

Causes and Prevalence of Antisocial Behaviour among Students with Hearing Impairment in Ibadan, Nigeria

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Abstract

This study examined the causes and prevalence of antisocial behaviour among secondary school students with hearing impairment in Ibadan, Nigeria. Descriptive survey research design was adopted to carry out the study. Purposive sampling technique was used to select 60 students with hearing impairment from Methodist Grammar School (Deaf Unit), Bodija, Ibadan and Ijokodo High School, Ijokodo, Ibadan, Students Antisocial Behaviour Questionnaire ($r=.80$) was used to collect data. The data collected were analyzed using descriptive statistics of frequency count and percentage. The common causes of antisocial behaviour as revealed by the study are: media influence, lack of counsellor in schools, ineffective school administration, peer influence, broken home and lack of parental care. The findings of the study showed that the most common antisocial behaviour exhibited by the participants are: examination malpractice, lateness, abortion, stealing, rape, cultism and rudeness. There should be home-school partnership in curbing antisocial behaviour among students with hearing impairment in Nigeria.

INTRODUCTION

Antisocial behaviours are often exhibited by secondary school students with hearing impairment, because majority of them are adolescents who want to risk behaviours like sexual activities, smoking, stealing, bullying, examination malpractice, abortion, rape, cultism, loitering, lateness and rudeness. These behaviours are inimical to the students and those in their environment. Furthermore, Kimberly and Jacob (2002) defined antisocial behaviour as any act that imposes physical or psychological harm on other people or their property. According to them, lying, stealing, assaulting others, being cruel to others and being sexually promiscuous are all examples of antisocial behaviour. Also, such behaviours may sometimes constitute a violation of legal codes, and it is often accomplished by disturbances of thought of emotion.

Clare (2006) defined antisocial behaviours as destructive acts characterized by covert and overt hostility and intentional aggression towards others. According to him, high risk factors in the family setting can cause antisocial behaviour in the child. These factors include:- parental history of antisocial behaviours, parental alcohol and drug abuse, chaotic and unstable home life, absence of good parenting skills, use of coercive and corporal punishment, parental disruption due to divorce, death or other separation, parental psychiatric disorders, especially maternal depression and economic distress due to poverty and unemployment. Other causes of antisocial behaviours are – heavy exposure to media violence through television, movies, internet, video games and cartoons (Clare, 2006). He posited that engaging in antisocial behaviours poses great risk to an individual's mental and physical health. It puts one at increased risk for alcoholism, cigarette smoking, illegal drug use, high risk of sexual behaviour, depression and engaging in violent acts towards others and self. In other words, the high risks of interpersonal and intra-personal implications of antisocial behaviours are readily apparent.

One of the group of young ones who are vulnerable to antisocial behaviours are those with disabilities. They include students with hearing impairment, visual impairment, intellectual disabilities, physical disability, learning disability and those who are emotionally disturbed. This is because they are often neglected most of the times by members their community, when it comes to issues of empowering the youth for becoming responsible citizens. To buttress this point, Nwolise (2005) argued that after women, children and youths, persons with disabilities constitute one of the next categories of neglected and marginalized sectors in contemporary Nigeria and Africa.

The students with hearing impairment, who are the main focus of this study, are those with mild, moderate and severe hearing loss. Those with mild hearing loss can benefit from the speech of others with their hearing organs through the help of amplification devices, like hearing aid, while those who fall within moderate and severe hearing loss have significant hearing difficulties that make it difficult for them to access information through the sense of hearing. Scholars are of the view that hearing impairment has a way of putting the child at risk of antisocial behaviour, due to his communication problem. For instance, Hallahan and Kauffman (2006) argued that hearing impairment poses more difficulties in adjustment than blindness. This is largely due to the negative effects that hearing loss can have on the ability to understand and speak oral language.

In addition, studies have demonstrated that many students who are deaf are at risk of loneliness. Hearing impairment is a serious handicapping condition that tends to isolate the child from normal living. He or she is cut off from many of the experiences and opportunities for learning that ordinary children enjoy and has to make constant and considerable efforts to achieve things that come relatively to normal hearing children (Akinpelu, 1998). She stressed that hearing impairment often brings with it communication problems which in

turn can contribute to social and behavioural difficulties.

It is suffice to say that the language and speech difficulties experienced by students with hearing impairment may make them to be at risk of antisocial behaviour. Something should be done by stakeholders, if they are to maximize their potentials and live as responsible citizens.

This study therefore, examined the causes and prevalence of antisocial behaviour among students with hearing impairment in Ibadan, Nigeria.

LITERATURE REVIEW

Meaning and Nature of Antisocial Behaviour

Every society has a way of measuring acceptable behaviour. This makes behaviour that deviates from the acceptable behaviour to be referred to as antisocial behaviour, Scholars are of the view that antisocial behaviours could be covert or overt. For instance, Hallahan (2006) defined antisocial behaviours as disruptive acts characterized by covert and overt hostility and intentional aggression towards others. Antisocial behaviours exist along a severity continuum and include repeated violations of social rules, defiance of authority and of the rights of others, deceitfulness, theft, and reckless disregard for self and others. Antisocial behaviour can be identified in children as young as three or four years of age. If left unchecked these coercive behaviour patterns will persist and escalate in severity over time becoming a chronic behavioural disorder.

According to Hallahan (2006), antisocial behaviour may be overt, involving aggressive actions against siblings, peers, parents, teachers or other adults, such as verbal abuse, bullying and hitting, or covert, involving aggressive actions against property, such as theft, vandalism and fire-setting. Covert antisocial behaviours in early childhood may include noncompliance, sneaking, lying or secretly destroying another's property. Antisocial behaviour also includes drug and alcohol abuse and high-risk activities involving self and others.

Antisocial behaviour is apparent when an individual finds it very difficult to adhere to the norm or standard of his social environment like home or school. Kayne (2012) posited that antisocial behaviour can generally be characterized as an overall lack of adherence to the social norm and standards that allow members of a society to co-exist peaceably. According to him, many people who display this type of behaviour may seem charming, but often cause harm to others and show little remorse for their actions.

Causes of Antisocial Behaviour Among Adolescence with Hearing Impairment

There are various causes of antisocial behaviours among adolescents with hearing impairment. These causes range from personal, societal to family-related issues. The following are some of the causes of antisocial behaviours:

Family Related Issues: It is evident in some study that a child can exhibit antisocial behaviours due to poor family background. Meyer (1995) reported that specific parenting practices are highly correlated with antisocial behaviours in early childhood and are prognostic of more serious forms of antisocial behaviours in adolescence. According to him, coercive or punitive interactive cycle can occur in the home as the child makes demands on the parent who lacks certain parenting skills. Further, South Holland District Council (2004) listed the following family-related causes of antisocial behaviours:

- Poor parental discipline and supervision.
- Family conflict between parents or between parents and children.
- Family history of problem behaviour.
- Parental involvement/attitudes condoning problem behaviour.

Social and home environment can contribute to the development of antisocial behaviour. For instance, parents of troubled children frequently show a high level of antisocial behaviour themselves. In one large study, the parents of delinquent boys were more often alcoholic or criminal and their homes were frequently disrupted by divorce, separated or the absence of a parent. Erratic or inappropriate discipline and inadequate supervision have been linked to antisocial behaviours in children. Involved parents tend to monitor their child's behaviour, setting rules and seeing that they are obeyed, checking on the child's whereabouts and steering them away from troubled playmates. On the other hand, good supervision is less likely in broken homes, because parents may not be available and antisocial parents often lack the motivation to keep an eye on their children. The importance of parental supervision is also underscored when antisocial grow up in large families where each child gets proportionately less attention (Black, 2006).

Peer Influence: The influence of peers on the child's behaviour cannot be underestimated. It could be positive or negative. Meyer (1995) reported that involvement of the child with deviant peers appears to accelerate the growth of antisocial behaviours.

Further, antisocial children tend to choose similar children as playmates. This association pattern usually develops during the primary school years, when peer group acceptance and the need to belong first become important. Aggressive children are the most likely to be rejected by their peers, and this rejection drives social outcasts to form bonds with one another. These relationships can encourage and reward aggression and

other antisocial behaviour. These associations may later lead to gang membership (Black, 2006).

Personal and Individual Factors: Antisocial behaviours can be as a result of some factors related to an individual. South Holland District Council (2013) listed the following personal predictors of antisocial behaviours:

- Alienated and lack of social commitment.
- Early involvement in problem behaviour.
- For young people, a high proportion of unsupervised time spent with peers and friends or peers involved in problem behaviour.
- Early involvement in the use of illegal drugs and crime.

Symptoms of Antisocial Behaviours among Students with Hearing Impairment

There are signs that show that a child is exhibiting antisocial behaviours. Children or adolescents with antisocial behaviours will typically show three or more of the following signs consistently in their personality traits:

- Behaves impulsively, thoughtlessly jeopardizing the safety of self or others.
- Is manipulative and lies.
- Borrows money with no intention of repaying it.
- Steals.
- Aggressive, often picking fights.
- Is willing to hurt others emotionally or physically without showing remorse.
- Likes to set fires.
- Is cruel to animals (Kayne, 2003).

Further, Vorvick (2010) posited that a person with antisocial personality disorder may:

- be able to act witty and charming.
- be good at flattery and manipulating other people's emotions.
- break the law repeatedly.
- disregard the safety of self and others.
- have problems with substance abuse.
- lie, steal and fight often.
- not show guilt or remorse.
- often be angry or arrogant.

Other signs of antisocial behaviour include: aggression and cruelty. These are characterized with bullying, neglect and frequently exhibiting irritability and anger, fighting with others is also a common sign of antisocial behaviour.

Consequences of Antisocial Behaviour on Students with Hearing Impairment

The consequences of antisocial behaviours on the students with hearing impairment cannot be under-estimated. Antisocial behaviour affects their health as well as other aspects of their well being. Kimberly and Arriola (2006) were of the opinion that antisocials are at risk of substance abuse and substance use poses serious health hazards through the direct bodily harm that these substances cause, as well as the indirect effects that result from impaired judgement (for instance, automobile accidents and high-risk of sexual behaviour). They stressed further that, antisocial behaviour has additional health consequences by virtue of relationship with high-risk sexual behaviour and depression. High-risk sexual behaviour poses life threatening consequences due to risk of HIV/AIDS (Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome). Depression, though not life threatening itself, is characterized by negative emotional, cognitive and motivational symptoms, low self-esteem and a generally diminished quality of life. By placing individuals at risk for these behaviours and conditions, antisocial behaviour is clearly associated with undesirable mental and physical health outcomes that may lead to loss of life (Kimberly and Arriola, 2006).

Statement of the Problem

It is a common knowledge that individuals with hearing impairment exhibit some antisocial behaviour such as stealing, smoking, risky sexual behaviour and examination malpractice as a result of personal factors, peer influence, negative attitude of members of the society and lack of parental care. These antisocial behaviours are very inimical to their success in life and the progress of their society as a whole. This study therefore, examined the causes and prevalence of antisocial behaviour among secondary school students with hearing impairment in Ibadan, Nigeria.

Research Questions

The following research questions were answered in the study:

- (1) What are the perceived causes of antisocial behaviours among students with hearing impairment in Ibadan?
- (2) Are there ways by which home factors have contributed to the causes and prevalence of antisocial behaviours among students with hearing impairment in Ibadan?
- (3) What are the common types of antisocial behaviours among students with hearing impairment in Ibadan?

METHODOLOGY

Research Design

The research design used for this study was the descriptive survey of the ex post facto.. This research design was used in order to describe the characteristics of the population. The design was also used because the researcher did not manipulate the variables of interest in the study.

Sample and Sampling Technique

A total of 60 secondary school students with hearing impairment were drawn from Methodist Grammar School (Deaf Unit), Bodija, Ibadan and Ijokodo High School, Ijokodo, Ibadan. The purposive sampling technique was used to select the participants for the study.

Instrument

The instrument used for collecting data for the study was a twenty-item self-constructed questionnaire. The instrument has two sections. That is, sections A and B. Section A has to do with the biodata of the participants. While section B has to do with items on the incidence of antisocial behaviours among students with hearing impairment.

The instrument was given to experts in order to ensure its validity. The reliability of the instrument was equally determined using cronbach coefficient alpha. The reliability index obtained was 0.83. This shows that the instrument was reliable.

Data Collection and Analysis

The researcher administered the questionnaire on the participants with the assistance of interpreters and the teachers who served as the research assistants. The data collected in the study were analyzed with descriptive statistics of frequency count and percentage.

RESULTS

This section presents the results of the study. The results are presented with respect to the three research questions raised to guide the conduct of the study.

Research Question One: What are the perceived causes of antisocial behaviours among students with hearing impairment in Ibadan?

Table 1: Causes of perceived antisocial behaviour among students with hearing impairment in Ibadan

	Agree	Disagree
Peer influence	26 (43.33%)	34 (56.67%)
Lack of counsellor in school	27 (45%)	33 (55%)
Broken home	21 (35%)	39 (65%)
Media influence	28 (46.67%)	32 (53.33%)
Excessive corporal punishment	22 (36.67%)	38 (63.33%)
Vulgar language from teachers	28 (46.67%)	32 (53.33%)
Ineffective administration of schools	27 (45%)	33 (55%)
Lack of external supervision	22 (36.67%)	38 (63.33%)
Lack of parental care	20 (33.33%)	40 (66.67%)
Death of parents	12 (20%)	48 (80%)
Severity of hearing impairment	17 (28.33%)	43 (71.67%)
Total	250 (37.88%)	410 (62.12%)

The results from Table 1 shows that media influence and vulgar language from the teachers top the list of the causes of antisocial behaviours among students with hearing impairment, followed by lack of counsellor in the schools and ineffective administration of schools. Also, part of the causes of antisocial behaviours are peer influence, excessive corporal punishment, lack of external supervision, broken home and lack of parental care.

Research Question Two: Are there ways the home has contributed to the prevalence of antisocial behaviours among students with hearing impairment in Ibadan?

Table 2: Frequency count showing the ways the home contributed to the prevalence of antisocial behaviour among students with hearing impairment in Ibadan.

Items	Agree	Disagree
Lack of good rapport among parents and children	26 (43.33%)	34 (56.67%)
Absence of parents from home	19 (31.67%)	41 (68.33%)
Drunkard parents	22 (36.67%)	38 (63.33%)
Vulgar language from parents	26 (43.33%)	34 (56.67%)
Parents being too harsh on children	19 (31.67%)	41 (68.33%)
Lack of movement monitoring	18 (30%)	42 (70%)
Giving the child too many domestic activities	24 (40%)	36 (60%)
Hawking after school hour	21 (35%)	39 (65%)
Parent with more than one spouse (polygamy)	25 (41.67%)	35 (58.33%)
Lack of good model for children	17 (28.33%)	43 (71.67%)
Total	217 (36.17%)	383 (63.83%)

The results on Table 2 shows that the home contributed to the causes and prevalence of antisocial behaviour among students with hearing impairment in the following ways: lack of good rapport among parents and children and vulgar language from parents top the list. Others are- polygamy, giving the child too many domestic activities, drunkard parents and hawking after school respectively.

Research Question Three: What are the common antisocial behaviours among students with hearing impairment in Ibadan?

Table 3: Frequency count showing the common antisocial behaviour among students with hearing impairment in Ibadan

	Agree	Disagree
Stealing	31 (51.67%)	29 (48.337%)
Rape	25 (41.67%)	35 (58.33%)
Abortion	32 (53.33%)	28 (46.67%)
Cultism	27 (45%)	33 (55%)
Examination Malpractice	35 (58.33%)	25 (41.67%)
Lateness	34 (56.67%)	26 (43.33%)
Loitering	19 (31.67%)	41 (68.33%)
Rudeness	24 (40%)	36 (60%)
Bullying	23 (38.33%)	37 (61.67%)
Truancy	20 (33.33%)	40 (66.67%)
Total	270 (45%)	330 (55%)

The result on Table 3 shows that the most common antisocial behaviours among students with hearing impairment in Ibadan are examination malpractices, lateness, abortion, stealing, rape, cultism and rudeness respectively.

Discussion

Furthermore, the study found out that antisocial behaviours among students with hearing impairment are caused by media influence, vulgar language from the teachers, lack of counsellors in the schools, ineffective administration of schools, peer influence, excessive corporal punishment, lack of external supervision, broken home and lack of parental care. Isaiah (2011) agreed with the present study, he reported that media influence, peer influence, school and home environment are causes of behaviour problems of secondary school students with hearing impairment. The study also corroborates Nwokolo, Anyamene and Efobi (2011). They found out that antisocial behaviour, like bullying was as a result of peer influence.

The study found out that home factor contributed to antisocial behaviours among students with hearing impairment. These are: lack of good rapport among parents and children, vulgar language from parents, more than one spouse (polygamy), giving the child too many domestic activities, drunkard parents and hawking after school. The finding of Obani (2002) supported the presented study. He reported that stress condition in the family like homelessness, joblessness of the parents and poverty, frequent violent quarrels between parents, possibility of separation, prolonged parental illness, early loss of parent(s) and frequent changes of parental figures may make the child to be socially, emotionally and psychologically maladjusted. Also, Denis (2004) reported symptoms of behavioural problems in students from problematic home background. This means that home factors could make or mar the behaviours of secondary school students.

The study found that secondary school students with hearing impairment exhibited the following antisocial behaviour- examination malpractice, lateness, abortion, stealing, rape, cultism and rudeness respectively. The study agreed with Tiejio (2003), he reported antisocial behaviour among secondary school

students with hearing impairment.. The finding of Akinpelu (1998) also agreed with the present study in the sense that, she found out that students with hearing impairment were at risk of behavioural problems.

Conclusion

In conclusion, based on the findings of the study, it is evident that secondary school students with hearing impairment exhibited some antisocial behaviour and the causes could be traced to personal, peer influence, home and school factors. It therefore, becomes very important that all hands must be on deck, both at home and school, in order to reduce such behaviours to the barest minimum among them (students with hearing impairment), so that they can live as responsible citizens.

Recommendations

The following recommendations are made in curbing the incidence of antisocial behaviours among secondary school students with hearing impairment:

- (1) There should be counsellors in our schools, in order to assist students who exhibit antisocial behaviours or those at risk, so that they can live normal life.
- (2) There should be early detection of repeated lying, cheating, stealing, non compliance and other disruptive behaviours in children, so that such behaviours will not lead to antisocial behaviours later in life.
- (3) Parents of students with hearing impairment should be encouraged to show love to their children.
- (4) The government should check the activities of the mass media like television, cinema centres, where antisocial behaviours are promoted through their activities.
- (5) The students with hearing impairment should be engaged in extra curricular activities like literary and debating club, boys scout, boys brigade, man 'o' war and sports where leadership abilities are being encouraged. This will enable them to spend their time on meaningful activities, rather than antisocial behaviours.

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