



The Impact of Antisocial Behaviour On the Academic Performance of Polytechnic Students in Nigeria - A Case of Federal Polytechnic, Ilaro

Ayanwale, K.T.

General studies Department
Federal Polytechnic, Ilaro, Nigeria
E-mail : kowiat.ayanwale@federalpolyilaro.edu.ng
Phone: +2348064551200

Salako, O.A.

Public Administration Department
Federal Polytechnic, Ilaro, Nigeria
E-mail : oluwaseun.salako@federalpolyilaro.edu.ng
Phone: +2348039603960)

ABSTRACT

This study was necessitated because of the increasing anti-social behaviours among polytechnic students. A simple random sampling technique was adopted, 250 students was selected from Institution; 50 from each faculty (school) as sample. The instrument used for primary data collection was validated questionnaire that sought information on causes of antisocial behaviours , Influence of antisocial behaviours on academic performance and solutions to antisocial behaviours. The study affirmed that youth violence, vandalism, cultism, drug abuse significantly influence academic performance. It also revealed that peer pressure, socio-economic status, broken homes, exposure to mass media, alienation and lack of social commitment are possible causes of antisocial behaviours among polytechnic students.

Keywords: Antisocial behavior, Youth violence, Drug abuse, Cultism, academic performance

iSTEAMS Proceedings Reference Format

Ayanwale, K.T & Salako, O.A. (2019): The Impact of Antisocial Behaviour On the Academic Performance of Polytechnic Students in Nigeria - A Case of Federal Polytechnic, Ilaro. Proceedings of the 16th iSTEAMS Multidisciplinary Research Nexus Conference, The Federal Polytechnic, Ilaro, Ogun State, Nigeria, 9th – 11th June, 2019. Pp 81-86. www.isteam.net - DOI Affix - <https://doi.org/10.22624/AIMS/iSTEAMS-2019/V16N2P11>

1. INTRODUCTION

Anti-social behavior has been a challenge in Nigeria Institutions and it cannot be overemphasized. The prevalence of anti-social behavior young adults has increased dramatically over the past decades, along with their negative effects on development (Akpam E.G, 2012). These have health-endangering phenomenon, as well as loss of self-esteem (Chris, B.2011). The anti-social behavior such as drug abuse, smoking, stealing, alcohol abuse and prostitution have been accompanied by increase in levels of psychiatric admissions (Crawford, A. 2014) and out of school by some university students. According to (Alejandra and Des,G,2012), other anti-social behavior noted, includes breach of school rules, delinquency, bad dressing and appearance, destruction of public properties, hooliganism, fighting and assault, persistent lateness, absenteeism, disruptiveness, destructiveness and academic problem.



Anti-social behavior lacks consideration for others and may cause damage to the society, whether intentionally or through negligence (Rolf, L., 2013). It is labeled as such when it is deemed contrary to prevailing norms for social conduct. This is opposite of pro-social behavior, which helps or benefits the society. There are about 2 billion people between 10-20 years old in the world, close to 85% of these young men and women live in developing countries (World Bank, 2013).

The youth in Nigeria accounts for 32% of Nigeria's 140 million people and nearly half (48.6%) of Adolescents aged 15-19 are sexually active (NPC, 2009, Biyi, A, & Ogwumike, O. 2007), a common feature of young people in Nigeria is their potential vulnerability to sexually transmitted infections (STIs) including Human Immunodeficiency Virus/ Acquired Immunodeficiency syndrome (HIV/AIDS). Researchers on anti-social behavior problems of tertiary school students point to the crucial role of the family (World Bank, 2013). This is not surprising as the family is the primary institutions that socialized the young and provide surveillance over their behavior. The family lays the psycho-social, moral and spiritual foundations in the overall development of the students.

1.1 Statement of Problem

Nigeria, as in many other nations, anti-social behaviours observed among the youth are many and varied World Bank (2014). These range from examination malpractice, persistent lateness to school, and absenteeism to cigarettes smoking, drug, and substance; alcohol abuse, illicit sex, fighting among others. Having significant energy and less strenuous responsibilities, these anti-social behaviours are most pronounced among youths in their late teens and early twenties. At this point, a number of youths are in tertiary institutions, where the influence of a concentrated number of other youths in their prime is most pressing. Consequently, the agglomeration of institutions of higher learning also translates to higher tendencies, if not altogether higher prevalence, of anti-social behaviours. According to World Bank, (2014) , youths are involved in anti-social behaviour when they are together as groups. Other studies show that poverty could be a contributor to the anti-social behaviour observed among the university students, LaBrode (2007) and Crawford, (2014).

1.2 Objectives of the Study

To understand the possible causes of antisocial behaviours in polytechnic
To know the possible solutions to antisocial behaviour problems among polytechnic school students
To know whether students' environment can influence antisocial behaviour

1.3 Research Questions

- What are the possible causes of antisocial behavior in polytechnic?
- Do perceptions of student's environment influence antisocial behavior?
- What are the possible factors affecting academic performance?

Hypotheses

- ❖ Youth violence does not significantly influence academic performance
- ❖ Drug abuse does not significantly influence academic performance
- ❖ Cultism does not significantly influence academic performance

2. CONCEPTUAL ISSUES

Antisocial Behaviour : This is any activity that is offensive, intimidating or a cause of serious annoyance to those affected by it. Examples of Antisocial Behaviours are Drug abuse and alcohol use, Vandalism, Youth Violence, Cultism, Graffiti etc.



2.1 Academic Performance And Drug Abuse

Alcohol abuse has physiological and psychological effects on students, as it inhibit students' performance in that their cognitive abilities are affected by even small amounts of alcohol and can persist for a substantial period of time after the acute effects of alcohol impairment disappear. For example, alcohol may impair memory by slowing down the transfer and coordination of information and may reduce students' ability to remember information that was learned prior to going out for drinks (Presley, 1996). Oteyo and Kariuki (2009) indicate gross brain impairment and the decline in academic performance as a result of the dependence and heavy consumption of alcoholic beverages.

Table 1: Causes of Antisocial behaviour among Polytechnic Students

S/N	Questions	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
1	Peer Pressure can contribute to the occurrence of antisocial behaviour of polytechnic students	112	45.71	78	31.84	27	11.02	28	11.43	245	100
2	Students from broken homes are likely to exhibit antisocial behaviour among polytechnic students	105	42.86	92	37.55	23	9.39	25	10.20	245	100
3	Students' socio-economic status can cause the occurrences of anti-social behaviour in polytechnic students	108	44.08	75	30.61	15	6.12	47	19.18	245	100
4	Exposure to mass media can cause anti-social behaviour in polytechnic students	110	44.90	73	29.80	17	6.94	45	18.37	245	100
5	Students with alienation and lack of social commitment can cause antisocial behavior	109	44.49	77	31.43	7	2.86	52	21.22	245	100

Source: Field Survey, 2019.

2.2 Youth Violence And Academic Performance

Esienberg, (2003) found that violence is negatively related to connection to school and academic achievement. The author pointed out that students who are violent are more likely to miss school which in turn adds to being disconnected and missing educational opportunities. Roberts (2010) found that violence is predicted by the lack of the same protective factors as substance abuse. They also found that interventions that increase protective factors, such as impulse control and attachment to family, also reduce violent victimization.



3. DATA ANALYSIS AND INTERPRETATION

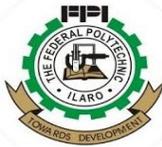
Table 1 shows the responses on the possible causes of antisocial behavior in polytechnic schools. The first variable shows that 77.55% of the total respondents agreed that peer pressure can contribute to the occurrence of antisocial behavior of polytechnic students and 22.45% disagreed with the variable. The second variable shows that 80.41% agreed that students from broken homes are likely to exhibit antisocial behaviour among polytechnic students and 19.59% of the total respondents disagreed with the variable. Also, the third variable 74.69% of the total sampled respondents agreed that students' socio-economic status can cause the occurrence of antisocial behavior in polytechnic students and 25.30% of the total sampled respondents disagreed with the variable. On the fourth variable, 74.7% agreed that exposure to mass media can cause antisocial behavior in polytechnic students and 25.31% disagreed with the variable. The fifth variable shows that 75.92% of the total sampled respondents agreed that students with alienation and lack of social commitment can cause antisocial behaviour and 24.08% disagreed with the variable.

Table 2: Effect of Antisocial Behaviour on Students Academic Performance

S/N	Questions	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
1	Students with complete polytechnic academic status are less likely to experience youth violence	107	43.67	83	33.88	25	10.20	30	12.24	245	100
2	Students inability to spend time studying is because of heavy drinking and drug abuse leads to negative impact on academic performance	95	38.78	102	41.63	31	12.65	17	6.94	245	100
3	Students that exhibit cultism are more likely to dropout from school	118	48.16	80	32.65	10	4.08	37	15.10	245	100
4	Students who have witness vandalism are prone to poor on academic	110	44.90	73	29.80	17	6.94	45	18.37	245	100

Source: Field Survey, 2019.

The table above shows the responses on the antisocial behaviour predicts academic performance among the polytechnic students. The first variable shows that 77.55% agreed that students with complete polytechnic academic status are less likely to experience youth violence while 22.44% disagreed with the variable. The second variable shows that 80.41% of the total sampled respondents agreed that students' inability to spend time studying is because



of heavy drinking and drug abuse leads to negative impact on academic performance and 19.59% disagreed with the variable. The third variable shows that 80.81% agreed that students that exhibit cultism are more likely to dropout from school while 19.18% disagreed with the variable. The fourth variable shows that 74.7% agreed that students who have witness vandalism are prone to poor on academic while 25.31% disagreed with the variable.

Table 3: Factors affecting academic performance

S/N	Questions	S A		A		D		S D		Total	
		F	%	F	%	F	%	F	%	F	%
1	Students from slums and ghettos are likely to engage in antisocial behaviours	112	45.71	78	31.84	27	11.02	28	11.43	245	100
2	Students from peaceful and serene environment are less likely to engage in antisocial behaviour	105	42.86	92	37.55	23	9.39	25	10.20	245	100
3	Students that comes from environment where divorce is common engage in antisocial behaviour	108	44.08	75	30.61	15	6.12	47	19.18	245	100
4	Students that comes from environment where dropout rate is common engage in antisocial behaviour	110	44.90	73	29.80	17	6.94	45	18.37	245	100
5	Students that come from high turnover of population are likely to engage in antisocial behaviours.	109	44.49	77	31.43	7	2.86	52	21.22	245	100

Source: Field Survey, 2019.

Table above shows the analysis of responses on the factors affecting changes in behavior of students toward academic performance in the polytechnic. The first variable shows that 77.55% of the total sampled respondents agreed that students from slums and ghettos are likely to engage in antisocial behaviours and 22.45% of the total sampled respondents disagreed with the variable. The second variable shows that 80.41% of the total sampled respondents agreed that students from peaceful and serene environment are less likely to engage in antisocial behavior while 19.59% of the total sampled respondents disagreed with the variable. The third variable test degree of responses on the rate at which students that comes from environment where divorce is common engage in antisocial behavior. It shows that 74.69% of the total sampled respondents agreed that students from environment where divorce is common engage in antisocial behavior while 25.3% of the total sampled respondents disagreed with the variable. The fourth variable test on students that comes from environment where dropout rate is common engages in antisocial behaviour. It shows that 74.7% of the total sampled respondents agreed that students that come from environment where dropout rate is common engage in antisocial behavior while 25.31% of the total sampled respondents disagreed with the variable. The last variable shows that 75.92% of the total sampled respondents agreed that Students that come from high turnover of population are likely to engage in antisocial behaviours and 24.08% of the total sampled respondents disagreed with the variable.



4. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

This research investigated the influence of anti-social behavior on polytechnic students using Federal polytechnic, Ilaro as case study. The current situation in Nigeria's education system has been hit by a wave of antisocial behavior among students, which escalating rapidly with vandalism of school property, general refusal to follow school rules and regulations. Therefore, this has created a big concern for lecturers, principal officers and stakeholders about the lack of opportunity for learners to concentrate on their academic work. It was noticed from the analysis that, Drug abuse, Vandalism, Youth violence and Cultism significantly influences academic performance. The possible factors that contributed to antisocial behaviours ; peer pressure, students from broken homes, students' socio-economic status, exposure to mass media, students with alienation and lack of social commitment.

4.2 Recommendations

This study has made the following recommendations, which are solutions for the subject treated in this paper:

- ❖ The polytechnic administration should invent scanty and vigilante group in there for the secure of the campus premises for the safety of the students.
- ❖ Zero tolerance policies and practices should be used by schools in order to remove students who engage in disruptive behaviours and therefore create an improved climate for those students who remain.
- ❖ Parents should put more effort to ensure that their children are adequately provided for and morally groomed.
- ❖ There should be proper guidance and counseling both at home and in school.

REFERENCES

1. Akpam E.G, (2012), Parental involvement in Examination malpractice in Primary, Secondary And Tertiary levels of Education: The role of the counselor. In: Oby Nwafor, C. Mordi and N. Nwaka (eds). Examination Malpractice in Nigeria, (Lagos: West and Solomon Publishing Coy. Ltd., 2012, 21-40.
2. Alejandra,B. and Des, G. (2012) Rethinking the Quality of Universities : How can Human Development Thinking contributes? Journal of Human Development and Capabilities, 13 (3), 2012, 451-470.
3. Biyi, A. and Ogwumike ,O. (2007), Integrating poverty alleviation strategies into plans and Program in Nigeria, Ibadan: secret print, (2007), 44 -45
4. 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), 2011, 255-272.
5. Crawford, A. (2014). The impact of anti-social behavior interventions on young people, 2008. Retrieve from <http://www.nuffield & foundation.org /impact anti-social> On 12th July,2014.
6. Esienberg, N. (2003). The development of empathy – related Responding. In C. Gustavo & C.P. Edwards (Eds.), Nebraska symposium on Motivation: vol.52. Moral motivation through the life span (pp.73-117).
7. LaBrode, R. Etiology of the Psychopathic Serial of Antisocial Personality Disorder. Psychopathy, and Serial Killer Personality and Brief Treatment and Crisis Intervention, 7 (2), 2007, 151–160.
8. National Population Commission (NPC) and ORC Macro,(2009). Nigeria Demographic and Health Survey, Calverton, Maryland.
9. Oteyo, J. & Kariuki, M. (2009). Extent to which selected factors contribute to alcohol and Cigarette use among public day secondary schools male students: A case Nakuru municipality. Educational Research and review, vol.4 (6), p.327-333 June 2009.
10. Roberts,B.W. (2010) The rank-order consistency of personality traits from childhood To old age: A quantitative review of longitudinal studies. Psychological Bullentin, 126,3-25
11. World Bank (2013). Reproductive Health Action Plan 2010-2015., 2013., retrieved from www.worldbank.org /population on 1st March,2013.