Full Length Research Paper

Social vices associated with the use of Information Communication Technologies (ICTs) in a Private Christian Mission University, Southern Nigeria.

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This study is designed to address social problems associated with Information Communication Technologies (ICTs) and implications they portend on studentship in a Private Christian Mission University, Southern Nigeria. It tries to find out how the engagement of ICT devices results in social vices on campus. Drawing from recorded data between 2006 and 2012 academic year, the study reported six ICT tools associated with eight social- ills. Relying on raw data of 900 students disciplined within this period, the study reported that 187 students were expelled while 46 were advised to withdraw due to their involvement in ICT-related vices. Moreover, the study shows that 78 students served 1 year suspension while 589 students were suspended for one month. Findings of the study also revealed loss of all student rights infinitely for expelled students, nearly all rights for those advised-to-withdraw and all for a specified period for the suspended students. Practical implications of these disciplinary actions are discussed and potential future directions on this subject are proposed.

Key words: Social vices, ICTs, students', private mission university.

INTRODUCTION

The rapid aculturation arising from globalisation has been identified as an important factor responsible for increase social vices in modern societies (Udebhulu, 2009). Individuals have to contend with these vices because they violate societal norms and values. In other words, they could be regarded as 'a thorn in the flesh' of human peace and tranquility. Although Jones et al. (1985) noted that the rate of vices in the developed economy is very high as indicated by its increasing occurrence, but it could be observed that it has minimal impact on national development because of a robust structure to fund security systems that are committed to protecting lives and properties and bringing perpetrators to book. However, the problem is a major issue of concern in most developing countries, where complex vices are alien to their culture (Omonijo and Nnedum, 2012b). Moreover, powerful security network and committed security personnel to combat social-ills, mostly ICT related ones are relatively lacking in this aspect of the world, and most especially in their Universities.

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Nigeria is a classic case in point, where large quantity of literature on social vices are found. Prominent among them being the works by Jumaat (2001), Kuna (2008), Atabong et al., 2010; Fasasi, 2006; Kayuni, 2009; Olasehinde-Williams (2009), Okafor and Duru (2010), Jekayinfa et al. (2011), Osakwe (2011) and Omonijo et al. (2013b). Other studies focused on vices hindering the peace and smooth running of academic calender on many campuses. Some examples include, investigations on the escalation of cultism, which has claimed lives of many young promising students (Ajayi et al., 2010; Arijesuyo and Olusanya, 2011); dynamics of Gang Criminality and Corruption in Nigeria Universities (Kingston, 2011); cultism or gangsterism and its effect on moral development of learners in Nigerian tertiary institution (Pemede and Viavonu, 2010).

Another frequently studied topic is on ICT-related social problems prevailing among underdraduates. These challenges have been threatening academic achievement of many students in these institutions (Okwu, 2006; Utulu et al., 2010; Abdulkareem and Oyeniran, 2011; Folorunso et al., 2006; Omonijo et al., 2011a; Omonijo and Nnedum 2012b). 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, 2012b). It is also evident from these studies that the 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 (Obasi, 2006; Ajadi, 2010; Aina, 2010) as cited by Anugwom et al. (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. Hence, social vices, mostly, ICT-related types, which students indulge in with impunity in the public sector is regarded as grievous misconducts and treated as such in the private sector driven educational system. Consequently, this study is focused on a Private Christian Mission University, where many students have been sanctioned based on ICT-related social vices. Implications of these sanctions for studentship are vital issues that have been hitherto ignored in the literature. Thus, to achieve the goal of this study the following research questions are raised.

1. What are the diverse disciplinary actions taken against students for involving in ICTs related -social vices on campus?
2. What are the ICTs associated with social vices and implications for studentship?
3. What programmes could be used to rehabilitate students engaged in ICT associated vices?

Findings of this work, as planned reveal how the use of ICT devices could result in social vices on campus. Apart

from the academic value of this article, the study is expected to come out with programme to inform policy makers on how to rehabilitate the affected students. The fact that many existing studies in the area of education in Nigeria fell short of these efforts, suggests that this study could be significant. The quest for national development and its attendant successes is largely dependent on these youths (Enueme and Onyene, 2010). Therefore, the view of these young students as future leaders as suggested by Omonijo et al. (2011a) should inform the design and development of a transformation programme to assist in reclaiming them from the consequences of these vices and reposition them to be of immense value to a nation (Nigeria) in dire need of advancement.

STATEMENT OF THE PROBLEM

Numerous studies on ICTs related problems have been conducted within the Nigerian context (Folorunso et al., 2006; Lenhart and Madden, 2007; Abdulkareem and Oyeniran, 2011; Omonijo et al., 2011a; Adeoye, 2010; Arinola et al., 2012; Abdullahi, 2012). The flagrancy of the problem keeps on debasing measures put in place to curtail its escalation, and worsening general safety of the entire citenzenry (Adeyemi, 2012; Fasan, 2012). The involvement of regional vigilante groups such as Oodua Peoples Congress (OPC), Ijaw National Congress (INC), Arewa People`s Congress (APC), The Movement for the Actualization of the Biafra (MASSOB), "Bakassi Boys" (BB), Egbesu Boys of Africa (EBA) etcetera amplified the problem Fatai (2012), by creating more tension for the nation (Adebanwi, 2004; Akinwunmi, 2005).

Scholarly endeavours on the possible solutions in recent times have so far concentrated on the need to have regular seminars, symposium, lectures and resear-ches. The study of Adeoye, (2010) on various ways in which students employ mobile phones to perpetuate examination misconduct is one of such efforts. Findings of this study revealed four ways through which students indulge in examination misconduct with mobile phones and resolutions on how to curb them. Nevertheless, the study failed to examine "e-cheating" habit of students within academia. "E-cheating" according to Omonijo et al. (2011a), is the habit of students employing ICT gadgets to indulge in examination misconduct. Although mobile phone is one of these devices, but other ICT materials such as I-pods, I-pads, desktop computer, galaxy tabs etcetera were conspicuously omitted in Adeoye (2010) study. This gap in knowledge was addressed by Omonijo and Nnedum (2012b), in three selected Universities in Nigeria. Using data of 199 students, five ICT devices were identified with examination misconduct. However, the work recommended 10 ways of getting rid of this social problem among the nation's undergraduates. Nonetheless, the study limits its scope to public citadel of

learning and ignored private institutions, which are not only more ICT compliant, but effectively and efficiently managed than public sector institutions (Aina, 2010). Moreover, the study focused on only one social vice (examination misconduct) and thereby excluded other social-ills associated with ICTs, diverse disciplinary actions taken against students as well as implications of such actions on their studentship. Hence, the need to make up for these gaps in knowledge on this subject matter from the Nigerian perspective.

AN EXPOSITION OF RESEARCH ON SOCIAL VICES IN NIGERIA

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 high level of illiteracy, mass unemployment Omonijo and Nnedum (2012a); abject poverty Omonijo et al. (2011b), prevalence of general indiscipline at all levels of the society, incomplete sociali-sation (Nwosu, 2009; Anho, 2011) and globalisation, which touches on economic, political, social, cultural, technological and environmental facets of human life (Jike and Esiri, 2005). The socio-cultural and technological aspects according to Jike and Esiri (2005) are crucial to this discourse, as it has resulted in the acculturation of countries worldwide. It has also prompted developing nations to embrace ICTs, which is partly responsible the current challenges confronting modern nations (Udebhulu, 2009).

In the Nigerian, Omonijo and Nnedum (2012b) obser-ved that exposure of children to ICTs has been instrumental to the raising wave of social vices such as examination misconduct, criminal behaviours, Srivastava (2005) among others. In many homes in Nigeria, parents are not available to train their children due to their engagement in white collar jobs, businesses and other economic activities (Nwosu, 2009). As a result, the activities of children are not checked by their parents at home. This is an indication that deviation from the traditional role of women in home keeping, caring for the children and aged as emphasized by Murdock (1949), has created a vacuum, which most parents filled with ICTs. The time spent on child training in the traditional settings is now being spent in work settings and busines-ses for salaries, remunerations and profit making ventures. The over pursuance of wealth syndrome by most parents has produced wards who do not know and comprehend their parents. Consequently, most children reflect what they watch in television programmes, videos and internet web pages (Aggarwal, 2010). Some of them equally learn from nannies, housemaids and relations (Nwosu, 2009). Such children are at risk of developing dysfunctional and psychopathic behaviours, due to ineffective parenting, poor supervision and unchecked access to ICTs (Ajiboye et al., 2012).

On the other hand, in homes, where parents are available, children are often led into dysfunctional behaviours like cheating, dishonesty, cultism, smuggling, prostitution, probably for financial gain and other reasons best known to them (Nwosu, 2009). In fact, the study by Omonijo and Fadugba (2011) identified ten ways in which parents influence their wards to indulge in examination misconduct. The danger of this as Nwosu (2009) noted is that children first learn ways of coping with the society through socialization in the family before proceeding to institutions of learning. The implication of this is that if children are not brought up properly at home, it would definitely affect their behaviours in the school environment, this scenario seems to exhibit true situation of most children in various institutions of higher learning in Nigeria today.

THEORETICAL INSIGHTS

Over the years, studies have shown that man's society translates from a primitive form to a more complex state in the process of time (Marx and Engels, 1848; Darwin, 1861; Spencer, 1887; Durkhiem, 1893; Marx, 1894; Tonnies, 1925; Sorokin, 1937; Toynbee, 1946; Rostow, 1960; Lerner, 1958; Levy, 1966; (Comte, 1856) as cited by Coser 1977). Of all these works none to a large extent gives credence to this article than (Rostow, 1960). The paradigm emphasises the process of change towards social, economic, and political systems developed in Western Europe and North America from the 17th to 19th century and spread to other parts of the world (Eisenstadt, 1966). It claims that developing societies must pass through five stages before attaining development, engaging the efficacy of capitalism. The instrumentality of capitalism as a weapon of achieving development makes this view different from the standpoint of classical Marxism, which opts for socialism that seriously abhors private accumulation of wealth and exploitation of the working class that capitalism stands for (Rodeny, 1972). On this note, Frank (1971), condemns Rostow (1960), and presents 'development of underdevelopment' as the radical counterpart of his take off stage. Frank (1971), advances by scornfully describes the entire thesis as an uneven structure, tagged: "metropolis-satellite relations". The nature of this relationship is a gigantic and systematic rip-off, because 'surplus is continuously appropriated and expropriated upwards and outwards to the detriment of under-developed societies (Frank, 1971). Scholars such as (Lenin, 1919; Fanon, 1965; Rodney, 1972) share the same view with Frank (1971) mostly on the ground of

slavery and colonialism, and conclude that development is not possible within capitalist relations. Hence, their advice for developing countries to de-link radically from the world system.

Examining these approaches in development context, dependency scholars could be commended for observing the implications of slavery and colonialism in the process of development of underdeveloped societies, which Modernization scholars fail to recognise. Certainly, there is wide agreement among critics that the conceptual weakness inherents in modernization theories consists in failing to emphasize both internal and external connections or relationship between and within societies. Nevertheless, dependecy scholars should not have been employing this experience to justify the continuous underdevelopment of Africa in the comity of nations. Thinking and acting in that direction is what Omonijo et al. (2011b) called an 'escapist approach' in order to shift the blame to the extrinsic others.

Dependency scholars have also been questioned for maintaining that development is not possible within metropolis-satellite relations. Although this suggestion justifies South-South underdevelopment experience within capitalist powers, but it negates the spectacular growth of many East- Asian economies-Japan, Hong Kong, Singapore, Taiwan and South Korea and the late developers like China, Thailand, Malaysia and Indonesia within metropolis-satellite relations (Pereira, 1993). Besides, dependency approach fails to recognize the role of internal factors in the backwardness of Africa. Factors such as inter-tribal war, religious riots, communal clashes Omonijo et al. (2011b), ethnicity and tribalism Nnoli (1980), prevalence and persistence of endemic corrupttion across the Nation (Akani, 2001; Offiong, 2001; Omonijo et al., 2013a) have played more cogent roles in her backwardness than imperialism (Warren, 1980). Moreover, radical de-link from the world system is a policy problem limiting the application of dependency paradigm. It is practically impossible and thus, very useless to any development planner worldwide. Therefore, it may never be an antidote to African development. No matter the situation, no country will ever be an Island on its own. Nations will continue to interact with one another in order to enforce the law of comparative advantage (Smith, 2003). In the process, acculturation, which introduces a new way of life including latest technologies to the existing culture Mishra (2010), is enforced. The leadership of each society determines how the change will be managed and sustained for the betterment of the entire citizenry. Therefore, underdeveloped nations' contact with the West was a positive development as posited by Warren (1980), but poorly managed largely by the elite of underdeveloped societies as indicated in Rostow's thesis.

The first stage, that is traditional, is akin to Pre-Colonial era of underdeveloped societies, when there were no formal education, industrialization and white collar jobs. Traditional African religious worshipping was prevalent in traditional settings. Human beings were being used to make sacrifice to gods. Giving birth to twins and albinos was a taboo that warranted death. People's means of livelihood were subsistence agriculture, petty trading, fishing etc (Omonijo and Nnedum, 2012b). Obnoxious cultural practices such as widowhood, preference for male child, female genital mutilations etc were in vogue. The second stage, that is precondition for take-off, could be considered as colonial era, which introduced underdeveloped societies to western culture. The period marked establishment of formal education, paid jobs, modern means of communication, trade and commerce. Another form of government that brought about the commencement of the rudiment of democracy emerged (Omonijo, 2008). In the same manner, a new form of religion known as Christianity was introduced to traditional people. This development marked the commencement of destruction of barbaric cultural practices and worshipping of idols or gods. Education and politics brought about the emergence of elite as a social class. The third stage, that is take off could be considered as independence era, but it failed to capture Rostow's prescriptions in social, political and economic terms.

Socially, our institutions could not be properly reshaped to permit the pursuit of growth. Elite elites are squandering resources by marrying many wives, taking chieftancy titles, organising unnecessary parties (obituaries, naming ceremonies, birthday parties etc.). Politically, the reign of power was handed over to mediocre in 1959 general election. 1965 elections were mercilessly rigged. Chaos and anarchy that characterised the 1965 general elections was greater than that of 1959 (Akani, 2001). It resulted in military incursion into politics and later aggravated to civil war that cost the nation 2 million persons and valuable properties (Omonijo et al., 2011b). Economically, investment, which should have been a proportion of national income, suffered a serious setback due to corruption and other internal problems. These adversely affected strategies such as Exportation of Primary Produce (EPP), Import Substitution Industrialization (ISI) and Export Oriented Industrialization (EOI) put in place to ensure the growth of manufacturing industries (Ake, 1986; 1996). Consequently, per capital output failed to outstrip population growth. Hence, continuous progress that would have ushered in Nigeria to industrialization and the last two stages of development, Stage of maturity and age of mass consumption, was nipped in the bud. Haralambos et al. (2000) believe that a country is considered to be industrialized when her industrial sector contributes at least 25% of GDP, consists of 60% or more of manufacturing and employs more than 10% of the population. These conditions failed to materialize in Nigeria because elites, mostly the rulling

class, siphoned financial resources meant for their actualisation Omonijo (2008), which invariably affected the nation's human capital, in term of brain drain (Omonijo et al., 2011b).

In every developed nation, elites played an active role in her take off stage. Such includes Bismarck of Germany, Meiji of Japan, Lenin of USSR, Ataturk of Turkey, Bonaparte of France and Chamberlain of Britain (Aboribo, 2009). Thus, the stage is an actively pursued project in which the state plays crucial economic roles. Instead of taking a clue from these societies, as well as Paraguay, which refused satellization and permitted self-generating development, African elites, either in the military or politics, being 'a class in itself', (Wright 2006; Borland, 2008) have failed woefully to act decisively. They mercilessly embezzled resources meant for national development (Omonijo et al., 2013a) in their countries and stockpiled the loot in foreign banks. It is not evident in the literature that a white man loots the resources of his country and stockpiles the loot in Africa. Ironically, the loot of African elites is being used to boost economies of Western nations. What a shame! Consequently, the structure of Nigeria could not make adequate provision for employment for classes of people interested, leading to high rate of joblessness (Omonijo and Nnedum, 2012b) that aggravates abject poverty among the citizenry (Omonijo et al., 2013c). Hence, the nation retrogressed from one of the richest 50 nations in early 60s to become one of the poorest in the world in recent times (Omonijo et al., 2013c). Going by Merton, (1968), inability to secure means of livelihood legitimately can prompt escalation of social-ills among youths. Untrained, unfed and uncared for children may likely resort to stealing, child prostitution, thuggery, kidnapping, Advance-Fee-Fraud "419", secret cult, examination misconduct, in order to fend for themselves. With proliferation of ICTs, such social-ills could be facilitated easily than before through "almajiri" and "omole" or "agboro" or "omoonile" and "boko haram" syndrome in Nigeria.

Although, underdeveloped countries began to embrace modernization in early 60s as a tool of achieving development, but the process was largely derailed by the elites of these countries as noted earlier. Global revolution in ICTs is an aspect of modernization meant for effective and efficient computer systems for processing information for the betterment of humanity in underdeveloped societies (Olaniyi, 2009; Ramjit and Singh, 2004 as cited by Omonijo and Nnedum, 2012b). E-learning, e-administration, e-banking or commerce are all parts of ICT, which modernity originally designed for human comfort, but hoodlums in Nigeria seem to have hijacked the initial good intention of introducing ICT through modernity to the detriment of the nation's advancement. While developed nations are advancing in science and technology many Nigerians are advancing in

using the same to perpetrate social-vices (cyber scam, e-cheating, hijacked e-mails, fake websites and all sort of computer fraud) through the aid of the internet online business transactions (Chawki, 2009) as cited by (Igwe, 2011). This could be corrected by instituting sound education at all level, through discipline, not only in the Private Christian Mission Institutions but also in the public sector.

METHODOLOGICAL ISSUES

Research design

This study employs ex-posit descriptive design because events that led to it took place in the past. Moreover, cross-sectional design was used to complement the former. This is because opinions of different sections of the university community were sought for the study.

Research instruments

Primary and secondary means of data collection was adopted. It involved excursion into literature and retrieving of information from registers. Information concerning the number of students penalized for ICTs related social vices in the last seven years and their penalties were retrieved from written documents produced by the Chairman of Disciplinary Committee (CDC) in the institution under study. Moreover, in-depth interview was used to complement retrieved information.

Population of study and sample size

Students and staff constitute the population of study. The total population in figure is 8, 322. Out of this figure, the student body represents 7, 840 academic staff constitutes 402 while staff of Student Affairs represent 80. Out of this number - 8, 322, 60 interviewees were randomly selected, that is, 45 from the student body, 10 from the academic staff and 5 from student affairs unit.

Sample techniques

Opinions of staff acquainted with students' activities as regard ICTs on campus were of paramount importance to the study rather than general opinions of people that may not reflect reality. Thus, purposeful sampling method was used to select interviewees from the population. Proportional sample method was first of all applied to the population. Therefore, the University was divided into 22 departments. Each of them produced interviewees according to its popplation. The same method was applied to academic and student affairs' staff. Simple random method was later used to select each interviewee from their departments and sub-units.

Data analysis

The data was analyzed using frequency tables and percentages.

RESULTS

Table 1 presents the descriptive statistics on diverse

Table 1. Descriptive statistics on diverse disciplinary actions taken against perpetrators' of ICTs related social vices.

S/n	Diverse Disciplinary Action Taken Against Perpetrators of ICT related social vices	No. of students involved	%
1	Expulsion	187	20.7
2	Withdrawal	46	5.1
3	1 year	78	8.7
4	4 weeks	589	65.5
	Total	900	100

Source: Field survey data, 2013.

disciplinary actions taken against perpetrators' of ICTs related social vices on campus between 2006 and 2012 academic year. Statistics indicate that 900 students were penalized for indulging in ICTs-related social vices. Out of this figure, 187 (20.7%) were expelled, 46 (5.1%) were advised to withdraw, 78 (8.7%) were placed on one year suspension and 589 (65.5%) were placed on 4 weeks suspension.

Table 2 shows descriptive statistics on ICTs which students used to indulge in social vices and its implications. Around 18.7% of them used their laptops to indulge in pornography while 15% used their I-Pod. Also 4.8% used their mobile phones while 2.7% used their modems. This was followed by 28.3% students that were involved in the act of stealing ICT tools. The result shows that 24.6% of them were identified with laptops, 3.2% were linked with I-Pods while 0.5% associated with mobile phone. Similarly, 10.2% of the students involved in indecent behaviour relating to storing pictures, where they were smoking cigarette and Indian hemp as well as drinking of alcohol on the following ICT materials: I-Pods 5.9% and laptops 4.3%. Students caught in possession of cult-related materials on their laptops represent 9.1% while those caught for examination misconduct with ICT devices represent 8.5%. 3.2% of them used their desktops to cheat, 2.7% used their I-pod and 2.1% used their calculators. 1.6% students involved in computer related fraud i.e. hacking into data base and bank fraud. Finally, 1.1% students used their laptops to store indecent pictures. The first implication of the above on studentship is expulsion from the University, which is the ultimate penalty. This is followed by advised-to-withdraw from the institution.

Data in Table 2 also show that greater proportion, 8.7% of the students served 1 year suspension for using their ICT devices to engage in indecent behaviour. About 17.9% of them used laptops while the same number used I-pods to store indecent movies. Also 38.6% used the following ICT devices in storing pornographic pictures and browsing restricted websites. These include 19.2% that used modem, 18.1% I-pod and 1.3% mobile phones. In the same vein, 10.5% of the affected students used the

following devices to store indecent movies: 12.8% I-pods, 6.4% mobile phone and 1.3% laptop. 52 of them involved in possession of indecent pictures on their ICT tools: 25.8% used mobile phones, 24.2% used modem, 17.7% used laptops and 14.5% used I-pods. 6.4% students were caught for indecent music and video with I-pods. 1.3% student each was caught for examination misconduct with mobile phone and I-pod while 1.3% was caught with cult-related materials with an I-Pod. In addition, 76.4% of the students used their mobile phones to engage in immoral sexual communication with the opposite sex, followed by 9.2% students who used the following ICT tools for indecent movies: laptops 5.1% and mobile phones 4.1%. However, 3.6% of the students used their modem to browse pornographic web sites, 3.1% used their I-pods to store indecent music and video materials, 2.6% students used their laptops to store indecent pictures and finally 0.2% used his Galaxy tab to store indecent music and video. These students served 4 weeks suspension.

Note: 5 students did not agree with counselling and advise. 1 academic staff did not subscribe to referral to youth development and leadership institute. Finally, 3 academic staff, 2 staff of student affairs and 15 students did not agree with Bible school attendance.

Examination of the result in Table 3 will, reveal that, three programmes for rehabilitation of affected students were suggested by 59 interviewees among the staff. The first on the list is compulsory counselling and advice. It was found that 16. 7% of the interviewees were academic staff, 8.3% were members of staff in Student Affairs and 75% were students. The remaining 8.3% did not subscribe to this program. This was followed by Referral to Youth Development and Leadership Institute in which 15% academic staff subscribed to. 8.33% members of student affairs subscribed to it and 75% students suggested the same thing. Meanwhile, 1.7% academic staff did not agree with this programme. Lastly, Bible school attendance is the third program. 11.7%, 5% and 50% of academic staff, members of Student Affairs Department and students subscribed to this respectively. Meanwhile 5% academic staff, 3.3% members of Student

Table 2. Descriptive statistics on ICTs associated with social vices and implications on studentship.

S/n	ICTs	Social vices	Implications on studentship				
			Expulsion	Advised to withdraw	Suspension		Total
					1 year	4 weeks	
			F	F	F	F	
1	Mobile Phone	Possession of pornographic materials.	9 (4.8%)	-	1 (1.3%)	-	10
		Examination misconduct	1 (.5%)	-	-	-	1
		Stealing	1 (.5%)	-	-	-	1
		Illegal possession and immoral sexual communication with the opposite sex	-	-	-	450 (76.4%)	450
		Possession of indecent movie	-	-	14(17.9%)	24 (4.1%)	38
		Possession of indecent pictures	-	-	5(6.4%)	10 (1.7%)	15
2	Laptops / Desk-tops	Possession of pornographic materials	35 (18.7%)	23 (50%)	-	-	58
		Examination misconduct	6 (3.2%)	-	-	-	6
		Stealing	46 (24.6%)	14 (30.4%)	-	-	60
		Display of indecent pictures	-	-	1(1.3%)	20 (3.3%)	21
		Possession of indecent movie	-	-	14(17.9%)	30 (5.1%)	44
		Possession of cult-related materials	17 (9.1%)	3 (6.5%)	-	-	20
		Lesbianism	2 (1.1%)	-	-	-	2
		Indecent behaviour-smoking of cigarette & Indian hemp and drinking of alcohol	8 (4.3%)	-	4 (5.1%)	-	12
		Bank and internet fraud/hacking	3 (1.6%)	-	-	-	3
3	I-Pods	Possession of pornographic materials	28 (15%)	6 (13.1%)	8 (10.4%)	-	42
		Examination misconduct	5 (2.7%)	-	1(1.3%)	-	6
		Stealing	6 (3.2%)	-	-	-	6
		Possession of indecent pictures	-	-	10 (12.8%)	15 (2.4%)	25
		Possession of cult-related materials	-	-	1(1.3%)	-	1
		Possession of indecent music and video	-	-	5 (6.4%)	18 (3.1%)	23
		Indecent behaviour-smoking of cigarette & Indian hemp and drinking of alcohol	11 (5.9%)	-	-	-	11
4	Calculator	Examination misconduct	4 (2.1%)	-	-	-	4
5	Galaxy tap	Possession of indecent music and video	-	-	-	1 (0.2%)	1
6	Modem	Browsing of pornographic web site	5 (2.7%)	-	14(17.9%)	21 (3.7%)	40
	Total		187 (100%)	46 (100%)	78 (100%)	589 (100%)	900 (100%)

Source: Field survey data, 2013

Affairs and 25% students did not agree with this programme.

Note: 4 academic staff and 1 member of student affairs unit did not subcribe to referral to youth development and leadership institute.

From Table 4, it is evident that three programs were suggested by 60 interviewees. The first on the list is compulsory counselling and psychotherapy for students slated for suspension. 16.7% of them were academic staff, 8.3% were members of staff in Student Affairs and 75% of them were students. This is followed by Referral to Youth Development and Leadership Institute during holidays in which 14.3% academic staff subscribed to. 9.5% members of student affairs subscribed to it while

Table 3. Descriptive statistics on suggested programmes to rehabilitate expelled and advised-to-withdraw students.

S/n	Suggested programmes	Respondents			Total
		Academic staff	Staff of Student Affairs	Students	
1	Counselling and advice	10(16.66%)	5(8.33%)	40(66.66%)	55
2	Referral to youth development and leadership institute	9(15%)	5(8.33%)	45(75%)	59
3	Bible school attendance up to 3 stages	7(11.66%)	3(5%)	30(50%)	40

Source: Field survey data

Table 4. Descriptive statistics on suggested programmes to rehabilitate suspended students.

S/n	Suggested programmes	Respondents			Total
		Academic staff	Staff of Student Affairs	Students	
1	Compulsory counselling and advice	10 (16.66%)	5 (8.33%)	45 (75%)	60(100%)
2	Referral to youth development and leader-ship institute during holidays	6 (14.28%)	4 (9.52%)	50(83.33%)	60(100%)
3	Bible school attendance on campus.	10 (16.66%)	5 (8.33%)	45 (75%)	60(100%)

Source: Field survey data

83.3% students suggested the same thing. Lastly, Bible school attendance is the third programme. Academic staff, members of Student Affairs and students, who subscribed to this programme are 16.7%, 8.3% and 75% respectively.

OTHER IMPLICATIONS OF INVOLVING IN ICT-RELATED VICES ON STUDENTSHIP.

Implications of involving in ICT related vices are diverse, therefore, they are stated in categories below:

Category A, Expulsion: Expulsion is the ultimate penalty an erring student can obtain. Such a student would vacate campus as soon as he collects his/her letters of expulsion. They are no longer students of the institution ad infinitum, except by a decision of the highest level of management reversing the expulsion. Privileges of registration, class attendance, residence in the hall of residence are withdrawn. It equally connotes withdrawal of privileges of the use of university facilities like sport complex, cyber cafe, library etcetera. All the money spent from admission to the point of expulsion is wasted. They do not have any right to academic transcript. Instead, they will start their academic career afresh by sitting for another Univertsities Matriculation Examination.
Category B, Advised-to-withdraw: Advised-to-withdraw is next to expulsion. Under this category, students involved are expected to vacate campus as soon as they collect their letters of withdrawal. They are no longer students of the university ad infinitum, except by a decision of the

highest level of management reversing the withdrawal. Privileges of registration, class attendance, residence in the hall of residence are withdrawn. It equally connotes withdrawal of privileges of the use of university facilities like sport complex, cyber cafe, library etc. All the money spent from the day of admission up to the point of expulsion is wasted. However, students involved are allowed to collect thier academic transcript at the point of withdrawal and continue their study in another university.
Category C, 1 year Suspension: This is next to with-drawal. Students involved are expected to vacate campus as soon as they collect their letter of suspension. With this development, they are no longer students of the university for one solid year, except by a decision of the highest level of management reversing the suspension. Privileges of registration, class attendance, residence in the hall of residence are suspended. It equally connotes suspension of privileges of the use of university facilities like sport complex, cyber cafe, library etcetera. Such students will forfit one year and they will not be able to graduate with their set.
Category D, 4 weeks suspension: This is the least penalty that can be giving to students. Such students will vacate campus as soon as they collect their letters of suspension. With this development, they are no longer students of the university for a month, except by a decision of the highest level of management reversing the suspension. Privileges of registration, class atten-dance, residence in the hall of residence are suspended. It equally connotes suspension of privileges of the use of university facilities like sport complex, cyber cafe, library etcetera for this period. However, if this period falls within

examination, such students may not sit for all examination slated for that period. This will prevent them from registering for the next academic semester. In that wise, such students will loose one academic session.

Apart from the above, a copy of disciplinary letters received by students is always kept in their files for future reference. That serves as a negative implication on their studentship. Moreover, such students are not allowed to take part in any excursion outside the University. Furthermore, they are not allowed to hold any leadership position throughout their studentship on campus.

RELATIONSHIP BETWEEN ICT AND SOCIAL VICES

A-Mobile phone: Students employed this device to store relevant materials in courses being examined prior to examination. Such students were caught while copying these materials from their phone to answers scripts in the examination hall. Moreover, the same device was used to store pornographic materials and indecent movies. Such students (male and female) used to watch these materials at night in order to learn, secretly how to engage in fornication with the opposite sex. Moreover, students engaged mobile phone to indulge in indecent sexual communication with the opposite sex in and outside campus. Discussion on how to meet with the opposite sex in club houses and hotels were being made with this device. Finally on this device, those who cannot afford expensive mobile phones used to steal from other careless colleagues.

B-Laptops/Desktops: These devices were used to store pornographic materials, indecent movies, cult-related materials and pictures such as nudity. Since laptops are being used to browse for academic materials, they copy these materials from the internet and watch them secretly on campus. More often than not, they store them in hidden places where they can only be discovered by ICT-knowledgeable persons. Secret cult materials such as songs, pictures, logos etcetera are stored on their laptops. Furthermore, students use this device in hacking into data base with the aim of committing fraud. Also, pictures where students were drinking alcohol, smoking cigarette and Indian hemp in parties outside the campus were stored on laptops. Where computer desktops are very essential for examination, students used to copy answers from other students through internet in the examination hall. The use of laptop led to high rate of stealing on campus. Students who need money for other things such as school fees, secret cult initiation and material things stole the laptops of thier colleagues who were careless and sold them outside the University.

C, I-Pods: I-Pods were also used to store pornographic materials, indecent movies and pictures. Moreover, cult-related materials such as logo, songs and pictures are stored in it directly. Also, pictures where students were drinking alcohol, cigarette and Indian hemp in parties outside the campus are taken and transferred to their I-Pods. Since I-pods are used to store lecture notes, students also use it to store materials relevant to subjects being examined during examination. The aim of such attempt is to copy answers from the device. Also, it has led to stealing on campus. Students who cannot afford it steal from their friends or roommates.

D-Calculator: This was used to perpetrate examination misconduct. Relevant materials such as formula etcetera were inscribed on calculators prior to examination. Students were caught in the process of coyping them to their answer scripts.

E-Galaxy tap: This device was used to store indecent music and video. Students used to listen and watch them at their private time.

F-Modem: This device was used to browse web sites for pornographic materials, indecent movies and music etcetera. They stored these materials on their ICTs.

DISCUSSION

Apparently, it could be deduced from this study that the citadel of learning under study operates by strigent rules and regulations. Moreover, it is observed that justice is administered without fear or favour. No matter whose ward is involved, the wrath of law is applied as indicated in Tables 1 and 2, and the seriousness of vices committed determined penalties meted out. This is largely appreciated and commendable because these are very rear not only in the management of public sector education, but other institutions in Nigeria and their implementation of justice (Omonijo and Nnedum 2012b). Nigeria is a country where justice is denied. Thus, evil peoples hold sway in every affairs of life. This may be associated with the escalation of social-ills in her 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 offend-ers who contemplate committing crimes (Saridakisa and Spenglerb 2012).

However, the financial cost of these disciplinary actions on parents is grevious. It costs a parent .6 million naira to finance a ward in a year, if such a child is expelled after two or three or five years, it means, such a parent has lost a substantial amount in cash as well as in human capital to ICT related vices. Its psychological trauma, mostly to parents who borrowed money to pay school fees could lead to high blood presssure, hypertention and sudden death. The sociological implication is that such a child may lose proper parenting that is needed at that point in life. Psychologically, such a child will have to grapple with self enacted stigma that trails a university drop-out in Nigerian society. In term of time, if a child is rusticated after four years on campus, it means starting his or her higher education afresh. Four years lost may

prevent a student from catching up with his mates in life. In order not to inflict permanent stigma on such students, disciplinary actions could be complement with spiritual exercise such as counselling, psychotherapy and spiritual transformation as presented in Tables 3 and 4. These measures could enable them to be transformed, as Jesus is not interested in the death of any sinner, but his repentance and acceptance to iternal glory. Therefore, such programme could go a long way in destroying and reconditioning the dysfunctional habit in the lives of affected students.

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 techonology, the more likely humanity experiences more complex vices which are the vicious fallout of postmodernism. However, the rate of its escalation in Nigeria, previously known for moral decency and decorum is beyond the writers imagination. In other word, the way Nigeria suddenly emerged as a purveyor of cultural and structural vices due to the alarming level of social decadence arising from ICTs 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 lies in Private Christian Mission Institutions. Elites who lack discipline would definitely be void of ingredients for effective and effecient administration. This may not be unconnected with bad government, resulting in the back-wardness of Nigeria. When the righteous are in positions of authority, the people may likely rejoice, but when the wicked are in power, the people may lament, mourn and regret. Nigeria has degenerated to this level because graduates recruiting to work settings from the public tertiary institutions lack the moral, spiritual, psychological and sociological competence required for constructive engagement in postmodern workplace.

Also, it is observed with keen interest that most students enroling in Private Christain Mission institutions do not realise the essentials of discipline that the institution is out to enforce. They must have conceived out of their ignorance that social vices being displayed with impunity in the public sector are part and parcel of life, which should be left unchanged. This must have ocassioned the large number of victims recorded in the last 7 years. However, programs of action should be instituted to rehabilitate them, as a faith based citadel of learning, to ensure their usefulness in the nation's building at this crucial time that the nation needs a crop of regenerated leaders to bail the nation out of oblivion.

RECOMMENDATIONS

Based on the above conclusion this study makes the following recommendations.

1. The use of ICT devices should be strictly monitored by the school management on campus and parents at home.
2. Parents should equally make themselves available at home to train their children and stop leaving them in the hands of nannies, house boys and maids.
3. Parents should stop exposing their wards to ICT without adequate check. The use of ICTs should not be used to replace their non-availability at home.
4. Manifestations of social-ills should be reviled in the formal sector and disparaged in informal in Nigeria.
5. Faith based organizations should commence empha-zising on holiness and righteousness, mostly among children instead of much trouncing on prosperity.
6. Good conducts among children should be commended and rewarded in the family, school and church environ-ments.
7. Acculturation is good, but things that add value to the existing culture should be copied while bad habits should be left in the lurch.

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