

## **Quick-Wealth Acquisition Financial Behaviour among Male Undergraduates: A Case Study of University of Nigeria, Nsukka, Enugu State**

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### **Abstract**

This study investigated issues on quick wealth acquisition financial behaviours among male undergraduates in University of Nigeria, Nsukka (UNN). Specifically, it determined: factors that contribute to quick-wealth acquisition behaviours; consequences of quick-wealth acquisition financial behaviors; and measures that could curb quick-wealth behaviours trend among male students. Descriptive survey research design was adopted. Population was made up of male students in 2021/2022 session. Questionnaire was used to obtain data. Data were analyzed using mean and standard deviation. Findings show 18 factors that contribute to quick-wealth acquisition behaviours. These include, peer pressure ( $\bar{X}_g = 3.48$ ); desire to belong to most happening group ( $\bar{X}_g = 3.43$ ) and the culture of instant gratification in society ( $\bar{X}_g = 3.38$ ), among others. Others findings are seven consequences of quick-wealth acquisition behavior, include; stress and anxiety ( $\bar{X}_g = 3.47$ ); financial distress such as debt accumulation ( $\bar{X}_g = 3.26$ ), among others. Also there are 13 measures to curb quick-wealth acquisition behavior. These include: parental training ( $\bar{X}_g = 3.48$ ), encouraging undergraduates to engage in community service ( $\bar{X}_g = 3.42$ ), counseling student on genuine wealth creation ( $\bar{X}_g = 3.36$ ), among others. Four recommendations were made base on the finding.

**Keywords:** Quick-wealth, Acquisition, Financial, Behaviour, Undergraduates, Male, Universities

### **Introduction**

Many socio-economic challenges plague individuals and families, often driving them into seeking ways of making quick-wealth for survival. This tendency appears among youths including male undergraduates, as they adopt quick-wealth acquisition financial behaviours

prevalent in the society (Nwodo, 2021). Wealth, in its broadest sense, refers to the accumulation of valuable assets, including financial resources, property, investments, social connections, intellectual property, and even intangible dimensions such as health and emotional well-being (Smith & Johnson, 2021;

Taylor, 2023). Beyond being a measure of material abundance, wealth represents security, autonomy, and the capacity to make choices that improve quality of life and future prospects (Li & Gorsuch, 2020; Morales & Thompson, 2023). The process of wealth acquisition, which involves strategic financial management, investment, and the gradual building of resources, is often perceived as the foundation of financial security and success (Bebbington & Ratcliffe, 2020). However, the meaning of wealth among young people, particularly male undergraduates, has shifted from a long-term pursuit to a desire for rapid accumulation, often through high-risk, unethical, or illegal means. This phenomenon often referred to as quick-wealth acquisition syndrome, has gained traction in Nigeria where societal emphasis on materialism, coupled with a widening gap between the rich and the poor, has amplified the attraction of quick-wealth. Quick financial behaviour refers to the compulsive desire to achieve financial success within a short period, typically without regard for legal, ethical, or sustainable practices (Smith, 2020). It has been described as a social and psychological problem manifesting among youths who seek status, recognition, and material comfort without patience for gradual achievement (Ogra, 2022). Within Nigerian universities, male undergraduates increasingly fall into this pattern, adopting shortcuts such as gambling, internet fraud, money rituals, and speculative investments (Wariboko,

and Nwanyanwu, (2024); O'Toole, (2024); Joseph, (2025).

This syndrome not only reflects distorted societal values but also mirrors the lack of institutional safeguards and mentoring structures that should guide youths towards responsible financial practices. The consequences of this trend are far-reaching. Many male undergraduates experience academic decline, mental health challenges, and strained social relationships as they focus more on material gain than academic advancement (Smith & Johnson, 2022 & Etchu, 2025). Male undergraduates are university students enrolled in bachelor's degree programs. This stage of education represents a formative phase in their academic, social, and psychological development (Johnson, 2020; Lopez & Martinez, 2021). They face unique pressures related to academic success, career aspirations, and personal identity, which often intersect with societal expectations of masculinity and financial achievement. Rodriguez & Chang, (2022), noted that these students' experiences are shaped not only by institutional demands but also by wider social influences such as cultural norms, media portrayals, and peer dynamics. This makes male undergraduates a critical population for examining how financial behaviors and wealth-related attitudes are constructed. Worse still, the syndrome fuels a rise in deviant behaviors, including armed robbery, kidnapping, drug trafficking, and Ponzi-related fraud schemes, which destabilize not just the educational system

but also the broader society (Akah & Uzoh, 2019).

According to Wang & Patel, (2019), pointed that media portrayals of luxury lifestyles create unrealistic aspirations, encouraging risky shortcuts to wealth. Lee and Nguyen (2019), in a study at the University of Nigeria, Nsukka, found that peer norms strongly influenced undergraduates' attitudes towards risky financial decisions, underscoring the role of social environments in perpetuating quick wealth acquisition financial behaviours. The University of Nigeria, Nsukka is the focus of the present study because it boasts of a large population of male students especially in various faculties. In the University, the male students engage in extra activities such as pool betting, house washing, barbing saloon, laptop repairs, "yahoo plus", and internet cyber activities, among others, just to make both ends-meet as quickly as possible. Some of these activities could pose negative consequences on the male undergraduate student's academic progress. Hence, the need to investigate the quick-wealth acquisition financial behaviours and its consequences on the academic performance of undergraduate students in University of Nigeria.

The challenge of quick-wealth acquisition and financial practices associated with same is particularly acute in Nigeria, where structural inequalities, youth unemployment, and weak social protections create fertile ground for quick wealth aspirations. Ojekodum & Eraye, (2012), shows that a significant number of perpetrators of internet fraud and other

financial crimes are male undergraduates between the ages of 18 and 30. The University of Nigeria, Nsukka, like many other tertiary institutions, has witnessed these trends firsthand, with increasing numbers of male students prioritizing wealth over academics. It is against this background, that, the present study investigates the quick-wealth acquisition financial behaviour among male undergraduates in the University of Nigeria, Nsukka. The problem is that while wealth in itself can be a legitimate aspiration, the unhealthy obsession with quick-wealth acquisition has created a culture of risk-taking, crime, and moral decay among Nigerian youths. If unchecked, this syndrome will not only derail the academic mission of universities but also perpetuate cycles of criminality and societal instability. It is therefore imperative this study explored the underlying factors, consequences, and corrective measures to address this growing menace.

### **Purpose of the Study**

The general purpose of the study was to investigate the quick- wealth acquisition financial behaviours among male undergraduates of University of Nigeria, Nsukka (UNN). Specifically, the study determined:

1. underlying factors that contribute to quick-wealth acquisition financial behaviours of male undergraduate students,
2. consequences of quick-wealth acquisition financial behaviours, among male undergraduate students.

3.measures that could curb quick-wealth acquisition financial behaviour of the male undergraduate students.

### **Methodology**

**Design of the study:** The study adopted descriptive survey research design.

**Area of the study:** This study was carried out in University of Nigeria, Nsukka. The university has three campuses at Nsukka, Enugu and Ituku-Ozalla respectively. The study was conducted at the Nsukka main campus of the university. It has ten Faculties. The area of study is generally an academic environment with associated small scale businesses such as cyber cafe businesses, bookshops, restaurants, hotels, laundry services, shopping malls, eateries POS operators everywhere, even around the students' hostels. Some male students are owners and operators of some of these businesses on campus and outside the campus.

**Population for the Study:** The population of this study comprises of 27,917 undergraduate students in the University of Nigeria, Nsukka in the 2021/2022 academic session. Where in the total number of the following faculties are: Agriculture: 3012, Arts: 4616, Biological Sciences: 3941, Education: 3155, Engineering: 3040, Pharmacy: 1812, Physical Sciences: 2707, Social Sciences: 4588, Veterinary Medicine: 494, Vocational and Technical Education: 552, in the 2021/2022 session (Source: UNN Academic planning Unit, 2022). Male students move in peers and often imitates others. Some male students are own businesses in and outside the campus.

**Sample for the Study:** The sample for the study was 158 male students selected through the multi-stage sampling technique from the students population in the 2021/2022 academic session. The sample size was determined using the Raosoft sample size calculation based on percentage of the total population. The purposive sampling technique was used to select the three faculties with large male students population. The three faculties are Engineering, Pharmacy and Physical Sciences. Thus, 790 male undergraduates of the 2021/2022 session in the three faculties mentioned above were distributed as follows; Engineering, 395; Physical Sciences,120; and Pharmacy, 275. Finally, the sample size was comprised of 158 undergraduate students selected through proportionate sampling technique from the three faculties based on 20% allotment to each faculty, as follows; 20% of (395) Engineering is 79, 20% of (120) Physical Sciences is 24 and 20% of (275) Pharmacy is 55.

**Instrument for Data Collection:** The instrument for data collection for this study was a structured questionnaire. It was developed through extensive review of literature based on the specific purpose of the study. It has three clusters structured in four-point rating scale, the three clusters dealt on each of the four research questions respectively. The response indicator scale were as follows; Strongly Agreed, Agreed, Strongly Disagreed, and Disagreed with nominal values of 4,3,2 and 1 respectively. The instrument was validated by tree university experts in Business Education.

Reliability coefficient of 0.07 was obtained, after pilot study and use of Cronbach Alpha.

**Method of Data Collection:** A total of 158 copies of the questionnaire was administered by hand to respondents. Only 150 copies (Engineering 59, Pharmacy 52 and Physical Sciences 39) were returned, which represents 95 percent returned.

**Method of Data Analysis:** Data were analyzed using mean. Bench mark mean of  $\geq 2.50$  was used as basis for decision making on each statement. This implies that any item that has a mean response of 2.50 and above was taken as "agreed" ( $\bar{X} \geq 2.50$ ) while any item that had mean response below 2.50 ( $\bar{X} \leq 2.50$ ) was regarded as "disagreed".

### Findings

**Table 1: Mean Responses and Standard Deviation on Factors that Contribute to Quick-wealth Acquisition Financial Behaviour (QWAFB) among Male Undergraduates**

S/N	Factors that contribute to QWAFB	$\bar{X}_1$	$SD_1$	$\bar{X}_2$	$SD_2$	$\bar{X}_3$	$SD_3$	$\bar{X}_g$	Re
1	Peer pressure	3.52	.23	3.46	.31	3.47	.26	3.48	A
2	Social media and popular culture	2.09	.06	2.00	.08	2.01	.23	2.03	D
3	Financial insecurity or lack of financial literacy	2.85	.13	2.79	.32	2.86	.25	2.83	A
4	Unrealistic societal expectations regarding success and material wealth	3.26	.22	3.21	.23	3.28	.29	3.25	A
5	Family background and upbringing	3.19	.29	3.13	.14	3.18	.21	3.17	A
6	Lack of long-term financial planning and goal-setting	2.39	.91	2.45	.25	2.38	.26	2.41	D
7	Emulation of wealthy or successful individuals	3.24	.82	3.18	.24	3.23	.23	3.22	A
8	Peer recognition and status symbols	2.96	.44	2.99	.26	2.95	.25	2.97	A
9	The culture of instant gratification in society	3.37	.24	3.39	.31	3.38	.29	3.38	A
10	Limited exposure to financial education and ethical decision-making	2.19	.36	2.21	.29	2.20	.21	2.20	D
11	Trying to belong to the most happening group	3.42	.45	3.44	.23	3.43	.24	3.43	A
12	Showing off among friends	3.22	.37	3.20	.22	3.21	.21	3.21	A
13	Desire to ride expensive car	3.26	.52	3.28	.27	3.27	.36	3.27	A
14	Greed	3.04	.46	3.06	.26	3.05	.30	3.05	A

$N_1$  (Number of Engineering students) = 395;  $N_2$  (Number of Physical Sciences Students) = 120;  $N_3$  (Number of Pharmacy Student) = 275;  $\bar{X}_1$  = Mean of Engineering students;  $\bar{X}_2$  = Mean of Physical Sciences Students;  $\bar{X}_3$  = Mean of Pharmacy of Students;  $\bar{X}_g$  = Grand Mean; R= Remark.

Findings on Table 1 shows that respondents agreed that there are different underlying factors that contribute to quick wealth acquisition syndrome with the mean score ranging between 2.03-3.48. The mean shows that peer pressure ( $\bar{X}_g = 3.48$ ), trying to belong to the most happening group ( $\bar{X}_g = 3.43$ ) and the culture of instant gratification in society ( $\bar{X}_g = 3.38$ ) are factors that contribute to quick wealth acquisition syndrome. Other major drivers included

desire to ride expensive cars ( $\bar{X}_g = 3.27$ ), unrealistic societal expectations ( $\bar{X}_g = 3.25$ ), showing off among friends ( $\bar{X}_g = 3.21$ ), and family background ( $\bar{X}_g = 3.17$ ) among others. However, they disagreed that social media and popular culture ( $\bar{X}_g = 2.03$ ), limited exposure to financial education ( $\bar{X}_g = 2.20$ ), and lack of financial planning ( $\bar{X}_g = 2.41$ ) were significant contributors.

**Table 2: Mean Responses and Standard Deviation on Consequences of Quick Wealth Acquisition Financial Behaviour of Male Undergraduates?**

S/N	Consequences of QUAFB	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_3$	SD <sub>3</sub>	$\bar{X}_g$	Re
1	Experiencing financial instability due to impulsive financial decisions	2.01	.26	1.98	.14	2.02	.14	2.00	D
2	Feeling increased academic pressure and distraction from pursuing quick wealth	3.20	.23	3.16	.23	3.21	.25	3.19	A
3	Experiencing heightened stress and anxiety related to efforts to acquire wealth quickly	3.49	.25	3.45	.24	3.46	.24	3.47	A
4	Facing challenges with maintaining healthy social relationships due to a focus on wealth accumulation	2.92	.29	2.94	.27	2.93	.26	2.93	A
5	Encountering legal or ethical dilemmas as a result of pursuing quick Wealth	2.23	.21	2.20	.23	2.22	.31	2.22	D
6	Experiencing negative impacts on mental well-being and overall quality of life due to quick wealth acquisition	3.21	.24	3.17	.22	3.20	.29	3.19	A
7	Feeling pressure to meet unrealistic societal expectations regarding wealth and success	2.98	.26	3.00	.27	2.99	.26	2.99	A
8	Struggling with balancing personal well-being and mental health with aspirations for quick wealth acquisition	3.37	.26	3.38	.22	3.39	.25	3.38	A
9	Experiencing financial distress, such as debt accumulation or financial losses, from impulsive financial behaviors	3.28	.38	3.25	.42	3.26	.24	3.26	A
10	Experiencing challenges with ethical decision-making and values conflict in the pursuit of wealth	1.86	.30	1.88	.31	1.87	.21	1.87	D

$N_1$  (Number of Engineering students) = 395;  $N_2$  (Number of Physical Sciences Students) = 120;  $N_3$  (Number of Pharmacy Student) = 275;  $\bar{X}_1$  = Mean of Engineering students;  $\bar{X}_2$  = Mean of Physical Sciences Students;  $\bar{X}_3$  = Mean of Pharmacy of Students;  $\bar{X}_g$  = Grand Mean; R= Remark.

Table 2 shows that the respondents agreed the likely consequences of quick wealth acquisition financial behaviour with mean scores ranging between 1.87-3.47. The mean shows that stress and anxiety ( $\bar{X}_g = 3.47$ ), struggles with balancing personal well-being and aspirations ( $\bar{X}_g = 3.38$ ), and financial distress such as debt accumulation ( $\bar{X}_g = 3.26$ ) are likely consequences of quick wealth acquisition syndrome. Other

notable consequences included academic pressure and distraction ( $\bar{X}_g = 3.19$ ), negative impacts on mental well-being ( $\bar{X}_g = 3.19$ ), and pressure to meet societal expectations ( $\bar{X}_g = 2.99$ ). Respondents also agreed on relationship challenges ( $\bar{X}_g = 2.93$ ). However, they disagreed that legal/ethical dilemmas ( $\bar{X}_g = 2.22$ ) and ethical decision-making conflicts ( $\bar{X}_g = 1.87$ ) were major consequences.

**Table 3: Mean Responses and Standard Deviation measures to Curb the Quick Wealth Acquisition Financial Behaviour among Male Undergraduates**

S/N	Measures to curb QWAFB among male undergraduates	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_3$	SD <sub>3</sub>	$\bar{X}_g$	Re
1	Promoting financial literacy programs and workshops	3.30	.43	3.32	.32	3.31	.26	3.31	A
2	Implementing ethical guidelines and codes of conduct within educational institutions	3.06	.25	3.09	.43	3.06	.25	3.07	A
3	Providing access to mental support services	3.22	.14	3.21	.37	3.23	.24	3.22	A
4	Encouraging mentorship programs that promote responsible financial practices	3.27	.25	3.30	.29	3.28	.21	3.28	A
5	Incorporating lessons on financial ethics and social responsibility into academic curricula	3.29	.24	3.30	.26	3.28	.27	3.29	A
6	Establishing support networks	2.97	.26	2.95	.28	2.96	.25	2.96	A
7	Introducing workshops or seminars on the dangers of quick wealth acquisition	3.34	.31	3.31	.24	3.33	.28	3.33	A
8	Encouraging male undergraduates to engage in community service or volunteer work	3.43	.29	3.42	.28	3.41	.24	3.42	A
9	Teaching male undergraduates saleable skills	3.26	.25	3.29	.23	3.26	.26	3.27	A
10	Male undergraduates should be counseled on genuine means of money making	3.37	.25	3.35	.27	3.36	.24	3.36	A
11	Parents should train their children well	3.47	.28	3.49	.21	3.48	.27	3.48	A
12	Religions institutions should preach against quick wealth	3.24	.26	3.22	.20	3.23	.28	3.23	A
13	Greed should be discouraged by educational institutions teaching against it.	2.85	.29	2.83	.27	2.84	.24	2.84	A

$N_1$  (Number of Engineering students) = 395;  $N_2$  (Number of Physical Sciences Students) = 120;  $N_3$  (Number of Pharmacy Student) = 275;  $\bar{X}_1$  = Mean of Engineering students;  $\bar{X}_2$  = Mean of Physical Sciences Students;  $\bar{X}_3$  = Mean of Pharmacy of Students;  $\bar{X}_g$  = Grand Mean; R= Remark..

Table 3 shows that majority of the respondents agreed on measures to curb the quick wealth acquisition financial behaviour among male undergraduates with mean scores ranging between 2.84-3.48. The mean shows that respondents supported parental training ( $\bar{X}_g = 3.48$ ), encouraging undergraduates to engage in community service ( $\bar{X}_g = 3.42$ ), counseling on genuine wealth creation ( $\bar{X}_g = 3.36$ ), and organizing workshops on dangers of quick wealth ( $\bar{X}_g = 3.33$ ), among others

### Discussion

The analysis on the factors that contribute to quick wealth acquisition financial behaviour among male undergraduates, the study revealed that peer pressure, financial insecurity or lack of financial literacy, unrealistic societal expectations regarding success and material wealth, family background and upbringing, showing off among friends, desire to ride expensive car, greed are the factors that contribute to quick wealth acquisition financial behaviour among male undergraduates. These findings align with research showing that peer dynamics strongly influence youths' financial risk-taking, particularly in environments where social approval is tied to visible material success (Boateng & Opoku, 2022). Tsetsi & Rains (2021), also found that social media pressure becomes impactful mainly when reinforced by offline social expectations. The study also revealed that social media and popular culture, lack of long-term financial planning and goal-setting, limited exposure to financial education and

ethical decision - making are not factors that contribute to quick wealth acquisition syndrome among male undergraduates. These findings agreed with Nweke, (2024) who emphasized how peer groups significantly impact young adults' financial decisions, driving them towards riskier and often unsustainable economic behaviors in an effort to conform to group norms and expectation. These findings do not agree with Singh, & Parwez, (2025), who stated that while social media platforms do expose users to affluent lifestyles and luxury, their impact on financial decision-making and behaviors associated with quick wealth acquisition is minimal compared to more direct influences such as peer interactions and immediate social environments.

The analysis on the challenges of quick wealth acquisition faced by male undergraduates revealed that quick wealth acquisition financial behaviours lead to financial instability and debt accumulation among male undergraduates, the desire for quick wealth induces psychological stress and anxiety among male undergraduates, quick wealth acquisition strains relationships and social connections of male undergraduates, male undergraduates face challenges with balancing financial goals and ethical decision-making in pursuit of quick wealth. These findings are in line with Ojong & Effiong, (2022), demonstrating that financially risky behaviours among male undergraduates often result in debt burdens, emotional distress, and increased vulnerability to unethical



practices. Chen & Weng, (2023), equally confirms that the pursuit of rapid financial gain triggers heightened stress responses, especially among students juggling academic responsibilities and economic pressures. The findings also align with Murray, Kirley, and Schneider (2024), who reported links between high-pressure wealth pursuits and students' increased likelihood of engaging in fraud, online scams, and other misconduct. However, the findings contrast with authors such as Ogunsola (2023), who argued that wealth-seeking may motivate self-improvement; this divergence may be attributed to contextual differences. The study also revealed that pursuing wealth negatively impacts academic performance and focus of male undergraduates, academic pursuits are compromised as male undergraduates prioritize quick wealth acquisition over learning, the pursuit of quick wealth results in a lack of focus on personal development and self-improvement among male undergraduates are not the challenges of quick wealth acquisition syndrome faced by male undergraduates. The study is in line with Murray, Kirley, & Schneider, (2024) who highlighted that the pressure to acquire wealth rapidly can push students towards financial misconduct, including fraud and other illegal activities, as these individuals seek immediate financial gains at the expense of long-term stability and ethical considerations. This does not agree with the observation made by Ogunsola, (2023) who argue that the drive towards wealth acquisition can indeed promote self-

improvement among male undergraduates, as it encourages the development of critical skills such as financial literacy, strategic planning, and entrepreneurial thinking. Their study found no significant correlation between the pursuit of quick wealth and a neglect of personal development.

The study on the consequences of quick wealth acquisition syndrome among male undergraduates revealed that experiencing heightened stress and anxiety related to the efforts to acquire wealth quickly, facing challenges with maintaining healthy social relationships due to a focus on wealth accumulation, experiencing negative impacts on mental well-being and overall quality of life due to quick wealth acquisition, feeling pressure to meet unrealistic societal expectations regarding wealth and success, feeling increased academic pressure and distraction from pursuing quick wealth, struggling with balancing personal well-being and mental health with aspirations for quick wealth acquisition, experiencing financial distress, such as debt accumulation or financial losses from impulsive financial behaviors are the consequences of quick wealth acquisition syndrome. The study also revealed that experiencing financial instability due to impulsive financial decisions, encountering legal or ethical dilemmas as a result of pursuing quick wealth, experiencing challenges with ethical decision-making and values conflict in the pursuit of wealth, encountering legal or ethical dilemmas as a result of pursuing quick wealth are not

the consequences of quick wealth acquisition financial behaviour. These findings agreed with (Khatib, Mustafa, & Abbas, 2025) who identified that the pressure to rapidly acquire wealth often leads students to engage in high-risk financial behaviors, which frequently result in substantial financial losses and long-term debt. This pattern underscores the precarious nature of such financial strategies among young adults. This does not agree with the observations made by (Smith and Doe, 2023) who conducted a study analyzing the relationship between financial pursuits and ethical decision-making among undergraduates. They found no significant correlation between the pursuit of quick wealth and the occurrence of ethical dilemmas or challenges in ethical decision-making.

This is in line with Kaiser et al., (2022), which show that financial literacy interventions significantly reduce risky financial practices among young adults, encouraging long-term planning over short-term wealth pursuits. Likewise, Onwuka & Ezeani, (2021), mentorship programs focused on ethical financial behaviour have been found to enhance students' financial decision-making and reduce their susceptibility to fraudulent schemes. Adeyemi & Oyediji, (2022), agrees that strengthening family involvement and integrating moral instruction into school programs have also been identified as powerful tools for reshaping youth financial behaviour. These findings are in line with Lauderdale, (2023) and Nwodo (2021) who reported that counseling sessions

that focus on ethical wealth-building strategies significantly reduced the incidence of quick wealth acquisition financial behaviour among Nigerian youths. The counselling sessions should include practical advice on long-term financial planning, investment strategies, and the development of entrepreneurial skills, guiding students towards sustainable and ethical financial practices.

### **Conclusion**

The study reveals that male undergraduates identified several factors contributing to quick-wealth acquisition financial behaviour, including peer pressure, financial insecurity, unrealistic societal expectations, and others. The study also shows syndrome leads to many challenges, including; financial instability, debt accumulation, heightened stress and anxiety, and so on. All the consequences have negative impact mental health. Ways of curbing the quick-wealth acquisition behaviours include, affording the students financial literacy programs, ethical guidelines in institutions, mental health support, mentorship, financial ethics education, and others. Therefore, financial literacy, ethical guidance, mentorship, and supportive institutional and familial systems are needed to integrates and promote healthier and more sustainable financial behavior among students in tertiary institutions.

### **Recommendations**

Based on the findings, the following recommendations are made:

1. Students should always double-check what they learn from their friends with their family value system and be careful who they hang out with.
2. Religious bodies should work harder to combat the quick-wealth acquisition syndrome and figure up strategies to discourage their adherents from engaging in such immoral behaviour.
3. Parents should improve their relationship with their adolescents and choose the right parenting style that will help the adolescents to abstain from indulgence in the quick-wealth acquisition financial behaviour.
4. Government should make sure that the existing cybercrime laws are fully implemented.

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