DETERMINANTS OF SELECTED ANTI-SOCIAL BEHAVIOUR AMONG STUDENTS IN SELECTED UNIVERSITIES IN ENUGU METROPOLIS SOUTH EAST NIGERIA

ISIFE, THERESA CHIMA & OGAKWU, VERA NNEKA

Institute for Development Studies, University of Nigeria, Enugu Campus

ABSTRACT

Determinants of Antisocial behaviour of the University students in Enugu metropolis has been a puzzle. Selected determinant of the antisocial behaviour were studied using survey research method while random sampling technique was used in selecting 197 students from the third and final year students of University of Nigeria, Enugu Campus, Godfrey Okoye University and Enugu State University of Technology. Data for the study were collected using questionnaires and were analysed using simple regression. The findings showed that father's highest education, Mother's highest education, family financial status, relationship with mother, relationship with friends, satisfaction with financial status, have positive effects on anti-social behaviours of students., relationship with father, mother's reaction about smoking and father's reaction about smoking have negative effects on anti-social behaviours of students. Only father's highest education, Mother's highest education and satisfaction with financial situation, have significant effects on anti-social behaviours of students. The study concluded that these anti social behaviours determinants are to be controlled by the parents to a large extent. The study suggested that Parent's relationships with the students are of great importance so that they can be open to them in whatever they do among others.

KEYWORDS: Antisocial Behaviour, Alcohol and Drug Abuse, Father's Highest Education, Relationship with Friends and University Students

INTRODUCTION

Anti-social behaviour is behaviour that lacks consideration for others and may cause damage to the society, whether intentionally or through negligence. This is opposed to pro-social behaviour, which is behaviour that helps or benefits the society (LaBrode, 2007). Criminal and civil laws in various countries attempt to offer remedies for anti-social behaviour. Antisocial behaviour is labelled as such when it is deemed contrary to prevailing norms for social conduct. This encompasses a large spectrum of actions. Murder, rape, use of illegal substances, and a wide variety of activities are deemed anti-social behaviours. In addition to actions that oppose established law, anti-social actions also include activities that members of society find objectionable even if they are legal, such as drunkenness and sexual promiscuity.

Economic backwardness remains the most defining feature of several economies globally. The major precursor of this development is represented in colonial experience and in other external infiltrations, which directly or indirectly alter the socio-structural arrangement of the affected nations such as Nigeria. Chronologically, local and external interventions aimed at correcting the imbalance in Nigeria and in several other African countries, for instance, have not yielded the expected results (Sobowale, 2014). The erosion of Nigerian cultural values occasioned by global pressure introduced

through capitalism and its affiliates, democracy, borderless economy and information and communications technologies (ICTs) as regards to globalization revolution become incompatible with local realities and negatively plunged the country into socio-economic crises (Colgen, 2005 and Aina, 2011). Statistics shows that there are approximately 120 million youths who are out of school and working full time in developing countries, while the rate of participation in the labour market is anticipated to grow from 345.1 million in 2003 to 363.9 million in 2015 (Elliot and Huizinga, 2007). The engrossment with employment takes the youth away from school decreases their opportunity to learn appropriates adult skills and alters the normal course of their development, thereby involving in some anti-social behaviour.

Researchers on anti-social behaviour problems of tertiary school students point to the crucial role of the family (Biyi and Ogwumike, 2007). This is not surprising as the family is the primary institutions that socializes the young and provide surveillance over their behaviour. The family lays the psycho-social, moral and spiritual foundations in the overall development of the students.

Self concepts of pre-adolescent male school success, gender role development in both males and females have been closely associated with the presence of the parents' income.

The economic crises manifested fully in the late 1970s in Nigeria, generated monumental socio-cultural consequences for young people. This brought about acute poverty, stealing, malnutrition, moral confusion, alcohol and substance abuse which affect the well-being of the youth. The intensity of poverty in Nigeria can be determined through international comparisons. The standard of $1 a day and $2 a day, measured in 2012 international prices and adjusted to local currency using purchasing power parity conversion factors was used to calculate the "depth of poverty as well as its prevalence" in Nigeria. Poverty gap at $1 a day and $2 a day are calculated as the mean shortfall below the poverty line. On this score, at $1 a day 70.2% of Nigerians live below the poverty line while at $2 a day 90.8% of the population lived below the poverty line in the 1992-93 survey years (World Bank, 2014). In the same year, the poverty gap at $1 a day was 34.9% while that for the $2 a day was 59.0% (World Bank, 2014).

Statement of the Problem

According to Biyi and Ogwumike (2007), youths are involved in anti-social behaviour when they are together as groups. Age and peer group influence may therefore be necessary factors influencing these anti-social behaviours (Fosudo, 2010). Interestingly, Enugu metropolis is home to a concentration of tertiary institutions which bring a large number of youths together as students. Anti-social behaviours observed among the youth are many and varied. These range from examination malpractice, persistent lateness to school, and absenteeism to cigarettes smoking, drug, and substance and alcohol abuse, illicit sex, fighting among others.

Other studies show that poverty could be a contributor to the anti-social behaviour observed among the university students (Elliot and Huizinga, 2007 and Shannon, 2013). It is therefore consistent to imagine that income of parents could be a factor contributing to the anti-social behaviour of a student or youth. But it is not clear that the relationship is either linear or unidirectional. For example, while poverty and the search for means of survival could lead a student to anti-social behaviours such as violence and prostitution, too many resources could be the main reason why others maintain lavish lifestyle, engage in substance abuse or alcoholism or get led to friends who introduce them to cultism. Thus, it is not clear in what ways income; level of education of the parents, peer influence contributes to specific individuals and in specific environments.

LITERATURE REVIEW

Anti social behaviour is any sort of behaviour that goes against the norms that society has placed. Many different types of extreme anti social behaviours have been documented and observed including aggression to those around them, cruelty, violence, theft, and vandalism. Other lesser traits that could be considered antisocial are noncompliance, lying, manipulation, and other activities such as drug and alcohol abuse.

Alcohol abuse does not mean that a person is addicted to alcohol. It means that a person abuses the use of alcohol, drinking dangerously (such as to cause danger), can cause problems to his or her health, and harm relationships with family, friends and co-workers (Maynard, 2013). Continued alcohol abuse can lead to alcohol dependence.

According to Maynard, (2013) alcohol abuse is defined as a pattern of drinking that involves one or more of the following problems within a one-year period: Continued drinking despite ongoing problems in relationships with other people that are related to alcohol use. Drinking in physically dangerous situations, such as while driving and failure to carry out major responsibilities at work, school, or home (Mohammed, 2008).

Tobacco and other Drugs: Although the rate of daily cigarette use among college students is lower than among the general population (13% versus 26%), nearly one in four college students smoke at least one cigarette per month, which suggests that they are experimenting with the substance and are at risk of addiction (Chris, 2011). Daily smoking rates are estimated at 9% for men and 15% for women (Gupta, 2010). The concurrent use of tobacco and oral contraceptives among many women in this age group places them at higher risk of developing heart disease and cancer, in addition to the negative health consequences of tobacco consumption.

College students have an annual prevalence rate for marijuana use equal to their non college-age peers (35%), and a lower rate of daily marijuana use (1.8% versus 4.8%, respectively) (Jason, Isaac, and Glen, 2013). Although other drug use among college students tends to be lower than their same-age peers, the difference varies according to type of drug. Annual prevalence rates for any illicit drug other than marijuana is 19% for those enrolled in college versus 24% for high school graduates in the same age group (Jason, Isaac, and Glen, 2013).

An assessment of the prevalence and risk factors for HIV among college students suggests that, although the overall prevalence of infection is low and confined to high-risk groups, the occurrence of behaviours that facilitate sexual transmission of HIV is high (Jason, Isaac, and Glen, 2013). Although college students appear to be knowledgeable about HIV infection, they have not adequately adopted preventive behaviours. One survey of college students found that only 25% of men and 16% of women always used a condom during sexual intercourse (Jason, Isaac, and Glen, 2013).

Sexual immorality could predispose the university students to health habits that put them at greater risk for the development of many chronic diseases, including cardiovascular disease, cancer, and osteoporosis.

Theoretical Literature

Cognitive Theory

The perspective focuses on how people think and understanding the world and how our ways of thinking about the world influence our behaviours according to Feldman cited in Omeje (2010). Human behaviour is the result of the meaning we ascribe to events in our lives. Thus for re-branding to be successful, techniques of cognitive restructuring should be adopted. It is a process of teaching people to think in more adaptive ways by changing their dysfunctional

cognition about the world and themselves according to Becks and McCullough, cited in Omeje (2010). Thus the technique should aim at changing people's perception of wealth and its means of wealth and its means of acquisition using logic and reason. This would be done through the mass emphasis placed on the value of hard-work, and productivity since these are the things that immortalize somebody's name as well as give credibility.

Social Learning Theory

Behaviours are learned and influenced by environmental experiences through imitation and modeling (Igbonekwu, 2009). According to Bandura cited in Omeje (2010), it is a process of acquiring new responses by imitating the behaviour of another person. The theory contends that people are indirectly rewarded by watching others engage in a particular behaviour and seeing them being rewarded or punished. Bringing this to bear on attitude and behaviour of Nigerians, it could be asserted that the leaders and other well-placed adults in the society serve as models to be emulated by 'not-too-lucky' others especially the youth and the gains accruable from their dishonest and nefarious activities are obvious and applauded by the people.

Objective of the Study

- To determine the relative important factors affecting such anti-social behaviour among the selected university students.

Research Question

- What are the relative factors affecting anti- social behaviour in the selected university students in Enugu Metropolis?

Hypothesis

H_O1: There is no significant relationship between the relative important factors and anti-social behaviour among students in the selected universities in Enugu Metropolis.

METHODOLOGY

The research design adopted for this work was the survey research design. This design was chosen because it is concerned with the collection of data for the purpose of describing and interpreting existing conditions (Kothari and Garg, 2014). The population of the study includes the final and third year students of University of Nigeria, Enugu Campus, ESUT and Godfrey Okoye University, in Enugu metropolis. The number of final and third year students in the tertiary institutions used includes: University of Nigeria, Enugu Campus is 2,572, Enugu state University of Technology is 2832, and Godfrey Okoye University is 364 making a population of 5,758. Using the formula by (Eboh, 2009), the sample size was 197. Random sampling technique was used in selecting final and third year students from the Universities.

Reliability is the extent to which the instrument is capable of achieving what it has been set out to achieve. Cronbach Alpha Coefficient method (Cronbach, 1951) was used in this study and gave reliability of 0.8.

Approaches to Data Analysis

Based on the objective of the study, to determine the relative important factors affecting anti-social behaviour among respondents. The hypothesis one was tested with the aid of multiple linear regressions to determine the relationship between relative important factors on anti-social behaviours. The model for the hypothesis was based on the general

Determinants of Selected Anti-Social Behaviour among Students
In Selected Universities in Enugu Metropolis South East Nigeria

11

regression model;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \ldots + e \qquad (1)$$

Where

Y= dependent variable; X= independent variable

α= slope; β= coefficient of independent variable

e= error margin

Equation for Hypothesis One

$$ASB = \alpha + \beta_1 FHE + \beta_2 MHE + \beta_3 FFS + \beta_4 RM + \beta_5 RF + \beta_6 RFr + \beta_7 MRS + \beta_8 FRS + \beta_9 SFS + \beta_{10} SH + \beta_{11} ASWWPC + e \qquad \text{equation (1)}$$

Where

FHE= Father's Highest Education

MHE= Mother's Highest Education

FFS= Family Financial Status

RM= Relationship with Mother

RF= Relationship with Father

RFr= Relationship with Friends

MRS= Mother's Reaction about Smoking

FRS= Father's Reaction about Smoking

SFS= Satisfaction with Financial Situation

SH= Satisfaction with Health

ASWWPC = Amount spent weekly without parents' control

α= Constant

β_1, $\beta2$… β_{11}= Coefficients of independent variables

e= Error Margin

Test of Hypothesis One

There is no significant relationship between the relative importance factors and anti-social behaviour among students in the selected universities in Enugu Metropolis**.**

In testing this hypothesis, the multiple linear regression analysis was used in regressing the relative importance factors against the antisocial behaviour among students. The results are presented below.

Table 1: Summarised Regression Results for Hypothesis One

Variables	Coefficient (B)	T	Sig.
(Constant)	48.132	11.896	.000
Father's highest education (FHE)	1.859	3.757	.000
Mother's highest education (MHE)	1.048	1.675	.096
family financial status (FFS)	.406	.891	.374
Relationship with mother (RM)	.075	.153	.878
Relationship with Father (RF)	1.701	2.869	.086
Relationship with Friends (RFr)	.737	.838	.403
Mother's reaction about smoking (MRS)	-.888	-.953	.342
Father's reaction (FRS)	-.457	-.496	.621
satisfaction with financial situation (SFS)	1.516	2.459	.015
satisfaction with health (SH)	.856	1.555	.122
amount spent weekly without parents' control (ASWWPC)	.821	1.100	.273

r = 0.451; r^2 = 0.203; RegSS = 2263.563; ResSS = 8883.032; F-value = 4.239; sig. = 0.00

The result of the regression analysis summarized in Table1 shows that the model for the relationship between anti-social behaviours among students (ASB) and the relative important factors measured by father's highest education (FHE), mother's highest education (MHE), family financial status (FFS), relationship with mother (RM), relationship with father (RF), relationship with friends (RFr), mother's reaction about smoking (MRS), father's reaction about smoking (FRS), satisfaction with financial situation (SFS), satisfaction with health (SH) and amount spent weekly without parent's control: ASB = 48.132 + 1.859FHE +1.048MHE + 0.406FFS + 0.075RM − 0.701RF + 0.737RFr − 0.888MRS − 0.457FRS + 1.516SFS + 0.856SH +0.821AWWWPC

From this equation, father's highest education, Mother's highest education, family financial status, relationship with mother, relationship with friends, satisfaction with financial status, satisfaction with health and amount spent weekly without parents control have positive effects on anti-social behaviours of students., relationship with father, mother's reaction about smoking and father's reaction about smoking have negative effects on anti-social behaviours of students. However, with p-values < 0.05, only father's highest education (FHE), Mother's highest education and satisfaction with financial situation (SFS) have significant effects on anti-social behaviours of students.

Also, the regression coefficient (r) of 0.451 indicates a weak relationship between the independent variables and the dependent variable (anti-social behaviour). The coefficient of determination (r^2) of 0.203 reveals that 20.3% of the variation observed in the dependent variable is caused by the independent variable. Having a regression sum of square of 2263.563 < the residual sum of squares of 8883.032, this variation is due to chance. The F-value and corresponding significance value of 4.239 (0.000) shows that these results are significant.

Based on this, the null hypothesis is rejected. Hence, there is a significant relationship between the relative important factors and anti-social behaviour among students in the selected universities in Enugu Metropolis

CONCLUSIONS

Antisocial behaviours among the university students are those behaviours that are not acceptable by the society. There effects are felt on individuals as well as in the society which affect development negatively. These anti social behaviours determinants are to be controlled by the parents to a large extent, since anti-social behaviour predisposes the

youths to some health hazards which might have short term effects or long term effects on them and on the society at large.

RECOMMENDATIONS

- Parents and guardians of these students should as much as possible try to check the kind of friends the children keep since there is a relationship between the type of friends these students keep and the antisocial behaviours.

- Based on the findings of this study, it is recommended that there should be increased activities such as awareness creation, sensitization, and antisocial-behaviours campaign for the university students especially for the freshmen. This will enable those who had been involved in them before entering the university to drop such behaviour and for the other not to start them.

- Alcohol and cigarettes should not be sold anywhere within the university premises.

- There should be a forum for female university students to be properly addressed about the short and long term effects of involvement in illicit sex by the school authority especially through the faculty of health sciences.

- Parent's relationships with the students are of great importance so that they can be open to them in whatever they do.

- Financial provision of the parents should be on the check so that the students will not be under financed for them to start looking out for financial help elsewhere that could lead to anti-social behaviour.

REFERENCES

1. Aina, A.J., 2011. Poor Reading Habits Among Nigerians: The role of Libraries. Retrieved from

   www.webpage.Uidaho.edu/../aina.ogungbeni-adigun-ogundipe.htm on 15th July,2014. Biyi, A. and Ogwumike, O., 2007. *Integrating Poverty Alleviation Strategies into Plans and Programmes in Nigeria,* Ibadan: Secreprint.

2. Colgen, A., 2005. Globalization-what are the negative impacts? Retrieved from www. justfocus.org.nz/../globalization_-_what-are-the-negative-impacts on 23rd July 2014.

3. Chris, B., 2011. Why is teenage Pregnancy conceptualized as a social Problem? A review of quantitative research from the USA and UK, Culture, Health & Sexuality. *International Journal for Research, Intervention and Care,* 6(3), PP. 255-272.

4. Cronbach, L. J., 1951. Coefficient alpha and internal structure of test. *Psychometrika:* 22 (3), PP. 297-334 in (Ellen Johnson, MSW (2013), retrieved from http:

   www.springerreference.com/doc/html/chapterdbid/333094.html on 14th July 2015.

5. Eboh, E. C., 2009. *Social and Economic Research Principles and Methods,* Enugu: African Institute for Applied Economics.

6. Elliot, D.S. and Huizinga, D., 2007. Social class and delinquent behaviour in a national youth panel. *Criminology: an interdisciplinary Journal,* 21(1), PP. 149-177.

7. Fosudo, S., 2010. Reading as part to success. A lecture delivered at the college Library Day, Adeniran Ogunsanya College of Education, Ottoh/Ijanikin, Lagos. On February 24th.

8. Gupta, M. K., 2010. Foods that are killing you slowly but steadily, NewDelhi: Pustak Mahal. Igbonekwu, J., 2009. Change in concept: A Panacea to Youth's Value Psychocism. *The Citadel,* Enugu: Okwu Ventures.

9. Jason, M. L., Isaac, D. S. and Glen R. W., 2013. Alcohol and student performance: Estimating the effect of legal access. *Journal of Health Economics,* 32, PP. 22-32.

10. Kothari, C. R. and Garg, G., 2014. Research Methodology, Methods and Techniques New-Delhi: New Age International (P) Ltd., Publishers.

11. LaBrode R., 2007. Etiology of the Psychopathic Serial of Antisocial Personality Disorder. *Psychopathy, and Serial Killer Personality and Brief Treatment and Crisis Intervention*, **7** (2), PP. 151–160.

12. Maynard, A., 2013. Alcohol use and abuse. Retrieved from http://ehealthmd.com/content/alcohol#izz3sR8xiTIIc on 12th August 2015.

13. Mohammed, H. Y., 2008. Incidence of Poverty in Nigeria: Causes and Consequences, *Journal of Research in National Development,* 6(1), PP. 121-132.

14. Omeje, O., 2010. Change in Values as Correlate of Re-Branding Nigeria Programme: The Psychological Dimension. In P. Ebigbo, M. O. Ezenwa, B.C Agoha and E.J. Eze (eds) *Value System and the Health of a Nation*, Enugu: Immaculate Publications Limited.

15. Sobowale, A. 2014. How ASUU members destroyed Nigerian Universities, retrieved from www.Vangard.com/…/asuu_members –destroyed –nigerian universities on 23 July, 2014.

16. World Bank, 2014. World Bank Development Report February, 15th.