



**ANTISOCIAL BEHAVIOR, DEMOGRAPHICS, AND ACADEMIC OUTCOMES: AN INVESTIGATION OF THEIR INTERCONNECTEDNESS AMONG STUDENTS"**

**By**

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**ABSTRACT**

The study investigated the influence of antisocial behaviour and demographic factors on academic performance among undergraduate students of University of Ibadan. There is no standard approach of understanding what factors contributes to student's performance, hence, this study is built on this premise to unravel how antisocial behaviour and demographic factors could play a role in the performance of university students. Cross-sectional survey research design was adopted and data was gathered from 341 respondents. Frequency distribution revealed that more of the respondents 236 (69.2%) were females, while the other 105 (30.8%) were males. Data was gathered using standardised scales of measurements. Hypotheses were tested using appropriate inferential statistics. Findings revealed that students with high level of antisocial behaviour reported higher on academic performance (Mean = 83.49; SD = 12.01) compared to those with low level of antisocial behaviour [ $t(339) = 2.94; p < .05$ ]. It is shown that there exist significant gender differences in academic performance of university of Ibadan undergraduates [ $t(339) = 3.27; p < .01$ ]. Further, female students reported highest on academic performance (Mean = 82.92; SD = 13.35) compared to their male counterparts (Mean = 77.95; SD = 12.06). Further, when combined, age and educational qualification were significant predictors of academic performance [ $R = .30; R^2 = .09; F(2, 338) = 10.96; p < .01$ ]. Collectively, age and educational qualification accounted for about 9% variance in academic performance. Also, age ( $\beta = .13; t = 2.47; p < .05$ ) and parental educational qualification ( $\beta = .17; t = 3.23; p < .01$ ) had independent influence on academic performance. Based on the findings, it was concluded that antisocial behaviour and demographic factors were significant predictors of academic performance. It is therefore recommended that school psychologists as well as concerned professionals should discourage antisocial behaviour among students. More specifically is ensuring that they conduct periodic checks on the academic activities of their children and/wards.

**Key Words:** Antisocial Behaviour, Demographic Factors, Academic Performance University of Ibadan, Nigeria.



## **1 Introduction**

The world is becoming more and more competitive, quality of students' academic performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic performance of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic performance has raised important questions for educational researchers. What factors promote performance in students? How far do the different factors contribute towards academic performance? (Ramaswamy, 2016).

Beyond any doubt education plays a pivotal role in the development and progress of a country. In a developing country education gains even more importance. The issue of poor academic performance of students in developing countries has been much concern at all. In developing countries the problem of poor academic performance leads to the widely acclaimed fallen standard of education. Government investment on higher education and its output in terms of student's achievement good performance of students has been observed to be unequal with government expenditure. Most of the developing countries are improving their system in an effort to increase their tertiary student's enrollment ratio (Stephen, 2012).

Academic performance has also been related to positive outcomes in the workplace and education. For example, Dyer (2018) identified that high school GPA was the strongest predictor of job performance in first-year employees. Employees who performed well in high school were also successful in their first year of employment. Undergraduate and graduate programs may also consider academic performance important for admission criteria and to measure potential university completion (Hoffman & Lowitski, 2015). For example, post-secondary institutions may use high school GPA to identify if students have previously exhibited sufficient academic skills to determine if they are capable of completing coursework at the collegiate level.



Regarding the workplace and education, academic performance may function as an indicator that students have displayed sufficient behaviors (e.g., read and understood content) and have successfully completed course content. Apart from antisocial behaviour, demographic factors such as gender, age, and parental educational qualifications are other variables that can influence the academic performance of students. In line with the above, the study is to investigate the influence of antisocial behaviour and demographic factors on academic performance of University of Ibadan students.

## **2. Statement of Problem**

Academic performance which has been conceptualized in this study as the extent to which students perform at school, has been viewed as an important factor which present academic institution work on to maintain top spots in ranking across the Nation, Continent and world-wide. Students' performance with the overall has been considered as an important factor which the panels make use of in measuring the school competency and subsequent increase in the school ranking. Also, students' performance has being considered as one of the significant factors that applicants considered prior to applying for admission, hence, serves as a competition ground for several schools across the Nation, continent and world-wide.

Currently there is a lot of debate about the psychological nature of man and woman. The issues at stake are: antisocial behaviour and demographic factors on academic performance among University students? There is no standard definition for student academic performance. The standard approach focuses on achievement and curricula, how students understand the courses and obtain their degrees or their marks. For the purpose of our study, the following research questions shall be answered at the end of the study;

1. Will antisocial behaviour have significant influence on academic performance among University of Ibadan students?
2. Will there be significant gender differences in academic performance among University of Ibadan students?
3. Will age and parental educational qualification have significant joint and independent influence on academic performance among University of Ibadan students?



### **3. Hypotheses**

The following hypotheses was tested in this study;

1. Antisocial behaviour has significant influence on academic performance of university students.
2. Females significantly report higher on academic performance compared to their male counterparts.
3. Parental educational qualification has significant influence on academic performance of university students.

### **4. Theoretical Framework/ Review of Related Studies**

#### **4.1 Self Determination theory**

Self-determination theory (SDT) is a macro theory of human motivation and personality, concerning people's inherent growth tendencies and their innate psychological needs. It is concerned with the motivation behind the choices that people make without any external influence and interference. SDT focuses on the degree to which an individual's behavior is self-motivated and self-determined.

SDT is centred on the belief that human nature shows persistent positive features, that it repeatedly shows effort, agency and commitment in their lives that the theory calls "inherent growth tendencies." People also have innate psychological needs that are the basis for self-motivation and personality integration. SDT identifies three innate needs that, if satisfied, allow optimal function and growth: competence, relatedness and autonomy.

These needs are seen as universal necessities that are innate, not learned, and seen in humanity across time, gender and culture. Deci and Vansteenkiste claim that there are three essential elements of the theory. Humans are inherently proactive with their potential and mastering their inner forces (such as drives and emotions)



Humans have inherent tendency toward growth development and integrated functioning

Optimal development and actions are inherent in humans but they don't happen automatically. To actualise their inherent potential they need nurturing from the social environment. If this happens there are positive consequence (e.g. well-being and growth) but if not, there are negative consequences. So SDT emphasises humans' natural growth toward positive motivation, however this is thwarted if their basic needs are not fulfilled.

#### **4.2. The Expectancy Theory**

Expectancy theory of Motivation is best described as a process theory. It provides an explanation of why individuals choose one behavioural option over others. "The basic idea behind the theory is that people will be motivated because they believe that their decision will lead to their desired outcome" (Redmond, 2009). "Expectancy theory proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behaviour based on their calculation of anticipated outcomes" (Chen & Fang, 2008).

This has a practical and positive benefit of improving motivation because it can, and has, helped leaders create motivational programs in the workplace. "This theory is built upon the idea that motivation comes from a person believing they will get what they want in the form of performance or rewards. Although the theory is not "all inclusive" of individual motivation factors, it provides leaders with a foundation on which to build a better understanding of ways to motivate subordinates" (AETC, 2008). Expectancy theory is classified as a process theory of motivation because it emphasizes individual perceptions of the environment and subsequent interactions arising as a consequence of personal expectations (Lawler, Porter. L., Vroom, 2009).

The Expectancy Theory of Motivation was suggested by Victor H. Vroom, an international expert on leadership and decision making. He was named to the original board of officers of the Yale School of Management when it was founded in 1976. Vroom has focused much of his research on dealing with motivation and leadership within an organization. One of the most influential books on the subject of motivation was written by Vroom in 1964, called *Work and Motivation*.



Vroom's Expectancy Theory addresses motivation and management. The theory suggests that an individual's perceived view of an outcome will determine the level of motivation. It assumes that the choices being made are to maximize pleasure and minimize pain, as also seen in the Law of Effect, "one of the principles of reinforcement theory which states that people engage in behaviours that have pleasant outcomes and avoid behaviours that have unpleasant outcomes" (Thorndike, 1913). He suggests that prior belief of the relationship between people's work and their goal as a simple correlation is incorrect. Individual factors including skills, knowledge, experience, personality, and abilities can all have an impact on an employee's performance.

Vroom theorized that the source of motivation in Expectancy Theory is a "multiplicative function of valence, instrumentality and expectancy." (Stecher & Rosse, 2007). He suggested that "people consciously chose a particular course of action, based upon perceptions, attitudes, and beliefs as a consequence of their desires to enhance pleasure and avoid pain" (Vroom, 1964).

**-Vroom's Expectancy Theory is based on these three components:**

**Expectancy:** can be described as the belief that higher or increased effort will yield better performance. This can be explained by the thinking of "If I work harder, I will make something better". Conditions that enhance expectancy include having the correct resources available, having the required skill set for the job at hand, and having the necessary support to get the job done correctly.

**Instrumentality:** Instrumentality can be described as the thought that if an individual performs well, then a valued outcome will come to that individual. Some things that help instrumentality are having a clear understanding of the relationship between performance and the outcomes, having trust and respect for people who make the decisions on who gets what reward, and seeing transparency in the process of who gets what reward.

**Valence:** Valence means "value" and refers to beliefs about outcome desirability (Redmond, 2010). There are individual differences in the level of value associated with any specific outcome. For instance, a bonus may not increase motivation for an employee who is motivated by formal



recognition or by increased status such as promotion. Valence can be thought of as the pressure or importance that a person puts on an expected.

### **4.3 Review of Related Studies**

Researchers have reported that involving parents in school activities enhanced the students' performance and boosted the morale of teachers (Anastasiou & Papagianni, 2020; Ntekane, 2018; Vinopal, 2018). Other scholars also established that antisocial behaviour enhanced students' academic outcomes, reduced unnecessary absenteeism, and boosted students' academic confidence (Alinsunurin, 2020; Boonk et al., 2018; Henderson et al., 2020). Similarly, Ilik and Er (2019) and de Oliveira Lima and Kuusisto (2019) asserted that antisocial behaviour supported active student engagement in the classroom and improved student academic behavior.

Although researchers have established the benefits of antisocial behaviour, some scholars found that overcontrolling and over-involved parents interfered with students' freedom in terms of engaging with their peers and negatively influenced their academic outcomes (Barger et al., 2019; Bartolome et al., 2020; Jabar et al., 2021). de Oliveira Lima and Kuusisto (2019) and Ntekane (2018) found that the students reported elevated anxiety levels and academic pressures due to high academic expectations from their parents. Given antisocial behaviour's benefits and drawbacks, some strategies to influence parents into participating in different school activities are worth reviewing (Boonk et al., 2021; Correia et al., 2021; Kirksey et al., 2022).

Parenting self-efficacy may influence antisocial behaviour among parents. For instance, Shin (2018) conducted a quantitative study with 304 parents to investigate parental empowerment and the role of self-efficacy in antisocial behaviour in the United States. In their findings, Shin (2018) established that parenting self-efficacy enables parents to exert more effort in the area of focus, persevere in the face of difficulty, and respond resiliently to diversity to ensure the goals are achieved as aspired for their children's future. Individuals with self-efficacy are less prone to self-defeating thought patterns and experience less stress and depression than low self-efficacy (Shin, 2018). Similar findings to Shin (2018) were replicated in a qualitative study by Huang et al. (2018), who found that parenting self-efficacy positively influenced antisocial behaviour in their children's



activities to ensure their academic achievement is according to future goal aspirations. Valdes-Cuervo et al. (2020) also reported that parental self-efficacy significantly impacts their involvement in their children's education.

Parenting self-efficacy is likely to influence antisocial behaviour in the children's academic and career aspiration activities. To support the finding reported by Huang et al. (2018), Albanese et al. (2019) conducted a systematic review of 115 peer-reviewed articles to investigate the role of parenting self-efficacy in child and parental well-being in the United States. Extending Huang et al. (2018) and Shin's (2018) findings, Albanese et al. (2019) reported that self-belief and resiliency from parents have been understood to be critical factors influencing antisocial behaviour among parents. Parenting self-efficacy enables parents to organize and execute courses of action required to produce given attainment for parents and their children (Albanese et al., 2019). Extending Albanese et al. (2019) findings, Buchanan and LeMoyne (2020) reported that parenting self-efficacy is domain-specific, with experience concerning a given domain affecting the parent's sense of confidence in engaging in their children's career and academic achievement (Buchanan & LeMoyne, 2020). Kong and Yasmin (2022) investigated the role of parental self-efficacy on antisocial behaviour and found that parental self-efficacy significantly influences parents' engagement in their children's education.

Although Kong and Yasmin (2022) extended earlier findings, the investigators did not generalize the findings with a diverse sample size. In addition, the researchers used one geographical location and investigated the relationship between parental self-efficacy and antisocial behaviour in their children's academic achievement. In this regard, Kong and Yasmin (2022) advocated for additional research using different geographical settings and diverse sample sizes with unique characteristics to generalize the findings. Thus far, the studies reviewed indicate differing results regarding the impact of parental self-efficacy on educational involvement. Shin (2018) and Huang et al. (2018) agreed that parenting self-efficacy positively influenced antisocial behaviour in their children's activities to ensure their academic achievement is according to future goal aspirations. In contrast, Buchanan and LeMoyne (2020) reported that parenting self-efficacy is domain-





specific, with experience concerning a given domain affecting the parent's confidence in engaging in their children's career and academic achievement (Buchanan & LeMoyne, 2020).

Parental aspirations for their children may influence their involvement in education. For instance, Kim (2020) systematically reviewed 15 peer-reviewed articles to investigate antisocial behaviour and students' achievement in the United States. The findings indicated that parents with high aspirations for their children's future will likely be more willing to exert efforts to ensure that those aspirations are actualized. antisocial behaviour enhances the academic achievement of children; comparable findings to Kim (2020) were replicated in a quantitative study with 150 parents, teachers, and students conducted by Hill et al. (2018). The findings revealed that educational and occupational aspirations are linked to how parents shape their children's activities, time, and learning environment (Hill et al., 2018). Parents have goals and ambitions they want their children to achieve, influencing their antisocial behaviour (Hill et al., 2018). In a study by Trinidad (2019), who investigated 7,635 students regarding the impact of parental aspirations on student outcomes, the researcher found that high parental aspirations could result in adverse student outcomes and antisocial behaviour. Overall, studies reviewed indicate that parental aspirations may influence antisocial behaviour among parents in their children's education.

Parents' future goals may significantly impact involvement concerning their children's future career development. As an illustration, Tazouti and Jarlegan (2019) conducted a quantitative study with 203 parents and their children to examine parental self-efficacy and engagement's impact on students' academic achievement in the United States. In their findings, Tazouti and Jarlegan (2019) found that parental aspirations, the idealistic hopes or goals that parents may form for their children, enhanced antisocial behaviour, such as ensuring their children access to quality education. Day and Dotterer (2018) corroborated Tazouti and Jarlegan's (2019) findings and revealed that antisocial behaviour is mostly influenced by the aspirations of the parents, thereby promoting their children's academic achievement. Parental aspirations ensure that children achieve their academic and life goals through follow-up on their progress by the parents (Day & Dotterer, 2018). Duan et al. (2018) investigated the effect of antisocial behaviour and parental aspirations



on student academic achievement. They found that parental aspirations promote parents' involvement in their child's academic progress in school.

The aspirations among parents could influence their involvement in their children's education. Pinquart and Ebeling (2020) conducted a systematic review to investigate the effect of parental expectations on antisocial behaviour in education in the United States. The findings demonstrated that parental educational aspirations and expectations significantly influence parents' involvement in their children's education. Parents communicate effectively with their children regarding their educational expectations, which affect their involvement in their children's academic progression, such as checking their homework and providing requisite educational materials. The findings of Pinquart and Ebeling (2020) were supported by Lv et al. (2018) in a quantitative study with 829 elementary students to investigate the association between parents' aspirations and antisocial behaviour in education. The results indicated that the mother's aspirations were associated with their children's academic achievement. High parental aspirations led to lower academic self-efficacy and achievement among children because of differences in the level of aspirations between parents and children (Lv et al., 2018). Similar findings to Lv et al. (2018) were reported by Marrun (2018), indicating that their educational aspirations for their children inspired antisocial behaviour in their children's education.

Wei et al. (2019) reported that school perceptions and attitudes toward antisocial behaviour had a significant effect on the involvement of parents in their children's education. Similar findings to Wei et al. (2019), Chou et al. (2018) also reported that schools influence antisocial behaviour by inviting parents to participate in various school programs for their children's academic progress. In summary, studies indicated that the school's perceptions of parental engagement may impact antisocial behaviour among parents.

In contrast, Lareau (2019) conducted a quantitative study to examine parent engagement in schooling and its impact on antisocial behaviour in their children's education. The findings revealed that although the perceptions of teachers and school principals towards antisocial behaviour may be positive, it does not influence positive school achievement but negatively impacts academic achievement. Contradictory findings to Lareau (2019) above were echoed by



Oswald et al. (2018), who investigated the influence of parental engagement on student academic achievement and the role of school perceptions. Oswald et al. (2018) highlighted that parental satisfaction with services offered to their children instigated negative school perceptions, resulting in lower antisocial behaviour in their children's education. Jeynes (2018) also reported that school principals who understand the importance of involving parents in their children's education are likely to influence antisocial behaviour in education positively.

As an illustration, Wilt and Morningstar (2018) conducted a quantitative study to examine the barriers to parental engagement in transitioning from school to adult life among students in the United States. The findings revealed that lapse in communication between parents and teachers resulted in parents missing out on school meetings for special needs children. Houri et al. (2019) conducted a quantitative study with 51 students to investigate parental trust in school programs through the school-parent communication system in the United States. Houri et al. (2019) established that parents' work schedules and other commitments might hinder their availability for school parent meetings. However, strengthening parental trust through timely communication may enhance antisocial behaviour in education programs (Houri et al. (2019). Lechuga-Pena and Brisson (2018) also reported that a lapse in communication between parents and teachers by creating time conflicts affected antisocial behaviour negatively.

Francis et al. (2019) conducted a qualitative study with 26 parents of children with special needs to investigate the barriers to antisocial behaviour in schools in the United States. The findings demonstrated that poor communication strategies in special education schools negatively affected parentschool relationships. The lack of timely information to parents may cause time conflicts, resulting in parents not attending school programs, thereby impeding antisocial behaviour in schools. Tan et al. (2020) contradicted Francis et al. (2019) findings by reporting that parentschool lack of communication could lead to negative antisocial behaviour in education. Overall, parents' lack of timely information may influence antisocial behaviour in education.

Rossetti et al. (2020) conducted a qualitative study to examine parents' availability to participate in school programs. The findings indicated that antisocial behaviour in education was hampered by parents' limited access to information and a lack of accountability from teachers (Rossetti et



al., 2020). Although Rossetti et al. (2020) extended earlier results, the researchers did not use diverse populations or geographical locations to generalize the findings. In this regard, Rossetti et al. (2020) advocated for additional research using different settings and diverse sample sizes with unique characteristics such as gender to generalize the findings (Rossetti et al., 2020).

Jeynes (2018) supported this assertion by conducting a quantitative study investigating the challenges to parental engagement and involvement in special education school programs in the United States. The findings indicated that most parents who intended to attend meetings lacked childcare support to attend the special education school programs (Jeynes, 2018). Jeynes suggested that schools implement childcare support centers for parents to attend with much ease. Comparable findings to Jeynes were reported by Feely et al. (2020), who reported that family responsibilities such as childcare roles limited the parents' time to attend school programs for their children (Feely et al., 2020). Schneider (2018) also reported that parents had more home responsibilities, such as house chores and childcare, hindering them from attending school programs for their children. Given the findings, it is evident that lack of childcare support may negatively influence antisocial behaviour in attending special education school programs for their children.

Inadequate support for childcare may hinder antisocial behaviour. Similar findings to Feely et al. (2020) and Jeynes (2018) were echoed by Steed and Leech (2021), who reported that parents failed to attend school programs because of home roles hindering them from finding time for meetings in school. In corroborative findings to Steed and Leech (2021), Ressler (2020) conducted a quantitative study to explore the barriers and opportunities for parental engagement in school programs in the United States. In their results, Ressler (2020) established that most parents willing to attend special education school programs had more family roles that impeded their attendance in the school programs, negatively affecting antisocial behaviour among parents (Ressler, 2020). Mitchall and Jaeger (2018) added to Ressler's (2020) results by indicating that low-income parents had limited support for childcare to attend school programs for their children.

Parents lack childcare support, thereby hindering antisocial behaviour in school programs. Comparable findings to Ressler (2020) were reported by Turney (2019) in a quantitative study with 500 parents, reporting that parents only attend special education school programs when they



have childcare support. However, a lack of childcare support may hinder them from finding time to attend special education school programs. In similar findings to Turney (2019), Barnett et al. (2021) also conducted a quantitative study with 223 therapists to investigate the barriers to parent-child engagement in special education school programs in the United States. Barnett et al. (2021) also reported that most parents were not involved in their children's education programs because of a lack of childcare support caused by social distancing restrictions amid the COVID-19 pandemic, thereby hindering their involvement in education, thereby negatively affecting antisocial behaviour (Barnett et al., 2021). In contrast, Willemse et al. (2018) reported that lack of time to attend school programs hampered antisocial behaviour.

#### **4. Research Method**

The study adopts the quantitative research method approach.

The study population included University of Ibadan undergraduate students. This included students across eleven (11) faculties. The Slovin sample size formula was used to get the sample size for this study. The

calculation is shown below;

$$n = \frac{N}{1 + N \cdot e^2}$$

N = Population size = 16,454 (Bscholarly, 2023)

e = error margin (0.05)

**Therefore,**  $n = 16,454 / 1 + 16,454 (0.05^2)$

$$n = 16,454 / 1 + 41.14$$

$$n = 16,454 / 42.14$$

$$n = 390.46$$



The study adopted purposive sampling technique. Although data was gathered from 380 participants, only 341 were valid for analysis. Frequency distribution revealed that more of the respondents 236 (69.2%) were females, while the other 105 (30.8%) were males. Age of respondents ranged between 17 and 39 years old. More of the respondents 184 (54%) were from the Yoruba ethnic group, 78 (22.9%) belong to Igbo, 78 (22.9%) were Hausa and other minority ethnic groups.

Finally, both descriptive and inferential statistics were used in analyzing the data. Simple frequencies and percentages were used to check for the frequencies and percentages of the demographic variables. Inferential statistics was used to test the hypotheses. Hypotheses one and three were tested using regression analysis, while hypothesis two was tested using t-test for independent sample. SPSS version 26 was used for the analysis.

### **Hypothesis one**

Students with high level of antisocial behaviour will report lower on academic performance than those with low level of antisocial behaviour. This was tested using t-test for independent samples and the result is presented on Table 1;

**Table 1: t-test for independent samples summary table showing results on the influence of antisocial behaviour on academic performance**

<b>Antisocial behaviour</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>p</b>
High	185	79.49	13.78	2.94	339	< .05
Low	156	83.65	12.01			

Table 1 presents result on the influence of antisocial behaviour on academic performance among university undergraduates. It is shown that antisocial behaviour had significant influence on academic performance of students [ $t(339) = 2.94; p < .05$ ]. Further, students with high level of antisocial behaviour reported lower on academic performance (Mean = 79.49; SD = 13.78)



compared to those with low level of antisocial behaviour (Mean = 83.65; SD = 12.01). This confirms the stated hypothesis and retained in this study.

### **Hypothesis two**

Females will significantly report higher on academic performance than their male counterparts. This was tested using t-test for independent samples and the result is presented on Table 4.2;

**Table 2: t-test for independent samples summary table showing results on gender differences in academic performance**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>p</b>
Male	105	77.95	12.06			
				3.27	339	< .01
Female	236	82.92	13.35			

Table 2 presents result on gender differences in academic performance among university of Ibadan undergraduates. It is shown that there exist significant gender differences in academic performance of university of Ibadan undergraduates [ $t(339) = 3.27; p < .01$ ]. Further, female students reported highest on academic performance (Mean = 82.92; SD = 13.35) compared to their male counterparts (Mean = 77.95; SD = 12.06). This confirms the stated hypothesis.

### **Hypothesis three**

Age and parental educational qualification will have significant joint and independent influence on the academic performance of University students. This was tested using multiple regression analysis and the result is presented on Table 3;



**Table 3: Multiple regression analysis summary table showing results on the joint and independent influence of age and educational qualification on academic performance**

Predictors	B	T	P	R	R <sup>2</sup>	F	p
Age	.13	2.47	< .05				
				.30	.09	10.96	< .01
Parental educational qual	.17	3.23	< .01				

Table 4 presents results of the joint and independent influence of age and educational qualification on academic performance among university of Ibadan undergraduates. It is shown that when combined, age and educational qualification were significant predictors of academic performance [R = .30; R<sup>2</sup> = .09; F (2, 338) = 10.96; p < .01]. Collectively, age and educational qualification accounted for about 9% variance in academic performance. Also, age ( $\beta = .13$ ; t = 2.47; p < .05) and parental educational qualification ( $\beta = .17$ ; t = 3.23; p < .01) had independent influence on academic performance. This confirms the stated hypothesis.

#### 4. Discussion

The study investigated the influence of antisocial behaviour and demographic factors on academic performance among undergraduates of University of Ibadan. Hypothesis one stated that students with high level of antisocial behaviour will report higher on academic performance than those with low level of antisocial behaviour. This was tested using t-test for independent samples and it was discovered that students with high level of antisocial behaviour reported lower on academic performance compared to those with low level of antisocial behaviour. This confirms the stated hypothesis and retained in this study.

Empirical evidence shows that actively involving parents in different school activities increases students' overall academic performance at different levels. Boonk et al. (2018), in a systematic review of 75 studies, reported that active antisocial behaviour promoted students' exemplary academic performance. Similarly, Oswald et al. (2018), in a systematic review of 16 published articles, revealed that antisocial behaviour was an important strategy that researchers found to





influence students' school attendance and academic performance positively. Concurring with these findings, Ntekane (2018) analyzed the findings of different published articles on the role of antisocial behaviour in students' academic performance and established that parents who took part in different school activities were keen on how their children performed.

Hypothesis two stated that females will significantly report higher on academic performance than their male counterparts. This was tested using t-test for independent samples and it was found that there exists significant gender differences in academic performance of university of Ibadan undergraduates. Further, female students reported highest on academic performance compared to their male counterparts. This confirms the stated hypothesis. Similarly, Austin and Gregory (2018) reported that there exists significant gender difference in academic performance of high school students in Scotland.

Hypothesis three stated that demographic factors (Age and parental educational qualification) will jointly and independently predict academic performance among University students. This was tested using multiple regression analysis and it was discovered that age and parental educational qualification had significant joint and independent influence on academic performance of University students.

Antony-Newman (2019) investigated the impacts of demographic factors on students' academic engagement and overall performance. Using a meta-analysis of 40 qualitative and quantitative studies, Antony-Newman (2019) found that home-based demographic factors in academic revising and reading tasks improved students reading and speaking scores, especially for immigrant children. Similar findings were reported by Rogers et al. (2018), who, while they did not study immigrant students, analyzed the responses of 825 students on the role of parents in their academic achievement. Agreeing with Antony-Newman (2019), Roberts et al. (2018) established that due to demographic factors, students did their homework on time, received assistance in case of need, and attended school regularly, which boosted their overall academic outcome. Consistent findings were reported by Lara and Saracosti (2019), who investigated the impacts of demographic factors using a sample of 498 guardians and parents and established that active demographic factors motivated elementary students to work hard, pass and impress their parents. Similarly, a study



carried out in Spain by Regueiro, Blas, Valle, Pineiro and Cerzo (2014) on self-efficacy and its relationship with students' affective and motivational variables in higher education asserted that during the past few decades, researchers have proposed that self-efficacy influences student achievement and motivation. Using cluster analysis, three distinctive profiles of teachers were generated: high, medium, and low self-efficacy. ANOVA results suggest that students with intermediate self-efficacy perception are more learning-oriented than students with high self-efficacy. Students overconfident in their learning capacity seem to engage less in studying to learn, are more indifferent to the subjects, and value the subject's contents less.

## **5. Conclusions**

The following conclusions were drawn based on the findings of the study;

Firstly, it could be concluded from this study that antisocial behaviour is a significant determinant of academic performance among University of Ibadan undergraduates. Further, students with high level of antisocial behaviour reported lowest on academic performance than those with low level of antisocial behaviour.

Also, this study concludes that there exists significant gender differences in academic performance of University students. Specifically, females reported higher on academic performance than their male counterparts.

Finally, it is concluded that demographic factors such as age and parental educational qualification were significant joint and independent predictors of academic performance among University of Ibadan students.

## **8 Recommendations**

The following recommendations were made based on the findings of the study;

Firstly, it was discovered that antisocial behaviour was a significant determinant of academic performance among University of Ibadan undergraduates. It is therefore recommended that school psychologists as well as concerned professionals should encourage parents and guidance to get more involved in the activities of their children or wards. More specifically is ensuring that they



conduct periodic checks on the academic activities of their children and/wards. They should be more updated on how their child(ren) is/are performing academically. This will not only help identify areas where they can quickly intervene in order to ensure that their children are performing, but also ensure that the children are psychologically aware of the involvement of their parents. This consciousness will help child(ren) sit up and hasten their seriousness academically.

Also, it is also recommended that university management should ensure that they have recruit the services of psychologists who assists with the periodic assessment of students as well as assist to make recommendations that help students succeed in their academics.

Finally, it is recommended that more studies should be carried out on other factors that could contribute to increased academic performance of students.

## 9. References

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