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## **Influence of Parental Support and Monitoring on Antisocial Behaviour among Secondary School Students**

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### **Abstract**

This study investigated influence of parental support and monitoring on antisocial behaviour among Secondary School Students in Gwer West Local Government Area of Benue State. The recent hike in the rate of adolescent vices (rape, robbery, thuggery and examination malpractices) experienced in Nigerian society calls for the need for this study while examining the Parental roles. Ex-post facto design was utilized for the study. Purposive and simple random sampling technique was used to sample six secondary schools and 184 students comprising of 118(64.1%) males and 66(35.9%) female respectively. The Revised Child Report of Parent Behaviour Inventory, the Parental Monitoring Scale and the Bergen Questionnaire of Antisocial Behaviour were used for data collection. Three hypotheses were tested using simple linear regression and multiple regression. It was found among others that parental support has no significant influence on antisocial behaviour among secondary school students. The result also showed a significant influence of parental monitoring on antisocial behaviour among secondary school students and a significant joint influence of parental support and parental monitoring on antisocial behaviour among secondary schools students in Gwer-West Local Government Area of Benue State. Based on the study findings, recommendations were made.

**Keywords:** Parental Support, Monitoring Support and Antisocial Behaviour.

### **Manuscript History**

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Antisocial behaviour is a self-serving behaviour that violates social norm, lacks consideration for others and that may cause damage to society, whether intentional or through negligence, as opposed to pro-social behaviour which entails behaviour that helps or benefits society (Gillette, 2006). It also means acting in a way that causes or is likely to cause harm or distress to one or more people in another household. To be antisocial, the behaviour must be persistent to the point of either causing harm or discomfort in the environment. Antisocial behaviour may include Vandalism, using rude words, abusive or insulting language, bullying, aggressiveness, assault, theft, among others (South Kesteven District Council, 2013).

The exhibition of antisocial behaviour can be attributed to several factors. Family variables are the prime determinants for antisocial and delinquent behaviour among adolescents (Nisar, Ullah, Ali & Alam, 2015). Among these family variables, parental support and monitoring are the main family factors that have been identified as a consistent variable for early forms of antisocial behaviour (Charles & Albert, 2003). The task of children upbringing is a very difficult one. To effectively carry out this task, parents resort to the use of various techniques like supporting the behaviour of their children and monitoring them.

Fisher, Island, Rich, Marchalik and Brown (2015) proposed dimensions of parental support. The perception of support showed how people receive support and express their feelings in a given situation. The instrumental and expressive support showed how physiological needs of human beings are provided and the emotional expression of feelings and reinforcement. Parent-child relationship is a situational context where informal support is provided. Meanwhile schools and government agencies provide formal support through the parents indirectly. In general, parental support brings about social learning techniques which enhance pro-social behaviour while preventing moral decadency (Fisher, Island, Rich, Marchalik & Brown, 2015). Meanwhile, the social learning view maintained that parental support brings about pro-social behavioural pattern in children and delinquent involvement (Warr, 2002, 2005; Wright & Cullen, 2001; Perrone, Sullivan, Pratt & Margaryan, 2004; Jones, Cauffman & Piquero, 2007).

Adolescence is a period of human development between childhood and adulthood which is dominated by certain characteristics that affect both self and the family. Although sometimes these adolescents develop good behaviours, in some cases they do not. Parents and relatives significantly affect adolescents' behaviour (Soudhi & Turner, 2001); however, the involvement of parents with the focus of reducing adolescents' poor behaviour has greatly worsened the situation (Smits, Soenens, Luyckx, Duriez, Berzonsky, & Goossens, 2008).

Parental monitoring refers to the process where the parent is aware and knowledgeable about his or her child's activities (Patock-Peckham, King, Morgan-Lopez, Ulloa & Moses, 2011; Ledoux, Miller, Choquet & Plant, 2002; Stattin & Kerr, 2000; Soenens, vansteenkiste, Luyckx, Goossens, 2006; Borawski, Levers- Landis, Lovegreen & Trapl, 2003). Parental monitoring is a significant determinant of antisocial and risk behaviours (Donenberg, Wilson, Emerson & Bryant, 2002). Low parental monitoring has been associated with teenage alcohol use (Fosco, Stormshok, Dishion & Winter, 2012).

### **Statement of the Problem**

Parents are seen as the role models by which children are expected to use in shaping their behaviour. However, it seems the core values of families within the Nigerian society have recently shifted from the morale and pro-socially anchored perspective to a materialistic and antisocial perspective. Parents who are expected to be agents for good social behaviour have

now been found to give support and foster bad behaviour among children in their quest for material wealth. The saying, do what you have to do regardless of who is affected by such an act so far as the desired result is achieved has now become of everyday usage in the Nigerian society. Parental support prevents the development of antisocial behaviour in young people. It also enhance usual attitudes, complaints models and strengthening of conformity through parental control. Discipline Since families have deviated from the morale perspective; the support of parents for the behaviour of their children seems to have shifted to an antisocial standpoint. This seems to have therefore given rise to the recent hike in the rate of adolescent vices experienced in Nigerian society like rape, robbery, thuggery, examination malpractice and so on, especially among secondary school students. This has therefore given rise for the need to examine the influence of parental support and monitoring on antisocial behaviour among secondary school students.

### **Purpose of the Study**

The purpose of this study is to examine influence of parental support and monitoring on antisocial behaviour among secondary school students. Therefore, the study aimed at determining (1) the influence of parental support on antisocial behaviour among secondary school students, (2) influence of parental monitoring on antisocial behaviour among secondary school students (3) joint influence of parental support and parental monitoring on antisocial behaviour among secondary school students. Hypotheses were tested based on the three specific purposes of the study.

### **Methodology**

#### **Research Design**

The design of the study is an ex-post facto descriptive survey. Ex-post facto design studies are mainly concerned with describing events as they are without any manipulation being observed (Ali, 2006). This design is suitable for this study since the researcher intends to survey and describe influence of parental support and monitoring on antisocial behaviour among secondary school students without any form of manipulation.

#### **Setting**

Gwer-West has an estimated population of 122,145 based on the 2006 population census. Gwer-West Local government was chosen because of the level of antisocial behaviour reported in recent times. The setting is a rural classroom setting. This study was carried out in a secondary school environment setting. Gwer-West Local Government was used to test for parental support and monitoring on antisocial behaviour among secondary school students.

#### **Participants**

Participants for this study included 184 secondary school students selected from six secondary schools in Gwer-West Local Government Area of Benue State. Their ages ranged from 10-20 years. Out of the number, 118(64.1%) were males and 66(35.9%) were females. With regards to their tribe, 177(96.2%) were Tiv, 6 were (3.3%) Idoma and 1(.5%) of them was Igede. As for their Religion, 177(96.2%) were Christians, 3(1.6%) were Muslims and 4(2.2%) of them were traditional worshippers. As for their schools, 38 of them were from NKST Secondary School Atupku, 37(20.1%) of them were from Mount La Salle College Naka, 13(7.1%) were from Calvin Foundation Secondary School Naka, 61(33.2%) were from Government Comprehensive Secondary School Naka, 13(7.1%) were from Government Secondary School Aondoana, while 22(12.0%) were from UBE secondary school Naka.

### **Sampling**

In order to obtain participants for the study, purposive sampling technique was used to select schools while simple random sampling technique was used to select students for the study. The sample selection chosen will be confirmed by an interview of each respondent before consideration to constitute the sample. This is necessitated by the fact that, not everyone would fit into the aim of the study. A sample of 184 students was selected from three private secondary schools (NKST Secondary School, Atukpu, Mount La Salle College Naka, Calvin Foundation Secondary School, Naka) and three public secondary schools (Government Comprehensive Secondary School Naka, Government Secondary School Aondoana, UBE Secondary School, Naka).

### **Instruments**

This study made use of the following instruments: Revised Child Report of Parent Behaviour Inventory, Parental Monitoring Scale and Bergen Questionnaire of Antisocial Behaviour.

#### **Child Report of Parent Behaviour Inventory (CRPBI)**

To measure the parental support of the participants, the Acceptance subscale from the revised child report of parent behaviour inventory (Schaefer, 1965) was used. The questionnaire is made up of 10 items, and an internal consistency ratio Cronbach alpha reliability ranging from .85 to .93. Responses were gathered through a 3-point Likert-type scale that ranges from 1 (not like her/him) to 3 (a lot like her/him) regarding to what extent each item describes the adolescents' mother and father. Participants were asked to report on only two parents regardless of whether they were biological parents, step-parents, or legal guardians.

#### **Parental Monitoring Scale**

To assess the parental monitoring of the participants, the Parental Monitoring Scale contained in the study of Gillette (2006) was used. This scale consists of five items-all of which are scored on a 3-point Likert-type scale that ranges from 1 (doesn't know) to 3 (knows a lot). The items ask adolescents how much their mother/father (two parents-regardless of their biological relationship) "really knows" about (a) "who your friends are," (b) "where you go at night," (c) "what you do with your free time," (d) "how you spend your money" (e) "where you are most afternoons after school". The higher the score, the higher the perceived levels of functional parental monitoring and vice versa. Cronbach's alphas ranged from .75 to .91 in several multinational studies (Bradford, Barber, Olsen, Maughan, Eric & Ward., 2004).

#### **Bergen Questionnaire of Antisocial Behaviour**

To assess the antisocial behaviour of the participant, the Bergen Questionnaire of Antisocial Behaviour developed by Bendixen, Endransen & Olweus (2003) was adopted in this study. This is an easily administered self-report questionnaire which measures antisocial behaviour under 6 scales [high prevalence scale (alpha=.73), low prevalence scale (alpha=.14), sanction scale (alpha=.53), illegal drug scale (alpha =.29), violence scale (alpha=.50), and group activity scale (alpha =.60)]. The questionnaire has an overall internal consistency Cronbach alpha which ranges from 0.75-0.86 for boys and 0.67-0.73 for girls. The questionnaire is scored on an interval scale (0=No, never, 1 = yes in the past but not in this month, 2=yes this month). A total score is computed by adding the 35 items, so that possible scores range from 0 to 70. Higher scores indicate higher antisocial behaviour and vice versa. The questionnaire used in this study was validated by fait. It was presented to the research supervisor, who determined its convenience in measuring the variables under study.

### Procedure

Copies of the questionnaire were given to willing participants at various schools in Gwer-west local government area of Benue state. The purpose of the study was explained to the participants and the confidentiality of their responses guaranteed. With the permission of the principals, form masters of each class were asked to identify students who have a consistent report of bad behaviour. Six (6) secondary schools and ten (10) students from each class of each school were used. Balloting was used to select students from each of the schools. Ballot papers with the inscription yes/no were ruffled and dropped in a basket and students with history of antisocial behaviour were asked to pick one ballot from the basket. Students who picked ballots with yes on them formed part of the sample. Only willing students were invited to pick a ballot from the basket. The questionnaire was then administered on the selected students, the completed copies of the questionnaire were collected from them after 45 minutes of administration and respondents were debriefed in accordance with research ethics in psychology.

Data for this study were analyzed using simple linear regression and multiple regression analysis. Simple linear regression was used to test for independent influence of parental monitoring and parental support on antisocial behaviour while multiple regression analysis was used to test for joint influence of parental monitoring and parental support on antisocial behaviour.

### RESULTS

**Hypothesis one** states that there will be a significant influence of parental support on antisocial behaviour among secondary school students.

**Table 1: Summary of simple linear regression showing no significant influence of parental support on antisocial behaviour among secondary school students.**

Variables	R	R <sup>2</sup>	F	$\beta$	t	p
Constant	.054	.003	.540		14.152	.000
Parental support				.054	.735	.464

F (1,182) = .540, p > .05; R = .54 and R<sup>2</sup> = .003.

The result in table one showed that there was no significant influence of parental support on antisocial behaviour among secondary school students in Gwer-West F (1,182) = .540 p > .05. thus, the research hypothesis which stated that there will be a significant influence of parental support on antisocial behaviour among secondary school students was rejected. This implies that parental support is a determinant of antisocial behaviour among secondary school students.

**Hypothesis two** states that there will be a significant influence of parental monitoring on antisocial behaviour among secondary school students.

**Table 11: Summary of simple linear regression showing a significant influence of parental monitoring on antisocial behaviour among secondary school students.**

<b>Variables</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>F</b>	<b>β</b>	<b>t</b>	<b>p</b>
Constant	.510	.260	64.064		20.346	.000
Parental Monitoring				.510	8.004	.000

F (1,182) =64.064, p>.05; R=.510 and R<sup>2</sup> = .260.

The result in table two above showed a significant influence of parental monitoring on antisocial behaviour among secondary school students F(1,182)=64.064, p<.05. The table also revealed that 26.0% of the variance in antisocial behaviour among secondary school students was accounted for by parental monitoring. Thus, the research hypothesis is confirmed.

**Hypothesis three** states that there will be a significant joint influence of parental support and parental monitoring on antisocial behaviour among secondary school students.

**Table III: Summary Table of multiple regressions showing a joint significant influence of parental support and parental monitoring on antisocial behaviour among secondary school students.**

<b>Variables</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>F</b>	<b>β</b>	<b>t</b>	<b>p</b>
Constant	.511	.261	32.003		10.581	.000
Parental support				.030	.466	.642
Parental monitoring				.509	7.955	.000

F (1,182) =32.003, p>.05; R=.511 and R<sup>2</sup> = .261.

The result in table three above shows that there was a significant joint influence of parental support and parental monitoring on antisocial behaviour among adolescents F (1,182) =32.003, p<.05; R=.511 and R<sup>2</sup> = .261. Furthermore, the table revealed that 26.1% of the variance in antisocial behaviour among secondary school students was accounted for by joint influence of parental support and parental monitoring. Therefore, this hypothesis is confirmed.

**Discussion of Findings**

Hypothesis one which states that there will be a significant influence of parental support on antisocial behaviour among secondary school students was not significant. This implies that the amount of warmth, love, or acceptance that parents convey to their children has no significant role on the behaviour of secondary school students in Gwer-west which is characterized by the placement of a sanction, an illicit drug use, violence and or cult group activity. This finding contradicts that of Gillett (2006), who reported in his study that when parental support was high and anger and sociability were low, aggression and antisocial behaviours were correspondently low. Furthermore, this finding contradicts that of Tu, Lee, Chen, and Kao (2013) who found that a mother’s responsiveness to the needs of her child (interpreted as conceptually comparable to parental support) was related to a decrease in antisocial behaviours and an increase in pro-social behaviours.

Hypothesis two which states that there will be a significant influence of parental monitoring on antisocial behaviour among secondary school students was significant. This implied that parenting behaviours involving attention to and tracking of the child's whereabouts activities, and adaptations plays a significant role in regulating antisocial behaviour among secondary school students. This phenomena can be likened to a practical experimental setting whereby all extraneous variables are controlled, the independent variable manipulated for a desired outcome. When students are effectively monitored by their parents all other social factors that influence antisocial behaviour like their parents all other social factors that influence antisocial behaviour like peer influence and the media are kept relatively at constant for a desired social behaviour. Contrary to this finding, Rayan, Roman, and Auma (2015) found that parental monitoring and communication prevented drug initiation, delayed alcohol initiation, and sexual debut, increase alcohol refusal efficacy, and decreased delinquent behaviour and risk taking behaviours in high risk adolescents. Also, this finding supports that of Barber, Stolz, Olsen, and Maughan, (2003) who found that parental psychological control (discussed as parental monitoring in this study) has a positive relationship with adolescent antisocial behaviours and parental behaviour control has a negative relationship with adolescent antisocial behaviour.

The third hypothesis stated that there will be a significant joint influence of parental support and parental monitoring on antisocial behaviour among secondary school students. This hypothesis was tested using Multiple regression and the result revealed that there was a significant joint influence of parental support and parental monitoring on antisocial behaviour among adolescents. Thus this hypothesis was accepted. This finding implied that the interaction between parental monitoring interacts and parental support has a significant role to play on antisocial Behaviour among secondary school. This finding was in line with that of Gillett, (2006) who found that high levels of Parental support and Parental Behaviour Control combined with low levels of Parental Psychological Control both display significant unidirectional relationships with Adolescent Antisocial Behaviour.

### **Conclusion**

Based on the results, it was concluded that Parental support is not a significant predictor of antisocial behaviour of Secondary School students. This showed that love or acceptance that parents convey to their children has no significant role on their behaviour. Also, parental monitoring is a significant predictor of antisocial behaviour among secondary school students. When students are monitored by their parents, they will bring the desired behaviour. Parental support and Parental monitoring significantly predict antisocial behaviour. The way students are loved, accepted, monitored and disciplined by their parents enhances antisocial behaviour among Secondary School Students.

### **Recommendations**

Based on the findings of the study, it was recommended as follows:

- i. School managements should employ the service of school psychologists, and counsellors, who will manage the large percentage of secondary school students who exhibit antisocial behaviour.
- ii. Further studies should be carried out to find out if other parental practices influence antisocial behaviour among secondary school students.
- iii. Parents should combine both monitoring and support in dealing with their children because the interaction between parental monitoring and parental support has been proven by this study to be a significant predictor of antisocial behaviour among secondary school students.

### Limitation

This study has contributed immensely to knowledge; however, it is limited in some aspects.

- i. Sample size: the study was carried out on a very small sample size and therefore limited in its external validity hence lack generalization to the larger population.
- ii. Data collection: this study employed only quantitative approach of data collection thereby leaving the qualitative procedure of information gathering. It was however suggested that further studies should combine both qualitative and quantitative approaches.

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