

Socio-Demographic and Economic Characteristics as Predators for Criminal Behaviour among Secondary School Students in Ibadan, Oyo State

Chiedu Akporaro Abrifor, PhD

Department of Criminology and Security Studies, Federal University Oye-Ekiti, Nigeria
chiedu.abrifor@fuoye.edu.ng

Beatrice D. Adeoye, PhD

Department of Sociology, University of Ibadan, Nigeria
beatrice.adeoye@fuoye.edu.ng

Bamidele Oladipupo Onabajo

Department of Sociology, Obafemi Awolowo University, Ile- Ife, Nigeria
bami.onabajo@gmail.com

Oriabure Monday Ojizele

Department of Criminology and Security Studies, Federal University Oye-Ekiti, Nigeria
mondayojizele111@gmail.com

Abstract

Criminal Behaviour has remained a serious challenge to researchers and policy makers. This paper examined the effect of Socio-Demographic and Economic characteristics as predators for criminal behaviour among secondary school students in Ibadan, Oyo State. A cross-sectional research design was employed using a sample size of 540 Secondary students. The Questionnaire survey was used to elicit the right responses on Socio-Demographic and Economic characteristics as predators for criminal behaviour among secondary students. Multiple regression statistics was also used to establish effects of Socio-Demographic and Economic characteristics as predators for criminal behaviour among secondary school students. The result showed that Socio-Demographic and Economic characteristics significantly predicts criminal behaviours among secondary school students' with $R^2 = .068$, $F(10, 494) = 3.607$, $p < 0.05$. These Criminal Behaviours can disrupt academic activities and thereby, influence academic performance among secondary school students. The study concluded that Socio-Demographic and Economic characteristics predict criminal behaviour among secondary school students. This indicates that Socio-Demographic and Economic characteristics are correlates to criminal behaviours and are equally predators for criminal behaviours among secondary school students.

Keywords: Socio-Economic, Demographic Characteristics, Criminal Behaviour, Secondary School Students, Oyo State

Introduction

Secondary schools' students in general and those in Ibadan, Oyo State, Southwest, Nigeria in particular exhibit disciplinary problems such as disruptive classroom behaviour, vandalism, cultism, sexual promiscuity, drug and substance abuse and violence. These set of students has needs and problems that arise from psychological and social pressures. These pressures in turn exert influences on them, which make them exhibit criminal behaviors that are not in consonance with societal norms. Establishing effective discipline practices is critical to ensure academic performance. and to provide a safe learning environment. Criminal behaviour is considered abnormal or deviant, different from the norm and does not conform to what society expects (Thio, Taylor, & Schwartz, 2012). Criminal behaviour among secondary school students can be attributed to a combination of several factors (Hinduja and Patchin, 2014). According to Ogidefa (2008) the leading contributing factors of criminal behaviours in America include the social media, the influence of family life, widespread abuse of drugs and alcohol, the ease of access to weapons and a lack of strong punishment that exists for juvenile offenders. Criminal behaviour among secondary school students manifest in various forms. These include: stealing, truancy, lying, fighting, cheating, lateness, rudeness, sex offenses and harassment, alcohol

drinking and smoking (UNESCO 2000). In Nigeria, several scholars such as (Ajake, Etuk and Omori, 2010; Busari,2019) have identified the following as forms of criminal behaviour among secondary school student's aggression, truancy, drug addiction, sex crimes, disrespect for elders, examination malpractice, bullying, disobedience and noise making.

Statement of Problem

In recent times, it has become a common phenomenon to read, hear or witness incidences of secondary schools' students' involvement in criminal behaviours such as teenage pregnancy, child abuse, alcohol intake, drug abuse, rape, prostitution, sexual perversion, examination malpractice, stealing, cultism, adolescent suicide, school dropout and all kinds of wanton misdemeanor. In a study carried out by Ajake, Etuk and Omori (2010) shows that there is a high rate of school complain about student's criminal behaviour. At this juncture, school system, government and family have an enormous task of ensuring that the teenage grows appropriately in this regard. The extent to which school system, parents and other adults in the family make provision for the holistic growth of their teenage, with the view of curbing societal ills has generated a lot of concern in our contemporary Nigeria as a whole and Oyo State in particular is of great concern to this study. Hence, the study examined the

effect of Socio-Demographic and Economic characteristics as predictors for criminal behaviour among secondary school students and its impacts on the academic performance.

Literature Review

Many secondary schools' students exhibit discipline problems such as disruptive classroom behaviour, vandalism, bullying, and violence. According to study by Njoki (2014) the factors leading to criminal behaviour among young ones in the Nairobi west and South C. estates, revealed that the main deviant behaviours among young ones has been the spread of negative sexual behaviours and cases of violence. According to the study the availability of cyber cafes that are not well regulated has allowed secondary school going students to access pornography materials online at ease. She further noted that secondary school students join up estate gangs that prey the estate roads looking for young girls to engage in sexual activities with. The study further, notes that these estate gangs have been mentioned in cases of fighting and at times assault against their fellow friends in social gatherings.

According to Uche (1994) children from high parent with adequate income, good occupation and high status are likely provided with huge quality private education from nursery up to university level. Given this opportunity, it is likely that such children will be less delinquent than

their counterpart from lower socio-economic background. However, from an empirical study by Coughin and Vuchimah (1996), there is a relationship between family socioeconomic status and juvenile delinquency. Female secondary school students tend to act out as a result of low level of support from their mother while boys tend to act out as a result of low level parental mentoring; however, the study concludes that family structure is not a predictor of juvenile delinquency, low parental monitoring did seem to predict higher drug use, Dishon and Loeber (1985). In another study on child rearing style and students' dishonest behavior by Ajake, Isangedighi and Bisong (2008), child rearing style is a function of family socio economic status. Significant difference exists between respondents from autocratic child rearing family and those from democratic homes in lying, stealing and truancy, in each case autocratically reared subjects are more vulnerable to delinquency. More so, a significant difference exists between subjects reared under democratic child rearing style and their counterpart reared under the laissez-faire rearing style in lying, stealing and truancy. In each case, those who are brought under the laissez-faire families are the more vulnerable.

According to Ogidefa, (2008) reported the research findings of Ezewu and Pai (1982) which revealed that academic aspiration of the school child is positively related to the socio-

economic status of his parents. Ogidefa, stressed that mostly parents impose their children some courses which the society value or accord high repute, example law, medicine, accounting, engineering etc. Khan and Khan (2011) examined an association between socio-economic status of student and malpractices in secondary school certificate (SSC) examination in urban areas of district of Pechawar. It was found that there was relationship between cheating and students' educational level and siblings, whereas cheating was independent of students age, fathers' education and occupation parents' income level, mothers' education and mothers' status (working woman or house woman). Miner (1986) and Abernethy (1986) in their study found out that criminal behavior was rather exhibited by children from middle class families or high socio-economic group. Weis (1982) in her study of ethnicity, gender and socio-economic status: pattern of access in Ghanaian secondary school found out that greater percentage of criminal behavior in school is associated with children from rich homes since they are the majority in schools, on the other hand criminal behavior in school is associated with student from poor homes as a result of the spillover from the society where they constitute a larger percentage. The educational level of parents determines their status and level of influence in the society

Upadhyay (2001) showed in his research that alcohol abuse in Nepal is

mostly found among the youth between the ages of 16 and 30 in the homes of the less educated. He also opined that young people are eight times more likely to take alcohol through initiation of their own family members. His paper also revealed that in studies, children of less educated parents who are 76% alcoholics are found to show less social competency, more internalizing and externalizing behaviors, more negative performance, lower academic achievement and more psychiatric distress. Due to lack of knowledge, the less educated parents do not seem to associate alcoholism with diversified effects on body organs such as liver injury, cardiac problems, damage to endocrine and reproductive system and multiple adverse neurological effects (Upadhyay 2001). Thus, they continue in the habit of alcohol consumption from their children initiate and exhibit antisocial behavior in schools. Apart from the visible harmful consequences of alcoholism, there are several non-visible consequences observed in psychological and economic perspective including family disruption, inter-personal conflict, poor social status, poor educational environment, financial involvement in alcohol consumption and treatment of alcohol related problems. The effects of these are seen on their children's poor academic performance and dropping out of schools.

Similarly, studies by Patricia and Ndung'u (2014) and Omolo (2014) that focused on immorality among

children as young as 15 years old in estates such as Karen and Runda respectively found out that young ones are engaged in drug abuse and sexual orgies. The above cited research findings have associated particular anti-social behaviour to social media. As exposed by most of these research findings, children from rich families often communicate with other young ones through social media and organize parties without the knowledge of their parents. In these parties the young minors are known to engage in sex orgies and rampant drug abuses. Outside the class work, students often use internet especially for chatting and sending videos, messages in social media sites to other students during school hours, weekends and even late at night. Abuse of alcohol, tobacco and marijuana, mostly accessed at home and school is widely prevalent in public schools in many parts of the country (Busari, 2019). These characteristics are likely to be good breeding grounds for criminal behaviours among the younger ones hence the researcher's decision to carry out a study on the effect of Socio-Demographic and Economic characteristics as predators for criminal behaviour among secondary school students and its impacts on the academic performance. In the light of this, this study sought to find out to what extent Socio-Demographic and Economic characteristics predicts criminal behaviours among the secondary school students.

Methodology

Research Design: This study was descriptive in nature. It adopted a cross-sectional research design. In addition to this, survey method is used for the study.

Study Area: The study was carried out in Ibadan, Oyo State, Nigeria because it was the largest metropolitan geographical area in Nigeria and the third largest metropolitan area (by population) after Lagos and Kano. Ibadan (3,080 sq km or 1,190 sq mi) is the capital city of Oyo State with a population of over 3 million. Ibadan, an important trade and commercial center, is located in south-western Nigeria. It is 128km inland northeast of Lagos and 530km southwest of Abuja (the Federal Capital) and is also a prominent transit point between the coastal region of the south and the areas to the north. Ibadan is about 120km east of the border with the Republic of Benin in the forest zone close to the boundary between the forest and the savanna. There are eleven (11) Local Governments in Ibadan Metropolitan area consisting of five urban local governments in the city and six semi-urban local governments.

Study population, Sample size and Sampling Technique

There are eleven (11) Local Governments in Ibadan Metropolitan area consisting of five urban local governments in the city and six semi-

urban local governments. Out of this local government, two (2) urban local government and one (1) semi-urban local government area were purposely chosen for this study. Out of the 3 local government area selected, 6 public and 3 private secondary schools were sampled to participate in the study making a total of 9 schools. Multi-stage sampling techniques were adopted to choose the respondents of this study. At the first stage, a simple random sampling technique was used to select the participating Local government Area. In the next stage, participating schools were selected using random sampling techniques, this included 2 public and 1 private secondary school from Ibadan North local government area, 2 public and 1 private secondary school from Oluyole local government area and 2 public and 1 private secondary school from Ibadan North-East local government area. Again, simple random sampling technique was used to select a sample of 60 students from each of the schools selected in the 3 local government area in Ibadan, Oyo state. In all a total of 540 students were respondents of this study.

Method of Data Collection: The study made use of quantitative data. A survey questionnaire was designed as instrument for data collection. It was divided into two parts. Part one was made up of ten items designed to get information on socio-economic / demographic status. Part two of the instrument had twenty items structured

in the form of statement. Respondents were required to place a tick against each statement to show their level of agreement or disagreement with the statement. It was a modified four-point likert kind of scale.

Method of Data Analysis: The method of data analysis was quantitative in nature (i.e., descriptive and inferential statistics). The descriptive statistics made use of frequency distribution and simple percentage to represent data obtained from the fieldwork, while inferential statistics made use of ANOVA and regression analyses. This was done with the aid of STATA 13.0. Contained in the table below is the analysis plan for the study.

Ethical Consideration: Ethical considerations such as anonymity, privacy, voluntariness and non-maleficence were adhered to during the course of the research work.

Research Results

The study explored the effect of Socio-Demographic and Economic characteristics as predators for criminal behaviour among secondary school students and its impacts on the academic performance. The study further elicited responses on the most common criminal behaviour among secondary school student and evaluated whether parents' income have a significant relationship on their behaviour.

Table 1: Most common criminal behaviour by Respondents

Criminal Behaviour	N	Percentage	Rating
Class Disruption	55	10.2	4th
Drug Abuse	20	3.7	6th
Alcohol Intake	120	22.2	2nd
Prostitution	10	1.9	7th
Examination Malpractice	100	17.4	3rd
Cultism,	30	5.5	5th
Bullying	205	39.1	1st
Total	540	100	

Source: Author's construct, 2021.

Table 1 above showed that the most common criminal behavior among secondary school students is bullying with percentage value of 39.1%, followed by alcohol intake with the percentage value of 22.2%, examination malpractices with percentage value of 17.4%, class disruption with percentage value of 10.2%, cultism with percentage value of 5.5%, drug abuse with percentage value of 3.7%. only 1.9% of the secondary school students go into prostitution.

Table 2: Multiple regression on effect of socio-economic/demographic characteristics on criminal behaviour

Model Summary							
R	R Square	Adjusted R Square	Std. Error of the Estimate			Durbin-Watson	
.261	.068	.049	.62982			1.713	
ANOVA							
	Sum of Squares	df	Mean Square	F	Sig.		
Regression	14.308	10	1.431	3.607	.000		
Residual	195.958	494	.397				
Total	210.265	504					
t-test							
Independent variables	Mean	Std.	r	B	β	t	Sig.
Religion	1.18	.383	-.131**	-.175*	-.104	-2.364	.018
Age	3.20	1.344	-.019	-.057	-.118	-1.673	.095
Sex	1.49	.500	.010	-.001	-.001	-.023	.982
Ethnic	2.9228	.48793	.020	.002	.002	.042	.967
Parents occupation	3.0000	1.41562	-.022	.038	.084	1.506	.133
Socio-economic background	2.2436	.53274	.127**	.113	.093	1.942	.053
(Constant)	1.3743	.64590	-.110*	2.445***		5.143	.000

Source: Author's construct, 2021.

Dependent Variable: criminal behaviour

Coded as 1=yes; 2=no; 3=indifferent

* p<0.05; ** p<0.01; *** p<0.001

The multiple correlation coefficient (R) can be considered to be one of the qualities of the prediction of the dependent variable (criminal behaviour). As shown in Table 2. R value of 0.261 indicates not-too-good level of prediction. The coefficient of determination (R^2), which is the proportion of variance in the dependent variable that can be explained by the independent variables (religion, age, sex, ethnic group, parents' occupation and socio-economic background), give a value of 0.068. This means that the independent variables explain 6.8 percent of the variability of the dependent variable – criminal behaviour. The 'adjusted R^2 ' is intended to 'control for' overestimates of the population R^2 resulting from small samples, high collinearity or small subject/variable ratios. Also, the 'Std. Error of the Estimate' is the standard deviation of the residuals which means that the estimates of criminal with this model will be wrong by 0.63. The Durbin-Watson $d=1.713$, which is between the two critical values of $1.5 < d < 2.5$, therefore assumes that there is no first order linear auto-correlation in our multiple linear regression data. The F-ratio in the ANOVA table tests whether the model works. The table shows that the independent variables statistically predict the dependent variable, $F(10, 494) = 3.607$, $p < 0.001$, $R^2=0.068$ (that is, the regression model is a good fit of the data). It accounts for about 7% of criminal behaviour variance. Correlation and

multiple regression analyses were conducted to examine the relationship between criminal behaviour and various potential predictors (religion, age, sex, ethnic group, parents' occupation and socio-economic background). Table 2 summarizes the descriptive statistics and analysis results. As can be seen, religion is negatively and significantly correlated. The multiple regression model with all the socio-economic /demographic predictors produced $R^2 = .068$, $F(10, 494) = 3.607$, $p < 0.005$. this implies that socio-economic /demographic status of secondary school students influences or predict their behaviour.

Discussion

This section discusses the findings of this study. It starts with the discussion on common criminal behaviour among secondary school students and then consider the effect of Socio-Demographic and Economic characteristics as predators for criminal behaviour among secondary school students in Ibadan in Oyo State. The findings of this study show that secondary school students in Ibadan, Oyo State engaged in criminal behaviour such as bullying, drug abuse, alcohol intake, examination malpractices, cultism, class disruption and prostitution. The results of the findings were in line with Njoki (2014) who study the factors leading to criminal behaviour among young ones in the Nairobi west and South C. estates, revealed that the main deviant behaviours among young ones has

been the spread of negative sexual behaviours and cases of violence. It was also found that bullying is the most common criminal behaviour among secondary school students. Over one-quarter of the students who participated in this study indicated that bullying is common among students. This was in line with the work of Omoteso (2010) who affirms that bullying behaviour is prevalent among secondary school students in Nigeria. She further stated that over half of the students who participated in this study had either bullied or being bullied. Morse so, Patricia and Ndung'u (2014) and Omolo (2014) that focussed on immorality among children as young as 15 years old in estates such as Karen and Runda respectively found out that youths are engaged in drug abuse and sexual orgies. Upadhyay (2001) showed in his research that alcohol abuse in Nepal is mostly found among the youth between the ages of 16 and 30 in the homes of the less educated. He also opined that young people are eight times more likely to take alcohol through initiation of their own family members. The results of this study are also in line with the observation of Gikonyo (2005) who pointed out that there is an increase of drug abuse among youth in Nairobi which has been enhanced by peer pressure and imitation of celebrities.

Based on the result of the inferential statistical analysis. On analysis using Anova and multiple regression, it was revealed that the socio-economic background /

demographic influences criminal behaviour among secondary school students. The implication of this finding is that students' criminal behaviour is determined mostly by socio-economic background and demographic status. In other words, secondary school students exhibit criminal acts when they cannot meet their school needs and this may lead to stealing or other criminal behavior. This was in line with the study of Ekpo and Ajake (2013) who found that family socio economic status and the educational level of parents significantly influences student's delinquency. Khan and Khan (2011) assert that socio-economic status of student influences examination malpractices in secondary school certificate (SSC) examination in urban areas of district of Pechawar.

Recommendation

Based on the research findings from this study, the following recommendations were made.

1. The schools should take appropriate measures to avoid any form of criminal behaviour among Secondary school students to ensure smooth running of academic activities.
2. The government should strengthen education of the Nation by improving the quality of education and to make provision for a conducive environment for students to learn to avoid any form of distractions

among students which will serve as a measure to reduce criminal behaviour among Secondary school students.

3. Parent Teacher Forum should serve the purpose of eradicating any form of criminal behaviour among Secondary school students for proper monitoring of students by both parents and teachers.
4. Students Awareness Programs should be an avenue to promote the eradication of criminal behaviour among Secondary school students.

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