

# Behavioural Problems Influencing Academic Achievement as Reported by Educated Adults in Ondo, Nigeria

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**Abstract:** *The study investigated behavioural problems influencing academic achievement as reported by educated adults in Ondo. For the sampling technique procedure, the researchers stratified the respondents into different strata of gender, educational qualification and age. After which they employed simple random sampling technique to select 300 respondents consisting of 168 males and 132 females. The “Behavioural Problems Influencing Academic Achievement Questionnaire” (BPIAQ) was administered to the respondents to collect relevant data. The t-test and Analysis of Variance (ANOVA) statistics were used to test three generated null hypotheses and where the result of ANOVA showed a significant difference, Duncan Multiple Range Test (DMRT) statistics was used to determine the group(s) that contributed to the significant difference. The major findings showed that item 7 in the questionnaire which states “Externalizing problems like increased activity levels and aggression” with a mean score of 3.41 ranked 1<sup>st</sup> while item 4 which states “Fighting with peers” with a mean score of 2.89 ranked 10<sup>th</sup>. The findings equally showed that there were no significant differences in respondents’ reports based on gender and age while a significant difference was noted based on educational qualification. Based on the findings, recommendations were made for implementation.*

**Keywords:** Academic achievement, Behavioural, Influencing, Problems.

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## **INTRODUCTION**

Behavioural problems are deviant behaviours that constitute threat to the realization of the aspiration of the school child. Studies carried out in North America showed that on average between 10% and 25% of students will, at some point during their studies, experience moderate or severe problems adjusting to their educational environment (Miller, 1998; Nafpaktitis & Perlmutter, 1998). According to public and government organizations, almost 10% of school students will require special needs services to overcome behavioural and emotional problems (Herman, Reinke, Dong & Bradshaw, 2022; Masaha & Jamaluddin, 2023). According to Sheridan, Witte, Holmes, Coutts, Dent, Kunz & Wu (2017), a number of past studies revealed that children and adolescents showed a high potential of externalizing behavioural problems, particularly when they became witnesses or victims of conflicts in their family environment. Moreover, children living within a family or home surrounded with conflicts or when they witness parents' violence also tend to be the target of abuse, neglect, and homicide themselves. The high level of inter-parental conflict is related to an increased risk for the development of these problems (Adebara, 2012; Brandy, Wheeler, Sheridan, Witte, Sommerholder & Svoboda, 2017).

From available literature, most of the previous studies were based on behavioural problem related areas (Kellie, 2013; Brandy, et al, 2017; Sheridan, Witte, Wheeler & East, 2019; Tokan & Imakulata, 2019; Nakayama, Mutsuura & Yamamoto, 2021). None of the aforementioned scholars conducted their studies in Ondo on behavioural problems that can influence academic achievement as reported by educated adults. Considering the aforementioned behavioural problems and the gaps created by previous researchers in the area of study, the researchers were challenged and consequently sought to conduct a study on the behavioural problems influencing academic achievement as reported by educated adults in Ondo. Furthermore, educated adults have been used for the study by the researchers because they would know the importance of the study and be in the best position to respond more accurately to the items in the questionnaire. Comparisms were made on the basis of gender, educational qualification and age.

## **Research Hypotheses**

- (1) There is no significant difference in the behavioural problems influencing academic achievement as reported by educated adults in Ondo based on gender.
- (2) There is no significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on educational qualification.
- (3) There is no significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on age.

## **METHODOLOGY**

The research design adopted for this study was the descriptive research design of survey type. The descriptive survey design generally involves collections of data from a defined population to describe the present condition of the population using the variables under survey. Based on this,

the researchers considered the method as being appropriate to use for the present study. It is being used to investigate the behavioural problems influencing academic achievement as reported by educated adults in Ondo. The target population for this study consisted of all educated adults in Ondo. Four hundred respondents were randomly selected in Ondo for the study. The researchers stratified the respondents into different strata of gender, educational qualification and age. After which they employed simple random sampling technique to select 400 respondents consisting of 168 males and 132 females.

Daramola (2006) opined that content validity is one of the most powerful techniques available to the researcher through which data gathering instruments like questionnaire can be validated. Thus, the content validity measure was adopted. To establish this, the questionnaire was given to seven experts in the Department of Counsellor Education, University of Ilorin. These experts affirmed that the instrument covered the intended content and was therefore, valid for use. Reliability means the extent to which the results obtained from the test can be relied upon as the true score (Daramola, 2006). The reliability of the instrument used for the study was established using the test-retest method within an interval of four weeks. The Pearson Product Moment Correlation Coefficient was used in computing the correlation coefficient of the instrument. A reliability coefficient of 0.76 was obtained, hence, the instrument was statistically adjudged to be reliable and considered suitable for the research.

The major instrument used in collecting data for this research, was developed by the researchers and tagged “Behavioural Problems Influencing Academic Achievement Questionnaire” (BPIAQ). Items in the questionnaire were derived from information obtained from the review of related literature. The instrument has two sections, A and B. Section “A” contained demographic data while section “B” consisted of items on behavioural problems influencing academic achievement. The 4-point Likert type response format was adopted for use in section B. thus:

- SA - Strongly Agree (4 points);
- A - Agree (3 points);
- D - Disagree (2 points);
- SD - Strongly Disagree (1 point).

The instrument contained 10 items; the highest possible score any respondent can obtain is 40 (i.e.  $4 \times 10$ ) while the lowest possible score is 10 (i.e.  $1 \times 10$ ). Therefore, the range is 30 (i.e.  $40 - 10$ ). The midpoint of range is 15 (i.e.  $30 \div 2$ ). The cut-off point is therefore  $40 - 15$  (i.e. maximum score minus the midpoint of the range) or  $10 + 15$  (i.e. the minimum score plus (+) the midpoint of the range), in which either case is 25. Thus, respondents who obtained scores from 25 to 40 were considered as those that had high perception while those who scored below 25 were considered not having high perception. The researchers employed both descriptive and inferential statistics for the data analysis. That is, t-test and Analysis of Variance (ANOVA) statistical tools were employed to test the research null hypotheses at 0.05 alpha level of significance. According to Hassan (1998), the t-test statistical tool as a parametric test is often used to compare the means

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of two groups. This statistical tool was used to test hypothesis one. Analysis of Variance (ANOVA) is an inferential technique for comparing the means of three or more groups (Adana, 1996). Therefore, the choice of ANOVA statistical tool was considered appropriate for testing hypotheses 2 and 3.

## RESULTS

The descriptive analysis of the collected data showing the percentages, means and frequency distribution are shown in table 1.

**Table 1: Frequency counts, percentages and means distribution of responses by educated adults in Ondo State**

Item grouping	Frequency	Percentage	Mean
<b>Gender</b>			
Male	168	56.0	38.0060
Female	132	44.0	21.4167
Total	300	100.0	
<b>Educational Qualification</b>			
GCE, WASSE, NCE, OND	93	31.0	40.0000
First Degree	15	5.0	39.5333
Masters Degree	173	57.7	27.1329
Ph.D	19	6.3	10.7895
Total	300	100.0	
<b>Age group</b>			
15 – 20 years	87	29.0	40.0000
21 – 30 years	52	17.3	37.5577
31 – 40 years	149	49.7	24.5034
40 and above years	12	4.0	10.6667
Total	300	100.0	

Table 1 shows the numbers of respondents in accordance with the variables.

**Table 2: Means and Rank order of the behavioural problems influencing academic achievement as reported by educated adults in Ondo**

Item No	Item statement	Mean	Ranked order
7	Externalizing problems like increased activity levels and aggression	3.41	1 <sup>st</sup>
1	Involving in juvenile crime	3.20	2 <sup>nd</sup>
8	Involvement in bullying in the school	3.15	3 <sup>rd</sup>
10	Anti socialbehaviour	3.14	4 <sup>th</sup>
2	Problems in adjusting to educational environment	3.08	5 <sup>th</sup>
5	rebellng against adult instruction and authority	3.02	6 <sup>th</sup>
3	Associated with drug use	2.99	7 <sup>th</sup>
6	Internalizing problems like depression, anxiety and withdrawal	2.97	8 <sup>th</sup>
9	Cheating, especially during examination periods	2.94	9 <sup>th</sup>
4	Fighting with peers	2.89	10 <sup>th</sup>

Table 2 shows the rank order of respondents' responses on the behavioural problems influencing

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 academic achievement as reported by educated adults in Ondo. Item 7(“Externalizing problems like increased activity levels and aggression”) with a mean score of 3.41 ranked 1<sup>st</sup> while item 4 (‘‘Fighting with peers’’) with a mean score of 2.89 ranked 10<sup>th</sup>.

### Hypotheses Testing

**Hypothesis 1:** There is no significant difference in the behavioural problems influencing academic achievement as reported by educated adults in Ondo based on gender.

**Table 3: Means, Standard Deviations and t-value of male and female educated adults in Ondo in their reports on the behavioural problems influencing academic achievement**

Gender	No	X	SD	Df	Cal. t-value	Critical t-value
Male	168	38.0060	3.05341	298	2.52	1.96
Female	132	21.4167	7.81273			

Table 3 indicates that the calculated t-value is 2.52 while the critical t-value is 1.96 at 0.05 alpha level of significance. Since the calculated t-value is greater than the critical t-value, it means that there is a significant difference between male and female educated adults in Ondo in their reports on the behavioural problems influencing academic achievement. Based on this result, hypothesis one was rejected.

**Hypothesis 2:** There is no significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on educational qualification.

**Table 4: Analysis of Variance (ANOVA) on respondents’ reports on the behavioural problems influencing academic achievement based on educational qualification.**

Source of Variance	Sum of Squares (SS)	Degree of Freedom (Df)	Mean Square (MS)	Cal. F-ratio	Critical F-ratio
Between Groups	18947.353	3	6315.784	17.07*	2.60
Within Groups	10948.833	296	36.989		
Total	29896.187	299			

N.B.: \* = Significant at 0.05 alpha level of significance

Table 4 indicates that the calculated F-ratio is 17.07 while the critical F-ratio is 2.60 at 0.05 alpha level of significance. Since the calculated F-ratio is greater than the critical F-ratio, it means that there is a significant difference among educated adults in Ondo in their report on the influence of

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behavioural problems on academic achievement based on educational qualification. And consequently, hypothesis two was rejected. Since there is a significant difference among the respondents in their reports using Analysis of Variance (ANOVA), the researchers proceeded to use Duncan Multiple Range Test (DMRT) as a post-hoc test to determine the educational qualification group(s) that was responsible for the significant difference noted in the ANOVA results in table 4.

**Table 5: Duncan Multiple Range Test (DMRT) showing differences in the reports of educated adults on the behavioural problems based on educational qualification**

Duncan's Grouping	Mean	No	Group	Educational Qualification
A	40.0000	93	1	GCE, WASSE, NCE, OND
B	39.5333	15	2	First Degree
C	27.1329	173	3	Masters Degree
D	10.7895	19	4	Ph.D

Table 5 shows the Duncan's Multiple Range Test (DMRT) results used to determine which of the educational qualification group(s) mean(s) that led to the significant difference noted in the ANOVA results of table 4. The DMRT results indicated that group 1 with a mean score of 40.0000 differed slightly from group 2 with a mean score of 39.5333 but differed significantly from groups 3 and 4 with mean scores of 27.1329 and 10.7895 respectively. Group 2 with a mean score of 39.5333 differed slightly from group 1 but differed significantly from groups 3 and 4 with mean scores of 27.1329 and 10.7895 respectively. Group 3 with a mean score of 27.1329 differed significantly from groups 1, 2 and 4 with mean scores of 40.0000, 39.5333 and 10.7895 respectively. Group 4 with a mean score of 10.7895 differed significantly from groups 1, 2 and 3 with mean scores of 40.0000, 39.5333 and 27.1329 respectively. Consequently, the significant difference noted in the ANOVA results of table 4 was due to the fact that all the groups differed from one another and more so that groups 1 and 2 differed significantly from groups 3 and 4. Thus, hypothesis two was rejected.

**Hypothesis 3:** There is no significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on age

**Table 6: Analysis of Variance (ANOVA) on respondents' reports on the behavioural problems influencing academic achievement based on age.**

Source of Variance	Sum of Squares (SS)	Degree of Freedom (Df)	Mean Square (MS)	Cal. F-ratio	Critical F-ratio
Between Groups	20507.445	3	6835.815	2.16	2.60
Within Groups	9388.742	296	31.718		
Total	29896.187	299			



Table 6 indicates that the calculated F-ratio is 2.16 while the critical F-ratio is 2.60 at 0.05 alpha level of significance. Since the calculated F-ratio is less than the critical F-ratio, it means that there is no significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on age. Based on this result, hypothesis three was accepted.

## DISCUSSION OF FINDINGS

The results of the study showed that educated adults in Ondo are similar in their reports on the behavioural problems influencing academic achievement based on gender and age while a significant difference was noticed among them based on educational qualification. Furthermore, based on means rank order, item 7 (Externalizing problems like increased activity levels and aggression) with a mean score of 3.41 ranked 1<sup>st</sup> while item 4 (“Fighting with peers”) with a mean score of 2.89 ranked 10<sup>th</sup>. The first null hypothesis showed that there is no significant difference in the behavioural problems influencing academic achievement as reported by educated adults in Ondo based on gender. This finding corroborates the findings of previous studies (Adebara 2012; Brandy, et al, 2017; Nakayama, et al, 2021) in which the outcome of their studies showed that the responses given by their respondents including males and females on influence of behavioural problems as regards academic achievement are similar. The plausible reason for this finding might be due to the fact that all the educated adults in Ondo viewed the influence of behavioural problems on academic performance from the same perspective because of the experience they have with their children irrespective of their gender. However, this finding negates the findings of Sheridan et al (2019) in which a significant difference was noted among the male and female respondents’ responses on the influence of behavioural problem on academic performance.

The second null hypothesis indicated that a significant difference existed among the educated adults in Ondo in their behavioural problems influencing academic achievement based on educational qualification. This finding is in line with the finding of Tokan & Imakulata (2019) and Herman, et al (2022) in which the finding revealed that a significant difference existed among the respondents’ responses as regards the influence of behavioural problems on academic performance and the respondents included educated adults. The outcome of this finding might be as a result of the fact that the educational qualification of the respondents differed and consequently, they are likely to have different report because they will view the behavioural problems influencing academic achievement differently.

The third null hypothesis indicated that there is no significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on age. This finding supports the findings of Nakayama et al (2021) and Masaha & Jamaludin (2023) in which the outcome of the studies showed that behavioural problems influences academic performance to a large extent. The plausible reason for the non-significant result might be because most of the respondents viewed the items on the behavioural problems influencing academic achievement in the same way, and thus, hypothesis three was accepted.

## CONCLUSION

Based on the findings of the study and the discussion that followed, the following conclusions were drawn:

- 1) There was no significant difference in the behavioural problems influencing academic achievement as reported by educated adults in Ondo based on gender.
- 2) There was a significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on educational qualification.
- 3) There was no significant difference among educated adults in Ondo in their report on the influence of behavioural problems on academic achievement based on age.

## Implications for Counselling/Recommendations

Professional counsellors should intensify efforts to give adequate information to students at all levels of education on how behavioural problems influences academic achievement negatively. Government at all levels should take urgent steps to make sure that guidance counsellors are posted to all schools from primary to tertiary institutions so that they can curtail the degree of students/pupils' involvement in behavioural problems. Parents should be given seminars on how they can check behavioural problems of their children so as to complement the teachers/lecturers' efforts in the school which will ultimately boost the academic achievement of the pupils/students.

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