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**Antisocial Behaviour Indicators and Academic Self-Concept of Students in Public  
Universities in Akwa Ibom State, Nigeria**

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**ABSTRACT**

*The study determined the Influence of Antisocial Behaviour indicators and Academic Self-concept of students in Public Universities in Akwa Ibom state. The study adopted expo-facto research design. The population of the study consisted of all year two (2) students in the two public universities in AkwaIbom state who numbered 14,715. The sample size of 1,471 year two (2) students from two public universities in AkwaIbom state was used for the study. Two research questions and two null hypotheses were formulated to guide the study. A researcher constructed instrument called “antisocial behaviour variables and academic self-concept of students’ questionnaire” (ABVASSQ) containing 50 items was used for data collection. Data collected were analyzed, using independent z-test and were tested at .05 level of significant. The two null hypotheses formulated were rejected. Findings of the study revealed significant influence of cultism, examination misconduct, academic self-concept of students in public universities in AkwaIbom State based on the findings, it was recommended among others, that students who involved in cult activities and other antisocial behaviours should be promptly identified and referred to the school counselor; public enlightenment campaign should be organized at all levels to educate the students on the negative effects of student’s involvement in antisocial behaviour to enhance positive academic self-concept. Students who are in the habit of involving in cult activities and other socio vices should be promptly identified and referred to the school counselor. Therefore, alcohol consumption, narcotics use policies on campus, intervention on education campaigns for students are highly relevant to reduce the menace. Lecturers should give students the type of assignments and projects that arouse their interest and boost their positive academic self-concept. Group projects or assignment that causes the students to develop the spirit of inquiring should characterize most of the assignments given to students. Lecturers should help the students to develop positive academic self-concept. Parents should embark on school visit so as to enhance children’s positive academic self-concept. Government at all levels and schools’ authorities should as much as possible provide places, equipment and facilities in the school to cater for the needs of the students.*

**KEYWORDS: Antisocial Behaviour, Examination Misconduct, Cultism, Academic, Self-concept, Students, Public Universities**

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## Introduction

The school as an agent of socialization is saddled with the responsibility of training future leaders and providing skilled manpower for the overall development of the individual and society. The problem of deviant behaviour among students in institutions of higher learning is very common nowadays. This problem manifests itself in the quality of school leavers and future adults which the school produces. These include students who were often late or absent from school, were rude and disobedient to school authorities, who indulge in examination misconduct, who lacked interest in studies, and who might have performed below average in their examinations. In the long run, this group of students may become adult who lack commitment and dedication to their work, who are prone to lateness to work, economic and social activities, absenteeism, neglect of duty, and parent who feels less concerned about their children. These issues are as a result of negative academic self-concept by the students.

Academic self-concept refers to the personal beliefs about someone's academic activities or skills; the way a student views his/her academic ability. Self-concept is a general view about oneself across various set of specific domains and perceptions based on self-knowledge and evaluation of values formed through experiences in relation to one's environment (McLeod, 2008). Academic self-concept is a set of attitudes, beliefs, and perception held by the students about their academic skills-sets and performance. Self-concept is the perception that each person has himself or herself, formed from experiences and relationships with the environment, as well as with others. Therefore, academic self-concept referred to as a person's self-evaluation regarding specific academic domains or abilities. In other words, academic self-concept is how students do school work or feel about themselves as learners (McCoach, 2003). It refers to individuals' knowledge and perceptions about themselves in academic achievement situations. Students showing low academic self-concept exhibit less confidence in their academic aptitudes. They undervalue their talents, avoid situations that cause anxiety, that is, they have less cognitive and emotional resources than students with positive self-concept (Tang, 2011). Accordingly, it is suggested that the abilities regulating learning and academic performance that can be considered are: both general and specific intellectual abilities, creativity, and motivation. In other words, learning is necessary to develop aptitudes, acquire knowledge, and create strategies, as well as intention and disposition (Yara, 2010). Consequently, it is very important to take into account the perception and evaluation that a student has or does in relation to these abilities in order to measure his/her academic self-concept.

According to Yusuf (2010), university students are vital to every nation, their well-being and health is essential to national development. In higher institutions, students are treated as adult. The life of students takes place in a fast-pace and rigorous academic environment, and they are expected to balance social, cultural and academic opportunities available to them, to enhance positive academic self-concept. Students in tertiary institutions may not be fully aware of the relationship between their mental and emotional wellbeing, and their environment. They may as well not understand the individual presentation of mental illness, and (perpetuating factors) without knowing how that person functions in the environment (Ukwayi *et al.*, 2013).

Antisocial behaviours are actions that harm or lack consideration for the wellbeing of others, or likely to cause harassment or distress to one or more persons of the same social environment. Antisocial behaviour covers a wide range of unacceptable activity, which cause harm to the individual student, to their community and school environment. Antisocial

behaviour can begin as early as preschool and manifest as angry as deviant behaviour. Therefore, antisocial behaviours are influences that affect a person psychologically, socially and academically which in turn affect academic self-concept. It encompasses both social and psychological aspects of someone's life and covers a broad range of both positive and negative factors often measured in individual behaviour. Antisocial behaviours look at individuals in the context of the combined influence which are psychological factors and the surrounding social environment which influence the physical and mental wellbeing of individuals. Currently, increased numbers of students in institutions of higher learning are exposed to antisocial behaviours such as use of cultism, examination misconduct, among others. The accompanying problem of these ugly behaviours constitutes a major threat to the society and the people, and at the same time affect academic self-concept (Omotere, 2011).

Cultism is another antisocial behaviour of students in institution of higher learning. Cultism is the operational involvement in the activities of cults. According to Ajayi, *et al.* (2010), cultism is the ritual practice by a group of people whose membership, admission, policies and initiation formalities as well as their modes of operation are done in the secret and kept scarce with their activities having negative effects on members. Cultism is the activities by a group of people which are not only exclusively kept away from the knowledge of others, but are carried out at odd hours of the night and often clash with the accepted norms and values of the society (Ogunbameru, 2004). Due to the proliferation of cults, they are no longer registered, thus their activities can no longer be controlled since they now operate with strict secrecy. Currently, there are about forty-five secret groups operating on Nigerian higher institution campuses (Ibanga, 2014). Therefore, students' involvement in cultism cannot be undermined as some put up some irrational acts and their academic performance may spell doom. It can also lead to promiscuous life like sexual promiscuity.

Ajayi *et al.* (2010) defined cult as a religious movement that has little or nothing in common with any other religious organization in a particular society. Giddens cited in Ibanga (2014) defined it as a fragmentary religious grouping to which individuals are loosely affiliated but which lacks any permanent structure. The proliferation of cults in the Western societies has been linked with the so called counter-culture, that is, a radical culture among the young people and they rejected the established social values and practices. Cultism is the operation and involvement in the activities of cults. Though secret cults are found in cultural settings in different parts of Nigeria, one can say that they do not pose as serious threat as secret cults in the educational institutions. The existence of cults in Nigerian institutions of higher learning is traceable to the formation of pirate's confraternity at the University College, Ibadan in 1952 by seven promising young Nigerian (Oluwatobi and Babatunde, 2010). Their common ideology at the time of its formation was said to have been the promotion of the dignity of the black man. Because of their good intentions, it was a thing of pride and envy for members of the pirate confraternity. Some years after its formation, internal wrangling caused a split and other groups started forming. Due to this proliferation of cults, they are no longer registered; hence, their activities can no longer be controlled since they now operate in strict secrecy. Currently, there are about forty-five secret cult groups operating on Nigerian campuses.

A number of factors have been identified by researchers as being responsible for the propensity of students in Nigerian higher institutions to join cults. The causes include: influence of peer groups, parental background, family circumstances of the student, eruption of educational standard, quest for power and protection, students' union politics, among others. Many students become members of secret cults because of the thirst for power and authority. This is common among those who are fighting for their rights. No wonder the

countless cases of murder, bloodshed and revenge in schools may be caused by high rate of cultism. Some students want to have sufficient capacity to intimidate their lecturers to ensure that they always pass their examinations, irrespective of their abilities. This particular system is also a bait to woo new members. The new academic intakes are promised by the cultist that they would not have any carry over courses and no one can intimidate them. Cultists sometimes threaten ladies with their cult membership in order to accept them as lovers. Some parents themselves had belonged to cult when they were students and it could be seen as the extension of the family interest. In some situations, parents establish links between their children and cult members which they themselves had belonged to when they were students and it could be seen as the extension of family interest. They do this in the belief that their children need to be under the protection of their friends.

Some researchers have identified family background as one of the major causes of delinquency which can involve cult membership. Aggression could be linked with frustration thus students who encounter frustration due to broken homes, easily join cult to get over the frustration. Nghban (2006) asserted that the view that aggression or violence is mindless, random or inexplicable has been seriously questioned. One concept of human aggression states that human society imposes stress which in turn produces aggression as abnormal response. Needless to say that the human society starts with the family, and when things are not going well in the family, the entire society is at risk. Some students who see themselves in cult groups did not join by their own free will rather, they were prompted by friends. The 'recruitment message' is always packaged in attractive manner. There are usually the promises of power, protection, and assistance in time of need among others. What the-world-be member does not know at the initial stage is that, these are dubious promises. Some, after joining, find no fulfillment and any attempt to leave is countered with threats (Tyoanande and Samson, 2014). Many students turn cultists when they have failed to obtain what they desired in the school setting. Some students gain admission into tertiary institutions with questionable results. Such categories of students are non-achievers or low-achievers. Because society places emphasis on paper qualification, students tend to look for associations that can guarantee their success, despite their academic record (Osungboyi and Afolabi, 2002).

According to Ayorinde (2014), examination misconduct is defined as all pre-arranged and spontaneous act perpetuated by a person or group of persons to alter attainment standards practices before, during and after examination. It manifests in the form of illegal, unethical and negligent behaviour put in by examiners or examinees with the intention of hindering the fulfillment of the purpose of an examination. This menace is done with the impunity when parents, teachers, school managements, supervisors and examination bodies' officials all collude with students to perpetuate examination misconduct (Ohia, 2011). Examination misconduct is defined as all pre-arranged and spontaneous acts perpetrated by a person or group of persons to alter attainment of standard practices before, during and after examination (Ayorinde, 2014). It manifests in the form of illegal, unethical and negligent behaviours put up by examiners or examinees with the intention of hindering the fulfillment of the purpose of an examination. Awanbor (2005) viewed it as the application of unusual means to obtain a score or a set of scores that is normally beyond the mental capacity or the state of preparedness of a candidate for an examination. Recently, examination misconduct is carried out with impunity as parents, teachers, school managements, supervisors and examination bodies' officials all conspire with students to perpetuate examination misconduct (Ohia, 2011). Examination misconduct is not restricted to what happens during an examination. It includes all acts before, during and after examination exercise to obstruct the standard of examination. The different types of examination misconduct include:

impersonation, professional -aided malpractice/misconduct, customized seat, unruly behaviour, body padding and inscriptions, electronic device-aided malpractice/misconducts, leakage and ghost (special) centre (Awanbor, 2005).

Many human and non-human factors directly or indirectly contribute to the incident of examination misconduct in schools. Examination misconduct is caused by inadequate facilities needed for examination. A school that lacks sufficient and spacious lecture rooms, laboratories and sitting facilities that can ensure conducive and ethical arrangement of students in examinations will have increased methods of malpractice than schools with sufficient facilities, impersonation and other forms of falsification of examination events and records can occur where a school lacks functioning means of identifying its students and staff. Where this is allowed, non-members of schools can have access to examination halls/venues to impersonate students or invigilators. Poor recording facilities and mechanisms can also make it difficult to trace illegal alteration, forgery and references to academic performance of students. Negative or uncommitted attitude of examination officials towards maintaining standard practice during examination can go a long way to encouraging examination misconduct. Staff attitude includes the personality of invigilators, their actual behaviour in examination situation, their skill of examination supervision and their disposition toward unethical issues. Ohia (2011) maintained that tendencies to engage in examination misconduct reduce when faculty members are known to be firm or when they make it clear to students in words or action that they will not condone academic misconduct before commencement of examination. A situation whereby parents try to bribe the lecturers for their children's interest is a negative one.

People's value-orientation has been accounted as potential determinant factor in what human being is willing to engage in. Value-orientation is not just the product of school experience. It is an aspect of school subculture. People with good value of education are less likely to cheat than those who encourage mainly grades and certificates (Ohia, 2011). Examination misconduct can also result from inadequacies in the contents and methods of instructions indicated in school core curriculum. Too broad curriculum content may be impossible to cover within stipulated times. Sometimes, the method of teaching adopted by lecturer may be weak to promote students' assimilation of what is taught. In the situation of curricula inadequacies, both the lecturer and the students can resort to designing illegal means of meeting with teaching and learning lapses. The lecturer could release examination questions to students during revision to prevent mass failure in his/her course and students could resort to cheating to acquire the needed knowledge to enable them pass an examination. Another aspect of curricula issue that can promote examination misconduct is the weight of hidden curriculum in the framework of school activities. Hidden curriculum is also known as co-curricular activities, and they include sport and other social or leisure engagements such as drama, inter-house competition and school parties. Where these activities are heavier than the real teaching and learning programmes, students may be distracted and may be allowed to have less time for learning subsequently resulting to examination misconduct (Kangiwa, 2015).

## Statement of the Problem

For some time now the institutions of higher learning have been bedeviled by a number of problems. These problems affect teaching-learning process, administration and overall performance of students. Among the antisocial behaviours include: cultism, examination misconduct. The learning environment is no longer conducive and interesting to both lecturers and students. In most communities, there are certain standard of behaviour that are expected of its members. In the university, there are standards of behaviour which are expected of a student. Students are expected to be submissive to the school authorities, obeying school rules and regulations, be punctual and regular in school, respect others, dress well to school, study hard and pass examination. Students are expected to exhibit some level of discipline as compare to those that had not attended such level of education.

Many students in the universities lack interest in their studies due to engagement in antisocial behaviours. The researcher has observed that many students cannot obtain the required grades that could help them to further their studies. It has also been observed that poor study habits among students lead them to develop malpractice tendencies during examinations. Presently, students copy assignments from other brilliant ones and submit to their lecturers without doing the assignments themselves. It is not an overstatement to observe that antisocial behaviour among university students, especially, the undergraduate students are likely to occur. The rate of truancy, bullying, stealing, drug abuse, cultism, smoking, assault, excessive aggression against other students, clash of different cult group, is on the increase. The rate of indiscipline and lack of respect for elders, parents, lecturers and other authorities is alarming in Nigeria today due to students' involvement in antisocial behaviour. Negative gang activities such as cultism are noticed daily to be on the increase among students across Nigeria. Consequently, this leads to low self-esteem and increase poor academic performance that has cause them to drop out of school. These antisocial behaviours, if not controlled may lead to these students growing up to become armed robbers, rapists, terrorists, cultists, ritualists and lawless individuals, thereby impeding development and peaceful coexistence in the society; increasing insecurity, want on destruction of lives and properties, abortion and breeding of bastards. It is against this background that this study sets out to determine the influence of antisocial behaviour indicators and academic self-concept of students in public universities in Akwa Ibom State, Nigeria.

## Purpose of the Study

The purpose of the study would assess the influence of antisocial behaviours indicators and Academic Self-concept of students in Public Universities in Akwa Ibom State, Nigeria.

- i. To determine the influence of cultism on academic self-concept of students in public universities in Akwa Ibom State.
- ii. To determine the influence of examination misconduct on academic self-concept of students in public universities in Akwa Ibom State.

## Research Questions

- i. What is the influence of cultism on academic self-concept of students in public universities in Akwa Ibom State?
- ii. What is the influence of examination misconduct on academic self-concept of student in public universities in Akwa Ibom State?

## Research Hypotheses

- i. There is no significant influence of cultism on academic self-concept of students in public universities in Akwa Ibom State.
- ii. There is no significant influence of examination misconduct on academic self-concept of students in public universities in Akwa Ibom State.

### **Research Methodology**

This study was designed to determine the Antisocial Behaviour indicators and Academic Self-Concept of students in Public Universities in Akwa Ibom State, Nigeria. This chapter was discussed under the following sub-headings:

Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Techniques, Instrumentation for Data Collection, Validation of the Research Instrument, Reliability of the Instrument, Administration of the Instrument, Scoring of the Instrument, Decision Rule, Ethical Issues.

This study adopted the Expo-facto research design to determine Students' Perception of Antisocial Behaviours and Academic Self-concept in Public Universities in Akwa Ibom State, Nigeria. According to Kerlinger (1986) Expo-facto is a systematic empirical inquiry in which the researcher do not have a direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulated inferences without direct intervention from concomitant variation of independent variables.

This design was chosen on the premise that the manifestations of the variable under study had already taken place before the researcher embarked on the study and as such could not be easily manipulated or controlled. This type of design is possible when human subjects are used in real world situations and the research comes in after the effect.

The area of the study is Akwa Ibom State. Akwa Ibom State is one of the 36 states in the Nigerian federation. It was created on 23<sup>rd</sup> September, 1987, under Decree No. 24 promulgated by the Federal Government of Nigeria. The State is divided into three Senatorial Districts namely, North-East, North-West and North South with 31 LGA.

The state is located in the South-South geo-political zone of the Federal Republic of Nigeria and it lies between latitudes 4<sup>o</sup>21 and 5<sup>o</sup>35 North of the Equator and between longitudes 7<sup>o</sup>25 and 8<sup>o</sup>25 East of the Greenwich Meridian. Akwa Ibom state has about 2, 817, 626 people as its population. The state has a land mass of 23, 074,425 square kilometers.

In terms of education, Akwa Ibom State is nationally regarded among the educationally advantaged states of the country. Some tertiary educational institutions in the state are University of Uyo, Maritime Academy Oron, Akwa Ibom State University, Ikot Akpaden, Akwa Ibom State Polytechnic Ikot Ekpene, Schools of Nursing (Uyo, Eket, Oron, IkotEkpene and Etinan), Akwa Ibom State College of Education, Afaha Nsit, College of Arts and Sciences, Nung Ukim, Ritman University, Ikot Ekpene, Sure Polytechnic, Ikot Inyang, Murid Polytechnic, Nsit Ibom, Cannan Polytechnic Mkpato Enin.

This study was conducted in University of Uyo, Uyo and Akwa Ibom State University, Ikot Akpaden. University of Uyo operates three campuses – the Town campus, Imeh Umanah campus and the permanent Site (main campus). The permanent site of the university is along Nwaniba Road, Uyo about 4.5km from the city centre and covers an area of about 1.443 hectares. University of Uyo has 12 Faculties to include Agriculture, Arts, Basic Medical, Business Administration, Clinical Sciences, Education, Engineering, Environmental Studies, Law, Sciences, Pharmacy, and Social Science and is expanding with students' strength of

about 14,715 both universities in their full-time courses during 2017/2018 session. Akwa Ibom State University (AKSU) was conceived and funded by the Akwa Ibom State Government with the sole aim of uniting people with a passion to constantly seek knowledge that addresses practical issues of development in Nigeria. The school operates two Campuses, Ikot Akpaden Main Campus and Obio Akpa Campus and has six (6) faculties namely Faculty of Engineering, Faculty of Applied Sciences, Faculty of Education, Faculty of Agriculture, Faculty of Social and Management Sciences and Faculty of Arts.

The reason for the choice of the research area is informed by the observed gross antisocial behaviours among students in the tertiary institutions in Akwa Ibom State, Nigeria. Therefore, the researcher observed the proliferation and prevalence of antisocial behaviours in campuses which prompted the researcher to investigate.

### **Population of the Study**

The population of this study consisted of 12,680 of year two students in University of Uyo, Uyo and 2,035 students of Akwa Ibom State University, Ikot Akpaden. The total population of the study is 14,715, based on 2017/2018 academic session in the two public universities in Akwa Ibom State, Nigeria.

### **Sample and Sampling Technique**

The sample size of 10 percent of the study population was selected through multi-stage sampling technique. In the study, each University formed a stratum. In the next stage, ten percent of the population of each of the six Faculties in Akwa Ibom State University was randomly selected for the study as well as, ten percent of the population of each of the twelve faculties in University of Uyo was selected for the study.

### **Instrumentation**

The instrument for data collection was the researchers developed and validated questionnaire entitled: "Academic Self-concept and Antisocial Behaviours Questionnaire (ASABQ). This instrument was divided into two parts: A and B Part A contained 35 items, 5 items per variable. Section A (5 items), sought information on cultism, section B sought information from examination misconduct.

Strongly Agree (SA)	=	4 points
Agree (A)	=	3 points
Disagree (D)	=	2 points
Strongly disagree (SD)	=	1 points



### **Validation of the Instrument**

Face and content validation were carried out for the instrument. The instruments were validated by the three experts from the Department of Educational Foundations, Guidance and counseling, University of Uyo, Two Measurement and Evaluation specialist and one sociologist in Michael Okpara University of Agriculture. Corrections and suggestions by all the experts were inputted in the instrument to produce the final copy of the instrument for the study.

### **Reliability of the Instrument**

Cronbach Alpha method was used to determine the internal consistency of the instrument. Copies of the questionnaire were administered on the sample size of 30 students who were part of the study area but not part of the sample. The scores obtained from the respondents were analyzed, using Cronbach Alpha Statistics. The reliability coefficient of 0.83 was obtained for the instrument. Hence, the instrument was considered reliable for use in the study.

### **Administration of the Instrument**

Copies of the instrument were personally administered to the respondents in the University of Uyo, Uyo and Akwa Ibom State University, Ikot Akpaden, by the researcher alongside with two research trained assistants. Sometimes, sentences in the instrument were read and interpreted to the respondents for appropriate response.

### **Method of Data Collection**

After the validation of the questionnaire, they were administered personally to the respondents. This was done to reduce and minimize the error due to attribution. They were gathered in lecture halls with the help of a volunteer assistant. They were fully instructed on the purpose of the study on how the questionnaire was to be completed. Enough time was given for them to read over the items before ticking their responses. Two thousand (2000) copies of the questionnaire were administered. Thereafter, those that were wrongly filled were discarded. At the end, a total number of 1900 which were correctly completed were used for the data analysis.

### **Method of Data Analysis**

In analyzing the data collected from the respondents, mean and standard deviation statistics were used in answering the research questions, while the independent z-test statistical tool was used to test the null hypotheses at 0.05 level of significant. The statistical tool was used in testing the antisocial variables comprising alcohol use, narcotics use, cultism, sexual promiscuity, examination misconduct, bullying behaviour and truancy.

### **Hypothesis 1**

There is no significant influence of cultism on academic self-concept of student's public universities in AkwaIbom State.

**Table 1: Summary of related z-test Analysis of the influence of cultism on academic self-concept of students in public universities in Akwa Ibom State**

Variable	Mean	n	Std. deviation	t <sub>cal</sub>	Df	t <sub>cri.</sub>
Cultism	13.09	388	2.68	84.31	387	1.96
Academic self-concept	47.79	388	7.89			

**\*Significant at P=0.05**

The result in Table 4.10 indicates that the calculated related t-value of 84.31 is greater than the critical t-value of 1.96 at 387 degrees of freedom and 0.05 levels of Significant. Therefore, the null hypothesis of no significant influence of cultism on academic self-concept of students in public universities in Akwa Ibom State is rejected. Hence, there is significant influence of cultism on academic self-concept of students in public universities in Akwa Ibom State.

### Hypothesis 2

There is no significant influence of examination misconduct on academic self-concept of students in public universities in Akwa Ibom State.

**Table 2: Summary of related z-test Analysis of the influence of examination misconduct on academic self-concept of students in public universities in Akwa Ibom State**

Variable	Mean	n	Std. deviation	t <sub>cal</sub>	Df	t <sub>cri.</sub>
Examination misconduct	13.34	388	2.08	84.47	387	1.96
Academic self-concept	47.79	388	7.89			

**\*Significant at P=0.05**

The result in Table 4.12 indicates that the calculated related t-value of 84.47 is greater than the critical t-value of 1.96 at 387 degrees of freedom and 0.05 level of Significant. Therefore, the null hypothesis of no significant influence of examination misconduct on academic self-concept of students in public universities in Akwa Ibom State is rejected. Hence, there is significant influence of examination misconduct on academic self-concept of students in public universities in Akwa Ibom State.

### Discussion of Findings

#### Influence of Cultism on Academic Self-Concept of Students

The result in Table 4.10 indicates that there is a significant influence of cultism on academic Self-concept of students in public universities in Akwa Ibom State. The significant influence recorded is a negative one since the items were written in negative terms. This is an indication that involvement in cultism work against students' academic self-concept. The reason for this result could be that students who are involved in cultism might be looking down on other students and be thinking of ways of committing one crime or the other. They might also be involved in bullying other students, which might cause them not to be regular in school. They might also live a hide and seek live when they are wanted by security agents, thus, making it difficult for them to concentrate in their study. The finding of this study is similar to that of Omotere (2011) who conducted a research on the influence of cultism among adolescence in selected secondary schools in Ogun State. The findings of the study indicated that cultism negatively influence students' academic self-concept among students in public universities.

### **Influence of Examination Misconduct on Academic self-concept**

The result in Table 4.12 indicates that there is significant influence of examination misconduct on academic self-concept of students in public universities in Akwa Ibom State. This significant is negative since all the items written for the instrument were negative items. The reason for this result could be that students who are involved in examination misconduct might find it difficult to take their studies seriously, since they have easier means of passing examination. They might also believe that studying is time wasting and concentration in devising new ways of examination misconduct in other for them to pass. The findings of this study are similar to that of Cornelieus-Ukpepiet *al.* (2012) who found out that low self-concept is a correlate of poor academic performance, which in turn leads to examination misconduct in order to measure up with other students with high academic self-concept.

### **Educational Implications of Findings**

The study mainly intended to identify the influence of students' perception of antisocial behaviours and academic self-concept in public universities in Akwa Ibom State. The study revealed that antisocial variables like student's involvement in cultism, examination misconduct has significant influence on academic self-concept. As the opinion of lecturers, parents and school counselors, the factors of antisocial behaviours hinder academic self-concept of students in public universities. The negative effect of academic self-concept can give room to student's involvement in antisocial behaviour. This implies that most of the university students are subjected to pressure of some factors which are not present within the four walls of the school. Based on the perception of lecturers, parents and school counselors, the prominent causes of antisocial behaviour among students in public universities in Akwa Ibom are peer pressure and negative academic self-concept.

Therefore, the findings of the present study are an eye opener to all the stakeholders of educational sector as well as a warning signal to parents. As it is concluded from the study that majority of students in our nation's universities irrespective of their categories unanimously perceived peer pressure and media as the most prominent influential factors related to the manifestation of antisocial behaviours. Lecturers, parents and all responsible stakeholders of education should consider this perception while formulating theoretical and practical aspects of curriculum.

The findings of this study also have implications for individual counseling services if personal needs of the students are to be addressed. There is also the implication for the students profile record to be updated and maintained so as to solve the social and academic problems faced by different learners since the students are living in a sophisticated technology driven society. There is a need to give serious attention to antisocial behaviours of students in the institution of higher learning so as to enhance positive academic self-concept for academic excellence.

### **Conclusion**

Based on the result of the data analysis and research findings, the following conclusions were drawn. Students' involvement in cultism activities has significant influence on academic self-concept and teaching-learning process in the universities environment. Examination misconduct has significant influence on academic self-concept and student learning behavior.

### **Recommendations**

Based on the findings of the study and conclusion, the following recommendations were made:

- i. Students who are in the habit of involving in cult activities and other socio vices should be promptly identified and referred to the school counselor. Therefore, alcohol consumption, narcotics use policies on campus, intervention on education campaigns for students are highly relevant to reduce the menace.
- ii. Lecturers should give students the type of assignments and projects that arouse their interest and boost their positive academic self-concept. Group projects or assignment that causes the students to develop the spirit of inquiring should characterize most of the assignments given to students. Lecturers should help the students to develop positive academic self-concept. Parents should embark on school visit. This will strengthen the relationship between the school and the home.
- iii. Government at all levels and schools authorities should as much as possible provide places, equipment and facilities in the school to cater for the needs of the students. Government should consider alternative means of ensuring that education are given a rightful place in the scheme of things by not politicizing the policies and programmes.
- iv. Public enlightenment campaign should be organized at all levels to educate the students on the negative effects of student's involvement in antisocial behaviours so as to enhance positive academic self-concept.

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