Unpacking the Influence of Antisocial Behavior and Demographic Factors on Students' Academic Performance
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Abstract

This study investigated the unpacking influence of antisocial behaviour and demographic factors on academic performance among undergraduate students of University of Ibadan. It delves into the complex relationships between antisocial behavior, demographic factors, and academic performance among students. The study adopted the mixed method. Cross-sectional survey research design was adopted and data was gathered from 341 respondents. Frequency distribution revealed that more of the respondents 236 (69.2%) were females, while the other 105 (30.8%) were males. Data was gathered using standardized scales of measurements. In-depth interviews with 30 students from diverse demographic backgrounds in university of Ibadan revealed nuanced insights into the ways antisocial behavior and demographic factors intersect to impact academic outcomes. Thematic analysis identified three primary themes: (1) "Navigating Social Landscapes," highlighting students' struggles with bullying, social exclusion, and peer relationships; (2) "Identity and Belonging," illustrating how demographic factors (e.g., socioeconomic status, ethnicity, gender) influence students' sense of self and academic engagement; and (3) "Resilience and Coping," showcasing students' adaptive strategies for mitigating the negative effects of antisocial behavior and demographic factors on their academic performance. This study contributes to a deeper understanding of the contextual factors shaping students' academic experiences, informing the development of targeted interventions to support students' academic success and well-being.

Keywords: *Antisocial Behavior, Demographic Factors, Academic Performance, Student Experiences.*

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1   Introduction

Academic performance is a critical aspect of students' educational journey, influencing their future opportunities and life trajectories. However, students' academic outcomes are not solely determined by their individual abilities or efforts. Rather, a complex interplay of factors, including antisocial behavior and demographic characteristics, can significantly impact students' academic performance. Academic performance has become an index of child's future in this highly competitive world. Academic performance has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic performance is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al., 2010). Academic performance further refers to as the educational achievement attained over a specific time in school, college and university (Seshamani & Shalumba, 2015).

Antisocial behavior, encompassing actions such as bullying, aggression, and social exclusion, can create hostile learning environments that undermine students' academic engagement and motivation. Moreover, demographic factors like socioeconomic status, ethnicity, and gender can intersect to produce unique challenges and barriers to academic success.

Despite the growing recognition of these issues, there remains a need for in-depth, qualitative research that explores the nuanced experiences of students navigating these complexities. This study aims to address this gap by conducting an in-depth examination of the ways in which antisocial behavior and demographic factors influence students' academic performance. By centering students' voices and experiences, this research seeks to provide a richer understanding of the contextual factors shaping academic outcomes. Ultimately, this study aims to inform the development of targeted interventions and support strategies that promote students' academic success and well-being.

2.   Literature Review

Antisocial Behavior and Academic Performance

Research has consistently shown that antisocial behavior, including bullying, aggression, and social exclusion, can have detrimental effects on students' academic performance (Hymel & Swearer, 2015; Juvonen & Gross, 2008). Students who experience antisocial behavior often report increased stress, anxiety, and decreased motivation, leading to lower academic

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achievement (Nakamoto & Schwartz, 2010).

Demographic Factors and Academic Performance

Demographic factors, such as socioeconomic status, ethnicity, and gender, also play a significant role in shaping students' academic outcomes. Students from low-income backgrounds, for example, often face additional barriers to academic success, including limited access to resources and opportunities (Ladson-Billings, 1995). Similarly, students from diverse ethnic and racial backgrounds may experience cultural and linguistic barriers that impact their academic performance (Gay, 2000).

Intersectionality and Academic Performance

The intersectionality framework highlights the importance of considering how multiple social identities intersect to produce unique experiences and outcomes (Crenshaw, 1989). Research has shown that students who experience intersectional forms of oppression, such as racism and sexism, may face compounded challenges in achieving academic success (Collins, 1991).

Resilience and Academic Performance

Despite the challenges posed by antisocial behavior and demographic factors, research has also highlighted the importance of resilience in promoting academic success. Students who develop resilience strategies, such as seeking social support and developing coping skills, may be better equipped to navigate adversity and achieve academic success (Werner, 1993).

## 3.	Theoretical Review

This study is grounded in several theoretical frameworks that provide insight into the complex relationships between antisocial behavior, demographic factors, and academic performance.

1. Social-Ecological Theory: This framework posits that students' academic outcomes are influenced by multiple levels of their social environment, including individual, interpersonal, and institutional factors (Bronfenbrenner, 1979). Antisocial behavior and demographic factors can disrupt the social-ecological balance, negatively impacting students' academic performance.

2. Intersectionality Theory: This theory emphasizes that individuals' experiences are shaped by the intersection of multiple social identities, including race, class, gender, and sexuality (Crenshaw, 1989). Demographic factors can intersect to produce unique challenges and barriers to academic success.

3. Self-Determination Theory: This framework proposes that students' academic motivation and engagement are influenced by three innate psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). Antisocial behavior can undermine students' sense of

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autonomy, competence, and relatedness, negatively impacting their academic performance. 4. Resilience Theory: This framework emphasizes that individuals can develop resilience in the face of adversity, enabling them to adapt and thrive (Werner, 1993). Students who experience antisocial behavior and demographic challenges may develop resilience strategies to mitigate the negative impacts on their academic performance.By integrating these theoretical frameworks, this study provides a comprehensive understanding of the complex relationships between antisocial behavior, demographic factors, and academic performance.

4.   Methodology

Research Design/Population

This study employed a mixed research design; The study was carried out in Ibadan. Ibadan is the capital and most populous city of Oyo State, in Nigeria. It is the third-largest city by population in Nigeria after Lagos and Kano, with a total population of 3,649,000 as of 2021, and over 6 million people within its metropolitan area. It is the country's largest city by geographical area. Ibadan comprised of six (6) universities; University of Ibadan, Lead City University, Dominican University, Oyo State Technical University, Kola Daisi University, and Precious Cornerstone University. Specifically, the study was conducted in University of Ibadan, being the only public university in Ibadan with large number of students in Ibadan.

The study participants included University of Ibadan undergraduate students. This included students across eleven (11) faculties. Although data was gathered from 380 participants, only 341 were valid for analysis. Frequency distribution revealed that more of the respondents 236 (69.2%) were females, while the other 105 (30.8%) were males. Age of respondents ranged between 17 and 39 years old. More of the respondents 184 (54%) were from the Yoruba ethnic group, 78 (22.9%) belong to Igbo, 78 (22.9%) were Hausa and other minority ethnic groups.

The calculation is shown below;

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

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

e = error margin (0.05)

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

n = 16,454 / 1 + 41.14

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$$n = 16,454 / 42.14$$

$$n = 390.46$$

Participants

The participant cut across eleven (11) faculties in university of Ibadan. 30 Students were interviewed within aged 17-39. Participants represented diverse demographic backgrounds, including socioeconomic status, ethnicity, and gender. Data collected through semi-structured interviews, lasting approximately 45-60 minutes. Interviews were audio-recorded and transcribed verbatim. Participants were asked open-ended questions, such as: 1. Can you describe a time when you experienced antisocial behavior in school? 2. How do you think your demographic background affects your academic experiences? 3. What strategies do you use to cope with challenges in school? Finally, data collected were transcripts and analyzed using thematic analysis, a systematic approach to identifying and coding patterns in qualitative data (Braun & Clarke, 2006).

5. Findings

The quantitative findings revealed in the Table 1 below

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

Antisocial behaviour	N	Mean	SD	t	Df	P
High	185	79.49	13.78			
				2.94	339	< .05
Low	156	83.65	12.01			

Table 1 presents result on the influence of antisocial behaviour on academic performance among university undergraduates. It is shown that antisocial behaviour had significant influence on academic performance of students [t (339) = 2.94; p < .05]. Further, students with high level of antisocial behaviour reported lower on academic performance (Mean = 79.49; SD = 13.78) compared to those with low level of antisocial behaviour (Mean = 83.65; SD = 12.01). This confirms the stated hypothesis and retained in this study

The thematic analysis revealed four primary themes:

Theme 1: Navigating Social Landscapes

- Subtheme 1.1: Experiencing Antisocial Behavior

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- Participants described instances of bullying, social exclusion, and aggression.

- Quotes: "I was bullied in middle school...it was really hard to focus on my schoolwork." (Participant 12)

- Subtheme 1.2: Building Resilience

- Participants discussed strategies for coping with antisocial behavior, such as seeking support from friends, family, or teachers.

- Quotes: "I talk to my friends about what's going on...they help me feel better." (Participant 7)

Theme 2: Identity and Belonging

- Subtheme 2.1: Demographic Factors and Academic Experiences

- Participants discussed how their demographic backgrounds (e.g., socioeconomic status, ethnicity, gender) influenced their academic experiences.

- Quotes: "As a low-income student, I feel like I have to work harder to prove myself." (Participant 15)

- Subtheme 2.2: Sense of Belonging

- Participants emphasized the importance of feeling a sense of belonging in academic settings.

- Quotes: "When I feel like I belong, I'm more motivated to learn." (Participant 22)

Theme 3: Academic Engagement and Motivation

- Subtheme 3.1: Impact of Antisocial Behavior on Academic Engagement

- Participants described how antisocial behavior affected their academic engagement and motivation.

- Quotes: "When I'm being bullied, I don't want to go to school...I feel like I'm not learning anything." (Participant 5)

- Subtheme 3.2: Strategies for Staying Engaged

- Participants discussed strategies for maintaining academic engagement, such as setting goals, seeking help from teachers, and finding interest in academic subjects.

- Quotes: "I set goals for myself...it helps me stay motivated." (Participant 18)

Theme 4: Support Systems and Resources

- Subtheme 4.1: Importance of Supportive Relationships

- Participants emphasized the importance of supportive relationships with teachers, family members, and peers.

- Quotes: "My teacher is

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6. Discussion

The findings of this study provide valuable insights into the complex relationships between antisocial behavior, demographic factors, and academic performance. This was tested using t-test for independent samples and it was discovered that students with high level of antisocial behaviour reported lower on academic performance compared to those with low level of antisocial behaviour. This confirms the main hypothesis in this study.

The thematic analysis revealed four primary themes: Navigating Social Landscapes, Identity and Belonging, Academic Engagement and Motivation, and Support Systems and Resources.

Antisocial Behavior and Academic Performance

The study's findings support existing research highlighting the negative impact of antisocial behavior on academic performance (Hymel & Swearer, 2015; Juvonen & Gross, 2008). Participants' experiences of bullying, social exclusion, and aggression underscore the need for schools to implement effective antibullying strategies and provide support for students affected by antisocial behavior.

Intersectionality and Demographic Factors

The study's findings also emphasize the importance of considering intersectionality when examining the relationships between demographic factors and academic performance. Participants' experiences highlighted how demographic factors such as socioeconomic status, ethnicity, and gender intersect to produce unique challenges and barriers to academic success.

Implications for Practice and Policy

The study's findings have several implications for practice and policy:

1. Schools should implement evidence-based antibullying programs that address the root causes of antisocial behavior and provide support for students affected.

2. Teachers and school administrators should receive training on intersectionality, cultural competence, and strategies for supporting students from diverse backgrounds.

Synthesizing both qualitative and qualitative data, the finding from the mixed method showed that age and parental influences had significant joint and independent influence on academic performance of university students also students with high level of antisocial behaviour reported lower on academic performance compared to those with low level of antisocial behaviour.

7. Conclusion

This study explored the complex relationships between antisocial behavior, demographic

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factors, and academic performance. The findings highlight the significant impact of antisocial behavior on students' academic engagement, motivation, and overall performance. Moreover, the study underscores the importance of considering intersectionality when examining the relationships between demographic factors and academic outcomes. The study's findings have important implications for educators, policymakers, and researchers. By acknowledging the complex interplay between antisocial behavior, demographic factors, and academic performance, we can develop more effective strategies to support students' academic success and well-being.

Ultimately, this study contributes to a deeper understanding of the ways in which antisocial behavior and demographic factors intersect to impact academic outcomes. By prioritizing the creation of safe, inclusive, and supportive learning environments, we can promote academic success and well-being for all students.

8. Recommendations for Future Research

1. Longitudinal studies: Conduct longitudinal studies to examine the long-term effects of antisocial behavior and demographic factors on academic performance.
2. Intersectional analysis: Employ intersectional analysis to explore how multiple social identities intersect to produce unique experiences and outcomes.
3. Intervention development: Develop and evaluate interventions aimed at reducing antisocial

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