

Assessment of Disruptive Behaviours Among Junior Secondary School Students' in Aba South Local Government Area: Implication for Social Development Programmes in Education

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Abstract

The study examined destructive behaviour among junior secondary school students' in Aba South Local Government Area (L.G.A.) and its implication for social development programmes in Education. The study adopted the descriptive survey research design. The study lasted for 6 weeks with 200 junior secondary school students' randomly selected and observed for three weeks intervals using Students' Observation Schedule (SOS). The data collected was analysed using descriptive statistics of frequency count and percentages as well as inferential statistics of t-test at 0.05 alpha levels. Result findings revealed high prevalence of disruptive behaviours while the hypothesis revealed that there were significant gender differences in the prevalence of disruptive behaviours with male participants recording higher prevalence than their female counterparts. The study concluded that destructive behaviours

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are relatively high among junior secondary school (JSS) students' in Aba South L.G.A, thus necessitating well planned social skills programmes. Recommendations were made among others, that proper integration of social skills programme be provided with interventions to curb the high prevalence of disruptive behaviours especially among the male students within the study area.

Keywords

Behaviour, Disruptive Social Development, Education, Junior Secondary School.

Introduction

Nigeria is described as a nation in social and moral crises characterized by high rate of crime, official corruption, political and ethnic violence, fraudulent behaviours and breakdown in social values (Aboh, Nwankwo, Agu and Chikwendu 2014; Olatunje 2015). Undesirable behaviours considered as antisocial at adulthood could be seen as a function of poor social development at childhood stage development marked by disruptive behaviour. According to Okafor and Okafor (2013) the social vices in Nigeria as a country is as result of a reflection of anti-social behaviours due to poor social skills development among Nigerian children. The adolescent stage of development provides a veritable opportunity to shape the right social skills and values which these children carry and exhibit all through their lives courses. Instilling social values at children is vital to addressing the social and moral decadence our society is facing which the junior secondary school provides a unique setting for development.

Youngsters are referred as the wealth and pride of any nation. The future of any nation depends on the young ones who constitute the potential human resources needed for the continuity of the society (Ali, Dada, Isiaka and Salman 2014). To achieve a sustainable development in any society, it therefore, means the young population must be preserved and empowered with requisite social skills and values to sustain and improve the civilization of that society. Anti-social behaviours or social vices are multifaceted phenomena regarding meaning, causes, and manifestations in the social, psychological and pedagogical areas. As stated by Amado and Freire (2009) anti-social behaviours begin manifestations in junior students through incidences of disruptive nature. When not contained, this disruptive behaviours advances to conflicts among peers and significant others which might further degenerate to delinquency and violence. As noted by (Olu and Ojedapo (2011) these vies when allowed to progressed, hatch monsters that will be difficult to exterminate.

There are no universally accepted behaviours that are regarded as anti-social or as used in this study as disruptive, as there are world-wide variations in norms and values upon which anti-social behaviour definitions are based (Ikediashi and Akande 2015, Epuchie and Ndubuisi 2020). Behaviours considered as anti-social is dependent upon the norms, mores, and values guiding the moral conduct of the people in a given society. According to Ikediashi and Akande (2015) in buttressing this view stated that homosexuality is an acceptable way of life in some countries like England, USA, Canada and other western countries, but contrary in African society. Anti-social behaviour has been conceptualized as behaviours which are characterized by violation of existing social norms and values. According to Mayer (2001) it is a recurrent violation of socially prescribed patterns of behaviour usually involving aggression, vandalism, rule infractions, defiance of authority and violation of social norms.

Similarly, anti-social behaviour was defined by Hanrahan (2006) as a disruptive act characterized by covert or overt hostility and intentional aggression towards others, it therefore refers to an overall lack of adherence to the social norms and standards that members of a society, to coexist peacefully.

It refers to actions that violate the rights of other humans or disrupt social harmony which may include physical aggression, verbal abuse, lying and even manipulation done intentional or unintentionally (Wikipedia 2022). Anti-social behaviour can appear in various forms like aggressive behaviour in form of verbal aggression towards other people or disruptive behaviour such as lying or vandalism; and anti-authority behaviour such as behaviour that challenges rules or laws. Anti-social behaviour could be seen as a result of so many issues such as genetic disposition, environmental issues such as exposure to abuse, violence or neglect and may also be due to mental health issues such as conduct disorders or antisocial personality disorders.

Also, Lahay (2024) identified attributes of children with anti-social behaviour as having a low tolerance for frustration, acting on impulse, ill-tempered and skilled in lies. Again, they are often bullies who fight, cheat, steal and are truant from school. These people blame others for their misdeeds, feel picked out by their parents and teachers, and never seem to learn from their mistakes.

There is an overwhelming need to instill social values and skills in young people especially junior secondary school students who have the tendency of transmitting the values learnt at school into the society, failure to do this can result to a large population of adolescents with the malady of anti-social behaviours. When this happens, the society will be worse off as this

group of adolescents transform to adults someday to unleash crimes and corruption to the society,

This unpleasant condition can trigger off chain reactions of low investment, infrastructural decay unemployment, insecurity, poverty and hunger, such prevailing circumstance is a good example of End Bad Governance Protest 2024 in Nigeria. This ugly development can be managed while concerted efforts can be made to forestall future occurrence which would be far more devastating. Education could however be adopted as a tool in addressing anti-social behaviour in junior secondary school students.

This study adopted psychodynamic theory as it best fits into the study problem. Psychodynamic theories generally state that personality is characterized by a dynamic struggle. Need for superiority come into conflict with laws, social rules and moral codes (see Rathus, 1990 in Epuchie and Ndubuisi 2020), consequently, the dynamic struggle becomes a clashing of opposing winner force, at a given moment of one's behavior, the person's thoughts and emotions represent the outcome of these inner contests. Appropriate social skills training programmes are however vital for harmonizing this conflicting situation.

Instilling social skills and values would be better at an early age as habits are yet to be enduring. The possibility of shaping behaviour to desirable one is higher at this stage of development where young stars are growing up. This programme would have been effective if it is based on outcomes of empirical research on nature, type and prevalence of anti-social behaviour. The place of this diagnostic research in situating behavioural intervention programmes against anti-social behavior cannot be overemphasized. It is against this background that the study was designed to examine the prevalence and nature of destructive behaviour among junior secondary school students' in Aba South Local Government Area, Abia State, Nigeria.

Purpose of the Study

The main aim of the study is to examine disruptive behaviours among junior secondary school students in Aba South Local Government Area. Subsequently, the study sought:

- i. to determine the prevalence of disruptive behaviours among junior secondary school students in Aba South Local Government Area.
- ii. to establish the significant differences between male and female students in their prevalence of disruptive behaviours in Aba South LGA, Abia State.

Research Questions

The study is aided with the following research questions:

- i. to what extent disruptive does behaviours prevail among junior secondary school students in Aba South Local Government Area Abia Nigeria?
- ii. what is the significant difference between male and female junior secondary school students in their prevalence of destructive behaviours in Aba South LGA, Abia State, Nigeria?

Method

The research adopted descriptive survey research design. The purpose of the study comprised of all the junior secondary in Aba South LGA. The sample comprised 200 junior secondary school students' that were systematically sampled using a two-stage sampling technique. The sampling involves the use of simple random technique to select junior secondary schools out of which 4 schools were randomly sampled for observation purposes. The study modalities were explained to the principals for approval. Teachers were also co-opted in facilitating data collection through observations.

The study participants were observed for 6 weeks after which estimated average scores were computed for the purpose of data analysis. The instrument for data was Students' Observation Schedule with 10 items designed along a two point rating scale of present and absent. A total of ten observations were conducted for 6 weeks. 2 points were scored for high manifestation of the destructive behaviours under investigation and 1 for low manifestation. At the end, scores were computed for each participants and scores at average above 10 (and more) were considered as high and this attracted 2 points; while scores lower than the average (below 10) were considered low and scored 1 point for SPSS analyses. Generated data were analysed using disruptive statistics of frequency counts and percentages as well as inferential statistics of t-test at 0.05 alpha level. While the descriptive statistics were used for analysing research question one; inferential statistics was used to analyse the second research question.

Results

Research question one:

To what extent does disruptive behaviours prevail among secondary school students in Aba South LGA, Aba, Abia State, Nigeria?

S/N	Item Statements	Mean	SD
1.	Fighting peers frequently	3.12	0.73
2.	Taking others items forcefully	3.00	0.75
3.	Fragrant disregard to given orders	3.21	0.68
4.	Refusal to share things with others	3.04	1.00
5.	Verbal aggression	3.25	1.01
6.	Physical aggression	3.01	0.85
7.	Violation class rules	3.15	0.82
8.	Difficulty in maintaining interaction with others	3.06	0.94
9.	Inability to maintain adequate level of cooperation for developmental stage	3.03	0.91
10.	Inability to make friends easily	3.83	1.23

The table shows that the prevalence of destructive behaviours among junior secondary school students is high with mean scores of 3.00 and above.

Research Question Two: What is the significance difference between the male and female junior secondary school students' in their prevalence of destructive behaviours in Aba South L.G.A., Abia State, Nlgeira?

Table 2 shows t-test analysis of the difference between male and female.

Gender	N	Mean	SD	t-cal	DF	Sig.	Remark
Male	100	18.56	2.5	1.52	198	0.00	Significant
Female	100	12.16	2.3				

Table 2 shows that there is a significance difference between the male and female students in their prevalence of disruptive behaviours ($t = 1.52$; $df = 198$; $P < 0.05$). The table shows that male students engage in disruptive behaviours more than female students.

Discussion

The research findings revealed that disruptive behaviours are prevalent among the junior secondary school students in the study's location. All the destructive behaviours observed among the respondents have serious implications for sound social development programmes. A basic component of junior secondary education is the social development of the students' social development programmes are vitally important to inculcate necessary social skills to

address the innate behaviour of man, which in the view of Thomas Hobbes is nasty and brutish. Education is a potent instrument to address the self-centeredness of man's innate nature. The stage of junior secondary school in the school system is where a significant proportion of personality is formed and provides a unique opportunity to address this issue.

Disruptive behaviours at early stages of development are prominent markers of anti-social behaviour at later stage in life. This calls for serious concern for as adults who engage in social vices such as armed robbery, terrorism, kidnapping, embezzlement and other acts of inimical to societal growth and development have been found to be people who engage in anti-social behaviours in their formative years (Epuchie and Ndubuisi 2020). Since disruptive behaviours are precursory of anti-social behaviours which are in turn precursory to social vices, taking concerted steps to reduce it will eradicate the destructive behaviours. This is in line with the findings of Idu and Ojedapo (2011); and Epuchie and Ndubisi (2020) who reported that individuals involved in violent crimes at adulthood have been found to exhibit anti-social behaviours at their childhood stages.

The findings of the study revealed that a higher level of destructive behaviours among the male students' might be subjected to biological and social explanations. Biologically, males have more testosterone which plays active role in defining their adventurous nature than their female counterparts. In the same vein, adolescents observe growing adults in their lifestyle to gender stereotypes. While males are daring and dominating, females tend to be complaint and submissive. This is especially the case in Africa where patriarchal arrangement makes women far more submissive and complaint than they naturally are. This has serious implication for social development programmes which must emphasize gender equality and equal right based on sexes. This finding is in line with the findings of Ikediashi and Akande (2015) who reported significant gender difference in anti-social behaviours with males exhibiting higher levels than females. It also supports the findings of Brown (2016) who reported similar findings.

Conclusion

The study concluded destructive behaviours is relatively high among junior secondary school students in Aba South L.G.A, thus necessitating well planned and articulated social skills programmes to be consciously and fully integrated into junior secondary school education curriculum more than it is present. This is vitally important to forestall the possibility of

breeding a more troublesome generation of young people than Nigeria is presently facing today.

Recommendations

The study recommended that:

- i. That proper integration of social skills programme be provided in junior secondary schools education with interventions to curb the prevalence of destructive behaviours among the male students.
- ii. Involving parents and other caregivers outside the school in the social development of the child must be given due consideration to forgo a multi-faceted front to confronting destructive and anti- social behavior among students.
- iii. The use of available new media can be put into effective use in designing social skills programmes targeted at improving the social skill of students.
- iv. since junior students love play and games, social skills programme can be designed in the form of songs, plays and games to further provide avenue of social development for students.

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