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ASSESSMENT OF THE IMPACT OF CONDUCT DISORDER ON ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN AZARE METROPOLIS, BAUCHI STATE

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Abstract

This study examines the assessment of the impact of conduct disorder on academic performance among senior secondary schools students in Azare metropolis. Bauchi state. One objectives, one research question and one hypotheses were formulated to guide the study. The design for this research were ex-post facto; the population of the study comprises of all senior secondary school students two in Government day secondary school Azare. Their total number was 162 both male and female. The sample size for this study was 23 students identified with conduct disorder using conduct disorder scale; the sampling techniques used for this study was purposive sampling. The instruments used for data collection for this study were conduct disorder scale developed by waschbuch (2007) and end of term examination result for 2022/2023 session. The finding of this research reveals that every students found with conduct disorder has a lower mean score than those without conduct disorder

Keywords: Assessment, Impact, Conduct Disorder, Academic Performance, Senior Secondary School

Introduction

Conduct disorder is a mental disorder common in children and adolescent less than eighteen years of age. it is characterized by hostile and sometimes by physically violent behavior and disregard for others which can be exhibited at home, school or social gathering. (American Psychiatric Association 2012). Symptoms of conduct disorders include aggression to people and animal. bullying. intimidation, and physical fight; deliberate destruction of property; deceitfulness; lying or stealing; and serious violation of rules such as staying out at night despite parental objections. (American Academy and Adolescent Psychiatry 2013). Worldwide the prevalence of conduct disorders varies greatly across countries. A meta-analysis estimated the prevalence of conduct disorder among children and adolescence aged six to eighteen years as 3.2% Connor(2010). reported a prevalence rate of 4.5% among children and adolescence. The prevalence of conduct behavioral problem was also evaluated among 620 United Arab Emirate nationals aged 6-18 years, 11.8 scored above cut-off point, indicating behavioral problems. Conduct problems were more prevalent among boys and anxiety problems among girls. In Enugu South Eastern Nigeria reported by Iloeje (2006) found a prevalence of 22.6% in his study of children with sickles cell anemia. To him there is considerable evidence for children with chronic illnesses have increased levels of emotional and psychological disturbances, which may amount to psychiatric disorder. Children from the lower socio-economic class are having a higher prevalence of conduct problems than those from the higher socio-economic class. Low socio-economic classes are reported to be at risk factor for psychiatric problem (Harlord, 2002).

Conduct disorder is a repetitive and persistent pattern of behavior in children and adolescents in which the rights of others or basic social rules are violated. The child or adolescent usually exhibits these behavior patterns in a variety of settings—at home, at school, and in social situations—and they cause significant impairment in his or her social, academic, and family functioning. (Button, Rhee, Hewitt, &Stallings, 2007).

Statement of the problem

Conduct problems aggressive and rule-breaking behaviors - harm individuals, families, and communities, and are a serious public health concern. These behaviors during adolescence are associated with low education attainment and, later, unemployment, criminality, and premature mortality. Conduct Disorder (CD) is a behavioral emotional mental disorder associated with a host of negative health, academic and social outcomes among adolescents. They include among others, unwanted pregnancies, bullying, threatening other students, poor school attendance and truancy. Behaviors exhibited by pupils with conduct disorders such as inability or unwillingness to do assigned class work or homework, disrespect for teachers and other learners and poor academic performance.

The serious disruption of school programs,
students' poor academic performance and the
emotional agony of the affected children with conduct disorder pose the well- meaning parents, teachers and the entire community to find ways and manner in which such children should be taken care. Handling behavior problems is responsibility of all well- meaning individuals such as parents, teachers and the policy makers in education so that the goal of education can be achieved. These behaviors increase the risk of teenage pregnancy and sexually transmitted diseases including human immunodeficiency virus (HIV) infection. Boys are more likely to be diagnosed with Conduct Disorder than girls. Boys are also more likely to show aggressive behavior, threats, vandalism, and confrontational behavior than girls. Girls with Conduct Disorder are more likely to lie, skip school, run away, and shoplift, and are less confrontational in their behavior. (Chamberlain& Smith, 2014)

The prevalence of pupils drops out as a result of serious behavior problems has become a matter of concern to parent, teachers and community members. It increases the number of out of school children which will not augur well to the future of our young generation, therefore become imperative to the researcher to investigate the problems and offer some recommendation for the way forward so that the need for such children should be properly met. Research has shown that children with behavior problems have lower rates of graduation than children with any other disability category. The dropout rate is almost double that of general education children (Sutherland, 2013).

Objective of the study

1. To find out the academic performance of senior secondary school students with conduct disorders and those without in Government Day Secondary school Azare.

Research question

1.What is the academic performance of senior secondary school students with conduct disorders and those without in Government Day Secondary school Azare?

Hypothesis

$H0_1$. There is no significance difference between conduct disorder and academic performance.

Concept of Conduct Disorders

Conduct disorder is defined by American Psychiatric Association, (2013) as "A repetitive and persistent pattern of behavior in which basic rights of others or major age-appropriate societal norms or rules are violated…". exacts tremendous costs on individuals, families, victims of property offenses and violent crimes, and societal institutions including the legal and criminal justice systems. Conduct disorder is a mental disorder common in children and adolescents less than eighteen years of age. it is characterized by hostile and

and sometimes physically violent behavior and disregard for others which can be exhibited at home, school ,or social gathering

Kazdin (2014). Conduct disorder (CD) refers to a chronic pat tern of anti-social and aggressive behavior in which either the rights of others or majority or societal norms, or both, are violated. According to Waschbusch (2013). Conduct disorders refers to children and adolescent who display more academic problems, increase family dysfunction and higher likelihood of aggression and violence.

In similar view, Ross (2018) defined conduct disorder as problem behavior among children and adolescents that comprise of aggressive acts, theft, fire-setting, truancy, defying authority, rudeness, and other anti-social acts. Conduct disorder is a childhood behavioral disorder characterized by aggressive and destructive activities that cause disruptions in the child's natural environments such as home, school, church, or the neighborhood. it is comorbid with other mental disorders, particularly anxiety, depression and learning disabilities. (Angela,Frank,& Edward. 2018). In similar view Yusuf (2013). view conduct disorder toproblem among children and adolescent that comprise of aggressive acts, theft, fire-setting, truancy, defying authority, rudeness, attention seeking and other anti-social acts. Children with conduct disorder are often judged as "bad kids" because of their refusal to accept rules.

Conduct disorder involves a repetitive, persistent pattern of antisocial behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated (American Psychiatric Association [APA], 2000). The disorder is linked to criminal activities and substance abuse (Elgar, Knight, Worrall, & Sherman, 2003) and to problems associated with early sexual debut such as unwanted pregnancies and sexually transmitted diseases (Capaldi, Crosby, &Stoolmiller, 2009).

Characteristics of Children with Conduct Disorders

One of the key characteristics of conduct disorder according to Loeber&Keenan, (2004) is frequently aggressive, antisocial behavior that goes beyond what is common for a child or adolescent of that agA person with conduct disorder may also be driven by a need to dominate other people through acts of aggression or intimidation.

An individual with conduct disorder may appear to disregard the accepted standards of behavior, as well as the feelings of others an may have emotional characteristics below :

Emotional characteristics of conduct disorder include:

1. **Lack of remorse**: This may appear as an inability to feel guilty about doing something wrong, a failure to feel bad about hurting someone, or indifference to punishment for breaking the rules.
2. **Lack of empathy**: They may disregard the feelings of others and appear cold, callous, or uncaring.
3. **Disregards expectations**: The individual may not care about performing well in school or other activities. They may seem to ignore others' expectations of them, even if they are given clear tasks.
4. **Lack of emotional expression**: The individual may not display any emotions. They may appear shallow or superficial or may seem to be able to turn emotions "on and off" at will. When they do show emotion, they may use their emotional response to manipulate others.

American Psychiatric Association (2013) buttresses that behaviors or actions an individual with conduct disorder may display include:

1. breaking rules at home and school

2. bullying
3. vandalism
4. getting into fights
5. stealing
6. breaking and entering
7. lying or being deceitful
8. manipulating others
9. skipping school
10. running away from home
11. cruelty to animals

Methodology

Research Design

The study adopted ex-post facto design which is a design where by the effect has taken place, but the study that taken place is done in actual retrospect. In this design it is clear that the variable cannot be manipulated or controlled because the events have already taken place. The independent variables in this study that is conduct disorder cannot be manipulated or controlled, hence warrant the used of ex-post-facto. In ex-post-facto design the researcher focuses on the consequences and forecast the causes of an event or phenomenon that has already occurred. Ex-post-facto design enable the researcher to analyze the cause and effect phenomena of an event, action, or behaviour. Therefore, this study is more suitable to use ex-post-facto design considering the variables involve in the research that is conduct disorders and academic performance

Population of the study

Population is generally a large collection of individuals or objects. Research population is also known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or traits.The population of this study consist of all senior secondary school two of Government Day Secondary School Azare.

Table 1: Distribution of population of SS11 students in Government Day Secondary School Azare.

Names of School	Class	Total
1. Government Day Secondary School Azare	SSII A-C	162

Source: Government Day secondary School Azare. Record of enrolment 2022/2023 session

Sample size

The sample size for this research is twenty three (23) students that were identified using conduct disorders Scale teachers version developed by Waschbusch (2007)

Sampling Techniques

The study employed Purposive sampling, which is a sampling method where by the participant will be sampled on the basic of typicality or because they are satisfactory to the researcher's needs. (creswell,2002) For this research purposive is more suitable because the subjects have the same characteristics. For example, those with conduct behavior manifest certain features that are in common with one another.

Data Collection Instruments
Data was collected using questionnaires title "conduct disorders scale – teacher version" developed by Waschbusch (2007) and end of Term Examination Records for students in the selected school

Table 2:$H0_1$. There is no significant difference between conduct disorder and academic performance.

Variables	Mean	S.D	Alpha	P-Value	Decision
Students without Conduct Behavior	32	2.3	0.05	0.02	Reject Ho
Students with Conduct Behavior	23	1.7			

The table above indicates that every student found with conduct disorder has the mean score of 32, while students that were found with conduct disorders has a mean score of 23. The p-value was 0.02 and the alpha value was 0.05. This means that p-value obtained is less than the alpha value, therefore null hypotheses was rejected in favor of alternate hypotheses. There is significant difference between conduct disorder and academic performanc**e.**

Conclusion
Based on the result obtained from this study, it was concluded that the academic performance of Senior secondary school students with conduct disorder was influence negatively since the mean score obtained from those without conduct disorder which is 32 is higher than those with conduct disorder which is found to be 23 therefore is affected negatively. It is therefore, need to be given extra lesson using different strategy in order to meet their unique need academically.

Recommendations
Based on the finding of this study, the following recommendations are made:

1. There should always be a conducive learning environment that will help them to improve academically
2. Specialist in the area of psychology should be employed to guide those students both academically and socially
3. Teachers of students with conduct disorders should Endeavour to always use individualized learning approach, as this will help to discover the learning styles of each students so that instruction could be tailored to suit each student's learning style.

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