

Chapter One

Introduction

1.1 Background to the Study

Upper basic school level is a very important stage that determines students' success at the senior secondary school, their career choices and ultimately their future. This stage provides a great foundation for the senior secondary and tertiary school levels. However, students at this upper basic school stage are usually teenagers or young adolescents who tend to be easily prone to various manners of unhealthy and negative behaviours that are against the values and moral standards of the school and society. These negative and unhealthy behaviours are known as "social vices".

In the context of this study, 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 the teaching and learning process^{1,2}. The normal norms, rules, regulations and codes of conduct in upper basic schools are punctuality, regular attendance at school and classes, decent dressing, honesty, respect for teachers and fellow students, diligence in assignments and examinations, good manners, and so on and forth³. Currently, this does not seem to be the case as negative activities such as illicit sex, drug addiction, examination malpractice, cultism, absenteeism, bullying, vandalism of school properties, and unwillingness to do home works have been observed and reported among the students^{2,4}.

Despite the negative effects of social vices on the academic life, career and future of students, anecdotal evidences shows that some public upper basic school students in Oyo State, Nigeria are seriously engaging in indecent dressing, truancy, hooliganism, gambling, smoking, premarital sexual activities, rape, malpractice, stealing, alcoholism and frauds (such as Yahoo-

Yahoo). This study will focus on three forms of social vices that are usually common among public upper basic school students. They are – truancy, examination malpractice, and drug abuse.

Truancy is a form of social vices that is regarded as a social offence which is the absence of a public upper basic school student from school without permission of parents, guardians or the school authority for a period of two (2) days in a week and eight (8) days in a month⁴. Truancy is the attitude of public upper basic school students who do not attend school as regular as their parents and school authorities may require of them. Students who are truant students usually distance themselves from school⁵.

Examination malpractice is a form of social vices defined as any irregular behaviour exhibited by public upper basic school students charged with the conduct of examination in or outside the examination hall before, during or after such an examination⁶. It is an organised cheating practice adopted by public upper basic school students during internal or external examination, who have no confidence in themselves to pass the examination, but have confidence in fraudulent examination practices^{2,7}. Examination malpractices are usually against ethics of public upper basic school examination and are acts of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process⁸.

In recent times, examination malpractice has grown from simple ‘giraffing’ where public upper basic school students occasionally strain their necks to catch glimpse of what they want to copy from other students’ scripts to a variety of sophisticated methods. Some public upper basic school students 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 public upper basic school students smuggle in lecture notes from where they copy while others

exchange their question papers with answers jotted on them during examination. Some public upper basic school students even hire other more brilliant ones to write examinations for them^{2,9}.

Drug abuse is any use of an illicit substance such as heroin, marijuana (Indian hemp) and etcetera². Drug abuse is a form of social vices which involves the use of any drug by public upper basic school students, usually by self-administration in a manner that deviates from some approved social and medical patterns¹⁰. Drug abuse changes the behaviour, perception, cognitive and the general physical functions of the abusers (in this case, public upper basic school students) which negatively affects their academic life. In most cases, the drug or substance alters the body function of abusers negatively. Drug abuse is therefore classified as a high class of indiscipline because it negates the moral form of public upper basic schools and society at large^{2,10}.

The public upper basic school education which is supposed to be a model for proper teaching and learning for students has been turned into arena of fighting and disorderliness. It now seems difficult to see public upper basic school students with any seriousness and commitment to any academic rigour. Some public upper basic school students do not even go to school with textbooks and notebooks again. Some of them just fold one or two of their notebooks and put inside their trousers while going to the school. Some public upper basic school students are found ganging up to beat up teachers that they feel are too tough or those difficult in handling students. Thus, in some of the schools there is serious lawlessness and disobedience to the school rules and regulations⁴.

High level of social vices among public upper basic school students is therefore a cause of serious concern, in other words, it is a big deal because it could portray danger for education in the state and nation at large. If the trend of increased vices among the students is allowed to

continue unabated, it may also bring a serious damage to the country's reputation. Students who are free of social vices find it easy to concentrate in their studies and come out with excellent performance. However, those who engage in various forms of social vices tend to be distracted from their studies, absent from classes and important academic activities, disobedient to parents and school authorities which invariably affect their academic achievement negatively. This also negatively affect the quality of manpower produced for the nation's economy.

Despite the critical importance of examining social vices to education and the nation, there seem to be huge scarcity of studies on factors influencing it in Oyo State, Nigeria. Only a few studies focused on socio-economic factor influencing students' indiscipline in Oyo State, Nigeria¹¹. The main focus have been on factors influencing students' academic performance and achievement not social vices in Oyo State, Nigeria which identifies a gap in literature that needs to be thoroughly addressed. This research however sought to consider the role of salient factors such as home-related factors and social media usage on social vices among public upper basic school students in Oyo State, Nigeria.

Home-related factors include those characteristics that relate to the home environment and family especially those related by birth, marriage, or adoption and residing together¹². The home is an essential place in the upbringing of a child as the first environment within a family. The family is responsible for supporting, caring, supervising and preparing children for adulthood, which in turn determine their personal development¹³. As a result, the home therefore plays a role in how a child turns out to be in the society. A study has shown that home-based factors determine students' academic performance in secondary schools in Ogun State, Nigeria¹⁴. However, studies are scarce on home-related factors and social vices among public upper basic school students in Oyo State, Nigeria.

Home-related factors include family settings, structure, size and income, parental involvement, and attitude¹⁴. This study however focused on family structure, parental income, and parental involvement. Family structure has to do with the way members of a household are linked by legal process which establishes a consenting relationship (such as marriage and adoption), by blood ties (natural parents, biological child siblings), or by both (for example mother-son-step father family or step siblings)¹⁵. Family structure could therefore be monogamous or polygamous. It could also be the traditional nuclear family, extended family, step family, single-parent family, adopted family, foster family and even broken family structure¹⁶.

Family structure could therefore play a huge role in the behaviour, attitude and activities of the child and how he or she turns out in school and society. A study has revealed that the academic achievement of children from two parent families is better than those from single parent families in Obio/Akpor Local Government Area, Rivers State, Nigeria¹⁶. Another study revealed a strong link between family structure and juvenile delinquency; and that children in single-parent/broken home structure commit more crime than those from conflict free homes in Rivers State¹⁷. However, another study revealed no significant relationship between the prevalence of secondary students' deviance and their family structure in Southwestern Nigeria¹⁸.

Parental income refers to wages, salaries, profits, rents, and any flow of earnings received by parents. Parental income can also come in the form of employment or compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance¹⁹. Income of parents may therefore determine the location of school and the standard of education that they desire for their children. It may also determine whether the children will engage in social vices or not. A research showed revealed that parents'

income significantly influence pupils' academic performance in English Language in Cross River State, Nigeria²⁰.

Parental involvement is the direct effort, provided by parent (s), in order to increase the learning or educational outcomes of their children (in this case, public upper basic school students)²¹. Parental involvement has been categorised into home based and school based involvements. Home based parental involvement include assisting students with homework, engaging them in talks concerning the school having high expectations, encouraging school success and providing conducive environment for learning²². School based involvement may include attending workshops, volunteering in the classroom, or attending school plays and sporting events and above all nurturing, and maintaining communication with teachers and school staff^{21,22}.

The amount of involvement of parents in their children's academic life both at home and school could go a long way in determining their engagement in social vices. For instance, a study revealed that parental home-based involvement significantly determines academic engagement among secondary school students in Nnewi North LGA, Anambra State, Nigeria²³. Studies are however scanty on the influence of parents' involvement as determinant of social vices among public upper basic school students which also creates a gap in literature.

Social media can be viewed as web and mobile-based technology that supports interactive dialogue and introduces substantial and pervasive changes to communication²⁴. They are interactive digitally mediated technologies that facilitate the creation or sharing/exchange of information, ideas, career interests, and other forms of expression via virtual communities and networks²⁵. Anecdotal evidences shows that upper basic school students use social media for various purposes especially to communicate and relate with others. However, some of the

students seem to be carried away in their use of social media, becoming addicted to it and negatively affected by their frequent exposure to the illegal and explicit content found on social media²⁶.

A study revealed a significant relationship between social media exposure and substance abuse among adolescent secondary school students in Delta State, Nigeria¹⁰. Another study showed a significant relationship between use of social media platforms, students' learning and examination malpractice in Rivers State²⁷. Studies are however lacking on the influence of social media on social vices among public upper basic school students in Oyo State, Nigeria which also created a gap in literature.

Social media have been classified into six different types. However, this study focused on three social media that are common among upper basic school students. They are blogs, content communities and social networking sites²⁸. Blogs can give an appearance of anonymity while allowing for human connection via commenting and also create avenue for harassment and bullying, libel suits, legal and illegal activities^{28,29}. Examples of blogs include - My Opera, Plurk, Twitter, Vox, Wooxie, Personal blogs (LindaIkeji blog)³⁰.

It has been observed that some public upper basic school students who have access to smart phones are on blogs such as Twitter and they are exposed to lots of explicit sexual and illegal contents which could make them behave in such a way that is against societal norms and values. Some even spend so much time on Twitter which also affects their study time, habits and academic achievement. A study suggested that Twitter has a stronger impact on students' engagement than on grades. Nevertheless, its impact is not necessarily positive, especially on grades³⁰. Another study revealed adverse effects of Twitter on Secondary Schools Students in Fct, Abuja and Nasarawa State, Nigeria³¹.

Content communities allow users to watch, and share online multimedia materials, describe them, and make them publicly available. Popular content communities include YouTube, Flickr, and SlideShare³². Through content communities, public upper basic school students are exposed to various contents which could alter their behaviour and make them display various forms of social vices which invariably affects their achievements in school³³. A study established a significant effect of YouTube videos on Students' academic achievement in Mechanical Engineering Craft Practice in technical Colleges in Rivers³⁴.

Social networks are internet or mobile-based social space where students can connect, communicate, and create and share content with others. Some social networking sites are: Facebook, BB chat, Snapchat, Skype, WhatsApp, Bigo, Google Talk, Google Messenger, Tiktok, Badoo, MySpace, and etcetera³⁵. Social networking sites have brought both good and bad influence on the present generation. Social networking sites have helped some students to acquire knowledge from one another without necessarily having to meet physically^{36,37}. However, the rate at which students pick up bad behaviours and habits on social networking sites is alarming. Some students have lost interest in their studies as they spend quality time surfing these networking sites which may harbour unsafe elements that can negatively affect their behaviours³⁷.

A study revealed that poor study habits, identity theft, sexual solicitation and many forms of negative emotional adjustment are dangers associated with the use of social networking among undergraduates in Nigeria³⁸. Another study revealed that social networking influences academic adjustment of Secondary School Students in Kwale Education Zone of Delta State³⁹. Studies are however hugely scarce on the influence of social networks (such as Facebook,

WhatsApp) on social vices among public upper basic school students which also created a gap in literature.

The problem and consequences of social vices among public upper basic school students cut across all and sundry. When these students engage in various forms of social vices, they would neither learn well nor be thoroughly equipped to compete globally with their counterparts especially those in advanced countries. High social vices among public upper basic school students constitute a huge menace in the classroom, school and society at large. Students who participate in social vices end up destroying themselves, their future and that of others around them. This study sought to find out if home-related factors and social media usage may be responsible for social vices among public upper basic school students in Oyo State, Nigeria. Moreover, literatures show paucity of studies on the relative and joint contribution of the home-related factors and social media usage on social vices. Hence, this study investigated home-related factors and social media usage among public upper basic school students.

Although, relationships may exist amongst home-related factors, social media usage and social vices among students, these relationships could however be influenced by moderators such as students gender and school location. Students' gender is a psychological experience of being a male or female student. It refers to the range of physical, biological, mental and behavioural characteristics of male and female learners in upper basic schools⁴⁰. The importance of examining the gender influence on the relationship among home-related factors, social media usage and social vices among students is based primarily on the socio-cultural differences between girls and boys.

A study showed significant gender influence on the relationship between family type and truancy behaviour among secondary school students in Oriade Local Government Area (LGA) of

Osun state, Nigeria²². A study also revealed no significant gender role on the relationship between social media and in-school adolescents' morals in Ekiti State, Nigeria²⁴. Another study revealed no significant gender influence on the relationship between broken homes and academic achievement of secondary students in English language in Nsukka Education Zone of Enugu State⁴¹.

School location refers to the particular place, in relation to other areas in the physical environment (rural or urban), where the public upper basic schools are sited. In Oyo State, Nigeria, rural life is uniform, homogenous and less complex than that of urban centres, with cultural diversity, which often is suspected to influence social vices among students⁴². The location of public upper basic schools with respect to rural and urban areas could significantly moderate the influence home-related factors and social media usage on social vices among students. A study revealed no significant influence of school location on the relationship between Social Media and in-school adolescents' morals in Ekiti State, Nigeria²⁴.

A study showed no significant school location influence on the relationship between broken homes and academic achievement of secondary students in English language in Nsukka Education Zone of Enugu State⁴¹. A thorough search of literature revealed dearth of studies on the moderating influence of gender and school location on the relationship among home-related factors, social media usage and social vices among upper basic students in Oyo State, Nigeria. This study also sought to examine the moderating influence of students' gender and school location (rural and urban) on the relationship among home-related factors, social media usage and social vices among upper basic students in Oyo State, Nigeria.

1.2 Statement of the Problem

Many forms of social vices have been observed among some public upper basic school students in Oyo State, Nigeria. 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. It is not uncommon to see public upper basic school students dress indecently, drink high alcoholic content, fight, vandalize public utilities, rebel against constituted authorities, troll people on line and spread fake news via social media so as to incite civil unrest. The trend of the incidents of social vices in the state seem to be worsening as the day goes by. Literature on this issue may have expanded a little over the years, there are some crucial gaps in the study of the role of home-related factors and social media usage on social vices among upper basic school students in Oyo State, Nigeria. The impact of home-related factors such as family structure, examination malpractice and drug abuse on social vices among upper basic school students in Oyo State, Nigeria have not been given adequate attention in literature. Existing literature have failed to adequately explore social media usage in areas of blogs, content communities and social networks usage and their effect on social vices among upper basic school students which creates a gap in literature that this study sought to address. This study therefore investigated home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

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. The objectives were to:

- i. identify the most common types of social vices among public upper basic school students in Oyo State, Nigeria;
- ii. ascertain the level of social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria;
- iii. ascertain the joint contribution of home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria;
- iv. examine the relative influence of home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria;
- v. ascertain the gender (male and female) difference in social vices among public upper basic school students in Oyo State, Nigeria; and
- vi. determine the school location (rural and urban) difference in social vices among public upper basic school students in Oyo State, Nigeria.

1.4 Research Questions

This study answered the following research questions:

1. What are the most common types of social vices among public upper basic school students in Oyo State, Nigeria?
2. What is the level of social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- H₀₁: There will be no significant joint contribution of home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria.
- H₀₂: There will be no significant relative influence of home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria.
- H₀₃: There will be no significant gender (male and female) difference in social vices among public upper basic school students in Oyo State, Nigeria.
- H₀₄: There will be no significant school location (rural and urban) difference in social vices among public upper basic school students in Oyo State, Nigeria.

1.6 Significance of the Study

This study is significant in that it would provide awareness on home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria. The findings of this study would be of immense benefit to students, parents, teachers, counsellors and educational stakeholders. To the parents, the findings of this study would help them to play their role in ensuring that their children or wards are properly trained, supervised, monitored, cared for and protected from all sorts of illegal and explicit contents on

social media, and wrong relationships through social networking sites. The parents would also be able to use the findings of this study to ensure that they are more involved in their children's life both at home and school and also ensure that they provide for their children regardless of their income status.

The findings of this study would enable public upper basic school students to see how factors within their home environment and their exposure to social media could positively or negatively affect their behaviours. It would help them to set their priorities right in ensuring that they spend less time surfing social media unless it is for academic purposes. The findings would also help them to make up their minds to live morally right irrespective of their family structure, uninvolved parents and family's income status.

The findings of this study would also make teachers to be aware of the importance of the role home-related factors and social media play in social vices among public upper basic school students. This would therefore help to ensure that they do not despise any student regardless of their behaviour and sex but encourage them to live morally right and stay away from addictions to illegal and explicit contents on social media. The findings of this study would help the teachers to see reasons to encourage the students to only use social media for academic purposes.

The findings of this study would benefit school counsellors as it would provide information on the influence of home-related factors and social media usage on social vices among public upper basic school students and also the role students' gender and location play in the relationship. This information at their disposal will help them to be able to provide useful counsel to the students that would guide them towards right lifestyle void of various forms of social vices. Finally, the findings of this study would add to the body of literature when

published and also be a useful guide as well as a point of reference to researchers and educators who intend to carry out studies in the subject area.

1.7 Scope of the Study

The scope of this study basically focused on home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria. The variable scope covered two independent variables (home-related factors and social media usage), one dependent variable (social vices) and two moderating variables (students' gender and school location). Home-related factors was studied using three factors which were – family structure, parents' income and parents' involvement. Social media usage was studied using three forms of social media which were – blogs, content communities and social networks. Social vices was studied using three commonest vices among secondary school students which were truancy, examination malpractice and drug abuse. The moderating influence of students' gender and school location on the relationship were also examined. The geographical scope covered all the public upper basic schools in Oyo State, Nigeria. The population scope covered all the public upper basic school teachers and school two students in Oyo State, Nigeria. The methodology scope comprised descriptive survey research design which involved the use of questionnaire as instrument for data collection.

1.8 Limitation to the Study

At first, some of the principals and vice principals were not willing to grant permission for the survey to be carried out as they saw it as distraction to the students' academic activities. However, with much persuasion, the researcher alongside her research assistants were able to administer the instruments. Secondly, even after the permission was granted, some teachers made it difficult to have access to the students. These teachers were however told of the

necessity of carrying out the research and the valuable contribution it will make in creating awareness about social vices among students. These teachers after much conviction assisted the researcher and her assistants in getting the instruments directly to the students. Lastly, some of the students were in a hurry to respond to the questionnaires as they had a lot to do. The researcher however overcame this challenge by waiting longer than usual in ensuring that the students take their time to thoroughly read and comprehend the items on the instruments and responded accordingly. However, this caused delay in ensuring that the instruments were fully completed.

1.9 Operational Definition of Terms

The following terms were operationally defined to prevent vague and ambiguity of meaning:

Social Vices: This refers to the acts of indiscipline found among some public upper basic school students in Oyo State, Nigeria that violate school and societal norms, values, rules and regulations. In this study, truancy, examination malpractice and drug abuse were considered as indicators in this study.

Truancy: This refers to the absence of a student from public upper basic school student in Oyo State, Nigeria without permission of parents, guardians or the school authority for a period of two (2) days in a week and eight (8) days in a month.

Examination Malpractice: This refers to an organised cheating practices done by some public upper basic school students in Oyo State, Nigeria which are usually against the ethics of internal or external examinations.

Drug Abuse: This refers to the use of any drug by public upper basic school students in Oyo State, Nigeria, usually by self-administration or in a manner that deviates from some approved

social and medical patterns. It is also the use of an illicit substance such as heroin, marijuana by public upper basic school students in Oyo State, Nigeria.

Home-related factors: This refers to those characteristics that relate to the home environment of public upper basic school students in Oyo State, Nigeria. In this study, home related factors included -family structure, parents' income and parental involvement.

Family structure: This refers to how the family of public upper basic school students in Oyo State, Nigeria are structured in terms of monogamy, polygamy, nuclear, extended, single parenting, promote parenting and broken family relationships.

Parents' Income: This refers to wages, salaries, profits, rents, and any flow of earnings received by parents of public upper basic school students in Oyo State, Nigeria which also determine their economic status in their environment.

Parental Involvement: This refers to the direct effort provided by parent (s) of public secondary school students in Oyo State, Nigeria, in a bid to increasing their learning and overall educational outcomes.

Social Media Usage: These refer to use of blogs, content communities, and social networks by public upper basic school students in Oyo State, Nigeria to create, share or exchange information, ideas, career interests, and other forms of expression. In this study, blogs, content communities, and social networking sites were considered.

Blogs: These refer to a type of website such as X (formerly Twitter) with regular entries of commentary, descriptions of events, or other material such as graphics or videos that some public upper basic school students in Oyo State, Nigeria use to appear anonymous, harass, and bully others and engage in various legal and illegal activities.

Content Communities: These allow some public upper basic school students in Oyo State, Nigeria to watch and share online multimedia materials, describe them, and make them publicly available. Popular content communities include YouTube, Flickr, and SlideShare.

Social Networking Sites: These refer to internet or mobile-based social space where public upper basic school students in Oyo State, Nigeria can connect, communicate, create, and share content with others. Examples are - Facebook, 2go, BB chat, Telegram, Snapchat, Skype, WhatsApp, Bigo, Tinder, Google Talk, Google Messenger, Tik-Tok, Eskimi, Badoo, and etcetera.

Public Upper Basic School: This refers to a basic education school stage that is post elementary or primary education and before the senior secondary school education usually owned and controlled by the government in Oyo State, Nigeria. It is formerly referred to as the public junior secondary school in Oyo State, Nigeria.

Gender: This refers to the range of physical, biological, mental and behavioural characteristics of male and female learners in public upper basic schools in Oyo State, Nigeria.

School Location: This refers to the particular place or environment (urban or rural) where a public upper basic school in Oyo State, Nigeria is sited.

Public Upper Basic School Students: These refer to male and female learners within the ages of twelve to fifteen (12-15 years) that enrol, attend and learn under the direction of teachers in public upper basic schools (public junior secondary schools) in urban or rural areas of Oyo State, Nigeria.

Endnotes

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Chapter Two

Literature Review

This chapter presented the review of relevant concepts and variables in the research topic based on the objectives, hypotheses and research questions in this study. It also reviewed empirical studies and theories that render support to the work. It was organised according to the following sub-headings:

2.1 Conceptual Review

2.1.1 Vices

2.1.2 Social Vices

2.1.3 Home-related Factors

2.1.4 Social Media Usage

2.1.5 Gender

2.1.6 School Location

2.2 Theoretical Review

2.2.1 Social Control Theory by Hirshi (1969)

2.2.2 Uses and Gratification Theory by Katz, Blumler and Gurevitch (1974)

2.2.3 Structural-Functionalist Perspective Theory on Social Vices by Parsons (1951)

2.3 Review of Empirical Studies

2.3.1 Home-related factors and Social Vices

2.3.1.1 Family structure and Social Vices

2.3.1.2 Parental Income and Social Vices

2.3.1.3 Parental Involvement and Social Vices

2.3.2 Social Media Usage and Social Vices

2.3.2.1 Blogs (Twitter) Usage and Social Vices

2.3.2.2 Content Communities (YouTube) usage and Social Vices

2.3.2.3 Social Networking Sites Usage and Social Vices

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

2.1 Conceptual Review

2.1.1 Vices

The term “vices” is from a French word “vitium” which means “defect” or “failing”¹. Vices are viewed as habits that are either immoral or bad usually common among young male and female adolescents. Examples of vices include - indecent dressing, cultism, stealing, drug addiction, examination malpractice, hooliganism, gambling, smoking, pre-marital sexual activities, rape, alcoholism, taking of illegal substances, seizing phones of junior students and asking them to redeem them with some amount of money, and boycotting of classes^{2,3}. It was emphasized that vices are like viruses that could destroy the moral fabric of the society making way for social maladies or ills if they are neither curbed nor controlled. They are therefore thought of as social problems and situations that are viewed as inappropriate and need urgent remedy⁴.

2.1.2 Social Vices

Social vices are bad and unhealthy traits that are frowned at by members of a society. They are behaviours which are at variance with societal expectations based on established moral codes². Social vices are forms of evil, wicked and criminal actions or behaviour in the society. They are acts and conditions that violate societal norms and values⁴. Social vices as anti-social

actions which breach social norms, values and this range from obscene dressing to sexual harassment and promiscuity, character assassination, impersonation, financial fraud. Social vices are any omission or commission or negligence which contravenes cultural values and standard codes of conduct of a particular community or a given situation or location⁵. Social vices are what people do that are contrary and against societal norms and practices. These are illicit sex, drug addiction, immoral behaviour such as murder and many other criminal tendencies. Social vices also include drug abuse and kidnapping. Social vices are bad traits, unhealthy and negative behaviour that are against the morality of a society^{5,6}.

Social vices are acts of indiscipline or those acts and conditions that violate the societal norms and values found among some public upper basic school students. They are habits or behaviours of immoral activities such as cultism, robbery, ritual killing, kidnapping, smoking and drug peddling and among others. Social vices are lack of discipline which interfere with the teaching and learning process, manifesting itself in various ways such as bullying, vandalism, alcoholic and substance abuse, trance, inability or unwillingness to do home works². They are bad traits, unhealthy and negative behaviours of the society that are usually present in some public upper basic school students³.

It was submitted that social vices are immoral activities such as pick-pocketing, stealing, hooliganism, gambling, rapes, indecent dressing, examination malpractices, alcoholism, pre-marital sexual relationship, fraud, banditry etcetera, found among some public upper basic school students which hinder them from academic success and also hampers on academic activities. Social vices could also mean mis-behaviours, wrong attitudes, and unacceptable characters seen among public upper basic school students that have bedeviled the development of educational system⁷.

Forms of Social Vices

There are various forms of social vices among secondary school students. They include – cultism, truancy and absenteeism, examination malpractice, drug abuse, bullying, fighting, and sexual promiscuity². This study however focused on the three commonest ones found among secondary school students that affect academic activities and academic success among the students. They are – truancy, examination malpractice, and drug abuse.

1. Truancy

Truancy is regarded as a social offence which is the absence of a public upper basic school student from school without permission of parents, guardians or the school authority for a period of two (2) days in a week and eight (8) days in a month. It is also regarded as a regular unexcused absence from classes or mandatory schooling⁶. Truancy is described as irregularity in school attendance. It is the attitude of students who do not attend school as regular as their parents and school authorities may require of them. It was opined that truancy is when students distance themselves from school⁸.

2. Examination Malpractice

Examination malpractice is any examination not conducted in accordance with specified norms set by the examination institutions. It is also regarded as any irregular behaviour exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before, during or after such an examination⁹. It is an organised cheating practice adopted by candidates of an examination, who have no confidence in themselves to pass the examination, but have confidence in fraudulent examination practices^{2,9}. Examination malpractice also means all forms of misconduct associated with the conduct of an examination which could take place before, during and after such examination^{2,10}. Malpractice refers to counter practice that is

against ethics of examination. It is an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process^{2,11}.

Examination malpractice is seen as any act of omission or commission, which compromises the validity and integrity of any examination. In the recent times, examination malpractice has grown from simple 'giraffing' where students occasionally strain their necks to catch glimpse of what they want to copy from other students' scripts to a variety of sophisticated methods^{2,11}. 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^{2,4}.

3. 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 is a substance of biological or chemical origin which when applied to a living tissue produces an effect such as change in the biological and mental functioning of a person². It is used for treatment or prevention of sicknesses in man and animals. Over three hundred and fifty (350) thousand substances have been employed as drugs and about one thousand are in regular use^{2,12}.

Drugs like other chemical substances can be abused. Drug abuse is classified as a moral form of deviance because it negates the moral form in the society. It is the use of any drug, usually by self-administration in a manner that deviates from some approved social and medical patterns¹³. It changes the behavioural, perception, cognitive and the general physical functions. Drug or substance alters the body function either positively or negatively^{13,14}. Government

agencies refer to any use of an illicit substance as drug abuse for example heroin, marijuana (Indian hemp)¹⁵. The causes of drug abuse among students are not too different from those of adults. 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^{2,16}.

2.1.3 Home-related Factors

The home is the primary place of socialization, learning and training of children for a wholesome all round development to become properly adjusted to his or her environment and made ready for schooling¹⁷. The home is an essential place in the upbringing of a child, and the first environment of a child within a family. The home, which is the traditional nuclear family, is the smallest unit and microcosm of the larger society. Family members whether the traditional nuclear or extended are usually related by blood, law and marriage. The family is responsible for supporting, caring and preparing children for adulthood, which in turn will determine their personal development. The home is the child's place of contact with the world; the child as a result acquires initial education and socialization from parents and other significant persons in the family¹⁸.

A home is defined as the house, flat or apartment that an individual lives in with his/her family. The home lays the psychological, moral and spiritual foundation in the overall development of the child. A stable home is the one that consists of the father, mother and children without separation, divorce, and death of one or both parents, desertion or single parenthood¹⁹.

Home-related factors include those characteristics that relates to the home environment where a child or public upper basic school student lives with his or her family. They are features

that pertain to the home, family especially those related by birth, marriage, or adoption and residing. Home-related factors are those factors that are peculiar to people ordinarily living in the same house²⁰.

Kinds of Home-related Factors

Home-related factors include - family settings, structure, size and income, parental involvement, and attitude²¹. This study however focused on family structure, parental income, and parental involvement as three important factors that can influence public upper basic school students.

1. Family Structure

Family is a group of individuals related to each other by a legal process which establish a consenting relationship (such as marriage and adoption), by blood ties (such as natural parents, biological child siblings), or by both (for example mother-son-step father family or step siblings)²². The family is the basic unit in society, traditionally consisting of two parents rearing their children or a group of individuals living under one roof and usually under one head. A family can be nuclear, extended, step, single-parent, adopted and foster family and the contribution towards a child's education mostly depends on the type of family structure the child belongs to²³.

Family structure has to do with how the family is structured in terms of marriage between the husband and wife. Family structure are the members of a household who are linked by marriage or bloodline²⁰. Family structure could be monogamous or polygamous. The monogamous family structure comprises of an adult man married to only one wife or woman whereas the polygamy family structure comprises an adult man married to more than one wife. Polygamy family structure is the union between a man and more than one woman²⁴.

In the polygamy situation, a man marries more than one wife giving rise to children from different mothers within a family²⁰. Whatever situation may warrant him having other wives, the husband normally is required by societal norm to treat his wives and children equally. However, in this type of family, the even distribution of love, affection and general concern for the welfare of the wives and children may not be guaranteed. The personal interest of each wife and her children may result in the distrust of their husband or father. Therefore, such homes are characterised by strife, confusion, lack of love and affection, and jealousy²⁴.

Other examples of family structure are the nuclear family or traditional family which consists of child or children and both parents (genetic parents), extended family systems, single-parent households, and adopting individuals, living together and they are all a natural part of the society. Nuclear family structure is defined as two parent families which are able to give more time, affection and supervision to their children than single parent as the two parents can relieve one another when they find that parenting is becoming difficult²⁰. A nuclear family is a family structure that is made of two biological parents and their biological children. Members of this family structure live together as one in their abode²⁵.

An extended family is a family structure that encompasses the entire lineage of a given family. It includes aunts, uncles, cousin and their relatives. Juveniles in this family structure are exposed to multiple role models. An extended family structure is a family unit that accommodates or maintains ties with its relatives. Members of this family structure co-share responsibilities^{25, 26}. The single parent family is a type of family structure which consists of a single mother or father, who lives alone with his/her child or children. Another example of family structure is the step-family which consists of a child or children, a natural parent and a step-parent or common law partner that assumes parental obligations. Both the natural parent and

the step-parent often have their own children from previous relationships, so the children get step-siblings. A foster family is a family structure in which kids are adopted and raised by mature mutually consenting adults. Foster care is bedeviled by the problem of bonding^{20,26, 27}.

Family structure may also include intact or broken families. An intact family refers to a family in which both biological parents are present and living together in the home. The intactness of a family may not necessarily mean that it functions well or that the children are being well catered for, as all manners of normal conflicts and problems as well as life threatening issues do occur in intact families as well. A broken family is a family that has split or separated for various reasons such as death of a parent, separation, divorce or abandonment that may lead to children being raised by single parents, stepparents or relatives²⁸.

A broken home is a family or household where either of the father or mother is not present as a result of divorce, or separation. It is used to describe a lack of harmony and peaceful relationships within the family unit. Thus, a broken home is a condition of loss of family attention or lack of affection from parents due to divorce, death, and family disharmony²⁹. All these breaking have added complications of antagonism between husband and wife and the shifting of the child from one parent to another. This variably influences the child and determines his behaviour. When a family separates, the child is deprived of parental affection, concern, feelings of security, social opportunities and physical necessities of life^{28, 29}.

A broken home is also defined as the situation whereby husband and wife separated as a result of one problem or the other such as inability to understand each other. Since a man and his wife come from various family backgrounds, there is bound to be misunderstanding which may lead to conflicts and eventual separation³⁰. It was observed that most broken homes occur when

husband and wife separate from each other through either natural causes (death) or by human cause (divorce), leaving the care and responsibility of the children to one parent^{19,30}.

Divorce of spouses may be temporal or permanent¹⁹. It is temporal when there is still hope of coming together after the relevant laws must have been put in place. This is to ensure that issues that created the temporal separation are settled. However, divorce is permanent when there is no hope of coming together. Divorce has to do with either one of the partners quitting or saying “bye bye” to his or her spouse as a result of infidelity, pride, superstition, religion, disagreement, in-laws interferences, alcoholism, and disrespect for one another or bullying (violence)^{19, 30}.

2. Parental Income

Parental income refers to wages, salaries, profits, rents, and any flow of earnings received by parents. Parental income can also come in the form of employment or compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance³¹. Income of parents may therefore determine the location of school and the standard of education that they desire for their children. It may also determine whether the children will engage in social vices or not.

3. Parental Involvement

Parental involvement refers to the degree to which parents are committed to their role in providing guidance, showing interest, motivating their wards and having a good communication skill geared towards promoting their children’s active engagement in learning activities in the school¹⁷. It typically concerns the amount of effort that parents put into child-oriented education as well as other activities^{17,32}. Parental involvement refers to parent behaviours related to the child’s school or schooling that can be observed as manifestations of their commitment to their

child's educational affairs³³. This means that a parent who shows these behaviours to a large extent, can be regarded as higher involved than a parent who shows these behaviours to a less degree^{17,33}.

Parental involvement is a broad concept and it refers to parents' involvement both at home as well as school. It includes - parenting style, parental expectations and aspirations, home rules and parental supervision, parents' attitudes towards children activities, helping with their homework, visiting the school to discuss with teachers, and also their beliefs regarding their child's education³⁴. Parental involvement simply describe "the interaction between parents and children at home and this positive interaction is believed to have substantial effects on children's academic performance"³⁵. Parental involvement is described as awareness of and involvement of parents in school work, understanding of the interaction between parenting skills and the student success in schooling and a commitment to students³⁶.

Parental involvement means parents involving in school-based curricular and co-curricular activities and programmes related to their children's education. Parental involvement goes beyond parents' activities in school settings and in subject concerned participations to parental inclinations and practices aimed to assess children's educational success. Parental involvement is the willingness on the part of parents to devote their time and resources towards their children learning activities. The students who got enlightened by such parental involvement in their schooling exhibits positive behaviour; improved attitudes towards schooling; improved school attendance; decreased school dropouts; and improved academic performance³⁷.

Parental involvement can be defined as direct effort, provided by the parent, in order to increase educational outcomes of their children. It includes all activities by parents that are intentionally "linked to learning". It is defined as the efforts delivered by parents while their

child is in school age³⁸. Parental involvement has been categorised into two forms; home based and school-based. Home-based parental involvement refers to all the efforts of the parents at home towards the education of the child as a complimentary effort to that of the teacher. This involvement includes child discipline to encourage engagement to academic activities¹⁷. Home based parental involvement include assisting students with homework, engaging them in talks concerning the school having high expectations, encouraging school success and providing conducive environment for learning³⁶. Parental involvement at home includes various activities such as helping with homework, and reading with children, discussions about school and the like^{34, 38}.

School based parental involvement include volunteering at school, taking part in school events and school organisations as well as maintaining communication with teachers and school staff. Involvement at school may include attending workshops, parents volunteering in the classroom, or attending school plays and sporting events and above all parental nurture, family issues, parent education, and the like^{36,38}.

Parental involvement in a school setting implies a wide range of behaviours, but conventionally it refers to parents and family members who invest most of their resources in their children's education³⁹. These investments are intended to improve the child's learning as such can take place in or outside the school. Parental involvement is also defined as the level of participation that a parent has in the child's education and school. Many parents today are quite involved, often volunteering to help in their children's classroom activities, communicating well with their children's teachers, assisting with their homework, and understanding their individual academic strengths and weaknesses^{38,39}. In this study, parental involvement is delimited to the degree to which students feel that their parents get involved and put efforts into their education to

ensure their active engagement in academic activities revolving around teaching and learning processes in the classroom¹⁷.

2.1.4 Social Media Usage

Media remains a tool, which renders any help to people across the globe to influence their opinion, attitude, and knowledge. Social media is the social interaction among people who create, share, and exchange information and ideas in environments, schools, workplaces, homes, communities, and so on⁴⁰. Social media, regardless of distance, facilitates people to communicate, and convey information in the form of images, videos, and audio⁴¹. Social media is a network of internet facilities that is on the technological and ideological foundation of web 2.0 which provides space for the development of user-changeable content^{40,41}.

Social media can be viewed as web and mobile-based technologies used by people to create an interactive forum where individuals and groups share information for the benefit of all. Social media as referring to the internet based social websites like the Facebook, MySpace, Twitter, Blackberry Messenger, WhatsApp, Skype, and so on which allows users to interactively communicate with one another⁴². Such media allows users to meet friends, exchange ideas, images, audios, videos and essentially stay connected with the outside world. It is not a fallacy that we presently live in an age of increasingly sophisticated breakthrough in communication across the globe. Social media are becoming the household means of interaction, communication and collaboration throughout the world^{41,42}.

Social media is an umbrella term for technologies that provides space for people to create and send content, link up, and connect with others. It has three main parts, namely:

1. The infrastructure and instrument to create and share content;
2. Content, such as concepts, ideas, messages, information and news; and

3. Decoders, users and consumers, such as industries, organisations and individuals⁴⁰.

Social media carries a social undertone in which the users are allowed to interact with others in order to promote interpersonal relationships and give a certain effect on the social behaviours of individuals all over the world^{40,42}. Social media are websites and applications that enable users to create and share content or to participate in social networking. Social media is one of the most modern and favourite form of social platform including many features and social characteristics in it. Social media such as Facebook, Twitter, LinkedIn, Instagram, WhatsApp, amongst others has brought a remarkable change in how people access and share information. Social media serves as a channel to communicate, texting, images sharing, audio and video sharing, fast publishing and linking with people all over the world⁴³.

Social media is also a cheapest fast access to the world, so it is very essential for all age groups including teenagers/adolescents. The youth, however, remains the most prominent users of social media. This, of course, is not surprising as the digital age is widely believed to belong to the youth. Despite its benefits and usefulness, social media has its own detrimental effects^{43,44}. Social media are interactive digitally mediated technologies that facilitate the creation or sharing/exchange of information, ideas, career interests, and other forms of expression via virtual communities and networks. Social media has emerged as a term frequently used and variously defined as different types of communication platforms and electronic ways of interacting^{45,46}.

Social media facilitate social interaction, make possible collaboration, and enable deliberations across stakeholders. Social media includes tools such as electronic blogs, audio/video tools like YouTube, internet and chat rooms, cellular and computer texting, and social networking sites (SNSs)⁴⁶. Social media is defined as “a group of internet-based

applications that allow the creation and exchange of user-generated content”. It is the fastest growing web application in the 21st century. All web based applications which allow creation exchange of user-generated content and enable interaction between the users can be classified as “Social Media”. These could be in the form of Social Networking Sites, Blogs, Internet forums, Bookmarking sites, online community sites, etcetera⁴⁷.

Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. It is that medium that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modify user-generated content⁴⁸.

Six properties of social media have been identified to include:-

1. **Accessibility:** The social media is open and takes negligible or no expenses to utilise. They are easy and do not require extraordinary skills or knowledge to use. It is totally easy to associate with others. Therefore anyone with online access can participate in discussions;
2. **Interactivity:** Social media provides two-way or multi communication. Users can communicate with each other on anything;
3. **Longevity:** Social media content is available for a long period, possibly forever.
4. **Reach:** The Internet offers unlimited reach to all available content. It can be gotten anywhere it can be reached. Social media offers similar service to every user who can share anything with anyone they like;
5. **Speed:** The content created on the social media is available to everyone as soon as it is published. One can communicate quickly with no external hindrance to message delivery. The responses are instantaneous and simultaneous; and

6. **Volatility:** The content can be edited or changed anytime.

Categories of Social Media

Social media have been classified into six different categories. They are - Blogs (example is Twitter); Collaborative projects (example is Wikipedia); Content Communities (example is YouTube); Social Networking Sites (example is Facebook, Instagram, WhatsApp); Virtual Game or Social Gaming (example is World of Warcraft); Virtual Social Worlds (example is Second Life)⁴⁸. However, this study focuses on three social media that are commonly used by public upper basic school students, which are - Blogs and Microblogs; Content Communities and Social Networking Sites.

- 1) **Blogs:** Blogs can give an appearance of anonymity while allowing for human connection via commenting and also create avenue for harassment and bullying, libel suits, legal and illegal activities⁵⁰. Examples of blogs include - My Opera, Plurk, Twitter, Vox, Wooxie, Personal blogs (Lindalkeji blog)⁵¹. Microblogging tools such as Twitter are examples of Web 2.0 technologies. Web 2.0 is a large variety of web-enabled programs that allow users to contribute, exchange, and ingest content^{50,51}.
- 2) **Content Communities:** These allow users to share online multimedia materials. Popular content communities include YouTube, Flickr, and SlideShare. After registering for an account, individuals upload their materials, describe them, and make them publicly available⁵².
- 3) **Social Networks:** The term social networking sites (SNSs) generally refer to internet-based locations that allow individuals and groups to interact. Social networking Sites (SNSs) specifically refer to those internet based services that promote online social interaction between two or more persons within a bounded system for the purpose of

friendship, and meeting other persons and/or exchanging information⁴⁶. Social Networking Sites (SNSs) are online communities of internet users who want to communicate with other users on areas of mutual interest, whether from a personal, business or academic perspective⁴⁸. Social Networking Sites contains a functionality that lets users create public or semi-public personal profile pages that contain information of their own choice; serves as a mechanism to communicate with other users; and contains mechanisms that allow users to search for other users according to some specific criteria^{46,48}.

Social networks are the main application under the umbrella of social media, which comes with the Web 2.0 era. Social network sites (SNS) are web-based services that enable people to construct a public or semi-public profile within a bounded system; articulate a list of other users with whom they share a connection; and view/traverse their list of connections and those made by others within the system⁵³. In educational classrooms, social networking sites are typically used exclusively for messaging or texting. Student collaboration has improved in both quality and quantity because of social networks. However, it also poses various negative effects on students such as reduced learning and research capabilities, waste of time, poor grades and health effects⁵⁴. Some social networking sites are: Facebook, BB chat, Snapchat, Skype, WhatsApp, Bigo, Google Talk, Google Messenger, Tik-tok, Badoo, MySpace, and etcetera⁵⁵.

2.1.5 Gender

Gender refers to a range of physical, biological, mental and behavioural characteristics of male and female learners in public upper basic schools. Gender traits in most cases shape expectations of what is considered appropriate behaviour, appearance and attitude for different

genders. Aspect of gender includes gender identity, role and expression. It is a reliable determinant of social vices among secondary school students who engaged in various forms of social vices such as truancy, examination malpractices, bullying, vandalism, fighting, dishonesty, disobedience to school authority and a host of others.^{22, 41}

2.1.6 School Location

School location (urban and rural) plays a powerful role in shaping students' behaviors and risk of engaging in social vices such as truancy, drug abuse, cultism/gang membership, bullying, theft, vandalism and early sexual activities. The influence operates through environmental, socio-economic, cultural, and institutional factors.

Urban schools are typically located in cities and are characterised with high population density, Peer influence, Weak community-school link, Technology exposure. Also, rural schools are situated in villages and agrarian communities and are characterised by limited exposure, Economic disadvantage, Low teacher availability, traditional practices. Rural students may have lower exposure to modern vices like drug abuse or cybercrime, but higher issues with truancy, child labor, low academic motivation, and gender-related risks.^{24,42,41}

2.2 Theoretical Framework

This study was guided and anchored on the following theories:

- 1) Social Control Theory by Hirschi (1969)
- 2) Uses and Gratifications Theory by Katz, Blumler and Gurevitch (1974)
- 3) Structural-Functionalist Perspective Theory on Social Vices by Parsons (1951)

2.2.1 Social Control Theory by Hirschi (1969)

Social control theory was developed in 1969 which explores and understands how home-related factors such as parent-adolescent relationships shape and influence adolescents'

behaviour and their engagement in social vices^{56,57}. Social control theory states that social bonds and attachments between parents and children are stronger protection against delinquency or social vices in children than other personality characteristics. The theory conceptualised social bonds between children and parents as having four components: attachment, commitment, involvement, and belief. Social control theory presents the opportunity to determine whether the bonds of attachment, involvement, and commitment and belief measures explain serious delinquency and risky behaviours among children⁵⁶.

The importance of social control theory is seen in the changing features of social bonds that explained the trajectories of delinquency or social vices and the process of desistance from crime throughout the life course. One of the most persistent explanations for social vices is the breakdown of the family⁵⁸. Attachments to parents are inversely related to delinquency the stronger the attachment to parents, the less risk there is for adolescent delinquent behaviour^{38,59}.

The theory postulates that the internal patterns of interaction within the family are more important than structural factors in the family. So, these family interactions, mostly between parents and adolescents, may play a vital role in explaining delinquent behaviour. Also, an intimate communication within the family can lessen the risk of adolescents engaging in delinquent behaviour. Social control theory thus shows that whatever reduces interaction, attachment, commitment, belief and communication between parents and their children such as socio-economic status, family size, type and structure can result in children's engagement in social vices like truancy, malpractices, drug abuse and gang membership⁵⁶.

Relevance of Social Control Theory

Social control theory is relevant to this study in that it renders support to the influence or importance of Home-related factors such as parental involvement, family structure and parents'

income on social vices among public upper basic school students. The theory states that the greater the attachment and communication between the parents and their children, the less they engage in social vices and vice versa. These students come from various homes which could be characterised by single parenting structure, nuclear or extended family structure, broken relationships, conflicts, large family size and low income status. These Home-related features could therefore determine the attachment, commitment, belief, communication and involvement of parents to their children's welfare both at home and the school which could invariably result to their engagement or dis-engagement in social vices.

2.2.2 Uses and Gratifications Theory by Katz, Blumler and Gurevitch (1974)

The uses and gratification theory (UGT) was propounded in 1974⁶⁰. It is a well-known approach to understanding of media utilisation among individuals. The theory focuses on how users proactively engaged with the use of media that will meet a given need. The theory shows that users are responsible for choosing media to meet their needs. The approach suggests that people use media to fulfil specific purposes⁶⁰.

The uses and gratifications theory sought to explain the reason behind people using a particular media and what motivates them to continually engage in using such media in order to derive gratifications to fulfill those needs. The theory also helps researchers to gain an understanding on why people switch from one media to another. Unlike earlier theories that suggested that media opinion might shape individual and their belief, the use and gratification theory shows that media audiences are not passive, and that people choose media messages to gratify their needs^{60, 61}.

As such, media consumers decide the extent to which media has an influence on them as well as the idea that users decide media alternatives merely as a means to an end. Consequently,

the adoption of the uses and gratifications theory is informed by the fact that people consciously choose the medium (social media) that could satisfy their needs. The extent to which a social media platform is used to meet a demand is a measure of its effects and gratification. As such, media consumers actively choose specific media content based on their need. If there are any effects, either positive or negative, these are consciously or at least actionably intended⁴³.

The theory's main idea is that people are more likely to subscribe to information on social media that offers them the highest level of utility and benefits or gratifies their feelings; while information that may not hold adequate and tangible benefits to them may not be entertained. Use and gratification is an idea that media use depends on the perceived satisfactions, needs, wishes, or motives of the prospective audience member, which are derived from psychological instincts such as relaxation, companionship, diversion, escape, surveillance, excitement, guidance, tension reduction, social integration, entertainment, self and personal identity, social contact, and information acquisition^{46,60}.

Hence, as regards this study on the use of social media by the teenagers, the theory offers useful explanations on the underlying motivation for their excessive interests and exposure to social media⁴³. Social media has become a very important part of life for many young generations in today's world⁶². Hence, the theory maintains that social media has the potentials of addressing the various needs of the target teenage audiences. For instance, teenagers claim that social media usage help them to stay connected with their friends that they do not see often; they also claim that social media allow them to make new friends online, find jobs, business opportunities through LinkedIn, self-fulfillment, importance, expectation, fame, health-related issues and social wellbeing⁴⁶. This theory therefore explains how and why teenagers develop so

much habit choice of using social media to the very extent that it has become part of their daily lifestyle affecting their behaviour⁴³.

Relevance of Uses and Gratification Theory

Uses and gratifications theory explains the possible influence of use of social media by public upper basic school students for their need, satisfaction or gratification purposes which could invariably affect their behaviour positively or negatively which may ultimately make them engage or not engage in social vices. Many public upper basic school students now have easy access through their smartphones to the Internet and many social media sites. Through these sites, they are able to upload and download various contents, make friends, network with people, have access to information, follow their role models and learn various kinds of lifestyle and habits. In most cases, the content on these platforms are usually illegal and explicit contents. More so, their role models which could be celebrities are usually people who dance and sing with naked women, smoke weed, fight, and leave gangster kind of lifestyle. These students tend to copy these so called celebrities and also get exposed to illegal and explicit contents which alters their behaviour causing them to engage in various forms of vices.

2.2.3 Structural-Functionalist Perspective Theory on Social Vices by Parsons (1951)

The structural-functionalist perspective theory on social vices view societies as networks of interrelated parts that work together to maintain social stability and balance while reducing deviant behaviours among citizens^{63, 64}. In maintaining society's ongoing health and stability, functionalism thus places a strong emphasis on the value of social institutions like the family, religion, and education in reducing social vices and fostering societal stability⁶⁵. The structural-functionalist viewpoint gave rise to the two main aspects of social problems which are social pathology and social disorganization⁶⁶.

The social pathology paradigm contends that societal issues are the outcome of a social “illness.” Similar to how a person becomes unwell when their systems, organs, and cells stop working correctly, the society too becomes “ill” when its constituent pieces (that is, elements of the structure and culture) stop working effectively. For instance, issues like drug abuse, violence, truancy, and juvenile delinquency are frequently linked to the dissolution of the institution of the family, the collapse of the religious institution, and deficiencies in our economic, educational, and political institutions^{64,65,66}.

The social disorganization paradigm of social problems contends that rapid social change disturbs societal norms. Societies experience anomie or normlessness when standards deteriorate or clash with one another. This point of view contends that social issues can be resolved by delaying social change and bolstering social norms. For instance, although it is against a social standard in our society for minors to use alcohol, this norm is lax^{65,66}. Consequently, from the standpoint of structural functionalist theory, it is obvious that the many participation of adolescents in various social vices is the cause of the poorer level of social institutions of the 21st century. The future generation will benefit greatly from early attention from parents’ governments, religious leaders, and other stakeholders to derail the trend of societal sin^{64,65,66}.

Relevance of Structural-Functionalist Perspective Theory on Social Vice

Structural-functionalist perspective theory on social vice is a theory of social vices that explains how societal disorganization, distortions and failures of societal institutions such as the family, school and political organisations cause citizens such as teenagers to adopt various forms of social vices. Every child born into this world was given birth to as an “empty slate” which means that it is what the child learns from the society that makes him or her to engage in different kinds of social vices such as truancy, bullying others, drug abuse, malpractices and so

on. Therefore when the society is distorted or the strong institutions in the society fail, there is every tendency for children including public upper basic school students to engage in vices.

2.3 Review of Empirical Studies

2.3.1 Home-related factors and Social Vices

A research work was investigated on home-based factors, institutional environment and teacher characteristics as determinants of students' academic performance in Ogun State senior secondary schools²¹. The study adopted the descriptive survey research design. The sample consisted of one thousand, seven hundred (1,700) respondents made up of one thousand, four hundred (1400) students and three hundred (300) teachers selected through stratified random sampling technique from public secondary schools in Ogun State, Nigeria. Three research instruments were used for data collection. They are - 'Students Home Factors Questionnaire (SHFQ), Institutional Environment Questionnaire (IEQ), and Records of Students Academic Performance (RESAP). Data were analysed using Multiple Regression Analysis. Two null hypotheses were formulated and tested at 0.05 alpha level. Findings revealed that home based factors, institutional environment and teachers' characteristics made significant joint contribution to the prediction of students' academic performance. Moreover, these variables made significant independent contributions to the prediction of students' academic performance. Out of the three predictors, the most potent factor was teachers' characteristics; followed by home based factors while institutional environment was the least potent predictor of students' academic performance.

It was recommended that parents should be encouraged to make their homes to be learners' friendly. This can be done by creating awareness on the influential role of home factors

on students' academic performance. This should be done during PTA meetings, school visiting days and through the mass media. That governments, school proprietors and school administrators should endeavour to make the school environment to be conducive for learning through proper location of schools, provision of teaching – learning facilities and making the school environment to be learners' friendly. Also, teachers' quality should be continually improved through self-development efforts, periodic seminars, and workshops, and on-the-job training to keep teachers abreast of the developments in their field. Finally, schools should provide effective counselling services and administrative supports to facilitate teaching and learning in order to improve students' academic performance²¹.

A similar study investigated the influence of family type and personality characteristics on juvenile delinquency among secondary school students in Kubwa, Bwari Area Council, FCT Abuja, Nigeria⁶⁷. Employing the Cross-Sectional Survey design, two hundred (200) adolescent secondary school students participated, selected through systematic random sampling. Participants comprised ninety (90) males and one hundred and ten (110) females. The Self-Report Delinquency Scale and Big Five Inventory (BFI) were used for data collection. Data collected were analysed using descriptive and inferential statistics. Findings revealed no significant difference in delinquency rates between single-parent and nuclear families. However, personality traits significantly influenced juvenile delinquency among the students. Additionally, a significant joint influence of personality characteristics and family type on delinquency was established. It was concluded that while there is no significant difference in delinquency between single-parent and nuclear families, personality traits, both individually and in conjunction with family type, are significant determinants of juvenile delinquency. It was recommended that

support programs for parents should be implemented and families should be educated on the psychological effects of broken homes⁶⁷.

Another study was carried out to investigate empirically the influence of home environmental factors on the academic performance of the students in some selected schools in Dekina Local Government Area in Kogi State, Nigeria⁶⁸. Primary data from a sample of one hundred and twenty (120) respondents was obtained by the use of a well-structured questionnaire. The data collected were analysed using multiple linear regression analysis. The probability value of the estimate was used for accepting and rejecting the hypotheses of the study. The result of the regression analysis indicates that a positive relationship exist between parents' economic status (PES) and Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant; a positive relationship exist between parents educational background (PEB) and Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant; Parental marital style (PMS) was negatively related to Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria; and Home location of parent (HLP) was positively related to Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant and in line with a priori expectation⁶⁸. It was concluded that parents' economic statuses, parental educational backgrounds, parental marital styles, and home locations of parents all do have varying degrees of effects on the performance of students in the study area. It was recommended among others that illiterate parents should be encouraged to go to school, in that their literacy will enhance their children academic achievement in schools⁶⁸.

Researchers conducted a research aimed at exploring specific home-based factors for students' dropout in public secondary schools in Itilima District, Simiyu Region-Tanzania⁶⁹. The study employed a mixed approach and a convergent parallel design. The study involved one hundred and four (104) participants. Data was collected through questionnaires, interviews and document checklists. Quantitative data were analysed using Statistical Packages for Social Science (SPSS) version 29 while qualitative data were analysed through thematic content analysis. The findings of the study revealed that poverty, ignorance of some parents, parents' attitude, peer influence, family conflicts and separation, distance from home to school, early marriage agricultural activities and livestock keeping were among the home-based factors for students' dropout. The study concluded that most of the public secondary schools are facing students' dropout of the school due to home-based related factors. Therefore, the study recommends that to reduce the problem of students dropping out of school, the government should build hostels and parents be sensitized on the importance of educating their children⁶⁹.

Another closely related research was investigated on how Home-related factors such as learning resources like television, radio set among others influence students' success in schools⁷⁰. A cross sectional survey and multi-site case study designs were adopted in carrying out the study. The population of the study was made up of teachers, students and parents. A sample size of five hundred and twenty (520) respondents was used selected using purposive, quota, convenient and random sampling techniques. The data collection instruments were questionnaire, semi-structured interview schedules and focus group discussions. Descriptive and inferential statistics were used in presenting the data. The study found that the learning environment provided by parents at home determines the academic achievements of students. The study also revealed that some students did not have basic things such as tables, chairs and a

place to study at home. Some students indicated that the learning facilities at home were provided by both parents. Further findings indicated that some students were over-burdened with household chores which adversely affected their learning at home. When the hypothesis was tested, the statistics revealed that the correlation was statistically significant. It was recommended that parents should create an enabling learning environment at home to enhance students' success level in schools⁷⁰.

A research work was aimed at identifying and analysing the impact of parental factors on students' academic performance in secondary schools in Rivers state⁷¹. The study adopted the correlation survey design with a population of two hundred and sixty eight (268) public secondary schools in Rivers state. The sample size for this study was one hundred and thirty four (134) principals which formed 50% of the entire population, made up of male and female principals selected using the simple random technique. The instrument for the study was a structured questionnaire titled – “parental factors and students, academic performance questionnaire (PFASAPQ)” consisting of fifteen (15) items to elicit information from the respondents. The reliability of instrument was determined using test-re-test method, and the Pearson product moment correlation coefficient was used to measure the reliability of the instrument which yielded a reliability co-efficient of 0.825. Data collected were analysed using mean ratings and standard deviation to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings revealed that parental occupation determine the type of schools children attend, higher parental occupational status predicts higher academic performance for children in schools, parents income level negatively or positively influenced children's academic performance, children from high income level achieved more academically in schools, parent monitoring of children out of school activities

enhanced academic performance and children whose parents provided all their educational needs performed well in schools. From the findings it was recommended that parents should provide their children all necessary assistance and support needed for academic enhancement, parents' should always monitor their children's out of school activities and parents should provide all material needs of their children at school and also assist the children with their homeworks⁷¹.

A closely similar research work was implemented on home environmental factors influencing the academic performance of secondary school students in Owerri Zone II, Imo State, Nigeria⁷². Survey research design was adopted and two research questions guided the study. The population for the study comprises one thousand and thirty (1,030) respondents made up of all the sixty four (64) principals and nine hundred and sixty six (966) teachers in the thirty two (32) public secondary schools in Owerri Zone II, Imo state. A sample of two hundred and six (206) respondents was selected randomly and this represents 20% of the respondents' population. The sample consists of thirty two (32) principals and one hundred and seventy four (174) teachers in the study area. The instrument used for data collection was a questionnaire designed by the researchers. Face and content validity of the instrument was obtained after the appraisal and input made by two experts; One in Measurement and Evaluation, and another in Educational Management and Policy, Faculty of Education Nnamdi Azikiwe University Awka. Corrections were made based on their observations before the instrument was approved for use. The reliability coefficient of the instrument was 0.889 using Charles spearman's rank correlation coefficient (Spearman's ρ). The analysis of the data revealed that some families lack modern mechanical or electronic devices, educational materials and supervision at home to enhance student's academic performance. More so, some parents are unwilling to be involved in the academic performance of their children due to their socio- economic status.

It was recommended proper orientation be given to the parents no matter their educational development and background; parents should devote time with their children and check their children's academic work, direct them where necessary, discuss the academic problems of their children with their teachers or school guidance, and counselors so as to detect the students problem early enough and tackle it before it affects the students⁷².

2.3.1.1 Family Structure and Social Vices

A research work investigated the influence of broken homes on academic achievement on English language of secondary students in Nsukka Education Zone of Enugu State¹⁹. Five research questions and two null hypotheses were formulated for the study. The study adopted *ex-post factor* design. The population of the study was seven thousand, six hundred and seven upper basic school students in Nsukka Education Zone of Enugu State. Two different instruments were used for this study. The first instrument was a questionnaire titled – “Broken Home Questionnaire (BHQ)” designed to collect data on students' family structure (broken) and their academic challenges while the second was “Student's Academic Achievement Checklist”. The instrument was face validated by experts in the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka, Enugu State. Cronbach's Alpha method was used to determine the internal consistency of the instrument. This yielded an average index of 0.878 which was considered reliable enough for the study. The data were analysed using mean and standard deviation to answer the research questions while the hypotheses were tested using t-test.

The major findings of the study revealed that secondary school students from broken homes within Nsukka Education Zone face educational challenges like lack of sufficient text books, inability to meet education related financial obligations, poor academic achievement and lack of concentration while in school. Also, result showed that secondary school students from

broken homes within Nsukka Education Zone face emotional challenges like emotional stress, despair, inferiority complex, feeling insecure and unhappiness. It was also found that secondary school students from broken homes within Nsukka Education Zone face social challenges like neglect, prone to sickness due to malnutrition, among others. Result also showed no statistical significant difference in the mean academic achievement scores of secondary school students from broken homes based on gender and no statistical significant difference in the mean academic achievement scores of secondary school students from broken homes based on location. It was recommended among others, that State ministry of education should make arrangement for the provision of special packages for secondary school students from broken homes with a view to improving their attendance in school¹⁹.

A study examined the effects of family structure on the academic performance of senior secondary schools in Somolu Local Government Area in Lagos State, Nigeria²⁰. The main purpose of the study was to examine the relationship between family structure and academic performance. Four hypotheses were postulated to guide the study. The study made use of survey research design. A total number of two hundred and fifty (250) samples used for the study were selected from the population of the study through simple random sample technique. A self-designed questionnaire titled: 'Family Related Issues and Academic Performance Inventory (FRIAPI)' was used to obtain data used for the study. The data obtained were analysed using descriptive statistics while the hypotheses were tested using Analysis of Variance (ANOVA) and t-test statistics, tested at 0.05 level of significance. The result revealed that there is significant difference between the academic performance of students who live with their parents and those who do not live with their parents. The result also reveals that there is significant difference between the academic performance of students whose parents were employed and those whose

parents were not employed. In addition, the result reveals that there is a significant difference between the academic performance of students who received regular parental counselling and those who are not. Finally, the results reveal that there is significant difference in the students' academic performance based on the family structure. A Scheffe post hoc test also revealed that there is a significant difference in academic performance of students from nuclear family and step family and also significant difference exists between nuclear family and polygamous family. Based on the results this study, it was recommended that the government should create counselling units in schools with adequate funds, while students from broken homes should be given proper guidance and counselling concerning their psychological needs and social problems towards their studies for appropriate discipline²⁰.

A study investigated teachers' perception of the influence of polygamous family type on delinquent behaviour among senior secondary school students in Rivers State²². One research question and one hypothesis guided the study. The research design used for the study was descriptive survey design. The population of the study consisted of six thousand, seven hundred and fifty (6,750) teachers in five (5) selected public senior secondary schools in Rivers State. The instrument used for the study was a structured questionnaire titled:- "Polygamous Family Type and Delinquent Behaviour Questionnaire". The instrument was validated by three experts while test-retest method was adopted for establishing the reliability of the instrument. Pearson Product Moment Correlation was used to obtain a reliability coefficient of 0.805. The research question was analysed using mean and standard deviation while the null hypothesis was tested using z-test statistical at 0.05 level of significance. Based on the analysis, the findings revealed that polygamous family has negative influence on delinquent behaviour among senior secondary school students in Rivers State. Based on the findings, the researchers recommended that

government should organise awareness or enlightenment campaign on the negative effects of polygamous family on delinquent behaviour among senior secondary school students and that ministry of education and the school management should establish counselling unit in every school to ensure effective students counselling²².

Similarly, another study was carried out to investigate the influence of family structure on the academic achievement of students in secondary schools in Obio/Akpor Local Government Area, Rivers State, Nigeria²³. Specifically, single parent families and two parent families as well as academic achievement of senior secondary school students were the variables involved in the study. Two hundred and twenty students of the public secondary schools in Obio/Akpor Local Government Area of Rivers State, Nigeria were involved in the study. The Multidimensional Life Satisfaction Scale (MSLSS) was used to gather information from the students and it was conducted in a classroom environment during school period. After collecting information from the students, their scores in Mathematics and English Language (which are compulsory subjects in all secondary schools) of the second term of 2021/2022 academic session were obtained from their class teachers with the permission of the principals of the schools. The scores were then converted to Z-scores in order to ensure their reliability and validity since they were collected from different schools. Results showed a significant difference in the academic achievement of students from single parent families and those from two parent families. In other words, the academic achievement of children from two parent families was better than those from single parent families. The implications of the findings were that parental separation should be avoided and religious leaders, counsellors as well as government must engage in enlightening parents about the importance of family structure on the life of children and in ensuring a well-ordered society²³.

A closely related study was examined on family type and truancy behaviour among secondary school students in Oriade Local Government Area (LGA) of Osun state, Nigeria³⁶. The study employed the descriptive survey design of the *ex-post facto* approach. Respondents were one hundred and fifty secondary school students, selected using the stratified sampling technique, from five secondary schools. Truancy Behaviour Questionnaire (TBQ) was used to obtain data from the respondents. Data were analysed with ANOVA and t-test statistical methods. The results revealed no significant variation in truancy behaviour among secondary school students from intact families, single-parent families and stepfamilies in Oriade LGA of Osun State. The results further indicated a significant gender difference in family type suggestion of truancy behaviour between males in intact families and females in stepfamilies; males in intact families and females in single-parent families; males in stepfamilies and females in intact families; males in stepfamilies and females in single-parent families; males in single-parent families and females in intact families; and males in single-parent families and females in stepfamilies. Similarly, the results demonstrated significant age difference among family type suggestion of truancy behaviour of secondary school students 15-18 years intact family and single-parent family, 15-18 years stepfamilies and single-parent families; 18 and above intact and step family; and 18 and above, stepfamily and single-parent family. Based on the findings of the study, it was recommended that, parents irrespective of family type should adequately supervise their children (biological or step) and sufficiently monitor both their indoor and outdoor activities³⁶.

Similarly, an identical study was done to determine students' perceived influence of broken homes on their academic achievement in secondary schools in Anambra State, Nigeria⁷³. The design for the study was the descriptive survey research design. The sample size of four

hundred and twenty (420) SS II adolescents were drawn through multistage sampling procedure from the existing three local governments in Onitsha education zone. Secondly, the purposive sampling technique was adopted to sample students from broken homes. To achieve this, a questionnaire on broken homes was administered to secondary schools' students through this, the sample of the study was drawn and it amounted to four hundred and twenty (420) secondary school II students from broken homes. The instrument for data collection was a twenty one (21) item structured questionnaire titled: "Influence of Broken Homes on Academic Achievement Questionnaire (IBAAQ)". The face and content validation of the instrument was conducted by two experts in the Department of Guidance and Counselling and one from the Department of Measurement and Evaluation. The reliability of the instrument was established using Cronbach's Alpha statistics and yielded a reliability statistic of 0.715. The data collected was analysed using Mean, Standard Deviation and t-test for independent sample. Results revealed that equal number of the items on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed.

More so, there was a significant difference in the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state. Majority of the items raised were agreed to by secondary school students in Anambra state; there was no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state. It was concluded that equal number of items raised on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed. This study further concluded to have a significant difference in the mean rating of

male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state. On the other hand, there was no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state⁷³.

Another similar study examined broken home as a correlate of students' personality: A call for value re-orientation⁷⁴. The study adopted a descriptive survey research design. Students from single parent homes and intact parent homes were selected for the study. The population for the study consisted of all the families in Lagos Island Local Government Area of Lagos State. The sampled population of fifty (50) boys and fifty (50) girls which made a total of one hundred respondents was purposively and randomly selected from four secondary schools in Lagos Island Local Government Area of Lagos State. A questionnaire titled: "Broken Home and Personality Questionnaire (BHPQ)" was design by the researcher to measure the impact of broken home on personality traits of learners in the study. Result revealed that the changes occur simultaneously at the level of individual relationship and family tie and it is their interconnection that provides insight into the adjustment of particular families' personality and value formation. To ensure value re-orientation, the study recommended amongst others, that Government should enforce guidance and counselling services with competent counselors in all schools to better the lives of the adolescents. Employment opportunities should be created for the unemployed parents in other to curb broken homes because most of the causes are due to one parent working while the other is not, hence socio-economic inadequacy is the effect. The study concluded that value re-orientation as a lifelong process which ensures positive as well as promising future for the adolescents is the demand for sustainable education now and beyond⁷⁴.

A study investigated science education students' perceptions of single-parenting impacts on science learning⁷⁵. The research was a survey design that employed a self-designed questionnaire validated by science education experts. One hundred and ninety-seven science students selected randomly participated in the study. The data obtained were analysed using descriptive statistics. Results showed that parents are critical in the educational development of students in Nigeria. The finding offers that a single parent (father or mother) training students leads to low academic performance, financial problems, and other socioeconomic problems like depression, hunger, deprivation, stress, and frustration. Finding also indicates that the number of single-parent sponsored students are low as against the notion that they are increasing in Nigerian schools. The research concluded that parents' involvement in students' training is critical to science learning. Finally, recommendations was made to forestall single-parenting in Nigeria, such as the government should discourage childbirth outside marriages⁷⁵.

A study examined the effects of single parenting on the academic performance of primary school pupils in Aba North L.G.A, Abia State⁷⁶. Four-research questions and null hypotheses were formulated to guide the study. A sample of one hundred and forty (140) teachers were randomly selected from a population of three hundred and sixty (360) teachers from the sampled schools. The study used a self-structured research instrument to collect data from the respondents. The responses were analysed using descriptive and inferential statistics such as paired t-test statistics. The research questions were answered using descriptive statistics by calculating mean and standard deviation for scales based on the sub-variables of single parenting. The findings revealed that children from single parenting faced emotional destabilization, negative social disposition and poor moral upbringing. It was concluded based on the results that life in a single parent family could be stressful for both the parent and the child as a result of so

many challenges. It was recommended among others that counselling services be provided in schools to enable children develop positive self-concept in life that will help them in their academic performance at school⁷⁶.

A study investigated the effect of single parenting on students' academic performance in Kumba III Municipality, Meme Division of Cameroon⁷⁷. The survey research design was used and the research approach was quantitative. Questionnaire was used as instrument for data collection. Purposive sampling technique was employed in selecting the schools while the simple random sampling technique was used to select the participants of the study. The sample size of the study constituted of three hundred and seventy (370) students selected from a total student population of eight thousand, six hundred and fifty five (8,655) students drawn from four schools. The data was analysed using SPSS version 25.0 to produce descriptive statistics. Data were presented on tables and charts with frequency and percentages.

The findings of the study reveal that single parenting influences the academic performance of the children as most single parents do not have a reliable source of income, do not always pay their children's fees on time, do not provide most of their school needs (textbooks, school bag and shoes) and do not regularly provide food for their children before and after school. Also, it was revealed that the educational attainment of single parents influences the academic performance of students as more than half of single parents in Kumba III Municipality were uneducated; do not always check their children's books at home; do not always create time to do assignments with their children at home; do not always attend PTA meetings in school and do not always create time to discuss with them about school. Findings also show that, single parenting is caused by unfaithfulness, marital violence, premarital pregnancy, poverty, divorce

and death of spouse. Based on the findings, the researcher made some recommendations to the Ministry of Family and social welfare, school administrators and Parents⁷⁷.

A related research work examined single parenting and its effects on the development of children in Nigeria⁷⁸. The study revealed that single parents/solo parents lack partners to share financial and child care responsibilities with. The study also unveiled that finance is the major problems encountered by the majority of single parents. This is because majority of the single parents find it difficult to meet the basic needs of their children such as food, clothing, school fees, and other personal needs. This also accounts for the difficulty in maintaining discipline among their children. The study concluded that majority of single parents are faced with economic, emotional and social problems which translate into greater risk of embarking on dangerous behaviours by their children such as drugs, alcohol and criminal activities. A secondary source of data collection was used for this study. The study recommends that government should create more job opportunities and increase wages as such single parent can also benefit in order to cope with the financial difficulties they face. Also single parents should engage in savings such as local contribution, that no matter how small their income may be, they may be able to satisfy the required needs of their household, which to some extent will also curtail the crime rate in our dear macrocosm by the children of solo parents⁷⁸.

A study examined the prevalence of primary and secondary deviance among secondary school students in Southwestern Nigeria⁷⁹. It also determined the relationship between the prevalence of primary and secondary deviance and students' gender and family structure. The sample size comprised of six hundred and twenty seven (627) students selected using a multi-stage sampling procedure. Standardized questionnaires tagged "Deviance Behaviour Scale (DBS)" and Socio-metric Guide were used to collect data for the study. Frequency counts,

percentage and Chi-square were used to analyse the data used for the study. Results revealed that primary deviance was more prevalent among secondary school students in the study area. Also, while a significant relationship was found between the prevalence of primary and secondary deviance and students' gender, there was no significant relationship between the prevalence of primary and secondary deviance and students' family structure in the study area. The study concluded that that primary deviance was more prevalent among secondary schools' students in Southwestern Nigeria. However, while students' gender was a determinant factor of engagement in deviant behaviours, family structure was not⁷⁹.

Similarly, a study was conducted on the influence of family structure on academic performance of secondary schools students in Girei Local Government Area of Adamawa State, Nigeria⁸⁰. The correlation research design was used. Questionnaire and profoma were used for data collection. The data collected was analysed using multiple regression. The findings of the study revealed that there is a significant relationship between polygamous family and academic performance of secondary school students in Girei local government area. The study also revealed that there is a significant relationship between birth order and academic performance of secondary school students in Girei local government area, Adamawa State. Based on the findings, the study was concluded that polygamous family has significant relationship with students' academic performance in Girei local government area secondary schools. The study further concluded that there is a significant relationship between students' birth order and academic performance of secondary school students in Girei local Government area. It was therefore recommended that religious leaders and counselors should make double efforts on sensitizing the public on the disadvantages of divorce and separation and the importance of child spacing in marriage life⁸⁰.

A closely related research work investigated family structure as correlates of adolescents' delinquent behaviour in Port Harcourt local government area of Rivers state⁸¹. Three research questions and three hypotheses guided the study. Correlational research design was adopted. Population of the study was three thousand, eight hundred and eighty (3,880) SSS 2 students in all the fifteen (15) public senior secondary schools in Port Harcourt local government area of Rivers state. Sample size of the study was three hundred and sixty three (363) respondents comprising of one hundred and sixty six (166) male and one hundred and ninety seven (197) female SSS 2 students which were determined using the Taro Yamane's sample size formula, while simple random sampling technique was used to select the respondents from three randomly chosen schools in Port Harcourt City Local government area of Rivers State. Data were collected with two self-structured instruments titled: "Family Structure Questionnaire" and "Adolescents' Delinquent Behaviour Questionnaire". The face and content validities of the instruments were ascertained by two experts, while Test-retest method was used to obtain the reliability coefficients for Family Structure Questionnaire and Adolescents' Delinquent Behaviour Questionnaire. Both instruments were found to be reliable. Data collected were analysed and tested using the Pearson Product Moment Correlation at 0.05 level of significance. Results showed that single parent family, stepfamily and grandparent had positive and significant relationships with adolescents' delinquent behaviour in Port Harcourt city local government area of Rivers state. It was recommended that parents should avoid every act that could result to broken marriages or homes, and thereby expose the children to some form of promiscuous life, and adolescents in a single family should be allowed to grow under the close watch and tutelage of their grandparents' family instead of their step-family⁸¹.

A research work was carried out to explore the effects of family structure on juvenile delinquency in Rivers State⁸². The objective of the study aimed at finding out the influence of single-parent families and two-parent families on juvenile, and the methods the society could adopt to mitigate the challenges of juvenile delinquency in Rivers State. The method of data collection was secondary while the content analysis was used for analysis. The study established that there is strong link between family structure and juvenile delinquency; and children in single-parent or broken homes commit more crime than children from homes that are conflict free in Rivers State. The study also revealed that some factors that lead to single-parent are beyond the control of parents, therefore, there is the need for the communities, schools, churches and communities to get involve in cushioning the challenge of juvenile delinquency in the society. This assistance could be in the form of providing employment opportunities for the parents, adequate education and counseling services for members of the society⁸².

A strongly similar study examined the influence of family structure on the social development of children within Nigerian families from a management perspective⁸³. The study's objectives were to identify the social issues arising from various family structures and to understand how family dynamics affect the social outcomes of children, which is also in line with research questions and research hypotheses. Descriptive survey research design was employed. Primary data was gathered using structured questionnaires which had items in line with the objectives. The questionnaire contained closed-ended questions organised into sections addressing specific variables. Regression analysis utilising the SPSS Package was employed for data analysis. The findings of the study revealed that family structure in Nigeria significantly influences social problems in Nigerian families. The study also revealed that family structure significantly influences the social outcome of children in Nigerian families. The study concluded

that addressing social problems and social outcomes of children in Nigeria necessitates acknowledging the influence of family structure. It was therefore recommended among others that the Nigerian government should work towards improving the well-being of its citizens by mitigating the negative effects of social problems associated with family dynamics and implementing interventions to accommodate diverse family structures⁸³.

A related study investigated the influence of family variables on sexual molestation of secondary school students in Aba Education Zone, Abia State⁸⁴. Two research questions were answered using descriptive statistics. Two null hypotheses were tested with inferential statistics at .05 level of significance. The population of the study comprised all senior secondary school students in Aba Education Zone, Abia State. Simple random sampling technique was used to select two hundred and seventy two (272) students. A self-constructed instrument titled: "Family Variables and Sexual Molestation Questionnaire (FVSMQ)" was used for data collection. The instrument was validated using content and face validity while Cronbach's alpha analysis was used to determine the internal consistency of the instrument. An alpha value of .876 was obtained which meant that the instrument was stable. The two hypotheses were tested using inferential statistics such as one-way Analysis of variance (ANOVA) and F-value at 0.05 level of significance. Results showed that family structure and parents' level of education influence senior secondary school students' experience on sexual molestation in Aba Education Zone, Abia State. It was recommended among others that parents should ensure to keep lines of communication open especially at home and also closed family ties should be maintained so that children do not shy away from discussing sexual matters/concerns with parents⁸⁴.

A closely similar investigation was carried out on the effects of family structure on delinquent behaviours and its health consequences among secondary school adolescents in Kumo

metropolis, Gombe State⁸⁵. The study's objectives was to examine the effects of family structure on juvenile delinquency; identify the causes of juvenile behaviours among adolescents; identify the health consequences of these behaviours and proffer possible solutions. Using cluster and simple random sampling techniques, a sample of three hundred and two (302) adolescent respondents were sampled from four (4) private and public secondary schools in Kumo metropolis. Results showed that; the extended family is the major family type practiced in Kumo Metropolis and it could lead to juvenile delinquency; family structure significantly affects delinquent behaviours among the adolescents in Kumo metropolis and the most committed delinquent acts were violent crimes. It was therefore recommended that Governmental, non-governmental organizations, and elites should establish job opportunities and small-scale industries to help alleviate poverty, law should be enforced, and parents should monitor and try to meet the demands of their children such as food, clothing, shelter, and education⁸⁵.

An intimately related study examined family structure and delinquent behaviour among senior secondary school students in Rivers State⁸⁶. Three objectives, research questions and hypotheses were raised for the study. Correlation research design was employed. The study's population consisted of all public senior secondary school teachers in Rivers State with a total population size of two thousand, nine hundred and sixty four (2,964) teachers. The sample size of the study was three hundred and eighty five (385) teachers. The instrument used for the study was self-structured questionnaire. Out of three hundred and eighty five (385) copies of the instrument distributed, three hundred and eighty three (383) was successfully retrieved. The data collected were analysed using statistics such as Pearson Product Moment Correlation to answer the research questions and test the hypotheses at 0.05 level of precision. Results showed that single parents family, nuclear family and polygamous family have significant relationship with

students delinquent behaviour. It was therefore recommended that government should organize enlightenment or awareness campaign on the dangers of single parent family on delinquent behaviour among the children or senior secondary school students and non-governmental organizations like churches, companies etc. should preach campaign on the benefits of nuclear family which has to do with one man one wife. This is because proper attention is always given to the children⁸⁶.

A strongly associated study investigated the effect of family structure and parental control on the rate of Juvenile delinquency among the boys in Oregun Remand home in Lagos state⁸⁷. Data were collected through qualitative instrument (IDI) from ninety one (91) participants and content analyzed. The study found out that majority of the participants were Muslim, between 9-18 years, had primary education, were of Yoruba ethnicity, from nuclear family (77%), and living with their biological parents (75%). Furthermore, participants living with single parents and orphans living with guardians or other relatives have interactions with other children and were denied basic needs of a child like food, good clothing, parental care and prompt medical attention. Also, children develop delinquent acts from the family settings as a result of poor parenting, poor nutrition, peer influence, street influence and self-motivated delinquency. In addition, negative parenting practices prompted many children to engage in several bad behaviours such as stealing, smoking, street fighting, sexual assault, verbal assault, violent behaviours among peers, lack of respect for the elderly. It was concluded that most of the delinquent juveniles were not happy with their present predicament as a result of maltreatment of their step parent due to the death or separation of their biological parents. It was recommended that children should be shown love and affections, monitored closely, and given opportunity to express their mind, pain and joy⁸⁷.

2.3.1.2 Parents' Income and Social Vices

A study examined parental personal characteristics and pupils' academic performance in English Language in Calabar South LGA of Cross River State, Nigeria: Implication on Psychology⁸⁸. The study employed the ex post facto research design. The study considered family income and the academic qualification of parents. The population comprised of eight hundred and twenty-one (821) pupils which represented (50) pupils from the twelve wards in Calabar South. The simple random sampling technique was employed. A self-constructed questionnaire was used as instrument for data collection. The questionnaire was validated by experts in Measurement and Evaluation and Educational Psychology in the Faculty of Education, University of Calabar. To determine the reliability of the instrument (questionnaire), pilot testing was done using forty (40) primary six pupils. The coefficient of internal consistency was determined with Cronbach's alpha reliability and a value of .894 was obtained. Descriptive and inferential statistics were used for data analysis. All the hypotheses were tested at a 0.05 level of significance. Results showed that family income does significantly influence pupils' academic performance in the English Language. Also, the academic qualification of parents does have a significant influence on pupils' academic performance in English Language. It was recommended among others that since parents' income and educational level play a major role in ascertaining the academic performance of pupils hence parents should ensure they are educated and financially buoyant enough to provide basic needs of their children for better academic performance⁸⁸.

A similar study examined the influence of parental level of income on students' academic performance in public secondary schools in Kangundo Sub-county⁸⁹. The descriptive survey research design was employed for the study. The study comprised of all twenty seven (27) public

secondary schools in Kangundo Sub-county, twenty seven (27) school heads, twenty seven (27) parents' association chairpersons, three hundred and thirty nine (339) teachers and two thousand, six hundred and sixty three (2,663) form three students. The study employed a census technique to include all schools; twenty four (24) in the main study and three (3) in the pilot study. All the twenty four (24) school heads as well as all the twenty four (24) parents' association chairpersons of the participating schools were included in the study. The study sampled 30.0% of teachers which produce one hundred and two (102) teachers. Stratified random sampling technique was employed to select participating teachers where a proportionate weighted sample was identified per school using proportional allocation method. Then, simple random sampling technique was employed to select the participating teachers in each school. Yamane sample size determination formula was used to produce a sample of three hundred and forty eight (348) students. Stratified random sampling technique was employed to identify and select weighted random samples per school. In total, four hundred and ninety eight (498) respondents participated in the study. Data collection instruments included questionnaires for school heads, teachers, students and an interview guide for parents' association chairpersons. Validity of the research instruments was ascertained through expert judgment and piloting. Reliability was achieved through test-re-test method where the instruments were piloted in schools at a time interval of two weeks and the two results were correlated using Pearson Product Moment Correlation method. Data were entered into Statistical Package for Social Sciences (version 26.0) for statistical analysis. Further, inferential analysis was employed to test the hypothesis at a 0.05 level of significance. Results revealed a moderate significant positive correlation between parents' level of income and students' academic performance. It was recommended among others that the government should try as much as possible to make secondary school education

completely free to support parents who are not financially capable; and parents should try their best to ensure their children do not lack the required needs for improved academic performance⁸⁹.

Another study investigated the impact of parental income on students' academic performance in secondary schools in Kitswamba and Rugendabara-Kikongo town councils in Kasese District⁹⁰. A cross-sectional research design was used, with data collected from two hundred and eighty six (286) students and five head teachers. The findings showed that family income significantly influenced students' academic performance. It was recommended that parents should their best possible to increase their financial capacity so that their children get basic resources for better academic performance⁹⁰.

A study was carried out on the influence of parental income and number of siblings on students' academic performance in public day secondary schools⁹¹. The sample consisted of two hundred and ten (210) form four students selected using stratified and simple random sampling techniques. The study employed the causal-comparative research design. A questionnaire was used as instrument for data collection. Document analysis was used to collect information about the students' academic performance based on Mock Examination. Data was analysed using descriptive and inferential statistics such as t-test and analysis of variance. Results showed that parental income significantly influenced students' academic performance. However, number of siblings had no effect on students' academic performance. It was recommended among others that parents should have enough income to invest in their children's education by providing adequate learning materials such as text books, furniture, lighting, and ample study space at home for better academic performance⁹¹.

2.3.1.3 Parental Involvement and Social Vices

A study investigated parental home-based involvement and academic self-efficacy as correlates of academic engagement among secondary school students in Nnewi North LGA, Anambra State, Nigeria¹⁷. Correlational design was employed for the study. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The population comprised of one thousand and sixty five (1,065) SS2 students in eight public secondary schools in Nnewi North LGA, of the state. The entire population was used for the study. Three instruments were used for data collection. They are - Parental Home-Based Involvement Questionnaire (PHBIQ); Academic Self-Efficacy Questionnaire (ASEQ); and Student Engagement Questionnaire (AEQ). Three experts, two in the field of Educational Psychology and one in Measurement and Evaluation validated the instruments. The reliability of the instruments were determined using the Cronbach's Alpha and alpha coefficient values of 0.872 was obtained for PHBIQ, 0.879 for AEQ and 0.874 for ASEQ. Data collected were analysed using Pearson Product Moment Correlation for answering the research questions and the t-test of significance of r for testing the hypotheses. Findings indicated that parental involvement has a moderate and positive relationship with student engagement in secondary school. It was also showed that academic self-efficacy has a high and positive relationship with academic engagement among secondary school students. Based on the findings, it was recommended among others that parents should continue getting involved in their children's academic lives as this promotes students' academic engagement¹⁷.

A study was carried out on the influence of parenting style, and parental involvement, on secondary school students' academic performance, in Oriade Local government area, Osun State, Nigeria³⁶. The descriptive survey research design of the *ex-post facto* type was employed in the

study. Sample size consisted of three hundred (300) secondary school students, randomly drawn from ten (10) schools. Two valid and reliable instruments (Parental Style and Parental Involvement Questionnaire (PSPIQ) and students' score in English Language and mathematics) provided data for the study. The Bivariate and multiple regression statistical methods were used to analyse the data. Results obtained indicated that parenting style had no significant influence on students' academic performance. However, the positive regression coefficient revealed a positive influence of parenting style on students' academic performance. Contrarily, parental involvement was observed to have positive and significant influence on students' academic performance. Parental involvement exerted more influence on students' academic performance than parenting style. Based on the results, the study suggested that school authorities should educate parents on the relationship between parenting style and students' academic performance. Also, parents should be close to their children, in order to abreast themselves with their school needs³⁶.

A closely related study was carried out to determine the influence of parental involvement on academic performance of learners with hearing impairment in Kogi state³⁷. Descriptive research design was employed for this research. Purposive random sampling technique was used to select twenty five (25) parents from each of the four selected schools. Two research questions were raised and answered. Self-made questionnaire was used to collect relevant data. Data collected was analysed using descriptive statistics of simple percentage, frequency count, mean and standard deviation. Results showed that parental involvement significantly influenced academic performance of learners with hearing impairment. It was recommended that parents, teachers and learners with hearing should be educated to recognise

the significance of parental involvement for overall development of the child with hearing impairment³⁷.

A similar study examined parental involvement and academic achievement of students in selected upper basic schools in Imo State³⁸. The correlational research design was employed for the study. The population of the study was one thousand, one hundred and twenty (1,120) students in Imo State. The Taro Yamane formula was used to obtain a sample size of two hundred and ninety five (295) respondents, while the stratified sampling technique was employed for the study. Content and face validation of the research instrument was carried out by the supervisor and two other experts in the field of measurement and evaluation, while the Pearson Product Moment Correlation was used to obtain a reliability coefficient of 0.897 from the pilot study. The data collected were analysed using descriptive statistic of mean and standard deviation and inferential statistic of Pearson Product Moment Correlation to answer the research questions and to test the formulated hypotheses at 0.05 alpha level respectively. Results showed that there is a significant relationship between provision of textual materials and academic achievement of upper basic school students; there is a significant relationship between provision of guidance counseling and academic achievement of upper basic school students; and there is a significant relationship between home teaching and academic achievement of upper basic school students. It was concluded that provision of textual materials significantly enhances academic achievement of upper basic school students; guidance counselling impacts positively on academic achievement of upper basic school students; and finally, a great significant relationship exists between home teaching and academic achievement of upper basic school students. It was therefore recommended among other things that parents' involvement in schools' activities

should be encouraged and the government should consider developing and implementing policies that will support it³⁸.

Similarly, a study investigated the effect of parental involvement in reading skills development of lower primary school pupils⁹². It evaluated the level of reading skills development by lower primary school pupils in a public primary school. It further determined the impact of parental level of education and involvement on reading skills development. The study employed descriptive survey design. The population for the study comprised of all lower primary school pupils and their parents in a Nigerian State. The sample size for the study comprised of three hundred and eight (308) voluntary participants selected with the use of simple purposive sampling technique of boys and girls in lower primary classes from eligible schools. Reading Skills Assessment Test and Parental Involvement Questionnaire were validated with reliability coefficients of 0.872 and 0.884 respectively, and used to collect data. Mean percentage scores and ANOVA were used to analyse the data. Results showed the reading skill of the pupils is at average level. Results further showed that parental level of involvement had a significant impact on reading skills development of school pupils. It was concluded that parental involvement is a significant factor in pupils reading skills development. It was therefore recommended that parents should step up their efforts towards encouraging their children/wards in the development of reading skills at homes⁹².

Another similar study investigated the impact of unhealthy parenting on schooling of secondary school students in Anambra state, Nigeria⁹³. An *ex-post facto* research design was used for the study. Three research questions and a null hypothesis guided the study. The population of the study comprised of five thousand, eight hundred and twenty seven (5,827) secondary school teachers and thirty two thousand, four hundred and fifty (32,450) senior

secondary school students from the six education zones in Anambra state, Nigeria. The sample of the study comprised of three hundred and sixty (360) teachers and one hundred and sixty five (165) students drawn using multi-stage sampling procedure. The instrument for data collection was a researcher's structured questionnaire titled: "Impact of Unhealthy Parenting on Students' Schooling (IUPSS)". The instrument was validated by three specialists in Education. Reliability of the instrument was determined using Cronbach's Alpha and an alpha coefficient value of 0.882 was obtained. Data collected was analysed using descriptive statistics of mean and standard deviation for the research questions and inferential statistics of T-test for independent sample at 0.05 level of significance. Results showed that unhealthy parenting wields tremendous negative influence on the schooling of secondary school students in Anambra state and gender is not a significant variable in the impact of unhealthy parenting on schooling of secondary school students' in Anambra state. The researchers recommended that parents should as much as possible maintain healthy living for the interest of their children as well as seek for spiritual counseling to deliver their family from bondage of crisis, violence and chaos among others⁹³.

A related study explored parents' involvement and learning skills development of students in upper basic class one in Ondo State, Nigeria⁹⁴. It equally determined the impact of parental level of education and contribution on learners' overall skills development. The study employed the descriptive survey design. The population for the study comprised all students in upper basic class one and their parents in Ondo State Nigeria. A total number of three hundred and eight (308) participants were selected using simple purposive sampling technique of males and females in upper basic class one student involved in the study. Learners' Competence Skills Assessment Test and Parental Set-Up Questionnaire were validated with reliability coefficient of 0.872 and 0.884 respectively. Mean percentage scores and ANOVA were used to analyse the

data collected for the study. Result showed that parental level of education had significant input on learner's overall skills development. Findings showed that parental involvement was a significant success determinant factor in learner's skills development. It was therefore recommended that parents should set-up efforts towards enhancing their children skills development at home⁹⁴.

A very close study investigated the influence of parental involvement on students' mathematics achievement in secondary schools in Ogbomoso, Nigeria⁹⁵. A mixed-method research approach was employed. Data were collected from two hundred (200) secondary school students, their parents, and teachers through structured surveys and in-depth interviews. Results showed a significant positive correlation between parental involvement and students' mathematics achievement, with home-based involvement showing the strongest impact. Qualitative insights revealed that parents' active participation in school activities and consistent communication with teachers contributed to students' motivation and confidence in mathematics. The study highlighted the importance of fostering effective communication and collaboration between parents and schools to enhance students' academic outcomes. It was recommended that parents should be involved in their children's lives and academic pursuits both at home and school for better academic achievement in subjects such as Mathematics⁹⁵.

A closely related study examined the relationship between parental involvement and bullying behaviour of secondary school students in Obollo-Afor Education Zone of Enugu State⁹⁶. The study employed a correlational survey research design. The study's population comprised all three hundred and fifty six (356) junior secondary school students two (JSS 2) identified with bullying behaviour consisting of two hundred and six (206) males and one hundred and fifty (150) females from fifty (50) public secondary schools in the area. Parental

Involvement Questionnaire (PIQ) and Students Bullying Behaviour Questionnaire (SBBQ) were used to gather data. The instruments were validated and subjected to Cronbach alpha for internal consistency reliability. The alpha values yielded 0.830 and 0.816 for PIQ and SBBQ respectively. The data collected were subjected to descriptive and inferential statistics such as linear and multiple regression, regression analysis of variance (ANOVA) and Fisher's Z-test. Hypotheses were tested at 0.05 level of significance. Results showed a significant positive moderate relationship between parental involvement and bullying behaviour of secondary school students in Obollo Afor education zone. Gender was found to significantly moderate the relationship between parental involvement and bullying behaviour of secondary school students. It was therefore recommended that, principals/teachers should lay emphasis on developing school programmes that bring parents, teachers and students together and parents should realise that regardless of students' gender, they can still attain positive behavioural outcomes via personal effort⁹⁶.

A strongly associated study surveyed the influence of parental involvement and peer group on academic performance of students of Girei Local Government with reference to Basic Science⁹⁷. The study employed a dual research design, with a structured questionnaire. The study had eighty eight (88) participants as sampled size. Data were analysed using descriptive and inferential statistics such as PPMC and linear regression. Results showed that there is a significant relationship between parental involvement and students' academic performance in Basic Science; significant relationship between peer group and students' academic performance in Basic Science; and significant relationship between parental involvement, peer group and students' academic performance in Basic Science. It was therefore recommended that the government and ministry of education should ensure that trained counselors are posted in all

schools with the sole aim of providing preventive counseling services to modify students' behaviours for improved academic performance⁹⁷.

A strongly linked study examined the influence of parental involvement on psychological needs and academic performance of pupils' in Nafada Local Government Area, Gombe State⁹⁸. Four specific objectives, research questions and null hypotheses were raised for the study. Survey research design was employed for the study. The study's population comprised five thousand, seven hundred and eighty three (5,783) primary six pupils and eighty six (86) teachers in Nafada LGEA, Gombe State. The study's sample was four hundred and forty seven (447) respondents, comprising three hundred and sixty one (361) primary six pupils and eighty six (86) teachers. Yamane sample size determination formula was used to determine the pupils' sample size while census sampling technique was used to sample teachers' population. A questionnaire titled: "Pupils Educational and Psychological Needs (PEPN) was used for data collection. Cronbach's Alpha was used to determine the reliability coefficient of the items in the instrument which gave a reliability value of 0.870. Data were analysed using descriptive and inferential statistics such as mean, standard deviation, and t-test. Results revealed that; parental involvement in children psychological needs is related to the academic performance of children in primary schools in Nafada, Gombe State. It was recommended that, parents, teachers, schools, pupils' policy makers and nongovernmental organisations should work towards introducing services and schemes with a view to strengthening parental involvement in children psychological needs⁹⁸.

A strongly correlated study investigated parent educational background, parental involvement and student's achievements in biology in Ibadan Metropolis Oyo State⁹⁹. A simple random sampling was employed to select two hundred (200) hundred senior secondary schools students from the population. The instruments used for data collection were: Parental

Involvement Questionnaire (PIQ) ($r=.794$), Parental Educational Background Questionnaire (PEBQ) ($r=.814$) and Biology Student Achievement Test (BSAT) ($r=.781$). Four research hypotheses were tested at 0.05 level of significance. Data were analysed using descriptive and inferential statistics such as frequency, simple percentages, Pearson Product Moment Correlation and Multiple Regression. Results showed a significant relationship between parental involvement and students' achievement in biology. It was recommended that parents should provide a home environment that will enhance their children's education and should also provide support and encouragement for their children's success⁹⁹.

2.3.2 Social Media Usage and Social Vices

A study was done to explore the relationship between social media exposure and substance abuse among adolescent secondary school students in Delta State, Nigeria¹³. Two (2) research questions and two null hypotheses guided the study. The study employed the correlational method of *ex-post facto* research design. The target population of the study comprised of all public secondary school (2) students in the twenty five (25) local government areas of Delta State with a sample size of five hundred (500) students from the three Senatorial District in Delta State. This sample size was drawn through the multi-stage procedure and stratified random sampling technique. The instruments used for data collection were standardized questionnaires titled: "Social Media Scale (SMS)" and "Drug Abuse Scale (DAS)". Correlation was used to answer research questions while the two hypotheses were tested using regression model statistics at 0.05 level of significance. The findings of the study showed that there is a significant relationship between social media and substance abuse among adolescent students, and also school type has a significant moderating impact in the relationship between social media and substance abuse among adolescent's students in secondary schools in Delta State. Based on

the findings, it was concluded that social media correlated with substance abuse among adolescent's secondary school students; while it was recommended that parents, educators and members of the community should monitor and guide the students on appropriate use of social media in order to reduce its effect on substance abuse by adolescent students¹³.

A survey was carried out on the influence of social media on the social behaviour of students as viewed by primary school teachers in Ilorin Metropolis, Kwara State, Nigeria⁴⁰. The survey was descriptive with two hundred primary school teachers selected as participants. A research question was raised and answered, and there were three hypotheses formulated and tested using t-test and ANOVA at a p-value of 0.05. Results showed that students' usage of social media had a negative influence on their social behaviour. In addition, there were no statistical differences in the view of participants on the influence of social media on the social behaviour of teachers based on gender, age, and educational level. Therefore, primary school teachers need to sensitize students on the appropriate use of social media to improve their social behaviour among others was recommended⁴⁰.

A similar study investigated the influence of Social Media on in-school adolescents' morals in Ekiti State, Nigeria⁴². The descriptive survey design was employed in the study. The population comprised of all secondary school students in Ekiti State Nigeria. A multi-stage sampling technique was used to select four hundred and twenty (420) respondents for the study. Data were gathered using a self-designed instrument tagged - Social Media and Adolescents' Morals Questionnaire (SMAMQ). Content validity of the instrument was ascertained and the reliability coefficient of 0.887 was obtained to ensure consistency of the instrument. Data analysis was done using percentages, t-test and Analysis of Variance (ANOVA). The findings of the study showed that exposure of students to explicit sexual images or messages on social media

influenced in-school adolescents' morals in Ekiti State. Thus, the majority of the respondents indicated that social media influenced adolescents' morals. The results further showed no significant difference in the influence of social media on in-school adolescents' morals based on gender, school system, school type and location. This shows most adolescents use social media negatively. Thus, it was recommended that school counsellors should properly guide and mentor in-school adolescents to take good advantage of social media for moral development⁴².

A study was carried out on the perceived influence of social media usage among youth in Lagos State, Nigeria⁴³. Survey design was employed for the study. The population of the study were youth and, the sample size was two hundred (200) participants. Questionnaire was used to collect the data. Results showed that the most common social media accounts used by the respondents were Facebook and WhatsApp. The findings also showed that a majority of the youth agreed to the negative influences of social media usage on their behaviour and lifestyle. The study concluded that the current findings may help to better understand the influence of social media use on the youth, and hence inform strategies to balance between control and participation as well as curtailed its negative effect⁴³.

A study was carried out to ascertain the impact of social media on teenagers, using Abuja as the study area⁴⁶. Specifically, the study was done to find out the various social media platforms mostly used by the teenagers in Nigeria; ascertain the means that teenagers use in accessing the social media; ascertain the motivating interests to social media exposure; find out the specific areas of their use of the social media; and find out the impact of the social media on the lifestyles of the teenagers. Structured questionnaires were used to collect data from secondary school teenagers who were within the ages of 13 to 19 years. The data obtained were subjected to descriptive and inferential statistical analysis. The result of the hypothesis testing showed that the

use of social media has a significant impact on teenagers' lifestyle. It was concluded based on the result of the study that although social media creates negative impacts on teenagers, a world without social media today cannot be imagined. It was therefore recommended that the use of corrective and preventive measures towards the negative effects of social media on teenagers be applied; and teenagers should be well educated to have proper awareness regarding the side effects of social media usage⁴⁶.

Another similar study examined the impact of social media on academic performance of selected secondary schools in Edo South Senatorial District, Edo State¹⁰⁰. Two research questions were raised with two corresponding hypotheses formulated to guide the study. The descriptive survey research design was used for the study. The population of the study consisted of six hundred and eighty five (685) SS2 and SS3 students from selected public secondary schools in Edo South Senatorial District, Edo State. The entire population was used for the study since the population was small and manageable. The instrument for data collection was a structured questionnaire which was validated by two experts from Benson Idahosa University, Benin City. Spearman rank order was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.887. Out of the six hundred and eighty five (685) questionnaires administered to the respondents, six hundred and seventy two (672) copies were retrieved and used for analysis. Mean and standard deviation were descriptive statistical tools that were used to analyse the two research questions while t-test was the inferential statistics used to test the two null hypotheses at 0.05 level of significance. The findings of the study showed that the use of social media among selected secondary school students in Edo South Senatorial District, Edo State is to a high extent and social media influence academic performance of selected secondary school students in Edo South Senatorial District, Edo State to

a high extent. The study recommended among other things that students should be shown the value of reinvesting the time and effort saved by technology into higher-order tasks that matter to their learning, such as writing a complex argument, reading difficult texts, and debating ideas with others as this will enhance their academic performance¹⁰⁰.

A similar study was carried out on the potential benefits of social media on education by establishing the students' knowledge of social media sites and determining how social media use can affect the academic performance of the students¹⁰¹. The study employed the survey research design using both the quantitative and qualitative methods. With a population of three hundred and sixty thousand, one hundred and eighty six (360, 186) respondents was used as the sample size using simple random sampling. From the data and information analysed, it was established that most of the respondents are subscribers of Facebook, WhatsApp, Twitter, 2go, YouTube and Instagram. The study also established that social media has helped the respondents to access and share academic materials and also enable them to interact with one another as individual and as a group. Based on the findings, it was recommended that academic institutions should embrace the use of social media in enhancing learning and communication. That is, students-to-students and teachers-to students in order to make academic teaching and learning more convenient, effective and efficient¹⁰¹.

Another study examined the influence of social media on academic performance of students and its implication for counseling in Rivers State¹⁰². To achieve the purpose of the study, the researcher developed three (3) research questions and three hypotheses to guide the conduct of the study. The study employed the descriptive survey design. The population of this study was four thousand, five hundred (4,500) students from eight (8) public senior secondary schools out of the fourteen (14) in Port Harcourt Local government area of Rivers State. The

sample size of this study was three hundred and fifty seven (357) students from the population using Taro Yamane formula. After determining the sample size of this study, simple random sampling technique was employed for the study to select one hundred and seventy (170) male and one hundred and eighty seven (187) female students. The instrument used for the study was questionnaire titled “Influence of Social Media on Academic Performance of Senior Secondary School Students in Rivers State (ISMAPSSSR)”. The instrument was designed using structured items that were based on a four point likert scale of Very Low Extent (VLE) to Very High Extent (VHE). The instrument was validated by the researcher's supervisor and two other experts in Educational foundation and Measurement and Evaluation departments from Rivers State University. The reliability of the instrument was determined using test-retest method to ensure that the instrument was reliable. The two results were correlated using Pearson Product Moment Correlation to ascertain the co-efficient at 0.880. Out of three hundred and fifty seven (357) questionnaires administered, only three hundred and fifty (350) were returned and used for the study, which represent 93% of the questionnaire. The data collected were analysed using mean ($\bar{X}$) and standard deviation (SD) to answer the research questions. The null hypotheses formulated were tested using z-test statistics at 0.05 level of significance, which is a test of difference of mean. Results showed that, the use of Facebook, WhatsApp and YouTube can influence academic performance of students in Rivers State. It was recommended based on the results of the study that - social media should be used for promoting educational purposes or goals; and social networking sites should be broadened and new pages created to enhance academic activities and avoid poor performance in students' academics as this would help to create a balance between social media and academic activities of students¹⁰².

Similarly, a research was done to investigate the relationship between social media and science education students' academic achievement in university of Calabar¹⁰³. The study employed the ex-post-facto research design. The sample of the study comprised of one hundred and seventy five (175) students randomly selected in the study area. The instruments used for data collection were the questionnaire tagged - Social Media and Students' Academic Achievement Questionnaire (SMSAAQ) and Science, Technology and Society (SED) result for 2017/2018 academic session. Four research questions and four null hypotheses were formulated and tested at 0.05 level of significance. Pearson-Product Correlation Coefficient was used for data analysis. The findings of the study showed that: there is a significant relationship between Facebook and academic achievement of students in department of science education; the use of twitter does not significantly relates to students' academic achievement in department of science education; there is a significant relationship between What Sapp use and academic achievement of students in department of science education; there is also a significant relationship between YouTube resources and academic achievement of students in department of science education. Based on the findings, it was recommended that special orientation should be given to both lecturers and students in the study area on how to utilise social media platforms effectively to increase productivity and reduce losses; teachers in the study area should engage their students on social media platform to increase their gain from such usage; and students when visiting these sites should mostly visit educational page to read information¹⁰³.

A study was carried out on junior secondary two students' social media usage of and their basic science achievement in Jos North Local Government of Plateau State¹⁰⁴. Five research questions and one hypothesis were raised to guide the study. The population comprised of all junior secondary two schools students in Jos North Area Inspectorate Office. The sample size for

the study consisted of ninety (90) girls and seventy (70) boys respectively adding up to one hundred and sixty (160) Junior Secondary two Basic Science Technology Students. Two instruments were used for data collection on students' views of their Social Media behaviours and records of their Basic Science and Technology achievement test scores. The study results showed that students frequently use different forms of Social Media platforms mainly to chat and make friends. It was recommended that teachers should be encouraged to improve their Social Media usage competency in order to assist students' use of Social Media for meaningful learning rather than to distract their learning. It was also recommended that basic science students need to be oriented and trained if need be on how to use Social Media to improve on their basic science studies and achievement; the school administrators in both private and public secondary school should make internet data provisions to enable the teachers teach and send their assignment to the students; and parents should try their best to provide their wards with mobile phones that they can use to interact with their teachers for learning and submission of school assignment¹⁰⁴.

A synonymous study examined the effect of social media (SM) on the academic performance (AP) of senior secondary school (SSS) students in Uyo, Akwa Ibom State, Nigeria¹⁰⁵. Four objectives were raised to guide the study. A descriptive survey research design was used for the investigation. Using a simple random sampling technique, two hundred (200) students were selected as a sample from four Senior Secondary School students in Uyo, Akwa Ibom State, Nigeria. A four-point Likert scale survey was used to collect data from the participants. The study questions were analysed using descriptive statistics such as frequency counts and percentages, whereas the null hypotheses were tested using chi-square, t-test, and Pearson product moment correlation. Findings showed that a large percentage of students are

addicted to SM, with no significant differences in usage between boys and girls. It was also found that there is a link between SM addiction and a student's academic performance. In order to prevent students from falling behind academically, it is suggested that SM be used for educational purposes, that social networking sites (SNSs) be launched with new pages developed to effect academic activities, and that teachers and parents monitor students' use of these sites. This is recommended in an effort to balance students' SM usage and their academic goals¹⁰⁵.

A paper analysed the issues surrounding social media and argues that despite the usefulness of the social media some information in the social media serve no moral or cultural purpose; other than ignite ethnicity disintegration, promote nude pictures and videos, encourage networking in cultism etcetera which could cause social vices in public secondary school students¹⁰⁶. In the light of these observations, the article recommends the strengthening of social media regulations in Nigeria so as to curtail pervasive influence of social media channels that promote prurient and voyeuristic interest¹⁰⁶.

Similarly, a study investigated the influence of social media on senior secondary school students' achievement in civic education in Jos South, Plateau State¹⁰⁷. The specific objectives were to - find out the influence of social media activities on students' achievement in Civic education and find out whether female students' use more of social media than male students in Jos South secondary schools. Two research questions were answered and two hypotheses tested at 0.05 level of significance. The study employed the descriptive survey design with a sample of three hundred and forty (340) Senior Secondary II students selected randomly through using simple random sampling technique. A self-constructed instrument titled: "Social Media Usage on Students Academic Achievement in Civic education Questionnaire (SMUSAPCEQ)" with fifteen (15) items was validated by two experts in Social Studies education with a reliability

coefficient of 0.873 was obtained. The research questions were answered using mean and chi-square statistics was used to test the hypotheses formulated. The result showed that there is a significant difference between social media engagement and students' academic achievement in Civic Education and female students spent more time on social media than the male students. It was recommended that school authority should enforce more disciplinary measures to checkmate students used of the social media with the school environment; students should be enlightened about the advantages and disadvantages of social media by organising seminars for them at least once in a month or they can have it as a club which will be part of their activities¹⁰⁷.

A closely similar research was carried out to investigate the influence of social media on the performance of secondary school students in English language in Enugu Education Zone of Enugu State¹⁰⁸. The study sample consisted of fifty nine (59) secondary schools, twenty three thousand, two hundred and fifty nine (23,259) students and one thousand, seven hundred and ninety two (1,792) teachers. A four-point Likert type rating questionnaire titled: 'Social Media and Academic Performance of Students in English Language (SMAPOSIEL)' was used to collect data from the respondents. The descriptive survey design was used. Simple random sampling was employed in sampling the respondents. Frequency and mean (X) were used in the analysis of data collected. The findings of the study led to the conclusion that the dominance and addiction on social media are the major causes of poor performance in English language both in internal and external examinations among secondary school students of Enugu Education Zone of Enugu State. It was therefore recommended that social media should be used for academic purposes; social networking sites should be expanded and new pages should be created to enhance students' academic activities; more strict and proper supervision by all stakeholders should be imbibed; workshops, seminars and public enlightenment programmes should be

launched by the government; and parents and teachers should check the sites their students/wards are always using so as to be guided properly. These recommendations are made in order to create a balance between social media and academic activities of students to avoid setbacks in the academic performance of the students¹⁰⁸.

Another similar study was carried out on the influence of social media on academic performance of secondary school students in Obafemi Owode LGA, Ogun State¹⁰⁹. The study was a descriptive survey. The population comprised of all one hundred and fifty three thousand, three hundred and five (153,305) secondary school teachers in Obafemi Owode LGA. Hundred (100) respondents were sampled for the study. Influence of Social Media on Academic Performance Questionnaire (ISAPQ) was used to collect the data. Percentage was used for the demographic data. Four null hypotheses were tested using t-test and ANOVA. Findings showed that once students interrupt their study time with social media usage, they lose concentration; the hours they spend online is more than the hours they spend reading; many students fail to do their assignment on time once they start using social media. There was no significant difference in the influence of social media on academic performance based on gender age, educational qualification but significant difference was found based on years of teaching experience. It was recommended that students should manage their study time properly; and counsellors should ensure that students are well guided in order to engage in educative and productive activities through social media¹⁰⁹.

A related study was investigated on the effects of social media on written English skills of senior secondary school students in Nigeria¹¹⁰. The study specifically used Facebook and selected one hundred and eighty (180) students from Government Secondary Schools; Bomo Government Secondary School, Basawa and Government Girls' Secondary School, Samaru, as

the experimental group, and one hundred and eighty (180) students from Government Secondary School, Jama'a, Government Secondary School, Kwangila, Government Secondary School, Sakadadi, and Demonstration Secondary School, Samaru as the control group. A t-test was used for the test with the aim of identifying the differences between the performance of students exposed to Facebook, and those that were not. The investigation involved pre-test, test I, test II, test III and a final test. One research question and one hypothesis were generated, tested and answered. The result of the study revealed significant differences between the written English mean performance score of the experimental and control group. The study proved that the use of this social media platform can lead to greater writing achievement among students. Therefore, it was recommended that students should be encouraged to use Facebook as a means of learning not only written English but the English language in general¹¹⁰.

A closely related study examined the impact of the social media on the academic performance of secondary school students in Benin Metropolis of Edo State¹¹¹. The descriptive survey method was employed. The population comprised of all senior secondary school students in Benin Metropolis. Five hundred and seventy five (575) students from twenty three public secondary schools in Benin Metropolis were randomly sampled. Questionnaire was the instrument of data collection. The data collected were analysed using frequency counts, mean and standard deviation. The hypotheses were tested using the independent sample t-test. Finding showed that the secondary school students have access to social media and spend at least five hours daily; and that their exposure to social media is to a high degree. Their exposure to social media has effect on their academic performance positively and that there are dangers in the exposure of secondary school students to the social media. To this end, it was recommended that

students should be enlightened to pay minimal attention to social media and use it more for academic activities¹¹¹.

A study was conducted on the impact of social media use on academic achievement in science subjects among senior secondary school students in Anambra State, Nigeria¹¹². The descriptive survey design was employed to carry out the study. The study's participants consisted of all Senior Secondary School students in Onitsha, Anambra State. The population in its entirety consisted of one thousand, four hundred and fifty (1,450) students. However, the sample size included two hundred and sixty (260) senior secondary school students from Onitsha North and South using multi-stage sampling procedure. Data collected were subjected to descriptive and inferential statistics such as Pearson product moment correlation (r) and regression analysis. Results showed that there is no significant association between social media usage and Academic Performance in Science Subjects among Anambra State Senior Secondary School Students, although there is a significant difference between male and female Senior Secondary School Students in Anambra State. It was recommended that teachers should encourage students to use social media positively for academic activities; teachers and school counsellors should treat both male and female students with social media disorder equally; adequate ICT facilities should be provided to both local governments; and secondary school teachers should use the same motivational measures for using social media for academic purposes¹¹².

A research examined the relationship that exists between examination malpractice and the social media platforms¹¹³. Descriptive method was used for data collection with the aid of simple percentage and content analysis. A total of five teachers out of fifty two (52) teachers were selected as the respondents in the study. A total number of five teachers and a total number of one hundred and eighty (180) students out of one thousand, eight hundred (1,800) senior

secondary three students in public schools were selected by means of random sampling technique from five (5) secondary schools in Yola – North local government council of Adamawa state, Nigeria. Results showed that the relationship that exists between examination malpractice and the social media platforms include the use of WhatsApp which makes students vulnerable to examination malpractice. It was recommended among others that; examination malpractice should be discouraged by seizing the students' internet and social media access during examination periods¹¹³.

A study was carried out on the effects of social media addiction on academic performance of students in public Senior Secondary Schools in Rivers State, Nigeria¹¹⁴. The descriptive survey design was employed for the study. Four research questions and hypotheses were raised to guide the study. The population for the study consisted of two thousand, seven hundred and eighty six (2,786) final year students of the ten secondary schools in Port Harcourt urban. Multi-stage sampling technique was used to sample three hundred and forty nine (349) participants from the population. Questionnaire was used as instrument for data collection. The questionnaire was subjected to face and content validation and test-re-test method of reliability. The two sets of scores from the two tests yielded a coefficient of 0.873 using the Pearson Product Moment Correlation technique. Data were analysed using descriptive and inferential statistics. Results showed that students who spent more time on social media were more likely to have higher Internet addiction. It was also shown that social media addiction could actually result from another existing disorders like depression, stress or anxiety. It was concluded that students who participated were in danger of Facebook depression, cyberbullying, and online sexual harassment. It was recommended amongst others are that seminars should be organised in the

various schools to enlighten students more on the possible implications of excessive indulgence in social media usage on their academic performance¹¹⁴.

A study concluded that it is common among the secondary school students in Nigeria that they are lured into using social media as mode of communication and interaction among themselves¹¹⁵. However, these social media such as Facebook, and Twitter do project negative and inappropriate contents to a level in which the students cannot benefit from it. In addition, many students of secondary schools in Nigeria today acquire antisocial behaviours such as fraudulent habit and other bad characters which peculiar in social media while thousands the of students in our country podcasting their reading culture because they are spending much time on the social media. Similarly, social media affect the reading culture of many secondary students in Nigeria because they prefer to spend many hours on the social media than to read their books. Social media plays a major role in the alarming increase in Yahoo-Yahoo scheme in rural, urban and riverine areas in Nigeria and many teenagers believe that it is a short cut for them to become millionaires overnight. Meanwhile, this has been generated to famous calamity among secondary school students in the country¹¹⁵.

2.3.2.1 Blogs (Twitter) Usage and Social Vices

Blogs, such as Twitter, have skyrocketed in popularity over the past few years. In fact, blogs have been widely used by students and instructors as teaching and learning tools⁵¹. In response to the increasing use of Twitter in the educational field, studies were carried out between 2011-2020 in order to assess the relationship between blogs, specifically Twitter, and students' engagement and grades. A meta-analysis was conducted to provide empirical evidence concerning the impact of Twitter on students' engagement and achievement. Furthermore, the manual approach of content analysis was utilised in order to code these articles. Overall, the

metadata suggested that Twitter has a stronger impact on students' engagement than on grades. Nevertheless, its impact is not necessarily positive, especially on grades⁵¹.

Similarly, a research work was carried out to find out the impact of pedagogical Twitter on improving the writing skills of English Language Education students at Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong¹¹⁶. The study employed a qualitative research method which focus on a case study approach. The sample of the study was twenty seven (27) students of the English Language Education study programme in the academic year 2020/2021. The sampling technique of the study used a purposive sampling technique. The methodological and investigator triangulation was used in validating the data. The data of the study were collected through students writing text, tweets from Twitter, and interviews. After collecting the data, Brown's rubric scores were used to analyse students' writing text, and tweets from their Twitter accounts as a pre-test and post-test. The interview item became the last instrument used in exploring the impact of Twitter on improving students' writing skills. The analysis found that Twitter became an effective tool in enhancing students' writing skills. The result showed from five categories of Brown's assessing writing skills: students writing content of 83.33%, the organisation was 81.48%, grammar structures of 85.19%, vocabulary had 82.41%, and mechanism had 100.00%. The result concluded that Twitter was more influential in improving students writing skills. The average of each category was an outstanding category. In short, Twitter became an effective pedagogical tool in helping students to improve their writing skills. In addition, Twitter has functioned as social media, but it has integrated into the teaching and learning process¹¹⁶.

A study examined the effects of Twitter use on college students' academic performance¹¹⁷. The study showed that individual analysis techniques, such as quantitative or

qualitative tools, are not enough to understand the underlying relationship. Therefore, a mixed-method approach (that is, correlation and discourse analysis) was used to analyse the research data. Undergraduate students responded to a set of items along with some open-ended questions. The results of the study indicated that how students use Twitter matters more than the amount of time they spend using it for their studies¹¹⁷.

2.3.2.2 Content Communities (YouTube) Usage and Social Vices

A study investigated the influence of content communities such as YouTube videos on skills acquisition among undergraduates in three universities in Ogun state¹¹⁸. The study employed the descriptive survey research method. Results showed that participants were highly exposed to YouTube contents through their mobile phones and other devices, and were highly aware of YouTube skills acquisition videos. However, it was discovered that awareness and exposure to YouTube videos had no positive influence on skills acquisition among youths in the study. It was recommended that youths should take advantage of the opportunities available on YouTube to acquire needed skills as they download and view videos rather than spending most resources on entertainment¹¹⁸.

A similar study was carried out to find the effect of YouTube on the performance of students in secondary schools¹¹⁹. Four (4) research questions, three (3) hypotheses were raised, answered and tested at 0.05 level of significance. Quasi-experimental design was employed by using pre-test and post-test control group. Population consisted of two thousand, two hundred and twenty one (2,221) SS2 Biology students in thirteen (13) secondary schools in Ikwere local government area of Rivers state. A sample size of one hundred and nine (109) students from two schools using purposive sampling technique was used. The instrument: "Biology Performance Test (BPT)" was validated by science education experts. A reliability coefficient value of 0.895

was obtained using Pearson Product Moment Correlation Formula. Mean and standard deviation were used to answer the research questions; while t-test was used to test the hypotheses. The findings showed that YouTube improves students' performance. The findings also showed that the control group also performed better, and there was no significant difference in the mean scores of both male and female students. It was concluded that despite the urge and need to blend traditional classroom teaching and learning with some online YouTube contents, students can still perform better when taught concepts in Biology using enhanced conventional teaching method. It was recommended that educators should blend their teaching of curriculum contents using YouTube¹¹⁹.

A study was done to ascertain the effect of YouTube videos on Students' academic achievement in Mechanical Engineering Craft Practice in technical Colleges in Rivers¹²⁰. One research question and hypothesis guided the study. The study employed a quasi-experimental design. The population for the study consisted of fifty three (53) NTC 2 students of Mechanical Engineering Craft Practice in all the approved technical Colleges in Rivers and the entire population of fifty three (53) students were used for the study. The instrument was subjected to both content and face validity to ascertain the suitability of the items in the instrument. Kuder-Richardson 20 (KR-20) was used to estimate the reliability of the instrument and a reliability value of 0.885 was obtained. This value indicated that the instrument is reliable. Data collected were analysed using descriptive and inferential statistics. The result of the study showed a positive significant effect of YouTube videos on Students' academic achievement in Mechanical Engineering Craft Practice in technical Colleges in Rivers. It was recommended that the benefits of YouTube should be utilised judiciously for academic purposes¹²⁰.

Another study examined the impact of YouTube usage on study habits of tertiary institution students and academic performance in Lagos State, Nigeria¹²¹. Two research questions and two hypotheses were raised to guide the study. A questionnaire on YouTube impact on students study habits and academic performance was used to collect the data. The instrument was validated through face and construct validity while Cronbach's alpha reliability method was used to obtain a reliability correlation co-efficient value of 0.871. The instrument was administered on two hundred (200) students purposively selected from the Computer Science departments of three State-owned tertiary institutions in Lagos State, Nigeria. The study employed descriptive survey research design. The result showed that the two null hypotheses were rejected on the basis that there is a significant relationship between the usage of YouTube for leisure and academic purposes. It was therefore recommended that there should be relative orientation on when and how to manage YouTube by tertiary students in Lagos, Nigeria; efforts should be made to discourage non-academic usage of YouTube in and outside; students must endeavour to use more of their time in reading their books than watching videos on YouTube; and the campaign on the adverse impact of YouTube must be intensified to inform tertiary students in Lagos, Nigeria about the negative impact on academic performance and consequently their future academic development and career¹²¹.

2.3.2.3 Social Networking Sites (Facebook, WhatsApp) Usage and Social Vices

A study investigated the influence of the usage of social networking sites on academic performance of students in Entrepreneurship Education¹²². Two research questions and two hypotheses guided the study. The study employed a descriptive survey design. The population consisted of one hundred and twenty (120) male and female students from University of Calabar in Nigeria. A questionnaire with a 4-point rating scale was used to elicit responses from the

respondents. The instrument was tested for reliability using Cronbach's Alpha, and it yielded a reliability coefficient of 0.889. Data collected were analysed using mean and standard deviation to answer the research questions and t-test to test the hypotheses at a confidence level of 0.05. The findings from the study showed that the motives of students using social networking sites include: connecting with family and friends; searching for new friends; online news; entertainments; information sharing, chatting, downloading music and movies and searching for study materials. It was also found that the usage of social networking sites had strong positive influence on the students. Similarly, the test of hypotheses indicates that there is significant difference in the motive of using Social Networking Sites (SNSs) by male and female students in Entrepreneurship Education. Besides, it was found that there is a significant difference in the opinion of male and female respondents on the influence of social networking sites usage on the academic performance of male and female students in Entrepreneurship Education. The implication of the study is that social networking sites could be used as educational resource in order to improve academic performance of both male and female students. However, usage of the networking sites may also influence academic performance negatively. Teachers and counselors need to particularly take notice of this for necessary remedial actions. Based on the findings, it was recommended that Universities and lectures in particular should adopt the usage of social networking sites to enhance teaching and learning in Entrepreneurship Education and other related disciplines¹²².

A related study investigated the effects of the WhatsApp Group Learning Platform (WGLP) on senior secondary school students' learning outcomes in Science, Technology, and Mathematics (STM) in Ekiti State, Nigeria¹²³. The sample comprised of hundred (100) SS II students from two public secondary schools in Ekiti State who were randomly selected from their

classrooms. A multi-stage sampling technique was used to pick the sample. Data were gathered using a self-created questionnaire called Science, Technology, and Mathematics Performance Tests (STMPT). The instrument's reliability was determined using the test-re-test approach, which provided reliability co-efficient of 0.886. Descriptive and inferential statistics were used to analyse the data. The study question was answered using mean and standard deviation, while all the hypotheses were tested using a t-test statistical analysis tool at 0.05 level of significance. The results showed that before the treatment, there was no significant difference between the mean scores of students in Science, Technology, and Mathematics in the experimental and control groups. The results also demonstrated that the pre-test and post-test mean scores of students exposed to STM using the WhatsApp Group Learning Platform and those exposed to traditional methods differed significantly. Based on the findings, it was recommended that the WhatsApp Group Learning Platform should be used to improve students' performance in STM¹²³.

A research study was carried out to determine the influence of social networking on academic adjustment of in-school adolescents in Ngor Okpala Local government area of Imo State¹²⁴. The *ex-post facto* research design was employed. Four research questions guided the study. A total of three thousand, one hundred and eighty five (3185) students in all the public secondary schools in Ngor Okpala LGA made up the population of the study. Out of this, a sample size of one hundred and fifty nine (159) students was randomly selected using simple random sampling technique. Social Networking and Academic Adjustment of Adolescents Questionnaire (SNAAQ) was used as an instrument for data collection. The instrument was face validated by three experts. The data collected was analysed using mean statistics to answer the research questions. The major findings showed that in-school adolescents are exposed to various categories of social networks such as facebook, twitter, eskimi myspace, 2go, blogs,

email, whatsapp and youtube. It was showed that poor study habits, identity theft, sexual solicitation are dangers associated with the use of social networking. It was found that social networking influences male and female, urban and rural in-school adolescents' academic adjustment¹²⁴.

A similar study examined the phenomenon of Facebook, Instagram, and WhatsApp use and students' exposure to cybercrimes in Nigeria¹²⁵. Students' exposure to Facebook, Instagram, and WhatsApp applications were considered. A cross-sectional survey was conducted on nine hundred (900) students drawn from Cross River State, Nigeria. Data were retrieved using questionnaire and Focus Group Discussion (FGD). Descriptive analysis for the study revealed that Facebook use, and Instagram use significantly expose students to cybercrimes. The study concluded that social media use, as beneficial as it is, has potential dangers that could impose undesirable costs on users. It was thus recommended among others that the users of social media must carefully determine the information they put on social media to avoid providing explicit personal details that can be used by hackers against them. Furthermore, government must enact appropriate legislation or enforce existing laws to checkmate the activities of cybercriminals in society¹²⁵.

A strongly associated research was carried out on exposure to voodoo merchants on Facebook and its influence on youth's engagement in ritualism¹²⁶. Social media has created a platform for African voodoo practitioners to interact and promote their trade with the use of platforms such as Facebook Live, Reels, TikTok stories, and etcetera. The qualitative research design was adopted to gather data. The study found that youths are exposed to voodoo merchants on Facebook, the merchants enjoyed huge followership, few of the respondents have patronized

the merchants and got positive results. The study recommended among others that security agencies must prosecute voodoo merchants who prompt youths to engage in ritualism¹²⁶.

A closely similar study examined the influence of Facebook on the get-rich-quick mentality and ritual killings among youth in Nigeria¹²⁷. It used a survey research approach and a sample size of three hundred and sixty six (366) respondents was derived using the sample size calculation and power analysis formula from a population of two hundred and two thousand, seven hundred and twenty five (202,725). Data collected were subjected to descriptive statistics and linear regression. The results indicated that among other social media platforms, Facebook plays a role in the drive of the get-rich-quick syndrome and ritual killings among youth. The study concluded that Facebook influenced the drive for get-rich-quick syndrome among young people in the city of Ibadan¹²⁷.

2.3.3 Gender and Social Vices

A research examined gender difference in social vices/delinquent behaviour in Tehran, Iran among adolescents (13–18 years) found that males were significantly more likely than females to engage in social vices. The study showed that both age and gender positively correlated with antisocial acts. In a study using a large sample of high-school students (boys and girls) (18,470 participants), several factors influencing antisocial behaviour were analyzed. The results highlighted that while some influences were common for both genders (such as parental educational expectations and peers who smoke), certain factors varied by gender. For example, number of good friends, current place of residence, and physical activity had greater influence among boys; whereas family economic status was more influential for girls.

Another related study examined the influence of gender and other structural factors on violent delinquent behaviours among students in Sub-Sahara Africa: Echoes from Nigerian

Experience found that gender, school management, peer groups and family structure significantly influenced violent delinquent behaviours. Boys were more predisposed to violent delinquency in the presence of certain risk structural factors.

A study examined the assessment of gender differences in social vices among secondary school students in Abuja, the Federal Capital Territory. It used a mixed approach method. A sample of 300 respondents were drawn from both the senior and junior secondary school levels, and the population were all students attending secondary schools in the Federal Capital Territory of Abuja. Fifty respondents were chosen from each of the six secondary schools from which samples were drawn; however, ten individuals failed to return their questionnaires. The study's schools and participants were chosen using simple stratified random sampling procedures. To gather data on social vices in secondary schools, a self-designed instrument was employed. A significance threshold of 0.05 was used to assess two hypotheses and three research questions. To address the research question, t-test statistics were employed, and two hypotheses were tested using mean, standard deviation, t-value, and p-value. The findings showed that students' perceptions of social vices were comparable throughout the Federal Capital Territory, Abuja. Also, it demonstrated that while gender had no discernible impact on the social vices' students committed, males were more likely than females to participate in certain categories of social vices. Additionally, the results showed that male students had a higher propensity than female students for aggressive social vices. To help students learn how to behave properly in and out of the classroom, it has recommended among other things that school administrators and other educational stakeholders organize seminars and workshops on the risk of social vices. Additionally, parents should be educated on how to properly care for and raise their children and dependents.^{22, 41}

2.3.4 School Location and Social Vices

A study investigated student/staff violence across urban and rural secondary schools. The findings indicated that while all forms of social vices were present in both settings, the prevalence was notably higher in rural schools, particularly among female students. This suggests that rural environments may sometimes be more permissive of aggressive behaviours or lack adequate disciplinary mechanisms. The researchers concluded that environmental and supervisory differences between rural and urban schools could explain the observed disparities.

Similarly, a related study focused on the Federal Unity secondary schools in Katsina State and analyzed staff perceptions of social vices such as stealing, fighting, destruction of school property, and rule-breaking. The results revealed that both urban and rural schools experienced these behaviors, but variation existed in terms of frequency and type, indicating that school location plays a role in shaping the pattern of social vices. Staff in rural schools reported a greater sense of insecurity due to student misbehavior, pointing again to the challenges of supervision and enforcement of rules in less urbanized settings.

Contrary to the expectation that rural schools may have higher rates of deviance, other studies have shown that urban schools can present greater exposure to social vices due to higher population density, peer pressure, and accessibility to media and technology. For instance, a study conducted a comparative assessment of bullying behavior among secondary school students in urban and rural areas of Edo State. Interestingly, the study found that urban students exhibited a higher prevalence of bullying, despite having better knowledge and awareness of what constitutes bullying behavior. This paradox highlights the influence of peer dynamics,

competition, and perhaps the impersonality of urban life, which can foster more aggression and social vices.

A related study provided additional insights. For example, a study in West Bengal, India, compared urban and rural adolescent students and found that urban students reported significantly higher levels of violence, including physical fights and bullying. Similarly, in Udaipur, Rajasthan, a study revealed that urban adolescents were more likely to engage in physical aggression than their rural counterparts, although urban students also had more access to protective factors such as school counselling and social services.

Despite these variations, a common thread in the literature is the contextual influence of school location. Urban schools may offer better infrastructure and resources but are often associated with higher exposure to external influences like social media, gang activity, or unregulated peer interactions. Rural schools, on the other hand, may suffer from weaker disciplinary systems, limited teacher supervision, and traditional norms, which can also foster certain types of social vices, especially in less monitored environments.^{24, 42, 41}

Although, the above studies were similar to this present study, they differ in certain aspects which include the objectives, research questions, hypotheses, study area, methodology and study variables and their indices hence the need for this present study to close the empirical gap in literature.

2.4 Conceptual Model

The conceptual model is to show the relationship between the independent variables (Home-related factors and social media) and the dependent variable (social vices). The

conceptual model is to also show the moderating influence of students' gender and school location in the relationship between the independent and dependent variables as depicted in figure 2.1.

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Independent Variables (X)

Moderating Variables (Z)

Dependent Variable (Y)

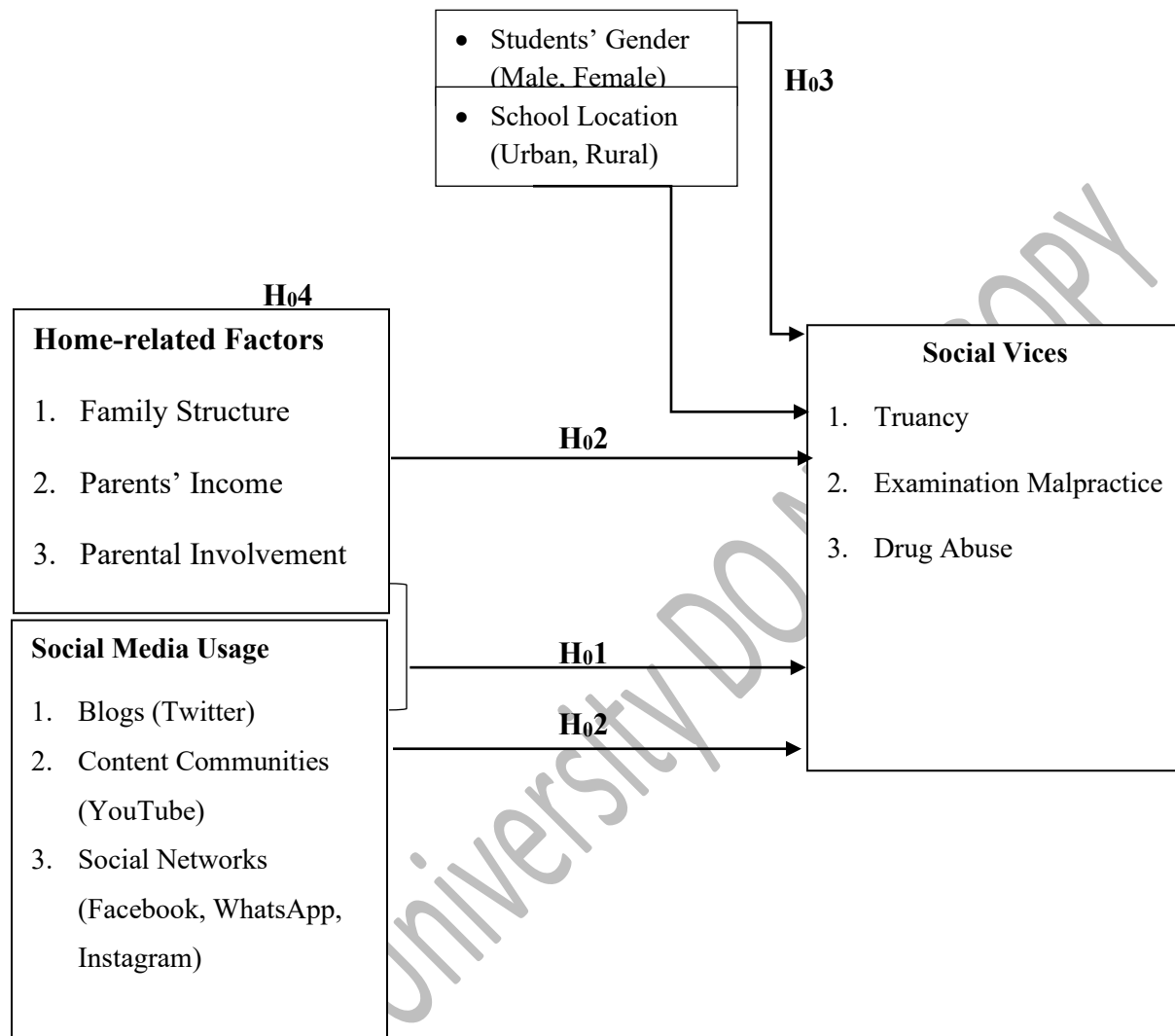


Figure 2.1: Conceptual Model of Home Related Factors and Social Media Usage on Social Vices

Source: Researcher, 2024

Figure 2.1 shows the relationship between the independent and the dependent variables for this study. The arrows show the relative (H_{02}) and joint (H_{01}) influence of the independent variables including their indices on the dependent variable. There are two independent variables and one dependent variable. The first independent variable which is Home-related factors would be treated using three important indices which are family structure, parents' income and parental

involvement. The other independent variable for this study is social media usage which would be treated using three main types of social media which are blogs (twitter), content communities (YouTube) and social networks (Facebook, Instagram, WhatsApp). The dependent variable for this study is social vices among public upper basic school students and would be treated using three common examples of social vices which are – truancy, examination malpractice and drug abuse. The figure also shows the differences in students' gender and school location (moderating variables) with respect to social vices among the upper basic two students in Oyo State, Nigeria (H₀₃ and H₀₄).

2.5 Summary of Gap in Literature Reviewed

This chapter focuses on the review of several literatures that are similar to this present study. The chapter is reviewed based on the following sub-headings – conceptual review, theoretical review and empirical review. Conceptual review focuses on the concepts in the research topic. This section gives deeper insight that enhances better understanding of the constructs of the study. The major concepts that were reviewed were vices, social vices (truancy, examination malpractice and drug/substance abuse), home, Home-related factors (family structure, parents' socio-economic status and parental involvement), and social media (blogs such as twitter, content communities such as YouTube and social networks such as Facebook, Instagram, WhatsApp and so on and forth).

The theoretical framework consisted of two major theories which are Social Control Theory and Uses and Gratifications Theory. The social control theory explores and understands how parent and adolescent relationships shape and influence adolescents' behaviour and their engagement. This theory though scantily used in literature renders support to the influence of Home-related factors on social vices among students thereby closing the theoretical gap in

literature. The uses and gratifications theory is a well-known approach to understanding of media utilisation among individuals. The theory focused on how users proactively engaged with the use of media that will meet a given need. The theory shows that users are responsible for choosing media to meet their needs. The approach suggests that people use media to fulfil specific purposes. This theory though scantily used in literature renders support to the influence of social media on social vices among students thereby closing the theoretical gap in literature.

Various prior empirical studies that are similar to the present study were reviewed. This section was divided into the relationship between each independent variable and their indices with the dependent variable. However, it was observed that although the previous studies were similar to the present study, they differ in certain aspects which include the objectives, research questions, hypotheses, study area, methodology and study variables and their indices hence the need for this present study to close the empirical gap in literature.

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Chapter Three

Methodology

3.1 Research Design

A descriptive survey research design of correlation type was employed to carry out this study. This design employs the use of research instrument such as questionnaire to obtain quantitative details from participants without any interference or manipulation of the variables of the study which were – Home-related factors, social media, and social vices.

3.2 Population of the Study

The population of this study consisted of all the public upper basic school two (JSS2) students and teachers in Oyo State, Nigeria. Upper basic school two students were used for this study because they were at the middle and critical stage of the upper basic school level and can be prone to social vices since they are beginning to see themselves as matured boys and girls. Teachers were also used because they are in the best position to tell whether these students display social vices such as truancy, examination malpractice and substance abuse in school without any form of bias. As at the time of this study (2024), there were still a total of six hundred and twenty five (625) public upper basic schools in Oyo State, Nigeria spread across all three (3) senatorial districts and thirty three (33) local government areas in Oyo State, Nigeria. The names of senatorial districts, local government areas, number of schools, teachers and students in public secondary schools in Oyo State, Nigeria were presented in Table 3.1.

Table 3.1: Population of the Study (N= 625 Schools; 7,268 Teachers and 121,261 Students)

Table 2.11: Population of the Study (1,625 Schools, 1,268 Teachers and 121,261 Students)							
S/N	Senatorial District	Local Government Areas	Number of Upper Basic Schools	Number of Public Upper Basic School Teachers			Number of Public Upper Basic School Two Students
				Male	Female	Total	
1.	Oyo Central	Afijio	17	97	104	201	3,181
		Akinyele	36	135	212	347	6,003
		Egbeda	30	143	315	458	5,258
		Ogo Oluwa	13	60	27	87	2,996
		Surulere	23	91	55	146	4,539
		Lagelu	26	139	247	386	4,590
		Oluyole	29	89	120	209	4,985
		Ona Ara	33	132	124	256	5,431
		Oyo East	11	97	141	238	2,636
		Oyo West	11	72	105	177	2,583
		Atiba	15	109	89	198	2,993
		Sub-total	244	1,164	1,539	2,703	45,195
2.	Oyo North	Saki West	22	101	80	181	3,937
		Saki East	11	37	12	49	2,629
		Atisbo	12	46	18	64	2,719
		Irepo	6	37	12	49	1,421
		Olorunsogo	4	26	23	49	1,566
		Kajola	16	106	61	167	3,027
		Iwajowa	9	42	23	65	3,212
		Ogbomoso North	15	118	157	275	3,318
		Ogbomoso South	16	148	154	302	3,448
		Iseyin	23	107	72	179	4,117
		Oorelope	8	38	22	60	2,379
		Itesiwaju	11	39	10	49	2,313
		Orire	18	67	27	94	3,515
		Sub-total	171	912	671	1,583	37,601
3.	Oyo South	Ibadan North	42	229	497	726	7,241
		Ibadan North West	13	57	223	280	3,047
		Ibadan South West	30	159	395	554	5,329
		Ibadan North East	34	220	311	531	5,414
		Ibadan South East	36	226	291	517	6,217
		Ibarapa East	11	52	42	94	2,344
		Ibarapa North	8	45	13	58	2,119
		Ibarapa Central	10	57	42	99	2,339
		Ido	26	54	69	123	4,415
		Sub-total	210	1,099	1,883	2,982	38,465
Grand Total			625	3,175	4,093	7,268	121,261
Source ¹							

3.3 Sample and Sampling Techniques

The sample size for this study included sixty (60) public upper basic schools, three hundred and sixty four (364) public upper basic school teachers and two thousand, one hundred and seventy nine (2,179) public upper basic school students. A multi-stage sampling procedure consisting of stratified, random, disproportionate to size, and Yamane sampling techniques was used to select the sample size for this study. At stage one, Oyo State, Nigeria was stratified into the three existing senatorial districts. At stage two, random sampling technique was used to select two local government areas (urban and rural) from each of the three senatorial districts for even distribution of respondents. The LGAs selected were – Akinyele and Ona ara LGAs in Oyo Central senatorial district; Saki West and Kajola LGAs in Oyo North senatorial district; and Ibadan North and Ibarapa North in Oyo South senatorial district. The LGAs were selected in such a way that there was almost even spread of urban and rural public upper basic schools in the senatorial districts. The selected LGAs with their number of schools, teachers and students were presented in Table 3.2.

Table 3.2: Sampled Local Government Areas (n = 6)

S/N	Senatorial District	Local Government Areas	Number of Public Upper Basic Schools	Number of Public Upper Basic School Teachers			Number of Public Upper Basic School Two Students
				Male	Female	Total	
1.	Oyo Central	Akinyele	36	135	212	347	6,003
		Ona Ara	33	132	124	256	5,431
		Sub-total	69	267	336	603	11,434
2.	Oyo North	Saki West	22	101	80	181	3,937
		Kajola	16	106	61	167	3,027
		Sub-total	38	207	141	348	6,964
3.	Oyo South	Ibadan North	42	229	497	726	7,241
		Ibarapa North	8	45	13	58	2,119
		Sub-total	50	274	510	784	9,360
Grand Total			157	748	987	1,735	27,758

Source: Fieldwork, 2024

Table 3.2 showed that the six selected local government areas consist of one hundred and fifty seven (157) public upper basic schools, seven hundred and forty eight (748) male and nine hundred and eighty seven (987) female teachers making a total of one thousand, seven hundred and thirty five (1,735) teachers in the public upper basic schools. Table 3.2 also showed twenty seven thousand, seven hundred and fifty eight (27,758) public upper basic two students in the six selected LGAs. At stage three, each of the six selected LGAs was stratified into wards using stratified sampling technique. Akinyele LGA has twelve (12) wards, Ona ara LGA has eleven (11) wards, Saki west LGA has eleven (11) wards, Kajola LGA has eleven (11) wards, Ibadan North LGA has twelve (12) wards, and Ibarapa North LGA has ten (10) wards making a total of sixty seven (67) wards. At stage four, disproportionate to size sampling technique was used to select five (5) wards in each of the six selected LGAs making a total of 30 wards. At stage five, random sampling technique was used to select one urban and one rural public upper basic school in each of the sampled wards in the six selected LGAs to make a sample number of sixty (60) public upper basic schools for this study. The sampled number of public upper basic schools is presented in Table 3.3.

Table 3.3: Sample Public Upper Basic Schools (n = 60)

S/N	Senatorial District	Local Government Areas	Number of Wards	Sample Number of Wards	Sample Number of Public Upper Basic Schools from the Wards (2 from each Sampled Ward)
1.	Oyo Central	Akinyele	12	5	10
		Ona Ara	11	5	10
		Sub-total	23	10	20
2.	Oyo North	Saki West	11	5	10
		Kajola	11	5	10
		Sub-total	22	10	20
3.	Oyo South	Ibadan North	12	5	10
		Ibarapa North	10	5	10
		Sub-total	22	10	20
Grand Total			67	30	60

Source: Fieldwork, 2024

At stage six, random sampling technique was also used to sample twenty one percent (21%) of the male and female public upper basic school teachers in each of the six selected LGAs to make up a sample size of one hundred and fiftysix (156) male and two hundred and eight (208) female teachers which made up a total of three hundred and sixtyfour (364) teachers for the study as presented in Table 3.4. This sample number of teachers were evenly distributed between urban and rural public upper basic schools.

Table 3.4: Sample Number of Public Upper Basic School Teachers (n = 364)

S/N	Senatorial District	Local Government Areas	Number of Public Upper Basic School Teachers			Number of Public Upper Basic School Teachers (21%)		
			Male	Female	Total	Male	Female	Total
1.	Oyo Central	Akinyele	135	212	347	28	45	73
		Ona Ara	132	124	256	28	26	54
		Sub-total	267	336	603	56	71	127
2.	Oyo North	Saki West	101	80	181	21	17	38
		Kajola	106	61	167	22	13	35
		Sub-total	207	141	348	43	30	73
3.	Oyo South	Ibadan North	229	497	726	48	104	152
		Ibarapa North	45	13	58	9	3	12
		Sub-total	274	510	784	57	107	164
Grand Total			748	987	1,735	156	208	364

Source: Fieldwork, 2024

At stage seven, the Yamane sample size determination technique was used to sample Public Upper Basic school two students in each of the six selected LGAs to make up a sample size of two thousand, one hundred and seventy nine (2,179) Public Upper Basic School two students for this study. The sampled number of students were evenly spread between urban and rural public upper basic schools.

The Yamane formula was as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the needed sample size,

N is the population size, and

e is the level of precision. The level of precision is also the level of significance or allowance which is 0.05 (5%). According to the Yamane formula, the sample number of Public Upper Basic School Two Students (2,179) for this study is presented in Table 3.5:

Table 3.5: Sample Number of Public Upper Basic School Two Students (n = 2,179)

S/N	Senatorial District	Local government areas	Number of Public Upper Basic School Two Students	Number of Public Upper Basic School Two Students
1.	Oyo Central	Akinyele	6,003	375
		Ona Ara	5,431	373
		Sub-total	11,434	748
2.	Oyo North	Saki West	3,937	363
		Kajola	3,027	353
		Sub-total	6,964	716
3.	Oyo South	Ibadan North	7,241	379
		Ibarapa North	2,119	336
		Sub-total	9,360	715
Grand Total			27,758	2,179

Source²

3.4 Instruments for Data Collection

Two self-constructed questionnaires titled: Social Vices Questionnaire (SVQ)” and “Home-related Factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)” were used to collect data for the study. They were described below.

3.4.1 Social Vices Questionnaire (SVQ)

This instrument was responded to by the teachers and was divided into three sections (A, B, and C). Section A was designed to contain demographic characteristics of the public upper basic school teachers such as school location, gender, age, marital status, highest educational qualification and years of teaching experience.

Section B was designed to examine the common social vices among public upper basic school students in Oyo State, Nigeria as perceived by the teachers. This section consisted of fourteen (14) structured items. The rating scale was as follows: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

Section C was designed to examine the level of social vices among public upper basic school students in Oyo State, Nigeria as perceived by the teachers in three areas which were: truancy, examination malpractice, and drug abuse. This section consisted of fourteen (14) structured question items of which five (5) items each belonged to truancy, and examination malpractice while four (4) items belong to drug abuse domain. The rating scale was as follows: High Level (HL) = 4; Moderate Level (ML) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1.

3.4.2 Home-related factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)

This instrument was responded to by the students. It was divided into three sections (A, B, and C). Section A was self-designed to contain demographic characteristics of the public upper basic school students such as school location, sex, age, family structure, parents' educational level and parents' occupation.

Section B was designed to examine the extent to which Home-related factors contribute to social vices among the public upper basic school students in Oyo State, Nigeria. Home-related factors that was considered include: family structure, parents' income, and parental involvement. This

section consisted of fifteen (15) structured question items of which five (5) items each belonged to family structure, parents' income, and parental involvement domains. The rating scale was as follows: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

Section C was designed to examine the relationship between social media and prevalence of social vices among public upper basic school students in Oyo State, Nigeria. The social media that were considered include: blogs (Twitter), content communities (YouTube), and social networking sites (Facebook, WhatsApp, Instagram). This section consisted of fourteen (14) structured question items of which five (5) items each belonged to blogs and social networking site domains; while four (4) items belong to content community domain. The rating scale was as follows: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

3.5 Validity of the Instruments

To ensure that the instruments elicited the required responses from the respondents, the researcher showed the instruments to three experts in Test and Measurement and experts in the department of Arts and Social Science Education, Lead City University, Oyo State, Nigeria for their inputs and correction. After all the crucial corrections were made, the instruments were also shown to the researcher's supervisor to make the final corrections.

3.6 Reliability of the Instruments

The reliability of the instruments (questionnaires) were determined using Cronbach's Alpha. The questionnaire was administered to fifty (50) Public Upper Basic School Two Students and twenty (20) public upper basic school teachers in Abadina Grammar School, University of Ibadan, in Ibadan North local government area of Oyo State, Nigeria. These public upper basic school teachers and students were excluded from the final study. For the purpose of

scoring, the items on the questionnaires were entered into Statistical Package for Social Science (SPSS), IBM version 29 and the reliability was estimated. Cronbach's Alpha values of 0.810 and 0.872 were obtained for "Social Vices Questionnaire (SVQ)" and "Home-related factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)" respectively. These values were considered reliable after psychometric test interpretation.

3.7 Method of Data Collection

The researcher administered the instruments (questionnaires) personally and also with the help of three (3) research assistants. Letter of introduction to the schools was collected from the Department of Arts and Social Science Education to seek permission from the vice principal/head teacher of the selected schools for their approval in the administration of the questionnaires. The public upper basic school students and teachers were given the questionnaires to complete in some minutes which were collected from them after they had responded.

3.8 Method of Data Analysis

Data was analysed using descriptive and inferential statistical techniques. Demographic information of the students was analysed using descriptive statistics such as frequency and percentage. Research questions were answered using descriptive statistics such as frequency, percentage, mean and standard deviation. Hypotheses one and two were tested using inferential statistics such as multiple regression at 0.05 level of significance. Hypotheses three and four were tested using inferential statistics such as t-test at 0.05 level of significance.

3.9 Ethical Considerations

This study was conducted in line with general ethical principles guiding research involving human participants. Prior to data collection, the purpose of the study was clearly explained to all participants, and their participation was entirely voluntary. Students were assured

that there were no risks involved and that their responses would be treated with strict confidentiality and used solely for academic purposes.

Although formal ethical clearance was not obtained from an institutional ethics review board, all necessary efforts were made to ensure that the rights, dignity, and privacy of the participants were respected. All information collected were kept secret to protect the identities of the participants that were involved.

Permission to conduct the study was informally obtained from school authorities, and participants were given the option to decline participation at any point during the process without any negative consequences.

Endnotes

^{1.} Ministry of Education: *Post Primary Schools Statistic Oyo State, Nigeria* Post Primary Schools Teaching Service Commission (OYSPPSTSC) Planning Research and statistics Department 2023/2024 Academic Session.

^{2.} T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York**, (2nd ed.), 1967, 8. ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf.

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Chapter Four

Results and Discussion of Findings

In this chapter, the data collected from the questionnaires distributed during the study were presented. The data were analyzed using quantitative (descriptive) research method. This chapter consisted of the following sub-headings: instrument response rate, presentation of data, demographic data analysis, answers to research questions, test of hypotheses and discussion of findings.

4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

Title of Questionnaire	Number Distributed	Number Retrieved	Number Valid	Response Rate
“Social Vices Questionnaire (SVQ)”	364	355	346	95.1%
“Home-related Factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)”	2,179	2,147	2,129	97.7%

Source: Fieldwork, 2024

Two self-designed questionnaires titled – “Social Vices Questionnaire (SVQ)” and “Home-related Factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)” were made into several copies and administered on three hundred and sixty four (364) teachers and two thousand, one hundred and seventy nine (2,179) students respectively both personally and with the help of three research assistants for a period of two months. Out of the three hundred and sixty four (364) “Social Vices Questionnaire (SVQ)” distributed to teachers, three hundred and fifty five (355) questionnaires were retrieved while three hundred and forty six

(346) were found to be valid after careful sorting and therefore used for the study. This gave a high response rate of 95.1%. Also, Out of the two thousand, one hundred and seventy nine (2,179) “Home-related Factors and Social Media Usage on Social Vices Questionnaire (HFSMUSVQ)” administered on the students, two thousand, one hundred and forty seven (2,147) were retrieved while two thousand, one hundred and twenty nine (2,129) found to be valid after careful sorting and therefore used for the study. This gave a high response rate of 97.7% as shown in Table 4.1.

4.2 Presentation of Data

4.2.1 Demographic Data Analysis

Table 4.2: Demographic Information of Students

Demographic Information	Indices	Frequency	Percentage (%)
School Location	Urban	1072	50.4
	Rural	1057	49.6
	Total	2129	100
Gender	Male	1028	48.3
	Female	1101	51.7
	Total	2129	100
Age	Below 13 years	162	07.6
	13-15 years	1397	65.6
	Above 15 years	570	26.8
	Total	2129	100
Family Structure	Nuclear family	1080	50.7
	Extended family	801	37.6
	Single parenthood	197	09.3
	Separated/Divorced parenthood	51	02.4
	Total	2129	100
Father's Highest Level of Education	No formal education	102	04.8
	Primary education	496	23.3
	Secondary education	850	39.9
	Tertiary education	681	32.0
	Total	2129	100
Mother's Highest Level of Education	No formal education	178	08.4
	Primary education	697	32.7
	Secondary education	703	33.0
	Tertiary education	551	25.9
Father's Occupation	Total	2129	100
	Farming	215	10.1
	Skilled labour	788	37.0
	Unskilled labour	1026	48.2
	Trading	86	04.0
	House husband	2	00.1
	Unemployed	12	00.6
	Total	2129	100
Mother's Occupation	Farming	104	04.9
	Skilled labour	505	23.7
	Unskilled labour	804	37.8
	Trading	685	32.2
	House wife	22	01.0
	Unemployed	9	00.4
	Total	2129	100

Source: Fieldwork, 2024

Table 4.2 presented the demographic information of the students as responded by them. It is shown from the table that for school location, 50.4% of the students were in urban were whereas 49.6% were in rural were. Majority of the students (51.7%) were females while the remaining 48.3% were males. The probably implies that there were more females to male public junior secondary school students in Oyo State, Nigeria. In terms of age, 07.6% of the students were below 13 years, 65.6%werewithin 13-15 years of age while 26.8%were above 15 years of age. The result implies that majority of the students were teenagers within 13-15 years. Most of the students (50.7%) were in nuclear family which was followed by37.6% in extended family. However, 09.3%were in single parenthood, while very few(02.4%) were in separated/divorced parenthood. The result implies that most of the students were in the nuclear family structure with one father and mother (monogamous homes) or one father and many wives (polygamous homes).

Further, 04.8% of the students have fathers who had no formal education, 23.3% of the students have fathers with primary education, and 39.9% of the students had fathers with secondary education, while 32.0% of the students have fathers with tertiary education as their highest level of education. Also, 08.4% of the students have mothers who had no formal education, 32.7% had mothers with primary education, and 33.0% had mothers with secondary education, while 25.9% have mothers with tertiary education as their highest level of education. Also,10.1% of the students have fathers who were into farming as their occupation, 37.0% have fathers who were into skilled labour, 48.2% have fathers who were into unskilled labour, 04.0% have fathers who were traders, 00.1% have fathers who were house husbands, and 00.6% have fathers who were unemployed. Lastly, 04.9% of the students have mothers who were into farming as their occupation, 23.7% have mothers who were into skilled labour, 37.8% have

mothers who were into unskilled labour, 32.2% have mothers who were traders, 01.0% have mothers who were housewives, and 00.4% have mothers who were unemployed.

Table 4.3: Demographic Information of Teachers (n = 346)

Demographic Information		Frequency (n)	Percentage (%)
School Location	Urban	193	55.8
	Rural	153	44.2
	Total	346	100
Gender	Male	149	43.1
	Female	197	56.9
	Total	346	100
Age	30 years and below	41	11.8
	31-40 years	89	25.7
	41-50 years	140	40.5
	51-60 years	60	17.3
	61 years and above	16	4.6
	Total	346	100
Marital Status	Married	238	68.8
	Single	97	28.0
	Separated/Divorced	11	3.2
	Total	346	100
Highest Educational Qualification	NCE	32	9.2
	Bachelor's degree	257	74.3
	PGDE	29	8.4
	Master's degree	28	8.1
	Total	346	100
Years of Teaching Experience	1-5 years	28	8.1
	6-10 years	93	26.9
	11-15 years	115	33.2
	16-20 years	75	21.7
	21-25 years	27	7.8
	26 years and above	8	2.3
	Total	346	100

Source: Fieldwork, 2024

Table 4.3 presented the results on demographic information of the teachers as responded by them. The result showed that for school location, 55.8% of the teachers were in urban areas, while 44.2% were in rural areas. It is also shown from the table that majority of the teachers

(56.9%) were females; while the remaining 43.1% were males. This could mean that there were more women teachers in Oyo State, Nigeria. In terms of age, the table showed that 11.8% of the teachers were 30 years of age and below, 25.7% were within 31-40 years of age, 40.5% were within 41-50 years of age, 17.3% were within 51-60 years of age; while 4.6% were 61 years of age and above. In terms of highest educational qualification, 9.2% of the teachers had NCE as their highest educational qualification, 74.3% of the teachers had Bachelor's degree, and 8.4% of the teachers had PGDE degree; while the remaining 8.1% had Master's degree as their highest educational qualification. Lastly, it was revealed from the table that 8.1% of the teachers had 1-5 years of teaching experience, 26.9% of the teachers had 6-10 years of teaching experience, 33.2% of the teachers had 11-15 years of experience, 21.7% of the teachers had 16-20 years of experience, 7.8% had 21-25 years of teaching experience; while the remaining 2.3% of the teachers had 26 years of teaching experience and above. This result implies that majority of the teachers had up to 15 years of teaching experience which is good.

4.2.2 Answers to Research Questions

Research Question One: What are the most common types of social vices among public upper basic school students in Oyo State, Nigeria?

Table 4.4: Distribution of Respondents Based on Most Common Social Vices among Students (n = 346)

Rank	Most Common Social Vices	Agreed Freq.	Disagreed Freq.	% Agreement	Decision
1	Stealing other people's items	250	96	72.3%	High
2	Examination malpractices in internal and external examinations	247	99	71.4%	High
3	Refusal to do their home-works and assignments	242	104	69.9%	High
4	Fighting teachers and other students	220	126	63.6%	High
5	Regular dishonesty to school authorities and parents	213	133	61.6%	High
6	Bullying others within and without the school premises	209	137	60.4%	High
7	Regular absenteeism to school	206	140	59.5%	High
8	Disobedience to school authorities	192	154	55.5%	High
9	Vandalising school properties	196	150	56.6%	High
10	Drinking of alcohol	135	211	39.0%	Moderate
11	Immoral sexual relationship with fellow students and others	124	222	35.8%	Moderate
12	Smoking of various substances including weed	107	239	30.9%	Moderate
13	Belonging to school cult groups	73	273	21.1%	Low
14	Drug and substance abuse	51	295	14.7%	Low

Source: Fieldwork, 2024

Based on the decision rule, vices with $\geq 75\%$ were classified as Very High, 50–74% as High, 25–49% as Moderate, and $\leq 24\%$ as Low

Table 4.4 above showed the result on the most common types of social vices among public upper basic school students in Oyo State, Nigeria. The ranking of results showed how common each of the vices are.

Stealing other people's things was the most common social vices noticed, with 250 respondents (72.3%) agreeing. Examination malpractice came in second place, with 247 respondents (71.4%) saying they had engaged in examination malpractice. The respondents on refusal to do their homework or assignments came third, with 242 respondents (69.9%). Fighting with teachers and students was also reported by 220 respondents (63.6%), while 213 respondents (61.6%) admitted to regular dishonesty to school authorities and parents. Bullying others within and without school was also reported by 209 respondents (60.4%), 206 respondents (59.5%) agreed to engage in regular absenteeism to school, 196 respondents (56.6%) engaged in vandalising school properties and 192 respondents (55.5%) admitted that they engaged in disobedience to school authorities. 135 respondents (39.0%) agreed to drinking of alcohol. Also, 124 respondents (35.8%) admitted to engage in immoral sexual relationship with fellow students and others, 107 respondents (30.9%) agreed to smoking of various substances including weed, 73 respondents (21.1%) agreed to belong to school cult groups while 51 respondents (14.7%) agreed to using of drug and substance abuse.

These data indicated that social vices associated with indiscipline are the most common among students. These lifestyle choices are nonetheless a problem because they could be bad for their health and morals

The least most common social vices cited were belonging to cult. These were in the Low category, which indicates that fewer pupils were involved. However, it cannot be ignored because of their possible effects on school safety and society as a whole.

Research Question Two: What is the level of social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria?

Table 4.5: Distribution of Respondents based on the Level of Truancy among Students (n = 346)

S/N	Items (My Public Upper Basic School Two Students)	HL	ML	LL	VLL	$\bar{x}$	S.D.
1	come to school when they like except during examination period	173 (50.0%)	102 (29.5%)	59 (17.1%)	12 (3.5%)	3.260	.862
2	leave the school premises at odd hours without the permission of school authorities	163 (47.1%)	105 (30.3%)	65 (18.8%)	13 (3.8%)	3.208	.876
3	usually miss first/second lesson periods	189 (54.6%)	607 (30.9%)	44 (12.7%)	6 (1.7%)	3.384	.772
4	are periodically absent (2 days in a week or eight 8 days in a month) from school for unknown or irrelevant reasons	202 (58.4%)	91 (26.3%)	34 (9.8%)	19 (5.5%)	3.376	.873
5	distance themselves from school for few days without the permission of parents/guardians or the school authority	162 (46.8%)	87 (25.1%)	84 (24.3%)	13 (3.8%)	3.150	.917

Average Mean = 3.276; S.D. = 0.860; Decision = High Level

Source: Fieldwork, 2024

Key: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D. = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.5 showed the result on the level of social vices in area of truancy among public upper basic school students in Oyo State, Nigeria. The rating scale of Very Low Level (1) to High Level (4) was used. The table showed that the students come to school when they like except during examination period ($\bar{x}$ = 3.260), usually miss first/second lesson periods ($\bar{x}$ = 3.384) and were periodically absent (2 days in a week or eight 8 days in a month) from school for unknown or irrelevant reasons ($\bar{x}$ = 3.376) at a high level. However, the students leave the school premises at odd hours without the permission of school authorities ($\bar{x}$ = 3.208) and distance themselves from school for few days without the permission of parents/guardians or the

school authority ($\bar{x} = 3.150$) at a moderate level. The average mean value ($\bar{x} = 3.276$) indicated a 'high level' of truancy among the students.

Table 4.6: Distribution of Respondents based on the Level of Examination Malpractice among Students (n = 346)

S/N	Items (My Public Upper Basic School Two Students)	HL	ML	LL	VLL	$\bar{x}$	S.D.
1	spy from one another during examination	67 (19.4%)	174 (50.3%)	89 (25.7%)	16 (4.6%)	2.844	.783
2	ask each other questions during examination	89 (25.7%)	171 (49.4%)	72 (20.8%)	14 (4.0%)	2.968	.792
3	smuggle in materials such as lesson notes for cheating in an examination	74 (21.4%)	141 (40.8%)	109 (31.5%)	22 (6.4%)	2.772	.856
4	usually write answers on their body parts to copy from during examination	59 (17.1%)	145 (41.9%)	104 (30.1%)	38 (11.0%)	2.650	.889
5	pay brilliant students in their class to help them write on their examination answer booklet	6 (1.7%)	15 (4.3%)	237 (68.5%)	88 (25.4%)	1.824	.580
Average Mean = 2.612; S.D. = 0.780; Decision = Moderate Level							

Source: Fieldwork, 2024

Key: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D. = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.6 showed the result on the level of social vices in area of examination malpractice among public upper basic school students in Oyo State, Nigeria. The rating scale of Very Low Level (1) to High Level (4) was used. The result showed that the students spy from one another during examination ($\bar{x} = 2.844$), ask each other questions during examination ($\bar{x} = 2.968$), smuggle in materials such as lesson notes for cheating in an examination ($\bar{x} = 2.772$), and usually write answers on their body parts to copy from during examination ($\bar{x} = 2.650$) at a moderate level. However, the students pay brilliant students in their class to help them write on their examination answer booklet ($\bar{x} = 1.824$) at a low level. The average mean value ($\bar{x} = 2.612$) indicated a 'moderate level' of examination malpractice among the students.

Table 4.7: Distribution of Respondents based on the Level of Drug Abuse among Students (n = 346)

S/N	Items (My Public Upper Basic School Two Students)	HL	ML	LL	VLL	$\bar{x}$	S.D.
1	take drugs without doctor's prescription	11 (3.2%)	55 (15.9%)	226 (65.3%)	54 (15.6%)	2.067	.663
2	engage in the use of illegal substances without the notice of school authorities	18 (5.2%)	87 (25.1%)	185 (53.5%)	56 (16.2%)	2.194	.765
3	engage in smuggling weeds and illegal substance into school premises	20 (5.8%)	97 (28.0%)	175 (50.6%)	54 (15.6%)	2.240	.782
4	are a part of gangs that smuggle and exchange illegal substances	29 (8.4%)	97 (28.0%)	161 (46.5%)	59 (17.1%)	2.278	.843
Average Mean = 2.195; S.D. = 0.763; Decision = Low Level							

Source: Fieldwork, 2024

Key: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D. = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.7 showed the result on the level of social vices in the area of drug abuse among public upper basic school students in Oyo State, Nigeria. The rating scale of Very Low Level (1) to High Level (4) was used. The result showed that the students take drugs without doctor's prescription ($\bar{x}$ = 2.067), engage in the use of illegal substances without the notice of school authorities ($\bar{x}$ = 2.194), engage in smuggling weeds and illegal substance into school premises ($\bar{x}$ = 2.240) and were a part of gangs that smuggle and exchange illegal substances ($\bar{x}$ = 2.278) at a low level. The average mean value ($\bar{x}$ = 2.195) indicated a 'low level' of drug abuse among the students. Answer to research question two showed that the level of social vices is high in the area of truancy ($\bar{x}$ = 3.276), moderate in examination malpractice ($\bar{x}$ = 2.612), and low in drug abuse ($\bar{x}$ = 2.195) among public upper basic school students in Oyo State, Nigeria.

Table 4.8: Summary of Distribution of Respondents Based on the Level of Social Vices

Types of Social Vices	Mean Scores	Remarks
Truancy	3.276	High
Examination Malpractice	2.612	Medium
Drug Abuse	2.195	Low

Table 4.8 above showed the summary of the level of social vices among the respondents. The finding showed that truancy was high with mean 3.276, examination malpractice was moderate with mean 2.612 and drug abuse was low with mean 2.195.

4.3 Test of Hypotheses

H₀₁: There will be no significant joint contribution of home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria.

Table 4.9: Model Summary and Coefficients of Multiple Regression Analysis for the Joint Contribution of Home-related Factors and Social Media Usage on Social Vices

ANOVA Model Summary									
Model	Sum of Squares	df	Mean Square	F	Sig.	R	R ²	Adjusted R ²	Std. Error of the Estimate
1 Regression	193.730	6	32.288	3.450	.003	.240	.058	.041	3.05912
Residual	3172.444	339	9.358						
Total	3366.173	345							

Dependent Variable: Social vices

Predictors: (Constant), Social networking sites usage, family structure, parental involvement, Blogs usage, parents income, Content Communities usage

F-value is significant at $p < 0.05$

Source: Fieldwork, 2024

Table 4.9 showed that there is a significant joint contribution of Home-related factors and social media usage on social vices among public upper basic school students in Oyo State, Nigeria ($F_{6, 339} = 3.450$; Significance = .003; $p < 0.05$). This clearly indicated that the model 1 represents a good fit of the data. Therefore, the null hypothesis is rejected. The model summary values ($R = .240$; $R^2 = .058$; Adjusted $R^2 = .041$) showed that 5.8% variation in the social vices among the students (dependent variable) can be explained by the independent or predictor

variables (home related factors and social media usage). The remaining 94.2% may be due to errors or other factors that were not considered for this study. Lastly, the low amount of error of the estimate (3.05912) shows that the model is quite accurate since the standard error value is small and can easily be ignored. A very large standard error value would mean the model is not that precise since the error value is high.

H₀₂: There will be no significant relative influence of home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria.

Table 4.10: Coefficients of Multiple Regression Analysis for the Relative Influence of Home-related Factors and Social Media Usage on Social Vices

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	38.353	2.667		14.381	.000
	Family structure	-.222	.095	-.123	-2.335	.020*
	Parents income	-.180	.087	-.109	-2.069	.041*
	Parental involvement	-.197	.083	-.126	-2.366	.019*
	Blogs usage	-.082	.106	-.041	-.775	.439
	Content Communities usage	.044	.091	.026	.483	.629
	Social networking sites usage	.274	.112	.130	2.453	.015*

a. Dependent Variable: Social vices

***Beta coefficients and t-values significant at 0.05 ($p < 0.05$);**

Source: Fieldwork, 2024

Table 4.10 showed the coefficients of multiple regression analysis for relative influence of home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy,

examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria. It was revealed from the result that the beta coefficient (β) and t- values for 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 all significant on social vices among students at 0.05 level of significance. However, the beta coefficient (β) and t- values for blogs usage ($\beta = .041$; $t = -.775$, $p > 0.05$) and content communities ($\beta = .026$; $t = .483$, $p > 0.05$) are not significant on social vices among students at 0.05 level of significance.

The unstandardized coefficient values for each of the predictors that were relatively significant on social vices among students showed that a unit improvement in family structure will reduce or decrease social vices among the students/children by 0.222 which is high. Also, a unit increase or improvement in parents' income will reduce or decrease social vices among the students or children by 0.180 which is high. A unit increase or improvement in parental involvement will also reduce or decrease social vices among the students or children by 0.197 which is high. However, a unit increase in usage of social networking sites will increase social vices among the students or children by 0.274 which is very high. The low standard errors for all the indices are low which also indicated preciseness of the model.

H₀₃: There will be no significant gender (male and female) difference in social vices among public upper basic school students in Oyo State, Nigeria

Table 4.11a: Group Statistics for Gender (Male and Female) Difference in Social Vices

Group Statistics			Std.	Std. Error
	Sex of students	N	Mean Deviation	Mean
Social vices	Male	154	38.1429	3.29076
	Female	192	38.2708	2.99031

Source: Fieldwork, 2024

Table 4.11a showed that the mean (standard deviation) of male students with respect to social vices is 38.143 (3.291) while that of female students is 38.271 (2.990). Both means are very close.

Table 4.11b: Independent Sample T-test for Gender (Male and Female) Difference in Social Vices

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Social vices	Equal variances assumed	.858	.355	-.378	344	.705	-.12798	.33832	-.79341	.53746
	Equal variances not assumed			-.374	312.850	.708	-.12798	.34189	-.80068	.54473

t-test value is not significant at 0.05 level of significance

Source: Fieldwork, 2024

Table 4.11b showed if there is any significant difference in the means of male and female students with respect to social vices using independent sample t-test. The Levene's Test for Equality of Variances was not significant as the P-value (.355) was found to be less than 0.05. As

a result of the non-significant value for Levene's test, the "equal variances assumed" row was used. Following the equal variances assumed row, the t-test value was not significant ($t_{(2), 344} = -.378$, Sig. = .705, $p > 0.05$) at 0.05 level of significance. The null hypothesis which states that there will be no significant gender (male and female) difference in social vices among public upper basic school students in Oyo State, Nigeria was therefore accepted. This result implied that there is no significant difference between male and female students with respect to social vices among them.

H₀₄: There will be no significant school location (rural and urban) difference in social vices among public upper basic school students in Oyo State, Nigeria

Table 4.12a: Group Statistics for School Location (Urban and Rural) Difference in Social Vices

Group Statistics					
School Location of students' school		N	Mean	Std. Deviation	Std. Error Mean
Social vices	Urban	174	38.1897	3.08337	.23375
	Rural	172	38.2384	3.17264	.24191

Source: Fieldwork, 2024

Table 4.12a showed that the mean (standard deviation) of students in urban school location with respect to social vices is 38.190 (3.083) while that of rural school location is 38.238 (3.173). Both means are also very close.

Table 4.12b: Independent Sample T-test for School Location (Urban and Rural) Difference in Social Vices

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Social vices	Equal variances assumed	.428	.513	-.145	344	.885	-.04872	.33634	-.71025	.61282
	Equal variances not assumed			-.145	343.447	.885	-.04872	.33639	-.71037	.61293

t-test value is not significant at 0.05 level of significance

Source: Fieldwork, 2024

Table 4.12b showed if there is any significant difference in the means of students in urban and rural school location with respect to social vices using independent sample t-test. The Levene's Test for Equality of Variances was not significant as the P-value (.513) was found to be less than 0.05. As a result of the non-significant value for Levene's test, the "equal variances assumed" row was used. Following the equal variances assumed row, the t-test value was not significant ($t_{(2), 344} = -.145$, Sig. = .885, $p > 0.05$) at 0.05 level of significance. The null hypothesis which states that there will be no significant school location (rural and urban) difference in social vices among public upper basic school students in Oyo State, Nigeria was therefore accepted. This result implied that there is no significant difference between urban and rural school location with respect to social vices among students.

4.4 Discussion of Findings

This study was carried out to investigate Home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria. Four research questions and four hypotheses were raised for the study. This section discusses the results in comparison to previous empirical studies in order to determine the similarities and contrast between the studies.

The demographic information of the students showed that a major portion of them, 50.4% were in urban school location, 65.6% were within 13-15 years of age, 50.7% were in nuclear family, 39.9% of the students have fathers with secondary education, 33.0% have mothers with secondary education, 48.2% have fathers who were into unskilled labour, and 37.8% have mothers who were into unskilled labour. This result aligns with that of a study on obesity and overweight among in-school students in private and public schools in Ibadan North Local Government area, Oyo State, Nigeria: A comparative study which showed that major fraction of public junior secondary school students were within 13-15 years of age, females, belong to nuclear family, have fathers and mothers who were into unskilled occupation and have secondary education¹. The similarities observed in both results could be that they were both carried out in Oyo State, Nigeria and among public upper basic school students. This result also corroborates that of a work on prevalence and types of gender-based violence among secondary school students in Southwest, Nigeria which showed that most of the public junior secondary school students were within 12-14 years of age, females, in urban areas, and were in nuclear family². The similarities observed in both results could be that they were both carried out in Oyo State, Nigeria and among public upper basic school students.

This result almost completely agrees with a study on social connectedness and health risk behaviours among in-school adolescents in urban and rural areas of Oyo State, Nigeria which showed that most of the students are from urban school location, females, within 13-16 years of age, from Nuclear family, and have fathers and mothers who have tertiary education³. The minor differences between both studies especially in areas of the students' parents occupation maybe because the former study was carried out among junior and senior secondary school students whereas this study was conducted among only public junior (upper basic) school students. This result partially agrees with a work on awareness and utilization of adolescent reproductive health services among in-school adolescents in urban and rural communities in Oyo State, Nigeria which showed that majority of the students are within 13-17 years of age, males, and in nuclear family⁴. The little differences between both studies maybe that the former study was carried out among junior and senior secondary school students whereas this present study was conducted among only public junior (upper basic) school students.

The demographic information of the teachers showed that a major number of them, 55.8% were in urban areas, 56.9% were females, 40.5% were within 41-50 years of age, 74.3% of the teachers had Bachelor's degree, and 33.2% of the teachers had 11-15 years of experience. This finding is in line with a study on promoting sustainability development: The role of business studies teachers' in public upper basic school in Oyo State, Nigeria which also revealed that majority of the teachers were females, were within 41-50 years of age, had Bachelor's degree as their highest level of qualification and 11-15 years of teaching experience⁵. The similarities observed in both results could be that they were both carried out in Oyo State, Nigeria and among public upper basic school teachers.

This finding is in line with a study on teacher's characteristics and implementation of national curriculum for secondary school biology in Southwest, Nigeria which showed that majority of teachers were females, had Bachelor's degree, above 10 years of teaching experience and were above 40 years of age⁶. These results are probably similar because they were both carried out in Southwest Nigeria. This result also corroborates the study on influence of teacher features on instructional quality in public secondary schools in the South-West, Nigeria which also noted that most teachers were females, have first degree (Bachelors) and above 10 years of educational experience⁷. The similarities observed in both results could be that they were both carried out in Southwest, Nigeria and among public upper basic school teachers.

The findings showed that the most common types of social vices among students were stealing other people's things, examination malpractice, refusal to do their homework or assignments, fighting with teachers and students, regular dishonesty to school authorities and parents, bullying others within and without school, regular absenteeism to school, vandalising school properties, disobedience to school authorities, drinking of alcohol, engaging in immoral sexual relationship with fellow students and others, smoking of various substances including weed, belonging to school cult groups and drug and substance abuse.

. This finding is in line with the work on the role of religious organizations in the sensitization against social vices: a literature review which showed that common social vices among secondary school students including those in Oyo State were - cultism, indecent dressing, examination malpractice, stealing other people's items, refusal to do home-works, disobedience to school authorities and drug abuse⁸. This result partially agrees with that of a study on prevalence of social vices among secondary school students in Dekina Local Government area, Kogi State which showed common types of social vices among secondary school students to

include examination malpractices, truancy, vandalism, substance abuse, bullying of fellow students and stealing other people's items⁹. The differences in both results could be the differences in the states where the studies were conducted. This result also corresponds to a work which showed that the common 21st-century social vices among secondary school students in Southwest, Nigeria include - inappropriate dressing, stealing, exam malpractice, betting, abuse of illegal substances, bullying others, truancy and disobedience to authorities¹⁰. Similarities in both studies could be because they were both carried out in Southwest, Nigeria.

The findings showed that the level of social vices is high in area of truancy, moderate in examination malpractice, and low in drug abuse among public upper basic school students in Oyo State, Nigeria. This result partially agrees with that of a study on prevalence of social vices among secondary school students in Dekina Local Government area, Kogi State which showed high level of social vices among secondary school students⁹. The differences between both studies maybe because they were carried out in two different states. This result partially disagrees with a study on social vices and stability of secondary school students in Ogbomoso, Oyo State, Nigeria which indicated that the students in Ogbomoso, Oyo State, Nigeria had moderate levels of social vices such as absenteeism, examination malpractice and drug abuse¹¹. The differences observed in both studies could be that the former study was conducted in only one area of Oyo State, Nigeria whereas this study was carried out in all areas of Oyo State, Nigeria. The similarities between both studies maybe because they were carried out in Oyo State, Nigeria. A study on causes and consequences of truancy among in school adolescents in Oyo North senatorial district Nigeria also revealed a high level of truancy in Oyo State, Nigeria¹³. The similarities between both studies maybe because they were carried out in Oyo State, Nigeria. This result is in line with that of a study on influence of family and school types on truancy

behaviour of secondary school students in Ogbomosho, Nigeria which revealed a high level of truancy among the students in Oyo State, Nigeria¹⁴.

The findings showed that there exists a relationship between home-related factors (family structure, parents' income, and parental involvement) and social vices among public upper basic school students in Oyo State, Nigeria. This result agrees with that of a study on examining the impact of family and school environments on truancy behaviour among secondary school students in Ogbomosho which showed that family structure, support, and involvement influence truancy behaviour among students in Oyo State, Nigeria¹². The similarities between both studies maybe because they were carried out in Oyo State, Nigeria. This result also corroborates that of a work on causes and consequences of truancy among in school adolescents in Oyo North senatorial district Nigeria which revealed that parents' income and involvement relate with the level of truancy among school students in Oyo State, Nigeria¹³. The similarities between both studies maybe because they were carried out in Oyo State, Nigeria.

This result is in line with that of a study on influence of family and school types on truancy behaviour of secondary school students in Ogbomosho, Nigeria which indicated that family types had influence on truancy behaviour among secondary school students in Ogbomosho. It showed that students' from separated families were more influenced with truancy behaviour than those from intact families¹⁴. This result partially agrees with that of a work on influence of parenting style, and parental involvement on student's academic performance in Oriade Local Government area, Osun State, Nigeria which showed a relationship between parental involvement and student's academic performance but no relationship between parenting style (family structure) and students' academic performance¹⁵. The differences in both results could be the differences in the states where the studies were conducted. This finding disagrees

with that of a work on family types and truancy behaviour among secondary school students in Oriade Local Government area of Osun State which revealed no relationship between family types and/or structure on truancy behaviour among secondary school students¹⁶. The differences between both studies could be that the former study was conducted in Osun state whereas the latter study was done in Oyo State.

The findings showed that there exists a relationship between social networking sites and social vices among the students but no relationship between blogs, content communities usage and social vices among the public upper basic school students in Oyo State, Nigeria with access to mobile phones. This result aligns with that of a study on social media exposure and substance abuse among adolescent secondary school students in Delta State, Nigeria which showed that there is a significant relationship between social media use and social vice such as substance abuse among secondary school students¹⁷. The similarities in both results could be that they were both carried out in Nigeria. This finding corroborates that of a study on influence of social media on in-school adolescents' morals which showed that the use and exposure to social networks negatively influence secondary school students' morals in Ekiti State¹⁸. The similarities in both results could be that they were both carried out in Southwest, Nigeria although, in different States.

The test of hypothesis one showed a significant joint contribution of Home-related factors (family structure, parents' income, and parental involvement) and social media (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse) among public upper basic school students in Oyo State, Nigeria. This result agrees with that of a study on examining the impact of family and school environments on truancy behaviour among secondary school students in Ogbomosho which showed a joint contribution of

family types, support, and involvement and exposure to media in the environment on truancy behaviour among students in Oyo State, Nigeria¹². The similarities between both studies maybe because they were carried out in Oyo State, Nigeria. This result agrees with that of a study on influence of parenting style, and parental involvement on student's academic performance in Oriade Local Government area, Osun State, Nigeria which showed no significant joint influence of parenting styles, economic status and parental involvement on student's academic performance¹⁵. The differences in both results could be the differences in the states where the studies were conducted.

The test of hypothesis two showed that family structure, parents' income, parental involvement, and social networking sites were all significant on social vices among students at 0.05 level of significance. However, that of blogs usage and content communities are not significant on social vices among students at 0.05 level of significance. This result agrees with that of a study on examining the impact of family and school environments on truancy behaviour among secondary school students in Ogbomosho which showed significant relative influence of family types, support, and involvement on truancy behaviour among students in Oyo State¹². The similarities between both studies maybe because they were carried out in Oyo State, Nigeria. This result corroborates that of a study on causes and consequences of truancy among in school adolescents in Oyo North senatorial district Nigeria which showed that parents' income and involvement significantly affect the level of truancy among school students in Oyo State, Nigeria¹³. The similarities between both studies maybe because they were carried out in Oyo State, Nigeria.

This result is in line with that of a study on influence of family and school types on truancy behaviour of secondary school students in Ogbomosho, Nigeria which indicated a

significant relative influence of family types on truancy behaviour among secondary school students in Ogbomosho¹⁴. This finding disagrees with that of a study on family types and truancy behaviour among secondary school students in Oriade Local Government area of Osun State which revealed no significant influence of family types and/or structure on truancy behaviour among secondary school students¹⁶. The differences between both studies could be that the former study was conducted in Osun state whereas the latter study was done in Oyo State, Nigeria.

The test of hypothesis three revealed no significant gender (male and female) difference in social vices among public upper basic school students in Oyo State, Nigeria. This result agrees with that of a study on prevalence of social vices among secondary school students in Dekina Local Government area, Kogi State which showed no significant difference between male and female students level of prevalence of social vices in secondary schools in Dekina LGA of Kogi State⁹. The differences in both results could be the differences in the states where the studies were conducted. This result disagrees with a study on social vices and stability of secondary school students in Ogbomoso, Oyo State, Nigeria which indicated significant gender (male and female) difference in social vices among students in Ogbomoso, Oyo State, Nigeria. The males were more involved in social vices than the females¹¹. The differences observed in both studies could be that the former study was conducted in only one area of Oyo State, Nigeria whereas this study was carried out in all areas of Oyo State, Nigeria. This result corroborates that of a study on causes and consequences of truancy among in school adolescents in Oyo North senatorial district Nigeria which revealed no significant gender (male and female) difference in social vices (truancy) among school students in Oyo North senatorial district Nigeria¹³. The similarities between both studies maybe because they were carried out in Oyo State, Nigeria. This finding

corroborates that of a study on influence of social media on in-school adolescents' morals which showed no significant gender (male and female) difference in students' morals in Ekiti State¹⁸.

The test of hypothesis four revealed no significant school location (rural and urban) difference in social vices among public upper basic school students in Oyo State, Nigeria. This result disagrees with a study on social vices and stability of secondary school students in Ogbomoso, Oyo State, Nigeria which indicated significant school location (rural and urban) difference in social vices among students in Ogbomoso, Oyo State, Nigeria¹¹. The differences observed in both studies could be that the former study was conducted in only one area of Oyo State, Nigeria whereas this study was carried out in all areas of Oyo State, Nigeria. This result corroborates that of a study on causes and consequences of truancy among in school adolescents in Oyo North senatorial district Nigeria which revealed no significant school location (rural and urban) difference in social vices (truancy) among school students in Oyo North senatorial district Nigeria¹³. The similarities between both studies maybe because they were carried out in Oyo State, Nigeria. This finding corroborates that of a study on influence of social media on in-school adolescents' morals which showed no significant school location (rural and urban) difference in students' morals in Ekiti State¹⁸.

Endnotes

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Chapter Five

Conclusion

This chapter focused on the summary of findings, conclusion, recommendations based on the findings of the study, contribution to knowledge and the areas of further research.

5.1 Summary of Findings

This study was carried out to investigate Home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria. The result showed that 50.4% were in urban school location, 65.6% were within 13-15 years of age, 50.7% were in nuclear family, 42.0% of the students have fathers with secondary education, 34.4% have mothers with secondary education, 50.8% have fathers who were into unskilled labour, and 36.4% have mothers who were into unskilled labour. The demographic information of the teachers revealed that a major number of them, 55.8% were in urban were, 56.9% were females, 40.5% were within 41-50 years of age, 74.3% of the teachers had Bachelor's degree, and 33.2% of the teachers had 11-15 years of experience.

The findings showed that the most common types of social vices among students include: stealing other people's things with 250 respondents (72.3%), examination malpractice, with 247 respondents (71.4%), refusal to do their homework or assignments with 242 respondents (69.9%), fighting with teachers and students with 220 respondents (63.6%), regular dishonesty to school authorities and parents with 213 respondents, (61.6%), bullying others within and without school with 209 respondents (60.4%), regular absenteeism to school with 206 respondents (59.5%), vandalising school properties with 196 respondents (56.6%), disobedience to school authorities with 192 respondents (55.5%). drinking of alcohol with 135 respondents (39.0%), immoral sexual relationship with fellow students and others with 124 respondents (35.8%),

smoking of various substances including weed with 107 respondents(30.9%), belonging to school cult groups with 73 respondents (21.1%) and drug and substance abuse with 51 respondents(14.7%).

Test of hypothesis one showed that there is a significant joint contribution of Home-related factors (family structure, parents' income, and parental involvement) and social media usage (blogs, content communities, and social networking sites) on social vices (truancy, examination malpractice, and drug abuse)among public upper basic school students in Oyo State, Nigeria ($F_{6, 339} = 3.450$; Significance = .003; $p < 0.05$).

The result showed that the beta coefficient (β) and t- values for 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 ($\beta = -.130$; $t = 2.453$, $p < 0.05$) were all significant on social vices among students at 0.05 level of significance. However, the beta coefficient (β) and t- values for blogs usage ($\beta = .041$; $t = -.775$, $p > 0.05$) and content communities ($\beta = .026$; $t = .483$, $p > 0.05$) were not significant on social vices among students at 0.05 level of significance. The test of hypothesis three showed no significant gender (male and female) difference in social vices among public upper basic school students in Oyo State, Nigeria ($t_{(2), 344} = -.378$, Sig. = .705, $p > 0.05$). Also, the test of hypothesis four showed no significant school location (rural and urban) difference in social vices among public upper basic school students in Oyo State, Nigeria ($t_{(2), 344} = -.145$, Sig. = .885, $p > 0.05$).

5.2 Conclusion

Based on the findings of this study, it can be generally concluded that home-related factors and social media usage are significant determinants of social vices among public upper basic school students in Oyo State, Nigeria. However, specifically, it can also be concluded that

home-related factors such as family structure, parents' income, and parental involvement and usage of social media usage such as social networking sites could be responsible for the high level of truancy, moderate level of examination malpractice, and low level of drug abuse among public upper basic school students in Oyo State, Nigeria.

5.3 Recommendations

On the basis of the findings, the following recommendations are thereby given:

1. To curb the common type of social vices among students, moral values such as integrity, honesty, respect for others, and responsible decision-making should be integrated into the school curriculum. Also, workshops and seminars for students on crucial topics like drug/substance abuse prevention, healthy relationships should be regularly organised and made compulsory for all students. In addition, teachers and school administrators should lead by example and demonstrate positive values and behaviours.
2. Fair and consistent attendance policies should be enforced to curb the high level of truancy among students. Teachers and school administrators should regularly update parents on their child's attendance and progress, work collaboratively with the parents to understand the reasons for truancy and connect them with resources that can support their children's attendance, such as transportation, healthcare, and counseling. Furthermore, rules about the use of devices and materials should be strictly enforced to curb malpractices. Those students who are struggling in their academics and desire to cheat in the examinations should be counselled on the consequences of such practice and the need to uphold academic integrity. Integrity. Teachers should also do all they can to ensure that they teach with all their heart and carry every student along during the teaching and learning processes so everyone learns and comprehends what the teacher teaches.

3. Although, drug abuse is still at a low level, efforts should however be made by teachers and school administrators in ensuring that students' bags/pockets are periodically checked for illegal substances and wherever students gather within the school premises should be thoroughly monitored. Parents should also do same at the home environment.
4. This study underscores the vital role of family structure, parents' income, and parental involvement in social vices among students which implies that parents and families have a huge role to play in increasing or reducing social vices among children or family members. Parents regardless of the family structure should supervise their children, enhance meaningful relationships, set clear boundaries, model right behaviours for their children, be actively engaged and involved in their lives both at school and home and create a supportive and conducive learning environment for their children. These will help to reduce social vices among the children.
5. Students that have access to social media especially social networking sites should be thoroughly monitored by their parents/family members so that they use it for the right reasons or academic purposes. Parents should set age-appropriate limits on their children's phones and also educate them consistently on the risks and dangers of social media in modern times.
6. Parents should also ensure that they identify and address financial difficulties or relationship problems that may cause stress in the lives of their children and lure them into social vices. Parents should also seek professional help such as counsellors if necessary and should create a safe, conducive and supportive environment where children feel at ease to express their feelings and thoughts to their parents so as to drastically reduce social vices among the children. Parents should also discuss online safety and responsible posting, and make use of

social media tools for reporting concerns as part of parental monitoring against wrong use of social media platforms that could lure children into various social vices.

7. Although, there was no gender (male and female) difference in social vices among the students, it is recommended that when teachers, school administrators and parents are making efforts in curbing social vices among the students/children, they should handle the male and female students equally. This is because social vice is not specific to a particular gender.
8. Although, there was no school location (urban and rural) difference in social vices among the students, it is recommended that teachers, school administrators and parents regardless of the school location should intensify efforts equally on both urban and rural locations in ensuring that social vices are brought to a minimum level. This is because social vice is not specific to a location. It happens in both rural and urban areas.

5.4 Contribution to Knowledge

This study has provided new evidence or insights that strengthen, update or modify existing conceptual framework (which includes family structure, parents' income, parental involvement, social media, blogs, content communities, social networking sites, social vices, truancy, examination malpractice, and drug abuse). This study has also offered a new way to view or approach a problem, providing a different conceptual lens through which to understand the phenomenon (home-related factors and social media usage on social vices) being studied.

This study has also provided useful and relevant application of the social control theory, uses and gratifications theory, and structural-functionalist perspective theory on social vices to the study on "home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria" other than the way it was used in previous studies. Many closely related studies in the past did not use the theory to support the

influence of the independent variables (home-related factors and social media usage) on the dependent variable (social vices). Furthermore, this study provided new insights or evidence that strengthened and updated existing theoretical frameworks (social control theory, uses and gratifications theory, and structural-functionalist perspective theory on social vices).

This study contributes empirically by adding to the pool of previous studies and literatures by revealing that there exists a significant joint and relative contribution of home related factors and social media usage to social vices among student. This result addresses the gap in literature and thus contributes to knowledge on the subject.

5.5 Suggestions for Further Research

Two important moderating variables were used in this study. In subsequent studies, other demographic variables of the students could be used. Social vices of the students could also differ in areas of their age and parental education and occupation. Other research designs could be attempted. Qualitative research method such as use of interviews and focus group discussions could be used in another study. Perhaps, the role of a mediating variable could be examined in subsequent studies. More indicators of the independent and dependent variables could be investigated in further studies.

Other educational system such as senior secondary school system and tertiary educational system should also be used in further studies. This exact study could be carried out in other states and geo-political zones of the nation in order to generalize the results across all regions of the country as social vices is not only peculiar to Oyo State, Nigeria or Southwest region of Nigeria.

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Appendix I

**Lead City University,
Faculty of Education,
Department of Arts and Social Science Education**

Social Vices Questionnaire (SVQ)

Dear Respondent,

I am carrying out a study on home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria. Your participation in and response to the attached questionnaire is considered very important for accomplishing this research. Your responses was treated with absolute confidentiality. I was willing to share the findings with you if you so desire. Thank you in advance for your kind cooperation. Your cooperation is highly solicited.

Yours Faithfully,

Titilola Rachel ADEYEMO

Section A: Demographic Information of Teachers

Instruction: Please tick (☐) as appropriate or fill the spaces provided

- 1. School Location:** (a) Urban (☐) (b) Rural (☐)
- 2. Sex:** (a) Male (☐) (b) Female (☐)
- 3. Age:** (a) 30 years and below (☐) (b) 31-40 (☐) (c) 41-50 (☐) (d) 51-60 years (☐)
(e) 61 years and above (☐)
- 4. Marital Status:** (a) Married (☐) (b) Single (☐) (c) Divorced/Separated (☐) (d)
Others (Please specify) _____
- 5. Highest Educational Qualifications:** (a) NCE (☐) (b) Bachelor's degree (☐) (c)
PGDE (☐) (d) Master's degree (☐) (e) MPhil/Doctorate degree (☐) (f)
Others (Please specify) _____
- 6. Years of Experience:** (a) 1-5 (☐) (b) 6-10 (☐) (c) 11-15 (☐) (d) 16-20 (☐) (e) 21-
25 (☐) (f) 26 and above (☐)

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Section B: Common Social Vices

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

Key: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

		SA	A	D	SD
S/N	Question Items (_____ is a common social vice found among Public Upper Basic School Two Students)	4	3	2	1
1	Regular absenteeism to school				
2	Bullying others within and without the school premises				
3	Vandalising school properties				
4	Examination malpractices in internal and external examinations				
5	Drug and substance abuse				
6	Immoral sexual relationship with fellow students and others				
7	Drinking of alcohol				
8	Stealing other people's items				
9	Belonging to school cult groups				
10	Smoking of various substances including weed				
11	Disobedience to school authorities				
12	Fighting teachers and other students				
13	Regular dishonesty to school authorities and parents				
14	Refusal to do their home-works and assignments				

Section C: Level of Social Vices

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

Key: High Level (HL) = 4; Moderate Level (ML) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

		HL	ML	LL	VLL
S/N	Question Items (My Public Upper Basic School Two Students)	4	3	2	1
Truancy					
1	come to school when they like except during examination period				
2	leave the school premises at odd hours without the permission of school authorities				

3	usually miss first/second lesson periods				
4	are periodically absent (2 days in a week or eight 8 days in a month) from school for unknown or irrelevant reasons				
5	distance themselves from school for few days without the permission of parents/guardians or the school authority				
Examination Malpractice					
6	spy from one another during examination				
7	ask each other questions during examination				
8	smuggle in materials such as lesson notes for cheating in an examination				
9	usually write answers on their body parts to copy from during examination				
10	pay brilliant students in their class to help them write on their examination answer booklet				
Drug Abuse					
11	take drugs without doctor's prescription				
12	engage in the use of illegal substances without the notice of school authorities				
13	engage in smuggling weeds and illegal substance into school premises				
14	are a part of gangs that smuggle and exchange illegal substances				

Appendix II

**Lead City University,
Faculty of Education,
Department of Arts and Social Science Education**

Home-related Factors and Social Media Usage on Social Vices Questionnaire, HFSMUSVQ)

Dear Respondent,

I am carrying out a study on home-related factors and social media usage as determinants of social vices among public upper basic school students in Oyo State, Nigeria. Your participation in and response to the attached questionnaire is considered very important for accomplishing this research. Your responses was treated with absolute confidentiality. I was willing to share the findings with you if you so desire. Thank you in advance for your kind cooperation. Your cooperation is highly solicited.

Yours Faithfully,

Titilola Rachel ADEYEMO

Section A: Demographic Information

Instruction: Please tick (✓) in the box appropriate to your response **(to be answered by the students)**

- 1. School Location:** (a) Urban () (b) Rural ()
- 2. Sex:** (a) Male () (b) Female ()
- 3. Age:** (a) Below 13 years () (b) 13 – 15 years () (c) Above 15 years ()
- 4. Family Structure:** (a) Nuclear Family () (b) Extended Family () (c) Single Parenthood () (e) Separated/Divorced Parenthood ()
- 5. Father's Highest Level of Education:** (a) No formal education () (b) Primary education () (c) Secondary education () (d) Tertiary education () (f) Others (please specify).....

6. **Mother's Highest Level of Education:** (a) No formal education () (b) Primary education () (c) Secondary education () (d) Tertiary education () (f) Others (please specify).....
7. **Father's Occupation:** (a) Farming () (b) Skilled Labour () (c) Unskilled Labour () (d) Trading () (e) Househusband () (f) Unemployed ()
8. **Mother's Occupation:** (a) Farming () (b) Skilled Labour () (c) Unskilled Labour () (d) Trading () (e) Housewife () (f) Unemployed ()

Section B: Home-related factors and Social Vices

Instruction: For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

Key: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

		SA	A	D	SD
S/N	Question Items	4	3	2	1
Family structure					
1	Living in monogamous home with one father, one mother and sibling(s) influence me to behave properly				
2	Living in a polygamous home with one father and more than one wife and sibling(s) negatively affects my behavior				
3	Living in a home where my father has either divorced or separated from my mother has affected my behaviour negatively and made me indulge in bad activities				
4	Living with a single parent without knowing my other parent makes me desire to indulge in bad activities				
Parents' Income					
1	My parent (s) inability to earn enough income to take good care of me made me desire to join bad peer group (s)				
2	My parent (s) inability to spend sufficient money for my education sometimes placed in me the desire to take what belongs to others				
3	Living in a decent/comfortable home with good social				

	amenities such as running water, constant light supply, proper water closet system etcetera as a result of my parents' buoyant financial status makes me behave well				
4	My parent (s) highly placed financially in society positively affects my behaviour staying away from bad friends and gangs				
5	My parent (s) inability to provide all the resources I need for better academic performance because they do not earn good income influence my joining gangs and having bad friends				
Parental Involvement (My parent (s))					
1	regular discussion of my emotional and academic needs with me cause me to stay away from bad peer groups				
2	awareness of my academic and extracurricular achievements makes me give more attention to my studies				
3	assistance with my homework/assignments from time to time have made me upright in my behaviour and school activities				
4	attendance of science exhibitions, school day, youth festivals, school plays, sporting events, PTA etcetera in my school has put in me the desire to stay away from bad activities				
5	making sure I read and study my books regularly has developed in me the interest for academics and shunning bad peer groups				

Section C: Social Media Usage and Social Vices

Instruction: For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

Key: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

		SA	A	D	SD
S/N	Question Items	4	3	2	1
Blogs Usage					
1	What I learnt from Twitter and other blogs influence my behavior				
2	The musicians and public figures I follow on Twitter				

	and various blogs affect what I do and how I act				
3	I have at one point or the other in my life behaved badly because of what I copied or watched from Twitter and various blogs				
4	Watching illicit and explicit contents on Twitter and various blogs have influenced my desire to be with the opposite sex				
5	Spending time on Twitter and various blogs distract me from my studies				
Content Communities Usage					
6	Viewing videos on YouTube makes it difficult for me to concentrate on my studies				
7	I have at one point or the other in my life behaved badly because of what I copied or watched on YouTube				
8	Spending time watching various videos on YouTube cause me to rarely have time to read my books				
9	Videos I watch from YouTube influence how I behave both at school and home				
Social Network Usage					
10	I constantly use Facebook, WhatsApp, Instagram and other social networking sites for chatting with my boyfriends and/or girlfriends				
11	The musicians and public figures I follow on Facebook, WhatsApp, Instagram and other social networking sites affect what I do and how you act				
12	I have at one point or the other in my life behaved badly because of what I copied or watched from Facebook, WhatsApp, Instagram and other social networking sites				
13	Watching illicit and explicit contents on Facebook, WhatsApp, Instagram and other social networking sites have influenced my desire to be with the opposite sex				
14	Consistent chatting and time on Facebook, WhatsApp, Instagram and other social networking sites distract me from my studies				

Appendix III

Computation Results from SPSS Analysis

School location of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	193	55.8	55.8	55.8
	Rural	153	44.2	44.2	100.0
	Total	346	100.0	100.0	

Sex of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	149	43.1	43.1	43.1
	Female	197	56.9	56.9	100.0
	Total	346	100.0	100.0	

Age of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 years and below	41	11.8	11.8	11.8
	31-40 years	89	25.7	25.7	37.6
	41-50 years	140	40.5	40.5	78.0
	51-60 years	60	17.3	17.3	95.4
	61 years and above	16	4.6	4.6	100.0
	Total	346	100.0	100.0	

Marital Status of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	238	68.8	68.8	68.8
	Single	97	28.0	28.0	96.8
	Separated/Divorced	11	3.2	3.2	100.0
	Total	346	100.0	100.0	

Highest Educational Qualifications of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	32	9.2	9.2	9.2
	Bachelor's degree	257	74.3	74.3	83.5
	PGDE	29	8.4	8.4	91.9
	Master's degree	28	8.1	8.1	100.0
	Total	346	100.0	100.0	

Years of Teaching Experience of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	28	8.1	8.1	8.1
	6-10 years	93	26.9	26.9	35.0
	11-15 years	115	33.2	33.2	68.2
	16-20 years	75	21.7	21.7	89.9
	21-25 years	27	7.8	7.8	97.7
	26 years and above	8	2.3	2.3	100.0
	Total	346	100.0	100.0	

Regular Absenteeism to School is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	23	6.6	6.6	6.6
	Disagreed	117	33.8	33.8	40.5
	Agreed	156	45.1	45.1	85.5
	Strongly Agreed	50	14.5	14.5	100.0
	Total	346	100.0	100.0	

Bullying Others Within and Without the School Premises is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	28	8.1	8.1	8.1
	Disagreed	109	31.5	31.5	39.6
	Agreed	112	32.4	32.4	72.0
	Strongly Agreed	97	28.0	28.0	100.0
	Total	346	100.0	100.0	

Vandalising School Properties is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	23	6.6	6.6	6.6
	Disagreed	127	36.7	36.7	43.4
	Agreed	148	42.8	42.8	86.1
	Strongly Agreed	48	13.9	13.9	100.0
	Total	346	100.0	100.0	

Examination Malpractices in Internal and External Examinations is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	27	7.8	7.8	7.8
	Disagreed	72	20.8	20.8	28.6
	Agreed	111	32.1	32.1	60.7
	Strongly Agreed	136	39.3	39.3	100.0
	Total	346	100.0	100.0	

Drug and Substance Abuse is a Common Social Vice Found amongPublic Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	142	41.0	41.0	41.0
	Disagreed	153	44.2	44.2	85.3
	Agreed	39	11.3	11.3	96.5
	Strongly Agreed	12	3.5	3.5	100.0
	Total	346	100.0	100.0	

Immoral Sexual Relationship with Fellow Students and Others is a Common Social Vice Found amongPublic Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	39	11.3	11.3	11.3
	Disagreed	183	52.9	52.9	64.2
	Agreed	86	24.9	24.9	89.0
	Strongly Agreed	38	11.0	11.0	100.0
	Total	346	100.0	100.0	

Drinking of Alcohol is a Common Social Vice Found amongPublic Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	39	11.3	11.3	11.3
	Disagreed	172	49.7	49.7	61.0
	Agreed	100	28.9	28.9	89.9
	Strongly Agreed	35	10.1	10.1	100.0
	Total	346	100.0	100.0	

Stealing Other People's Items is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	19	5.5	5.5	5.5
	Disagreed	77	22.3	22.3	27.7
	Agreed	136	39.3	39.3	67.1
	Strongly Agreed	114	32.9	32.9	100.0
	Total	346	100.0	100.0	

Belonging to School Cult Groups is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	116	33.5	33.5	33.5
	Disagreed	157	45.4	45.4	78.9
	Agreed	55	15.9	15.9	94.8
	Strongly Agreed	18	5.2	5.2	100.0
	Total	346	100.0	100.0	

Smoking of Various Substances Including Weed is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	104	30.1	30.1	30.1
	Disagreed	135	39.0	39.0	69.1
	Agreed	70	20.2	20.2	89.3
	Strongly Agreed	37	10.7	10.7	100.0
	Total	346	100.0	100.0	

Disobedience to School Authorities is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	33	9.5	9.5	9.5
	Disagreed	121	35.0	35.0	44.5
	Agreed	107	30.9	30.9	75.4
	Strongly Agreed	85	24.6	24.6	100.0
	Total	346	100.0	100.0	

Fighting Teachers and Other Students is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	29	8.4	8.4	8.4
	Disagreed	97	28.0	28.0	36.4
	Agreed	130	37.6	37.6	74.0
	Strongly Agreed	90	26.0	26.0	100.0
	Total	346	100.0	100.0	

Regular Dishonesty to School Authorities and Parents is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	13	3.8	3.8	3.8
	Disagreed	120	34.7	34.7	38.4
	Agreed	115	33.2	33.2	71.7
	Strongly Agreed	98	28.3	28.3	100.0
	Total	346	100.0	100.0	

Refusal to do their Home-works and Assignments is a Common Social Vice Found among Public Upper Basic School Two Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	20	5.8	5.8	5.8
	Disagreed	84	24.3	24.3	30.1
	Agreed	144	41.6	41.6	71.7
	Strongly Agreed	98	28.3	28.3	100.0
	Total	346	100.0	100.0	

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Regular absenteeism to school is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.6734	.80234	
Bullying others within and without the school premises is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.8035	.93968	

Vandalising school properties is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.6387	.80188
Examination malpractices in internal and external examinations is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	3.0289	.95661
Drug and substance abuse is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	1.7717	.78198
Immoral sexual relationship with fellow students and others is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.3555	.82229
Drinking of alcohol is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.3786	.81543
Stealing other people's items is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.9971	.87972

Belonging to school cult groups is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	1.9277	.83613
Smoking of various substances including weed is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.1156	.95913
Disobedience to school authorities is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.7052	.94475
Fighting Teachers and other students is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.8121	.91808
Regular dishonesty to school authorities and parents is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.8613	.87367
Refusal to do their home-works and assignments is a Common Social Vice Found among Public Upper Basic School Two Students	346	1.00	4.00	2.9249	.86819
Valid N (listwise)	346				

My Public Upper Basic School Two Students come to School when they Like Except During Examination Period					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	12	3.5	3.5	3.5
	Low Level	59	17.1	17.1	20.5
	Moderate Level	102	29.5	29.5	50.0
	High Level	173	50.0	50.0	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Leave the School Premises at Odd Hours without the Permission of School Authorities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	13	3.8	3.8	3.8
	Low Level	65	18.8	18.8	22.5
	Moderate Level	105	30.3	30.3	52.9
	High Level	163	47.1	47.1	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Usually Miss First/Second Lesson Periods					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	6	1.7	1.7	1.7
	Low Level	44	12.7	12.7	14.5
	Moderate Level	107	30.9	30.9	45.4
	High Level	189	54.6	54.6	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students are Periodically Absent (2 Days in a Week or Eight 8 Days in a Month) from School for Unknown or Irrelevant Reasons					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	19	5.5	5.5	5.5
	Low Level	34	9.8	9.8	15.3
	Moderate Level	91	26.3	26.3	41.6
	High Level	202	58.4	58.4	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Distance themselves from School for Few Days without the Permission of Parents/Guardians or the School Authority					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	13	3.8	3.8	3.8
	Low Level	84	24.3	24.3	28.0
	Moderate Level	87	25.1	25.1	53.2
	High Level	162	46.8	46.8	100.0
	Total	346	100.0	100.0	

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
My Public Upper Basic School Two Students come to school when they like except during examination period	346	1.00	4.00	3.2601	.86240	
My Public Upper Basic School Two Students leave the school premises at odd hours without the permission of school authorities	346	1.00	4.00	3.2081	.87645	

My Public Upper Basic School Two Students usually miss first/second lesson periods	346	1.00	4.00	3.3844	.77249
My Public Upper Basic School Two Students are periodically absent (2 days in a week or eight 8 days in a month) from school for unknown or irrelevant reasons	346	1.00	4.00	3.3757	.87337
My Public Upper Basic School Two Students distance themselves from school for few days without the permission of parents/guardians or the school authority	346	1.00	4.00	3.1503	.91712
Valid N (listwise)	346				

My Public Upper Basic School Two Students Spy from one Another During Examination					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	16	4.6	4.6	4.6
	Low Level	89	25.7	25.7	30.3
	Moderate Level	174	50.3	50.3	80.6
	High Level	67	19.4	19.4	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students ask each Other Questions during Examination					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	14	4.0	4.0	4.0
	Low Level	72	20.8	20.8	24.9
	Moderate Level	171	49.4	49.4	74.3
	High Level	89	25.7	25.7	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Smuggle in Materials Such as Lesson Notes for Cheating in an Examination					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	22	6.4	6.4	6.4
	Low Level	109	31.5	31.5	37.9
	Moderate Level	141	40.8	40.8	78.6
	High Level	74	21.4	21.4	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Usually Write Answers on their Body Parts to Copy from during examination					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	38	11.0	11.0	11.0
	Low Level	104	30.1	30.1	41.0
	Moderate Level	145	41.9	41.9	82.9
	High Level	59	17.1	17.1	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Pay Brilliant Students in their Class to Help them Write on their Examination Answer Booklet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	88	25.4	25.4	25.4
	Low Level	237	68.5	68.5	93.9
	Moderate Level	15	4.3	4.3	98.3
	High Level	6	1.7	1.7	100.0
	Total	346	100.0	100.0	

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
My Public Upper Basic School Two Students spy from one another during examination	346	1.00	4.00	2.8439	.78310	
My Public Upper Basic School Two Students ask each other questions during examination	346	1.00	4.00	2.9682	.79245	
My Public Upper Basic School Two Students smuggle in materials such as lesson notes for cheating in an examination	346	1.00	4.00	2.7717	.85629	
My Public Upper Basic School Two Students usually write answers on their body parts to copy from during examination	346	1.00	4.00	2.6503	.88904	

My Public Upper Basic School Two Students pay brilliant students in their class to help them write on their examination answer booklet	346	1.00	4.00	1.8237	.58047
Valid N (listwise)	346				

My Public Upper Basic School Two Students take Drugs without Doctor's Prescription					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	54	15.6	15.6	15.6
	Low Level	226	65.3	65.3	80.9
	Moderate Level	55	15.9	15.9	96.8
	High Level	11	3.2	3.2	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Engage in the Use of Illegal Substances without the Notice of School Authorities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	56	16.2	16.2	16.2
	Low Level	185	53.5	53.5	69.7
	Moderate Level	87	25.1	25.1	94.8
	High Level	18	5.2	5.2	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students Engage in Smuggling Weeds and Illegal Substance into School Premises					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	54	15.6	15.6	15.6
	Low Level	175	50.6	50.6	66.2
	Moderate Level	97	28.0	28.0	94.2
	High Level	20	5.8	5.8	100.0
	Total	346	100.0	100.0	

My Public Upper Basic School Two Students are a Part of Gangs that Smuggle and Exchange Illegal Substances					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	59	17.1	17.1	17.1
	Low Level	161	46.5	46.5	63.6
	Moderate Level	97	28.0	28.0	91.6
	High Level	29	8.4	8.4	100.0
	Total	346	100.0	100.0	

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
My Public Upper Basic School Two Students take drugs without doctor's prescription		346	1.00	4.00	2.0665	.66261
My Public Upper Basic School Two Students engage in the use of illegal substances without the notice of school authorities		346	1.00	4.00	2.1936	.76523

My Public Upper Basic School Two Students engage in smuggling weeds and illegal substance into school premises	346	1.00	4.00	2.2399	.78221
My Public Upper Basic School Two Students are a part of gangs that smuggle and exchange illegal substances	346	1.00	4.00	2.2775	.84333
Valid N (listwise)	346				

School Location of students' school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	1072	50.4	50.4	50.4
	Rural	1057	49.6	49.6	100.0
	Total	2129	100.0	100.0	

Sex of Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1028	48.3	48.3	48.3
	Female	1101	51.7	51.7	100.0
	Total	2129	100.0	100.0	

Age of Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 13 years	162	7.6	7.6	7.6
	13-15 years	1397	65.6	65.6	73.2
	Above 15 years	570	26.8	26.8	100.0
	Total	2129	100.0	100.0	

Family Structure of Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nuclear family	1080	50.7	50.7	50.7
	Extended family	801	37.6	37.6	88.4
	Single parenthood	197	9.3	9.3	97.6
	Separated/Divorced parenthood	51	2.4	2.4	100.0
	Total	2129	100.0	100.0	

Father's Highest Level of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No formal education	102	4.8	4.8	4.8
	Primary education	496	23.3	23.3	28.1
	Secondary education	850	39.9	39.9	68.0
	Tertiary education	681	32.0	32.0	100.0
	Total	2019	100.0	100.0	

Mother's Highest Level of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No formal education	178	8.4	8.4	8.4
	Primary education	697	32.7	32.7	41.1
	Secondary education	703	33.0	33.0	74.1
	Tertiary education	551	25.9	25.9	100.0
	Total	2042	100.0	100.0	

Father's Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Farming	215	10.1	10.1	10.1
	Skilled labour	788	37.0	37.0	47.1
	Unskilled labour	1026	48.2	48.2	95.3
	Trading	86	4.0	4.0	99.3
	House husband	2	0.1	0.1	99.4
	Unemployed	12	0.6	0.6	100.0
	Total	2019	100.0	100.0	

Mother's Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Farming	104	4.9	4.9	4.9
	Skilled labour	505	23.7	23.7	28.6
	Unskilled labour	804	37.8	37.8	66.4
	Trading	685	32.2	32.2	98.6
	House wife	22	1.0	1.0	99.6
	Unemployed	9	0.4	0.4	100.0
	Total	2042	100.0	100.0	

Living in Monogamous Home with One Father, One Mother and Sibling(S) Influence me to Behave Properly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	124	8.5	8.5	8.5
	Disagreed	252	17.3	17.3	25.8
	Agreed	666	45.6	45.6	71.4
	Strongly Agreed	418	28.6	28.6	100.0
	Total	1460	100.0	100.0	

Living in a Polygamous Home with One Father and More Than One Wife and Sibling(S) Negatively Affects my Behaviour					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	48	11.4	11.4	11.4
	Disagreed	142	33.7	33.7	45.1
	Agreed	195	46.3	46.3	91.4
	Strongly Agreed	36	8.6	8.6	100.0
	Total	421	100.0	100.0	

Living in a Home where my Father has Either Divorced or Separated from my Mother has Affected my Behaviour Negatively and Made me Indulge in Bad Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	4	7.8	7.8	7.8
	Disagreed	16	31.4	31.4	39.2
	Agreed	24	47.1	47.1	86.3
	Strongly Agreed	7	13.7	13.7	100.0
	Total	51	100.0	100.0	

Living with a Single Parent without Knowing my Other Parent Makes me Desire to Indulge in Bad Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	33	16.8	16.8	16.8
	Disagreed	58	29.4	29.4	46.2
	Agreed	68	34.5	34.5	80.7
	Strongly Agreed	38	19.3	19.3	100.0
	Total	197	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Living in monogamous home with one father, one mother and sibling(s) influence me to behave properly	1460	1.00	4.00	2.9438	.82286
Living in a polygamous home with one father and more than one wife and sibling(s) negatively affects my behaviour	421	1.00	4.00	2.5201	.86495
Living in a home where my father has either divorced or separated from my mother has affected my behaviour negatively and made me indulge in bad activities	51	1.00	4.00	2.6666	.86374
Living with a single parent without knowing my other parent makes me desire to indulge in bad activities	197	1.00	4.00	2.5634	.67854
Valid N (listwise)	51				

My parent (s) Inability to Earn Enough Income to Take Good Care of me Made me Desire to Join Bad Peer Group (s)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	195	9.2	9.2	9.2
	Disagreed	810	38.0	38.0	47.2
	Agreed	840	39.5	39.5	86.7
	Strongly Agreed	284	13.3	13.3	100.0
	Total	2129	100.0	100.0	

My parent (s) Inability to Spend Sufficient Money for my Education Sometimes Placed in me the Desire to take what Belongs to Others					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	185	8.7	8.7	8.7
	Disagreed	1154	54.2	54.2	62.9
	Agreed	681	32.0	32.0	94.9
	Strongly Agreed	109	5.1	5.1	100.0
	Total	2129	100.0	100.0	

Living in a Decent/Comfortable Home with Good Social Amenities Such as Running Water, Constant Light Supply, Proper Water Closet System Etcetera as a Result of my Parents' Buoyant Financial Status Makes me Behave Well					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	178	8.4	8.4	8.4
	Disagreed	997	46.8	46.8	55.2
	Agreed	719	33.8	33.8	89.0
	Strongly Agreed	235	11.0	11.0	100.0
	Total	2129	100.0	100.0	

My parent (s) Highly Placed Financially in Society Positively Affects my Behaviour Staying away from Bad Friends and Gangs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	105	4.9	4.9	4.9
	Disagreed	509	23.9	23.9	28.8
	Agreed	981	46.1	46.1	74.9
	Strongly Agreed	534	25.1	25.1	100.0
	Total	2129	100.0	100.0	

My parent (s) Inability to Provide all the Resources I need for Better Academic Performance Because they do not Earn Good Income Influence my Joining Gangs and Having Bad Friends					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	187	8.8	8.8	8.8
	Disagreed	942	44.2	44.2	53.0
	Agreed	776	36.4	36.4	89.5
	Strongly Agreed	224	10.5	10.5	100.0
	Total	2129	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My parent (s) inability to earn enough income to take good care of me made me desire to join bad peer group (s)	2129	1.00	4.00	2.5698	.83393
My parent (s) inability to spend sufficient money for my education sometimes placed in me the desire to take what belongs to others	2129	1.00	4.00	2.3354	.70662
Living in a decent/comfortable home with good social amenities such as running water, constant light supply, proper water closet system etcetera as a result of my parents' buoyant financial status makes me behave well	2129	1.00	4.00	2.4749	.79853

My parent (s) highly placed financially in society positively affects my behaviour staying away from bad friends and gangs	2129	1.00	4.00	2.9131	.82459
My parent (s) inability to provide all the resources I need for better academic performance because they do not earn good income influence my joining gangs and having bad friends	2129	1.00	4.00	2.4871	.79764
Valid N (listwise)	2129				

My parent (s) Regular Discussion of my Emotional and Academic Needs with me Cause me to Stay Away from Bad Peer Groups					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	181	8.5	8.5	8.5
	Disagreed	724	34.0	34.0	42.5
	Agreed	900	42.3	42.3	84.8
	Strongly Agreed	324	15.2	15.2	100.0
	Total	2129	100.0	100.0	

My parent (s) Awareness of my Academic and Extracurricular Achievements Makes me Give More Attention to my Studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	145	6.8	6.8	6.8
	Disagreed	499	23.4	23.4	30.2
	Agreed	1104	51.9	51.9	82.1
	Strongly Agreed	381	17.9	17.9	100.0
	Total	2129	100.0	100.0	

My parent (s) Assistance with my Homework/Assignments from Time to Time have Made me Upright in My Behaviour and School Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	132	6.2	6.2	6.2
	Disagreed	710	33.3	33.3	39.5
	Agreed	915	43.0	43.0	82.5
	Strongly Agreed	372	17.5	17.5	100.0
	Total	2129	100.0	100.0	

My Parent (S) Attendance of Science Exhibitions, School Day, Youth Festivals, School Plays, Sporting Events, PTA Etcetera in my School has Put in Me the Desire to Stay Away from Bad Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	125	5.9	5.9	5.9
	Disagreed	619	29.1	29.1	34.9
	Agreed	936	44.0	44.0	78.9
	Strongly Agreed	449	21.1	21.1	100.0
	Total	2129	100.0	100.0	

My parent (s) Making Sure I Read and Study my Books Regularly has Developed in me the Interest for Academics and Shunning Bad Peer Groups					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	85	4.0	4.0	4.0
	Disagreed	577	27.1	27.1	31.1
	Agreed	1003	47.1	47.1	78.2
	Strongly Agreed	464	21.8	21.8	100.0
	Total	2129	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My parent (s) regular discussion of my emotional and academic needs with me cause me to stay away from bad peer groups	2129	1.00	4.00	2.6421	.83937
My parent (s) awareness of my academic and extracurricular achievements makes me give more attention to my studies	2129	1.00	4.00	2.8084	.80582
My parent (s) assistance with my homework/assignments from time to time have made me upright in my behaviour and school activities	2129	1.00	4.00	2.7172	.82255
My parent (s) attendance of science exhibitions, school day, youth festivals, school plays, sporting events, PTA etcetera in my school has put in me the desire to stay away from bad activities	2129	1.00	4.00	2.8027	.83541
My parent (s) making sure I read and study my books regularly has developed in me the interest for academics and shunning bad peer groups	2129	1.00	4.00	2.8671	.79454
Valid N (listwise)	2129				

What I Learnt from Twitter and Other Blogs Influence my Behaviour					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	321	15.1	15.1	15.1
	Disagreed	1041	48.9	48.9	64.0
	Agreed	632	29.7	29.7	93.7
	Strongly Agreed	135	6.3	6.3	100.0
	Total	2129	100.0	100.0	

The Musicians and Public Figures I Follow on Twitter and Various Blogs affect What I do and how I act					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	190	8.9	8.9	8.9
	Disagreed	1030	48.4	48.4	57.3
	Agreed	644	30.2	30.2	87.6
	Strongly Agreed	265	12.4	12.4	100.0
	Total	2129	100.0	100.0	

I Have at One Point or the Other in my Life Behaved Badly Because of What I Copied or Watched from Twitter and Various Blogs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	279	13.1	13.1	13.1
	Disagreed	1225	57.5	57.5	70.6
	Agreed	491	23.1	23.1	93.7
	Strongly Agreed	134	6.3	6.3	100.0
	Total	2129	100.0	100.0	

Watching Illicit and Explicit Contents on Twitter and Various Blogs have Influenced my Desire to be With the Opposite Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	442	20.8	20.8	20.8
	Disagreed	1344	63.1	63.1	83.9
	Agreed	332	15.6	15.6	99.5
	Strongly Agreed	11	.5	.5	100.0
	Total	2129	100.0	100.0	

Spending Time on Twitter and Various Blogs Distract me from my Studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	277	13.0	13.0	13.0
	Disagreed	1564	73.5	73.5	86.5
	Agreed	278	13.1	13.1	99.5
	Strongly Agreed	10	.5	.5	100.0
	Total	2129	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
What I learnt from Twitter and other blogs influence my behaviour	2129	1.00	4.00	2.2729	.79189
The musicians and public figures I follow on Twitter and various blogs affect what I do and how I act	2129	1.00	4.00	2.4622	.82239
I have at one point or the other in my life behaved badly because of what I copied or watched from Twitter and various blogs	2129	1.00	4.00	2.2255	.75024

Watching illicit and explicit contents on Twitter and various blogs have influenced my desire to be with the opposite sex	2129	1.00	4.00	1.9587	.61862
Spending time on Twitter and various blogs distract me from my studies	2129	1.00	4.00	2.0099	.52869
Valid N (listwise)	2129				

Viewing Videos on YouTube Makes it Difficult for me to Concentrate on my Studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	114	5.4	5.4	5.4
	Disagreed	909	42.7	42.7	48.1
	Agreed	962	45.2	45.2	93.2
	Strongly Agreed	144	6.8	6.8	100.0
	Total	2129	100.0	100.0	

I have at One Point or the Other in my Life Behaved Badly Because of What I Copied or Watched on YouTube					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	182	8.5	8.5	8.5
	Disagreed	917	43.1	43.1	51.6
	Agreed	771	36.2	36.2	87.8
	Strongly Agreed	259	12.2	12.2	100.0
	Total	2129	100.0	100.0	

Spending Time Watching Various Videos on YouTube Cause me to Rarely Have Time to Read my Books					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	105	4.9	4.9	4.9
	Disagreed	660	31.0	31.0	35.9
	Agreed	965	45.3	45.3	81.3
	Strongly Agreed	399	18.7	18.7	100.0
	Total	2129	100.0	100.0	

Videos I Watch from YouTube Influence how I Behave both at School and Home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	246	11.6	11.6	11.6
	Disagreed	1456	68.4	68.4	79.9
	Agreed	351	16.5	16.5	96.4
	Strongly Agreed	76	3.6	3.6	100.0
	Total	2129	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Viewing videos on YouTube makes it difficult for me to concentrate on my studies	2129	1.00	4.00	2.5336	.70105
I have at one point or the other in my life behaved badly because of what I copied or watched on YouTube	2129	1.00	4.00	2.5200	.81498
Spending time watching various videos on YouTube cause me to rarely have time to read my books	2129	1.00	4.00	2.7788	.80377

Videos I watch from YouTube influence how I behave both at school and home	2129	1.00	4.00	2.1207	.63939
Valid N (listwise)	2129				

I constantly use Facebook, WhatsApp, Instagram and Other Social Networking Sites for Chatting with my Boyfriends and/or Girlfriends					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	142	6.7	6.7	6.7
	Disagreed	810	38.0	38.0	44.7
	Agreed	912	42.8	42.8	87.6
	Strongly Agreed	265	12.4	12.4	100.0
	Total	2129	100.0	100.0	

The Musicians and Public Figures I Follow on Facebook, WhatsApp, Instagram and Other Social Networking Sites Affect what I do and how I act					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	194	9.1	9.1	9.1
	Disagreed	711	33.4	33.4	42.5
	Agreed	875	41.1	41.1	83.6
	Strongly Agreed	349	16.4	16.4	100.0
	Total	2129	100.0	100.0	

I have at One Point or the Other in my Life Behaved Badly Because of What I Copied or Watched from Facebook, WhatsApp, Instagram and Other Social Networking Sites					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	196	9.2	9.2	9.2
	Disagreed	699	32.8	32.8	42.0
	Agreed	877	41.2	41.2	83.2
	Strongly Agreed	357	16.8	16.8	100.0

	Total	2129	100.0	100.0
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Watching Illicit and Explicit Contents on Facebook, WhatsApp, Instagram and Other Social Networking Sites have Influenced my Desire to be with the Opposite Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	267	12.5	12.5	12.5
	Disagreed	1009	47.4	47.4	59.9
	Agreed	671	31.5	31.5	91.5
	Strongly Agreed	182	8.5	8.5	100.0
	Total	2129	100.0	100.0	

Consistent Chatting and Time on Facebook, WhatsApp, Instagram and Other Social Networking Sites Distract me from my Studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	142	6.7	6.7	6.7
	Disagreed	780	36.6	36.6	43.3
	Agreed	956	44.9	44.9	88.2
	Strongly Agreed	251	11.8	11.8	100.0
	Total	2129	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I constantly use Facebook, WhatsApp, Instagram and other social networking sites for chatting with my boyfriends and/or girlfriends	2129	1.00	4.00	2.6106	.78765

The musicians and public figures I follow on Facebook, WhatsApp, Instagram and other social networking sites affect what I do and how you act	2129	1.00	4.00	2.6477	.85943
I have at one point or the other in my life behaved badly because of what I copied or watched from Facebook, WhatsApp, Instagram and other social networking sites	2129	1.00	4.00	2.6552	.86356
Watching illicit and explicit contents on Facebook, WhatsApp, Instagram and other social networking sites have influenced my desire to be with the opposite sex	2129	1.00	4.00	2.3607	.80790
Consistent chatting and time on Facebook, WhatsApp, Instagram and other social networking sites distract me from my studies	2129	1.00	4.00	2.6181	.77815
Valid N (listwise)	2129				

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Social networking sites usage, family structure, parental involvement, Blogs usage, parents income, Content Communities usage ^b		. Enter
a. Dependent Variable: Social vices			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.240 ^a	.058	.041	3.05912
a. Predictors: (Constant), Social networking sites usage, family structure, parental involvement, Blogs usage, parents income, Content Communities usage				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	193.730	6	32.288	3.450	.003 ^b
	Residual	3172.444	339	9.358		
	Total	3366.173	345			
a. Dependent Variable: Social vices						
b. Predictors: (Constant), Social networking sites usage, family structure, parental involvement, Blogs usage, parents income, Content Communities usage						

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	T
1	(Constant)	38.353	2.667		14.381
	Family structure	-.222	.095	-.123	-2.335
	Parents income	-.180	.087	-.109	-2.069
	Parental involvement	-.197	.083	-.126	-2.366
	Blogs usage	-.082	.106	-.041	-.775
	Content Communities usage	.044	.091	.026	.483
	Social networking sites usage	.274	.112	.130	2.453

a. Dependent Variable: Social vices

Group Statistics					
	Sex of Students	N	Mean	Std. Deviation	Std. Error Mean
Socialvices	Male	154	38.1429	3.29076	.26518
	Female	192	38.2708	2.99031	.21581

Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means			
						95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Social vices	Equal variances assumed	.858	.355	-.378	344	.705	-.12798	.33832	Lower Upper
	Equal variances not assumed			-.374	312.850	.708	-.12798	.34189	Lower Upper

Group Statistics					
	School Location of Students' school	N	Mean	Std. Deviation	Std. Error Mean
Socialvices	Urban	174	38.1897	3.08337	.23375
	Rural	172	38.2384	3.17264	.24191

Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means			
						95% Confidence Interval of the Difference			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower Upper
Social vices	Equal variances assumed	.428	.513	-.145	344	.885	-.04872	.33634	-.71025 .61282
	Equal variances not assumed			-.145	343.447	.885	-.04872	.33639	-.71037 .61293

Appendix IV

Some Pictures of Researcher on the Field



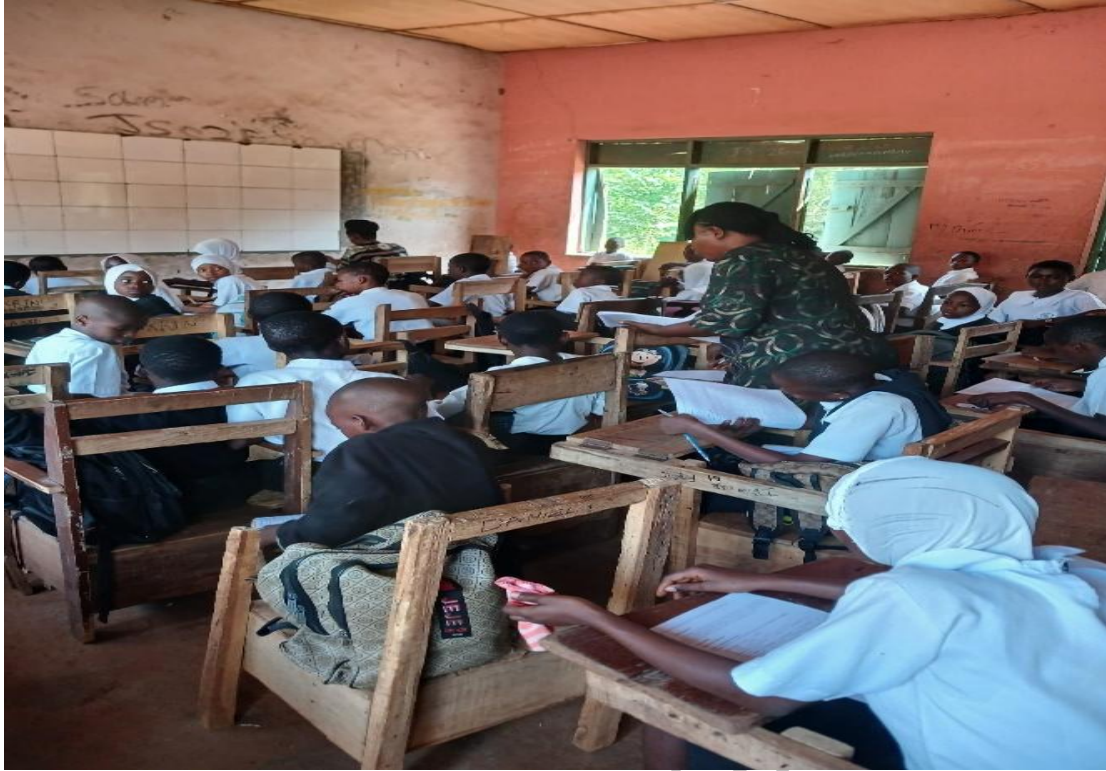
Researcher Distributing Instruments to Students at Orogun Grammar School



Researcher Distributing Instruments to Students at Abadina College, Ibadan



Researcher Distributing Instruments to Students at Ajibode Grammar School, U. I



Researcher Distributing Instruments to Students at Aponmode, Moniya High School



Researcher Distributing Instruments to Students at Sasa Community Secondary School (Junior)



Researcher Distributing Instruments to Students at Saki Junior Grammar School



Researcher Distributing Instruments to Students at Ajibode Grammar School



Researcher Distributing Instruments to Students at Muslim Community High School, Ayetoro



Researcher Distributing Instruments to Students at Abadina Grammar School



Researcher Distributing Instruments to Students at Abadina Grammar School



Researcher Distributing Instruments to Students at Abadina College, U.I.



Researcher Distributing Instruments to Students at Abadina College, U. I.



Researcher Distributing Instruments to Students at Abadina College, U. I.



Researcher Distributing Instruments to Students at Community High School, Ayekale



Researcher Distributing Instruments to Students at Community High School, Alayin



Researcher Distributing Instruments to Students at Abadina Grammar School



Researcher Distributing Instruments to students at Community Grammar School Akingbile



Researcher Distributing Instruments to students at Ikereku Community Grammar School, Ikereku



Researcher Distributing Instruments to Students Adegun Asake Grammar School, Igangan



Researcher Distributing Instruments to Students at Saki Parapo Community Grammar School, Saki



Researcher Distributing Instruments to Teachers at Sasa Community Secondary School(Junior)



Researcher Distributing Instruments to Teachers Grammar School



Researcher Distributing Instruments to Teachers at Sasa Community Secondary



Researcher Distributing Instruments to Teachers at Community High School, Alayin



Researcher Distributing Instruments to Teachers Comm. Gram. School Akanran



Researcher Distributing Instruments to Teachers Comm. Gram. School Akanran



Researcher Distributing Instruments to Teachers at Abadina College, U. I.



Researcher Distributing Instruments to Teachers at Ajibode Grammar School



Researcher Distributing Instruments to Teachers at Elekuro High School, Ogbere (Junior)



Researcher Distributing Instruments to Teachers at Community High School, Sawia (Junior)



Researcher Distributing Instruments to Teachers at Community High School, Ajibode



Researcher Distributing Instruments to Teachers at Community High School Olanla



Researcher Distributing Instruments to Teachers at Iroko Comm. Grammar School, Iroko



Researcher Distributing Instruments to Teachers at Ojoo High School, Ojoo



Researcher Distributing Instruments to Teachers at Abadina College



Researcher Distributing Instruments to Teachers at Ikolaba Grammar School, Ikolaba



Researcher Distributing Instruments to Teachers at Ikolaba Grammar School, Ikolaba



Researcher Distributing Instruments to Teachers at Anglican Commercial Grammar School, Orita Mefa Ibadan (Junior)



Researcher Distributing Instruments to Teachers at St. Louis Grammar School, Mokola (Junior)



Researcher Distributing Instruments to Teachers at Oregun Grammar School



Researcher Distributing Instruments to Teachers at Community Grammar, School, Ijokodo



Researcher Distributing Instruments to Teachers at Baptist High School, Ayete



Researcher Distributing Instruments to Teachers at Baptist High School, Ilero



Researcher Distributing Instruments to Teachers at Baptist High School, Ilero



Researcher Distributing Instruments to Teachers at Baptist High School, Ilero



Researcher Distributing Instruments to Teachers at Baptist High School, Ilero



Researcher Distributing Instruments to Teachers at Community Grammar School, Ilua



Researcher Distributing Instruments to Teachers at Community Grammar School, Ilua



Researcher Distributing Instruments to Teachers at Irepodun Community High School, Ilero



Researcher Distributing Instruments to Teachers at Irepodun Community High School, Ilero and Oke-Ogun/Ogbinte Community Grammar School, Okeho



Researcher Distributing Instruments to Teachers at Iwa Community Grammar School, Ayetoro



Researcher Distributing Instruments to Teachers at and Onjo High School, Okeho

Bio-data

A. Personal Data

- | | | |
|----|---|--|
| 1. | Name | Titilola Rachel ADEYEMO |
| 2. | Date and Place of birth | 7 th September, 1967, Oyo |
| 3. | Nationality | Nigerian |
| 4. | State of Origin and Local Government | Oyo State/Oyo East Local Gov. |
| 5. | Marital Status | Married |
| 6. | E-mail | adeyemo.titilola3034fces.edu.ng |
| 7. | Permanent Home Addresses of Next of kin | 15, Adeyemo house behind
Alliance W/A Hotel Owode Oyo |
| 8. | Name and Address of Next of Kin | Tope Isaiah Adeyemo/Federal
College of Education (Special), Oyo |

B. Educational Institutions Attended with Dates

- | | | |
|----|---|-------------|
| 1. | Federal College of Education (Special), Oyo | 2016 |
| 2. | University of Ibadan, Ibadan, Oyo State | 2011 – 2012 |
| 3. | University of Ilorin, Ilorin, Kwara State | 1992 – 2000 |
| 4. | St. Andrew's College of Education, Oyo | 1986 – 1989 |
| 5. | Isale Oyo Commercial Secondary School, Oyo | 1982 – 1985 |

C. Academic and Professional Qualifications with Dates

- | | | |
|----|--|------|
| 1. | Computer Certificate | 2016 |
| 2. | Master of Education (M.Ed. Social Studies) | 2012 |
| 3. | Bachelor of Arts in Education (Social Studies) | 2000 |
| 4. | Nigeria Certificate in Education (History/CRS) | 1989 |
| 5. | West Africa Examination Council | 1985 |

D. Work Experience with Dates

- 1) Olivet Baptist High School (Class Teacher) 2013
- 2) Ladigbolu Grammar School, Oyo (Class Teacher) 2006 – 2013
- 3) Community Secondary School, Oke-Olola, Oyo (Class Teacher) 1997 – 2006
- 4) St. Francis Nursery and Primary School, Oyo (Class Teacher) 1992 – 1997
- 5) Academic Staff, Department of Social Studies, School of
- 6) Secondary Education (Arts and Social Sciences Programmes)
- 7) Federal College of Education (Special), Oyo, Oyo State, Nigeria. 2013 till Date

E. Awards and Fellowships

Special Commendation on 2015/2016 NCE III final result.

F. Membership of Academic / Professional Bodies

- i. Member, Social Studies Association of Nigeria (SOSAN)
- ii. Member, Teacher's Registration Council of Nigeria (TRCN)
- iii. Member, Colleges of Education Academic Staff Union (COEASU)
- iv. Member, Old Students Association, Isale Oyo Commercial Secondary School, Oyo
- v. Treasurer, Pioneer Students Association of Isale – Oyo Commercial Secondary School, Oyo

G. Publication(s)

1. T. R. Adeyemo, *Insecurity in Nigeria: Implication and Solutions*. In S.G. Olawale (Ed) **Erudite Journal of College of Education Academic Staff Union (COEASU)**, Federal College of Education (Special) 1 (1), 2019, 351 – 359.
2. T. R. Adeyemo, *Effective Leadership: A Veritable Tool for Sustainable Economic and Social Development in Nigeria*. In S.A. Adenigbagbe (Ed). **International Journal of Special and General Education**: 16 (2) 2020, 76 – 81.
3. T. R. Adeyemo, *The Challenges of Examination Malpractices in Educational System in Nigeria: Causes and the Way Forward*; in K.S. Taiwo (Ed) **Journal of Languages and Linguistic Inquiry**; 4 (1), 2021, 82 – 82

4. T. R. Adeyemo, *Religious Crisis and its Implications on National development in Nigeria*. In W.A. Jimoh & M.A. Yusuff (Eds.) religion and the Nation, Success the Great Publishers, 2023, 79 – 85.
5. T. R. Adeyemo, *Internet Fraud among the Youths in Nigeria: Implications and Solutions*. In O.A. Adegbite, R.O. Adetunji, W.O. Abimbola & A.O. Omonigho (Eds), social unrest and national development in Nigeria, Success the Great publishers, 2023, 43 – 51.
6. T.R.Adeyemo, *Girl Child Education: A Veritable Tool for National Development in Nigeria*. In A.F. Odunuga & T. Akinlo (Eds), **Ondo Journal of School of Arts and Social Sciences**, 23 (1), 2023, 183-189
7. T.R.Adeyemo, *Repositioning Social Studies Education as a Mechanism for Sustainable National Development in Nigeria*. In H.F.Adepoju, R.U. Akpojotor, N.C. Okonkwo & H.C.F. Iwelu (Eds), **Journal of Research in Childhood and Adult Education (JORCAE)**, 2023, 214 – 219.
8. T.R.Adeyemo, *Quality Education: A Tool for Poverty Alleviation in Nigeria*. In S.A. Adenigbagbe (Ed), **International Journal of Special and General Education (IJSGE)**, 23 (1), 2024.
9. T.R.Adeyemo, *Ethnic Crises and Implications on National Development in Nigeria*. In S.A. Adenigbagbe (Ed), **International Journal of Special and General Education (IJSGE)**, 23 (1), 2024.

H. Names and Addresses of Referees

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Phone Number: 08056612734

3. Dr. Bosede B. Ajayi

Dean, School of Secondary Education,
(Arts and Social Sciences Programmes)
Federal College of Education (Special) Oyo
Phone Number: 08032989127

Signature: _____

Date: _____

Lead City University DO NOT COPY

The University Compliance Certification

This is to certify that this thesis by Titilola Rachel ADEYEMO with matriculation number LCU/PG/002897 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

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