

## **Assessment Strategies And Remediation Of Antisocial Behaviours Among Schooling Adolescents In Nigeria**

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### **Abstract**

The purpose of this study was to ascertain the assessment strategies and remediation measures for meeting the challenges of schooling adolescents antisocial behaviours and to determine the influence of location of the student on antisocial behaviours. Three research questions guided the study and descriptive survey design was adopted. The sample consists of one hundred and sixty (160) parents and teachers. Three instruments were developed, validated and used for assessment strategies, remediation measures for ascertaining the influence of location (urban and rural) Data collected were analyzed, using mean and standard deviation. The major findings indicate that teachers are of the view that the application of the assessment strategies will help to evaluate adolescents with antisocial behaviours. The remediation strategies were also accepted for minimizing antisocial behaviours of schooling adolescents. Finally, location does not influence the manifestation of antisocial behaviours of antisocial behaviours of schooling adolescents. Based on these findings recommendations were made.

### **Introduction**

Behaviour involves all the motor activities such as walking, swimming, dancing, cognition, for instance reasoning and imagining. It also include affective activities such as sadness and feeling happy (Mangal, 2010) This means that behaviour has to do with both covert and over attitudes. It involves everything that has to do with the totality of individuals activities. These behaviours can manifest in form of pro social and antisocial behaviours. Pro-social behaviors are social behaviours which benefit others in the society. These behaviours are known for their favourabilty and are acceptable behaviours which the society welcomes from individuals. In contrary to pro-social behaviours, anti-social behaviours are behaviours expressed in socially unacceptable ways. These behaviours can manifest inform of aggression, depression, unsociable, anxiety, immature, guilt free, impulsive, rape and other related sexual abuses. These are behaviours in which individuals are poorly socialized to live with others (Ramalongam, 2006).

In every given society, there is an expected set of healthy behaviour which conforms to the moral, spiritual, cultural, ethical, economical, social and educational values of the society. According to Graven & Sheaf (1982), communities have their own socially acceptable patterns of behaviour which every member is expected to conform to.

In schools and organizations, there are also standard patterns of behaviour expected of every member. Therefore, continuous failure to conform to the accepted norm or pattern makes the individual member a violator of the established forms of behaviours. Successful attainment and satisfaction of such antisocial behaviours are such that when an individual internalizes and applies such traits on a continuous basis, it becomes a habit that is manifested in future interactions. These behaviours are then continued until the violator is corrected. The violator of the accepted social norm is said therefore to have a problem of antisocial behaviour (Onu, 2004).

Antisocial behaviour, otherwise known as delinquency is abnormality involving basic conflict with the value system prevalent in the society in which it occurs. It is the direct results of crisis that some of the adolescents face in the process of developing their sense of identity and intimacy. However, the type of identity formed at this stage provides a firm basis for adulthood (Woolfolk, 1998). The implication being that whatever the growing adolescent holds and believes at this point becomes his future and true identity.

Antisocial behaviour has been referred to as a deviant behaviour while others call it delinquency. However, the definition is said to be dependent on what the society concerned sees as “social problems”, (Amajirionwn, 1974). Antisocial behavior among schooling adolescent range from lying, non-compliance to given rules, corruption, immorality, keeping of bad companies, confused moral values, destruction of property, killing of fellow students, robbery, cultism, examination malpractices, to bullying. The list of crimes committed daily among schooling adolescents seems inexhaustible. The trend of events seem to be growing worse on a daily basis as the society sits and watches helplessly (Onu, 2006). According to Graven and Sheaf (1989) schooling adolescents seem to be more disposed to being lawless and vicious than being law-abiding and virtuous.

The adolescent period is a time of turmoil according to Longress (2000). During this period, such impulses as aggression, unruliness, excessive hunger; and naughtiness are developed. Unfortunately, if these impulses are not checked, they may turn to criminal behavior. However, this behaviour has been seen to be treatable with proper programmes designed for adolescents. In the recent past, the negative impact of antisocial behaviour of schooling adolescent has become alarming (Ujah, 2006). Such behaviours like examination malpractice, rape, drug addiction, arson, disobedience to rules, bullying, absenteeism from class, joining of secret cults are some of the prevalent antisocial behaviours exhibited by both boys and girls in Nigerian Secondary Schools (Onu, 2004).

Individuals with anti-social behaviours lack the abilities to conform to standards of decency, repeated lying, failure to sustain long relationships, low tolerance of boredom and complete lack of guilt or conscience (Martm; Carlson, and Buskist, 2007). This means that the individuals lack sense of orderliness and at the same time are not bordered. For Farrington, (2005) some of the antisocial behaviours in adolescents include impulsiveness, low intelligence, low school achievement, physical abuse, and poor parently supervision.

There are evidence that adolescents who manifest antisocial behaviours carry it over to their adulthood and in some cases past it over to their children. For Smith and

Farrington (2004) who conducted a study in University of New York and Cambridge on the patterns of anti-social behaviours across two generations and assessed, if parenting patterns influence the degree of anti-social behaviours seen in children. Their findings among others indicated that parenting conflict and the adaptation of an authoritarian style of parenting were significantly linked with children conduct behaviours. The assessment showed that antisocial behaviours can be inherited from parents as well as acquired from the pattern of training.

Assessment emphasize on how individuals process in activities or behaviours rather than looking merely for the results of what is been processed or product. Assessment is the process teachers use to gather information and make decisions about students learning and development (Mcmillan, 2007a, Nitko and Broohart, 2007). As students are assessed more knowledge are acquired by parents and teachers (Stiggins, 2007, 2008a) Assessment is used to hold or limit students activities for meeting the societal prescribed behaviour standards. Assessment therefore, has to do with the ability to appraise, reckon, and evaluate individuals based on past experiences or activities. There are series of assessments that cover all aspects of children's stages of development, which runs from infancy to adulthood.

Usually, assessment targets at replacing the strength or absence of some psychological traits. Assessment would likely integrate the clinician's findings during the course of the intellectual evaluation that pertain to students' social skills, adjustment and judgement (Cohen, 1999). In assessment, the assessors usually interact with the individuals or students under assessment, such interaction might be through observation, and interview. Therefore, assessment has to do with the gathering of data for the purpose of evaluation which can be accomplished through the use of interviews, tests, case studies and behavioural observation, which are specifically designed for the purpose of measurement.

There are series of assessments that cover all aspects of children's stages of development. There are different ways of assessing children. Martin & Osborne (1993) sees assessment in two different dimensions: direct and indirect behavioural assessments. In direct assessment individuals are observed in real situations at home, school even in their work places. It is usually a way to determine how an individual will behave in specific situations in different places. It assesses human functioning in specific areas. This assessment measure emotional, and social functioning such as depression, anxiety, anger and other aspects of behaviours as well as social skills. It is equally applicable in the assessment of variables that are directly observable and measureable. In applying this assessment techniques the individuals concerned are asked to endorse already stated statements as are applicable to them. In the process of assessing students, teachers may discover situations that give opportunities to directly observe and rate studentsbehaviours. It is a type of assessment that can be used to assess studentsbehaviours and social abilities in academic levels (National Research Council, 2001). These help to stimulate the activities and behaviours that are acceptable in the society. Therefore, in applying direct assessment procedure, students are assessed based on their lives and social skills and in that process students can be ranked as possessing pro-social and antisocial behaviours. Basically this has to do with direct observation of

the behaviours of the students concerned it is a method of collecting useful information by direct observation which allow an assessment of the frequency of particular behaviours in their natural context, for instance in the home, school, church and community settings (Davey, 2011). These behaviours usually are behaviours that give the society concern for amendment such as antisocial behaviours (aggression, fighting, belying cheating in examination, and loitering. This type of assessment allow behaviours to be assessed in the context of events that precede these behaviours. When observation is properly applied it can provide important information (Kazdin, 2001). This implies that if observation is appropriately taken care of, it will usually provide a clear view or insight to the reasons why these antisocial behaviours are manifested. When this is done the minimization of the problem will definitely be available. It is believed that carrying out observation of behaviour in its original is events because, once it is established the solution is easily found as long as the assessor is very observant (Nock & Kurtz, 2005). Observational technique enables the assessor to identify antisocial behaviours and easily find solution to them.

In indirect assessment procedures it involves gathering of information about different types of behaviours that happen in different locations such as in the home, school, play grounds, rural or urban areas. This can be done through situational interviews and behavioural checklists. In applying situational interview individuals are asked how they will behave in certain situations. Situational interview usually reveal aspects of human personality that may predict how individuals might behave in certain situations (Lathan & Saari, 1984).

On the other hand, behavioural checklists are basically questionnaires to enable individuals to identify particular behaviours that they would like to change (Martin & Osborne, 1993). This is simply because behavioural checklists emphasizes on behavioural adjustment and focuses on specific aspect that can enable individuals to assess their behaviours. This implies that behavioural checklists can basically abstract information on students antisocial behaviours for appropriate remediation of these unwanted behaviours.

Having assessed children, with antisocial behaviours, it becomes necessary that these children require help which can be carried out through remediation of these antisocial behaviours. Remediation is basically, reactive rather than preventive system of classroom management within the school setting. It involves the ability to provide solutions to misbehavior or antisocial behaviours after they must have occurred (Borich, 2011). Remediation involves the process of providing learners with prerequisite knowledge, social skills, and behaviours required to benefit from the planned instruction.

In the process of remediation of antisocial behaviours reward and punishment can be applied. Rewarding desirable behaviours and not rewarding antisocial behaviours might encourage children to drop those unacceptable behaviours. This is simply because reward usually acts as reinforcer and can help to mold children's behaviours towards acceptable behaviours, while punishment can help to check the manifestation of antisocial behaviours. Remediation might be successful to the extent that the desired prerequisite skills and behaviours can be taught (Borich, 2011). In this process adolescents with antisocial behaviours will definitely benefit from the interaction.

Positive tools like social reinforcement and tangibles activities have been recommended in reducing general behavioural problems (Polloway and Patton, 1003). Using social reinforcer like praises can be used as a motivation for building new skills. Therefore, in motivating children to build new skills, it is noted that the need to involve the individuals in cognitive activities such as critical thinking, decision making and problem solving skills, and selfless services to humanity while utilizing praises for positive answers is expected to make lessons learnt indelible. The positive impact from the home and society can also be manipulated to reduce the manifestation of antisocial behaviours among adolescents. For instance monitoring the type of programmes children watch on the television, video, and internet interactions.

The application of social reinforcement such as praises can be used as a motivation for building new skills and behaviours. A training programme was organized for 20 delinquent inmates in prison custody, using thinking and problem solving strategy to remediate antisocial behaviours. The findings among others indicated that five inmates mentioned unskilled jobs and 15 mentioned skilled task such as fashion designers, carpentry, shoe making, and cleaners, labourers respectively (Onu, 2006). In line with this, Polloway and Patton (1993) stated that in minimizing antisocial behaviours of schooling adolescents, efforts are made to increase appropriate behaviour or pro-social behaviours, the researchers believed that this will help to reduce change in behaviours. From on going write up, there is the indication that with the antisocial individuals, usually the students self-esteem might be affected by possibly poor school achievement and poor inter personal relationship. This is simply because those antisocial behaviours which accompany unacceptable activities are usually embarrassing and call for undue attention.

Collins (2007) outlined the major approaches that can be applied for remediation of antisocial behaviours. These include: cognitive disciplines, behavioural disciplines and interpersonal disciplines. Cognitive disciplines involve how to think, mediate, listen, study and discern between the right attitudes and wrong attitudes. Behavioural disciplines are focused on activities from normal pattern of life which include slowing down, periodic solitude, silence, act of service, sacrifice and sometimes suffering. This implies that when adolescents apply these pattern of life definitely they will change their antisocial behaviour, for instance if they are bent on slowing down, and are manifesting the act of serving humanity. The researcher also listed other aspects of checking antisocial behaviours such as inter-personal disciplines which deal with relational issues such as confession, repentance, forgiveness, submission, humility and corporate worship. The researcher emphasized that those disciplines have to do with service to others in form of hospitality, encouraging, caring, and mentoring. When these adolescents with antisocial behaviour are actually re-oriented towards caring and helping others, the tendency might be a change in their way of living. Psychologically these might lead to guilt feeling, self-condemnation, discouragement from the act of misbehaving, fear and defensiveness. Usually adolescents with antisocial behaviours always manifest faulty sensation, perceptions, emotion, lack self-control, and generally act inappropriately.

In the process of applying behavioural discipline, behaviour management techniques can be applied on children to enable them to adjust to the environment.

Parents and teachers are advised to apply the pattern or technique that will help them to control children unacceptable or antisocial behaviours. For instance teaching parents to identify and reward pro-social behaviours enable parents to pay little or no attention to antisocial and disruptive behaviours manifested by children (Davey 2001). Furthermore, Kazdin and Weisz (2003) found this strategy encouraging and facilitating adaptive behaviours among children and minimizing parents negative attitude toward their children disruptive behaviours.

In another instance Davey (1989) considered operant conditioning therapy; which indicated that if antisocial behaviours followed by punishment of negative consequences the antisocial behaviours will decrease in the number of times it occurs. This is simply because operant conditioning principle is concerned with influencing the frequency of behaviours by manipulating the consequences of the behaviour (Davey, 2011). In practicing this pattern of control, remediation might take place.

In a different view, researchers (such as Asogwa, 2004 and Onu, 2006) wondered that with the way and excitement antisocial behaviours are being practiced presently, it becomes threatened more especially with little concern and inability to weight possible consequences of punishment. According to Ujah (2006), the trend is such that these behaviours violate social rules and regulations of the school to the total disregard of societal expectations for normal and productive future.

So far location of the schooling adolescents is not left behind. Asogwa (2004) pointed out that residential environments influence the schooling adolescents. The researchers observed that the schooling adolescents learn their dangerous lifestyles from movies, homes and the peers they associate with on the streets of their residence and in their schools thereby increasing the number of students exhibiting antisocial behaviour. Studies carried out by Udeagba (2005) and Zimola (2005) on educational relevance in character formation and challenges of Nigerian youths for better respectively postulated that individuals learn more from experiences within their environment. Hence the influence of antisocial behaviours from individuals places of residence might be easily felt in school, especially, when it has to do with the urban areas where civilization must have taken place.

Therefore, the child environment (urban or rural) plays a very significant role in the child's mental development as well as determines a great extent the type and character of personality he/she eventually develops. The society with its different ways of conventional patterns of behaviours sets patterns to which the child is conformed. These values of the society are therefore held strictly that any deviation is viewed as antisocial (Graven & Sheaf 1982, Onu, 2004). This implies that environment can mold and remold individuals more especially at the adolescence stage.

Early findings by Igbo, (2005) on types, causes and remedies of deviant behaviours revealed that disruptive and deviant behaviours exhibited by students were assessed through the provision of guidance counsellors in schools, regular supervision and inspection of students, cordial relationship among teachers, parents and students, keeping children in remand homes, and having conferences with parents of these stubborn students. In line with this Okeke-Oti (2005) study on behavioural assessment and Nigerian counsellors, findings indicated that teachers applied naturalistic

observation, role-playing and interview as strategies applicable in assessment and remediation of children with behavioural problems.

The literature reviewed, agreed that it is appropriate to search for strategies that can assist to check and manage inappropriate behaviours. It is clear that antisocial behaviours exist among our adolescents in Nigeria. It becomes relevant to seek for assessment strategy and remediation of these behaviours in order to find possible solution for the minimization. It was basically on this grounds that these researchers intend to carry out this study.

Specifically the purpose of this study is to explore those assessment strategies and remediation measures that can be adopted in order to actualize the minimization of antisocial behaviours among schooling adolescents. The researchers also intend to consider location (urban and rural areas) in this study.

### **Research Questions**

In other to acquire this purpose, the study was guided by the following research questions:

1. What assessment strategies are appropriate for measuring schooling adolescents antisocial behaviours?
2. What relevant remediation measures could be adopted in remedying antisocial behaviours of schooling adolescents?
3. How do location influence schooling adolescents antisocial behaviours?

### **Research Method**

The design for this study is descriptive survey. The study is aimed at collecting valid data from the respondents as a means of assessing and remediating antisocial behaviours among schooling adolescents in Nigeria.

This study was carried out in Obollo-Afor Urban in Udenu LGA of Enugu State of Nigeria. It is a commercial area with lots of adolescent population.

The population for the study consist of two thousand, four hundred and eight four teachers and one thousand thirty seven parents or guardians of the schooling adolescents living in this area.

A total of one hundred and sixty randomly selected respondents comprising of teachers and parents or guardians were utilized for the study.

### **Instrument**

Questionnaire designed by the researchers was the major instrument utilized for data collection. There were three major questionnaire for assessment, strategies remediation and lastly for location (urban and rural) as related to antisocial behaviours. Four point rating scales of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD) were used to provide data for the study. Mean score of 2.50 and above was regarded as positive response.

### **Validation of the instrument**

Face validation was utilized to remove ambiguous and non-relevant items from the instrument. The adequacy of the items in addressing the research questions was equally ensured.

### Reliability of the Instrument

Test-Retest reliability was used to ensure the internal consistency of the questionnaire. Pearson product moment correlation coefficient was used to yield reliability of 0.90, 0.81, and 0.87 for assessment strategies, relevant measurement for remediation, and location respectively.

## Results

### Research Question One

What assessment strategies are appropriate for measuring schooling adolescent's antisocial behaviours?

**Table 1:** Appropriate strategies for assessing antisocial behaviours of schooling adolescents.

S/N	Assessment Strategies	X	SD	Decision
1.	Assessment must reflect peer group interaction	3.91	0.28	SA
2.	Children with antisocial behaviours should be assessed based on their individual differences	3.90	0.29	SA
3.	Assessment of children with antisocial behaviours should consider parents and teachers views	3.90	0.29	SA
4.	Clarification of issues related to prosocial and antisocial behaviours should be considered	3.60	0.84	SA
5.	Generalization after a single assessment should not be counted	3.70	0.51	SA
6.	Children with antisocial behaviours should be assessed based on the existing rules and regulations in schools.	2.71	0.91	A
7.	Assessment must consider varieties of behavioural techniques (such as self control and self report)	3.90	0.29	SA
8.	Assessment must consider prevention rather than management strategies of antisocial behaviours	2.80	1.1	A
9.	Extra curriculum activities are relevant in	2.60	1.2	A

	adolescents lives and should be considered			
10.	Observation of adolescents require continuity for right decision	2.85	1.02	A
11.	Assess must involve psychological ability, achievement, and cognitive ability.	2.56	1.10	A
12.	Assessment must consider social rules and regulations of the community.	2.64	1.05	A
	Cluster mean	3.26	0.74	SA

The data presented on Table 1, indicate that respondents to the item statements strongly agreed to the items 1 to 5, and 7 items out of the twelve (12) items. This is shown by the mean ratings which are 3.91, 3.90, 3.90, 3.60, 3.70 and 3.90 respectively. The respondents agreed with items 6, 8 to 12, with mean rating of between 2.56 to 2.85. This implied that the mean score of respondents clusters around scores of strongly agree because the respondents cluster mean is 3.26 which falls above the bench mark of 2.50. The standard deviation scores range between 0.28 to 1.10 which is an indication that there is little or no deviation on the scores.

### Research Question Two

What relevant measures could be adopted in remedying antisocial behaviours of schooling adolescents?

**Table 2:** Relevant strategies for remedying antisocial behaviours or schooling adolescents.

S/N	Relevant Measures for Remediation	X	SD	Decision
1.	Children are encouraged whenever I am praised	0.82	0.42	SA
2.	Self-control is an important aspect of human life and has to be considered.	3.86	0.31	SA
3.	Avoiding any behaviour that will bring punishment is relevant	3.70	0.51	SA
4.	Self-condemnation discourages unacceptable behaviours	3.40	0.84	SA
5.	Re-orientation towards positive attitudes to life is relevant.	3.31	0.96	SA
6.	Children need encouragement, caring and mentoring for proper adjustment	2.60	0.90	A
7.	Parent-child relationship is required for appropriate development	3.50	0.96	SA
8.	Good behaviours are learnt by interacting with others	3.00	0.94	SA
9.	Children must be kept busy to avoid distractions	2.63	1.04	A
10.	Teacher student relationship is relevant	2.65	0.96	A

11.	Getting focused in the classroom is not necessary	2.52	1.00	A
12.	It is necessary to have the spirit of repentance and forgiveness.	2.73	1.03	A
	Cluster mean	3.14	0.80	SA

Table 2 indicates that the respondents strongly agreed on seven (7) items out of the twelve (12) items on the remediation strategies. These items are items 1 to 5, and 7 and 8. They agreed on items 6 and 9 to 12. Generally, the respondents strongly agreed that the remediation strategies are appropriate for minimizing antisocial behaviours. This is because they have a cluster means score of 3.14 which is above the bench mark of 2.50 for agreement level. The standard deviation scores range between 0.42 to 1.04 which is an indication that there is little or no deviation on the scores. Generally, the respondents strongly agreed that the remediation measures are appropriate for minimizing antisocial behaviours. This is because they have a cluster mean score of 3.14 which is above the bench mark of 2.50 for agreement level.

### Research Question Three

How do location (urban and rural) influence schooling adolescents antisocial behaviours?

**Table 3:** Mean and standard deviation rating scores by location (urban and rural) of schooling adolescents antisocial behaviours.

N/S	Location Item statements	Urban			Rural		
		X	SD	Decision	X	SD	Decision
1.	Willful absenteeism from classroom	3.1	0.84	SA	2.89	0.64	A
2.	Sneaking out of school	2.66	0.99	A	2.66	0.99	A
3.	Loitering during classes	2.15	0.89	A	2.49	0.86	D
4.	Sex related offences	2.64	0.98	A	2.56	0.90	A
5.	Examination malpractices	2.52	0.89	A	2.50	0.87	A
6.	Membership of secret cult	3.10	0.84	SA	2.80	0.98	A
7.	Possession of dangerous weapons	3.10	0.84	SA	2.80	1.0	A
8.	Drinking and smoking	2.56	1.2	A	2.60	0.93	A
9.	Fighting and bullying	2.43	0.98	D	2.49	0.93	D
10.	Stealing	2.43	0.98	D	2.49	0.98	D
11.	Stubbornness	2.71	0.97	A	2.76	1.02	A
	Cluster Mean	2.70	0.97	A	2.64	1.02	A

The data presented on table 3 shows the mean and standard deviation ratings on the influence of location (urban and rural) of schooling adolescents on the manifestation of antisocial behaviours. The urban students have scores that indicate that the respondents strongly agreed with items 1, 6 and 7 and agreed on items 2 to 5, 8, and 11 and disagreed on items 9 and 10. The standard deviation range from 0.84 to 1.2. The rural schooling adolescents have mean scores of agreed with items 1, 2, 4 to 8 and 11, disagreed on items 9 and 10 respectively. The respondents unanimously agreed on items 2, 4, 5, 8, and 11 and unanimously disagreed on items 9 and 10. Generally, the respondents disagreed on items 9 and 10 for schooling adolescents in urban and rural areas. The standard deviation scores range between 0.64 to 1.02.

### **Discussion of Results**

Data presented on table 1 items 1 to 6 indicate the responses of the respondents on the assessment strategies that can be applied in assessing antisocial behaviours among schooling adolescents. The respondents have the view that the application of these assessment strategies will go a long way to evaluate adolescents with antisocial behaviours. This is simply because when a problem is identified, addressing the problem will not create much problems.

The findings are supported by literature. In agreement on the role and subsequent failure of the home to supervise the children, a research by Onu (2005) on assessment of behavioural problem among schooling adolescents in Enugu State of Nigeria revealed that parents agree that children start exhibiting at home such antisocial behaviours as stealing, stubbornness, gross disobedience, smoking, fighting, bullying and loitering. This information is supported by the data gotten to prove that antisocial behaviours needs to be addressed starting from the home with parents. This implies that parents should be very observant as their children develop to adolescents and at the same time monitor the adolescents social activities and assess their behaviours if they are actually in line with socially acceptable behaviours within the society. This is in line with another study carried out by Smith and Farrington (2004) in the University of New York and Cambridge on the patterns of antisocial behaviours. The study indicated that parenting conflict and authoritarian style of parenting as assessment strategies are significantly responsible, in the type of behaviours that children manifest. In support of these findings Stiggins, (2008a) is of the view that the more children are assessed the more parents and teachers add to their already acquired knowledge about the developing adolescents.

The results on table 2 suggest the remediation strategies for minimizing antisocial behaviours of schooling adolescents. These remediation strategies includes the following: avoiding any behaviours that will bring punishment, self-control as an important aspect of human life, re-orientation towards helping and caring for others, self-condemnation of unacceptable behaviours, service to humanity as an ultimate choice in life, encouraging parent-child relationship and teacher student relationship, making some

sacrifices in life for appropriate social interactions with others. These findings are in line with some studies conducted outside Nigeria.

In a study conducted by (Kazdin&Weisz, 2003) on behaviours modification the findings indicated that there are evidences that antisocial and disruptive behaviours can be managed through behavioural management strategies. These were simply done by rewarding behaviours that are acceptable and ignoring behaviours that are not acceptable. On the same direction, Davey (1985) observed that behaviours that are followed by negative consequences such as punishment and scolding have the tendency to reduce the number of it's occurrences. This implies that reinforcement through the process of reward and punishment is effective in behaviours modification.

The results presented in Table 3 indicates that the respondents identified among others the following antisocial behaviours as common among schooling adolescents: willful absenteeism from classroom, sneaking out of school, examination malpractices, stubbornness, and sex related offences. The results reveal that location does not influence the manifestation of antisocial behaviours of schooling adolescents. The present study is in contrary with the studies of Udeagba (2005) and Zimola (2005) whose findings indicated that students in urban schools manifested antisocial behaviours more than those in the rural area.

This might be as a result of civilization which is fast spreading to the rural areas. Children in some rural areas have amenities such as electricity and televisions where by they have the capacity to learn from mass media which were not common in the past. Again it could be as a result of the interactions between the students in urban and rural areas during vacations. At adolescence stage, children learn fast and they might perceive their urban counterparts as role models. Therefore, the present study is not out of place because handset as a means of communication is very much available and information can easily be assessed through it.

### **Conclusion**

The findings of this study show the assessment strategies that can be adopted in evaluating the challenges of antisocial behaviours of schooling adolescents in Nigeria. The results indicate the remediation strategies that can be applied to reduce or minimize the manifestation of antisocial behaviours among students. The results further indicate that location does not influence the manifestation of antisocial behaviours among the schooling adolescents.

### **Recommendation**

Adolescence is a critical period in child development and a period when the developing child looks out for so many things and if not watched any antisocial behaviour acquired will influence the later development of the child. For any nation to plan for the future, adolescents must be considered more especially their behaviours. To achieve this mission the following recommendations were made based on the findings of this study.

- (1) Teachers and parents should be re-oriented to apply positive re-inforcement activities.
- (2) Assessment of schooling adolescents should be a continuous process and parents and teachers should not jump into conclusion by labeling adolescents.
- (3) Assessment and remediation measures should run across urban and rural areas to avoid contamination of antisocial behaviours.
- (4) Parents and teachers should get closer to their adolescent children to be able to prevent, rather than manage these antisocial behaviours.

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