

## **Gender and anti-social behaviour in Tertiary Institutions in Enugu Metropolis**

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**Abstract :-** Antisocial behaviour has been a challenge to the University students in Enugu metropolis. This could be as a result of existence on many tertiary institutions in the city and its environs. The gender differences in the antisocial behaviour was 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 Analysis of Variance. The findings showed that 49.74% female students were involved in illicit sex while (80.2%) males engage in all other anti-social behaviours. The study concluded that University students ought to be more knowledgeable about the longer-term outcomes of these antisocial behaviours in order for them to minimise them or stop them on their own volition. The study suggested that there should be activities such as awareness creation, sensitization and antisocial-behaviour campaigns for the students especially for new entrants into the universities among others.

**Key words:** *Antisocial behaviour, Drug abuse, Gender, Illicit sex and Tertiary institutions.*

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### **I. INTRODUCTION**

The prevalence of anti-social behaviour in young adults has increased dramatically over the past decades, along with their negative effects on development [1]. These have health-endangering phenomenon, as well as loss of self-esteem [2]. The anti - social behaviour such as drug abuse, smoking, stealing, alcohol abuse and prostitution have been accompanied by increase in levels of psychiatric admissions [3] and out of school by some university students. According to [4] and [5], other anti –social behaviour noted, includes breach of school rules, delinquency, bad dressing and appearance, destruction of public properties, hooliganism, fighting and assault, fraud, fighting, sexual immorality, examination malpractice, misappropriation of fund, lying, impersonation, persistent lateness, absenteeism, disruptiveness, destructiveness and academic problems. Anti-social behaviour lacks consideration for others and may cause damage to the society, whether intentionally or through negligence [6]. It is labelled as such when it is deemed contrary to prevailing norms for social conduct. This is opposite of pro-social behaviour, which helps or benefits the society. There are about 2 billion people between 10-24 years old in the world, close to 85% of these young men and women live in developing countries [7]. The youths in Nigeria accounts for 32.0% of Nigerian’s 140 million people and nearly half (48.6%) of adolescents aged 15-19 are sexually active[ 8], 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) [8]. Researchers on anti-social behaviour problems of tertiary school students point to the crucial role of the family [9]. 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 [10]. In the same year, the poverty gap at \$1 a day was 34.9% while that for the \$2 a day was 59.0% [10]. Placing Nigeria within this international poverty context, it is possible to understand the extent of poverty and how much of problem it poses for the country. Some people who are threatened by poverty often engage in various illegal activities that constitute

anti-social behaviour that retards development. It is on this note that this study wanted to find out the gender anti-social behaviour among students from selected universities in Enugu Metropolis.

## **II. STATEMENT OF THE PROBLEM**

In Nigeria, as in many other nations, anti-social behaviours observed among the youth are many and varied [9]. 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 [9], 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 [11] and [3].

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. While antisocial behaviours have negative outcomes, the gender of the one involved could have significant impact in the sort of outcome expected. Anti-social behaviours by young females could affect their persons; leading to health problems especially when they are related to prostitution and drug or substance abuse. Where abortion is involved, the situation can be life-threatening with the possibility that reproductive organs can be destroyed and even death can occur. There is even the bigger challenge that women with anti-social behaviour may transfer the traits to their children through poor training or wrong orientations, implying inter-generational transfer of negative traits. By contrast, anti-social behaviour by the male folk do affect the individual involved, but often not the same way as those of ladies. Severally, involvement in such anti-social behaviours like violence by males results in injury to others while they are unhurt. More so, with the exception of substance abuse and alcoholism, many males later get out of teenage years without any permanent scar emanating from their youth-induced anti-social behaviours. They often constitute insecurity as well as loss of lives and property to others.

Nonetheless, whether male or female, anti-social behaviours usually have long term effects; that affect the society as well as individuals involved. For example, at the individual level, the student's graduation period from the university may be prolonged, thereby incurring costs to parents and whittling away his years in idleness. It may increase personal frustration while in turn could lead to more anti-social behaviours that put the society at large to more danger and prolonged insecurity. These affect development, often very negatively.

## **III. LITERATURE REVIEW**

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 [12]. 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 such as murder; rape, use of illegal substances, and a wide variety of activities. Reportedly, 78% of adolescent girls and 86% of adolescent boys have engaged in sexual intercourse by age 20 in United States of America [13]. The relationships of sexual behaviours to alcohol and drug use, stress, and developmental and cultural issues are a Gordian knot for researchers and practitioners in the field of college health. Sexually transmitted diseases, unintended pregnancy, and worry over these problems are the daily fare of college health centres as a result of prostitution. 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 [13]. 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 [13]. Unintended pregnancy continues to be a serious and often life-changing problem among college women, although a review of the recent medical and public health literature reveals no report of pregnancy rates specific to college student populations. Cumulative evidence suggests that a substantial proportion of sexually active college students do not use contraceptives.

Alcohol and drug use has been associated with unprotected/unsafe sexual practices. A recent survey of freshman at 14 US colleges indicated that one of six students reported engaging in unplanned sexual activity after drinking

alcoholic beverages. 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. The appearance and the manner of dressing, and prostitution and lying found among the university students suggest immoralities that are bound among such groups. Values are morals or professional standards of behaviour also they are seen as thoughts and ideas that express whatever is held to be desirable and worthwhile [14]. It is the standard that guides ones behaviour towards attainment of one's set goals. They are those things that define us even in our absence. Values are important in defining social problems, proposing solutions and evaluation of outcomes of programmes. They influence how we define our needs and services we provide. Values and education are two inseparable concepts as [14] have argued. To be educated is to develop and be propelled by certain values which would enable an individual live and function effectively in himself and his society. This means that education awakens in the students thoughtfully considering alternative interests. This step involves thinking about the consequences of choosing or rejecting each alternative interest; freely choosing the preferred thing, cherishing the choice, publicly affirming the choice, acting on the choice and repeatedly acting on the choice. The six steps are meant to make adolescent students aware of the values they are acquiring and to ensure that the values are consistent and enduring influential on behaviour. Value systems were regarded as part of a functionally integrated cognitive system in which the basic units of analysis are beliefs. Clusters of beliefs form attitudes that are functionally and cognitively connected to the value systems. According to Rokeach cited in [15] classes of beliefs concerned with self-cognitions representing the innermost core of the total belief system and all remaining beliefs, attitudes, and values can be conceived of as functionally organized around this innermost core. Values contribute to determinants of attitude and were more resistant to change, with favourable attitudes emerging toward achieving important values. Rokeach cited in [15] identified value as both modes of conduct and end-states. These conceptions are similar to Kluckhohn's cited in [15] modes, means, and ends of action, although Kluckhohn saw them not as values but as behaviours selected through values. Values are beliefs about what is right or wrong, and what is important in life. Often times we talk about family values, cultural values, and religious values. This implies the relativity of values across social groups, and by extension among individuals. Value also alludes to the quality of being useful or important [16]. In this case, the importance may be physical, psychological or emotional. It represents the extent to which something, (tangible or intangible) improves ones well being or sense of satisfaction, or satisfied a purpose. If the foregoing is put together one realizes that values are those beliefs, notions and things which are so important to people that they hold tenaciously to them, and seek to acquire more if possible. It follows that values are major determinants of attitudes, motivation and behaviours. It is pertinent to emphasize that values are formed in the process of socialization. Therefore the family, society, educational institutions, religious bodies, and peers are the major sources, which interact with "personal resources" of the individual to generate his/her values. This implies that peoples' values are willy-nilly 'subsets' of collective societal values [17]. It becomes rather unequivocal that national ethos guide public life. Defective, confused or unidentifiable national ethos translate to defective, confused or 'anything goes' attitudes and behaviours among the citizenry.

## **IV. THEORETICAL LITERATURE**

### **4.1 Moral theory**

Kohlberg pondered whether morality comes from teaching or from natural feelings and instinct, and argued that moral development went beyond unilateral compliance with mutual respect for parental and governmental authorities (Chris, 2011). Therefore virtues could be thought or acquired. Subsequently, Kohlberg developed moral theory, which could be categorized into three main segments and six stages: (a) punishment and obedience (b) Naive instrumental self-indulgence(c) good-boy morality (d) Authority maintaining morality (e) Morality of self-accepted moral principles and (f) Morality of the principles of conscience. According to Kohlberg, the last stage is the internalized structure of morality, where individual activities of morality are expected to be based on conscience and principles of fairness to others and the society. Moral development is a socialized reasoning that reflects the learning and assimilation of family norms and societal culture as a child grows according to Durojaiye, cited in [3].

#### **1. Objective of the study**

1. To determine the gender differences in anti-social behaviour among the selected university students in Enugu Metropolis.

#### **2. Research question**

1. What are the gender differences in anti-social behaviour among selected university students in Enugu Metropolis?

**3. Hypothesis**

H<sub>01</sub>: There is no significant difference in the level of anti-social behaviour of male students from female students in Enugu Metropolis.

**V. METHODOLOGY**

The research design to be adopted for this work is 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 [18]. 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, Godfrey Okoye University is 364 making a population of 5,758. Using the formula by [18], 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 [19] was used in this study and gave reliability of 0.8. Analysis of Variance (ANOVA) was used to test the hypothesis to see if there is gender bias on antisocial behaviours both within the individual school samples and across the three schools cohorts.

**VI. RESULTS**

**9.1 Gender differences in anti-social behaviour among the selected university students in Enugu Metropolis**

**Cigarettes smoking**

**Table 1. Cigarettes smoking by the respondents according to the gender**

Cigarettes smoking	Male		Female	
	Freq.	(%)	Freq.	(%)
Smokers	50	41.3	11	14.9
Non Smokers	71	58.7	63	85.1
Total	121	100	74	100

Source: (Field survey, 2015)

Table 1 reveals that 41.3% of the male respondents smoke cigarettes, while 14.9% of the female respondents smoke cigarettes.

**Table 2. Cigarettes smoking frequencies by the respondents according to gender**

Cigarettes smoking Frequencies	Male		Female		Total
	Freq.	(%)	Freq.	(%)	
Less than 1Cig./wk	1	2.0	0	0.0	1
Less than 1Cig./day	7	14.0	3	27.3	10
1-5 Cigarette /day	28	56.0	7	63.6	35
6-10 Cigarettes/day	14	28.0	1	9.1	15
Total	50	100	11	100	61

Source: (Field survey, 2015)

Table 3 above reveals that 56% male respondents smoke 1-5 cigarettes per day, 28% male respondents smoke 6-10 cigarettes per day while 27.3% of the females respondents smoke 1-5 cigarettes per day, and 63.6% female respondents smoke 6-10 cigarettes per day as well as 9.1% of the female respondents smoke 6-10 cigarettes per day.

**Table 4 Alcohol intake by respondents according to gender**

Alcohol intake	Male	Female
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	Freq.	(%)	Freq.	(%)
Yes	97	80.2	24	19.8
No	33	44.6	41	55.4
Total	130	100	65	195

Source: (Field survey, 2015)

Table 4 revealed that 80.2% of the male and 19.8% of the female respondents take alcohol respectively.

**Take 5 Personal effects for taking alcohol by respondents according to gender-to forget their problems**

Gender	Very likely		Likely		Unsure		Unlikely		Very unlikely	
	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)
Male	37	30.6	49	40.5	20	16.5	7	5.8	7	5.8
Female	17	23.0	28	33.8	15	20.3	8	9.5	7	9.5
Total	54		77	100	35		15		14	195

Source: (Field survey, 2015)

Table 5 reveals the personal effects for taking alcohol by respondents according to gender- to forget their problems; 30.6% of the male and 23% of the female respondents said that it was very likely that alcohol would make them forget their problems respectively. 40% of the male and 33.8% of the female respondents said that it is likely that alcohol would make the forget their problems respectively, 16.5% of the male and 20.3% of the female respondents claimed that they were not sure that alcohol would make them feel relaxed respectively, 5.8% of the male and 9.5% of the female respondents said that it was unlikely that alcohol would make them forget their problems respectively, 5.8% of the male and 9.5% of the female respondents claimed that it was very unlikely that alcohol would make them forget their problems respectively. This result shows that more male respondents consume alcohol in order to forget their problems.

**There is no significant difference in the level of anti-social behaviour of male students from female students in Enugu Metropolis.**

This hypothesis is tested using the 2-Independent samples t-test. The results are presented in Tables 6 and 7.

**Table 6: Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
anti-social behaviours	Male	121	57.8099	6.92858	.62987
	Female	74	52.5270	7.49835	.87167

Based on the result presented in Table 6, male respondents displayed more anti-social behaviour than female respondents as their mean total score is  $57.81 \pm 6.93$  which is greater than that of the female respondents ( $52.53 \pm 7.50$ ).

**Table 7: Independent Samples T-Test Result**

	Levene's	t-test for Equality of Means
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		Test for Equality of Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
anti-social behaviours	Equal variances assumed	.118	.732	5.007	193	.000	5.28289	1.05507	3.20195	7.36383
	Equal variances not assumed			4.912	145.076	.000	5.28289	1.07542	3.15737	7.40841

From the result presented in Table 7, the calculated t-test value is 5.007. This is greater than the critical t-value of 1.645. This result is significant as  $p < 0.05$ . Therefore, the observed difference in the anti-social behaviour between the male students and females students (table 6) is significant. Based on this, the null hypothesis is rejected. Therefore, there is a significant difference in the level of anti-social behaviour of male students from female students in Enugu Metropolis.

## VII. DISCUSSION

The female respondents showed that they know that taking illegal drugs are great risks. The respondents who started taking marijuana first at the age of 15-17 performed poorly in school. The respondents who consumed alcohol also had poor academic performance. It also revealed that more female respondents were aware that alcohol would harm their health than the male respondents. The respondents in the age groups 17-21 and 22-28 consume alcohol for the purpose of relaxation. The respondents who smoke cigarettes were not at all satisfied with their health conditions. They also revealed that their parents would not allow them smoke cigarettes at all. On illicit sex, more female respondents were involved in illicit sex than the male respondents. The respondents that smoke cigarettes were not so satisfied with their fathers. On how these respondents got into the antisocial behaviour, most of them said that it was through their friends.

## VIII. CONCLUSION

The anti-social behaviours are felt on individuals as well as in the society which affect development negatively. Anti -social behaviours predispose the youths to some health hazards which might have short term effects or long term effects. Most of the respondents who took alcohol to the level of being intoxicated also smoke. This combination has synergistic effects and creates manifold harm than their individual influence. The university students ought to be knowledgeable about the outcomes of these antisocial behaviours in order to minimise them or to completely stop them for their own interest and for the interest of the entire society for positive development.

## IX. RECOMMENDATIONS

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 others not to start them. Parents and guardians of these students should as much as possible try to check the kind of friends their children keep since there is a relationship between the type of friends these students keep and the antisocial behaviours. 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. Finally, the university authority should address the new entrants on the need to start from the first year to study hard in order to come out with excellent academic performance this could help refocus their attention on their studies order than in those distractions from the antisocial behaviours.

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