



Management of Students' Antisocial Behaviour for Quality Service Delivery in Universities in Rivers State

Mary Carol Hilary Umeh¹ & Winner Kudos Inim²

¹Department of Educational Management,
Tansian University,
Oba-Umunya, Anambra State, Nigeria
carol.umeh@tansianuniversity.edu.ng; 07034704668

²Department of Educational Management,
Faculty of Education,
University of Port Harcourt, Rivers State, Nigeria
winnerkudos@gmail.com; 08171247057

ABSTRACT

The study examined the management of students' antisocial behaviour for quality service delivery in universities in Rivers State. Four research questions were answered and four hypotheses tested in the study. Design of the study was descriptive survey. The population of the study was 2,638 teaching staff in the three public universities in Rivers State out of which 347 teachers were sampled for the study through stratified random sampling technique. Instrument used for data collection was a 20-item questionnaire titled "Students' Anti-Social Behaviour and Teachers Service Delivery Questionnaire" (SASBTSDQ). The questionnaire was face and content validated by two Educational Management experts at University of Port Harcourt. Reliability of the questionnaire was estimated using Cronbach alpha statistics with an index estimate of 0.88. Out of the 347 copies of questionnaire administered, 338 copies which was 97.4% was retrieved. Research questions raised were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance. The result of the study showed that examination malpractice, cultism, absenteeism and substance abuse were antisocial behaviours existent among the students. The effects of these behaviours from the study included low student-teacher relations, low teachers' performance etc. The challenges faced in the management of these behaviours included wrong parental disposition about the attitude of their children. It was recommended that rules guided students behaviour on the campus should be enforced in the student handbook and proper punishment should follow violations.

Keywords: Management, Students' Antisocial behaviour, Quality Service Delivery, Universities

INTRODUCTION

Education is an essential social service that people acquire to make personal progress and also contribute to the development of their individual environment. The successful achievement of these objectives requires a collaborative effort among all the existing educational stakeholders in the school most especially the teacher and the students. In Nigerian universities, teachers have several academic and administrative responsibilities that they are expected to carry out for the purpose of achieving outlined educational goals and objectives and the extent to which these objectives are achieved determines the quality of service rendered by the teacher.

Since the teacher alone cannot achieve quality service delivery in the course of discharging their duties, the disposition of other stakeholders especially the students can make or mar the quality of service that is being delivered by the teacher. One of the major problems that teachers face in the course of discharging their primary duty which is teaching is how students behave before, during and after each academic interaction with the teacher. The antisocial behaviour exhibited by the students have a far reaching effect on the quality of service that is being delivered by the teacher. Njendu (2014) noted that these behaviours are burdensome and unwanted and as such they have the capacity to truncate the quality of service which the teacher intends to carry out.

There are several antisocial behaviours which some students especially in the university exhibited and some of these have negative effect both on the persons, product and process of teaching when left unattended to and the teachers in these universities seem to be helpless in dealing with these challenges when they exist and this may explain why some of these teachers have been unable to deliver the quality of service required to bring about individual and societal development. Antisocial behaviour especially at the early stage of life has been attributed to poor teacher-student relationship (Wilkinson & Bartoli, 2021) and managing these behaviour for improved service delivery becomes essential for lecturers to be able to deliver quality service that will bring about national growth and development and also lead to the graduation of reasonable and responsible graduates.

Statement of the Problem

Teaching and learning which will contribute to the attainment of educational goals and objectives requires the cooperation of the teacher and the students. When either of these stakeholders fail to align with the rules guiding classroom activities, the goals of teaching and learning may remain elusive. In the same manner, the kind of behaviour exhibited by students vary from one student to another and can affect teaching and learning in different ways, hence, it becomes important for teachers to understand how some of the antisocial behaviours exhibited by the students are displayed and how this can affect the quality of provided by the teacher. This is because the failure to bring this situation under control can affect the short and long terms goals of teaching and learning in the school. Since students exhibit differences in their behaviour even in the same learning environment, the teacher needs to develop strategies to manage these antisocial behaviours exhibited by students in order to avoid jeopardizing the goals and objectives of education as well as quality of service delivered by the teacher. Investigating how these antisocial behaviours can be managed for quality service delivery in universities in Rivers State is the problem that this study intends to solve.

Aim and Objectives of the Study

The study examined the management of students' antisocial behaviour for quality service delivery in universities in Rivers State. Specifically, the objectives of the study were to:

1. identify the forms of antisocial behaviour among students in universities n Rivers State.
2. describe the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State.
3. ascertain the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State.
4. determine the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State.

Research Questions

The following research questions were answered in the study:

1. What are the forms of antisocial behaviour among students in universities n Rivers State?
2. What are the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State?
3. What are the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State?

4. What are the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female teachers on the forms of antisocial behaviour among students in universities in Rivers State.
2. There is no significant difference between the mean ratings of male and female teachers on the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State.
3. There is no significant difference between the mean ratings of male and female teachers on the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State.
4. There is no significant difference between the mean ratings of male and female teachers on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State.

Literature Review

Anti-Social Behaviour

Anti-social behaviour as the concept implies means any behaviour that is against what is socially acceptable. This refers to any behaviour that negates popular expectations and can override public interest. Maps (2016) mentioned that these are behaviours that are of concern to a community of people and this is simply because such behaviours can conflict the interest of the community and put the entire system at risk of losing its goals and objectives.

Furthermore, other scholars mentioned that antisocial behaviour refers to any behaviour that is disruptive and hostile towards other people (Bistami, 2021). This implies that this form of behaviour alters the smooth processes and programmes of an organization and has the capacity of altering the goals and objectives which the organization intends to achieve for the benefit of all. This form of behaviour exists in different forms and have different level of impact on the organization and sometimes when left unchecked can lead to the collapse of a system or an organization.

Quality Service Delivery

Quality service delivery in a lay man's perspective refers to the worth or value of service rendered by an individual in relation to the target set for the employee. In a clearer manner, Pinnacle Advisory & Consulting Services (2021) noted that quality of service delivery is defined by the difference between service expectation and service performance by customers. The quality of service delivered by a teacher is measured by how well the teacher has performed in terms of the academic and administrative services delivered in relation to the expectation of key stakeholders such as students, colleagues and the employer. When the teacher is able to reach or exceed the performance expectation of these stakeholders, then the quality of service is said to be high but anything contrary will indicate a low quality of service and this can affect the achievement of outlined educational goals and objectives.

Forms and Effects of Anti-Social Behaviour and Teachers Service Delivery

There are several factors that affects the quality of service delivered by the teacher and this ranges from the availability of physical resources to the quality of relationship among school stakeholders. However, one of the salient factors that often affect the quality of service rendered by the teacher especially in universities is the behaviour of students. Students in universities sometimes exhibit youthful exuberance while some of these students who are still at their formative stage are more likely to show antisocial behaviours which have the capacity to affect the quality of the teacher's work negatively. Several factors are often responsible for the antisocial behaviour of students in universities ranging from the policies and

rules in place within the school to parenting system and this has resulted to several antisocial behaviours which students exhibit in the university which affects the quality of service provided by the teacher.

Students' antisocial behaviours take different forms ranging from issues such as examination malpractice, violation of rules and regulations, absenteeism, indecent dressing among others. Sharehu *et al.*, (2015:200) asserted that "aside academic issue is the fact that students at their adolescent age find it interesting to try everything, including indiscriminate use of drugs or drug abuse. This often results in unwanted social behaviour". Drug abuse has been one of the biggest antisocial behaviour which has been affecting universities negatively and particularly the quality of service rendered by the teacher and several lecturers have not been able to achieve much as a result of these negative behaviours.

The effects of these antisocial behaviours are usually enormous and cannot be quantified. When students exhibit bad behaviours especially within the university environment, it has both short and long term effect on teaching and learning. The display of antisocial behaviour does not only lead to the waste of instructional times as a result of distractions but also lead to the wastage of other scarce resources which are often used to maintain order in the midst of these disruptions. In a further manner, Molina *et al.*, (2016) stated that cases of social exclusion, physical aggression and addictions are some of the consequences of antisocial behaviour in the school and this means that when students exhibit these behaviours, it does not only affect the teacher but can also affect how well other students learn. This means that the inability to curtail some of these behaviour can lead to educational disruptions which can affect both the teacher, students and the system as a whole.

Challenges and Measures for Managing Anti-Social Behaviour for Quality Service Delivery

The management of antisocial behaviours in the school system requires the collective effort of all stakeholders for the goals and objectives of teaching to be achieved in the school. Teachers, parents, university administrators and the government need to collaborate in order to find solution to behavioural problems among university students but this has not received the needed attention in several universities. Teachers in the university are therefore faced with several challenges in the management of these behaviours so that meaningful teaching and learning can take place in and outside the classroom. Some of the rules and regulations guiding teacher-students' interaction in the university makes it difficult for some teachers to enforce any change when when the students are misbehaving.

Furthermore, Ikediashi and Akande (2015:35) stated that there are "chain reactions of low investment, infrastructural decay, unemployment, insecurity of life and property, poverty and hunger" and some of these spiral effects makes it difficult for teachers to be able to address the antisocial behavioural crises among students that is affecting the quality of services delivered by them. The position of some parents on how their children should be handled in the university also complicates the behavioural management processes which makes it difficult for the lecturers to address the social behavioural crises attributed to the students.

However, some lecturers who are willing to go all out are exploring some available opportunities to correct the antisocial behaviour of students so that the quality of services provided by them will not be adversely affected. Said *et al.*, (2018:159) stated that "rewards are very important for improving academic and social behaviour" and some other lecturers provide counselling and reorientation exercises for students so as to correct the negative behaviours shown by students in and outside the classroom but this will require the support of every other stakeholder for any success to be recorded for the goals and objectives of university education to be realized.

Empirical Reviews

There are several studies that have been carried out by scholars to assess how the antisocial behaviours exhibited by students affect the quality of teaching and administration of the university. The study by Isife and Ogakwu (2017) examined the determinants of selected anti-social behaviour among students in selected universities in Enugu Metropolis South East Nigeria. The study was conducted using a survey

research approach, and 197 third- and fourth-year students from the University of Nigeria, Enugu Campus, Godfrey Okoye University, and Enugu State University of Technology served as the study's sample. Simple regression was used to analyze the study's data, which were gathered through the use of questionnaires. The results demonstrated that father-child relationships, mothers' reactions to smoking, and fathers' reactions to smoking all had a detrimental impact on students' antisocial behaviors. The study found that these factors that contribute to antisocial behavior are mostly under the parents' control.

In a similar manner, Ojo (2015) investigated the causes and prevalence of antisocial behaviour among students with hearing impairment in Ibadan, Nigeria. To conduct the study, a descriptive survey research approach was chosen. The Students Antisocial Behaviour Questionnaire ($r=.80$) was used to collect data on 60 hearing-impaired students from Methodist Grammar School (Deaf Unit), Bodija, Ibadan, and Ijokodo High School, Ijokodo, Ibadan. The acquired data were examined using frequency count and percentage descriptive statistics. According to the study, there are several common causes of antisocial behavior, including peer pressure, broken homes, media influence, a lack of school counselors, ineffective school administration, and parental neglect. The study's findings revealed that stealing, rape, abortion, exam fraud, tardiness, cultism, and rudeness were among the participants' most frequent antisocial behaviors.

Furthermore, Onyeme *et al.*, (2020) investigated the causes and effects of anti-social behaviour among secondary school students. The chosen survey design was descriptive. 1781 parents, teachers, and students from local public secondary schools made up the study's population. A representative sample of 327 respondents was chosen from each of the three groups. The researcher created a Likert-style questionnaire that was used to gather data from respondents. Experts verified the instrument and determined it to be appropriate for the study. Frequency and mean were used for data analysis. The study discovered, among other things, that media impact, inefficient school administration, peer pressure, a broken household, a lack of parental involvement, and a low socioeconomic background are factors of anti-social behavior among secondary school students. The implications include encouraging students to commit crimes as adults and making them think that committing crimes is profitable. Additionally, it victimizes defenseless persons, impedes social advancement, and transgresses morality. Students can stop attending school as a result, and the school the students attend will suffer as a result.

Similarly, Ntui *et al.*, (2014) also conducted a study on perceived effect of students' antisocial behavior on library services in tertiary institutions libraries in Cross River State, Nigeria. The study employed a survey research design. There were 4,079 people that used the library. 1,232 library patrons from four tertiary schools of higher learning in Cross River State were included in the sample. The main tool used to collect data was the questionnaire. Simple percentages were used to examine the collected data. The analysis' findings revealed that antisocial behavior in libraries, such as mutilation of library materials, defacing of those materials, hiding of those materials between shelves, theft of those materials, withholding of those materials past their due dates, and noise, has a significant impact on those services.

Furthermore, Otto *et al.*, (2021) conducted a study on risk and resource factors of antisocial behaviour in children and adolescents. The study reviewed longitudinal data from the German BELLA project, which included 1145 participants aged 11 to 17 and was conducted over a period of two years with three measurements. In order to examine cross-sectional and longitudinal data, structural equation modeling, linear regression models, and latent growth analysis were all used. The study discovered that more antisocial behavior was associated with both higher self-efficacy and a poorer familial environment. According to longitudinal research, worse baseline family dynamics, a deteriorating family dynamic over time, and higher levels of social support were all linked to an increase in antisocial behavior. The study discovered that family climate had a moderating influence.

In the same manner, Adeniyi and Akinola (2020) examined behavioural problems among secondary school students in Osun State focusing on a nexus of principals' administrative effectiveness. For the study, a survey research design was used. Using a multistage sample technique, 300 teachers were chosen from three Local Government Areas (LGAs) in Osun State. Information from the respondents was

gathered using a modified instrument called the Questionnaire on Principals' Administrative Effectiveness and Students' School Behavioural Problems (QPASBP). Data collected were examined using percentages, relative strength index and multiple regression. The findings revealed a prevalence rate of behavioral issues among secondary school pupils of 27.2%. The findings revealed that disruptive behavior and vandalism to school property (RSI = 0.51), thugs (RSI = 0.481), and tardiness to class (RSI = 0.480) were the most common behavioral issues among secondary school students. Again, the results demonstrated that instructional management (RSI = 0.724), internal relations (RSI = 0.724), and student performance (RSI = 0.724) were the principals' top three administrative effectiveness categories. The final finding indicated that there was a combined ability of principals' administrative effectiveness to manage students' behavioral issues at school ($R^2 = 0.034$; $F = 1.681$, $p < 0.05$). The administrative effectiveness of secondary school principals in Osun State was found to be the cause of fewer students engaging in various types of behavioral problems, such as disruption/vandalism of school properties, thuggery, and tardiness to class.

Onu, *et al.*, (2013) assessed strategies and remediation of antisocial behaviours among schooling adolescents in Nigeria. For the study, a descriptive survey design was used. One hundred sixty (160) parents and educators make up the sample. For assessment strategies and remediation measures to determine the impact of location (urban and rural), three instruments were developed, validated, and used. Data were gathered and analyzed using mean and standard deviation. The main results show that teachers believe that using evaluation procedures will assist them evaluate teenagers who exhibit antisocial behavior. Adolescents who are in school were found to exhibit fewer antisocial behaviors when remediation strategies were used. Last but not least, the manifestation of antisocial behavior in school-age adolescents is unaffected by location. On the basis of these conclusions, suggestions were made. Reorienting oneself toward optimistic outlooks on life is necessary.

Bolu-Steve and Esere (2017) also investigated the strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State, Nigeria. The descriptive survey research design method was used for the investigation. Counselors in the state's secondary schools made up the study's target population. Seventy respondents were chosen from each of the three senatorial districts in Kwara State using a purposeful sampling technique. The school counselors were given the survey titled "Strategies for Managing Deviant Behaviour Questionnaire." For the data analysis, descriptive and inferential statistics were also employed. The results showed that ineffective parental guidance is the root cause of aberrant behavior. The reinforcement technique is another key tactic counsellors use to address behavioral issues. According to the data, there were no significant variations between the counsellors' perceptions of the methods for dealing with deviant behavior among teenagers enrolled in school. All of these studies show that antisocial behaviour among students does not only affect teaching and learning in the school but other educational activities taking place in the school.

METHODOLOGY

The design adopted for the study was descriptive survey. Population of the study consisted of all the 2,638 teaching staff in the three public universities in Rivers State (1,660 males and 978 females) out of which 347 teachers (218 males and 129 females) were sampled for the study using stratified random sampling technique. The instrument used for data gathering was questionnaire titled "Students' Anti-Social Behaviour and Teachers Service Delivery Questionnaire" (SASBTSDQ). The instrument was structured according to the four point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with weighted scores of 4, 3, 2 and 1 respectively. The weights were summed up and divided by 4 to arrive at 2.50 which was the criterion mean score used for decision making. The questionnaire was face and content validated by two Educational Management experts from the Department of Educational Management, University of Port Harcourt. The reliability of the questionnaire was estimated using Cronbach alpha statistics and the reliability index estimate was 0.88. The 347 copies of the questionnaire were administered by the researcher with the aid of two Research Assistants out of which 338 copies (214 males and 124 females) were recovered which was a 97.4%

retrieval rate. The research questions raised were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance.

RESULTS

Answer to Research Questions

Research Question One: *What are the forms of antisocial behaviour among students in universities in Rivers State?*

Table 1: Mean and standard deviation scores on the forms of antisocial behaviour among students in universities in Rivers State

S/No	Items	Male Teachers n=214		Female Teachers n=124		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
1	Students engage in examination malpractice which alter the objectivity of classroom assessment	2.94	0.82	2.88	0.77	2.91	Agree
2	Substances abuse among students make the learning retention difficult	2.74	0.89	2.75	0.79	2.75	Agree
3	Absenteeism from classroom makes completion of school curriculum difficult	2.83	0.84	2.79	0.78	2.81	Agree
4	Theft cases among students leads to the shortage of essential learning materials	2.47	1.01	2.31	1.07	2.39	Disagree
5	Cult related activities in the school deter students from full classroom participation	2.93	0.83	2.90	0.76	2.92	Agree
Grand Mean and Standard Deviation		2.78	0.88	2.73	0.83	2.75	Agree

Table 1 indicated that in response to items 1, 2, 3, 4 and 5, the male teachers responded with mean scores of 2.94, 2.74, 2.83, 2.47 and 2.93 while the female teachers responded to the same set of items with mean values of 2.88, 2.75, 2.79, 2.31 and 2.90. The items with mean scores above 2.50 were agreed by the respondents but items with mean scores less than 2.50 such as item 4 from both the male and female teachers with mean scores of 2.47 and 2.31 respectively showed that they disagree that theft led to shortage of learning materials in the school. The average mean scores of 2.78 from the male teachers as well as 2.73 from the female teachers supported the fact that the teachers agreed on the forms of antisocial behaviour among students in universities in Rivers State and this was supported by the mean set score of 2.75 which showed that the respondents averagely agreed on the forms of antisocial behaviour among students in universities in Rivers State

Research Question Two: *What are the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State?*

Table 2: Mean and standard deviation scores on the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State

S/No	Items	Male Teachers n=214		Female Teachers n=124		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
6	Essential educational resources are wasted as a result of misbehavior	2.46	1.03	2.64	0.84	2.55	Agree
7	Attention span of other students is negatively affected by the deviant ones	2.83	0.87	2.81	0.79	2.82	Agree
8	The completion of scheme of work is hindered as a result of students misbehavior	2.40	1.06	2.68	0.81	2.54	Agree
9	Teachers performance is reduced as time is spent on addressing social vices	2.71	0.89	2.67	0.82	2.69	Agree
10	The interaction between the teacher and the students is negatively affected during teaching	2.94	0.82	2.91	0.75	2.93	Agree
Grand Mean and Standard Deviation		2.67	0.93	2.74	0.80	2.71	Agree

Table 2 showed that the responses of the male teachers to items 6, 7, 8, 9 and 10 produced mean scores of 2.46, 2.83, 2.40, 2.71 and 2.94 while the female teachers responded to the same set of items with mean scores of 2.64, 2.81, 2.68, 2.67 and 2.91. Items above the criterion mean score of 2.50 were agreed while the items below 2.50 were disagreed. The teachers both agreed on items 7, 9 and 10 but had different opinions on items 6 and 8. The average mean scores of 2.67 from the male teachers as well as 2.74 from the female teachers aligned with the average mean set of 2.71 that the respondents averagely agreed on the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State.

Research Question Three: *What are the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State?*

Table 3: Mean and standard deviation scores on the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State

S/No	Items	Male Teachers n=214		Female Teachers n=124		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
11	The disposition of parents towards the attitude of their children hinders the teacher	2.88	0.84	2.95	0.73	2.92	Agree
12	University rules and regulations makes it difficult for the teacher to correct some act of misbehavior	2.55	0.96	2.60	0.86	2.58	Agree
13	Teachers lack adequate laws guiding their interaction with students	2.91	0.82	2.97	0.72	2.94	Agree
14	Students' socio-cultural beliefs makes it difficult to deal with some social vices	2.60	0.92	2.62	0.83	2.61	Agree
15	The lack of educational resources makes it difficult to deal with existing antisocial behaviour among students	2.65	0.90	2.61	0.84	2.63	Agree
Grand Mean and Standard Deviation		2.72	0.89	2.75	0.80	2.73	Agree

Table 3 showed that items 11, 12, 13, 14 and 15 were responded to by the male teachers with mean scores of 2.88, 2.55, 2.91, 2.60 and 2.65 while the female teachers responded to the same set of items with mean scores of 2.95, 2.60, 2.97, 2.62 and 2.61. From their responses, all of the items were above the criterion mean score of 2.50 used for decision making and as such were agreed. Supporting this assertion, the average mean score of 2.72 from the male teachers and 2.75 from the female teachers also align with the average mean set score of 2.73 that the teachers agreed on the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State

Research Question Four: *What are the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State?*

Table 4: Mean and standard deviation scores on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State

S/No	Items	Male Teachers n=214		Female Teachers n=124		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
16	Students are counselled so as to correct any act of misbehavior	2.48	1.02	2.64	0.83	2.56	Agree
17	Reward is given to good behaving students to sustain good behaviour	2.80	0.88	2.79	0.80	2.80	Agree
18	Orientation programmes are organized for students to educate them on the dangers of misbehavior	2.50	0.99	2.62	0.85	2.56	Agree
19	Teachers interact with parents of students to curb antisocial behaviours	2.44	1.04	2.33	1.05	2.39	Disagree
20	Positive peer influence is encouraged to promote good behaviour among students	2.72	0.90	2.95	0.74	2.84	Agree
Grand Mean and Standard Deviation		2.59	0.97	2.67	0.85	2.63	Agree

Table 4 revealed that the male teachers responded to items 16-20 with mean values of 2.48, 2.80, 2.50, 2.44 and 2.72 while the female teachers responded to the same items with mean scores of 2.64, 2.79, 2.62, 2.33 and 2.95. Items 17, 18 and 20 were agreed by the male and female teachers since their response scores were above the criterion mean score of 2.50 used for decision making while the responses of the respondents differed on items 16 and 19 as the male teachers disagreed on both items with mean scores less than 2.50 while the female teachers agreed on both items. The grand mean scores of 2.59 and 2.67 from the male and female teachers indicated that the respondents agreed averagely on the items raised and the average mean set of 2.63 also supported the fact that the respondents agreed on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of male and female teachers on the forms of antisocial behaviour among students in universities in Rivers State.

Table 5: Summary of z-test analysis on the significant difference between the mean ratings of male and female teachers on the forms of antisocial behaviour among students in universities in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	214	2.78	0.88	336	0.53	1.96	0.05	H ₀ was retained
Female Teachers	124	2.73	0.83					

Table 5 showed that at 336 degrees of freedom and 0.05 level of significance, the value of z-crit. of 1.96 was more than the value of z-cal. of 0.53 and as such the null hypothesis was retained indicating that there was no significant difference between the mean ratings of male and female teachers on the forms of antisocial behaviour among students in universities in Rivers State.

Hypothesis Two: There is no significant difference between the mean ratings of male and female teachers on the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State.

Table 6: Summary of z-test analysis on the significant difference between the mean ratings of male and female teachers on the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	214	2.67	0.93	336	0.72	1.96	0.05	H ₀ was retained
Female Teachers	124	2.74	0.83					

Table 6 revealed that at 336 degrees of freedom and 0.05 level of significance, the value of z-crit. of 1.96 was more than the value of z-cal. of 0.72 and as such the null hypothesis was retained suggesting that there was no significant difference between the mean ratings of male and female teachers on the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State.

Hypothesis Three: There is no significant difference between the mean ratings of male and female teachers on the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State.

Table 7: Summary of z-test analysis on the significant difference between the mean ratings of male and female teachers on the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	214	2.72	0.89	336	0.32	1.96	0.05	H ₀ was retained
Female Teachers	124	2.75	0.80					

Table 7 indicated that at 336 degrees of freedom and 0.05 level of significance, the value of z-crit. of 1.96 was more than the value of z-cal. of 0.32 and as such the null hypothesis was retained meaning that there was no significant difference between the mean ratings of male and female teachers on the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State.

Hypothesis Four: There is no significant difference between the mean ratings of male and female teachers on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State.

Table 8: Summary of z-test analysis on the significant difference between the mean ratings of male and female teachers on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	214	2.59	0.97	336	0.79	1.96	0.05	H ₀ was retained
Female Teachers	124	2.67	0.85					

Table 8 revealed that at 336 degrees of freedom and 0.05 level of significance, the value of z-crit. of 1.96 was more than the value of z-cal. of 0.79 and as such the null hypothesis was retained indicating that there was no significant difference between the mean ratings of male and female teachers on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State.

DISCUSSION OF FINDINGS

The responses gathered from the teachers established that they agreed on the forms of antisocial behaviour itemized as existent among students in universities in Rivers State and that there was no significant difference between the mean ratings of male and female teachers on the forms of antisocial behaviour among students in universities in Rivers State. The teachers agreed that antisocial behaviours such as examination malpractice, substance abuse, absenteeism and cult related activities existed among the students and affected teaching and learning in different ways and this is in agreement with the outcome of the study conducted by Ojo (2015) which indicated that there are several common cases of antisocial behavior among students in the study area which included stealing, rape, abortion, exam fraud, tardiness, cultism, and rudeness which were among the participants' most frequent antisocial behaviors. This implies that there are several other forms of antisocial behaviour among students and the implications of some of these behaviours can be far reaching on teaching and learning in the university.

The male and female teachers however disagreed on the existence of theft cases which has the capacity to alter effective teaching in the school. This suggests that the cases of theft are minimal in the school while other antisocial behaviours existed to a larger scale. This may however be due to personal and institutional security measures that have been put in place to control theft cases and this suggests the need for such protective measures to be put in place to deal with other related behavioural anomalies. This is important because such behavioural problems can have severe implications on teaching and learning and all hands must be on deck in resolving this problem as Isife and Ogakwu (2017) revealed in the result of their study that father-child relationships, mothers' reactions to smoking, and fathers' reactions to smoking all had a detrimental impact on students' antisocial behaviors. Dealing with the different forms of antisocial behaviour in these schools will therefore require collective effort.

The effects of antisocial behaviour on the quality of the teacher's service are diverse as the teachers indicated from their response that decline in attention span, reduced teacher performance and negative interaction between the teacher and students are some of the effects of antisocial behaviour on the service delivery of teachers and they agreed that the items raised were the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State and that there was no significant difference between the mean ratings of male and female teachers on the ways students antisocial behaviour affect the quality of service delivered in universities in Rivers State. This finding is in tandem with the outcome of the study by Onyeme *et al.*, (2020) which showed that antisocial behaviour victimizes defenseless persons, impedes social advancement, and transgresses morality and students can

stop attending school as a result, and the school and the students will suffer as a result. This will undoubtedly affect the performance and delivery of the teacher in the short and long run

However, while the female teachers agreed that antisocial behaviour from students lead to wastage of educational resources and delay in the completion of scheme of work, the male teachers agreed otherwise. This implies that these teachers may have several way of dealing with the possible effects that the antisocial behaviour of students may pose to their service delivery. This however negates the position of the study by Ntui *et al.*, (2014) which showed that these antisocial behaviours usually have significant impact on general service delivery and dealing with this effects when they arise is an issue that cannot be jettisoned.

The respondents both agreed that there are several challenges militating against the management of the antisocial behaviour of students which affects the quality of their service delivery and the teachers agreed on the items raised as challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State and that there was no significant difference between the mean ratings of male and female teachers on the challenges in managing antisocial behaviours among students for quality service delivery in universities in Rivers State. The teachers agreed that the disposition of parents to the attitude of their children is one of the challenges to the management of antisocial behaviour among students and this agrees with the result of a similar study by Otto *et al.*, (2021) which showed that deteriorating family dynamic over time, and higher levels of social support were all linked to an increase in antisocial behavior. Parents must therefore be ready to support and not negate the position of the teacher if antisocial behaviour among students must be curtailed in the universities.

The teachers also agreed that university rules, absence of relevant laws, socio-cultural belief of the students and lack of necessary resources were some of the challenges that they face in the management of these behaviours and this affects the quality of service delivered by the teacher. The study by Adeniyi and Akinola (2020) showed that administrative effectiveness of secondary school principals in Osun State was found to be the cause of fewer students engaging in various types of behavioral problems, such as disruption/vandalism of school properties, thuggery, and tardiness to class and as such university administrators need to be careful on the type of laws enforced for university administration as this may have negative effects which can affect the quality of service that will be delivered by the teacher eventually.

Furthermore, the respondents agreed on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State and it was also revealed that there was no significant difference between the mean ratings of male and female teachers on the measures for controlling antisocial behaviours among students for quality service delivery in universities in Rivers State and this is in line with a similar study by Bolu-Steve and Esere (2017) which established that there were no significant variations between the counsellors' perceptions of the methods for dealing with deviant behavior among teenagers enrolled in school. From their responses, the teachers agreed that reward for good behaviour, orientation and positive peer influence helped in the management of antisocial behaviour among students.

However, while the male teachers disagreed on the use of counselling to managing students antisocial behaviours, the female teachers agreed otherwise and while the teachers both disagreed that they interacted with the parents of the students as measures for controlling students' misbehavior and this needs to be given due attention as Onu, *et al.*, (2013) noted in the result of their study that the manifestation of antisocial behavior in school-age adolescents is unaffected by location and as such parents and teachers must continue to interact to enable students exhibit good behaviour both in school and at home for the educational development of the student.

CONCLUSION

The study concludes based on the findings of the study presented that there was no significant difference in the responses of the male and female teachers on the forms, effects, challenges and measures of

controlling the antisocial behaviours existent among students for quality service delivery. The respondents agreed that there are different forms of antisocial behaviours existent among the students and that it had effects on teacher's service delivery. This is however due to challenges such as parental disposition among other challenges and granting of reward for good behaviour proved useful in the control of antisocial behaviour among the students.

RECOMMENDATIONS

The following recommendations were made in line with the findings of the study:

1. University administrators need to itemize and public behaviours that are acceptable among students in the university and this should form part of the items in student's handbook and this should guide the conduct of students in the university and punishment should be given to students who violate this standard.
2. University administrators should give teachers more autonomy to deal with the antisocial behaviour of students as the failure to do so can affect the quality of service that can be delivered by the teacher and also affect the goals and objectives of education in the long run.
3. The government needs to provide sanction to parents, teachers and students who sponsor antisocial behaviour among students as this is important to mitigate cases of antisocial behaviour that can affect the goals and objectives of education in the university.
4. The government need to collaborate with university administrators to provide essential resources both tangible and non-tangible that will enable teachers deliver their services effectively especially during their interaction with students.

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