

## SOCIAL VICES AMONG BUSINESS EDUCATION STUDENTS AND IMPLICATIONS FOR NATIONAL DEVELOPMENT

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### Abstract

*The paper investigated the implication of social vices among business education students for national development. The study employed a descriptive survey research design with three specific purposes, research questions and hypotheses. Population of the study was 670 comprising 295 teaching staff and 375 non-teaching staff of Federal College of Education, Abeokuta. A total sample of 220 respondents were randomly selected using stratified random sampling technique for the study. The instrument for data collection was a structured questionnaire tagged "Social Vices among Business Education Students Questionnaire" (SUBESQ), with 4 points rating scale. The instrument went through face and content validation by three experts. The reliability of the instrument was ensured using the cronbach alpha method and the result yielded a reliability coefficient of 0.75. Two hundred and twenty copies of the questionnaire were administered and all were retrieved with the help of research assistants. Mean and standard deviation were used to analyse the data collected to answer the research questions. The hypotheses were tested using t-test at 0.05 level of significance. The study found among others that peer pressure, get-rich-quick syndrome and broken homes are some of the causes of social vices among business education students. Examination malpractices, drug abuse, indecent dressing, sexual promiscuity and cultism are social vices exhibited by business education students and also, loss of lives and properties, self-destruction and increase in unemployment rate are some of the resultant effects of social vices for national development. The paper concluded that social vices among business education students is a cankerworm eating deep into the future of our youths. The paper therefore recommended among others that children should be encouraged by their parent on the need to enrol for business education programme as it offers the necessary skills, knowledge and competence which help to bridge the gap between theory and practice; and business educators should be guided by moral, psychological and physical support to students by teaching it, preaching it, and living by it, as these will help students to avoid or deal with social vices.*

**Keywords:** Social Vices, Business Education Students, Implication, National Development

## Introduction

A major concern of Nigerians in the present dispensation is the standard of education. Quality education should lead to detectible gains in knowledge, skills, values and morals. There are, however, several social vices that seem to be impeding the realization of the desired quality education in Nigerian tertiary institutions. These social vices such as cultism, drug abuse, examination malpractice, obscene dressing and sexual promiscuity/harassment have become inimical to the attainment of educational objectives in the lives of students. The Nigerian education system is bedeviled with a myriad of malaise, hampering effective teaching and learning, notable among which is social vices. It is rare to find a school or institution void of social vices and this depicts that they are present in all educational centres and tertiary institutions.

According to Elujekwute (2019), social vices are acts of indiscipline and they are those acts and conditions that violate the societal norms and values. They are habit or behaviour of immoral activities. Soyele (2019) submitted that social vices are immoral activities such as cultism, robbery, ritual killing, kidnapping, smoking/drug peddling, pick-pocketing, stealing, hooliganism, gambling, rapes, indecent dressing, examination malpractices, alcoholism, pre-marital sexual relationship, fraud, banditry etc.

Social vices could also mean misbehaviours, wrong attitudes, unacceptable characters that have bedeviled the development of educational system. It is therefore expedient to note that the issue of social vices among business education students in tertiary institution is prevalent and this has in no small measure affected the recipients of this programme who are trained to be morally upright due to their exposure to the content of Business Education at all levels of education.

Business Education according to Shell (2021) involves programmes, training students in Topics relevant to the business world such as Accounting, Marketing to mention but a few. However, in the 21st century, it also involves training students in soft skills such as leadership. With the increase in the level of globalization, most companies now face competition from around the world and not just from other business in their own communities. He stressed further that in addition to academic subject, Business Education programme provide students with relevant self-fulfilling skills and that Business Education students should act ethically. Emeasoba and Mmuo (2018) viewed business education as a tripartite programme of instruction which prepares the recipient or the learner with skills, competencies, knowledge, attitudes, and values to be a business education teacher, an office worker or to be an entrepreneur. They further stressed that at the university level, business education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work. Ohiwerei and Azih (2010) opined that business education as an integral part of vocational and technical education can be seen as the development of a person's head, heart and hands for his self-fulfilment and optimum services to humanity. Ammor (2010) noted that business education plays a significant role in national development by providing knowledge and skills to the learners thereby enabling them to adequately impart

knowledge into others and handle sophisticated office technologies and information system. This in tandem with the opinion of Udoh (2018) that business education is a programme of study that prepare its recipients to be knowledgeable and to be employable in various field of human endeavour (white collar jobs) as well as visionary required skilled to explore, establish and run their business successfully thereby having a positive impact on the national development.

Rico (2014) asserted that national development is the ability of a country or countries to improve the social welfare of the people by providing social amenities like quality business education, portable water, transportation, infrastructure, medical care etc. National development can be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government.

Without any equivocation, business education is a catalyst for national development because the programme is a tool for imparting saleable skills, digital competences, self-reliance, problem solving skills, creativity and entrepreneurial intelligence.

The causes of social vices among youths are innumerable, some of them are as follows; peer pressure, immoral behaviour by staff, stringent school rules, inadequate school facilities, poor remuneration, societal influence, get-rich-quick syndrome and egocentrism (Elujekwute et al. 2021). In the same manner, Soyele (2022) submitted that studies have shown that students engage in social vices as a result of the following factors; lack of parental care, broken home, poverty, peer group influence, unemployment, unhealthy imitation of the civilised worlds, economic recession, societal pressure, impatience/get-rich-quick syndrome, indiscipline/ungodliness, laziness, and greed.

Social vices among business education students are bad habits or immoral activities that are against the social order. As such, any given cultural society abhors the social vices because they are bad and unacceptable trend, quite unhealthy and of course, negative behaviours that are inimical to peace, growth and national development. Furthermore, Elujekwute et al (2021) identified common social vices exhibited by business education students to include; cultism, examination malpractices, drug abuse, sexual immorality among others.

In a study conducted by Elujekwute et al (2021), it was submitted that social vices affect the society as a whole and individual in particular. The resultant effects of social vices to the national development include: deadly diseases which can lead to termination of lives and career disruption.

Students who engage in dangerous acts like cultism, drug abuse and hooliganism may lose their lives in fights or get rusticated from the school and become a truant and tout in the society thereby causing havoc and nuisance to the national development.

Obodoada, Nwachukwu and Egbezor (2015) also reported that social vices lead to societal unrest within and outside the school when innocent people, garages, market

centers and immediate communities are destroyed thereby having a negative impact on national development. Social vices also lead to economic wastages and reduction in the nation's Gross Domestic Product (GDP) and income which loving hardship to the nation.

It is on this theoretical background that this study examined social vices among business education students and the implications for national development.

### **Statement of the Problem**

It has been observed by the researchers that many students (business education students inclusive) now engage in social vices at various proportions. The exhibition of these social vices has negatively affected the academic performance of business education students such that it is becoming increasingly difficult to achieving the lofty objectives of the business education programme. Such a situation is very inimical to national development hence the need for this study.

### **Purpose of the Study**

The main purpose of this study is to examine social vices among business education students and their implications for national development. Specifically, this study examined the:

1. Causes of social vices among Business Education student.
2. Various social vices exhibited by Business Education students.
3. Implication of social vices for national development.

### **Research Questions**

Three research questions were raised to guide this study which include:

2. What are the causes of social vices among Business Education students?
3. What are the various social vices exhibited by Business Education students?
4. What are the implications of social vices for national development?

### **Research Hypotheses**

- Ho<sub>1</sub> There is no significant difference in the mean responses of male and female staff concerning the causes of social vices among business education students in Federal College of Education, Abeokuta.
- Ho<sub>2</sub> There is no significant difference in the mean responses of teaching and non-teaching staff concerning the social vices exhibited by business education students.
- Ho<sub>3</sub> There is no significant difference in the mean responses of highly experienced and less experienced staff concerning the implications of social vices for national development.

### **Methodology**

The descriptive survey research design was adopted for the study. The study was a survey of the implication of social vices among business education students on national

development. The population of the study comprised two hundred and ninety-five academic staff and three hundred and seventy-five non-teaching staff totaling six hundred and seventy members of staff of the Federal College of Education, Abeokuta, Ogun State, Nigeria. The sample for the study consisted of two hundred and twenty members of staff working in the aforementioned College. The stratified random sampling technique was used for selecting the respondents while the criteria for selection include gender, official status and years of experience. A structured questionnaire tagged, social vices among business education students' questionnaire (SUBESQ) was used as instrument for data collection. The instrument was validated by three experts in business education. The reliability test for the instrument yielded reliability coefficient of 0.75 using the Cronbach Alpha formula. The data collected for the study were analysed using frequency tables, mean, standard deviation and t-test statistics.

## Results

Research Question One: What are the causes of social vices among business education students?

Table 1: Causes of social vices among business education students

S/N	Causes of social vices	Mean	SD	
	Decision			
1.	Peer group pressure	3.50	0.60	Agree
2.	Get-rich-quick syndrome	3.47	0.61	Agree
3.	Broken homes	2.96	0.70	Agree
4.	Unequal distribution of national resources	2.81	0.67	Agree
5.	Boost of self-efficacy	2.80	0.76	Agree

N = 200, Decision rule = 2.50, Weighted mean/SD = 3.11/0.67

With a weighted mean of 3.11 and SD of 0.67, results in Table 1 reveals that respondents agreed that all the items are causes of social vices among business education students in Federal College of Education, Abeokuta

Research Question Two: What are the social vices exhibited by business education students?

Table 2: Social vices exhibited by business education students.

S/N	Social vices	Mean	SD	Decision
1.	Examination malpractice	2.92	0.78	Agree
2.	Smoking/Drug abuse	2.96	0.57	Agree
3.	Indecent dressing	2.98	0.66	Agree
4.	Pre-marital sexual relationship	3.16	0.86	Agree
5.	Cultism	2.86	0.72	Agree

N = 200, Decision rule = 2.50, Weighted mean/SD = 2.98/0.72

Result in Table 2 indicates that the respondents agreed that all the items are social vices exhibited by business education students in Federal College of Education, Abeokuta since the weighted mean = 2.98 and SD = 0.72

Research Question Three: What are the implications of social vices for national development?

Table 3: Implications of social vices for national development

S/N	Causes of social vices	Mean	SD	
	Decision			
1.	Loss of lives and properties	3.18	0.62	Agree
2.	Self-destruction	3.06	0.60	Agree
3.	Expulsion from school	3.09	0.56	Agree
4.	Societal unrest/Insecurity	3.10	0.59	Agree
5.	High rate of unemployment	3.12	0.68	Agree

N = 200, Decision rule = 2.50, Weighted mean/SD = 3.11/0.61

With a weighted mean of 3.11, results in Table 3 indicates that the respondents were unanimous in their responses that all the items are implications of social vices for national development while the standard deviation of 0.61 showed the homogeneity of the responses.

Hypothesis One: There is no significant difference in the mean responses of male and female staff concerning the causes of social vices among business education students in Federal College of Education, Abeokuta.

Table 4: Summary of t-test analysis of differences in mean responses of male and female staff on the causes of social vices.

Respondents	N	Mean	SD	df	t-cal	t-crit	Decision
Male	110	4.83	1.19	218	0.87	1.96	NS
Female	110	5.02	0.95				

Source: Researchers' fieldwork

Table 4 reveals that t-cal. was less than t-crit. ( $0.87 < 1.96$ ) at 218 degree of freedom and 0.05 level of significance. This implies that there was no significant difference in the mean responses of male and female staff concerning the causes of social vices among business education students. Therefore, the null hypothesis was upheld.

Hypothesis Two: There is no significant difference in the mean responses of teaching and non-teaching staff concerning the social vices exhibited by business education students in Federal College of Education, Abeokuta.

Table 5: Summary of t-test analysis of differences in mean responses of teaching and non-teaching staff concerning social vices exhibited by business education students

Respondents	N	Mean	SD	df	t-cal	t-crit	Decision
Male	130	4.37	0.72	218	0.47	1.96	NS
Female	90	4.34	0.83				

Source: Researchers' fieldwork

Table 5 shows that t-cal. was less than t-crit. ( $0.47 < 1.96$ ) at 0.05 level of significance and 218 degree of freedom. This means that teaching and non-teaching staff did not significantly differ in their mean responses on the social vices exhibited by business education students. Thus, the null hypothesis was accepted.

Hypothesis Three: There is no significant difference in the mean responses of highly experienced and less experienced staff concerning the implications of social vices for national development.

Table 6: Summary of t-test analysis of differences in mean responses of highly experienced and less experienced staff concerning the implications of social vices for national development.

Respondents	N	Mean	SD	df	t-cal	t-crit	Decision
Male	114	4.15	0.72	218	1.41	1.96	NS
Female	106	4.27	0.70				

Source: Researchers' fieldwork

Table 6 reveals that the calculated t-value of 1.41 was less than critical t-value of 1.96 at 0.05 level of significance and 218 degree of freedom. This implies that individual experience did not significantly influence the mean responses of staff concerning the implications of social vices for national development. Therefore, the null hypothesis was confirmed.

### Discussion of Findings

This study was conducted to examine social vices among business education students and the implication for national development. The findings of the study based on the research question one and table one revealed that peer pressure, get-rich-quick syndrome and broken homes are some of the causes of social vices among business education students. Result of hypothesis one and table 4 indicated no significant difference in the mean responses of male and female staff concerning the causes of social vices among business education students. This finding supported the view of Soyele (2022) that peer



pressure, craze for quick wealth, social media abuse and poor communication are some of the major causes of social vices among students.

Based on research question two and table two, the study found out that examination malpractices, drug abuse, indecent dressing and sexual promiscuity are some of the social vices exhibited by business education students. Results from test of hypothesis two revealed that teaching and non-teaching staff did not differ significantly in their mean responses concerning social vices exhibited by business education students. This finding buttressed the submission of Elujekwute et al. (2021) that cultism, examination malpractice, drug abuse and sexual promiscuity are common social vices among business education students.

Research question three examined the implications of social vices for national development. The results in table three indicated that loss of lives and properties, self-destruction, increase in school drop-outs and increase in the rate of unemployment are some of the implications of social vices for national development. Results from test of hypothesis three showed that there was no significant difference in mean responses of highly experienced and less experienced staff concerning the implications of social vices for national development. These findings corroborated the report of Obodoada et al (2015) that social vices lead to societal unrest, economic wastages and reduction in the nation's Gross Domestic Product (GDP)

## **Conclusion**

Based on the findings of this study, it was concluded that peer pressure, societal influence, broken homes and get-rich-quick syndrome are some of the causes of social vices among business education students. It was also concluded that the exhibition of social vices by business education students is detrimental to national development. The implication of this is that, social vices among business education students need to be properly and effectively tackled in order to achieve the laudable objectives of business education and to boost national development.

## **Recommendation**

The following recommendations were made:

- (AN) Parents should ensure proper upbringing of their children in order to tackle the causes of social vices since charity begins at home.
- (AO) School authorities should establish counselling units that offer appropriate therapy for recalcitrant students.
- (AP) There should be adequate provision of funds and facilities for the effective implementation of the business education curriculum to boost national development.



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