

**Home-related Factors and Social Media Usage as Determinants of Social Vices among
Public Upper Basic School Students in Oyo State, Nigeria**

**Titilola Rachel ADEYEMO
LCU/PG/002897**

**Being a PhD Thesis Submitted to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy Degree
(PhD) in Social Studies Education**

Certification

This is to certify that **Titilola Rachel ADEYEMO** with the matriculation number **LCU/PG/002897** carried out this research work titled: **“Home-related factors and Social Media Usage as Determinants of Social Vices among Public Upper Basic School Students in Oyo State, Nigeria”** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy (PhD) Degree in Education and that this has not been previously submitted.

Dr. Mojirade Ayantunji
Supervisor

Date

Dr. Oluyomi Pitan
Head of Department

Date

Dedication

This work is dedicated to God for the gift of life and strength to carry out this work of this magnitude.

Lead City University DO NOT COPY

Acknowledgement

I wholeheartedly appreciate the management of Lead City University, Ibadan, which allowed me to study at this renowned Institution. Also, my appreciation goes to all the staff of Lead City University Library and University of Ibadan Library for helping me with adequate materials and information needed for the study. God will continue to broaden their knowledge.

My profound appreciation goes to my supervisor and mentor; Dr. Mary Mojirade Ayantunji for her support, unrelented efforts, dedication, commitment, critical evaluation, contributions and encouragement throughout the period of this research work. I also want to appreciate all the lecturers in the Department: Prof. Donald Abidemi Odeleye, Prof. Afolakemi Olasumbo Oredein, Prof. Senimetu Ileuma, Prof. Philias Olatunde Yara, Prof. Eseza Akiror Erwat, Prof. Titilola Adedoyin Adebawale, Dr. Oluyomi Susan Pitan, Dr. Ukamaka Evelyn Akuche, Dr. Toyin Oyedeji, Dr. Monilola Dorcas Oyetade, Dr. Sabina Obi Nwakaego, Dr. Olabisi Titilayo Killian, Dr. Christianah Olajumoke Sam-Kayode, Dr. Seyi David, Dr. Omobola Oyinlade Gambo, Dr. Sunday Fabode, Dr. Albert Ayodele Olaniyi, Dr. Deborah Olufunke Ayeni and Dr. Yejide Adepeju Ibikunle. I say a big thank you for your teachings and support throughout my academic programme. Furthermore, I am grateful to the Departmental administrative officer Funke Akapo.

My appreciation goes to my colleagues in person of Omolayo Ogunniyi and Shamsuldeen Ogunleye for their support. In addition, I thank my husband, Pastor Tope Isaiah Adeyemo, children and grandchildren, Kolawole, Bukola, Gbenga, Tayo, Tomiwa, Olanrewaju, Abiola, Adesewa and Adetola for their support and encouragement.

Even though the above mentioned institutions and persons have assisted in the process of this research work. I alone stand responsible for the errors, if any, found in the work.

Abstract

Social vices are bad behaviours exhibited by some students that are contrary to public upper basic school norms, rules, regulations and codes of conduct and may interfere with teaching and learning process. Some of these students exhibit all manners of delinquent behaviour ranging from stealing, bullying, examination malpractice, illicit sex, drug abuse, smoking, drug peddling and cultism. Therefore, this study investigated home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria. Descriptive survey research design was employed. For this study, 364 teachers and 2,179 students were sampled using multi-stage procedure. The “Social Vices Questionnaire (SVQ)($\alpha = .810$)” and “Home-related factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)($\alpha = .872$)” were used to collect data. Data were analysed using descriptive and inferential statistics. Results showed that most common social vices among students were: stealing (72.3%), examination malpractices (71.4%), refusal to do homework and assignments (69.9%), fighting teachers and other students (63.6%), dishonesty to school authorities and parents (61.6%), bullying (60.4%), absenteeism (59.6%), disobedience to school authority (55.5%), vandalising school properties (56.6%), drinking of alcohol (39.0%), immoral sex (35.8%), smoking (30.9%), cultism (21.1%) and drug abuse (14.7%). The results showed the level of social vices that truancy was high ($\bar{x} = 3.276$), examination malpractice was moderate ($\bar{x} = 2.612$), and drug abuse was low ($\bar{x} = 2.195$). The results showed a significant joint contribution of home-related factors and social media usage on social vices ($F_{6, 339} = 3.450$; $R = .240$; $R^2 = .058$; Adjusted $R^2 = .041$, error of estimate = 3.05912, $p < 0.05$). Family structure ($\beta = -.123$; $t = -2.335$, $p < 0.05$), parents’ income ($\beta = -.109$; $t = -2.069$, $p < 0.05$), parental involvement ($\beta = -.126$; $t = 2.366$, $p < 0.05$), and social networking sites usage ($\beta = -.130$; $t = 2.453$, $p < 0.05$) are relatively significant on social vices whereas blogs usage ($\beta = .041$; $t = -.775$, $p > 0.05$) and content communities usage ($\beta = .026$; $t = .483$, $p > 0.05$) are not significant. There was no significant gender (male and female) difference ($t_{(2), 344} = -.378$, Sig. = .705, $p > 0.05$) and no significant school location (rural and urban) difference ($t_{(2), 344} = -.145$, Sig. = .885, $p > 0.05$) in social vices among the students. It was concluded that home-related factors and social networking usage negatively influenced social vices among students. It was recommended among others that parents and educational stakeholders should give attention and provide support so as to reduce various vices among students.

Keywords: Home related factors, Social media usage, Social vices, Truancy, Examination Malpractice

Word Count: 428

Table of Contents

Content	Page
Title	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	x
List of Figure	xi
List of Appendices	xii
Chapter One: Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	10
1.3 Aim and Objectives of the Study	11
1.4 Research Questions	12
1.5 Hypotheses	12
1.6 Significance of the Study	13
1.7 Scope of the Study	14
1.8 Limitations of the Study	15
1.9 Operational Definition of Terms	15
Endnotes	19

Chapter Two: Literature Review	24
2.1 Conceptual Review	25
2.1.1 Vices	25
2.1.2 Social Vices	25
2.1.3 Home Related Factors	29
2.1.4 Social Media Usage	35
2.1.5 Gender	40
2.1.6 School Location	40
2.2 Theoretical Framework	41
2.2.1 Social Control Theory	41
2.2.2 Uses of Gratification Theory by Katz, Blumler and Gurevitch (1974)	43
2.2.3 Structural-Functionalist Perspective Theory on Social Vices by Parsons (1951)	45
2.3 Review of Empirical Studies	46
2.3.1 Home-related Factors and Social Vices	46
2.3.1.1 Family Structure and Social Vices	52
2.3.1.2 Parents' Income and Social Vices	68
2.3.1.3 Parental Involvement and Social Vices	71
2.3.2 Social Media Usage and Social Vices	79
2.3.2.1 Blogs (Twitter) Usage and Social Vices	93
2.3.2.2 Content Communities (YouTube) Usage and Social Vices	94
2.3.2.3 Social Networking Sites (Facebook, WhatsApp) Usage and Social Vices	97
2.3.3 Gender and Social Vices	100
2.3.4 School Location and Social Vices	102

2.4	Conceptual Model	104
2.5	Summary of Gap in Literature Reviewed	106
	Endnotes	108
	Chapter Three: Methodology	121
3.1	Research Design	121
3.2	Population of the Study	121
3.3	Sample and Sampling Techniques	123
3.4	Instruments for Data Collection	126
3.4.1	Social Vices Questionnaire (SVQ)	126
3.4.2	Home Related Factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)	127
3.5	Validity of the Instruments	128
3.6	Reliability of the Instruments	128
3.7	Method of Data Collection	129
3.8	Method of Data Analysis	129
3.9	Ethical Considerations	129
	Endnotes	131
	Chapter Four: Results and Discussion of Findings	132
4.1	Instrument Response Rate	132
4.2	Presentation of Data	134
4.2.1	Demographic Data Presentation	134
4.2.2	Answer to Research Questions	138
4.3	Test of Hypotheses	144
4.4	Discussion of Findings	151

Endnotes	160
Chapter Five: Conclusion	162
5.1 Summary of Findings	162
5.2 Conclusion	163
5.3 Recommendations	164
5.4 Contribution to Knowledge	166
5.5 Suggestions for Further Research	167
Bibliography	168
Appendices	185
Bio-data	251
The University Compliance Certification	255

List of Tables

Table	Title	Page
3.1	Population of the Study	122
3.2	Sampled Local Government Areas	123
3.3	Sample Public Upper Basic Schools	124
3.4	Sample Number of Public Upper Basic School Teachers	125
3.5	Sample Number of Public Upper Basic School Two Students	126
4.1	Instrument Response Rate	132
4.2	Demographic Information of Students	134
4.3	Demographic Information of Teachers	136
4.4	Distribution of Respondents Based on Common Social Vices among Students	138
4.5	Distribution of Respondents based on the Level of Truancy among Students	140
4.6	Distribution of Respondents based on the Level of Examination Malpractice among Students	141
4.7	Distribution of Respondents based on the Level of Drug Abuse among Students	142
4.8	Summary of Distribution of Respondents Based on the Level of Social Vices	143
4.9	Model Summary and Coefficient of Multiple Regression analysis and for the Joint Contribution of Home-related Factors and Social Media Usage on Social Vices	154
4.10	Coefficients of Multiple Regression for the relative influence of Home-related Factors and Social Media Usage on Social Vices	145
4.11a	Group Statistics for Gender (Male and Female) difference in Social Vices	147
4.11b	Independent Sample t-test for Gender (Male and Female)	

	difference in Social Vices	148
4.12a	Group Statistics for School Location (Urban and Rural) difference in Social Vices	149
4.12b	Independent Sample t-test for School Location (Urban and Rural) difference in Social Vices	150

Lead City University DO NOT COPY

List of Figure

Figure	Title	Page
2.1	Conceptual Model of Home-related factors and Social Media Usage on Social Vices	105

Lead City University DO NOT COPY

Lead City University DO NOT COPY

List of Appendices

Appendix	Title	Page
i	Social Vices Questionnaire (SVQ)	185
ii	Home-related Factors and Social Media Usage on Social Vices Questionnaire, HFSMUSVQ)	188
iii	Computation Results from SPSS Analysis	192
iv	Some Pictures of Researcher on the Field	225