



Students' anti-social behaviours and their academic performance in public senior secondary schools in Port Harcourt metropolis

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Abstract

The study examined students' anti-social behaviours and their academic performance in public senior secondary schools in Port Harcourt Metropolis. To achieve the purpose of the study, the researcher formulated four (4) objectives, research questions and hypotheses to guide the study. The research design used is correlational research design. The population of the study consists of 12,000 students drawn from public senior secondary schools in Port Harcourt Metropolis. The sample size of the study was 387 students. The sample technique used was simple random sampling technique. The instrument used for data collection was self-structured questionnaire and Basic Education Certificate Result. The instrument was validated by the research supervisor and two other experts in Measurement and Evaluation, Faculty of Education. The internal consistency reliability through Cronbach Alpha was used to establish the reliability of the instruments which obtained a reliability coefficient of 0.88. The data were analysed using Pearson Product Moment Correlation Coefficient (PPMC) while the null hypotheses were tested using t-transformation at 0.05 level of significance. The findings of the study revealed that truancy, vandalism, rape and alcohol have negative relationship on students' academic performance in public senior secondary schools in Port Harcourt Metropolis. However, the study recommends that Schools should have functioning counsellor; these counsellors should apply professional remedies at their disposal to treat anti-social behaviours of students. Parents should make their home suitable for child upbringing; the home environment includes the psychological aspects of happiness, love, care and morals. Teachers stand in loco parentis for these students and should provide them proper guidance. Appropriate sanction for breaking of rules should always apply. Parents, school heads and law enforcement agents are therefore enjoined to implement enabling laws.

Keywords: anti-social behaviour, academic performance, truancy, vandalism, rape, alcohol abuse

Introduction

Anti-social behavior is a description for all behaviours, attitudes, and personality traits that people engage in that appear to be dysfunctional, in that they often have negative interpersonal and societal outcomes (Isaiah, 2015). The wellbeing of any nation depends to a large extent on training and moulding of characters of her citizens, the school plays this role as a socializing agent. This role has become more demanding in the contemporary society where the rate of occurrence of anti-social behaviours among public senior secondary school students in the society has become so frequent and alarming Kimberly and Jacob (2015). Kayne (2012) see anti-social behaviours as disruptive acts characterized by covert and overt hostility and intentional aggression towards others. Wachikwu and Ibegunam (2018) defined anti-social behaviour as crimes committed by young people below the age of eighteen years usually characterized by violation of existing social norms and values.

Academic performance refers to a person's performance in a given academic area. Scottt (2014) sees academic performance as how well a student accomplishes his or her tasks and studies. Ricardo (2017) defined academic performance as achievement outcomes that indicate the extent to which a student has accomplished specific goals of learning in educational activities. Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved is determined by some

factors; chiefly among these factors are the students' anti-social behaviours towards their academic performance. In relating anti-social behaviours to academic performance, anti-social behaviours are inimical to students, their academic performance and to those in the environment. But according to Philomena (2014) found that non anti-social students performed better in academic than anti-social students. Henok, Aregash, and Desalegn (2019) further stated that students with anti-social behaviours earn lower grades, are less likely to pass classes, and experience higher rates of school dropout than typical students. According to Lane (2012), these poor outcomes follow them when they leave the school setting and influence them throughout their life. This group of students goes on to have negative employment outcomes, difficulties with substance abuse, and a high need for mental health services.

Port Harcourt Metropolis Rivers State which is the setting of the study is not left out in the trend of anti-social behaviours across the federation (David, 2018). The State being the treasure base of the nation has had a fair share in the scourge of anti-social behaviours because its enormous population which is attributable to oil exploration has led to the influx of individuals from all walks of life in the State, coupled with the associated family/societal decadence. This makes it a fertile ground for anti-social behaviours to thrive. This is so because the State has experienced lots of armed conflicts orchestrated by young persons in recent times over resource control (Koos & Pierskella, 2015). The incidence of anti-social behaviours in Port Harcourt Metropolis Rivers

State is a social problem and as such, it is necessary to trace it to the root.

Furthermore, the impact of truancy is very obvious and usually a negative one on truants' present and future life in education. Truancy results in loss of intellectual development and lack of improvement of individual. Also, it leads to poor academic performance at the end of the school periods, school terms and school year. Truancy as a threat to academic performances of the student is believed to reduce the quality of education the child receives (Obi 2015). It reduces the standard of academic achievement of a child. It leads to the fall of educational standard in schools. It increases the rate of examination malpractices and poor examination results of both internal and external examinations. Truancy is also a factor that contributes to idealness, joblessness, unemployment and underemployment of most adults today, just because they engaged in the act of truancy during their school days. Oehme and Franzke (2015), sees truancy as one of the major anti-social discipline problems among senior secondary school students in Nigeria. The concept and acts of indiscipline have received a lot of attention by researchers. Peck (2013) opined that the various behavioural disorders like stealing, violence, drug abuse, examination malpractice, sexual abuse and truancy have so undermined effective teaching-learning processes that some teachers have become helpless and disorganized in their task of imparting knowledge to the learners. (Huzinga & Thornberry, 2013).

Vandalism can be defined as the act of purposely and willingly harming a property, vehicle or product belonging to a person or a public entity (Hadiza, 2013). The term school vandalism refers to willful or malicious damage to school grounds and buildings or furnishings and equipment. Specific examples include glass breakage, graffiti, and general property destruction. When considered from the environmental point of view, people are often confronted with practical reflections of vandalism in everyday life. For example: Names engraved on the surface of a tree or on a bank in the park, broken lighting fittings, writings on the walls, unusable public toilets, destruction of school properties. In this paper, the urban areas where the problem of vandalism is observed are examined and examples related to them are presented. The problem of vandalism is related to the concepts of anti-social behaviours and its relationship with academic performance is presented.

Rape cases are not limited to Nigeria alone. Other countries of the globe have their own side of the story too. A Ugandan court sentenced a teenage girl to a six-hour jail term for killing her rapist father. The 58-year-old man had been raping the daughter repeatedly from the time she was 13 years old (World Youth Report, 2016). Also a woman is raped in India every 20 minutes Afan (2019). For instance, six men riding in a Bus in New Delhi, Indian's Capital, raped and battered a 23-year-old female medical student and she died as a result of the fatal internal injuries. The death of this Indian rape victim sent shivers around the globe, exposing how the sad trend is affecting many societies and putting more women at risk (WHO, 2019).

Pupils and adolescents rape has very serious adverse implications on the education of the children in Nigeria. It is important to note that the overall consequences of pupils and adolescents rape can affect learning and educational outcomes directly or indirectly, hence rape hampers all

children's life activities including learning. The social stigma and shame associated with child rape is capable of causing truancy or school dropout for the rape victim (Osimodu, 2019; Ariyo, 2020 & Alade, 2019). Emotionally, pupils and adolescents rape can lead to depression, fear, school phobia and other emotional crisis depending on the age of the rape victim. She can develop suicide thoughts, anxiety disorder. Such child may feel worthless, guilty, hopeless, and regretful which may result to little or no interest in life including education, difficulty in concentration in learning, and recall of memories. All these may affect learning and academic performance, if the rape involves school environment or a male teacher, the child may develop school phobia and lack of trust on her male teachers forever (Adebola *et al.* 2019).

Statement of the Problem

This research work attempts to look into plethora anti-social behaviors of students and their academic performances. Due to the rapid development, behavioral problem have become a menace among students and is even affecting their performances in class. Despite the worldwide concern and education about the dangers of truancy and other related behaviors, most of the students have limited knowledge of how dangerous the habit is (Ngesu, 2018). Many students have dropped out of school and others opted to engage in criminal activities thus endangering the lives of the people living in their surroundings. The young generation no longer have role models since most of the young adults are unemployed and under the influence of drugs or alcohol abuse.

Despite the government's concern and heightened campaigns against these vice among public senior secondary school students, there exists a parallel accelerated rate of students who are, truants, vandals, and rapist. Although, students are expected to be aware of the effects of these endangering behaviours and commit themselves to their studies, the habit still exist default of their prior expected awareness of its consequences. This study therefore, seeks to establish the relationship between students' anti-social behaviours and their academic performance in public senior secondary schools in Portharcourt Metropolis. The study will also assess the various reasons as to why students engage in anti-social behaviors and the factors that triggers anti-social behaviours of students. Behaviour is a major aspect of life, after observing students behaviour, this study will propose suitable solutions and policy recommendations necessary to combat students' anti-social behaviors.

Purpose of the Study

The purpose of the study is to examine the relationship between students' anti-social behaviours and their academic performance in public senior secondary schools in Port Harcourt Metropolis.

Specifically, the study is aimed at achieving the following objectives:

1. To ascertain the relationship between truancy as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis.
2. To investigate the relationship between vandalism as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis.

3. To ascertain the relationship between rape as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis.

Research Questions

The following research questions were posed to guide the study:

1. What is the relationship between truancy as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis?
2. What is the relationship between vandalism as students' anti-social behaviour behavior and their academic performance in public senior secondary schools in Port Harcourt Metropolis?
3. What is the relationship between rape as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis?

Hypotheses

The researcher developed the following hypotheses that guided the study

1. There is no significant relationship between truancy as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis.
2. There is no significant relationship vandalism as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis.
3. There is no significant relationship between rape as students' anti-social behaviour and their academic performance in public senior secondary schools in Port Harcourt Metropolis.

Scope of the Study

This study is focused on students' anti-social behaviours and their academic performance. The content scopes are: relationship between truancy, vandalism, rape and alcohol abuse as students' anti-social behaviours and their academic performance. Geographically, the study was limited to all the public senior secondary schools in Port Harcourt Metropolis. The demographic or psychographic scope is all the SS I students in Port Harcourt Metropolis.

Methodology

This study adopted correlational research design. According to Nworgu (2016), and Nwankwo (2013) correlational survey method is appropriate for studies that seek to find out whether there is a relationship between two or more variables that are in ratio on interval scale (scores) to create the possibility for the scores to be corrected. This design is therefore necessary since the study seeks to find out whether there is relationship between students' anti-social behaviours and their academic performance in public secondary schools in Port Harcourt Metropolis.

This study was conducted in Rivers State, Port Harcourt Metropolis. Rivers State is located within the Niger Delta areas in the South-South geographical zone of Nigeria. Total population of 12,000 male and female students in public senior secondary schools in Port Harcourt Metropolis was used. We have 5,546 male students and 6,454 female

students, which gave a total population of 12,000 students. (Source: Rivers State Senior Secondary Schools Board). The sample size of the study was 387 male and female students using Taro Yamane's formula as shown below:

$$N = \text{sample size, } N = \text{Total population} = 12,000$$

Where 0.05 = level of significance and 1 is a theoretical constant

$$\frac{N}{1+N(0.05)^2}$$

$$\frac{12,000}{1+12,000 \times 0.0025} = 31$$

$$\frac{12,000}{31} = 387$$

The sampling technique used was simple random sampling technique. According to Obilor (2018), simple random sampling technique is an unbiased surveying technique that generates a sample that ensures for generalization about the population. From the sample size of 387 students drawn from the (10) selected schools, 210 males and 177 females participated in the study.

A self-structured questionnaire titled: Students' Anti-Social Behaviours Questionnaire (SASBQ) was used for data collection. The questionnaires were designed by the researcher and was divided into 2 sections which is A and B. Section A dealt with demographic data of the respondents while section B dealt with the respondents ideas on the subjects matter. The instrument was made up of 4 clusters with 40 items in all (10 items on each cluster) responses to the statement items were structured on a 4-point rating scale of:

- Strongly Agreed (SA) = 4 points
- Agreed (A) = 3 points
- Disagreed (D) = 2 points
- Strongly Disagreed (SD) = 1 point

The questionnaires were given to the students to respond to, which was matched with their Basic Education Certificate Examination Result (academic performance) through their identification numbers. The responses from the Students' Anti-social Behaviours Questionnaire (SASBQ) were coded as "X" while Basic Education Certificate Examination Result (academic performance) were coded as "Y". However, Basic Education Certificate Examination overall result for each student were coded; 1 as PASS while 0 as FAIL.

The face and content validity of the instrument was determined through expert judges - the supervisors who are experts in Guidance and Counselling and Educational Technology, and two other experts in Measurement and Evaluation in the Rivers State University, Nkpolu-Oroworukwo, Port Harcourt who scrutinized the instrument in terms of its clarity, suitability of the language, content coverage, adequacy and relevance of the items in addressing the purpose of the study and research questions, and made corrections and modifications that formed the basis for the final print out of the instrument.

In order to determine the reliability of the instrument, Cronbach Alpha was used. The instrument was administered to 30 students outside the targeted respondents using

Cronbach Alpha. The reliability indexes obtained was 0.88, showing that the instrument clusters were reliable. Obilor (2018) described the Cronbach Alpha method as a measure of internal consistency which indicates how closely a set of items are as a group while the Basic Education Certificate Examination Result is an accepted reliability already established.

To administer the instrument, the researcher first and foremost visited the selected public senior secondary schools and obtained permission from the principals for data collection from the students. On permission by the principal, the researcher with the help of two trained research assistants administered 390 copies of the instrument on the selected students who owe the Basic Education Certificate Examination Result results after giving them a clear explanation and illustrations on what the questionnaire is all about and how to respond to the items. The administration and retrieval of the questionnaire lasted for the interval of

two weeks. However, out of the 390 copies of the instrument distributed, only 387 (99%) copies were properly filled and retrieved in good condition, and were used for data analysis.

The research questions were answered using Pearson Product Moment Correlation Coefficient (PPMC) while the null hypotheses were tested using t-transformation at 0.05 level of significance with a critical value of +1.96 when the calculated t-value was less than the critical value of +1.96, the null hypotheses was accepted and rejected` when the calculated t-value was greater than t-critical value of +1.96.

Results

Research Question 1: What is the relationship between Truancy as Students Anti-social Behaviour and their Academic Performance in Public Senior Secondary Schools in Port Harcourt Metropolis?

Table 1: Relationship between Truancy as Students’ Anti-social Behaviour and their Academic Performance in Public Senior Secondary Schools in Port Harcourt Metropolis.

Variables	N	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	Σxy	R	Remarks
Truancy (X)	387	782.58	1718.15			
				628.99	-0.59	Moderate Negative Relationship
Academic Perf. (Y)	387	338.00	338.00			

Table 1 shows the relationship between Truancy as students’ anti-social behaviour and their academic performance in senior secondary schools in Port Harcourt metropolis. The table reveals a covariance (Σxy) of 628.99 between truancy as students’ anti-social behaviour and their academic performance and a correlation index of -0.59 and this indicates a moderate but negative relationship. In other

words, as students play truancy at school there is corresponding tendency for their performance to drop.

Research Question 2: What is the relationship between Vandalism as Students’ Anti-social Behaviour and their Academic Performance in Public Senior Secondary Schools in Port Harcourt Metropolis?

Table 2: Relationship between Vandalism as Students Anti-social Behaviour and their Academic Performance in Public Senior Secondary Schools in Port Harcourt Metropolis.

Variables	N	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	Σxy	R	Remarks
Vandalism (X)	387	819.44	1944.55			
				649.87	-0.70	High negative relationship
Academic Perf. (Y)	387	338.00	338.00			

Table 2 reveals that Vandalism as students’ anti-social behaviour has a high negative relationship with their academic performance. The correlation coefficient (r) as observed from the table is 0.70 and is negative which so suggests. Therefore, the relationship between vandalism as students’ anti-social behaviour and their academic

performance in public senior secondary school in Port Harcourt metropolis is high and negative

Research Question 3: What is the relationship between Rape as Students’ Anti-social Behaviour and their Academic Performance in Public Senior Secondary Schools in Port Harcourt Metropolis?

Table 3: Relationship between Rape as Students’ Anti-social Behaviour and their Academic Performance in Public Senior Secondary Schools in Port Harcourt Metropolis.

Variables	N	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	Σxy	R	Remarks
Rape (X)	387	772.30	1796.66			
				591.88	-0.79	High negative relationship
Academic Perf. (Y)	387	338.00	338.00			

Table 3 is a summary of the computation of index of correlation (relationship) between Rape as Students Antsocial Behaviour and their Academic Performance. It could be observed from the table that Rape as students’ anti-social behaviour co-vary with their academic performance at 591.88. The index of correlation was found to be -0.79 which is high and negative. This implied therefore that the relationship between Rape as Students Anti-social

Behaviour and their Academic performance is high and negative, in other words, the more students’ get involved in rape activities, the lesser their academic performance.

Testing Hypotheses

H₀₁: There is no significant relationship between Truancy as Students ‘Anti-social Behaviour and their performance in public secondary schools in Port Harcourt Metropolis.

Table 4: Test of Significance of Correlation Coefficient on Relationship between Truancy as Students’ Anti-social Behaviour and their Academic performance in public secondary schools in Port Harcourt Metropolis.

Variable	N	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	ΣXY	df	α	r _{calc.}	t _{calc.}	t _{crit.}	Decision
Truancy (X)	387	782.58	1718.15							
				628.99	385	0.05	-0.59	6.83	1.96	Reject Ho
Acad. Perf. (Y)	387	338.00	338.00							

r² = 0.35 or 35%

Table 4 is the summary of analyses of test of significance of relationship between Truancy as Students’ Anti-social Behaviour and their academic performance. It could be observed from the table that transforming a correlation index of -0.59 to t-value yields t_{calc.} = 6.86. This value compared to the critical value of 1.96 at the 0.05 level of significance and 385 degrees of freedom, is so significant that it cannot be due to chance. Therefore, the null hypothesis of no significant difference is not accepted but rather the alternative. By implication, there is a significant

relationship between Truancy as Students’ Anti-social Behaviour and their performance however, the relationship being negative suggest that the more students play truancy, the less their performance academically. Furthermore, in transforming the correlation coefficient to coefficient of determination, it revealed that only 35% of the variance in academic performance is predicted from the variance of Truancy, while the other 65% is due to other factors.

H₀₂: There is no significant relationship between Vandalism as Students’ Anti-social Behaviour and their performance in public secondary schools in Port Harcourt Metropolis.

Table 5: Test of Significance of Correlation Coefficient on Relationship between Vandalism as Students’ Anti-social Behaviour and their Academic performance in public secondary schools in Port Harcourt Metropolis.

Variable	N	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	ΣXY	df	α	r _{calc.}	t _{calc.}	t _{crit.}	Decision
Vandalism (X)	387	819.44	1944.55							
				649.87	385	0.05	-0.70	19.23	1.96	Reject Ho
Acad. Perf. (Y)	387	338.00	338.00							

r² = 0.49 or 49%

Table 5; showing the result of analysis on the significance of relationship between Vandalism as Students’ Anti-social Behaviour and their Academic performance, reveals that the covariance (ΣXY) is 649.87, the correlation index is -0.70, an observed t-value of 19.23 and a critical t-value of 1.96. Comparing the observed t-value to the critical t-value, reveals that the observed t-value is greater than the critical and therefore significant. By implication, this significant value cannot be attributed to sampling error, therefore the null hypothesis of no significant difference is hereby rejected and the alternative accepted, meaning, there is a

significant relationship between Vandalism as Students’ Anti-social Behaviour and their Academic performance. This relationship is however, negative, meaning students’ academic performance drops as they get more involved in vandalism as anti-social behaviour. It is also observable that 49% of this poor performance can be predicted from vandalism while the remaining 51% can be explained by other factors.

H₀₃: There is no significant relationship between Rape as Students Anti-social Behaviour and their performance in public secondary schools in Port Harcourt Metropolis.

Table 6: Test of Significance of Correlation Coefficient on Relationship between Rape as Students’ Anti-social Behaviour and their Academic performance in public secondary schools in Port Harcourt Metropolis.

Variable	N	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	ΣXY	df	α	r _{calc.}	t _{calc.}	t _{crit.}	Decision
Rape (X)	387	772.30	1796.66							
				591.88	385	0.05	-0.79	25.28	1.96	Reject Ho
Acad. Perf. (Y)	387	338.00	338.00							

r² = 0.62 or 62%

Table 6 reveals that the correlation index of -0.79 between Rape as Students’ Anti-social Behaviour and their performance in public secondary schools in Port Harcourt Metropolis is significant. This is because the transformed t-value of 25.28 is high and above the critical value of 1.96 at the 0.05 level of significance; consequently, the null hypothesis of no significant relationship, is rejected and the alternative, retained. In other words, there is significant relationship between Rape as Students’ Anti-social Behaviour and their performance in public secondary schools in Port Harcourt Metropolis. Transforming the correlation coefficient to determination coefficient shows that 62% of the variance in academic performance can be explained from the variance of rape as students’ anti-social behaviour. Only the remaining 38% can be explained from other factors.

Discussion of Findings
Truancy As Students’ Anti-Social Behaviour and Their Academic Performance

The study revealed that there is moderate but negative relationship between truancy as students’ antisocial behaviour and their academic performance in public senior secondary schools in Port Harcourt metropolis. This relationship being negative suggest that the more students play truancy, the less their performance academically. The result of this finding is in line with the thinking of Wheat (2018), who argued that the relationship between attendance and achievement could be grasped merely through common sense as students who do not attend classes struggle to comprehend what is taught in school. The current finding also supports the position of the United States Department of Education (2012), which affirms that students who miss

school face learning difficulties, and students with higher truancy rates have the lowest academic achievement rates, and are more likely to drop out of school (U.S. Department of Justice and Delinquency Prevention 2019), which indicates that there is a relationship between student attendance and student achievement. Students with low attendance often end up dropping out of school and put themselves at a long-term disadvantage in becoming productive citizens. Finally, the findings of this study is in agreement with the findings of Robins and Retcliff, in Yahaya *et al* (2015), where in longitudinal study of African-American males, found that of those students who were often truant in high school and primary 75% failed to graduate.

Vandalism As Students' Anti-Social Behaviour and Their Academic Performance

The current study shows revealed a significant relationship between Vandalism as Students Antisocial Behaviour and their Academic performance in public senior secondary schools in Port Harcourt metropolis. This relationship is however, negative, meaning students' academic performance drops as they get more involved in vandalism as antisocial behaviour. It was also observed that 49% of this poor academic performance can be predicted from vandalism while the remaining 51% can be explained by other factors.

This corroborates the view of Zuzile (2013), that another disastrous consequence of vandalism is its disruptive effect of often causing teaching and learning to collapse, as school programmes are interrupted in order to repair the vandalised structures. Similarly, Plank, Bradshaw and Young (2018) decried that school vandalism is a serious youth problem, since it has been shown to be associated with other anti-social behaviours and crime in schools. Moreover, vandalism has a negative impact on education levels and causes problems for the family and the society. Recent reports suggest that school vandalism is not a new phenomenon, nor is it confined to Nigeria alone. Different media reports have confirmed that school vandalism is rife in countries such as Australasia, Britain, the Netherlands, United States of America and France (Black & Stout, 2016). The negative relationship between vandalism as students' anti-social behaviour and their academic performance is appreciated as vandalism places a heavy burden on education departments and school budgets (Stout, 2016). Recent reports also support the findings of this study. For instance, during 2001 acts of vandalism at South African, it was reported that schools have cost the Gauteng, Kwazulu-Natal and Eastern Cape Education Departments approximately forty million Rand each (Mtsali, 2012). In a recent newspaper article (Herald, 2016) the cost of repairing demolished vandalised toilets and five classrooms at one school was cited as amounting to thirty thousand and sixty thousand Rand respectively.

Rape As Students' Anti-Social Behaviour and Their Academic Performance

The relationship between Rape as Students Antisocial Behaviour and their Academic performance is high but negative, in other words, the more students' get involved in rape activities, the more their academic performance drops. The analysis of the research question 3, revealed a correlation index of -0.79 which is high and negative with a covariance of 591.88. The r^2 of 0.62 or 62% renders the

explanation of the variance of academic performance that can be predicted by the variance of rape as antisocial behaviour of students. This finding supports the report of Humphrey & White (2015) that women sexually assaulted during their first semester of college tended to have lower GPAs by the end of the semester than did women without a sexual assault experience during the first semester. The level of negative academic impact on a woman's academic performance was positively related to the severity of her victimization: lower rates of GPAs were seen among women for those whose assault experience was a rape as compared to other forms of sexual assault.

Furthermore, the finding of this study corroborates the findings of Alexander, Ibe & Mbamalu (2020) who investigated rape as student's anti-social behaviours and academic performance of senior secondary school students in Orumba South Local Government Area of Anambra State, and found among others that students' anti-social behaviours as rape, have negative influence on their academic performance. With a descriptive survey design adopted, Alexander *et. al* (2020) study was guided by four research questions that were analysed using frequency counts, mean and standard deviations. The two studies are related in terms of objective, nevertheless, even when they differ in design, location and analysis procedures, the outcomes are in tandem with one another. In the same vein, Obibuba (2020) analyzed the effects of anti-rape laws and policy on offenders in Nigeria as well as its psychological effects on pupils and adolescents' academic performance in Nigeria schools. The population of this study consists of rape victims and offenders across the country. The descriptive statistical results from this survey shows that about 89% of rape victims in Nigeria occur among girls between the age of 2-18 while 10% occur between the age of 18 and above among women of reproductive age. The high percentage falls under school age. In addition, the statistical results from the correlation analysis carried out in this study found a positive and significant association between the psychological trauma resulting from rape, pupils and adolescents' academic performance in Nigeria schools as indicated by a correlation index of 0.9. The current study and Obibuba's studies are related by objectives, design and statistical analyses. The former study however had wider coverage as compared to the current study.

Conclusion

The relationship between students' anti-social behaviours in public senior secondary schools in Port Harcourt Metropolis cannot be over emphasised. Anti-social behaviours are behaviours expressed in socially unacceptable ways. These anti-social behaviours are diverse, but the ones which frequently occur in public senior secondary schools in Port Harcourt Metropolis are truancy, vandalism, rape and alcohol abuse. Anti-social behaviour if not treated, has adverse consequences on public senior secondary school students. This can also lead to advance criminal activities.

The study also deduced that the incidence of students' anti-social behaviours in Port Harcourt Metropolis Rivers State is a social problem and as such, it is necessary to trace it to its root. The effects are thought to be worse if the problem is left untreated at its onset. The need to apply professional counselling measures to address the problem therefore is pleaded.

Recommendations

In view of the findings and the educational implications of the study, the following are recommended:

1. Schools should have functioning counsellor. These counsellors should apply professional remedies at their disposal to treat anti-social behaviours of students.
2. Parents should make their home suitable for child upbringing. The home environment includes the psychological aspects of happiness, love, care and morals.
3. Appropriate sanction for breaking of rules should always apply. Parents, school heads and law enforcement agents are therefore enjoined to implement enabling laws.

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