



# **Cultism And Secondary Schools Students' Academic Performance In Basic Science In Etche And Omuma Local Government Areas, Rivers State**

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## **ABSTRACT**

The study examined the effect of cult related activities on the academic performance of Basic science students in selected secondary schools in Etche and Omuma Local Government Areas of Rivers State. The study adopted a descriptive survey design. The population of the study comprised of all Basic science teachers and junior secondary school III students in the study areas. Simple random sampling technique was employed to select 29 Basic science teachers and 200 junior secondary school III students from 20 public secondary schools in the study areas and used for the study. Four research questions were posed to guide the study. Four null hypotheses were formulated and tested at 0.05 level of significant. A research questionnaire was used for data collection and was structured using Likert 5-point rating scale of agreement. Cronbach alpha reliability coefficient was used to test the instrument and was found to have 0.92 reliability coefficient. Data collected were analysed using mean statistics and standard deviation with an acceptance mean value of  $\geq 3.00$ . Findings showed that exerting authority or supremacy, influence of politicians, parental influence, peer influence, lack of guidance or direction, broken families were some factors that motivates students to join secret cult; engage in incessant fighting, killing, thuggery and rubbery/stealing, smoking of cigarette and Indian hemp, examination malpractice, were some cult related activities carried out by students. It was also found that, destruction of lives and property of students and the university, there is decline in academic of cultists, there is increase in malpractice due to non-seriousness of cultists in their study, were some of the effects of cult related activities among others. Based on the findings, the study recommended that there is need for sporting, recreational and rehabilitation centres to be created where young and energetic youths will dissipate their energies and that the government should establish tribunal to try cultists and if found guilty should be sentenced accordingly.

**Keywords:** Cultism, Basic science, Academic performance, Etche and Omuma LGAs.

## **INTRODUCTION**

In Nigeria today, what was seen to be a source of fun and avenue for agitation has being turning into its greatest nightmare to her citizen both in the urban and rural areas. One may begin to imagine what this phrase is all about, the simple answer is the word 'Cult'. According to oxford dictionary of current English the word 'cult' means a system of religious worship especially one that is exposed in rituals. Cults today have now being popularly known as 'confraternity' and have assumed a monstrous feature in our various institutions of learning and the society at large (Pemedede & Viavonu, 2010). This is probably because international figures have been known to be members of the most of the confraternity in their institutions.

Longman Dictionary of Contemporary English in Usman (2015), defined “cult” as the group of people believing in a particular system of religious worship with the special customs and ceremonies, worship of or loyalty to a person, principle or idea. Furthermore, the Lexicon Webster Dictionary also in Usman (2015) defined cult as a system of religious worship especially with reference to its rites or ceremonies; a sect adhering to a common ideology or doctrine especially when such adherence or devotion is based on fanatical beliefs or dogma; an instance of fixed, almost religious, veneration for a body of admirers.

The dealings of these cult groups were and are always done in the secret where it is now being referred to as a secret cult. Meanwhile, Onugha (1998) stated that secret cults are groups or organizations characterized by the use of secret initiations or rituals, oaths, grips or handclaps or signs of recognition between members. The existence of membership, plans, activities and rituals of such societies are usually kept secret and not revealed to non-members. Osakinle and Falana (2011) describe secret cult as a group of people whose activities are carried out in exclusive locations and unusual times. Ajayi, Ekundayo and Osalusi (2010) concludes that 'cultism' is a ritual practice by a group of people whose membership, admission, policy and initiation formalities, as well as their mode of operations are done in secret and kept in secret with their activities having negative effects on both members and non-members alike.

In 1979, the constitution of Federal Republic of Nigeria has it stated that a secret society/cult means a society or association being a social, cultural or religious body that uses signs, secret signs, oaths, rites or symbols, whose meeting or other activities are held in secret, whose membership is without regard to merit, or justice, to the detriment of the legitimate expectations of those who are non-members. The definitions of secret cult indicate that it is a thing that lacks legal backing, recognition and concession because it does not entail what is in the interest of the general public or non-members which seem to be one then wonders why a great number of people cherish and practice it.

Unfortunately, this situation that has turned into societal menace in Nigeria emanated in Euro-American universities to Nigerian universities and other higher institutions down to even primary education of learning with their activities disrupting academic works in Nigeria institution of learning.

According to Nwaigwe (2020), the collapse community culture is one of the major causes of cult related activities world-wide she maintained that when the community culture did not collapse, parents were seen as the custodian of authority, next to God and gods, respect for elders were high, moral reititude were at its apex, social vices were upheld accordingly, lifestyle of each community has high value and para-venture one violence's any one he/she will never go unpunished. Cult or secret cult whether from theological, sociological or legal point of view could be seen as a ritual practice by a group of people whose membership, admission, policy and initiation formalities as well as their mode of operations are done in secret and kept secret with their activities having negative effects on both members and non-members.

Cult related activities in Nigerian campuses had to a large extent threatened internal security and derided the intellectual property which the students of jsssIII came to acquire and other students of higher classes. For instance, Amoa-Kehinde (2003) states that the year (1997), witnessed aware of blood-bath on campuses. It was the year when secret cult terrorized the academic communities to the extent that the then registrar of university of calabar had to call on the federal government to grant principal officers in the nations' universities permission to carry firearms for self-defense. It was a year when children of highly placed personalities in the society were implicated in cult activities and a year when it was discovered that social menace had spread from the tertiary institution to primary and post primary schools.

However, societal values continued to be abused by children or students, who want to get whatever they want through cheap means by not struggling for it. Since the younger generation are copying this obnoxious practice and lifestyle of their elders, societies will continue to lose their prioritized value in academic industry and other industries of the world.

Note should be taken that cultism is an evil wind that blows no one good, research findings affirmed to this citation and we are all aware that when an ill-behaviour has stay long in a given society it become as tradition which many youths may like to join without knowing the latent implications.

Opaluwah (2000) stated that cultism in Nigerian educational institutions could be traced to the registration of pyrates confraternity by Wole Soyinka in the University College Ibadan in the early 50s, as a harmless

organization with the sole aim of abolishing convention and combating tribalism and elitism with chivalry. However, the sole aim was not adhere to as conflict and violence characterized the process leading to disruption of academic calendar and has continued even till now.

According to Ogunbameru and Daodu in Alanamu, Olanrewaju & Muhammed (2018), who defined secret cult to be any form of organization whose activities are not only exclusively kept away from the knowledge of others but such activities are carried out at odd hours of the day and they often clash with accepted norms and values of everyday life. More so, stated that of all the factors militating against smooth academic calendar, secret cult activities appear to be the most intractable today. Lar in Ezema et al (2017) in the same vein, also pointed out that the activities of cult members have led to so much loss of life and property especially in our institutions of learning; students kill and injure themselves during intra and inter cult clashes on revenge mission's valuables like cars and houses are burnt down electronics, provisions in shops among others are looted. E.g (2012) uniport cult clashes that claims the lives of 6 students.

All these activities and philosophy held by members of secret cults obviously manifest in them to the perpetration of acts of violence in the society. Their operations are conducted in secrecy and they carry out their initiations and ceremonies during night-time. Erinosh (2004) affirmed that drug abuse, rape, extortion, maiming, arson, stealing, examination malpractices and killing are some of the aftermaths of their secret activities. It was further stated that rather than focusing on the intention of its founding fathers it inflicted pains on the society through wanton killing of people and destruction of properties.

Ezema, Otu and Abah (2017) noted that prevalent in the activities of cultists among our secondary school students are smoking and drug abuse. In one Lancashire secondary school in the United Kingdom, David and Cowley in Ezema et al (2017), also affirmed that some students were addicted to smoking of cigarette and it would be unrealistic to expect them to stay without having a cigarette the whole day in school, Ejionueme (2004) noted that cultism accounts for disruptions in teaching and learning processes. More so, that such problems have their tolls even on the society. Apart from being the causes of poor performance in examinations, they fill the state and the society with thugs and robbers. Such thugs and robbers are products of our secondary schools that spent their precious time learning and devising techniques for committing heinous crimes. Umeh (2001) noted that cultism thrives in a situation like ours where law enforcement is not effective, where order is easily broken because the custodians of these laws act as if they are above the law. When these activities are carried out, it affects students' academic performance in Basic Science and the entire school live as most students will skip classes just to stay safe.

In a nutshell, Basic Science according to Afuwape & Oriola (2017), is a subject that provide background knowledge on manpower training in applied Science, technology and commerce, to provide preliminary knowledge and acquisition of skills necessary for physical, agricultural, industrial, commercial and economic development, to provide students with early Basic scientific knowledge to the improvement and give solution for environmental problems for the use and convenience of many; to give an introduction to students who want to be professionals in science and technology fields in secondary schools. According to Federal Republic of Nigeria Revised (2014), the programme (Basic Science) is built for early childhood, primary, junior secondary and other kinds of non-formal education, it is a complete nine-year Basic Education programme. A programme of such magnitude need not be disrupted by anything as to allow secondary students concentrate more on acquiring knowledge and skills.

Meanwhile, Nnanyi (2015); Onyemwinmina & Aibieyi (2015) noted that students see secret cult as fun and wants to belong. Studies shows that most students who found themselves carrying out cult related activities claimed that some of these factors as a motivating factor that led to them belonging to cults. Some of these factors include: need for protection, economic/financial benefits, exerting authority or supremacy, broken family, drug abuse, lack of guidance or direction, indoctrination and deceit, influence of politicians and school administration, parental influence, academic excellence, peer influence, deplorable school facilities among others. They carry out these activities been ignorant of the fact that it will affect their performance academically.

Adewale (2005) stated that secret cult activities have become a major social problem in the Nigerian schools with obvious psychological effects. The emergency of secret cultism has been characterized by

some bizarre and violent activities which include, physical torture as a means of initiating new members, maiming and killing of rival cult members and elimination of real and perceived enemies. Meanwhile, studies by Umeh (2006) have suggested that parents are moral authorities to their wards and should retrace their steps to moral and ethical standards, for the society to experience some long term benefits. More so, Osakinle and Falana (2011) stated that the introduction of guidance and counseling services into the schools is paramount in handling cultism in secondary schools. By implication, school counsellor showcases the repercussions of cultism, works in close relationship with students' affairs, organizes orientation programmes and counsel's parents and guardians. However, knowing that this situation is different in the Nigeria secondary schools as have been shown by report, it become relevant to the researcher to also investigate the effect of cult related activities on academic performance of Basic science students in selected secondary schools in the study area.

### **Purpose of study**

The main purpose of this study is to investigate the effect of cult related activities on academics' performance of Basic science students in selected secondary schools in Etche/Omuma Local Government Area. The study is specifically set out to achieve the following objectives

- ❖ ascertain various motive that warrants' junior secondary school students' to join cults.
- ❖ identify cult related activities carried out by junior secondary school students.
- ❖ determine the effects of cult related activities on Junior secondary school students' academic performance in Basic science.
- ❖ Determine strategies for the eradication of cult related activities in junior secondary schools.

### **Research Questions**

The study will attempt to find out answers to the following research questions.

- ❖ What are the various motive that warrants' junior secondary school students' to join cults?
- ❖ What cult related activities are carried out by junior secondary school students?
- ❖ What are the effects of cult related activities on junior secondary school students' academic performances in Basic science?
- ❖ What strategies should be put in place for the eradication of cult related activities in secondary schools?

### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance has been formulated to guide the study:

- ❖ There is no significant difference in the mean response of Basic Science Teachers and JSS III students on various motive that warrants' junior secondary school students' to join cults.
- ❖ There is no significant difference in the mean response of Basic Science Teachers and JSS III students on cult related activities carried out by junior secondary school students.
- ❖ There is no significant difference in the mean response of Basic Science Teachers and JSS III students on the effects of cult related activities on junior secondary school student's academic performances in basic science.
- ❖ There is no significant difference in the mean response of Basic Science Teachers and JSS III students on strategies for the eradication of cult related activities in junior secondary school.

### **Significance of Study**

The study is considered significance for the following reasons.

- ❖ It is hoped that this research work would be significant for academic purpose, in that it could be used as a point of reference to other researchers, government, teachers, students, and so on, in carrying out studies on the same problem area or related problems.
- ❖ It is also hoped that the result of the study will enable the educational administrators to design strategies they will adopt in dealing with cult related matters in secondary schools as well putting punishable measures or even rustication of the student(s) from the school.
- ❖ It is hoped that the study will be of value to individuals including students, parents, guardian as well as the educational sector and the society at large.

**RESEARCH METHODOLOGY**

The study adopted a descriptive survey design. The population of the study comprised of all Basic science teachers in junior secondary school and junior secondary school III students in the study area. 29 Basic Science teachers and 200 junior secondary school III students were randomly selected from the 20 public junior secondary schools in the study area. Four research questions were posed to guide the study. Four null hypotheses were formulated and tested at 0.05 level of significant. A research questionnaire was used for data collection and was structured using Likert 5-point rating scale of agreement. Cronbach alpha reliability coefficient was used to test the instrument and was found to have 0.92 reliability coefficient. Data collected were analysed using mean statistics and standard deviation with an acceptance mean value of  $\geq 3.00$ , meanwhile accepted whereas t-test statistical tool was used to test the hypotheses.

**Area of the study**

The study was carried out in Etche and Omuma Local Government Area of Rivers State. Etche is one of the major ethnic groups made up the present Rivers State it is largely situated on a plain land. Etche was formally part of Ikwerre/Etche Local Government Area whose headquarter was Isiokpo. Based on political balkanization, on the 3<sup>rd</sup> of May 1989, it was named a local government area and the first chairman was Mr. Nwankwoala, W.O. and later Omuma was carved out of the then Etche Local Government Area as a local government of its own on the 5<sup>th</sup> day of December 1996. The two local government areas have a population of about 845,140 based on the population 2001 census available record. Etche occupies a geographical area of about 3,600km<sup>2</sup> used for farming, fishing and petty trading. Etche is situated in the Northern part of Rivers State. It is bounded by Imo State to the north, Asa and Ngwa of abia state and Oyibo local government area of Rivers State to the east. To the west Obia/Akpor local government area of Rivers State, to the south Ikwerre local Government area. Etche/Omuma has one constituency in the Nigerian National Assembly.

**DATA PRESENTATION AND DISCUSSION OF FINDINGS**

**Table 1: Mean Response on Motive that warrants' Junior Secondary School Students' to join Cults**

S/N	Variables	Basic Sci Teachers (n=29)			JSS III Students (n=200)		
		$\bar{x}_1$	SD <sub>1</sub>	Decision	$\bar{x}_2$	SD <sub>2</sub>	Decision
1.	need for protection	3.31	1.20	Agreed	3.61	1.10	Agreed
2.	exerting authority or supremacy	4.14	1.18	Agreed	3.85	1.01	Agreed
3.	influence of politicians	3.79	1.01	Agreed	3.69	1.10	Agreed
4.	parental influence	3.90	0.94	Agreed	3.16	1.48	Agreed
5.	peer influence	3.45	0.95	Agreed	3.16	1.48	Agreed
6.	lack of guidance or direction	3.55	1.18	Agreed	3.83	1.19	Agreed
7.	broken family	3.21	1.21	Agreed	3.18	1.45	Agreed
8.	indoctrination and deceit	3.72	1.19	Agreed	3.87	1.08	Agreed
<b>Grand Mean &amp; SD</b>		<b>3.48</b>	<b>1.14</b>		<b>3.48</b>	<b>1.36</b>	

**Source:** Nwala, L. *Field Survey, (2021)*;  $\bar{x}$  = Mean;  $\geq 3.00$  accept, otherwise reject; SD= Standard deviation

Result in table 1 above revealed the mean response of Basic Science Teachers and Junior Secondary School III Students on the motive that warrants' junior secondary school students' to join cults. Majority of the respondents (Teachers & Students) agreed that the need for protection (3.31 & 3.61), exerting authority or supremacy (4.14 & 3.85), influence of politicians (3.79 & 3.69), parental influence (3.90 & 3.16), peer influence (3.45 & 3.16), lack of guidance or direction (3.55 & 3.83), broken family (3.21 & 3.18), respectively among others were some of the the motive that warrants' junior secondary school students' to join cults in the study area. This study is in conformity with the study carried out by Nnanyieto (2015), Onyemwinmina & Aibieyi (2015) where it was noted that students see secret cult as fun and wants to belong. Thereby seize opportunities of needing for protection, economic/financial benefits,

exerting authority or supremacy, broken family among others to join secret cult. This implies that students at the secondary schools level need parental guide as to stay off the street.

**Table 2: Z-test for various Motive that Warrants' Junior Secondary School Students' to join Cults**

Categories	$\bar{x}$	SD	N	Level of Sign	Z-cal	Z-crit	Decision
Basic Sci Teachers	3.48	1.14	29	0.05	0.23	1.96	Accepted
JSS III Students	3.48	1.36	200				

**Source:** Nwala L. Field survey, (2021).

Table 2 show that Basic Science teachers have mean response and standard deviation scores of 3.48 and 1.14, whereas JSS III students have response mean and standard deviation scores of 3.48 and 1.36 at 0.05 level of significance, with *z-cal* value of 0.23 and *z-crit* value of 1.96. The result shows that the *z-cal* value is less than *z-crit* value. Since the *z-cal* value of 0.23 is less than the *z-crit* value of 1.96, therefore, the null hypothesis is accepted. This implies that there is no significant difference in the mean response of Basic Science Teachers and students on various motive that warrants' junior secondary school students' to join cults. This is evident in the fact that their mean response is 3.48 and 3.48 respectively.

**Table 3: Mean Response on Cult Related Activities are carried out by Junior Secondary School Students**

S/N	Variables	Basic Sci Teachers (n=29)			JSS III Students (n=200)		
		$\bar{x}_1$	SD <sub>1</sub>	Decision	$\bar{x}_2$	SD <sub>2</sub>	Decision
1.	drug abuse	3.24	1.50	Agreed	3.16	1.14	Agreed
2.	Rape	3.59	1.02	Agreed	3.75	1.03	Agreed
3.	bully junior students	3.83	1.26	Agreed	3.57	1.15	Agreed
4.	easily break school rules	3.83	1.20	Agreed	3.16	1.48	Agreed
5.	plan and execute riots in schools	4.07	0.92	Agreed	3.22	1.03	Agreed
6.	engage in incessant fighting	3.52	1.53	Agreed	3.99	0.86	Agreed
7.	examination malpractices	3.31	1.23	Agreed	3.93	0.96	Agreed
8.	Killing	3.34	1.14	Agreed	3.91	1.00	Agreed
9.	thuggery and robbery/stealing	3.55	0.99	Agreed	4.04	1.00	Agreed
10.	Smoking of cigarette and weed	3.45	1.21	Agreed	4.21	0.84	Agreed
<b>Grand Mean &amp; SD</b>		<b>3.47</b>	<b>1.11</b>		<b>4.24</b>	<b>0.87</b>	

**Source:** Nwala L. *Field Survey, (2021)*;  $\bar{x}$  = Mean;  $\geq 3.00$  accept, otherwise reject; SD= Standard deviation

Result in table 3 above revealed the mean response of Basic Science Teachers and junior secondary school III students on cult related activities are carried out by junior secondary school students. Majority of the respondents (Teachers & Students) agreed that drug abuse (3.24 & 3.16), rape (3.59 & 3.75), engage in incessant fighting (3.52 & 3.99), killing (3.34 & 3.91), thuggery and robbery/stealing (3.55 & 4.04), smoking of cigarette and weed (3.45 & 4.21), examination malpractice (3.31 & 3.93), respectively among others were some of the cult related activities are carried out by junior secondary school students in the study area. This study is in conformity with the study Erinosh (2004) and Ezema, et al (2017) where their findings affirmed that prevailing activities of cultists among secondary school students are smoking, drug abuse, rape, extortion, stealing, examination malpractices, killing and others. This implies that cult activities are really having a negative toe in the society.

**Table 4: Z-test for Cult Related Activities carried out by Junior Secondary School Students**

Categories	$\bar{x}$	SD	N	Level of Sign	$z_{cal}$	$z_{crit}$	Decision
Basic Sci Teachers	3.47	1.11	29	0.05	3.60	1.96	Rejected
JSS III Students	4.24	0.87	200				

**Source:** Nwala L. Field survey, (2021).

Table 4 show that Basic Science teachers have mean response and standard deviation scores of 3.47 and 1.11, whereas JSS III students have response mean and standard deviation scores of 4.24 and 0.87 at 0.05 level of significance, with  $z_{cal}$  value of 3.60 and  $z_{crit}$  value of 1.96. The result shows that the  $z_{cal}$  value is greater than  $z_{crit}$  value. Since the  $z_{cal}$  value of 3.60 is greater than the  $z_{crit}$  value of 1.96, therefore, the null hypothesis is rejected. This implies that there is a significant difference in the mean response of Basic Science Teachers and JSS III students on cult related activities carried out by junior secondary school students.

**Table 5: Mean response on the Effects of Cult Related Activities on Junior Secondary School Student’s Academic Performances in Basic Science**

S/N	Variables	Basic Sci Teachers(n=29)		Decision	JSS III Students(n=200)		Decision
		$\bar{x}_1$	SD <sub>1</sub>		$\bar{x}_2$	SD <sub>2</sub>	
1.	Destruction of lives and property of students and the university	3.34	1.59	Agreed	3.50	1.30	Agreed
2.	There is decline in academic of cultist	3.76	0.91	Agreed	3.65	1.02	Agreed
3.	There is increase in malpractice due to non-seriousness of cultist in their study	4.07	0.92	Agreed	3.87	0.88	Agreed
4.	Cultism could result to arrest, detention, and imprisonment of cult members	3.90	0.90	Agreed	3.87	0.98	Agreed
5.	Diseases like acquired immune deficiency syndrome could spread by sucking blood during oath taking by cultist.	3.90	1.01	Agreed	3.83	0.94	Agreed
6.	Cultist engage in nefarious activities like armed robbery, prostitution etc to meet up with their extravagant lifestyle	3.38	1.32	Agreed	3.46	1.31	Agreed
<b>Grand Mean &amp; SD</b>		<b>3.77</b>	<b>1.00</b>		<b>3.73</b>	<b>1.06</b>	

**Source:** Nwala L. *Field Survey, (2021)*;  $\bar{x}$  = Mean;  $\geq 3.00$  accept, otherwise reject; SD= Standard deviation

Result in table 5 above revealed the mean response of Basic science teachers and junior secondary school III students on the effects of cult related activities on junior secondary school student’s academic performances in basic science. Majority of the respondents (Teachers & Students) agreed that destruction of lives and property of students and the university (3.34 & 3.50), there is decline in academic of cultist (3.76 & 3.65), there is increase in malpractice due to non-seriousness of cultist in their study (4.07 & 3.87), cultism could result to arrest, detention, and imprisonment of cult members (3.90 & 3.87), Cultist engage in nefarious activities like armed robbery, prostitution etc to meet up with their extravagant lifestyle (3.38 & 3.46), respectively among others were some of the effects of cult related activities on junior secondary school student’s academic performances in basic science in the study area. This study is in conformity with the study of Ogunbameru & Daodu in Alanamu, et al (2018), and Lar in Ezema et al (2017) where it was stated that activities of cult members have led to so much loss of life and property

especially in institutions of learning, students kill and injure themselves during intra and inter cult clashes on revenge missions valuables like cars and houses are burnt down electronics, provisions in shops, whose activities are capable of disrupting the school calendar, among others are looted among others. This implies that secret cult activities are truly posing serious threat to the school system.

**Table 6: Z-test for Effects of Cult Related Activities on Junior Secondary School Student’s Academic Performances in Basic Science**

Categories	$\bar{x}$	SD	N	Level of Sign	z-cal	z-crit	Decision
Basic Sci Teachers	3.77	1.00	29	0.05	0.20	1.96	Accepted
JSS III Students	3.73	1.06	200				

**Source:** Nwala L. Field survey, (2021).

Table 6 show that Basic Science teachers have mean response and standard deviation scores of 3.77 and 1.00, whereas JSS III students have response mean and standard deviation scores of 3.73 and 1.06 at 0.05 level of significance, with *z-cal* value of 0.20 and *z-crit* value of 1.96. The result shows that the *z-cal* value is less than *z-crit* value. Since the *z-cal* value of 0.20 is less than the *z-crit* value of 1.96, therefore, the null hypothesis is accepted. This implies that there is a significant difference in the mean response of Basic Science Teachers and JSS III students on the effects of cult related activities on junior secondary school student’s academic performances in basic science.

**Table 7: Mean response on the Strategies for the Eradication of Cult Related Activities in Junior Secondary School**

S/N	Variables	Basic Sci Teachers(n=29)		Decision	JSS III Students(n=200)		Decision
		$\bar{x}_1$	SD <sub>1</sub>		$\bar{x}_2$	SD <sub>2</sub>	
1.	Students should be properly guided through guidance and counseling	3.31	1.23	Agreed	3.91	1.00	Agreed
2.	High cost of education in Nigeria should be reduced	3.34	1.14	Agreed	4.04	1.00	Agreed
3.	Establishment of tribunal to try cultists and if found guilty should be sentenced accordingly	3.55	0.99	Agreed	4.21	0.84	Agreed
4.	Workshop should be organized during orientation of fresh students on the dangers of secret cult	3.31	1.23	Agreed	3.50	1.30	Agreed
5.	Regular check on possession of arms by the students should be carried out on campuses	3.69	0.97	Agreed	3.03	0.21	Agreed
6.	Parents should monitor their children both in and outside the school and counsel them regularly	3.66	1.11	Agreed	3.45	1.17	Agreed
7.	Churches should have youth department that would give the youths the forum to vent their issues	3.97	0.87	Agreed	3.80	0.96	Agreed
<b>Grand Mean &amp; SD</b>		<b>3.94</b>	<b>0.91</b>		<b>3.32</b>	<b>0.87</b>	

**Source:** Nwala L. *Field Survey, 2020*;  $\bar{x}$  = Mean;  $\geq 3.00$  accept, otherwise reject; SD= Standard deviation



Result in table 7 above revealed the mean response of Basic science teachers and junior secondary school III students on the strategies for the eradication of cult related activities in junior secondary school. Majority of the respondents (Teachers & Students) agreed that students should be properly guided through guidance and counseling (3.31 & 3.91), high cost of education in Nigeria should be reduced (3.34 & 4.04), there should be establishment of tribunal to try cultists and if found guilty should be sentenced accordingly (3.55 & 4.21), parents should monitor their children both in and outside the school and counsel them regularly (3.66 & 3.45), regular check on possession of arms by the students should be carried out on campuses (3.69 & 3.03), respectively among others were some of the strategies for the eradication of cult related activities in junior secondary school in basic science in the study area. This study is in conformity with the study Umeh (2006) who stated that parents are moral authorities to their wards and should retrace their steps to moral and ethical standards, for the society to experience some long term benefits. Also, Osakinle and Falana (2011) in the same vein stated that the introduction of guidance and counseling services is paramount in handling cultism in secondary schools. By implication, school counsellor showcases the repercussions of cultism, works in close relationship with students' affairs and organizes orientation programmes and counsel's parents and guardians.

**Table 8: Z-test for Strategies for the Eradication of Cult Related Activities in Junior Secondary School**

Categories	$\bar{x}$	SD	N	Level of Sign	$z_{-cal}$	$z_{-crit}$	Decision
Basic Sci Teachers	3.94	0.91	29	0.05	3.45	1.96	rejected
JSS III Students	3.32	0.87	200				

**Source:** Nwala L. Field survey, (2021).

Table 8 show that Basic Science Teachers have mean response and standard deviation scores of 3.94 and 0.91, whereas JSS III students have response mean and standard deviation scores of 3.32 and 0.87 at 0.05 level of significance, with  $z_{-cal}$  value of 3.45 and  $z_{-crit}$  value of 1.96. The result shows that the  $z_{-cal}$  value is greater than  $z_{-crit}$  value. Since the  $z_{-cal}$  value of 3.45 is greater than the  $z_{-crit}$  value of 1.96, therefore, the null hypothesis is rejected. This implies that there is a significant difference in the mean response of Basic Science Teachers and JSS III students on the strategies for the eradication of cult related activities in junior secondary schools.

### CONCLUSION

Based on the findings of the study, it is deduced that there were several factors that inform most students in joining secret cult groups such as seeking for protection, wanting to feel among, broken home, lack of parental guidance and others. Belonging to this confraternity leads them into criminal acts such as stealing, killing, raping of girls and so on. This cruel act affects their behaviours, social life as well as their academic performances especially in Basic science. However, studies have equally shown that adequate guidance and counselling service, good parental care, appropriate punishment and disciplinary measures among others when put in place can help eradicate cultism in secondary schools.

### RECOMMENDATIONS

Based on the findings of the study, the following recommendations were drawn for the study as to minimize cultism in secondary schools:

1. Guidance and counselor should be posted to every primary, post primary and tertiary institution in Nigeria with the duty of counseling the students and staff only. These counselors should report systematically cases of unexplained and unjustified advances of students to female or male lectures, and that of lectures to students.

2. Government should establish tribunal to try cultist and if found guilty should be sentenced accordingly. This will be the detriment to those who have joined or to those who have the intention of joining the secret cults.
3. There is need for sporting and recreational centres to be created where young and energetic youths will dissipate their energies. Lack of these facilities has reduced the schools to mere academic training centres for acquiring only book knowledge without any provision for useful co-curricular activities.

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