



The Prediction of Education Inequality on Social Vices among Youths in Post Covid-19 Era in Cross River State, Nigeria

Unimke Sylvanus Unimtiang, Usang Nkanu Onnoghen

Department of Environmental Education
Faculty of Arts and Social Science Education
University of Calabar, Nigeria

usangonnoghen@gmail.com, unimkefelaa@gmail.com

Dominic Ipuole Ogbaji

Department of Social Science Education
Faculty of Arts and Social Science Education
University of Calabar, Nigeria

dominicogbaji2@gmail.com

Timothy Okey Ogar

Department of Geology Education
Cross River State Collage of Education, Akamkpa, Nigeria

timexo2@yahoo.com

Abstract

This study investigated the prediction of education inequality on social vices among youths in post covid-19 era in Cross River State, Nigeria. To achieve the purpose of this study, two specific objectives, one research questions and one null hypothesis were formulated. The review of related literature was carried out accordingly in line with the specific objectives raised. Expost Facto research design was adopted for the study. The area of the study is Cross River State. The target population was all household members aged 18-35 years. Multiple sampling approaches were adopted in selecting the local government, wards and four hundred (400) respondents used for the study. A twenty item modified four point Likert scale questionnaire titled “ Education Inequality and Social Vices Questionnaire” (EISVQ) was the instrument used for gathering data for the study. To test the hypotheses formulated for the study, simple linear regression statistical tool was used as statistical tools for data analysis. The hypotheses formulated were tested at .05 level of significance. The result of the analyses revealed that education inequality significantly predict social vices among youths in post covid-19 era in the study area. Based on the findings it was recommended that the government and all stake holders should ensure that vital resources are distributed equally to every zone of the state without bias.

Keywords: Education, Inequality, Social Vices, Youths, Covid-19, Cross River State, Nigeria.

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INTRODUCTION

There are reports of crimes committed mostly by the youths at virtually every corner of the country including Cross River State. Criminality has become an integral part of the State and nation's daily life. The question is what might be the main causative factors influencing social vices? Could it be in connection to the equity gap in the country? This is what this research is aimed at investigating.

According to National Bureau of Statistics (2021) between 2000 and 2020, the youth population in Nigeria grew from 30 million to well over 112,176,198 million. If put together, the population of Nigerians above 15 years of age to 35 years comprises 63 per cent of the entire population of the country. In absolute terms, there are more young people in Nigeria today than any other segment of the population, and this comes with its peculiar social and economic implications such as wider inequality gap, increase in poverty rate and crime. The frustrations of majority of the youth population, depending on their parents and relatives for livelihood because of lack of job opportunities leave them no choice but to be influenced by corrupt individuals or group to get involved (Effiom et al., 2021).

Onnoghien et al. (2023) noted that the prevalence of social ills in Cross River State and the entire Nigeria today is a cause for serious concern for all and sundry. It undermines the social fabric by eroding the sense of safety and security. Crime impacts on society occur in different ways due to the nature and extent of crime committed. It constitutes a problem when their incidence becomes rampant in the society and poses a threat to the security of persons and property, as well as social order and solidarity. Crime is a threat to the economic, political and social security of Nigeria as a whole and a major factor associated with underdevelopment; because it discourages both local and foreign investments, reduces the quality of life, destroys human and social capital, damages relationship between citizens and the states, thus undermining democracy, rule of law and the ability of the country to promote development.

People occupy different social status which creates a widening gap between the rich and the poor and in turn creates gap which is predominantly among the youth population. In a developing nation such as Nigeria; inequality is present and stares up in every social situation. Social inequality is evident in Cross River State as it is manifested in relationships, especially in the institutions being patronized by members of the society, such as educational institutions, health care facilities, financial institutions, political institutions, means of transportation, and residential accommodation as well as other similar social system.

Education inequality was found to be one of the major social issues facing Nigeria. In Nigeria, as education inequality and access to quality education continues to rise. O'Connell and Beckett (2015) in Effiom et al. (2021) noted that only children with the wealth status of parents are capable of overcoming barriers to education. For instance, they showed that girls in higher educational institutions were more likely than boys to be from wealthy family backgrounds. This class association was also connected to crime as children from poor background are more likely to commit crime than children from wealthy homes. The authors found that children from privileged backgrounds were more likely to be represented at higher educational institutions and tended to be overly represented in top careers upon graduation. The authors also find out that children from poor background are more likely to drop out of school and become victims to one form of crime or another. The result was more likely for girls than for boys. O'Connell and Beckett (2015) in Effiom et al. (2021) concluded that father's education was highly important in Nigeria because it was capable of alleviating girls' disadvantages.

Statement of the Problem

Vices are at variance to social norms and values which include beliefs, attitudes, honesty, hard work, customs and traditions, ideals, skills and taboos which a society cherishes. Social norms are ideals and values of the society that are passed on from one generation to another via formal and non-formal education.

Residents and visitors in Cross River State have been victims of a wide range of violent crimes involving youths which includes armed robbery, assault, burglary, carjacking, rape, kidnapping, and extortion. The most commonly reported crimes perpetrated by youths are armed robbery, kidnap for ransom, drug trafficking and abuse, cultism, looting, pipeline vandals, thugs, domestic violence, prostitution and internet fraud. Kidnapping, drug abuse, internet frauds and robbery which are more prevalent is a huge concern to all stakeholders including parents.

Going by the above observation the researcher ponders in doubt what might be the main predictor variable predicting the increase in crime in Cross River State. Could this be in connection with the wider inequality prevalent in the State?

Purpose of the Study

The purpose of the study was to investigate inequality and social vices among youths in post covid-19 era in Cross River State, Nigeria. Specifically, the study seeks to examine:

- The prediction of education inequality on social vices among youths in Cross River State

Research question

The following research question was raised to guide the study:

- How does education inequality predict social vices among youths in Cross River State?

Hypothesis

The following hypothesis was formulated to guide the study:

- Education inequality does not significantly predict social vices among youths in Cross River State.

LITERATURE REVIEW

Education Inequality and Social Vices among Youths

Education inequality is usually seen as the unequal distribution of educational resources by stakeholders to institutions in urban and rural areas to meet the required learning needs. Education is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching. Education is categorized into three: formal, non-formal and informal. Formal Education is a system of schooling which involves

institutionalized teaching and learning in relation to a curriculum, which itself is established according to a predetermined purpose of the schools in the system (Effiom et al., 2021).

It takes the forms of Primary, Secondary and Tertiary Education. Non-formal education is learning that occurs in a formal learning environment, but that is not formally recognised. It typically involves workshops, community courses, interest based courses, short courses, or conference style seminars. The learning takes place in a formal setting such as an educational organization, but is not formally recognised within a curriculum or syllabus framework. Informal Education is a general term for education outside of a standard school setting. It can refer to various forms of alternative education such as home schooling, self-teaching. Informal education could take place through mass media, museum, library, from parent and many more (National Bureau of Statistics & Federal Ministry of Youth Development, 2020).

In 2018, Nigeria ranked 157th among other countries fighting against inequality on the United Nations Development Programme (2020) Human Development Index (HDI). This is unbecoming for Africa's largest economy. Nigeria's struggle with social inequality is not due to lack of resources but persistent resource misappropriation and ill-use, strengthened by corruption, poor political will and weak policies. The effect trickles down on education, healthcare, accommodation, access to credits and other sectors. Unfortunately, the political elites may find it difficult to relate with the struggles of an average Nigerian. For instance, while their children school and receive healthcare abroad, average citizens attend the schools and hospitals built by government officials. However, during the lockdown, some political elites had a taste of the healthcare system. Hopefully, it would inspire a need to rethink health care reforms and investments.

O'Connell and Beckett (2015) in Effiom et al. (2021) opined that children from privileged backgrounds were more likely to be represented at higher educational institutions and tended to be overly represented in top careers upon graduation. They suggested that the result was more likely for girls than for boys. O'Connell and Beckett argued that social stratification in Nigeria is a subject matter of the unequal system of educational distribution. This early analysis suggest that the idea that education expansion will diminish social origin effect is farfetched in Nigeria, as parental education and occupation fostering access to education continues to rise. O'Connell also argued that only the wealth status of parents is capable of overcoming barriers to education. For instance, they showed that girls in higher educational institutions were more likely than boys to be from wealthy family backgrounds. This class association was also connected to region, as the authors suggested that students from the far North who were predominantly Muslim were more likely to be from higher socioeconomic backgrounds compared to Christians from the South whose fathers were farmers with low-paying jobs. O'Connell and Beckett (2005) concluded that the father's education was highly important in Nigeria because it was capable of alleviating girls' disadvantages.

Fiyinfoluwa (2020) noted that the indiscriminating covid-19 pandemic also exposed the existing inequalities between the rich and the poor in Nigeria. For instance, while the rich were able to stock up food, a few of the masses were only handed meagre palliatives. Many lost their jobs and schools were closed. Speaking of schools, while private owned elementary and secondary schools leverage technology to continue teaching their students, the public schools struggled.

According to Kent and Mushi (2006), schooling is not exogenously determined. Youth will choose to enrol in school if they receive a net benefit from doing so, otherwise, they will not. Not only does an increase in wages for high school graduates or College attendees reduce

crime for all youths who would have attained these schooling levels in the first place, but it also causes more youths to complete high school and attend College, lowering their lifetime criminal activity as well.

Education socializes individuals to become better citizens and to treat others better, it may also reduce the psychic returns to crime, causing individuals to forgo lucrative criminal opportunities. Education may also teach individuals to be more patient. This will discourage crime, since forward-looking individuals place greater weight on any expected punishment associated with their criminal activities. Education may also affect preferences towards risk. To the extent that schooling makes individuals more risk-averse, and thus helps in discouraging crime (Lochner, 2004).

However, youths who plan to commit more crime as adults, will tend to benefit less from each year of school for two reasons. First, those who allocate more time to crime and less to work will benefit less from the increased wages associated with schooling (assuming schooling raises legitimate wages more than the returns from crime). Second, those who commit more crime can expect to spend more time in prison, a place which offers little rewards to additional schooling. As a result, educational decisions may depend on factors that affect the returns to or costs of crime. Education may also develop criminal skills; although, this is likely to be important for certain white-collar crimes such as fraud, forgery, and embezzlements. Alternatively, education may socialize individuals such that they prefer not to engage in crimes (Lochner, 2004). Indeed, the youth, especially the school going ones, see their friends, brothers, sisters and cousins who completed school before them, staying for long periods at home without gainful or productive employment. They lost hopes in acquiring education, most of them turn to negative innovation which is harmful, and threatens human and nation's development.

Empirical Studies

Studies of Education Inequality and Social Vices among Youths

Federal Ministry of Youth Development(2013) in its quest to implement more effective and proactive strategies that will have significant impacts on the youth situation in the country decided to conduct a national survey on youth in collaboration with National Bureau of Statistics for a period of 2007 through 2012. The survey reveals the situation of young people in Nigeria in the areas of employment issues, educational situation, health, sports, political participation, drugs and crime, migration, and religion amongst others. The target population was household members age 18-40 in all the 36 states and the Federal Capital Territory (FCT). The subject-areas covered for the baseline survey among others include: education for all Household members age 18 - 40 years, access to healthcare for all Household members age 18 - 40 years, youth employment for all Household members age 18 - 40 years and youth participation in politics and decision making and others. In the survey report, an estimated 17.5 per cent of the youth had never been in school. Sixty (60) percent of educated youths according to the survey had their highest education as secondary while 19 per cent had their education above secondary school, 16 percent had primary education and 5 per cent were below primary school.

Education is generally accepted as the key to success outcome. Education is also the key to understand social stratification. Yeld (2006) examined the determinants of social mobility and how status is confined in the predominantly Islamic northern parts of Nigeria and found that Western education, although not widely available in the beginning, provided the opportunity for

people to attain and rise in occupational status. In an early attempt to examine social stratification in Nigeria, Yeld (2006) argued that Western education was a major factor in the status attainment process and social mobility.

Another analysis by Morgan and Morgan (2008) in Edinyang et al. (2020) showed evidence to support the long established human capital claim that education credential signals ability and induces productivity necessary for economic growth. Morgan and Morgan (2008) noted that as education was rapidly expanding in Nigeria, the demand for educated workers also kept pace with the growth. For instance, in 1974, teachers were the most educated occupational group in the country with an average of 11 years of schooling. By 2002, the average had increased to 13 years. For other occupational categories, the authors observed that the change was more dramatic: For the professional and clerical office occupation group, the increase was from 9 years to 14 years between 1972 and 2002, respectively; that of skilled workers was from 3 to 9 years; and for unskilled workers, it was from 1 to 8 years. The authors also noted that Interestingly though, it was found that investment in education had significant impact in the public sector (in terms of earning potential) and had lesser or no effect in the private sector (made up of skilled workers such as trained artisan males and unskilled workers such as labourers and drivers). For both cohorts in the public sector, the unbiased estimated return for each additional year of schooling was 8.8%, and even after inflation-adjusted earnings were considered, the public sector return to education remained stable, while significant decline was observed for the private sector. This partly explains the role of education as the sorting mechanism that reproduces inequality in the context of developing nations.

The study by Oxford Committee for Famine Relief OXFAM (2019) further reported that the public resources that the government manages to collect are often spent in an unfair and inefficient way. This translates into lack of access to basic services for the majority of the population and poor outcomes in human development. The shares of government budget allocated to education, health and social protection are among the lowest in the region. For example, in 2012, 6.5% of the budget was allocated to education, 3.5% to health and 6.7% to social protection in 2015. By comparison, in Ghana these shares were, respectively, 18.5% in 2015, 13.8% in 2015 and 9.1% in 2010. Public institutions have been unable to use the limited resources available in an effective way. For example, 67 million of Nigeria's estimated population of 200 million people lack access to safe water, and over 130 million citizens are without access to adequate sanitation. Nigeria is also at the top of the list of countries with the highest number of children out of school.

According to the survey report by Federal Ministry of Youth Development (2013) in Edinyang et al. (2020) the total number of youth population age (18-35 years) that were never in school in Cross River State was estimated at 28 percent. More females (76.8 percent) were never in school compared to their males' counterpart (23.2 percent). Currently more males (56.7 percent) can be seen in school while more female youths (52 percent) were formerly in school than male youths. The survey report by Federal Ministry of Youth Development (2013) also shows that 64.1 per cent of youths age 18–19 were in school while 21.3 per cent had never been to school. For age group 20–24, most had been to school (23.2) while 20.2 per cent had never. Only 9.0 per cent of youths age 25–29 were currently in school, but most (28.4 per cent) had been to school before. Similarly, only 4.3 per cent of youth age 30–35 were currently in school.

The evidence presented so far suggests that there is a robust correlation between the incidence of crimes and the extent of education, political, class inequality. However, there are several issues we must confront in order to assure that this correlation is not the result of

estimation biases. First, as mentioned, the incidence of violent crime appears to have inertial properties that are noted in the theoretical literature and documented in the micro and macro empirical work (Glaeser et al., 2016; Fajnzylber et al., 2001).

The study of Anser et al. (2020) examined the relationship between growth, inequality, poverty (GIP) triangle and crime rate under the premises of inverted U-shaped Kuznets curve and pro-poor growth scenario in a panel of 16 diversified countries, over a period of 1990–2014. Their study employed panel Generalized Method of Moments (GMM) estimator for robust inferences. The results show that there is (i) no/flat relationship between per capita income and crime rate; (ii) U-shaped relationship between poverty headcount and per capita income and (iii) inverted U-shaped relationship between income inequality and economic growth in a panel of selected countries. Income inequality and unemployment rate increases crime rate while trade openness supports to decrease crime rate. Crime rate substantially increases income inequality while health expenditures decrease poverty headcount ratio. Per capita income is influenced by high poverty incidence, whereas health expenditures and trade factor both amplify per capita income across countries. The results of pro-poor growth analysis show that though the crime rate decreases in the years 2000–2004 and 2010–2014, while the growth phase was anti-poor due to unequal distribution of income. Pro-poor education and health trickle down to the lower income strata group for the years 2010–2014, as education and health reforms considerably reduce crime rate during the time period.

Zaman et al. (2019) in Edinyang et al. (2020) evaluated the role of education in crime reduction in a panel of 21 countries for a period of 1990–2015 and found a parabola relationship between PCI and crime rates in the presence of quality education and equitable justice across countries. The study further confirmed few other causal conceptions among the variables for making sound policy implications in the context of criminal justice.

The study of Onwuameze (2013) in Edinyang et al. (2020) investigated educational stratification in Nigeria to determine how socioeconomic status, gender, and regional differences influence achievement in education using the nationally representative 2010 Nigeria Education Data Survey (NEDS). These cross-sectional data are among the first quality household survey data available for assessing aspects of education in Nigeria. In the last four decades, Nigeria has experienced dramatic expansion of its educational system. Following the introduction of educational policies and programs, growth in enrolment at the primary and secondary levels has largely been sustained. For instance, enrolment of pupils in primary education increased from 3,515,827 in 1970 to 14,383,487 in 1985 and to 20,080,986 in 2010. However, this impressive gain was followed by dwindling quality in the educational system, which has reported differing educational outcomes for different groups. Prior research in Nigeria has not examined how socioeconomic status influences achievement in education using large scale representative data. In this study, we primarily focused on assessing socioeconomic status to determine how it predicts achievement in reading and numeracy in Nigerian school children, ages 5 to 16 years. Nigeria is also known to have wide gender and regional gaps in education.

Thus, we assessed gender and region variables to determine how much they contribute to the variance in educational achievement. The author analysed NEDS 2010 data and reported the findings of the descriptive and multivariate regression statistics. Descriptive statistics show the frequencies and distribution of the variables in the study. The multivariate regression analyses were employed to determine the relationship of socioeconomic status, gender, and region (the main predictor variables) with achievement in reading and numeracy (outcome variables). Given the use of survey data, both the descriptive and regression statistics were based on weighted

statistics. This study found a significant wealth gap in reading and numeracy achievements among Nigerian children. We also found that family wealth, parental education, and region explain differences in academic achievement. Family wealth was found to be the most important variable influencing achievement in reading and numeracy, followed by mother's education and then region. Overall, the findings in this study suggest no significant differences in reading and numeracy achievement for boys and girls. Although gender was not found to be consistently associated with academic achievement in this study, it should not be assumed to mean that gender equality in education exists in Nigeria. It is widely reported elsewhere that gender-biased educational opportunity plays a major role in influencing educational attainment and achievement. More research, preferably using a longitudinal study design, is needed to identify the trends and patterns of gender roles in Nigerian educational attainment and achievement. The findings in this study provide the foundation for making further investigations on the association of social, economic, and cultural factors with academic achievement and to assess inequality in education in Nigeria.

To the best of the researcher's knowledge, from all available research done on education inequality, there is none that have been able to specifically link the above variables with social vices (illegal migration, kidnapping, robbery, internet fraud, human trafficking, cultism, drug trafficking, political violence, indecent dressing, prostitution and others) in Cross River State. This forms the gap this study is intended to fill by investigating the prediction of education inequality on social vices among youths in Cross River State, Nigeria.

RESEARCH METHODOLOGY

The research design adopted for this study is ex-post facto. This design was adopted because the researcher had no control of the independent variables inequality as well as the dependent variable which is social vices.

The population of Cross River State for household members for all age brackets is 4,351,017 (National Population Commission, 2020) while the youths population for household members age 18-35, is 1,824,580 which is approximately 41.9% of the entire population. Out of this population 882,212 are male and 942,368 are female (See table 1).

The research adopted several sampling techniques. Cross River State is made up of three Educational zones namely Calabar Zone, Ikom Zone and Ogoja Zone. Educational zone was therefore formed the basis for stratification. Each Educational Zone has unequal number Local Government Areas.

Simple random sampling technique was used to select 50% of the local government areas from each zone that participated in the study. To do this, the names of local government areas in each education zones (stratum) were written each in piece of paper, folded and put in a container and properly shuffle together. Accidental sampling technique was used to administer the instruments to the number of subjects used as sample in each Local Government Area and Education Zones (See table 1). The sample size was determined using Taro Yamane's formula (1973). This formula is use to generate sample size for large population.

The sample of this study was made up of four hundred (400) respondents randomly selected from ten (10) LGA's in Cross River State. A breakdown of the figure shows that forty (40) respondents which consist of twenty (20) male and twenty (20) female were randomly selected from each of the ten (10) LGA's chosen for the study.

The instrument used for data collection was a survey questionnaire called “Education Inequality and Social Vices Questionnaire (EISVQ), which consisted of two sections ‘A’ and ‘B’. Section ‘A’, focused on the personal data of the students such as sex, age, local government area, and name of the ward, while section ‘B’ is a twenty (20) items drawn based on a modified four-point Likert scale of strongly agree (SA) Agree (A) Strongly Disagree (SD) and Disagree (D) designed to elicit information on Inequality and Social Vices. Ten (10) items were drawn to measure the independent variable (education inequality) while 10 items were drawn to measure the dependent variables “Social Vices”.

Table 1: Population Distribution of respondents

S/N	Education zone	No. of LGA's	Population Male	Population of Female	50% LGA's sampled per zones	No. of respondent sampled per zone	%
1.	Calabar	7	346,612	389,111	4	160	40
2.	Ikom	6	327,321	374,521	3	120	30
3.	Ogoja	5	201,804	185,211	3	120	30
	Total	18	875,737	948,843	10	400	100

Source: Cross River State Ministry of Youths and Sports Development

To ensure the extent to which the instrument measured what it purports to measure, the Education Inequality and Social Vices Questionnaire (EISVQ) was validated by two (2) lecturers in the Department of Social Science Education and three (3) experts in the Department of Measurement and Evaluation. They scrutinize the instrument for item relevance to the variables under consideration. While some items were merged few others were re-written for inclusion in the instrument as a result of the scrutiny.

To ascertain the reliability of the instrument, a trial test was conducted in Akwa-Ibom State on 50 respondents who are not members of the sample to be used for the study. The single test reliability method was adopted. In this approach, the instrument was administered to the sample. The responses from the administration were correlated using Cronbach alpha Coefficient statistic. The Cronbach alpha coefficient results showed a reliability coefficient ranging .83 to .82 which indicated that the instrument was reliable enough to be used for this study. (see Table 2).

Four hundred (400) copies of questionnaire were administered, properly filled and returned. The researcher with help of research assistance collected the questionnaire. Codes/scores were assigned to each item. For ease of data preparation, a coding schedule was prepared by developing a key for each of the constructs in the instrument in a tabular form.

Table 2: Cronbach alpha reliability estimate for the variable of the instrument

Variables	Items	Mean	SD	α
Education inequality	10	17.44	3.52	.83
Social vices	10	32.32	5.24	.82

(N=50)

The positively warded items were assigned numbers in an increasing order of Strongly Agree - 4 points, Agree – 3 points, Disagree – 2 points and Strongly Disagree – 1 point, while the negative warded items were in decreasing order of Strongly Agree – 1 point, Agree – 2 points, Disagree – 3 Points and Strongly Disagree – 4 points. The coding schedule is presented in Table 3.

Table 3: Coding schedule for the research instrument

RESULT AND DISCUSSION

Variables		Code	Column
Gender	Male	1	1
	Female	2	
Education inequality	Add scores of questionnaire item one to five of section B of the instrument		7
Social vices	Add scores of questionnaire item forty one to fifty of section B of the instrument		8

General description of data/variables

The dependent variable is social vices. The population of the study are all household members age 18-35 in Cross River State, Nigeria. A sample of four hundred (400) respondents age 18-35 year was used for the study. The computed mean and standard deviation of the sub-variables is presented in Table 4.

Research Question One and Hypothesis One

Education inequality does not significantly predict social vices among youths in Cross River State. Simple Linear Regression statistical tool was used for data analysis.

Table 4: Simple linear regression analysis of the prediction of education inequality on social vices among youths in Cross River State

Model	R	R ²	Adj.R ²	Std. error of estimate
1	.249	.062	.060	2.08331

Source of variance	SS	Df	MS	F	Sig
Regression	114.648	1	114.648	26.415	.000
Residual	1727.392	398	4.340		
Total	1842.040	399			

(N = 400); Significant at 0.05 level. df = 1 and 398; critical F-value of 2.26

The result of analysis presented in Table 4 showed that the predictor or independent variable (education inequality) significantly predict the predicted variable (social vices). The predictor variable accounted for 6.2% of the variance in social vices among youths in Cross River State. This showed a very strong positive relationship between the predictor and predicted variables. Furthermore, the regression ANOVA revealed there was a strong positive significant influence of

education inequality on social vices among youths $F(1, 398) = 26.415; p > .05$. It was on this note that the null hypothesis was rejected while the alternate hypothesis was upheld. Based on this result, it was revealed that if more awareness is created about the influence of education inequality on social vices in the study area, there may be reduction in the rate of crime. This would enable society overcome the negative impact of social vices.

DISCUSSION OF FINDINGS

The results of hypothesis revealed that education inequality significantly predict social vices among youths in the research area. The findings of the hypothesis is in support of the view of Morgan and Morgan (2008) whose study showed evidence to support the long established human capital claim that education credential signals ability and induces productivity necessary for economic growth. Morgan and Morgan (2008) noted that as education was rapidly expanding in Nigeria, the demand for educated workers also kept pace with the growth.

The findings of the hypothesis is in line with the view of Yeld (2006) whose study examined the determinants of social mobility and how status is confined in the predominantly Islamic northern parts of Nigeria and found that Western education, although not widely available in the beginning, provided the opportunity for people to attain and rise in occupational status.

CONCLUSION

The study aimed at investigating inequality and Social vices among youths in post covid-19 era in Cross River State. Based on the findings of this study the researcher concluded that there is a significant relationship between education inequality and social vices among youths in post covid-19 era in the study area.

Recommendations

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

- The government and all stake holders should ensure that vital resources are distributed equally to every zone of the state without bias.

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