

INFLUENCE OF PERSONALITY TYPES ON ANTI-SOCIAL BEHAVIOURS AMONG SECONDARY SCHOOL STUDENTS IN OBIO/AKPOR LOCAL GOVERNMENT AREA OF RIVERS STATE

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Abstract

This study investigated, 'Influence of Personality Types on Antisocial Behaviours among secondary school students in Obio/Akpor Local Government Area of Rivers State'. Type A and B personalities were the independent variables while truancy, bullying, peer victimization and aggression were the dependent variables of this study. Four research questions and four null hypotheses guided the conduct of this study. The study adopted the ex-post facto research design. 600 secondary school students were used for the study and were drawn through stratified random sampling technique. Data was collected using two instruments, PTAS and ABAS. In order to establish the reliability of the instruments, Cronbach Alpha method was used. PTAS which were made up of two sections had a coefficient of 0.69 for section A, and 0.66 for section B. After adding and dividing their values by 2, the overall coefficient obtained was 0.68. On the other hand, the ABAS which were made up of four sections had the following coefficient, 0.74, 0.63, 0.64 and 0.68 respectively for truancy, bullying, peer victimization and aggression. After adding the values and dividing by 4, the overall coefficient obtained was 0.68, for Personality Type Assessment Scale and Antisocial Behaviour Assessment Scale respectively. The findings of the study revealed that, Type A personality had a greater influence on truancy than Type B personality, on bullying, the findings shows that Type A personality had influence on bullying than Type B personality. On peer victimization, the findings revealed that Type A personality has no influence on Type B personality. Then, on aggression, the findings indicated that Type A personality had a greater influence on Type B personality. Some recommendations were made, among which is that effort should be made by parents, school administrators, school guidance counsellors, and classroom teachers in guiding the students particularly those with type A personality. Implication of the findings and suggestions for further studies were made.

Introduction

Behaviour is considered abnormal or antisocial if it is uncommon, different from the norm and does not conform to what society expects. This idea is also closely related to the statistical approach to define abnormality which rest on the idea that differences in human behavior tends to fall into a normal distribution curve (Nwankwo, 2007). A particular behavior is not acceptable or is antisocial if any of these three criteria is seen; the behavior does not allow a person to function effectively with others as member of society, if the behavior does not permit the person to meet his or her own needs and the behavior has negative effect in the well-being of others (Biehler, 1976).

However, young people are segregated from adult society and such segregation serves as an important contribution to antisocial behavior by teenagers. Period of adolescence is the most crucial period in the life of human beings and is the stage where life reaches its peak (Nwankwo, 2007). Children are eager to learn new experiences, to find new relationships, to examine resources of inner strength and fathom the strength of inner ability. However, antisocial personality disorder is one of the most significant types of personality disorder (Biehler, 1976). Personality type on the other hand refers to the psychological classification of

different types of individuals according to their behavioural traits, attitudes, preferences, way of life etc. Personality types are sometimes distinguished from personality traits with the latter embodying a smaller grouping of behaviour tendencies.

Type A personality concerns how people respond to stress. Type A individuals tend to be very competitive and self-critical. They strive toward goals without feeling of sense of joy in their efforts or accomplishments. Inter-related with this is the presence of a significant life imbalance. This is characterized by a high work involvement. Type A individuals are easily 'wound up' and tend to overreact. They also tend to have high blood pressure (hypertension) Bates (2006).

Type A personalities experience a constant sense of urgency; they seem to be in a constant struggle against the clock. Often, they quickly become impatient with delays and unproductive time schedule commitments too tightly, and try to do more than one thing at a time, such as reading while eating or watching television. Again, they tend to be easily aroused to anger or hostility, which they may or may not express overtly. This appears to be the main factor linked to heart disease.

Type B personalities are generally patient, relaxed, easy-going and at times lacking an overriding sense of urgency. Because of these characteristics, Type B individuals are often described as sympathetic and disengaged by individuals with Type A or other personality types (Myers, Briggs and Peter 1995). Type B individuals are calm and have an easy going attitude. They are fun-loving and are relatively less competitive. They are also better at relaxing without feeling guilty and they work without getting anxious or agitated. They are laid back and not easily stressed. While type B's can be achievers too, still they will not be as competitive as type A's. They can delay work and do it in the last moment. Some of them can turn into procrastinators which is something that a type A can never do.

People with social problems make life miserable for those around them. They typically display no regard for the moral or ethical rules of the society or the rights of others, manipulating people and situation for their own benefits. They display little guilt when they have injured someone else and even understand that they may have caused a person some harm but feel no remorse (Liebert and Spiegler, 1990). However, the study considers how personality types influence truancy, bullying, peer victimization and aggression. It is expected that parents, school administrators, school guidance counsellors, and classroom teachers should put in more effort in guiding the students particularly those with type A personality.

Statement of the Problem

Antisocial behaviours seem to be a plaque eating deep into the fabric of our nation. When secondary school students engage in behaviours that are inimical to social norms, this could lead them to become miscreants. Some of them could grow up to street fighters, assassins, hoodlums just to mention a few.

Students who engage in antisocial behaviours may not be entirely free from hurts, cuts and injuries. Aggression may escalate to the level of fight and some may sustain injuries through it, and some may be maimed for life. Academically, they will end-up having poor grades. Since these students are made up of different personality types, the problem of the study therefore is how do personality types influence antisocial behaviours among secondary school students?

Aim and Objectives

The study aimed at determining the influence of personality Type A and B on antisocial behaviours among secondary school students in Obio/Akpor Local Government Area, Rivers State. The objectives of the study are as follows:

1. To determine how Type A & B personalities influence truancy among secondary school students.
2. To examine how Type A & B personalities influence bullying among secondary school students.
3. To find out how Type A & B personalities influence peer victimization among secondary school students.

4. To find out how Type A & B personalities influence aggression among secondary school students.

Significance of the Study

The study would have a great impact on the students since different people possess different personality types, the students would be aware of which personality type he/she possess. This would enable them guard themselves against involvement in antisocial behaviours.

The study would also be significant to school teachers, by making it easy to differentiate between students with Type A and B personality, like wise school administrators and guidance counsellors for easy counselling service.

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance were formulated to guide the conduct of this work:

- 1) The joint and independent influence of Type A and B personalities do not significantly influence truancy among secondary school students.
- 2) The joint and independent influence of Type A and B personalities do not significantly influence bullying among secondary school students.
- 3) The joint and independent influence of Type A and B personalities do not significantly influence peer victimization among secondary school students.
- 4) The joint and independent influence of Type A and B personalities do not significantly influence aggression among secondary school students.

Method

Ex-post facto design was used for this study; this is because the students have already been existing in their different personality types without the making of the researcher. With this design, the researcher could determine the consequences of their different personality types in exhibiting some antisocial behaviours. As explained by Kpolovie (2010), ex- post factor design is a methodological approach for eliciting possible or probable antecedents of events that have occurred already and which cannot be subjected to the direct rigorous manipulation and control by the researcher.

The population of the study is made up of all senior secondary school students in ten public secondary schools in Obio/Akpor local government area of Rivers state. The number of the students as at the time of this study was five thousand, three hundred and thirty-one (5,331) senior students as gotten from the school authorities and Rivers State Secondary School's Board (2013). A sample of 600 senior secondary students was used for this study. It was obtained through non-proportionate stratified random sampling technique. The essence is to ensure greater representativeness on the part of the participants.

Two instruments were used for this study. They are personality type assessment scale (PTAS) and Anti-social Behavior assessment Scale (ABAS). The first instrument contains two sections (A and B), while the second instrument contains four sections (A, B, C, and D), made up of forty (40) items in each section, designed on a 4 point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Using cronbach Alpha method of analysis, the first instrument (PTAS) made up of two sections, had an overall co-efficient of 0.68. Whereas the second instrument (ABAS) made up of four sections also had an overall co-efficient of 0.68. Thus, the validity and reliability co-efficient obtained from the two instruments are adequate.

The instruments were administered to the students through direct approach. By direct approach, the instruments were administered directly to the students and there was also an immediate retrieval to avoid instrument mortality. All the research questions were answered using multiple regressions, while Anova and t-test associated with multiple regressions were used to determine the null hypotheses under the probability of 0.05 level.

Results

The results were presented in line with the research questions and hypotheses in the tables below.

Research Question 1:

To what extent do personality type A and B jointly and independently influence truancy among secondary school students?

Hypothesis 1:

Type A and B personalities do not jointly and independently have significantly influence on truancy among secondary school students.

To answer this research question, multiple regression analyses was used. Later its significance was determined using Anova associated with multiple regressions. The results are as presented in table 4.1 below:

Table 4.1: Multiple regression showing the influence of Type A and B personalities combine on truancy

| Variable | N | X | SD | R | R ² | Adjusted R ² | Std. Error |
|--------------------|-----|-------|------|-------|----------------|-------------------------|------------|
| Truancy | 600 | 8.79 | 2.53 | | | | |
| Type A personality | 600 | 26.76 | 4.31 | 0.071 | 0.005 | 0.002 | 2.53 |
| Type B personality | 600 | 24.55 | 5.78 | | | | |

Predictors (Constant) Type B Personality and Type A Personality

The results in Table 4.1 revealed that the mean scores of the students on truancy, Type A personality and Type B personality scales are 8.79, 26.76, and 24.55 respectively. The multiple regression coefficient (R) is 0.071 while R-square and adjusted R-square are 0.005 and 0.002 respectively. This means that Types A and B personalities jointly had low influence on truancy, and that only about 5% of the variations in the students involvement in truancy can be explained by their personality types, while the remaining 95% may be due to other factors outside the scope of this study.

Research Question 2:

To what extent do Type A and B personalities jointly and independently influence bullying among secondary school students?

Hypothesis 2:

The joint and independent influence of Type A and B personalities do not significantly influence bullying among secondary school students with multiple regressions. The results are as presented in table 4.1 below:

Table 4.4: Multiple regression showing the influence of Type A and B personalities combine on bullying

| Variable | N | X | SD | R | R ² | Adjusted R ² | Std Error |
|--------------------|-----|-------|------|-------|----------------|-------------------------|-----------|
| Bullying | 600 | 9.15 | 2.34 | | | | |
| Type A personality | 600 | 26.76 | 4.31 | 0.073 | 0.005 | 0.002 | 2.33 |
| Type B personality | 600 | 24.55 | 5.78 | | | | |

Predictors (Constant) Type B Personality and Type A Personality

The results in table 4.4 reveals that the mean scores of the students on bullying, Type A and B personality scales are 9.15, 26.76 and 24.55 respectively. The multiple regression coefficient (R) is 0.073 while R-square and adjusted R-square are 0.005 and 0.002 respectively. This means that Type A and B personalities jointly had low influence on bullying, and that only

about 5% of the variations in the students involvement in bullying can be explained by their personality types, while the remaining 95% may be as a result of other factors outside the scope of this study.

Research Question 3:

To what extent do Type A and B personalities jointly and independently influence peer victimization among secondary school students?

Hypothesis 3:

The joint and independent influence of Type A and B personalities do not significantly influence peer victimization among secondary school students.

Table 4.7: Multiple regression showing the influence of Type A and B personalities on peer victimization

| Variable | N | X | SD | R | R ² | Adjusted R ² | Std Error |
|--------------------|-----|-------|------|-------|----------------|-------------------------|-----------|
| Peer victimization | 600 | 9.35 | 2.30 | | | | |
| Type A personality | 600 | 26.76 | 4.31 | 0.136 | 0.018 | 0.015 | 2.274 |
| Type B personality | 600 | 24.55 | 5.78 | | | | |

Predictors (Constant) Type B Personality and Type A Personality

The results in table 4.7 showed that the mean score of the students on peer victimization, Types A and type B personality scales are 9.35, 26.76 and 24.55 respectively. The multiple regression coefficient (R) is 0.136 while R-square and adjusted R-square are 0.018 and 0.015 respectively. This means that Type A and B personalities jointly had influence on peer victimization to some extent, and that only about 18% of the variations in the students involvement in peer victimization can be explained by their personality types, while the remaining 82% may be as a result of other factors outside the scope of the study.

Research Question 4:

To what extent do Type A and B personalities jointly and independently influence aggression among secondary school students?

Hypothesis 4:

The joint and independent influence of Type A and B personalities do not significantly influence aggression among secondary school students.

Table 4.10: Multiple regression showing the influence of Type A and B personalities combine on aggression

| Variable | N | X | SD | R | R ² | Adjusted R ² | Std Error |
|--------------------|-----|-------|------|------|----------------|-------------------------|-----------|
| Aggression | 600 | 7.72 | 2.23 | | | | |
| Type A personality | 600 | 26.76 | 4.31 | 0.15 | 0.23 | 0.019 | 2.21 |
| Type B personality | 600 | 24.55 | 5.78 | | | | |

Predictors (Constant) Type B Personality and Type A Personality

The results in table 4.10 revealed that the mean score of the students on aggression. Type A and B personality scales are 7.72, 26.76, and 24.55 respectively. The multiple regression coefficient (R) is 0.150 while R-square and adjusted R-square are 0.23 and 0.019 respectively. This indicates that Type A and B personalities had jointly influence aggression to some extent, and that about 23% of the variations in the students' involvement in aggression could be explained by their personality types, while the remaining 77% may be as a result of other factors outside the scope of the study.

Discussion

Findings on hypothesis one indicates that Type A and B personalities do not have significant influence on truancy among secondary school students at 0.05 alpha level. The calculated value (F-value) 1.5 was significant at 0.224 level which is higher than 0.05 our chosen level of probability. Hence the null hypothesis was retained. The findings however is in agreement with the assertion of Baker (1998) who indicated that the students truant behaviour was not associated with their personality types, but was as a result of physical aggression from peers.

Findings on hypothesis two revealed that Type A and B personalities do not jointly and independently have significant influence on bullying among secondary school students at 0.05 alpha levels. The calculated table value (F-value) 1.594 was significant at 0.204 levels which is higher than 0.05 chosen level of probability. Hence, the null hypothesis was also retained. This is in disagreement with the work of Olweus and selberg (2003) whose findings revealed that bullying and whipping among secondary school students was associated with aggressive personality.

The result of hypothesis three revealed that Type A and B personalities jointly and independently have significant influence on peer victimization among secondary school students at 0.05 alpha levels. The calculated table value (F-value) was 5.613, significant at 0.004 levels which is lower than 0.05 chosen level of probability. Hence, the null hypothesis was rejected. This finding however contradicts the assertion of Crick (2011) who found that peer victimization among students was associated with behavioural maladjustment. This disagreement may be as a result of factors outside the scope of this study, for instance, environment, location and type of instrument used.

Hypothesis four showed that Type A and B personalities jointly and independently have significant influence on aggression among secondary school students at 0.05 level of probability. The calculated table value (F-value) was 6.6886 significant at 0.001 levels, which is lower than 0.05 level of probability. Hence, the null hypothesis was rejected. This finding is in agreement with Mcleod (2011) whose findings revealed that students with Type A personality have greater level of aggressive behaviour especially under provocation.

Recommendations

Based on the findings of this research, the researcher wishes to make the following recommendations:

1. Students with Type A personality should develop the habit of being punctual in school and conduct themselves while in school; they should also learn to stay in school till the closing hours. While those with Type B personality should continue to exhibit the habit of being punctual in school, conducting themselves properly and staying in school till closing hours.
2. Classroom teachers should understand that students with Type A personality are more vulnerable to bullying; therefore, teachers should know how to go along with them in their classes in order to have a full control of the class.
3. Students who understand they belong to Type A personality should learn to be tolerant and not over-react whenever their peers make them angry. While those with Type B personality should continue to be tolerant and approach issues boldly when they are victimized by their peer.
4. It is also recommended that classroom teachers should intensify effort to deal properly with students who exhibit aggressive behaviours among their peers. Also, a referral service should be made to school guidance counselor for counselling services.

Conclusion

The study brings out clearly the characteristics of both Type A and B personalities. This will assist the school guidance counselors in giving out relevant therapeutic counseling services to the students, especially those with Type A personality, also to extend their professional practice to include even the school teachers.

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