

Social Vices and their Effects among Office Technology and Management Students in Delta State Polytechnics, Nigeria

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ABSTRACT

This study investigates social vices found among OTM students, the causes and their effects in Delta State Polytechnics, Nigeria. The study employed descriptive survey design. Three research questions and two null hypotheses were formulated to guide the study. Population and sample comprised all the 170 OND II and 90 HND II students. Data were collected through a ten-item structured questionnaire for each research question with a five point Likert rating scale. Mean and standard deviation was used to answer the research questions and t-test analysis to test the null hypotheses. The study found that in the respondents' opinion, all but six of the listed prevalence social vices are the possible ones found among OTM students and their major effects is expulsion from school. Hence, the study recommended, among others, that Nigerian tertiary institutions should properly screen all students from time to time in order to identify students with criminal orientation, drug/alcohol abuse, cultism threats and so on, and recommend them for appropriate treatment or punishment.

Keywords: Social-vices, Causes, Effects, Malpractice, Cultism, Expulsion

INTRODUCTION

The rapid acculturation arising from globalisation has been identified as an important factor responsible for increased social vices in modern societies (Udebhulu, 2009). Individuals have to contend with these vices because they violate the societal norms and values. In other words, they could be regarded as 'thorn in the flesh' of human peace and tranquillity. Social vices are any deviant behaviour in disapproved direction of such a degree that it exceeds the tolerance limit of the community (Omonijo and Nnedum, 2012). It may also be regarded as a condition which affects large number of people in an adverse manner.

Social vices arise from behaviours of maladjusted people in the society (Okwu, 2006); but this ailment does not constitute much problem to humanity because movement of affected persons is seriously restricted to a defined location. The bulk of social vices escalating in the society recently has to do with the level of illiteracy, mass unemployment, abject poverty, prevalence of general indiscipline at all levels of the society, incomplete socialization and globalization which touches on economic, political, social, cultural, technological and environmental facets of human life (Omonijo and Nnedum, 2012; Anho, 2011).

In Nigerian institutions, Omonijo and Nnedum (2012) observed that youths (undergraduate students) have been instrumental to the rising wave of social vices such as examination misconduct, drug abuse, gambling, indecent dressing, co-habiting, sexual abuse, rape, criminal or dysfunctional behaviours like cheating, dishonesty, cultism, smuggling, prostitution, thugs and riot of any kind, among others, probably for financial gain and other reasons best known to them. As a result of these social vices that are rampant among youths, the employers of Nigerian graduates seem to have reckoned that quality of educational system including Office Technology and Management (OTM) programme has declined

particularly in the areas of producing a credible and technical proficiency. In this case, no educational system that involves itself in these vices can succeed academically.

Preparing people for active engagement in life for personal welfare and social responsibility is the overall aim of education. Education should primarily be about developing the human being as a whole. The significance of education today cannot be overstated. Education confronts some of today's most difficult and challenging issues such as empowering students to be critical thinkers, creating culturally relevant pedagogy, teaching from a faith-based perspective and giving priority to the development of social justice and equity in the classroom, role of education in a democratic society, creating movements of liberation for disenfranchised young people through education and teacher education for curbing social ills, among others.

In other words, education is a tool for teaching moral purpose, social change and attitudinal change of the people in the society. It is, therefore, necessary to make people understand that education is designed and recommended to live in peace and respect and accept each other in our cultural, ethnic, gender and religious differences because they are the expression of the diversity of God's creation. If the education given and received fails to meet and fulfil these roles, a problem occurs leading to social vices

According to Folorunso (2006), OTM is an area of study offered in Polytechnics and the university. It is aimed at producing personnel who, after successful training, can offer secretarial and management services with high level degree of competence. Competence in this context is the ability to perform work activities to the standards required in employment. It embodies the ability to transfer skills and knowledge to work situations within the area. Hence, the secretaries, office managers/administrative assistants as they are presently called are seen as people who, among other skills, possess a mastery of office skills, who demonstrate the ability without supervision, who exercise initiatives and judgment and also make decisions within the scope of assigned authority and training.

The OTM Curriculum and Course Specification by NBTE (2004) were designed to equip students with management and secretarial skills for employment in various fields of endeavour. The course programme, in addition to the above, leads to the acquisition of vocational skills in OTM studies, the students are equipped with effective work competencies and socio psychological work skills. The grand objectives of the programme, according to NBTE (2004), is the ability of the OTM graduates to fit properly into the office of any organization and perform, professionally, the functions of secretary which, among others, include the functions of the office to the whole organization, attending meetings and providing information as may be required, making accurate records of proceedings, filing and retrieving information.

In addition, OTM graduates are to acquire an in-depth knowledge of office administration and management, particularly knowing the concepts, office procedures, office machines and equipment, researching, general services, managing personnel, planning and controlling, among others. At the end, the training received is to enable the student to fit into any organization and perform not only as a secretary but also as an office manager in the private and public sectors of the Nigerian economy when the occasion demands.

Nigeria is a classic case in point where large quantities of literature on social vices are found. Prominent among them are the works by Jumaat (2001), Kuna (2008), Atabong, Okpala, Abondem and Essombe (2010); Fasasi, (2006); Kayuni, (2009); Olasehinde-Williams (2009), Okafor and Duru (2010), Jekayinfa, Omosewo, Yusuf and Ajidagba (2011), Osakwe (2011) and Omonijo, Nnedum, Uche and Kanayo (2013). Other studies focused on vices hindering

the peace and smooth running of academic calendar on many campuses. Some examples include, investigations on the escalation of cultism which has claimed the lives of many young promising students (Ajayi, Haastrup and Osalusi, 2010; Arijesuyo and Olusanya, 2011); dynamics of gang criminality and corruption in Nigerian universities (Kingston, 2011); cultism or gangsterism and its effect on moral development of learners in Nigerian tertiary institutions (Pemedede and Viavonu, 2010).

Another frequently studied topic is on ICT-related social problems prevailing among undergraduates. These challenges have been threatening academic achievement of many students in these institutions (Okwu, 2006; Utulu, Alonge and Emmanuel, 2010; Abdulkareem and Oyeniran, 2011; Folorunso, Ogunseye and Sharma, 2006; Omonijo, Nnedum and Ezeokana, 2011; Omonijo and Nnedum 2012). Global revolution in ICTs, in spite of its usefulness, has lucid problems it creates to diverse areas of human endeavours (Okonigene and Adekanle, 2010; Omonijo and Nnedum, 2012).

It is also evident from these studies that the public educational sector seems to have failed in rendering quality education that is much needed for personal and national development, hence the birth of private universities in Nigeria (Ajadi, 2010; Aina, 2010) as cited by Anugwom, Omonijo and Fadugba, (2010); suggesting that the high level of discipline which has continued to decline in the public sector educational systems, is one of the core issues being addressed in the private sector.

STATEMENT OF THE PROBLEM

The last two decades in Nigeria have witnessed an alarming rate of incidents of social vices among the school-going youths and the society at large. However, the value and functionality of any education system lie in its ability to deliver the goals of education of turning youths away from such vices. Office Technology and Management programme is not an exception. In educational system, globally, management of such social vices and traits make the difference. The goals of educational systems and development become a mirage if social vices are not curbed in the society. Evidence abound of increasing involvement in social vices by students (youths), teachers and parents (Ojeikere, 2004, Nwadiani, 2005).

The incidents of social vices are common everywhere that the youths and the society at large witness the emergence of new and indigenous ways of carrying out unscrupulous acts. All over the world, crimes have saturated the society in one way or the other. Every day seems to generate a new set of crimes and atrocities, ranging from mild to its hard. These crimes have out-grown proportion in such a way that it seems to defy control. The question now is: what are the social vices in our educational system today that virtually affects OTM students? What are the causes of these vices? If these vices are carried out by the students; what are the effects? Providing answers to these questions form the basis for this study.

PURPOSE OF THE STUDY

The purpose of the study was to investigate the prevalence of social vices and their effects among OTM students in Delta State Polytechnics, Nigeria. Specifically, the study sought to:

1. Identify social vices among OTM students in Delta State Polytechnics, Nigeria.
2. Identify the effects of these social vices among the OTM students in Delta State Polytechnics, Nigeria.

RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What are the social vices found among OTM students in Delta State Polytechnics, Nigeria?
2. What are the effects of the social vices found among the OTM students in Delta State Polytechnics, Nigeria?

RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference between the mean responses of the OND II and HND II OTM students on the prevalence of social vices found among OTM students in Delta State Polytechnics.
2. There is no significant difference between the mean responses of the OND II and HND II OTM students on the effects of the social vices found among OTM students in Delta State Polytechnics.

METHODOLOGY

The study adopted descriptive survey design which permitted the use of questionnaire to obtain relevant information from respondents to describe the existence, conditions and other phenomena. According to Leary (2010) a survey uses questionnaire and interview to collect information about people attitudes, beliefs, feelings, behaviours and lifestyles. This design was found most appropriate for this study because the study sought information from the respondents relative to their attitudes, beliefs, feelings and behaviour

The population for the study consisted 190 Ordinary National Diploma (OND) II and 90 Higher National Diploma (HND) II students drawn from the 3 public polytechnics in Delta State.

Table 1. Population Distribution

<i>Institutions</i>	<i>No. of OND II OTM Students</i>	<i>No. of HND II OTM Students</i>
Delta State Polytechnic, Ogwashi-Uku	60	60
Delta State Polytechnic, Otefe-Oghara	60	-
Delta State Polytechnic, Ozoro	70	30
<i>Total</i>	<i>190</i>	<i>90</i>

Source: Field Study, 2015

The whole population was used to elicit responses from the respondents. The data collection instrument was a ten-item structured questionnaire for each of the research questions and was analysed by using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance.

A 5-point likert rating scale was used to elicit the rating responses of respondents as: Strongly Agreed (5), Agreed (4), Undecided (3), Disagreed (2) and Strongly Disagreed (1). The respondents were expected to check the appropriate point on the scale to register the extent of their agreement with a particular item statement made in the questionnaire on the prevalence of social vices and its effects among OTM students in Delta State Polytechnics, Nigeria.

The questionnaire was validated by three experts, one each in Business Education, Guidance and Counselling Psychology and Measurement and Evaluation from Delta State University, Abraka. Their contributions enhanced content validity of the instrument. A test-retest measurement technique was used to establish the reliability of the instrument.

The questionnaire was administered by the researcher with the help of two research assistants after due orientation. The decision rule for accepting or rejecting was to reject the null hypothesis if the calculated t-value was greater than the t-table value or otherwise, do not reject but accept.

FINDINGS OF THE STUDY

This section was designed to present the data collected for ease of analysis and interpretation. Two hundred and fifty-seven copies of the questionnaire were retrieved at the point of analysis out of two hundred and eighty administered. Research questions 1-3 were answered using mean and standard deviation while the null hypotheses were tested using t-test statistic.

Research Question 1

What are the social vices found among OTM students in Delta State Polytechnics, Nigeria?

Table 2. Respondents’ Mean and Standard Deviation Distribution on the Social Vices Found among OTM Students in Delta State Polytechnics, Nigeria

S/N	Items of Social Vices Found Among OTM Students	OND II = 170			HND II = 87		
		X	STD	Decision	X	STD	Decision
1	Examination malpractice	4.61	0.49	Agreed	4.61	0.49	Agreed
2	Cultism	3.26	1.05	Agreed	3.30	1.03	Agreed
3	Smoking (cigarettes and marijuana)	2.08	0.97	Disagreed	2.07	0.97	Disagreed
4	Gambling (1960 bet, merry bet, Naira bet)	2.40	1.08	Disagreed	2.51	1.02	Disagreed
5	Hard drinking (alcohol)	2.45	0.98	Disagreed	2.62	1.23	Disagreed
6	Student unrest (riot of any kind)	3.88	1.18	Agreed	3.93	1.12	Agreed
7	Co-habiting on campuses	3.11	1.37	Agreed	3.13	1.37	Agreed
8	Indecent dressing	3.08	1.12	Agreed	3.10	1.11	Agreed
9	Sexual abuse (prostitution, rape, homosexual, lesbianism)	3.09	1.20	Agreed	3.07	1.84	Agreed
10	Night clubbing	2.94	1.29	Disagreed	2.90	1.27	Disagreed
	<i>Weighted Mean and STD</i>	<i>3.09</i>	<i>1.07</i>		<i>3.12</i>	<i>1.15</i>	

Keys: X = Mean, STD = Standard Deviation, OND = Ordinary National Diploma, HND = Higher National Diploma

Results in Table 2 showed that, while the respondents agreed to 6 items with mean scores ranging from 3.07 to 4.61 from both level of respondents, they disagreed to 4 items, which reads, “Smoking (cigarettes and marijuana), Gambling (1960 bet, merry bet, Naira bet), Hard

drinking (alcohol) and Night clubbing, and which had mean scores ranged from 2.07 to 2.94 from both level of respondents. The implication of the respondents agreed and disagreed, is that they believe that there are social vices among OTM students, but that of the 4 items disagreed with are rare among OTM students.

Research Question 2

What are the effects of the social vices found among the OTM students in Delta State Polytechnics, Nigeria?

Table 3. Respondents’ Mean and Standard Deviation Distribution on the Effects of Social Vices Found among OTM Students in Delta State Polytechnics, Nigeria

S/N	Effects of Social Vices Found Among OTM Students	OND II = 170			HND II = 87		
		X	STD	Decision	X	STD	Decision
1	Expulsion from school	3.66	1.49	Agreed	3.25	1.10	Agreed
2	Rustication for semesters	3.76	1.64	Agreed	3.77	1.63	Agreed
3	Withdrawal	3.45	1.55	Agreed	3.58	1.45	Agreed
4	Risks associated with HIV/AID	3.71	1.16	Agreed	3.72	1.16	Agreed
5	Constant cult membership attack between and among group	4.53	1.02	Agreed	4.53	1.02	Agreed
6	Backwardness in academic performance	3.54	1.65	Agreed	3.51	1.67	Agreed
7	Unwanted pregnancy and abortion	3.67	1.62	Agreed	3.66	1.63	Agreed
8	Sexual harassment	4.37	1.03	Agreed	4.39	1.02	Agreed
9	Insecurity among students and lecturers	3.67	1.44	Agreed	3.69	1.43	Agreed
10	Not allowed to hold any leadership position on campus	3.76	1.11	Agreed	3.78	1.08	Agreed
	<i>Weighted Mean and STD</i>	<i>3.81</i>	<i>1.37</i>		<i>3.79</i>	<i>1.32</i>	

Results in Table 3 showed that all the respondents at both level agreed with all the 10 items of effects of social vices among OTM students with the mean score ranging from 3.25 to 4.53. This shows that, all the items were agreed by the respondents as possible effects of social vices among OTM students in Delta State Polytechnics, Nigeria.

Testing Hypotheses

Hypothesis 1

There is no significant difference between the mean responses of the OND II and HND II OTM students on the prevalence of social vices found among OTM students in Delta State Polytechnics.

Table 4. t-test of difference between the mean responses of the OND II and HND II OTM students on the prevalence of social vices found among OTM students

<i>Respondents</i>	<i>N</i>	<i>X</i>	<i>STD</i>	<i>DF</i>	<i>t-Cal</i>	<i>t-Crit</i>	<i>Decision</i>
OND II	170	3.09	1.07	255	0.18	1.96	Accepted
HND II	87	3.12	1.15				

The result in Table 4 shows a t-calculated value of 0.18, which is less than the t-critical value of 1.96 at 255 degree of freedom and was considered to non-significant. Guided by the decision rule earlier stated, the null hypothesis was, therefore, accepted. This implies that there was no significant difference between the mean responses of the OND II and HND II students on the prevalence of social vices found among OTM students.

Hypothesis 2

There is no significant difference between the mean responses of the OND II and HND II OTM students on the effects of the social vices found among OTM students in Delta State Polytechnics.

Table 5. t-test of difference between the mean responses of the OND II and HND II OTM students on the Effects of social vices found among OTM students

<i>Respondents</i>	<i>N</i>	<i>X</i>	<i>STD</i>	<i>DF</i>	<i>t-Cal</i>	<i>t-Crit</i>	<i>Decision</i>
OND II	170	3.81	1.37	255	0.12	1.96	Accepted
HND II	87	3.79	1.32				

The result in Table 5 shows a t-calculated value of 0.12, which is less than the t-critical value of 1.96 at 255 degree of freedom and was considered to non-significant. Guided by the decision rule earlier stated, the null hypothesis was, therefore, accepted. This implies that there was no significant difference between the mean responses of the OND II and HND II students on the effects of social vices found among OTM students.

DISCUSSION OF FINDINGS

The findings as presented in Table 2 showed that in the respondents’ opinion, all but six of the listed prevalence social vices were the possible ones found among OTM students. Null hypothesis one revealed that the OND II and HND II OTM students did not differ significantly in their mean ratings of the prevalence of social vices found among OTM students. The findings of this study agree with the observation of Omonijo and Nnedum (2012), who observed that students have been instrumental to the rising wave of social vices such as examination misconduct, drug abuse, gambling, indecent dressing, co-habiting, sexual abuse, rape, criminal or dysfunctional behaviours like cheating, dishonesty, cultism, smuggling, prostitution, thugs and riot of any kind, among others, probably for financial gain and other reasons best known to them.

The findings as presented in Table 3, showed that, in the opinion of the respondents, all the listed effects of the prevalent social vices found among OTM students were agreed by both level respondents. Null hypothesis three revealed that there was no significant between the mean ratings of OND II and HND II OTM students on the effects of the prevalent social vices found among the students. This finding was in line with the recommendation of Saridakisa and Spenglerb (2012), who opined that Nigeria is a country where justice is

denied. Thus, evil people hold sway in every affair of life. This may be associated with the escalation of social vices in the nation's tertiary institutions as well as moral decadence in the country at large. Being caught and punished may deter offenders from committing a crime again, as well as deter future offenders who contemplate committing crimes.

CONCLUSION

As long as human society exists, occurrence of social vices may not be altered. More importantly, the more human society advances in science and technology, the more likely humanity experiences more complex vices which are the vicious fallout of post-modernism. However, the rate of its escalation in Nigeria tertiary institutions, previously known for moral decency and decorum is beyond the imagination of this study.

The general increase in the social vices among students of higher institutions in Nigeria might be responsible for the general decline in the quality of the graduates being turned out by these institutions as the trends are moving in opposite direction. Office technology and Management programme, as a brain-tasking programme, requires an adequate and conducive teaching and learning environment so as to boost the performance of students academically.

In other words, the way Nigeria suddenly emerged as a purveyor of cultural and structural vices due to the alarming level of social decadence arising from teaching and learning environment is an issue of concern to academia, which public institutions seem to have failed in addressing. Therefore, the hope of restoring sanity in the citadel of learning in Nigeria in preventing or curbing general students' vices in our tertiary institutions should be a collective one resting on parents, teachers, religious leaders, authorities of the institutions as well as government.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations were made:

1. Parents should monitor their wards (children) regarding the kind of friends they keeps and also guide against bad companies.
2. Nigerian tertiary institutions should properly screen all students from time to time in order to identify students with criminal orientation, drug/alcohol abuse, kidnapping threats and so on, and recommend them for appropriate treatment or punishment.
3. The National Assembly should strengthen the existing laws on drug abuse, examination malpractices and sex trade in the country in order to save the country from incessant social vices among the youths.
4. Tertiary institutions in Nigeria should strengthen examination malpractices committee so as to deal with offenders timely and decisively.
5. Guidance counsellors should organize workshops, talk shows, symposia and seminars for youths in tertiary institutions, youth organizations and youths in religious setting in order to curb social vices in the society.

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