

## Social Vices in Nigerian Tertiary Institutions: A Case Study of the Undergraduate Students of Prince Abubakar Audu University, Anyigba, Kogi State, Nigeria

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### Abstract

Social vices are unacceptable behaviours that can negatively affect individuals, institutions, and society, often contributing to student delinquency, indiscipline, academic misconduct, and other forms of deviant behaviour. This study examined the causes of social vices and the measures for controlling them among undergraduate students of Prince Abubakar Audu University, Anyigba, Kogi State. The study adopted a descriptive survey research design, with data collected through a structured questionnaire from 376 respondents selected using the Yamane (1967) formula. Data were analyzed using the Statistical Package for the Social Sciences (SPSS), version 20.0. The findings revealed that peer pressure was identified by 105 (35.0%) respondents as a major cause of social vices and student delinquency, followed by poor parenting 55 (18.3%), social media 50 (16.7%), drug influence 20 (6.7%), unemployment 47 (15.7%), and societal factors 23 (7.7%). The findings further showed that proper family socialization was identified by 76 (25.3%) respondents as the most important measure for controlling social vices, followed by disqualification from examinations 71 (23.7%), rustication/expulsion 66 (22.0%), student orientation 56 (18.6%), and school-based counselling programmes 31 (10.3%). These findings indicate that social vices are closely associated with forms of student delinquency, particularly where negative peer influence, weak parental guidance, drug use, and adverse social environments encourage deviant behaviour. The study concludes that reducing student delinquency requires a collaborative approach involving parents, students, educational institutions, and government through effective socialization, counselling, orientation, discipline, and preventive interventions.

**Key words:** Social Vices, Tertiary institutions, Undergraduate students, Nigeria

### HOW TO CITE

Loveth, Ladi Attah; Sadeeqe, Abubakar Abba; & Bolarinwa, Rafiu Adekunle (2026). Social Vices in Nigerian Tertiary Institutions: A Case Study of the Undergraduate Students of Prince Abubakar Audu University, Anyigba, Kogi State, Nigeria: *African Journal of Peace and Social Inclusion*, 1(3) 321- 338 DOI: <https://doi.org/10.66065/ajpsi-dvmzp6lo>

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## Introduction

According to an ancient Greek philosopher Socrates ('an unexamined life is not worth living'). This assertion was made following the level of moral decadence in Greek period when Socrates flourished. In an attempt to inculcate a good moral principle on the youths, he advocated for self-examination and the impact of one's action and reasons behind it, this morality of an act is central in philosophical ethics (Bryin 2001 as cited by Bamboulis (2023).

According to Gomme (2018), every society is bedeviled with one form of social vices or the other which makes it a universal and normal phenomenon. It is a phenomenon which in practice, can lead to a breakdown of law and order, low productivity due to disruption of productive activities, apparent increase in crime rate, and inter-ethnic hostilities and many more. Nigerian institutions of learning, such as secondary schools, polytechnics and the universities are heavily infested with various social vices.

Against this background, this study examines social vices among undergraduate students of Prince Abubakar Audu University, Anyigba, Kogi State, Nigeria. Specifically, the study seeks to identify the major causes of social vices among students, examine how these behaviours contribute to student delinquency, and assess the measures adopted to control or reduce such behaviours within the university environment. To achieve these objectives, the study adopted a descriptive survey research design. Primary data were collected through a structured questionnaire administered to undergraduate students of Prince Abubakar Audu University, Anyigba. A total of 376 respondents were selected using the Yamane (1967) formula, and the responses obtained were analyzed using the Statistical Package for the Social Sciences (SPSS), version 20.0, using frequencies and percentages. The study therefore provides empirical evidence on the factors associated with social vices and student delinquency and the measures that can be employed to address them in Nigerian tertiary institutions.

## Literature Review

Social vices are any actions exhibited either by omission or commission on negligence which contravenes the cultural values and established codes of conduct of a particular community or in a given situation or location (Omonijo, & Nnedum, et.al 2013 as cited by Atolagbe & Atolagbe 2023). The same concept is described as anti-social actions which

breach social norms, values and more (Igwe, 2013 as cited by Atolagbe & Atolagbe 2023). Ikeoba (2018), refers to social vices as anti-social behaviours that are both negative and, in all ramifications, also create setbacks for a society. According to Idehen (2019), they are consciously- cultivated bad behaviours that have become part and parcel of youth's characters and which give them bad image in the eyes of the public. According to Atolagbe and Atolagbe (2023), social vices can be perceived as bad habits, evil behaviours or unhealthy negative activities practiced by people, but which are frowned at by the society because they are detrimental to progress and development. They are abhorred by the society because they are not normal and are the opposite of known societal norms. This is the reason they are referred to as anti-social, unhealthy or deviant behaviours. In discussing about social vices, it must be noted, in parenthesis, that it is such an elastic concept that it encompasses virtually all criminal or immoral activities. The list of the subset of social vices is, therefore, inexhaustible as it could be stretched, like an elastic rubber, to include examination malpractice, admission fraud, indecent dressing, vandalism, drug addiction, smoking, taking illicit substances, cultism, pocket picking, yahoo practice, sex trade, incest, gambling, illicit sex, rape, certificate forgery, stealing, hooliganism, money laundering, pilfering, shop lifting, bribery, corruption, embezzlement, armed robbery, pen robbery, contract inflation, hoarding, bunkering, banditry, insurgency, baby sales, vote buying, naira abuse, human part sales, human and drug trafficking, assassination (including character assassination), ritual killing, cannibalism, smuggling, thuggery, kidnapping, cybercrimes, pornography, impersonation, advanced fee fraud (419) and bestiality among others. Kalu (2022), adds wanting drug abuse, sexual immorality, excessive brutality, thuggery, vulgarity and inordinate desire for wealth to the list of social vices.

Incidences of social vices are fast becoming national and global trends. It cut across ethnic nationalities, races and even religious cleavages. Some of the social vices among undergraduate students include:

**Examination Malpractice:** Examination malpractice involves dishonest practices before, during, or after examinations to gain unfair academic advantage. Recent studies show that it remains a concern in Nigerian tertiary institutions. Owan, Owan and Ogabor (2023) found that students engaged in copying, script exchange, peer discussion, use of unauthorized materials, mobile phones and headphones, with malpractice significantly

influenced by examination sitting arrangements. Similarly, Orok et al. (2023), in a study of 335 healthcare students, identified impersonation, fabrication of information and bribery of invigilators or examiners as common forms of academic dishonesty. Enu et al. (2025), also reported that examination malpractice remained a recurring problem among students at Federal University Lokoja, with the competitive job market identified as an important motivating factor. These findings indicate that examination malpractice is influenced by both student-related and institutional factors, requiring effective supervision, counselling, sensitization and enforcement of examination regulations.

**Indecent dressing:** Indecent dressing is the improper and provocative way of dressing relative to the society's culture. Corroborating this view, Olori (2011) cited in Fareo and Jackson (2018, P 58) added that this form of dressing is provocative, improper, and morally unacceptable. According to Oyeleye (2018), cited in Ojogbane et al, (2020 P 49), indecent dressing simply means the deliberate exposure of one's body to the public which in practice, is contrary to the acceptable norms and the values of society. Similar to this, Anadi *et al.* (2011) opined that it is the overwhelmingly indecent dresses of the girls that attract much public concern and emphasis on the issue

**Plagiarism:** Plagiarism is an academic social vice involving the use of another person's ideas or work without appropriate acknowledgement. Recent empirical evidence shows that academic dishonesty among Nigerian university students includes plagiarism, cheating and impersonation. Orok et al. (2023), in a study of 335 healthcare students at Afe Babalola University, found that students had varying levels of knowledge of academic dishonesty, with some failing to recognise the use of another person's ideas as misconduct. Similarly, Ofem et al. (2025), using data from 11,787 university students in Nigeria, examined perceptions of plagiarism, cheating and impersonation and found that students' perceptions varied across different forms of academic dishonesty. These findings indicate that plagiarism is an important academic social vice that can undermine academic integrity and responsible student behaviour.

**Drug Abuse:** Drug abuse is a social vice involving the harmful or non-medical use of psychoactive substances. Olanrewaju et al. (2022), in a cross-sectional study of undergraduates in selected Southwestern Nigerian universities, investigated the prevalence of drug and substance abuse among students. Similarly, a study of Nigerian university students found that peer pressure and curiosity were major factors influencing

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psychoactive substance use, with alcohol, marijuana and opioids among the substances reported (2022). More recently, Okoro and Chikezie (2024), examined alcohol and psychoactive substance use among medical students at Niger Delta University, highlighting substance abuse as an important concern among university students. These findings demonstrate that drug abuse constitutes a significant social vice that may affect students' academic and social functioning.

**Gambling:** Gambling, particularly online sports betting, has become an emerging social vice among university students. Akinkoya et al. (2024), investigated the influence of online gambling advertisements on undergraduates at Olabisi Onabanjo University using a descriptive survey design. The study examined how exposure to gambling advertisements relates to students' engagement with online gambling. Similarly, Joel et al. (2025), examined sports-betting and gambling problems among university student-athletes in Nigeria. These studies show the growing relevance of gambling and sports betting as forms of social vice among Nigerian university students, particularly with the increasing availability of online betting platforms.

**Cultism:** Cultism is a social vice involving membership or participation in secret groups whose activities may conflict with institutional rules and social norms. Eleje et al. (2024), examined cultism among 150 undergraduate students at Nnamdi Azikiwe University and identified inadequate funding and student welfare challenges among perceived causes of cultism in tertiary institutions. Similarly, Iniabasi (2022), examined parenting and mass media as determinants of cultism among students of Delta State University. These studies indicate that cultism among university students is associated with social and institutional factors and remains a concern for campus safety, student discipline and the educational environment.

The following reasons why undergraduate students engage in social vices are stated below:

**Peer Group Pressure:** Recent empirical studies identify peer influence as an important factor associated with risky and antisocial behaviours among undergraduates. Aluko, Daramola and Omodehin (2024), in a study of 350 undergraduates in Ogun State, found that peer pressure significantly influenced students' risky behaviour tendencies. Similarly, Ekekezie, Daramola and Olatona (2024) found that peer pressure was the leading reason

for substance use among University of Lagos undergraduates. These findings suggest that peer groups can influence students' involvement in social vices such as substance abuse and other risky behaviours.

**Parental Neglect and Family Environment:** Family environment also influences students' behavioural outcomes. Abubakar et al. (2023), in a study of 391 undergraduates at the Federal University of Lafia, found significant relationships between family environment, peer pressure and criminal tendencies among students. Aluko et al. (2024), also found that authoritarian and permissive parenting styles significantly influenced risky behaviour tendencies among undergraduates. These findings indicate that inadequate parental guidance and unfavourable family environments may contribute to students' involvement in undesirable behaviours.

**Unemployment and Economic Pressure:** Economic difficulties can create pressures that make young people vulnerable to risky behaviours. Atibioke et al. (2025), found that financial difficulties were associated with gambling among students in tertiary institutions in Kwara State, while substance misuse was associated with peer influence and academic pressure. This suggests that economic and academic pressures may contribute to some forms of social vice among students.

**Social Media (ICT):** Social media has become an important factor in students' behavioural patterns. Tabiu et al. (2025), in a study of 330 undergraduates in Kano State, found that social media use was associated with antisocial behaviours such as cyberbullying, harassment, blackmail and fraudulent activities. Similarly, a 2025 study of university students in Abeokuta found a significant association between exposure to substance-related content on social media and alcohol and cigarette use. These findings show that social media can expose students to both positive and negative behavioural influences.

**Society and Social Environment:** The wider social environment can also shape students' involvement in social vices. Okonkwo et al. (2024), found that neighbourhood disorder significantly predicted criminal tendencies among undergraduates at Nnamdi Azikiwe University, while peer relationships also significantly influenced these tendencies. This indicates that students' behavioural choices are shaped not only by individual characteristics but also by their social and environmental surroundings.

**Drug Influence:** Drug use can facilitate involvement in other forms of risky behaviour. Ekekezie et al. (2024), reported a 36.7% prevalence of substance use among University of Lagos undergraduates, with peer pressure identified as the leading reason for use. Similarly, a recent study among undergraduates in Abeokuta found a significant relationship between exposure to substance-related social media content and alcohol and cigarette use. These findings demonstrate that substance use is an important social vice and may reinforce other problematic behaviours among students.

Social vices can negatively affect students, academic activities and the wider university environment. Recent empirical evidence shows that academic dishonesty, cultism and substance abuse are associated with several adverse outcomes. Orok et al. (2023), in a study of 335 healthcare students in a Nigerian university, found that fear of failure, peer pressure and social stigma were important factors associated with academic dishonesty, indicating its potential to undermine academic integrity and responsible student behaviour.

Cultism also has serious consequences for university life. Eleje et al. (2024), based on 150 undergraduate students at Nnamdi Azikiwe University, reported that cultism disrupts teaching and learning and threatens the serenity of tertiary institutions. Similarly, Ernest and Okeke (2025), found that students involved in cultism were likely to experience poor academic performance, disruption of academic activities and loss of lives and property.

Substance abuse can also affect students' academic and social well-being. Iloh and Okeke (2025), reported that narcotic abuse among undergraduates was associated with poor academic performance and other problematic behaviours, including examination malpractice and bullying. Furthermore, recent evidence indicates that examination malpractice among Nigerian undergraduates includes the use of unauthorized materials, whispering answers, unauthorized devices and other dishonest practices, demonstrating its continuing threat to academic integrity.

Recent empirical studies suggest that controlling social vices among university students requires a combination of institutional monitoring, counselling, student sensitization and effective enforcement of regulations. Owan et al. (2023), found that examination malpractice was influenced by examination seating arrangements, suggesting that improved supervision and examination management can reduce opportunities for cheating.

Similarly, Orok et al. (2023), recommended stronger institutional education and preventive measures after identifying gaps in students' understanding of academic dishonesty.

For substance abuse, Ekekezie et al. (2024), identified peer pressure as an important factor influencing substance use among University of Lagos undergraduates, indicating the need for peer-based prevention, counselling and health education. Eleje et al. (2024), also reported that students identified stronger institutional measures, improved student welfare and awareness programmes among approaches for addressing cultism in tertiary institutions. In addition, recent research on social media and antisocial behaviour among Nigerian university students highlights the importance of digital awareness and responsible social-media education (Tabiu et al., 2025).

Finally, the empirical evidence indicates that controlling social vices requires a multidimensional approach involving effective supervision, counselling services, student orientation, parental involvement, peer education, welfare support and consistent enforcement of university regulations. Such measures can help strengthen students' social responsibility and promote a safer and more conducive academic environment.

### **Theoretical Framework:**

Two theories: 'General Strain Theory' and the 'Social Control Theory' were used in this study. The general strain theory states that society puts pressure on individuals to achieve socially accepted goals, though they lack the means to achieve these goals. The pressure leads to strain which causes individuals to commit crimes, like cultism, armed robbery, selling drugs, prostitution as a means to gain financial security (Agnew, (1992). According to this author, various types of strains have significant effects on the youths by producing negative emotions, especially anger and depression, which in turn lead to deviance. A particular strength of the general strain theory for understanding group differences in offending is that it allows for consideration of how structural arrangements and cultural values merges, creating group variations in crime and delinquency (Brown, *et al.*, 2013). However, the theory fails to explain why some individuals who experience great amounts of strain fail to resort to illegitimate coping strategies.

With regards to the 'Social Control Theory', Reckless (1925), stated that both inner and outer controls work against deviant tendencies. The internal controls have restraints such as conscience, values, integrity, morality, and the desire to be a "good person", while the

outer controls include the police, family, friends, and religious authorities. Hirschi (1990), noted that these inner and outer restraints form a person's self-control, which prevents acting against social norms. Social control theory has been used to explain why most people do not engage in social vices, unlike most theories of crime which provide answers to the cause of crime Gomme (2019). For instance, the theory posits that the reason why certain undergraduate students do not engage in social vice like drug abuse, gambling etc on campus is because of

### Methodology

The study used a descriptive survey design with quantitative method, which employed the use of questionnaire to collect data from the target population.

### Population of the study and sample size selection

Undergraduate Students of Prince Abubakar Audu University, Anyigba constituted the population of the study. In the academic session of year 2025/2026, the population of the students was estimated to be twenty-two thousand, one hundred and sixty-four (22, 164) (KSU Students Handbook, 2026). A total of four (4) faculties were initially purposely selected, out of the eight faculties in the University, while three departments were selected from each of the selected faculties, using simple random sampling via balloting. From these three departments, a population size of 6,223 students was sampled. The final stage involved the selection of 376 respondents from the sampled population of 6,223 students, using the Yamane sample size determination formula as follows:

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

Where n = Required sample size

N = Total population

$e^2$  = Sampling error (0.05)

1 = Constant

### Methods of data collection and analysis:

A descriptive survey research method which employed the use of a face-to-face distribution of questionnaires, which is a primary source of data collection, was adopted in this study. Data generated in this study were analyzed using tables, percentages and

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frequencies which consist of number of respondent and the percentage of responses in groups of questionnaires.

### Results/Finding & Discussion:

A total of 376 copies of the questionnaire were administered to the sampled population. Of these, 300 copies were duly completed and returned by the respondents, representing a response rate of 79.8%. The remaining 76 copies, representing 20.2%, were not returned and were therefore excluded from the analysis. The 300 completed questionnaires were considered adequate for the analysis and discussion of the study findings.

**Table 1: Percentage Distribution of Socio Demographic Characteristics of Respondents**

| Variables      | Category     | Frequency (N=300) | Percentage (%) |
|----------------|--------------|-------------------|----------------|
| Sex            | Female       | 200               | 66.7           |
|                | Male         | 100               | 33.3           |
| Age (Years)    | 18-27        | 166               | 55.3           |
|                | 28-37        | 55                | 18.3           |
|                | 38-47        | 49                | 16.3           |
|                | 48-57        | 30                | 10.0           |
| Religion       | Christianity | 155               | 51.7           |
|                | Islam        | 145               | 48.3           |
| Marital status | Married      | 15                | 5.0            |
|                | Single       | 270               | 90.0           |
|                | Divorced     | 5                 | 1.7            |
|                | Separated    | 6                 | 2.0            |
|                | Widowed      | 4                 | 1.3            |
| Level of study | 200          | 70                | 23.3           |
|                | 300          | 145               | 48.3           |
|                | 400          | 65                | 21.7           |
|                | 500          | 20                | 6.7            |
| Total          |              | 300               | 100            |

**Source: Field Survey, 2026**

Table 1, shows that 200 (66.7%) females and 100 (33.3%) male undergraduate students participated in this study. These figures exclude the 100 level students who did not participate in the study because, they were considered amateur and may not have adequate knowledge about the school system.

Age of respondents: The results indicate that 166 (55.3%) of the total respondents are within the age limit of 18-27 years, 55(18.3%) within the age bracket of 28-37 years, 49(16.3%) within the age bracket of 38-47 years, 30 (10.0%) within the age bracket of 48-57. This implies that, those who participated in this research were relatively young.

Religion: Results show that 155 (51.7%) of the total respondents are Christians, while 145(48.3%) are Muslims. This implies that Kogi State University, Anyigba is highly dominated with both religions.

Marital status: As shown in the table, 270 (90.0%) of the respondents are single, 15 (5.0%) are married, 5(1.7%) are divorced, 6(2.0%) are separated, 4(1.3%) are widowed. Majority of the respondents are single because the population comprised of young students.

Level of study: The table also reveals that 70 (23.3%) of the respondents are in 200level, 145 (48.3%) are in 300 level, 65 (21.7%) are in 400level and 20 (6.7%) are in 500level.

**Table 2: Percentage Distribution showing the Different Causes of Social Vices among Undergraduate Students of Prince Abubakar Audu University, Anyigba**

| S/N | Causes of social vices | Frequency<br>(N=300) | Percentage<br>(%) |
|-----|------------------------|----------------------|-------------------|
| 1.  | Peer Pressure          | 105                  | 35.0              |
| 2.  | Poor parenting         | 55                   | 18.3              |
| 3.  | Social media (ICT)     | 50                   | 16.7              |
| 4.  | Drugs influence        | 20                   | 6.7               |
| 5.  | Unemployment           | 47                   | 15.7              |
| 6.  | Society                | 23                   | 7.7               |
|     | Total                  | 300                  | 100               |

**Source: Field Survey, 2026**

Table 2 shows the findings on the causes of social vices among undergraduate student of Kogi State University, Anyigba. 105(35.0%) of the total respondents selected peer pressure as the major cause of social vices. Out of the remaining respondents, 55(18.3%) selected poor parenting, 50(16.7%) selected social media, 20(6.7%) selected

drug influence, 47(15.7%) selected unemployment and 23(7.7%) selected society, as the causes of social vices, respectively.

**Table 3: Percentage Distribution showing measures needed to Control Social Vices among Undergraduate Students of Prince Abubakar Audu University, Anyigba**

| S/N | Control of social vices             | Frequency<br>(N=300) | Percentage<br>(%) |
|-----|-------------------------------------|----------------------|-------------------|
| 1.  | Proper family socialism             | 76                   | 25.3              |
| 2.  | Disqualification from the exam hall | 71                   | 23.7              |
| 3.  | Student orientation                 | 56                   | 18.6              |
| 4.  | Counseling programme                | 31                   | 10.3              |
| 5   | Rustication /expulsion              | 66                   | 22.0              |
|     | Total                               | 300                  | 100               |

**Source: Field Survey, 2026**

Table 3, shows the measures needed to control social vices among undergraduate students of Prince Abubakar Audu University, Anyigba. The results indicate that 76(25.3%) of the total respondents selected proper family socialization as the best measure to control social vices, while 71(23.7%) selected disqualification from the exam hall, 56(18.6%) selected student orientation, 31 (10.3%) selected counseling programs within the school and 66(22.0%) selected rustication /expulsion from the school, as the best measures needed to control social vices among undergraduate students

## Discussion

The study identified peer pressure, poor parenting, social media influence, fear of unemployment, drug influence and societal factors as factors associated with social vices among undergraduate students. Peer pressure was the most frequently identified factor, with 105 respondents (35.0%) selecting it as a major contributor. This finding is consistent with the recent study by Aluko, Daramola and Omodehin (2024), which found that peer pressure significantly influenced risky behaviour tendencies among undergraduate students in Ogun State. Similarly, Ekekezie, Daramola and Olatona (2024) identified peer pressure

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as the leading reason for substance use among undergraduates at the University of Lagos. The present finding therefore suggests that students' peer groups can influence their attitudes and behaviours and may expose them to various forms of social vices.

Poor parenting was identified by 55 respondents (18.3%) as a major factor contributing to social vices. This finding agrees with Abubakar et al. (2023), who found significant relationships between family environment, peer pressure and criminal tendencies among undergraduate students at the Federal University of Lafia. Aluko et al. (2024), also reported that parenting styles significantly influenced risky behaviour tendencies among undergraduates. These findings suggest that inadequate parental supervision, weak family support and unfavourable parenting practices may increase students' vulnerability to undesirable behaviours.

Social media influence was identified by 50 respondents (16.7%) as a contributor to social vices, while fear of unemployment was identified by 47 respondents (15.7%). The finding concerning social media is supported by Tabiu et al. (2025), who found an association between social media use and antisocial behaviours such as cyberbullying, harassment, blackmail and fraudulent activities among young people in Nigerian universities. This suggests that although social media provides educational and social benefits, its misuse or exposure to negative online content may encourage undesirable behaviours among students. Regarding unemployment, the finding should be interpreted as economic or future-employment pressure rather than direct unemployment among students. Atibioke et al. (2025), found that financial difficulties were associated with addictive behaviours among students in tertiary institutions in Kwara State. This provides some support for the present finding that economic concerns may contribute to students' vulnerability to certain social vices.

Drug influence and societal factors received comparatively lower responses in the present study. Nevertheless, recent evidence indicates that substance use remains an important issue among Nigerian undergraduates. Ekekezie et al. (2024), reported a substantial level of substance use among University of Lagos undergraduates and identified peer pressure as an important influence. Similarly, Atibioke et al. (2025), linked addictive behaviours among tertiary students with several sociodemographic and behavioural factors. These findings indicate that drug-related social vices should not be considered in isolation but should be understood in relation to peer, economic, academic and social environments.

The second objective examined measures for controlling social vices among undergraduate students. The findings identified proper family socialization, disqualification from examination halls, student orientation, counselling programmes, and rustication or expulsion for examination misconduct as important control measures. These findings are supported by recent empirical studies. Orok et al. (2023) emphasized the need for stronger institutional education and preventive measures in addressing academic dishonesty among Nigerian university students. Similarly, Owan, Owan and Ogabor (2023), found that examination malpractice behaviours were significantly associated with examination seating arrangements, highlighting the importance of effective examination supervision and management.

For other forms of social vices, recent evidence also supports institutional and preventive approaches. Eleje et al. (2024) reported that students identified institutional measures, student welfare and awareness programmes as important approaches to addressing cultism in tertiary institutions. These findings reinforce the importance of combining counselling, student orientation, family involvement, effective supervision and consistent enforcement of institutional regulations.

Overall, the findings of this study are consistent with recent empirical evidence showing that social vices among undergraduates are associated with peer influence, family environment, social media exposure, economic pressures and substance use. The findings also indicate that controlling these behaviours requires a multidimensional approach involving families, students and university authorities through counselling, orientation, effective supervision, preventive education and consistent enforcement of institutional rules.

### **Conclusion & Policy Implications/Recommendations**

The study concludes that social vices among undergraduate students are associated with factors such as peer pressure, poor parenting, social media influence, economic pressures and drug influence. The findings further indicate that effective control requires coordinated intervention involving students, families, university authorities, security agencies and civil society organizations. Social vices should therefore be addressed through prevention, early intervention, counselling, effective supervision and consistent enforcement of university regulations rather than relying solely on punishment.

Based on the findings, the following policy actions are recommended:

1. **University Senates and Management:** Universities should strengthen student orientation and counselling programmes, particularly during admission and throughout students' academic programmes. Universities should also establish clear reporting mechanisms for examination malpractice, cultism, substance abuse and other forms of misconduct, with disciplinary procedures applied consistently and fairly.
2. **Examination Management:** University authorities should strengthen examination supervision through appropriate seating arrangements, adequate invigilation and clear examination regulations. Students should also receive regular education on academic integrity, plagiarism and the consequences of examination malpractice.
3. **Security Agencies:** University security units should work closely with relevant security agencies to establish information-sharing and early-warning mechanisms for threats involving cultism, drug-related activities, violence and other security concerns. Such cooperation should respect students' rights and university disciplinary procedures.
4. **Counselling and Student Welfare:** Universities should provide accessible counselling and referral services for students experiencing peer pressure, substance-use problems, academic difficulties or financial and social pressures. High-risk cases should be referred to appropriate professional services where necessary.
5. **Parents and Guardians:** Parents should maintain regular communication with students, provide appropriate guidance and encourage responsible peer relationships. Universities should also create channels through which parents can participate in preventive programmes without undermining students' independence.
6. **Civil Society Organizations:** Civil society organizations should partner with universities to provide programmes on drug-abuse prevention, digital citizenship, academic integrity, conflict resolution and responsible student behaviour.

7. **Student Participation:** Universities should establish regular dialogue platforms between students and management to enable students to report concerns, participate in problem-solving and contribute to policies affecting student welfare and campus security.

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