



SELF-CONCEPT AND PARENTAL NEGLECT AS PREDICTOR OF ANTI-SOCIAL BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN IDO LOCAL GOVERNMENT, IBADAN

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ABSTRACT

Anti-social behaviour is increasing in wide-range proportion and the range of the problem of anti-social behaviour is wider than it seems. This problem is still on-going despite numerous researches on anti-social behaviour. It is pertinent to investigate the factors affecting anti-social behaviour. This study therefore examined self-concept and parental neglect as predictors of anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state, Nigeria. This study adopted a descriptive survey research design. Two hundred participants were selected from five secondary school in the metropolis using stratified sampling technique. The participants ages was 12.88 ± 8.46 years and 52.5% were males. Three research hypotheses were tested using Pearson Product Moment Correlation and T-test. The findings revealed a significant positive relationships between parental neglect ($r = .617$, $p < .05$), self-concept ($r = .191$, $p < .05$). There was no significant difference in the anti-social behaviour of the male and female participants; $t(193) = 1.012$, P . Based on this finding, it is recommended that there should be positive parents-child relationship; seminars and workshops should be organized on importance of parents-child relationship to curb anti-social behaviour. Positive use of self-concept should be encouraged among adolescents. Also, School Counsellor should intensify their efforts on the training of adolescent's self-concept so as to curb antisocial behaviour.

Keywords: Anti-social behaviour, Parental neglect, Self-concept and Gender.

Introduction

Anti-social behaviour refers to actions that show a disregard for others and violate societal norms, often causing harm or distress to individuals or communities. It includes behaviours such as vandalism, bullying, truancy, verbal abuse, theft, and aggression (Burt & Donnellan, 2018). These behaviours may be overt—like fighting or insulting others—or covert, such as lying or destruction of property (Hallahan, 2016). Anti-social behaviour is not limited to criminal acts but also includes any persistent conduct that disrupts social harmony or individual well-being. Studies show that such behaviour is both a cause and symptom of deeper social

dysfunction, with roots in early childhood and consequences that often extend into adulthood (Obidigbo, 2019; Eley, Lichtenstein & Moffitt, 2017).

Parental neglect is a critical factor contributing to the development of anti-social behaviour in adolescents. It encompasses the failure of caregivers to provide basic physical, emotional, and supervisory care, which may result from poverty, family instability, mental health issues, or substance abuse (Kayne, 2017). Neglected children are more likely to exhibit aggression, poor emotional regulation, and difficulty forming healthy social relationships. The lack of nurturing and guidance impairs moral development, increases stress, and predisposes children to maladaptive behaviours, thereby increasing their risk of engaging in anti-social activities during adolescence and beyond (Clare, 2016).

Self-concept is a critical factor, refers to student's perception and evaluation of their own abilities and worth, particularly within academic and social settings. It influences behaviour, motivation, and performance, and is shaped by personal experiences and interactions with the environment (Marsh & Craven, 2007; Lent, Brown & Gore, 2007). A positive self-concept is linked to better academic outcomes and social adjustment, while a poor self-concept can result in low motivation, feelings of inadequacy, and increased likelihood of anti-social behaviour (Woolfolk, 2008; Byrne, 2006). The extent to which adolescents see themselves as competent and valued individuals affects how they navigate challenges, relate to others, and conform to social norms (McCoach & Siegle, 2001; Mruk, 2006).

The issue of anti-social behaviour among secondary school students in Nigeria has reached alarming proportions, adversely affecting both individual development and societal growth. Despite numerous interventions, these behaviors persist and continue to escalate, manifesting in threatening behaviors, vandalism, fighting, theft, truancy, and bullying. Anti-social behavior develops through social interactions within family and community contexts, with profound consequences for quality of life at both individual and community levels. Hence, this study investigated self-concept and parental neglect as predictors of anti-social behavior among senior secondary school students in Ido Local Government, Oyo State. The research specifically examined the relationship between parental neglect and anti-social behavior, determined the relationship between self-concept and anti-social behavior, and investigated gender differences in anti-social behavior among these students. Previous studies have explored various factors related to anti-social behavior, but limited research has focused specifically on the combined influence of self-concept and parental neglect among Nigerian adolescents, particularly in Ido Local Government. This research seeks to fill this gap and provide empirical evidence to inform interventions aimed at reducing anti-social behavior among secondary school students.

Statement of the Problem

Anti-social behaviour among senior secondary school students has become a pressing concern in Nigeria, particularly in Ido Local Government. The increasing frequency of these behaviours ranging from minor infractions to severe misconduct has become alarming. Reports consistently show that students are more frequently involved in acts such as bullying, truancy, vandalism, physical aggression, and verbal abuse. This pattern of behaviour not only disrupts the academic environment but also reflects a broader social decay. The level of the problem is growing rapidly across Nigerian secondary schools, particularly among adolescents who are at

a critical stage of psychological and social development. This disturbing trend encompasses both overt actions like fighting, theft, and shouting, as well as covert behaviours such as truancy, defiance, and emotional withdrawal. Anti-social behaviours are exhibited both within schools and the wider community, indicating that the issue is widespread and systemic. Moreover, these behaviours are not isolated incidents but often occur repeatedly and are influenced by various social and familial contexts.

The manifestation of these behaviours includes physical aggression, verbal hostility, substance abuse, destruction of property, and lack of empathy toward others. These actions not only hinder the educational development of the individuals involved but also contribute to a hostile school climate and deteriorating community relations. Such behavioural patterns are often rooted in poor self-concept and inadequate parental care—factors which remain underexplored in local contexts like Ido Local Government.

The implications of anti-social behaviour are profound and multifaceted. On an individual level, it endangers the physical and psychological well-being of both the perpetrators and their peers. For families and communities, it leads to fear, insecurity, and breakdown of social order. On a societal scale, unchecked adolescent misconduct contributes to long-term issues such as increased unemployment, crime rates, and a rising dependent population. These behaviours also result in the degradation of community standards, with economic consequences such as declining business activity and residential displacement. Families feel unsafe, and the quality of life is significantly diminished.

Despite the rising prevalence, there remains a significant gap in research exploring the underlying predictors of anti-social behaviour in this locale. In addition, numerous international and national studies addressing the reduction of anti-social behaviour through interventions like emotional intelligence training, communication skills development, and improved parenting styles are scarce especially in an area like Ido Local Government in Ibadan, Oyo State. Therefore, this study investigated the role of self-concept and parental neglect as potential predictors of anti-social behaviour among senior secondary school students in Ido Local Government, Oyo State, Nigeria.

Hypotheses

The following hypotheses were tested for the study:

- There is no the significant relationship between parental neglect and antisocial behaviour among senior secondary school students in Ido Local Government in Oyo state?
- There is no significant relationship between self-concept and antisocial behaviour among senior secondary school students in Ido Local Government in Oyo state?
- There is no significant difference between male and female students on antisocial behaviour among senior secondary school students in Ido Local Government in Oyo state?

Methodology

The study adopted the descriptive survey research design of the ex-post facto type to achieve the purpose of the study. The target population for the study consisted of senior secondary school students in Ido Local Government, Oyo state. The populations under this

study were senior secondary school students in Ido Local Government, Oyo State, Nigeria. Multi stage sampling procedure was used in the study. The public secondary schools were purposively selected within Ido Local Government, Oyo State. Five public secondary schools were selected through simple random sampling from the public secondary schools. Two hundred (200) respondents (students) were randomly selected based on availability and willingness to respond to the questionnaire. Forty (40) senior students from each school totaling two hundred (200) seniors students from the five (5) schools. Three research instruments were adapted and used for the study. Anti-social Behaviour Questionnaire (ABQ) was developed by Burt & Donnellan, (2009). It consists of fifteen (15) items, this deal with the varieties of antisocial behaviour exhibited among students. The 15 questions were answered on the scale of 1 to 5, with 1 being “never” and 5 being “very often”.

The scores from each subscale were combined to produce the STAB total score, which reflected the overall level of the participants’ anti-social behaviour level. Higher STAB scores indicated higher levels of anti-social behaviour, while lower STAB scores indicated lower levels of anti-social behaviour. The Self-Concept Scale (Adam & Khoo, 1996) assesses an individual’s self-concept. The SCS contains 15 items that assesses self-concept with a response format ranging from Strongly Disagree to Strongly Agree. The sample of items in the scale includes; *I feel less physically attractive; I am in charge of the choices in my life and I am hopeful about myself in the future.* The author reported an internal reliability co-efficient (alphas) ranging from .87 to .91. The parental negligence inventory is developed by Nancy and Teru (2013). It has 14 items scale with five point liker scale. The coefficient alpha of responsiveness, autonomy granting and demandingness subscales are .74, .75 and .72 respectively. The data collected and processed in the computer using Statistical Package for Social Science students version 20. Simple percentage distribution and frequency count was used for the socio-demographic characteristics of the respondents. The hypotheses were also analysed using Pearson’s product moment coefficient (PPMC) and T-test.

Results

H₀₁: There is no the significant relationship between parental neglect and anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state

Table 1: PPMC showing the relationship between parental neglect and anti-social behaviour among students in Ido Local Government

Variable	Mean	Std. Dev.	N	R	P	Remark
Anti-social Behaviour	89.7500	20.84852	200	.617**	.000	Sig.
Parental Neglect	70.7000	10.31708				

**Sig. at 0.01 level

It is shown in the above table that there was significant relationship between parental neglect and anti-social behaviour among students in Ido Local Government ($r = .617^{**}$, $N = 200$, $P < .05$). Hence, parental neglect had an influence on anti-social behaviour among students in Ido Local Government in the study.

H₀₂: There is no significant relationship between self-concept and anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state

Table 2: PPMC showing the relationship between self-concept and anti-social behaviour among students in Ido Local Government

Variable	Mean	Std. Dev.	N	R	P	Remark
Anti-social Behaviour	89.7500	20.84852	200	.191**	.007	Sig.
Self-Concept	70.8500	7.45691				

**Sig. at 0.01level

It is shown in the above table that there was significant relationship between self-concept and anti-social behaviour among students in Ido Local Government ($r = .191^{**}$, $N = 200$, $P < .05$). Hence, self-concept had an influence on antisocial behaviour among adolescents in Ido Local Government in the study.

H₀₃: There is no significant difference between male and female students on anti-social behaviour among students in Ido Local Government in Oyo state

Table 3: T-test table showing the difference between male and female anti-social behaviour

Variables	Gender	N	Mean	SD	t	Df	P
Antisocial Behaviour	Male	105	90.53	21.03	1.012	193	
	Female	95	91.11	20.43			

Table 3 reveals that there was no significant difference in the anti-social behaviour of the male and female participants; $t(193) = 1.012$, p In other words, no variation exist in the anti-social behaviour between male and female participants.

Discussion of Findings

In response to hypothesis one stated that there is no the significant relationship between parental neglect and anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state. The finding revealed that there was significant relationship between parental neglect and anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state. This assertion support the finding of Matherne and Thomas, (2011) found that children from parental neglect homes have a higher incidence of antisocial behaviour that is paralleled by their lower rate of susceptibility to peer pressure to commit antisocial behaviour acts. The study found that there is a link between antisocial behaviour and parental negligence. The study also suggests that adolescents who are charged with more serious acts

of antisocial behaviour are from incomplete homes than adolescents charged with lesser acts of misconduct.

According to Rugg (2013) in his study found that anti-social behaviour is caused by many factors including the interactions between the parents. A negative emotional attitude characterized by lack of parental involvement and warmth, increases the risk of the child engaging in antisocial behaviour. Other factors that contribute to anti-social behaviour indirectly or directly include parental negligence, parents with low level of education, stressed families and single parenthood status. Further Wiese and Freud (2011) found that parental neglect styles, as well as poor monitoring and supervision of children activities strongly predict antisocial behaviour. Erikson's theory argues that every significant person encountered in the cause of development helps to shape the behaviour of adolescents.

The studies by Rugg, (2013) and Wiese and Freud (2011) found in their studies that adolescents who were living with their parents, while the current study involved the adolescents who were living and not living with the parents. It will be interesting to note whether there is any difference while engaging in anti-social behaviour. The studies were also not specific on the age bracket of the adolescents involved, therefore the present study focused on adolescents who were aged between 15 to 29 years. In addition, the studies reported on the contributions of parental neglect to anti-social behaviour which was other variables this study focused on (Waime, 2011).

In response to hypothesis two stated that there is no the significant relationship between self-concept and anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state. The finding revealed that there was significant relationship between self-concept and anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state. This assertion support the finding of Weisz (2004) found that antisocial behaviour and self-concept significantly correlated and requires selectivity, that is, the capability to distinguish between outcomes that are contingent upon human influence and those that are not. Students who fail to recognize the non-contingency that prevails in a currently involved task in social pursuit (e.g. environmental forces) tend to persist unreasonably in their effort to achieve and thus may be susceptible to frustration and disappointment. On the other hand, students who mistakenly believe that outcomes are highly non-contingent, when they are not necessarily so (e.g. belief in the immutability of intelligence), may not persist to a reasonable degree before terminating their pursuit. Either way, an internal or external self-concept may result in a high or low anti-social behaviour.

Phillips (2008), indicated a positive correlation between self-concept and anti-social behaviour. Individuals who are psychologically imbalance have low enduring sense of personal control (Adams, 2000). Witmer and Sweeny (2012) pointed out that individuals with a sense of self-concept are more likely not to collect information about social tasks and this will debar them on increasing anti-social behaviour. Soderfeldt and Schaufeli (2004) found that self-concept was linked to emotional demands and anti-social behaviour. Similarly, there has been evidence that students with high external self-concept are more likely to suffer burnout as this could have effect on their anti-social behaviour. The authors concluded that there self-concept had significant influence on the anti-social behaviour of students. In a similar study conducted by Farber (2011) the research supports the notion that self-concept is associated with the antisocial

behaviour, whereas external self-concept is associated with anti-social behaviour and students negative health consequences.

In response to hypothesis three stated that there is no the significant difference between male and female students on anti-social behaviour among senior secondary school students in Ido Local Government in Oyo state. The finding revealed that was no significant difference in the anti-social behaviour of the male and female students. This assertion support the finding of Mathew (2010) conducted a study involving students on the incidence and extent of antisocial behaviour. 44% of the students in his study stated that anti-social behaviour acts was due to their gender differences, while 52% blamed it on gender differences and frustrations at home. The study showed that family background and peer influence were the leading reasons why students engaged in truancy. Further, finding reported the rate of antisocial behaviour was high among boys compared to girls. This clearly shows that anti-social behaviour does not just affect male students but also the female students as well. From Sharone study, there was an indication that the rate of anti-social behaviour increased by 40% between the ages 16-18 years.

Conclusion

In conclusion, anti-social behaviour is one of the major maladaptive problems among secondary school students in Nigeria. The concept and acts of indiscipline have received a lot of attention by researchers. The adverse impacts of anti-social behaviour are quite enormous. The finding of the study clearly indicated that parental neglect had significant influence on the anti-social behaviour of senior secondary school students, also self-concept had significant influence on the anti-social behaviour of senior secondary school students but there is no difference between male and female students on anti-social behaviour of students in Ido Local Government. This study has provided more details to the existing information on the anti-social behaviour among adolescents in Ido Local Government as a factor that required immediate solution. From this template, it becomes clear that various strategies should be design to access the issue of secondary school students in different schools, attention should also be given to the identified means or factors through which the researcher has been able to identify that can affect the learning outcomes of students as a result of anti-social behaviour acts towards learning in the classroom through the self-concept and parental neglect. Hence in Nigeria, the school administrators should not only be responsible for the shaping of the students' anti-social acts but also the home and parent from which individual student(s) originated from should be examined intensively. Nonetheless, there is need for replication and refinement of this work in the future

Recommendations

The following are recommendations from the study:

- Parents should monitor their children effectively and maintain consistent openness, effective communication, parental attention emotional and material support which could help the adolescent to stay away from the anti-social behaviour.
- Proper peer monitoring and behavioural modification of children should be given from the family. Children's behaviour should be monitored right from home before they become inducted into the society. Parents should also serve as good models, understand their child emotion and should attend promptly to the needs of their children at home and in school. Also

the type of friends adolescents associate themselves with should be well known by the parents and monitored to ensure that they are not engaged in anti-social behaviour and curb their excesses by constant counselling of the groups which their ward associate themselves with.

- Government should control the activities of media through the board of censors to see through all programmes that are put on air. All programmes that are antisocial behaviour based should be properly regulated and monitored by the board put in place by board. Government should provide social amenities, train young people about creativity and innovation and other programmes that can improve the economic capacities of people.
- Adolescents should be targeted and provided with appropriate information when they are fairly young so as to avoid anti-social behaviour and also move with friends that help them to deviate from this bad act.

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