

RELATIONSHIP BETWEEN PARENTAL INCOME STATUS AND ANTI-SOCIAL BEHAVIOUR OF SECONDARY, SCHOOL STUDENTS IN AGBANI EDUCATION ZONE**Animba, I. E., Okoro, P. E., & Ezema, E. O**

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Correspondence: animba.evelyn@esut.edu.ng**Abstract**

The purpose of this study was to determine the relationship between parental income status and anti-social behaviour of senior secondary school students in Agbani Education zone of Enugu State. Correlational research design was adopted for the study. One research question and one hypothesis guided the study. This study was conducted in Agbani Education zone of Enugu State, Nigeria. The population for the study comprised all the three thousand, two hundred and seventy-seven (3,277) secondary school II students (SS2) in the 43 public secondary schools in Agbani Education Zone. The sample for this study was 327 senior secondary school students representing 10% of senior secondary II students of Agbani Education Zone of Enugu State. Stratified proportionate and simple random sampling techniques were used to draw the sample. Two instruments were used for data collection in this study, namely parental income status inventory (PISI) and students' antisocial behaviour scale (SABS). The instruments were face validated by three experts, one in Measurement and Evaluation, and two in Educational Psychology from Enugu State University of Science and Technology. The overall reliability coefficient values obtained for the instruments were 0.81 and 0.84 for PISI and SABS respectively. The instruments for data collection were administered to the respondents by the researchers with the help of two assistants. Pearson Product Moment Correlation Coefficient was used to answer the research question while hypothesis was tested with Regression Analysis at 0.05 significant levels. Major finding of the study indicated that parental income status relates with secondary school students' anti-social behaviours irrespective of students' gender. It was therefore recommended among others, that parents should strive hard to improve in the family income for adequate provision of instructional materials for students, and to teach students to abhor anti-social behaviours.

Keywords: Anti-social, income status, behaviour, parental**Introduction**

Education is the greatest tool for human development and the role of education in bringing about human development cannot be over-emphasized. This is because education embraces all processes by which a person acquires knowledge and skills to live well in the society. It remains an undisputable fact that no society or nation can rise above its educational level. Okeme (2021), averred that, education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives, in other words, it is a process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both. Ohakwe (2019), defined education as a social process designed to induct the rising generation into the membership of their society.

The National Policy on Education, recognizes the importance of education generally and secondary education in particular in attaining her national objectives (FRN, 2013). Hence, the board goals of secondary education in Nigeria are to prepare the individual for useful living within the society and higher education. Specifically, secondary education

among other things, is expected to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; foster national unity with an emphasis on the common ties that unite people in diversity, raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under national goals, live as good citizens, and provide technical knowledge and vocational skills necessary for agricultural, industrial commercial and economic development, (Federal Republic of Nigeria, FRN, 2013). From the above laudable goals, the place of secondary education in Nigeria's national development cannot be overlooked. Mostly because education in general and secondary education in particular, fosters the worth and development of the individual, and the general development of the society. It is therefore expected that researchers should be worried about factors that could hamper the success of secondary education in Nigeria. Factors capable of hampering the attainment of the laudable goals of secondary education in Nigeria include, but not limited to poverty, lack of qualified teachers, teacher remuneration and condition of service, poor infrastructure, lack of instructional materials, inadequate instructional strategy and student's anti-social behaviours.

Student's anti-social behaviour is one of the prevailing problems affecting the success of secondary education not only in Nigeria but also across many nations around the world, (Abdul, 2021). According to Abdul, students' anti-social behaviour refers to students' disruptive acts usually characterized by covert and overt hostilities and violation of existing social norms and values. In wider application, (Ohakwe, 2019), averred that anti-social behaviour is a pattern of behaviour that is verbally or physically harmful to other people, animals or property including behaviour that severally violates social expectation for a particular environment. Generally, anti-social behaviours are unaccepted behaviours, and are always at contradiction to the societal norms and serenity. Satcher (2020), described anti-social behaviour as when a person behaves in a manner that causes or is likely to cause alarm or distress, and the behaviour must have happened more than once. Anti-social behaviour takes many shapes and forms depending on how it is being carried out. Fagbemi (2020), posited that the Nigeria society, is highly infested with a multiplicity of anti-social behaviours. These behaviours according to Fagbemi includes repeated violations of social rules, defiance to authority and to the rights of others, deceitfulness, recklessness, disregard for self and others, insolence, rebellious, non-cooperation, insubordination, unguarded boldness, rudeness, etc.

With particular reference to secondary school students, Dazan (2020), reported an exponential rise in anti-social behaviours such as flouting of established laws, rules and regulations, disrespect for constituted authorities and for other persons, truancy, disobedience, dishonesty, abuse of drugs, premarital sex, rioting, cultism, gambling, stealing, etc. Egbo (2022) classified anti-social behaviour into three levels; disobedient acts that disrupt classroom serenity, delinquent acts that can cause quarrel among class members and rebellious acts that lead to conflict among students and teachers. Disobedient acts according to Egbo refers to those instances when a person either actively or passively, but purposefully, does not perform a behaviour that has been requested by constituted authorities. Disobedience is also known as behavioral noncompliance. According to Ugwu (2017), disobedient acts manifest among secondary school students in various forms such as; truancy, breaking of school rules and regulation, poor attendance to class, disrespect to teachers and seniors, fighting and quarreling the teachers as well as disregard for constituted authorities among others.

Delinquent acts are criminal behaviours that do not conform to the moral or legal standards of the society. Such acts according to Ugwu (2017), include; unhealthy sexual practices, such as prostitution, lesbianism, and homosexuality. Others include substance abuse, underage smoking, alcoholism, hard drug intake, truancy, crimes, theft, instigation of violence, etc. Rebellious acts are violently organized actions by an individual or group. It is an act described as opposition to a constituted authority and dominance (Egbo, 2022). Eze (2014), saw rebellious acts as open resistance against the orders of an established authority. According to Eze such acts include; rioting, violent protest, coercion, destruction of school properties, disruption of school activities, distortion of truth, ambushing and attack on teachers, principals and other school staff members and so on. Researchers have traced secondary school student's anti-social behaviours to so many factors. Dele (2020) held that anti-social behaviours among secondary school students could result from frustration, poor performance in school subjects, principal administrative strategies, poor classroom management, psychological disorders, poor parenting and parental socio-economic status.

Parental socio-economic status describes the social standing or class of parents. It is often measured as a combination of education, income and occupation, family size, background and parental motivation. When analyzing income status of parents, the household income, as well as combined income of each individual, are assessed (Keltner, 2017). According to Ohakwe (2019), parents of high income earning may use their financial muscle to assist their children by providing educational materials that will enable them to outperform other students from low income household. Parental income status could appear to impose the greatest impact on the child's behaviour, (Vellymaley, 2017). According to Dele (2020), parental income may have a relatively strong impact on parental involvement in their child's behavioral adjustment. Parents influence their children, but the influence may differ. Some parents may influence their children positively while others may influence negatively. Positive and negative parental influences may or may not be supported by parental income. Hence, the debate on influence of parental income on children's behaviour is far from being conclusive. This no definitive conclusion created a gap and justified the need for more studies such as this present one.

Another variable of interest to the researcher in this work was gender of the students. Simply put, the researcher sought to examine whether parental income has any correlational relationship with male and female secondary school students' involvement in anti-social behaviors equally or not. Gender according to Bishack (2020), refers to the socially, culturally constructed characteristics and roles which are ascribed to males and females in any society. Gender is a major factor that may influences career choice, subject interest and overall behaviours of the student. According to Okeme (2021), gender or sex refers to those characteristics of males and females which are biologically determined such as possession of the male and female reproductive genital organs. Okeme further gave a broad analytical concept which draws out female role responsibilities in relation to those of males describing the males attribute as bold, aggressive, tactful and economical use of words, while females are fearful, timid, gentle, dull, submissive and talkative. Ootobo (2020) argued, that it is unfair to describe females as fearful, timid, gentle, dull, submissive and talkative because those traits are derogatory. However, Okeme insisted that in most African traditional settings, male children are usually assigned though and difficult functions usually done with much energy and strength. With this consciousness of being created for difficult and hard jobs, males are more likely to take difficult subject areas like mathematics and sciences, while the females take to careers that will not conflict with marriage chances, marriage responsibilities and

motherhood. This, according to Okeme, may influence their perceptions even at adulthood. Furthermore, gender is described as the biological sex of an individual in terms of being male or female. Eunice, Selpher and David (2015), found that there is significant relationship between secondary school students' gender and their anti-social behaviour in secondary school. Eunice, Selpher and David (2015), posited that secondary school students' are fond of certain specific type of behaviour peculiar to their gender or sex. In a separate study, Bishack (2021) found that male secondary school students are more likely to show anti-social behaviour than the female counterpart. Furthermore, Manning (2014), found that male secondary school students exhibit more rebellious acts than the female counterparts. Manning linked this finding to fact that male secondary school students show more physical strength and energy than the female counterparts. Ootobo (2020), reported that more female secondary school students (65%) displayed delinquent acts in school than their male counterparts (35%). Still on gender influence, Igbo and Ihejiene (2015), found no significant correlation between gender and secondary school students' involvement in anti-social behaviours. From the foregoing, gender influence on secondary school students' behaviour is an issue that has gained much attention with little or no conclusion especially as regards the secondary school students' anti-social behaviour when their parents' income differ. Once again this gap was one of the challenges that prompted the researcher's decision to embark upon this study. Hence, a study of this nature is most timely as it also sought to investigate the relationship between parental income status and male and female secondary school students' involvement in anti-social behaviour.

Statement of the Problem

Undoubtedly, the society has gotten more complicated and complex as a result of civilization and industrialization and this complexity seem to have crept into the school systems generally and secondary schools in particular. Unarguably, the high rate of morbidity and mortality among secondary school students is largely due to their involvement in certain anti-social behaviours. This consequently constitute a major threat to the future of Nigeria as the future of any nation depends, to a great extent on the quality of youths of the nation. Statistically, the degree of anti-social behaviour in the secondary schools has escalated exponentially thereby, exposing the structure of education at the verge of utter collapse. Many researchers have attributed the increase in students involvement in anti-social behaviours to many factors prominent among which is the influence of parental income. These researchers assign sizable portion of the blame for the prevalence of secondary school students' involvement in anti-social behaviours to parental income status. Contrarily, other researchers seem to show that parental income status has no significant correlation with secondary school students' involvement in anti-social behaviours. Hence, there is still no definitive conclusion on how parental income correlate with secondary school students' involvement in anti-social behaviours. There is also no definitive stand, among researchers, on the relationship between parental income status and anti-social behaviours of male and female secondary school students. Some researchers reported positive relationship between parental income status and male secondary school students' anti-social behaviours. While some found positive relationship between parental socio-economic status and female secondary school students' anti-social behaviours. Interestingly, a few others still found that gender of students does not significantly correlate with parental income status and their anti-social behaviours. Consequently, the problem of this study, put in question form, is what is the relationship between parental income status and anti-social behaviour of male and female secondary school students in Agbani Education Zone?

Research Question

1. What is the relationship between parental income status and anti-social behaviour of male and female secondary school students in Agbani Education Zone?

Hypotheses

1. The relationship between parental income status and anti-social behaviour of male and female secondary school students in Agbani Education Zone do not differ significantly.

Method

Correlation research design was adopted for this study. This study was conducted in Agbani Education Zone. The population for the study comprised all the 3,277 senior secondary II students in the forty-three (43) public secondary schools in Agbani Education zone. The sample size was three hundred and twenty-seven (327) SS II school students representing 10% of the respondents. Two instruments were used for data collection in this study namely parental socio-economic status inventory (PISI) and students' anti-social behaviour scale (SABS). The instruments were validated by three research experts. Two experts from educational psychology and one in Measurement and Evaluation. The overall reliability coefficient values obtained for the instruments was 0.81 and 0.84 for PISI and SABS respectively. Instruments for data collection (PISI and SABS) was administered to the respondent by the researchers and two research assistants. Pearson Product Moment correlation coefficient was used to answer research question, while hypothesis was tested with regression analysis at .05 level of significance.

Results

Research Question 1: What is the relationship between parental income status and anti-social behaviour of secondary school students in Agbani Education Zone?

Table 1: Relationship between parental income status and anti-social behaviour of male and female secondary school students in Enugu State.

		parental income	anti-social behaviour
P.I	Pearson Correlation	1	0.201
	Sig.	-	.082
	N	1,103	1,103
A.B	Pearson Correlation	0.201	1
	Sig.	.082	-
	N	1,103	1,103

From Table 1, the correlation coefficient between parental income status and secondary school students' anti-social behaviour was 0.201. This result indicates that there is a very weak positive correlation between parental income status and students' anti-social behaviour. This results suggests that higher parental income status may likely lead to lower rate of secondary school students' anti-social behaviour, but this likely hood is very slim vice versa.

Hypothesis 1

The relationship between parental income status and anti-social behaviour is not significantly different for male and female secondary school students in Enugu State.

Table 2 Regression Analysis for hypotheses 1

	Unstandardized coefficients	Standardized coefficients	Tolerance	R	VIF	Sig	Decisions
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Model	B	Std. Error	Beta					
(Constant)	3.333	1.011			.133		.2742	
Parental Income Status	3.101	.024	.017	.441	.011	.010	1.3333	NS
Students' Anti-social behaviour	5.111	.121	.013	.531	.012	.001	1.2171	NS
Students' Gender	4.223	.001	.202	.006	.283	1.991	1.2222	NS
	4.223	.001	.002	.006	.283	1.991	1.222	NS

From table 2, the coefficient (r) for parental incomes status was .011 with a corresponding VIF value of .010 which is significant at 1.3333. Also, the coefficient (r) for secondary school students' anti-social behaviour was .012 with a corresponding VIF value of .001 which is significant at 1.2171. Students' gender (male/female) yielded a coefficient (r) of .283 with a corresponding VIF value of 1.991 which is significant at 1.2222. Comparing with the significant value set for this study (.05), the coefficients (r) for parental income status (sig: 1.3333>.05), secondary school students' anti-social behaviour (sig: 1.2171>.05) and gender (sig: 1.2222>.05) are not significant. These results affirm that though parental income status may correlate with secondary school students' anti-social behaviour, the relationship was not significant in this study. Similarly, students' gender does not determine how parental income status correlate with secondary school students' anti-social behaviour. As a result, hypotheses 1 is not rejected as stated because the relationship between parental income status and secondary school students' anti-social behaviour does not depend on gender of the students.

Discussion

The focus of research question two was to determine the relationship between parental income status and anti-social behavior of male and female secondary school students in Agbani Education Zone. It was found in this study that there was a very weak positive relationship between parental income status and secondary school students' anti-social behaviour, suggesting that higher parental income status may likely lead to higher rate of secondary school students' anti-social behaviour, but this likely hood is very slim. This finding is in sharp contrast with the findings of Abdul (2021), who found that high parental income status may likely lead to lower rate of secondary school students' anti-social behaviour. However, the finding of this study in this regard is in agreement with those of Okeme (2021). Interestingly, Ilo (2020), found that parental income level does not have significant relationship with secondary school students' anti-social behaviours. Students from high income Status families seem to have favorable environment and availability of educational materials.

Moreover, students from high Income Status families seem to have enough time to stay at school as their parents are able to pay school fees and other contributions (Bishack, 2020). Therefore, it seems that children whose families have income below the poverty line are far less successful educationally than children who live in families with income above the poverty line. This may influence students' anti-social behaviors. Parental income status may

hamper or promote effective provision of secondary education. Parents with low income status may fail to provide their children with basic requirement for school including books, maps, charts, pens or pencils, proper nutrition and supportive environment for learning. Hence, exposing them to anti-social behaviors. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (Ohakwe, 2019). Adequate nutrition is critical for normal brain development in the early years. Prevention of infections, diseases and injury prior to school enrolment are also critical to the early development of a quality learner, however, only parents who are economically viable can afford good nutrition for their children and wards.

Conclusion

Based on the findings of this study, the following conclusions were made; the relationship between parental income status and secondary school students' anti-social behaviour showed that the higher the parental income status, the higher the rate of secondary school students' anti-social behaviour. The relationship between parental education income status and secondary school students' anti-social behaviour was not significantly influenced by the student's gender, indicating that whereas parental education attainment status can influence secondary school student's anti-social behaviours, gender influence was insignificant.

Recommendations

From the findings of this study the following recommendations were made.

1. Parents and teachers should be conscious of the fact that secondary school students are equally vulnerable to involvement in anti-social behaviors irrespective of their parental socio economic statuses.
2. Secondary school Teachers should be sensitized periodically through seminars and conferences on the correlational relationship between parental socioeconomic status and secondary school student's anti-social behaviours so as to equip the teachers with basic skills for curbing the menace of anti-social behaviors in secondary schools.
3. Parents and teachers should be conscious of the fact that male and female students in urban and rural secondary schools are equally exposed to dangers of anti-social behaviors.
4. Secondary school teachers should periodically verify their students' parental socio economic statuses and be guided by the students' individual differences in teaching and learning processes.
5. Secondary school students with different parental socio economic statuses should be given equal opportunities. None should be underrated due to his parental socio economic status to avoid forcing them into antisocial behaviours.

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