) Conferences and seminars geared towards eradication of social vices should be encouraged.
- (4) Parents are to monitor the peer circle of the young in-school adolescents.

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