In-School Adolescents' Anti-Social Behaviours: Prevailing Factors in Oyo and Ogun States

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Abstract

Transitions during adolescence provide new opportunities for exploration and risks especially in-school adolescents who display anti-social behaviours. Over the years, anti-social behaviours (peer victimization, bully, school cheating, vandalism and aggression) due to their attendant negative consequences have been of grave concern to all stake holders in Oyo and Ogun states. Previous studies have focused largely on isolated home predisposing factors of anti-social behaviours with little consideration to environmental factors. This study, therefore, examined the influence of environmental factors (social media, peer influence and school environment) on anti-social behaviours. The Survey design was adopted for the study. All public secondary schools in Oyo and Ogun states were clustered into six senatorial districts. The purposive technique was used to select two schools that had high prevalence of adolescents' anti-social behaviours from each senatorial district and five hundred and five students who had been involved in any of anti-social behaviours from school. Environmental factors scales were used for data collection, Environmental factors predicted anti-social behaviours among the in-school adolescents (F=156.911, R=540] accounting for 29.2% of the variance. School environment (β = 17) peer influence= (β.065) had relative significant contributions to anti- social behaviours while social media did not. As recommended that government at all levels should adopt a standard physical structure, good and serene environment for all secondary schools.

Introduction

Over the decades, adolescents' anti-social behaviours in Nigeria have been of grave national concern because of their attendant negative social consequences (Okorodudu, 2010). Although these anti-social behaviours cut across generations and affect every segment of the Nigerian society, they are prominently noticeable among in-school adolescents (Eke, 2004). All these are prelude to in-school adolescents' tendency of taking to crime. This explains why there has been increasing concern by the government, state agencies, including the police; school authorities and the general public about the seriousness of adolescent crimes and conduct problems.

Peer victimisation is one aspect of anti-social behaviours and school violence among youths. It is rampant among secondary school students and makes students afraid of school and inhibits their learning potential (Ehindero, 2010). The perpetrator willfully and unconsciously desires to hurt some fellow students and thus put them under tension. Peer victimisation can either be physical, which involves actions like punching, slapping and damaging the victim's property; or verbal, that involves the use of words to hurt fellow students which may cause emotional harm to such students.

Closely connected to peer-victimisation is bullying. Among in-school adolescents, bullying is increasingly being recognised as a great problem affecting the well-being and social functioning of affected students. While certain degree of conflict and harassment is typical of youth peer

relations, bullying presents a potentially more serious threat to healthy youth development (Nansel, Overpeck, Pilla, Ruan, Simon-Morton and Scheidt, 2001). The bully forces other students to act against their will and compels them to submit to his/her whims. A very common example in most secondary schools is senior students intimidating the junior ones to run errands that are degrading or dehumanising (Baker, 2003). They behave in manners that show that the weak have no place in 'their world'. Bullying at school causes enormous stress for many children.

School cheating behaviour is also a common vice amongst in-school adolescents. The connivance of some school authorities and teachers with parents and students has made school cheating behaviour a cankerworm that has seriously affected society (Oromareghake and Arisi, 2013). This anti-social behaviour has become prevalent among some in-school adolescents in Nigeria. A recent evolution is electronic cheating in examination, through the use of cell phones. This is done in text message form so as not to attract much attention (Adewale, 2004). Candidates also discuss and pass materials among themselves. This act of anti-social behaviour can make external examining bodies to withhold or cancel school's results, which may affect the future of some students.

Another major form of anti-social behaviour that is common among in-school adolescents in Nigeria is vandalism. This involves destroying other students' property, like lockers, chairs and books. It is purposeful damaging, violation, defacement or destruction of private and public property by adolescents who are not the direct owners. It also involves graffiti on walls, windows and benches, which is hard to remove, costing a lot of money (Muller, Moore, Dogget and Tingston, 2000). Also connected with this, is aggression, which is physical assault, and threats of harm towards another person, or explosive anger outbursts that result in property destruction. Aggression is overt, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another student. It takes various forms, which may be expressed physically or communicated verbally or non-verbally. Generally, among secondary school students, aggression could be affective (emotional) hostile, reactive or retaliatory, which is a response to provocation. It could also be instrumental, goal oriented or predatory, in which case aggression is used as a means to achieve a goal (Mc Elliskem and Joseph, 2004).

The school is the primary institution outside the family within which the behavioural development of in-school adolescents can be conditioned and shaped (Wazsonyi and Pickering, 2003). The school can capture students' sense of social affiliation and provide educational experiences and a social context within which adolescents can develop social competence and experience success. Educating the adolescent is a complex task which can be more difficult when students dislike school (Morton, Crump, Haynie and Saylor, 1999). School climate has an important influence on social bonding. There are several dimensions of school environment, which include the size, organization, students' composition, available resources, rules, activities and class climate (for example, course content, type of instruction, task characteristics and the social climate), and relationship with teachers and peers (fairness of teachers, interaction with teachers and fellow students, emotional and instructional support from teachers and fellow students). The school environment provides an avenue for the social media to thrive.

The social media has enabled in-school adolescents' who have social or physical mobility restrictions to build and maintain relationships with their friends and families (Boyd, 2014). Some adolescents have a limited capacity for self-regulation and they are likely to be susceptible to peer pressure and may be at some risks as they engage in and experiment with social media, since they can find themselves on sites and in situations that are not age-appropriate, and the content of some social media sites may influence in-school adolescents (Moreno, 2009). Like social media sites, peer pressure presupposes a form of influence on the in-school adolescents, being the hallmark of an adolescent experience (Brown, 2004). Peer conformity among in-school adolescents is most pronounced with respect to style, taste, behaviour, appearance, ideology, and values. Peer influence is commonly associated with episodes of adolescent taking to risk of anti-social behaviours, because these behaviours commonly occur in the company of peers (Laurence and Kathiyn, 2007). In-school adolescents are social creatures by nature, and some portion of their self-esteem comes from the approval of others. This instinct is why the approval of peers and the fear of disapproval is such a powerful force in their lives.

Peer-pressure is the influence that a peer group, an observer or an individual exerts, that encourages others to change their attitudes, values, or behaviours to conform to the group norms. A person affected by peer pressure may or may not want to belong to these groups. Peers become an important influence on behaviour during adolescence, and peer pressure is termed as a hallmark of adolescent experience (Brown, 2004). Peer conformity in young people is most pronounced with the respect to style, taste, appearance, ideology and values. Peer pressure is commonly associated with episodes of adolescent risk taking (delinquency, drug abuse, sexual behaviours and reckless driving) (Cherier and Berhane, 2012). All these activities commonly occur in the group of peers. Association with peers who engage in risk behaviours has been shown to be a strong predictor of an in-school adolescent's own behaviour (Spear and Killbok, 2001). Peer pressure can also have positive effects when youth are being influenced by their peers toward positive behaviour, such as volunteering for charity (Hanes, 2012) or excelling in education.

The expression 'everybody is doing it' is at the centre of the concept of peer pressure. It is a social influence exerted on an in-school adolescent in order to get that person to act or believe in a similar way as a large group. People are social creatures by nature, and so it is hardly surprising that some portion of their self-esteem comes from the approval of others. This instinct is why the approval of peers, and the fear of disapproval, is such a powerful force in many adolescents' lives. It is the same instinct that compels them to dress one way at home and another way in school.

The peer group becomes an agency of enculturation and learning (Omotere, 2011). Adolescents develop a sense of self from their perception of important people in their surroundings, including parents, teachers and peers. These relationships influence their behaviours.

Objective of the Study

This study examined the relationship between environmental factors (social media, peer influence and school environment) and in-school adolescents' anti-social behaviours. Also, the joint and relative effects of the environmental factors on anti-social behaviours were investigated.

Research Questions

RQ1: Is there any significant relationship between adolescents anti-social

behaviours and the environmental factors (peer influence social media and school environment).

RQ2: What is the joint influence of social media, peer influence and school environment on in-school adolescents' anti-social behaviours.

RQ3: What is the relative effect of the environmental factors (Social Media, Peer Influence and School Environment) and Anti-social Behaviours.

Methodology

The design adopted for the study was the descriptive survey design of the *ex-post facto* type. This design was considered appropriate for the study because the researcher was able to collect data on the three independent variables which had occurred earlier. The intention was to ascertain such on the dependent variable without any manipulation. The target population of the study was all senior secondary in-school adolescents, (aged14-18) in all the public secondary schools in Oyo and Ogun States .The actual sample size used for the study was selected and was seen as true representatives of the population. The clustering sampling technique was used to cluster all the public secondary schools in Oyo and Ogun States into the existing six senatorial districts in the two states. The purposive sampling technique was used to select two schools that had high prevalence of adolescent anti-social behaviours in each senatorial district, which gave a total number of twelve secondary schools in all. All senior secondary in-school adolescents who had been involved in anti-social behaviours at one time or the other as recorded by the school's guidance counsellors and the class teachers. The descriptive and inferential statistics were used to analyse the data. The descriptive statistics of frequency counts and percentages were used to analyse the demographic data while inferential statistics of multiple regression, Analysis of variance and Pearson product moment correlation were used to test the study's hypotheses.

Results and Discussions

Table 1.1a: The correlation matrix between antisocial behaviours and all environmental factors

RQ1: Is there any significant relationship between adolescents anti-social behaviours and the environmental factors (peer influence social media and school environment)

	Anti-social Behaviours	**Social Media**	**Peer Influence**	**School Environment**	**Mean**	**S.D.**
Anti-social Behaviours	1				31.17	7.64
Social Media	-.015	1			24.57	5.47
Peer Influence	.426**	.154**	1		14.36	3.80
School Environment	.520**	.100**	.637**	1	26.03	7.12

The correlation matrix reveals the correlation between each of the environmental factors and anti-social behaviours of the in-school adolescents in Oyo and Ogun States as ranked: school environment (r=.520); peer influence (r=.426); social media (r=-0.15)

Table 1.1b F-Ratio of Environmental Factors (Social Media, Peer Influence and School Environment) and Anti-social Behaviours

RQ2: What is the joint influence of social media, peer influence and school environment on in-school adolescents' anti-social behaviours

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	19498.425	3	6499.475	156.911	.000	Sig.
Residual	47303.394	1142	41.422			
Total	66801.819	1145				

R= .540, R^2= .292, AdjR^2= .290

The ratio of environmental factors (Social Media, Peer Influence and School Environment) on anti-social behaviour as used for this study. It is shown on the Table 1.1b that the joint effects of the independent variables of environmental factors (Social Media, Peer Influence and School Environment) on anti-social behaviours was significant (F=156.911; R = .540 and a multiple R^2 of .292). About 29.2% of the variance was accounted for by three predictor variables when taken together.

Table 1.1c: Relative Effects of Environmental Factors (Social Media, Peer Influence and School Environment) and Anti-social Behaviours

RQ3: What is the relative effect of the environmental factors (Social Media, Peer Influence and School Environment) and Anti-social Behaviours.

	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	17.392	1.100		15.805	.000
Social Media	-.116	.035	-.083	-3.311	.001
Peer Influence	.346	.065	.172	5.301	.000
School Environment	.448	.035	.418	12.943	.000

Table 1.1c shows the relative effect of each of the independent variables on the dependent variable: Social Media (β = -.083, P< .05), Peer Influence (β = .172, P< .05) and School Environment (β = .418, P< .05).

Discussions

The result indicates that peer influence correlated significantly with anti-social behaviours among in-school adolescents. The finding from the study also shows that adolescents in the secondary schools are more influenced by their peers. Brown (2004) sees the feeling of belonging and social acceptance as being strong at this stage of development and peer influence plays a huge part in steering the experience of teenagers. Those that formed relationship with students who displayed anti-social behaviours did take part in the behaviours themselves.

The finding reveals that social media had no contribution on the anti-social behaviours of in-school adolescents. The study also shows that social media do not predispose anti-social behaviours

among in-school adolescents, since the school authorities do not allow the use of phones in schools.

On the issue of school environment and its effects on anti-social behaviours among in-school adolescents, the study reveals that school environment in terms of the physical infrastructures, the total number of students in the school compared to the number of staff do have effect on the behaviours of in-school adolescents. Some schools do not have wall fence, even the few ones that have, do not have capable hands managing their gates .Also the finding shows the teachers high-handedness and their authoritarian way of dealing with the students has highly influenced anti-social behaviours among adolescents. This is in conformity with the opinion of Reinke and Herman, (2002) that negative teacher students' interactions adversely affect student's psychosocial and behavioural adjustment in schools.

To further ascertain the relationship between the environmental factors and anti-social behaviours among in-school adolescents, a correlation analysis of peer influence, social media and school environment with the dependent variable was computed. The results are presented in Table 1.1a. The results from the table shows that there was a positive significant relationship between anti-social behaviours and peer influence, anti-social behaviours and school environment, but a negative relationship between anti-social behaviours and social media. The respective mean and standard deviation scores were also shown. This supports some earlier studies, such as Hammed, Odedare and Okoye (2013); Murray and Murray (2004), which established positive correlation between environmental factors and anti-social behaviours.

Recommendation

Based on the findings of the study, it is recommended that the school should be adolescent-friendly, knowing fully well that they spend at least one-third of the day in the school. Also, the government at all levels should adopt a standard physical infrastructure, good and serene environment for all secondary schools.

Conclusion

In view of the findings of the study, it is obvious that peer- influence and school environment were potent factors predicting in-school adolescent anti-social behaviours.

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