

CAUSES OF STUDENTS' ANTISOCIAL BEHAVIOR AT SECONDARY LEVEL SCHOOLS

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Abstract

Antisocial behaviour refers to the destructive, harmful, negative actions or maladaptive behaviour of an individual towards other individuals or things in the society. These negative behaviours consist of unlawful activities and harm the people in interpersonal manners. Such behaviours occur due to the result of unsatisfactory social, ethical, moral, and/or psychological development of children at home, school, and/or under socialization in the society. Therefore, the present research study aimed to delve, uncover, and highlight the major causes (e.g., school related factors, parental factors, parental support, socioeconomic factors) that influence secondary school students' antisocial behaviour in province Punjab, Pakistan. The present study was descriptive survey type by method and quantitative by approach. A cross-sectional type survey was conducted to elicit the perceptions of the research subjects. All students and teachers of public sector secondary schools in province Punjab were the target population while all secondary school students and teachers in public sector schools in district Faisalabad constituted the accessible population. Through proportionate stratified random sampling technique, a sample of 150 male teachers and 400 male students of 10th grade were taken in the sample. A self-developed and structured questionnaire was used as a research instrument for data collection. Both types of statistical techniques (e.g., descriptive, inferential) were used for the data analysis. It was concluded from the results of this study that school related factors (e.g., teacher-student relationships, peers' influence); parental factors (e.g., poor father-child relationships, parental aspirations, parental negligence); parental support (e.g., empathy, guidance, material resources); and socioeconomic factors (e.g., parental income) are some of the major causes of secondary school students' antisocial behavior.

Keywords: Aggression, Behavior, Income, Parents, Peers,

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Socioeconomic Status

Introduction

According to Mash and Wolfe (2016), antisocial behavior means “actions that harm or lack consideration for the well-being of others” (p. 269); or anti-social behavior is any sort of behavior that goes against the norms that society has placed; or an emotion that tends to harm, hurt, or destroy someone or something (Fatima & Malik, 2015). Therefore, anti-social behavior is such behavior of an individual that is harmful or hurtful for the other individuals or things in the society. Nelson (2006) opines that whenever there arises a conflict of interest(s) between individuals there is a chance of anti-social behavior between them; and such people make life miserable for those who live around them (Nwankwo et al., 2010).

Antisocial behaviors are the destructive or negative actions characterized by overt and covert hostility and deliberate aggression towards other individuals, places, or things. High risk factors (e.g., parental history of antisocial behaviours, hectic and unstable home environment, parental drug and alcohol abuse, parental disturbance due to death, divorce, or separation, lack of good parenting skills, use of corporal punishment, parental psychiatric disorders) in a family can cause anti-social behavior in their children (Clare, 2006).

Antisocial behaviour has become one of the major issues in many different communities around the world. In view of Burt and Donnellan (2009), antisocial behaviour comprises of harmful actions or activities (e.g., theft, fighting, threats, having anger issues, disrespect, lack of respect for social norms and the rights of others, underage drinking, littering, using drugs, manipulating others, verbal abuse) that are harmful to other individuals in the community (Silberg, Maes, & Eaves, 2012). These negative behaviours can consist of unlawful activities, also are harming the people in interpersonal manners. It is believed that antisocial behaviour occurs due to insufficient emotional, psychological, and social development of children at home or under socialization in society that makes them proffer causes for pampering in an unacceptable behaviour (Aboh, Nwankwo, Agu, & Chikwendu, 2014; Durojaiye,

2003).

Antisocial behaviour may develop and can be shaped due to unhealthy social relationships within a family, community, peers, and/or educational environment. This may also be affected by the child's cognitive ability, his/her temperament and irritability, the intensity of attachment with deviant peers, deficit of cooperative problem-solving skills, and exposure to the violence. Antisocial behavior may be covert involving aggressive activities such as vandalism, theft, and fire-setting; overt, involving antagonistic actions against peers, parents, siblings, teachers, or other adults such as bullying, hitting, and verbal abuse, etc. Covert Antisocial behaviors in early childhood and adolescents may include disobedience, sneaking, lying, or furtively destroying other's things (Murray & Farrington, 2005).

Anti-social behaviors can take various forms. It can be aggressive (impulsive or emotional, and driven by stress or pain) and be the result of an immediate action or situation; or can be instrumental (helpful) and it can be the result of intentional planning over time. According to Moeller (2001), the terms aggression and aggressive behaviour are used to refer negative emotions and behaviors respectively. Both are considered a part of anti-social behavior; something ethically, morally, or legally unacceptable. Poggenpoel and Myburgh (2002) suggested a list of psycho-social factors found through different researches from time to time that may lead human beings towards aggressive behavior (e.g., economic pressures, disappointment, exposure to violence through media, bumpy home environment, aggression in parents, socio-economic status, incompatibility with peers).

Many different types of extreme anti-social behaviors have been noticed and perceived among students in schools including aggression to those around them (e.g., violence, cruelty, scam, irresponsible, littering, arson, theft, impulsive, kerb crawling, sabotage) (Light, Rusby, Nies, & Snijders, 2013). Also, other lesser anti-social behavior traits found in school going children are disobedience, lying, menacing, manipulation, and many other actions or activities are drug and alcohol abuse, etc. (Bor et al., 1997).

Statement of the Problem

Antisocial behaviour refers to the destructive, harmful, or negative actions; or the maladaptive behaviour of an individual towards other individuals or things in the society. Antisocial behaviour has become one of the major and serious problems for the society and/or nations all over the world particularly among the adolescents. Such behaviors includes smoking, stealing, bullying, examination malpractice, fighting, threats, littering, verbal abuse, underage drinking, disrespect, using illegal drugs, having anger issues, and many others as a result of personal factors, peer influence, negative attitude of members of the society and lack of parental care. These behaviours are very unfavorable and unsupportive to their success in life and the progress of the society as a whole. These negative behaviours consist of unlawful activities and harm the people in interpersonal manners. Such behaviours occur due to the result of unsatisfactory social, ethical, moral, and/or psychological development of children at home, school, and/or under socialization in society. Therefore, the present study aims to delve, uncover, and highlight the major causes (e.g., school related factors, parental factors, parental support, socioeconomic factors) that influence secondary school students' antisocial behaviour in province Punjab, Pakistan.

Objectives of the Study

The study was driven by the following objectives:

1. To explore whether school related factors influence students' antisocial behaviour,
2. To estimate whether parental factors influence students' antisocial behaviour,
3. To determine whether parental support influence students' antisocial behaviour, and
4. To analyze whether socioeconomic factors influence students' antisocial behaviour.

Research Questions

To achieve the above stated objectives, following research questions were made for the present research study:

1. What type of school related factors are influencing students' antisocial behaviour?
2. Do parental factors influence students' antisocial behaviour?
3. To what extent parental supports influence students' antisocial behavior?
4. Which socioeconomic factors influence students' antisocial behavior? and
5. Do students and secondary school teachers have different perceptions that school related variables, parental factors, parental supports, and socioeconomic factors are causes of antisocial behavior of students?

Literature Review

Antisocial behaviors comprises of such behaviors that go against the social norms in a community (Burt & Donnellan, 2009). These behaviors can be categorized in two broad spectrums, namely: overt and covert behaviors (Burt & Donnellan, 2009; Willoughby, Kupersmidt, & Bryant, 2001). According to Willoughby et al. (2001), overt antisocial behavior is offensive behavior that is not concealed, while covert antisocial behavior is unseen and non-confrontational. Hallahan (2006) opines that antisocial behavior may be overt, involving aggressive actions against parents, siblings, teachers, peers, or other adults (e.g., bullying and hitting, verbal abuse) or covert, involving aggressive actions against property (e.g., theft, vandalism, fire-setting, disobedience, temper tantrums, stealing, and violence).

Antisocial behavior is apparent when an individual finds it very complicated to adhere to the standards and norms of his/her social environment at home or school. Kayne (2012) conceives that anti-social behavior can commonly be described as an overall lack of obedience to the societal standards or norms that allow individuals to live together peacefully. Many individuals who exhibit such behaviours may look pleasant, but often cause hurt to others and feel little regret due to their activities. A number of environmental factors are the main reasons that contribute towards the development of unsociable behaviours including parents, peers, and school which influence the wholesome development of a child, in terms of physical, affective, social, and spiritual (Patterson, 1992).

The period of early adolescence keeps very importance both for the extensive and intensive transitions that may influence individuals' emotionally, psychologically, physically, or socially. During such period, teenagers are more vulnerable regarding their emotional problems. Therefore, in such scenario, they try to seek comfort and emotional assistance from their parents, family, or peers. So, parents, family, and peers attachment perform a significant role in childhood and adolescence periods particularly during the years of early adolescence (Sprinthall & Collins, 1995). Therefore, antisocial behaviour in childhood and adolescence are classified into behavioural disorders, stealing, cheating, bullying, fighting with family member or peers, impulsiveness, vandalism, physical and psychological violence, to run away from home and school (Farrington, 2005). Consequently, antisocial behaviours have a great potential and influence regarding school failures, peer rejection, disruptiveness, delinquency, impairments in socio-emotional development, and adult crimes (Moffitt, 1993).

Parental Support and Students' Antisocial Behavior

Parental support is one of the key indicators for measuring anti-social behavior. According to Murray, Farrington, and Sekol (2012), parental support means parental actions that offer love, empathy, nurturance, acceptance, information, guidance, and material resources to their children. Parents' support greatly affects the development of behaviours in their children. In a study, Smith and Farrington (2005) found that lack of parental involvement, parental negligence, and low levels of parent-child relationship are strong indicators of antisocial behavior among children.

Fatima and Malik (2015) explored that majority of educators believe that parents' behavior with their kids, family background, and parents' relationship with their children are the most significant reasons of creating aggressive behaviors. Domestic problems experienced by students in homes are clearly reflected in their abnormal behaviours at school. If the environment of the home is unstable or disturbed, if the parents-children relationship is not friendly, and there is a regular clash between them or other family members, then students demonstrate

aggressive behaviour at school.

Socioeconomic Status and Students' Antisocial Behavior

According to Bradley and Corwyn (2002), socioeconomic status (SES) refers to the parental income, education, and occupation; and these are the major dimensions of socioeconomic status which enable to the estimation of the financial, social, and human capital of the family. Similarly, Herrenkohl et al. (2000) define socioeconomic status as the social and economic position occupied by parents in the community. Socioeconomic status is also a significant construct and indicator that influences anti-social behavior of students. According to Herrenkohl et al. (2000), family background, the level of parents' education, occupation, ethnicity, and attitude towards social issues are the basic components of socioeconomic. In a study Brennan, Grekin, and Mednick (2009) reported that socioeconomic status is usually a measure of the income and occupation, irrespective of their educational or social standing in the society. According to Brennan et al. (2009), socioeconomic has a significant effect in developing antisocial behaviors among students. Social and demographic variables such as poverty and unemployment are mediated through and have effects on parents-child interaction and relations through causing increasing levels of parental stress.

A number of studies (e.g., Carney et al. 2013; Defoe, Farrington, & Loeber 2013; Le & Stockdale 2011, Legleye, Beck, Khlat, Peretti-Watel, & Chau, 2010) have been explored that socioeconomic status of the family is a significant predictor of antisocial behavior for the students. Yet, these findings are inconsistent with one another. For example, Defoe et al. (2013) explored that there is an inverse correlation between low socioeconomic status and antisocial behavior of students. But on the other side, Legleye et al. (2010) proved that both only low and high socioeconomic status associated with students' antisocial behavior. Socioeconomic of parents has influence on students' attitude in the direction of things. Newson and Newson (1989) emphasizes that socioeconomic of a person influence his/her attitude. Ma (2005) reported that particular socioeconomic related with mother and father to be a key determinant of the attitude associated with students in the direction of

antisocial behaviour. Kellam, Ensminger, and Turner (2007) opined that there is an optimistic effect on the socioeconomic standing of mother and father on their kids' thinking and behaviour manifestation.

Socioeconomic status is really a culpability that makes children accountable to the particular mischievous antics in order to make ends comes up (Eron, Huesman, & Zelli, 1991). According to Fischer (2004), economical standing offers several sociological insinuations on the present-day society. The social status of an individual is an indication of his/her economic status; and SES is generally a measure of occupation and income of an individual, irrespective her or his social or educational level, and has a remarkable influence on a student's ASB (Brennan, Grekin, & Mednick, 1999).

Peers' Influence and Students' Antisocial Behavior

Peers play a key role in early years of a child's life and their influence on the children's behaviour cannot be underestimated. This influence may be encouraging or discouraging. The involvement of the children with their deviant peers seems to step up the growth of antisocial behaviors (Kayne, 2012). Moreover, antisocial students tend to select similar peers as their playmates in the community. This friendship pattern generally develops in early school going years. Aggressive children are the most likely to be rejected by their peers, and this rejection drives social outcasts to form an attachment with one another (Ojo, 2015). These relationships can support and reward aggression another antisocial behavior; and these relationships may later lead children toward the gang membership (Black, 2006).

Peer rejection performs a vital role in the development of early-onset and persistent antisocial behavior as it has been proposed that those children who are rejected are more probably to either behave aggressively within the perspective of social interactions or withdraw from social relationships. Therefore, such children deny the chance to perform pro-social behaviors; and they have higher level of aggressive behaviour and poor self-control (Khatri & Kupersmidt, 2003; Wood, Cowan, & Baker, 2002).

School and Students' Antisocial Behavior

In a study, Aboh, Nwankwo, Agu, and Chikwendu (2014) explored that negative attitude of teachers is one of the most significant determinants in developing maladaptive or antisocial behaviour among the secondary school students. They suggested that the school authorities should provide sufficient recreational opportunities in school where students will use their potential and energies in constructive activities instead of engaging in frivolous, idle, trivial, and extravagant activities. They also proposed that school management should create a democratic atmosphere in schools for the development of pro-social behaviour (helping behavior that benefits other individuals in the community) among students rather than antisocial.

Berkowitz and Benbenishty (2012) found that high school students frequently feel insecure and afraid because their teachers regularly threaten and pressurize them with unexpected failure in examinations. In another study, Akubue (1991) identified that attitude demonstrated by some teachers can make an atmosphere which encourages and produces problematic behavior in students. Teachers' negative relationship towards students influence their behaviour negatively and also, adverse instructions posed to students by teachers as a result of their negative attitudes towards students elicited antisocial behaviors (Ayenibiowo & Akinbode, 2011).

Social Learning Theory and Students' Antisocial Behavior

Social learning theory (SLT) proposed that antisocial behavior can be learned through vicarious experience, where an individual learns a behaviour by seeing or copying another individual's behaviour and watching the outcomes of that behaviour (Bandura, 1977). This practice involves modeling, in which an individual learns through the observation of other individuals (models), which leads to imitation if the behaviour is likely to result in desirable consequences (rewards).

The following three elements are considered important in social learning theory:

- i. For the behaviour to be copied, the model must be seen to be rewarded for antisocial behavior. Models (individuals) who are

seen to be rewarded for their behaviour are more likely to be copied than models who are seen to be punished or where there is no follow-up.

- ii. The model must be suitable for the learner (e.g., such model for a child might be his/her parents, siblings, peers, teachers)
- iii. The learning process may occur in real life setting, or through behavior modeled in a film or on television.

Significance of the Study

Students' antisocial behaviour has become one the major obstacles for their adjustment in their family, society, and schools. Their negative activities are indicators of their maladaptive behavior and practices in the society. Therefore, this study may be significant for all stakeholders (e.g., parents, family members, teachers, head teachers, policy makers, community members) to understand the causes, due to antisocial behaviors develop in students, and suggest some potential recommendations to adapt their antisocial behavior towards pro-social (friendly and supportive) behavior and activities.

Delimitations of the Study

Due to the shortage of time and financial resources, the study was delimited to:

1. Only one district (Faisalabad) of the province Punjab,
2. Only public secondary schools' students and secondary school teachers of the district Faisalabad, and
3. Only male teachers and male students of the 10th class were taken in the current research study.

Materials and Methods

The present study sought to delve, uncover, and highlight the major causes (e.g., school related factors, parental factors, parental support, socioeconomic factors) that affect antisocial behaviour of students. The present study is descriptive survey type by method, and quantitative by approach. To elicit the perceptions of the research subjects of the study, a cross-sectional type survey was conducted.

Conceptual Framework

According to a number of prior studies conducted in this particular area,

different factors influence students’ antisocial behaviour including school related factors, parental factors, parental support, and socioeconomic factors. To analyze the influence of these predictor variables on students’ antisocial behaviour in a logical manner, a systematic framework is designed and shown in Figure 1.

Independent Variables

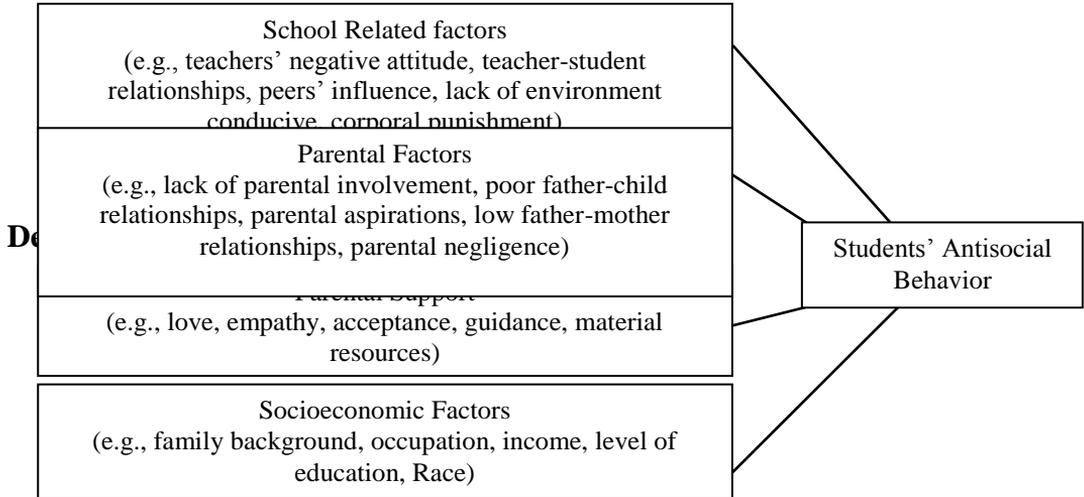


Figure1. Conceptual framework between predictors and criterion variable

Population of the Study

All secondary level male students and secondary school teachers of public sector in Punjab province was comprised the target population while all the male secondary school teachers and secondary school students of public sector in Faisalabad district constituted the accessible population of this study.

Sampling Technique and Sample

Proportionate stratified random sampling technique was applied to draw the sample. Through this technique, a sample of 400 male students of 10th grade and 150 secondary school teachers was drawn from the accessible population for of the current study.

Research Instrument

After the intensive study of the pertinent literature, a structured questionnaire, developed by the principal author, was used as a research instrument for this research study. The research instrument was comprised of two parts. The first part was belonged to the attribute (demographic) variables of the research subjects, while the second part of the research instrument was comprised of four sections regarding active variables (e.g., school related factors, parental factors, parental support, socioeconomic factors). Furthermore, the first section of the second part had five items regarding school related variables, the second section also had five items related to parental factors, the third section was comprised of five items regarding parental support, and the last section consisted of five items related to socioeconomic factors that affect the antisocial behavior of secondary level students. The research subjects' perceptions regarding every item were estimated on a five point Likert scale (strongly agree = 5 to strongly disagree = 1).

Validity and Reliability

It is always necessary for the researchers to fulfill all the psychometric properties regarding the preparation of the final version of the research instruments. Therefore, after the preparation of the first draft of the research tool, it was present before a panel of five experts who were senior faculty members of the education department. They validated every item of the research tool. They modified some items and advised the principal author to exclude a few items from the research instrument according to Content Validity Ratio (CVR).

After the completion of the validation process of the research instrument, its pilot study was conducted on a small scale in the field to estimate its reliability. In the pilot testing phase of the research instrument, fifteen secondary school teachers and forty-five students were selected through convenience sampling technique, which is a technique of the non-probability sampling. The main purpose of the pilot study was to make the research instrument reliable, and only those items were included in the final version of the research instrument whose factor loading was more than 0.30.

The researchers used the Cronbach's Alpha (α), to estimate the reliability of each statement of the research instrument and then to estimate the overall reliability of the research instrument. The Cronbach's Alpha is a substantial technique to estimate the reliability of the research instruments in quantitative type research studies. Moreover, the magnitude of Cronbach's Alpha was estimated through the Statistical Package for the Social Sciences (SPSS), Version 20. Therefore, the overall reliability of the research instrument was found 0.825, which is sufficient to develop a reliable research instrument.

Data Collection

After the development of the research instrument, the first author personally visited the selected public sector secondary schools for data collection from the research subjects. But, before the data collection process, it was ethically necessary to get permission from the concerned head teachers of the selected schools. After acquiring permission from the schools' heads, the principal author personally delivered the research instrument to the research subjects. Furthermore, the data collection process continued for fifteen days. The e-mail and mobile phone were also used during the data collection phase. The response rate of the returning research instrument remained 100%.

Data Analysis

After the completion of data collection process, the next phase was the data analysis. For this purpose, the researchers used the SPSS (version 20). Both types of statistical techniques (e.g., descriptive, inferential) were used for the data analysis. Frequencies, mean, and standard deviation were used as descriptive statistical techniques while Independent Samples t-test and MANOVA were used as inferential statistical techniques.

Results

Research Question 1: What type of school related factors influence students' antisocial behavior?

To answer this research question, five factors (e.g., teachers' negative attitude, teacher-student relationships, peers' influence, lack of environment conducive, corporal punishment) related to school context,

were taken to estimate whether these influence on antisocial behavior of students.

Table 1: *Students and Teachers' Perceptions Regarding School Related Factors*

| Items | Category | n | M | SD | t | p | η^2 |
|--------------------------------|----------|-----|------|-------|-------|---------|----------|
| Teachers' negative attitude | Students | 400 | 2.20 | .800 | 2.10 | .036* | .01 |
| | Teachers | 150 | 2.04 | .732 | | | |
| Teacher-students relationships | Students | 400 | 4.00 | .746 | 10.56 | .003** | .21 |
| | Teachers | 150 | 3.03 | 1.023 | | | |
| Peers' influence | Students | 400 | 3.60 | 1.002 | -5.28 | .598 | .05 |
| | Teachers | 150 | 3.65 | 1.075 | | | |
| Lack of environment conducive | Students | 400 | 2.42 | .787 | 0.69 | .489 | .001 |
| | Teachers | 150 | 2.37 | .709 | | | |
| Corporal punishment | Students | 400 | 1.98 | .830 | 6.17 | .000*** | .07 |
| | Teachers | 150 | 1.51 | .702 | | | |

$p > .05$ (ns), * $p < .05$, ** $p < .01$, *** $p < .001$, $df = 548$

A significant difference is found in mean scores on teachers' negative attitude for students ($M = 2.20$, $SD = .800$) and teachers ($M = 2.04$, $SD = .732$), $t(548) = 2.10$, $p < .05$, $\eta^2 = .01$. Moreover, the perceptions of both categories of the research subjects are tend to disagree. It means that teachers' negative attitude is not a cause of developing students' antisocial behavior.

A significant difference is found in mean scores on teacher-students relationships for students ($M = 4.00$, $SD = .746$) and teachers ($M = 3.03$, $SD = 1.023$), $t(548) = 10.56$, $p < .001$, $\eta^2 = .21$. Moreover, the perceptions of both categories of the research subjects are tend to agree. It means that teacher-students relationships are a cause of developing students' antisocial behavior.

A non-significant difference is found in mean scores on peers' influence for students ($M = 3.60$, $SD = 1.002$) and teachers ($M = 3.65$, $SD = 1.075$), $t(548) = -5.28$, $p > .05$, $\eta^2 = .05$. Moreover, the perceptions of both categories of research subjects are tend to agree. It means that peers' influence is a cause of students' antisocial behavior.

A non-significant mean difference is found on lack of environment conducive in schools for students ($M = 2.42$, $SD = .787$) and teachers (M

= 2.37, *SD* = .709), $t(548) = 0.69, p > .05, \eta^2 = .001$. Moreover, the perceptions of the both categories of research subjects are tend to disagree. It means that lack of environment conducive in schools is not a cause of developing students’ antisocial behavior.

A significant mean difference is found on corporal punishment for students ($M = 1.98, SD = .830$) and teachers ($M = 1.51, SD = .702$), $t(548) = 6.17, p < .001, \eta^2 = .07$. Moreover, the perceptions of the both categories of research subjects are tend to disagree. It means that corporal punishment is not a cause of students’ antisocial behavior.

Research Question 2: Do parental factors influence students’ antisocial behavior?

To answer the second research question, five factors (e.g., lack of parental involvement, poor father-child relationships, parental aspirations, low father-mother relationships, parental negligence) related to parents are taken to estimate their influence on students’ antisocial behavior.

Table 2: *Students and Teachers’ Perceptions Regarding Parental Factors*

| Items | Category | <i>n</i> | <i>M</i> | <i>SD</i> | <i>t</i> | <i>p</i> | η^2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|----------|----------|----------|-----------|----------|----------|----------|---------------------------------|---------------------------------|----------|------|------|------|---------|---------|----------|----------|------|-------|-------|----------------------|---------------------------------|----------|------|------|------|-------|---------|----------|----------|------|------|-------|---------------------------------|----------|-----|------|------|-------|---------|------|----------|-----|------|------|---------------------|----------|-----|------|------|---|------|------|----------|
| Lack of parental involvement | Students | 400 | 1.93 | .722 | 6.63 | .000*** | .07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Teachers | 150 | 1.48 | .642 | | | | Poor father-child relationships | Students | 400 | 2.17 | .874 | - | .000*** | .28 | Teachers | 150 | 3.46 | 1.072 | 13.16 | Parental aspirations | Students | 400 | 3.56 | .961 | - | .371 | .001 | Teachers | 150 | 3.64 | .964 | 0.896 | Low father-mother relationships | Students | 400 | 1.91 | .749 | -4.06 | .000*** | .03 | Teachers | 150 | 2.21 | .671 | Parental negligence | Students | 400 | 3.60 | .987 | - | .298 | .002 | Teachers |
| Poor father-child relationships | Students | 400 | 2.17 | .874 | - | .000*** | .28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Teachers | 150 | 3.46 | 1.072 | | | | 13.16 | Parental aspirations | Students | 400 | 3.56 | .961 | - | .371 | .001 | Teachers | 150 | 3.64 | .964 | 0.896 | Low father-mother relationships | Students | 400 | 1.91 | .749 | -4.06 | .000*** | .03 | Teachers | 150 | 2.21 | .671 | Parental negligence | Students | 400 | 3.60 | .987 | - | .298 | .002 | Teachers | 150 | 3.69 | .983 | 1.042 | | | | | | | | |
| Parental aspirations | Students | 400 | 3.56 | .961 | - | .371 | .001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Teachers | 150 | 3.64 | .964 | | | | 0.896 | Low father-mother relationships | Students | 400 | 1.91 | .749 | -4.06 | .000*** | .03 | Teachers | 150 | 2.21 | .671 | Parental negligence | Students | 400 | 3.60 | .987 | - | .298 | .002 | Teachers | 150 | 3.69 | .983 | 1.042 | | | | | | | | | | | | | | | | | | | | | |
| Low father-mother relationships | Students | 400 | 1.91 | .749 | -4.06 | .000*** | .03 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Teachers | 150 | 2.21 | .671 | | | | Parental negligence | Students | 400 | 3.60 | .987 | - | .298 | .002 | Teachers | 150 | 3.69 | .983 | 1.042 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parental negligence | Students | 400 | 3.60 | .987 | - | .298 | .002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Teachers | 150 | 3.69 | .983 | | | | 1.042 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

$p > .05$ (ns), *** $p < .001, df = 548$

A significant mean difference is found on lack of parental involvement for students ($M = 1.93, SD = .722$) and teachers ($M = 1.48, SD = .642$), $t(548) = 6.63, p < .001, \eta^2 = .07$. Furthermore, the perceptions of the both

categories of research subjects are tend to disagree. It means that lack of parental involvement is not a cause of students’ antisocial behavior.

A very highly significant mean difference is found on poor father-child relationships for students ($M = 2.17, SD = .874$) and teachers ($M = 3.46, SD = 1.072$), $t(548) = -13.16, p < .001, \eta^2 = .28$. Moreover, the mean perceptions of teachers are higher than the students. Therefore, it is inferred from the perceptions of the teachers that poor father-child relationships are a cause of students’ antisocial behavior.

A non-significant difference is found on parental aspirations for students ($M = 3.56, SD = .961$) and teachers ($M = 3.64, SD = .964$), $t(548) = -0.896, p > .05, \eta^2 = .001$. Moreover, the perceptions of both categories of the research subjects are tend to agree. It means that parental aspirations are a cause of students’ antisocial behavior.

A highly significant difference is found on low father-mother relationships for students ($M = 1.91, SD = .749$) and teachers ($M = 2.21, SD = .671$), $t(548) = -4.06, p < .001, \eta^2 = .03$. Moreover, the perceptions of the both categories of the research subjects are tend to disagree. It means that low father-mother relationships are not a cause of students’ antisocial behavior.

A non-significant difference is found on parental negligence for students ($M = 3.60, SD = .987$) and teachers ($M = 3.69, SD = .983$), $t(548) = -1.042, p > .05, \eta^2 = .002$. Moreover, the perceptions of the both categories of the research subjects are tend to agree. It means that parental negligence is a cause of students’ antisocial behavior.

Research Question 3: To what extent the parental supports influence students’ antisocial behavior?

To answer the third research question, five factors (e.g., love, empathy, acceptance, guidance, material resources) related to parental supports are taken to estimate whether these are causes of antisocial behavior of students.

Table 3: *Students and Teachers’ Views about Parental Support Related Factors*

| Items | Category | n | M | SD | t | p | η^2 |
|-------|----------|---|---|----|---|---|----------|
|-------|----------|---|---|----|---|---|----------|

| | | | | | | | |
|--------------------|----------|-----|------|-------|-------|--------|------|
| Love | Students | 400 | 2.40 | .785 | .387 | .699 | .001 |
| | Teachers | 150 | 2.37 | .709 | | | |
| Empathy | Students | 400 | 3.43 | .996 | - | .149 | .004 |
| | Teachers | 150 | 3.57 | 1.070 | | | |
| Acceptance | Students | 400 | 2.25 | .722 | .483 | .647 | .001 |
| | Teachers | 150 | 2.28 | .644 | | | |
| Guidance | Students | 400 | 3.56 | .974 | -2.46 | .017* | .01 |
| | Teachers | 150 | 3.78 | .889 | | | |
| Material resources | Students | 400 | 3.57 | .968 | -2.63 | .009** | .01 |
| | Teachers | 150 | 3.81 | .951 | | | |

$p > .05$ (ns), * $p < .05$, ** $p < .01$, $df = 548$

A non-significant difference is found on parental love for students ($M = 2.40$, $SD = .785$) and teachers ($M = 2.37$, $SD = .709$), $t(548) = .387$, $p > .05$, $\eta^2 = .001$. Moreover, the perceptions of both categories of the research subjects are tend to disagree. It means that parental love is not a cause of students' antisocial behavior.

A non-significant difference is found on empathy for students ($M = 3.43$, $SD = .996$) and secondary school teachers ($M = 3.57$, $SD = 1.070$), $t(548) = -1.446$, $p > .05$, $\eta^2 = .004$. Moreover, the perceptions of both categories of the research subjects are tend to agree. It means that empathy is a cause of students' antisocial behavior.

A non-significant mean difference is found on acceptance for students ($M = 2.25$, $SD = .722$) and teachers ($M = 2.28$, $SD = .644$), $t(548) = .483$, $p > .05$, $\eta^2 = .001$. Moreover, the perceptions of both categories of the research subjects are tend to disagree. It means that acceptance is not a cause of students' antisocial behavior.

A significant mean difference is found on guidance for students ($M = 3.56$, $SD = .874$) and teachers ($M = 3.78$, $SD = .889$), $t(548) = -2.46$, $p < .05$, $\eta^2 = .01$. Moreover, the perceptions of both categories of the research subjects are tend to agree. It means that guidance is a cause of students' antisocial behavior.

A significant mean difference is found on material resources for students ($M = 3.56$, $SD = .874$) and teachers ($M = 3.78$, $SD = .889$), $t(548) = -2.63$, $p < .05$, $\eta^2 = .01$. Moreover, the perceptions of both categories of

the research subjects are tend to agree. It means that material resources are a cause of students’ antisocial behavior.

Research Question 4: Which socioeconomic factors influence on students’ antisocial behavior?

To answer the last research question, five factors (e.g., family background, occupation, income, level of education, Race) related to parental socioeconomic status were taken to estimate whether these influence on antisocial behavior of students.

Table 4: *Students and Teachers’ Views Regarding Socioeconomic Factors*

| Items | Category | n | M | SD | t | p | η^2 |
|--------------------|----------|-----|------|------|-------|--------|----------|
| Family background | Students | 400 | 1.97 | .767 | 3.14 | .002** | .02 |
| | Teachers | 150 | 1.74 | .728 | | | |
| Occupation | Students | 400 | 1.99 | .751 | -2.33 | .016* | .01 |
| | Teachers | 150 | 2.17 | .823 | | | |
| Income | Students | 400 | 3.82 | .780 | -2.39 | .017* | .01 |
| | Teachers | 150 | 3.97 | .623 | | | |
| Level of education | Students | 400 | 1.94 | .780 | -3.50 | .001** | .02 |
| | Teachers | 150 | 2.19 | .633 | | | |
| Race | Students | 400 | 2.38 | .772 | -.563 | .574 | .001 |
| | Teachers | 150 | 2.42 | .830 | | | |

$p > .05$ (ns), * $p < .05$, ** $p < .01$, $df = 548$

A significant mean difference is found on family background for students ($M = 1.97$, $SD = .767$) and teachers ($M = 1.74$, $SD = .728$), $t(548) = 3.14$, $p < .01$, $\eta^2 = .02$. Moreover, the perceptions of both categories of the research subjects are tend to disagree. It means that family background is not a cause of students’ antisocial behavior.

A significant mean difference is found on occupation of father for students ($M = 1.99$, $SD = .751$) and teachers ($M = 2.17$, $SD = .823$), $t(548) = 2.33$, $p < .05$, $\eta^2 = .01$. Moreover, the perceptions of both categories of the research subjects are tend to disagree. It means that occupation of father is not a cause of students’ antisocial behavior.

A significant mean difference is found on income of parents for students

($M = 3.82, SD = .780$) and teachers ($M = 3.97, SD = .623$), $t(548) = -2.39, p < .05, \eta^2 = .01$. Moreover, the perceptions of both categories of the research subjects are tend to agree. It means that income of parents is a cause of students' antisocial behavior.

A significant mean difference is found on parental level of education for students ($M = 1.94, SD = .780$) and teachers ($M = 2.19, SD = .633$), $t(548) = -3.05, p < .05, \eta^2 = .02$. Moreover, the perceptions of both categories of the research subjects are tend to disagree. It means that parental level of education is not a cause of students' antisocial behavior. A non-significant mean difference is found on Race for students ($M = 2.38, SD = .772$) and teachers ($M = 2.42, SD = .830$), $t(548) = -.563, p > .05, \eta^2 = .001$. Moreover, the perceptions of both categories of the research subjects are tend to disagree. Therefore, it is concluded that Race is not a cause of students' antisocial behavior.

Table 5: *MANOVA for the Differences between Students and Teachers' views*

| Wilk's Λ | F | Hypothesis df | Error df | p | Partial Squared | Eta Squared |
|------------------|--------|-----------------|------------|------|-----------------|-------------|
| .718 | 53.554 | 4 | 545 | .000 | .282 | |

 $p < .001$

A significant difference is found between students and teachers' perceptions when compared combine on four dependent variables (e.g., school related variables, parental factors, parental supports, socioeconomic factors) whether these are the causes of antisocial behavior of students; $F(4, 545) = 53.554, p < .001$, Wilks' Lambda = .718, Partial Eta Squared = .282.

Table 6: *Univariate Anova for Differences between Views of Students and Teachers*

| Variables | Categor y | n | M | SD | MD | F | p | Partia l η^2 |
|------------------------|-----------|-----|-----|------|------|------|-----|-------------------|
| School related factors | Students | 40 | 3.0 | .39 | 0.3 | 79.0 | .00 | .126 |
| | Teachers | 15 | 2.6 | .48 | | | | |

| | | | | | | | | |
|-----------------------|----------|----|-----|-----|-----|------|-----|------|
| | | 0 | 4 | 5 | | | | |
| Parental factors | Students | 40 | 2.6 | .37 | - | 50.9 | .00 | .085 |
| | Teachers | 15 | 2.9 | .41 | 0.2 | 0 | 0 | |
| | | 0 | 0 | 4 | 6 | | | |
| Parental support | Students | 40 | 3.0 | .36 | - | 9.92 | .00 | .018 |
| | Teachers | 15 | 3.1 | .32 | 0.1 | 2 | | |
| | | 0 | 6 | 8 | 1 | | | |
| Socioeconomic factors | Students | 40 | 2.4 | .36 | - | 5.94 | .01 | .011 |
| | Teachers | 15 | 2.5 | .32 | 0.0 | 8 | 5 | |
| | | 0 | 0 | 8 | 8 | | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

The Univariate Analysis of Variance is used for four dependent variables (e.g., school related factors, parental factors, parental supports, socioeconomic factors) with each ANOVA evaluated at a .025 level of alpha.

A significant mean difference is found on school related factors for students and teachers' perceptions; $F(3, 546) = 79.02, p < .001$, partial $\eta^2 = .13$. An inspection of the mean perceptions indicates that students' score ($M = 3.00, SD = .397$) was higher than teachers ($M = 2.64, SD = .485$). The value of eta squared = .13 reveals that the magnitude of the difference in the means is medium. Moreover, the magnitude of eta squared portrays that only 13% of the variance in students' antisocial behavior is accounted for by the school related factors.

A significant difference is found on parental factors for students and teachers' perceptions; $F(3, 546) = 50.90, p < .001$, partial $\eta^2 = .09$. An inspection of the mean perceptions indicates that teachers' score ($M = 2.90, SD = .414$) is higher than students ($M = 2.64, SD = .376$). The value of eta squared = .09 reveals that the magnitude of the difference in the means is medium. Moreover, the magnitude of eta squared portrays that only 9% of the variance in students' antisocial behavior is accounted for by the parental factors.

A significant difference is found on parental supports for students and

teachers' perceptions, $F(3, 546) = 9.92, p < .01$, partial $\eta^2 = .02$. An inspection of the mean perceptions indicates that teachers' score ($M = 3.16, SD = .328$) is slightly higher than students ($M = 3.05, SD = 3.67$). The value of eta squared = .02 reveals that the magnitude of the difference in the means is small. Moreover, the magnitude of eta squared portrays that only 2% of the variance in students' antisocial behavior is accounted for by the parental supports.

A significant difference is found on socioeconomic factors for perceptions of students and teachers, $F(3, 546) = 5.94, p < .05$, partial $\eta^2 = .01$. An inspection of the mean perceptions indicates that teachers' score ($M = 2.50, SD = .328$) is slightly higher than students ($M = 2.42, SD = 3.67$). The value of eta squared = .01 reveals that the magnitude of the difference in the means is small. Moreover, the magnitude of eta squared portrays that only 1% of the variance in students' antisocial behavior is accounted for by the socioeconomic factors.

Discussion

This section discusses the findings of the present study with earlier studies, which are conducted, in this particular area. Antisocial behaviours are the harmful and uncooperative actions of the people characterized by overt and covert hostility and deliberate aggression towards other individuals. It is perceived that such behaviour occurs due to the result of unsatisfactory psychological, social, or emotional development of children at home and under socialization in the community. Therefore, the present study was under taken to investigate the reasons of antisocial behaviour of male students at secondary level public schools. Through perceptions of the research subjects, major causes of students' antisocial behaviours were explored and are discussed as under:

Teachers can play a vital role in the trajectory of students as well as they are uniquely capable of to provide assistance in learning appropriate behaviors and prevent problematic or negative behaviours among students (Baker, Grant, & Morlock, 2008). Positive teacher-student relationships present scaffolding for basic social and behavioral skills (Baker, 2006; O'Connor, Dearing, & Collins, 2011). One way to do so is

through developing positive teachers' relations with students. High quality teacher-student relationships are posited to provide security and support to students through the provision of closeness, warmth, and positivity, and help in minimizing the antisocial behaviours among students (Pianta, 2001). Because the lack of warmth and support, students may not have an appropriate model for exploring positive relationships or engaging in pro-social behaviors and are one the major reasons of students' antisocial behaviours (Mantzicopoulos, 2005). Supportive and friendly relationships among teachers and students lead to more positive behavioral outcomes for students over time (Hamre & Pianta, 2001; O'Connor et al., 2011). Fatima and Malik (2015) conducted a study in Pakistan and found that low teacher-student relationship leads students towards the contribution of antisocial behaviour. All these above mention findings correlate with the present study's finding that poor teacher-student relations are one of the causes of developing antisocial behaviors among students.

Peers can perform such actions that can develop pro-social or antisocial behaviours among students because students spend a lot of time in streets, class room, and schools. Their interaction with peers leads them toward the adoption of similar behaviours as their peers possess in the community. Consequently, peers have a significant effect on the development of supporting or un-supporting behaviours. The present study finds that majority of respondents opine that peers' influence is a cause of antisocial behaviour among students. This finding also corroborates with the findings of [Brown \(2004\)](#), [Ojo \(2015\)](#), [Erickson, Crosnoe, and Dornbusch \(2000\)](#), [Farrington \(2004\)](#), [Heinze, Toro, and Urberg \(2004\)](#), and [Kayne \(2012\)](#) who delved into their studies that peers play a key role in early years of a child's life and their influence on the friends' behaviour cannot be underestimated. However, this influence may be encouraging or discouraging. The involvement of the children with their deviant behaviour peers seems to step up the growth of antisocial behaviour. Moreover, antisocial or aggressive students tend to select similar peers as their playmates in the community.

The present also study investigates that parental involvement in their children lives both at home and school related activities play an

influential role in modifying and reshaping their children's behaviours. Due to the lack of proper involvement, children may adopt such behaviours that lead them towards antisocial activities in the community. Such negative behaviours may also occur when a child's relationships with his family or society are poor. If the bond of care or affection of a child with his the family is strong, the attachment formed may be able to discourage children from adopting unlawful or negative activities in the community. Prior studies conducted by Gaika, Abdullaha, Eliasa, and Ulia (2010), and Murray, Farrington, and Eisner, (2009) also supports to the present study's finding that the role of parenting in children's relationship is very important in predicting antisocial behaviour, and it is one of the strong predictors in contributing towards antisocial behaviour among their children. This finding is also consistent with Patterson et al. (1989) who explored that lack of parental involvement in children's activities and insufficient supervision are the major causes of developing behavioural disorders.

Prior studies (Aguilar, Sroufe, Egeland, & Carlson, 2000; Farrington, 2005; Patterson, Capaldi, & Bank, 1991) delved that low socioeconomic status is strongly linked with antisocial behavior of the kids because poor families go through great stress and the parents are subject to negative experiences over which they have little control. Low-income families' children exhibit more problematic behaviours than high-class families because children of lower-income homes spend their time mostly in watching television at home or neighborhood, playing in streets, or roaming aimlessly in streets with deviant behaviour children. Many children from low-income families were being diagnosed with disruptive behavior disorders. Children exhibiting such behaviours frequently demonstrate attributes such as disobedience, disturbance, inattention, impulsivity, over activity, and a variety of other antisocial actions (Garaigordobil, Martínez-Valderrey, & Aliri, 2014; Kazdin, 1987; Murray & Murray, 2010; Robins, 1991). The researchers also discover the same finding that children of low-income families demonstrate more problematic behaviours at home, school, and in society than the rich families' children.

Conclusion

Students' antisocial behaviour has become one the major obstacles for their adjustment with their family, peers, society, and in school. Their negative actions/activities are indicators of their maladaptive behavior and practices in the society. Therefore, the present study was an endeavor of the researchers to explore, uncover, and highlight the major causes that may create antisocial behavior among secondary school students.

The researchers conclude from the findings of the current research study that school related variables (e.g., teacher-student relationships, peers' influence); parental factors (e.g., poor father-child relationships, parental aspirations, parental negligence); parental support (e.g., empathy, guidance, material resources); and socioeconomic factors (e.g., parental income) are major causes of students' antisocial behavior. It is further concludes that overall a significant variation is noted in students' antisocial behavior due to the school related variables, parental factors, parental supports, and socioeconomic factors; and these are some of the strong predictors of students' antisocial behavior at secondary level context.

Recommendations

In the light of above mentioned causes of students' antisocial behavior, it is suggested through this research study that:

1. There may be regularly conducted parent-teacher meetings in schools where parents and teachers may share their views regarding curricular and co-curricular activities as well as antisocial activities of students.
2. Parents may concentrate more on their children activities inside or outside home, inquire about their peer group in the community and school, share their worries and problems, provide proper educational facilities and financial resources, do not set unachievable aspirations from their children, and daily spend some time with their children.
3. Parents who neglect their parental responsibilities may pay more attention towards their children activities.
4. Parents may be encouraged to show more love, empathy, and guidance toward their children.
5. Teachers may focus individually on every student's activities in class room setting particularly may concentrate on such students who

commit antisocial activities (e.g., fighting with peer, abusing, stealing, bullying, misbehave with teachers and peers, frequently absent from school, late comers, run away from school, miss their classes, do not complete their homework or assignments).

6. A least one counselor may be appointed on regular basis in each secondary level school, in order to guide and counsel those students who frequently demonstrate antisocial behaviors or antisocial activities at school or home, so that such students could lead a well-balanced and normal life, and contribute towards pro-social behavior in the society.
7. Punjab School Education Department may provide scholarships on monthly basis to low socioeconomic status students or the students of deprived families in the society.
8. Educational managers may conduct teachers' professional development programs and workshops to improve their pedagogy and knowledge of educational psychology.
9. The students having antisocial behavior may be engaged in co-curricular activities in schools like literary and debating club, quizzes, boys scout, and sports where leadership and team work abilities are being encouraged. These activities may help and enable the students to use their time and energies in meaningful and useful way, rather than busy in antisocial activities.

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