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STUDENTS' PERCEPTION OF THE IMPLEMENTATION OF GUIDANCE SERVICES AS CORRELATES OF ANTISOCIAL BEHAVIOUR IN SELECTED UNIVERSITIES IN EDO SOUTH SENATORIAL DISTRICT, NIGERIA

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Abstract

The study examined students' perception of the *implementation of guidance services as correlates of antisocial behaviour in selected universities in Edo south senatorial district, Nigeria. Three research questions were raised to guide the study. The design of the study was a correlational research design. The population of the study consist of 27,104 students in Edo South Senatorial District. A sample size of 271 undergraduate students in three different university both in public and private establishments which are University of Benin, Benson Idahosa University and Igbinedion University Okada was used. This was selected using a simple random sampling technique. Therefore, the research instrument used for this study was a questionnaire. The data collected were analyses using the descriptive statistics of mean, standard deviation, and the Pearson Product Moment Correlation Statistics. The findings revealed that majority of the students agreed that guidance services were available to them in both public and private universities; majority of the respondents agreed that there were high incidences of antisocial behaviour of students in both public and private universities in Edo State; there was significant correlation between guidance services and antisocial behaviour in Edo State. Based on the findings, it was recommended that government should either start or strengthening existing guidance services rendered in higher institutions both in public and private university, counsellors should be well trained on how to carry out their duties by being sent to attend seminars and workshops.*

Keywords: Students Perception, Antisocial Behaviour, Guidance and Counselling Services

Introduction

The prevalence of antisocial behaviour among students in Nigeria universities is very alarming. This trend calls for proper implementation of guidance services in Nigeria universities, to remedy the sorry situation (Sambo, 2018). Therefore, antisocial behaviours are often exhibited by students because majority of them are adolescents, which is a critical period of development marked by heightened vulnerability to sexual activities, smoking, stealing, bullying, examination malpractice, abortion, rape, cultism, loitering, lateness, lying, stealing, assaulting, cruel, sexually promiscuous, rudeness and

thoughts of emotional disturbances, which can have profound implications on their health, academic performance, and overall well-being. These behaviours are inimical to students and those in their environments (Isaiah, 2015). Furthermore, Kimberly and Jacob (2019) describe antisocial behaviour as any act that imposes physical or psychological harm on other people or their property. On the other hand, Clare (2020) describes antisocial behaviours as destructive acts characterised by covert and overt hostility and intentional aggression towards others. According to him, high risk factors in the family setting can cause antisocial behaviours in the child. These factors include parental history of antisocial behaviours, parental alcohol and drug abuse, chaotic and unstable home life, absence of good parenting skills, use of coercive and corporal punishment, parental disruption due to divorce, death or other factors, parental psychiatric disorders, especially maternal depression and economic distress due to poverty and unemployment. Other causes of antisocial behaviours are heavy exposure to media violence through television, movies, internet, video games and cartoons (Clare, 2020). He posited that engaging in antisocial behaviours poses great risk to an individual's mental and physical health and puts one at increased risk of alcoholism, cigarette smoking, illegal drug use, high risk of sexual behaviour, depression and engaging in violent acts towards others and self. Oboh (2017) added that high risks of interpersonal and intrapersonal implications of antisocial behaviours are readily apparent.

Scholars are of the view that antisocial behaviours could be covert or overt. For instance, Hallahan (2020) looked at antisocial behaviours as disruptive acts characterised by covert and overt hostility and intentional aggression towards others. Antisocial behaviours exist along a severity continuum and include repeated violations of social rules, defiance of authority and of the rights of others, deceitfulness, theft, and reckless disregard for self and others. Antisocial behaviours can be identified in children as young as three or four years of age. If left unchecked, these coercive behaviour patterns will persist and escalate to insecurity over time, becoming a chronic behavioural disorder. Antisocial behaviour also includes drug and alcohol abuse and high risk activities involving self and others. Antisocial behaviour is apparent when an individual finds it very difficult to adhere to the norm or standard of his social environment like home or school. Kayne (2012) posited that antisocial behaviours can generally be characterised as an overall lack of adherence to the social norm and standards that allow members of a society to coexist peaceably. According to him, many people who display this type of behaviour may seem charming, but often cause harm to others and show little remorse for their actions. Since these behaviours are apparent among undergraduate students there is the need to manage them through helping services provided by guidance and counselling.

More so, the available guidance services is provided in Nigeria universities in three critical areas: academic, personal social, and career. Their services help students resolve emotional, social or behavioural problems and this helps them in developing a clearer focus or sense of direction. Effective guidance services are important to the university climate and a crucial element in improving students' achievement (Staff, 2019). University counsellors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. This provides concrete reflections to determine how Nigerian universities are meeting the needs of students through guidance services. Also, the effectiveness of school counselling and other students support services, including their contribution to the personal and academic success of students are well addressed in this research.

However, it is clear that guidance is a process of helping an individual to understand himself and his world (that is, his environment). It is an assistance given to an individual for a purposeful direction. It helps an individual to discover his potentials, interest, aptitude, talents, assets and liabilities. Guidance services, therefore, help an individual to see himself as worthy rather than unworthy, a blessing rather than a curse, possessing dignity and integrity rather than ignoble and unimportant personality. Guidance services are the activities organised by the counsellor in an organisation such as orientation service,

counselling service, placement service, follow-up service, referral service, research and evaluation service in order to meet the needs of the people in the organisation. Guidance services are greatly concerned with helping the individual gain insight and understanding of himself in relation to present and future environment such that decisions or choices made would lead to more satisfying and rewarding experiences. Guidance programme in the school refers to a comprehensive, developmental programme designed to benefit students in their journey through school. Guidance programme ensures that the services respond to the unique needs of its clients. In the school system, it provides benefits to students by addressing their intellectual, emotional, social and psychological needs. Guidance and counselling is a helping profession aimed at molding, rebuilding and rehabilitating human behaviour. It is a self-informative relationship, and it helps students out of maladaptive behaviour and self-destructive tendencies. Guidance focuses on individual and it is highly required in the schools, colleges, higher education institutions, hospitals, courts, industries and correction centres. But for the purpose of this research, the main focus is on the implementation of guidance services in the Nigeria universities. From all the observations guidance and counselling is a process of helping an individual to understand himself and his world (that is, his environment). In other words, every society has a way of measuring acceptable behaviours. This makes behaviours that deviate from the acceptable ones to be referred to as antisocial behaviours. Therefore, having look at the relationship between the implementation of guidance services as correlates of antisocial among students in Nigeria universities, the researcher is motivated to carry out this study on the relationship between the implementation of guidance services as correlates of antisocial behaviour among students in selected universities in Edo south senatorial district of Nigeria.

Statement of the Problem

Consequent upon the persistent trends of antisocial behaviour among students in selected universities in Edo south senatorial district of Nigeria. In spite of introducing guidance services and counselling into Nigerian universities to mitigate the antisocial behaviour of students which have become endemic on university campuses in Nigeria. A careful observation reveals that these antisocial activities have continue to persist in Nigeria universities. These behaviours include: substance abuse and high risk activities involving self and others, sexual activities, smoking, stealing, bullying, examination malpractice, homosexuality, abortion, rape, cultism, loitering, begging, depression, suicide, and rudeness. Others are vandalism, sexual harassment, victimisation, robbery, violence, and destruction of school property. Above all, for useful results to be achieved is that guidance services must evaluate students' antisocial behaviour to ensure the molding, rebuilding and rehabilitating of human behaviours. In the university system, it provides benefits to students by addressing their intellectual, emotional, social and psychological needs. It is for this reason that the researchers seek to find answers to the following questions as pivots upon which the study revolved.

Purpose of the Study

The main purpose of this study was to examine the implementation of guidance services as correlates of antisocial behaviour among undergraduates in selected universities in Edo south senatorial district. Specifically, the study:

1. identify the relationship between the perceived levels of implementation and antisocial behaviour practice among undergraduates in selected universities in Edo south senatorial district;
2. examine the relationship between respondents' gender and the perceived levels of implementation and antisocial behaviour practice among undergraduates in selected universities in Edo south senatorial district.

3. investigate the relationship between respondents' age and the perceived levels of implementation and antisocial behaviour practice among undergraduates in selected universities in Edo south senatorial district.

Research Questions

The following research questions will guide the study.

1. What is the relationship between the perceived levels of implementation and antisocial behaviour practice among undergraduates in selected universities in Edo south senatorial district?
2. What is the relationship between respondents' gender and the perceived levels of the implementation and antisocial behaviour practice among undergraduates in selected universities in Edo south senatorial district?
3. What is the relationship between respondents' age and the perceived levels of the implementation and antisocial behaviour practice among undergraduates in selected universities in Edo south senatorial district?

Research Method and Procedures

The study adopted correlation research design. This design was considered appropriate for this study because the researchers did not manipulate independent variables. Instead, the relationship between the independent variable and the dependent variable was to be determined. The design was also considered appropriate for the study since it lent itself to the use of questionnaire for data collection. The study was conducted in Edo State, Nigeria. The population of the study consist of 27,104 students in Edo South Senatorial District. A sample size of 271 undergraduate students in three different university both in public and private establishments which are University of Benin, Benson Idahosa University and Igbinedion University Okada was used. This was selected using a simple random sampling technique. The split-half method was used to establish the reliability of the instrument. This comprised of two sessions A and B, with a total of 28 items. Face validation of the instrument was carried out by three experts in the department of guidance and counselling, Benson Idahosa University. To realise the reliability of the instrument, the questionnaire was administered on 30 undergraduate students who were not part of the main study. Therefore, their responses were analysed using Cronbach Reliability Statistics. A reliability coefficient of .0777 respectively.

Presentation of Results

Research Question 1:

What is the relationship between the implementation of guidance services and antisocial behaviour practice among undergraduates of public universities in Edo state?

The relationship between the implementation of guidance services and antisocial behaviour practice among undergraduates of public universities in Edo state is presented in table 1

Table 1: Summary of the Pearson Correlation between the Perceived Levels of Implementation of Guidance Services and Antisocial Behaviour Practice among Undergraduates of Public Universities in Edo state

Variable	N	Mean	S	R	Decision
Implementation of Guidance service	271	27.2963	9.5080	-.327	Moderate negative relationship
Antisocial Behaviour practice	271	52. 8863	15.3729		

Table 1 showed that the mean values of the implementation of guidance services and the antisocial behaviour practice are 27.2963 and 52.8863 respectively. The relationship between the perceived

levels of implementation of guidance services and the antisocial behaviour practice has a coefficient of -.327. The relationship is considered moderate because it is closer to the median (.5) than zero.

Research Question 2:

What is the relationship between respondents' gender and the perceived levels of the implementation of guidance services and the antisocial behaviour practice among undergraduates in public universities in Edo state?

The relationship between the respondents' gender and the combined perceived levels of implementation of guidance services combined and the antisocial behaviour practice among undergraduates of public universities in Edo state is presented in table 2

Table 2: The Point Biserial Correlation between the Respondents' Gender and the Combined Perceived Levels of Implementation of Guidance Services and the Antisocial Behaviour Practice among Undergraduates

Variable	N	R	Decision
Respondent' perception	271	.25	Moderate positive relationship
Respondent' gender	271		

Table 2 showed that the relationship between the respondents' gender and the combined perceived levels of implementation of guidance services and the antisocial behaviour practice has a coefficient of .25. The relationship is considered moderate because it is closer to than the median (.5) than zero.

Research Question 3:

What is the relationship between respondents' age and the perceived levels of the implementation of guidance services and the antisocial behaviour practice among undergraduates in public universities in Edo state?

The relationship between respondents' age and the combined values of the perceived levels of implementation of guidance services and antisocial behaviour practice among undergraduates of public universities in Edo state is presented in table 2

Table 3: Summary of the Pearson Correlation between Respondents' Age and the Combined Values of the Perceived Levels of Implementation of Guidance Services and the Antisocial Behaviour Practice among Undergraduates

Variable	N	Mean	Std. Deviation	R	Decision
Respondents' Age	271	21.7308	3.36426	.238	Low positive relationship
Perception	271	80.1509	15.34651		

Table 3 showed that the perceived mean values of the age of the respondents and the combined values of the perceived levels of implementation of guidance services and the antisocial behaviour practice are 21.7308 and 80.1509 respectively. The relationship between the age of the respondents and the combined values of the perceived levels of implementation of guidance services and the antisocial behaviour practice has a coefficient of .238. The relationship is considered low because it is closer to zero than the median (.5).

Discussion

The first finding of the study revealed that there is no significant relationship between students' perception of the implementation of guidance services and antisocial behaviour practice among students in Edo state. This decision is as a results of the data that all the responses of the students in public and private universities towards the perception of the available guidance services at their disposal were the same. The study further revealed that guidance services as a practice and profession have not been embraced as expected in Nigeria universities. The study also found that the public and private university students have the same disposition towards guidance services available to them. The public universities have been in existence before the commencement of private ones. Most of the

private universities are patterned after the public ones. Knowingly or unknowingly they imbibed what is made available to them. Unfortunately, guidance services are not available in the public universities where they are available; they are underutilised, making it inexistent. The study found that public university students are also not different from the private universities in the perception of the available guidance services in their institutions. In addition, it is also revealed in the study that students perceive the availability of guidance services in the same manner. Other factors do not affect the sense of judgment of the students as regards their perception of guidance services and antisocial behaviour in Nigeria universities. Their response showed that they have not been enjoying the expected guidance services, which might not even be in operation.

The second finding shows that there is no significant relationship between respondents' gender and the perceived level of the implementation of guidance services and antisocial behaviour practice among undergraduates in public universities in Edo state. The study revealed that students' gender was found insignificant in their perception of the implementation of guidance services and antisocial behaviour as showed that there is no significant relationship between respondents' gender and the perceived level of implementation of guidance services and the antisocial behaviour practice among undergraduates of public universities. In addition, gender of the students were found insignificant in its impact of students' perception of guidance services and antisocial behaviour. The findings agreed with Atodo (2018) who found that gender of students was not significant in influencing their perceptions of effectiveness of guidance services rendered in Nigeria universities.

The third finding indicates that there is no significant relationship between respondents' age and the perceived level of the implementation of guidance services and antisocial behaviour practice among undergraduates in public universities in Edo state. Most of the response showed that the respondents agree that age was not a major factor with respect to seeking guidance services available in the universities. However, age of the students and their class level was found insignificant in their impact of perception of the students with respect to the implementation of guidance services rendered in Nigeria universities. The findings established that students' perception of the implementation of guidance services and antisocial behaviour were based on the fact that age is not a factor as regards their seeking guidance services in Nigeria universities.

Conclusion

From the results of the study above, it is evident that respondents agreed that guidance services rendered in Nigeria universities have influenced students antisocial behaviours to a large extent in ordered for them to achieve their goals in life. Also, the study concluded that there is a significant difference among all the respondents in their perception of guidance services rendered in the selected universities in Edo State. The study showed that the available guidance services in the universities has contributed greatly as regards students' perception of the prevalence of antisocial behaviours in these universities. The study indicated that there is significant difference among the respondents in their perception of guidance services rendered to improve the behaviour of students based on gender, age and school type.

Implication to Research and Practice

1. One major implication of the study and its findings is that government should help to train and appoint qualified guidance counsellors in Nigeria universities to help meet student's antisocial behaviour problems.
2. The study and its findings make it very imperative for guidance services should be made an integral part of the universities programmes and therefore supported by all concerned.

3. From the findings of the study, guidance counsellor should be consulted by all university administration for the implementing of some the guidance services in Nigeria university system with respect to curbing these antisocial behaviour among students.

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