

The Influence of Involvement in Behaviour Problems on Learners' Academic Performance in Nairobi County, Kenya

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Abstract: *This study sought to determine the influence of involvement in behaviour problems on learners' academic performance in Nairobi County, Kenya. There is abundant evidence to support the correlation between children's behaviour problems and academic performance. Behaviour problems are exhibited by learners of different ages and educational levels and interfere with learning, development and also negatively affect those around the learner's environment. They may include aggression, drug and substance abuse and teenage sex, among others. These behaviour problems significantly affect learners' academic performance and hence academic achievement. Further, behavioural problems interrupt academic progress and create conditions that make it difficult to achieve educational objectives. Findings of this study revealed that overall academic performance of learners who were involved in behaviour problems was significantly lower than those who were not involved in behaviour problems.*

Key words: Behaviour Problems, Learners, Academic Performance

1. Introduction

Today's children are exposed to so much and are easily influenced by what is happening around them, (Munroe & Burrows, 2007; Santrock, 2002). When children are left unsupervised for long periods of time coupled with influence from exposure to different types of media, they involve themselves in problem behaviour that may affect their academic achievement (Kinai, 2002).

It must be noted that while there are so many factors that influence learners' academic performance, learners' behaviour plays a crucial role. Learners who are well behaved are highly likely to perform well academically. For learners to succeed, they must have a combination of academic excellence and good behaviour. Parents and teachers should ensure that children develop good behaviours as they grow up by emphasizing the importance of hard work, self-discipline, obedience, and academic achievement (Chao, 2001).

2. Statement of the Problem

There is reported increase in learners' involvement in behaviour problems. Behaviour problems negatively influence learners' academic performance and overall development. The media, both electronic and print has highlighted issues such as student unrest in schools and poor academic performance. Students in some schools have gone on strike destroying property worth millions of shillings by burning school dormitories, administration blocks and laboratories. Some have also died during such cases, (Standard Newspaper November 13, 2010).

There is a high incidence of behaviour problems in school going children. For instance a study conducted by the Child Welfare Association revealed that 1 in every 15 Kenyan students is abusing drugs or alcohol and children as young as 8 years use drugs (Stephenson, 2010). Kwamanga, Odhiambo and Amukoye, (2003) carried out a study on Prevalence and Risk factors on Smoking among Secondary School students in Nairobi. The study findings revealed that children as young as 12 years smoke cigarettes although a majority of them start at the age of 12-16 years.

Mwololo (2010) observes that during school holidays in Kenya especially in Nairobi, shopping malls are thronged with noisy teenagers. Teenagers, most of whom cannot be a day over 16, drink themselves silly, so much such that some even proceed to get intimate with each other in public. Petrol stations are also popular meeting points for those who have access to cars. They drink alcohol, take other drugs and dance to blaring music coming from their parked cars. Many young children have been reported as engaging in pre-marital sexual activities and child prostitution occasioning adolescent pregnancy and dropping out of school (The Kenya Demographic Health Survey (KDHS), 2003; Ikamari & Towett, 2007).

This study therefore sought to determine the influence of involvement in problem behaviour on learners' academic performance in Nairobi County, Kenya.

3. Literature Review

Literature reviewed indicates that children commonly involve themselves in the following problem behaviours:

- Substance abuse related behaviour problems
- School attendance related problems
- Aggression related behaviour problems
- Teenage sex related behaviour problems

a) Substance Abuse Related Behaviour Problems

An increasing number of children, especially adolescents, engage in drug and substance abuse as shown by a large number in rehabilitation facilities (Santock, 2002). Otieno and Ofulla (2009) conducted a cross sectional study to determine the factors associated with drug abuse among secondary school students in nine schools in Kisumu town, Western Kenya. Results from this research showed that 57.9% of the respondents had consumed alcohol at least once in their lives, 34.7% had abused tobacco, 18% had abused cannabis, 23.1% had abused *khat* and 5.2% had used inhalants and/cocaine. The study concluded that drug abuse is widespread in secondary schools in Kisumu and the age group most at risk was 16 – 18 year olds.

Kwamanga et al. (2003) conducted a cross sectional study to determine the prevalence of smoking and to investigate factors that may influence smoking behaviour in 5,311 secondary school students in Nairobi and found out that 70.1% were habitual smokers. Children as

young as 8 years old use drugs due to many reasons among them, peer pressure and curiosity. Kenyan probation officers state that children abuse drugs to fit in, feel older and for some, it is what they see happening in their homes (Stephenson, 2010).

A study conducted by Kinyua (2009) in Embu District on drug and substance abuse in secondary schools and its implications for students' discipline, showed that many students in the ages of 15-24 years abuse drugs. It further revealed that, drug and substance abuse amongst students leads to indiscipline, truancy, theft, sneaking out of school, other conduct disorders and on the overall, poor academic performance.

b) School Attendance Related Behaviour Problems

Dropping out of school has been viewed as a serious educational and societal problem for many decades. Many dropouts take with them educational deficiencies that severely curtail their economic and social wellbeing throughout their lives. Children dropout of school because of various reasons among them: not liking school, being expelled or suspended for misbehaviour, economic reasons and personal reasons such as teen pregnancy or marriage (Santrock, 2002; Adaji et al., 2010).

Research results have previously indicated that some children drop out of school early in order to look for jobs to boost their family's income (Wachira, 2002). However, a study conducted by Akpan et al. in Uyo, Nigeria revealed that truancy is a major problem in children with behavioural disorders and this could account for the high school absenteeism among these children.

c) Aggression Related Behaviour Problems

Children respond to the difficulties they encounter through outward manifestation of many behaviours that translate to conduct disorders. Children show non-compliance to school rules and engage in destructive school strikes. Some engage in aggressive acts towards fellow students as noted when acts of bullying cause serious bodily harm to other students. Others kill their fellow students through arsonist fires or other brutal acts, while others resort to rape orgies and other sexual crimes like sodomy that result in not only bodily harm, but great psychological harm to the victim (Ngwiri, 2008).

Studies conducted by Kinai, (2002) and Wang'eri (2007) reported that some students engage in conduct disorders such as bullying and aggression where brutal acts such as arsonist fires, have resulted in bodily and psychological harm to victims who are fellow students. Cases of students' unrest have been rampant in which dormitories, laboratories and office blocks have been reduced to ashes during strikes and property worth millions of shillings destroyed. Several students have also died in such chaos (Standard Newspaper November 13, 2010).

d) Teenage Sex Related Behaviour Problems

The approval of and proportion of children engaging in premarital teenage sex has increased considerably in recent decades (Lauer & Lauer, 2000). Santrock (2005) states that, some adolescent children become sexually active and engage in sex before the age of 16 years. Early sexual activity is linked with other risky behaviours such as excessive drinking, drug use, delinquency and school related problems. A study conducted in Kenya by Adaji, Warenus, Ong'any and Felix (2010) indicated that sexual activity begins early, with 42% of girls aged 15-19 years having ever had sexual intercourse and 17% currently being sexually active.

More than 200,000 females in the United States have a child before their 18th birthday. In a study of 46 developed countries, Russia had the highest adolescent pregnancy rates with the United States not far behind, (Santrok, 2005). Lee, Chen, Lee, and Kaur (2006) conducted a cross-sectional survey conducted on 4,500 adolescent students based on a structured questionnaire. The study revealed that 5.4% of the total sample was reported to have had sexual intercourse. The mean age at first sexual intercourse was 15 years and 1% of students reported that they had been pregnant or had made someone else pregnant.

Alo and Akinde (2010) conducted a study to investigate pre-marital sexual activities in an urban society of South-west Nigeria. They used interview method to collect information from a sample of 2,500 women within the age bracket of 15-49 years. The results revealed a very high rate of sexual activities; 14.24% had sex before age 14 and 84% had sex before their 20th birthday at which age only 1.28% of the sample had married.

A study conducted by Adaji et al. (2010) on the attitude of Kenyan in-school adolescents towards sexual autonomy indicated that unwanted pregnancies and abortions are reported to be prevalent among Kenyan in-school girls. Teen pregnancies were reported to be 10.5% and 13.5% in two large hospitals in Nairobi respectively. KDHS, (2003) reported that young persons aged 15- 24 years were engaging in high-risk sex and that the median age of first sex was 17.8 years.

Involvement in Behaviour Problems and Academic Performance

Children who may be exposed to the use of illegal drugs and substances may not achieve their academic goals. Drug and substance abuse leads to poor school attendance and loss of memory leading to poor performance. It may also lead to defiance, poor interpersonal

relationships between other students and teachers, self-neglect, irresponsibility, rudeness, aggression, violence and this may result in suspension or expulsion from school hence missing out on learning time. Teenage pregnancies too can potentially disrupt whole school lives and affect academic achievement (Santrock, 2002, 2005; Sunday, Linnea, Antony, & Elizabeth, 2010).

Lane, Barton-Arwood, Nelson, and Wehby (2008) conducted a study to examine the academic, social and behavioural performance of elementary and secondary students with emotional and behavioural disorders receiving services in a self-contained school for this population in America. The results were consistent with earlier investigations reporting sub-average academic performance among this group of children.

Akpan et al. (2010) carried out a study in Uyo, Nigeria to determine the effects of behavioural disorders on academic performance of urban school children. The study findings revealed that the overall academic performance of pupils with behavioural problems was significantly lower than those without behavioural problems. They therefore concluded that behavioural disorders are associated with poor academic performance in school. A similar study conducted by Nelson, Benner, Lane, and Smith (2004) to investigate the achievement of K-12 students with emotional and behavioural disorders in public school settings also showed that children with behavioural disorders consistently show moderate to severe academic achievement deficits.

Ojwang' (2005) conducted a study on the causes and effects of students' unrest in Rachuonyo District using questionnaires and interviews. His respondents were 275 comprising of members of the governing board, community members and parents. The study showed that

student unrest leads to school dropout, is demotivating to students and hinders examination performance. In the study conducted by Kinyua (2009) in Embu District on drug and substance abuse in secondary schools and its implications for students' discipline, it emerged that many students in the ages of 15-24 years abuse drugs and this leads to poor academic performance. Behaviour problems significantly affect children's academic achievements whereby many drop out of schools and others perform dismally in academics (Kinai, 2002).

4. Methodology

This study sought to determine the influence of involvement in behaviour problems on learners' academic performance. The research study used mixed method involving descriptive and correlational research designs. Quantitative data was collected from learners using questionnaires. The population of study was drawn from three randomly selected sub-counties of Nairobi County namely: Dagoretti, Lang'ata and Starehe. Fifteen schools were randomly selected from the three sub-counties. A total of 400 learners from regular public secondary schools were randomly selected for the study. Research data was collected through questionnaires. Statistical Package for Social Sciences (SPSS) software was used to analyse quantitative data.

5. Study Findings

Common Behaviour Problems Exhibited by Learners

To establish common behaviour problems exhibited by learners, respondents were given a list of common behaviour problems and were asked to indicate their level of involvement.

The findings are presented in Table 5.1.

Table 5.1

Number of Learners by level of Involvement in Behaviour Problems

Behaviour Problems	None		Low		Moderate		High		Very High		Total	
	F	%	F	%	F	%	f	%	F	%	f	%
Substance Abuse	319	82	22	6	11	3	22	6	14	4	389	100
School Attendance	292	75	35	9	22	6	29	7	12	3	389	100
Aggression	225	58	63	16	33	8	49	13	20	5	389	100
Teen Sex	285	73	26	7	21	5	28	7	29	8	389	100

The study findings revealed that: 319 (82%) of learners indicated that they had no involvement with substance abuse related behaviour problems, 292 (75%) indicated that they had no involvement in school attendance related behaviour problems, 285 (73%) indicated that they had no involvement in teen sex related behaviours and, 225 (58%) indicated that they had no involvement in aggression related behaviour problems. Therefore, the study findings indicated that a majority of learners have never been involved in behaviour problems.

However, 63 (16%) of learners indicated that they had low involvement in aggression related behaviour problems, 35 (9%) indicated that they had low involvement in school attendance related behaviour problems, 26 (7%) indicated that they had low involvement in teen sex related behaviour problems and 22 (6%) indicated that they had low involvement in substance abuse related behaviour problems. In addition, 29 (8%) of the learners indicated that they had very high involvement in teen sex related behaviours, 20 (5%) indicated that they had very high involvement in aggression related behaviour problems, 14 (4%) indicated

that they had very high involvement in substance abuse related behaviours and 12 (3%) indicated that they had high involvement in school attendance related behaviour problems.

These findings are supported by results of previous research studies which have indicated that learners drink alcohol and abuse drugs (Kinya, 2009; Otieno and Ofulla, 2009; Stephenson, 2010), and others are smokers (Kwamanga et al., 2003; Stephenson, 2010). Similarly, it is consistent with previous research findings (Lee, et al., 2006; Lauer and Lauer, 2000; Santrock, 2005; KDHS, 2003; Ikamari and Towett, 2007; Adaji et al., 2010; Alo and Akide, 2010) indicating that children are engaging in sexual activities. Many learners are becoming sexually active by engaging in sexual activities at a very young age.

The study results are also supported by other previous research results on school attendance related behaviour problems such as truancy and dropping out of school. Studies conducted by Adaji, et al., (2010) and Akpan, et al., (2010) established that learners engage in truancy and others drop out of school for various reasons. The results are also supported by previous findings (Kinai, 2002; Wang'eri, 2007) on aggression related behaviour problems indicating that learners engage in various acts of aggression such as bullying and destruction of property.

Influence of Problem Behaviours on Academic Performance

To find out the influence of involvement in behaviour problems on learners' academic performance, learners were asked to rate themselves in relation to general performance in school. This question was a precursor to the question on academic performance.

The findings of the study are presented in figure 5.1.

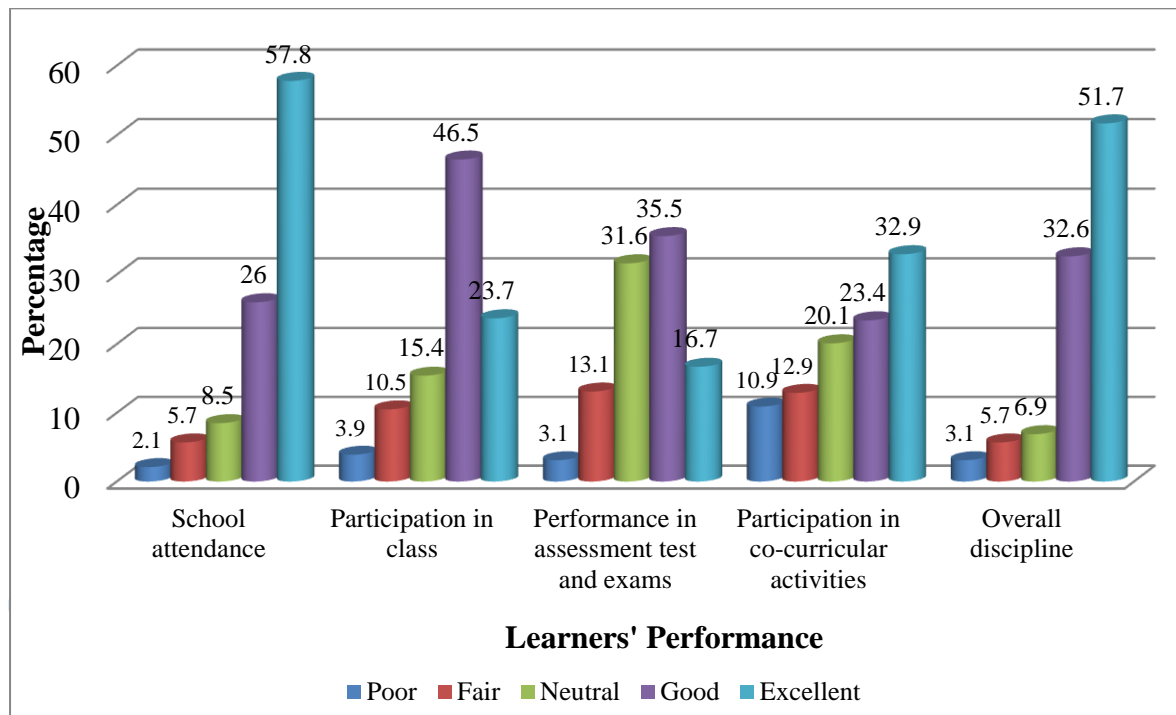


Figure 5.1: Learners' Performance

The study results showed that more than half of the learners rated their performance in school attendance and overall discipline as excellent. Almost half of the learners rated their participation in class as good and more than one-third of the learners rated their performance in assessment tests and examinations as good, while almost one-third of them rated their participation in co-curricular activities as excellent. The findings indicated that more than half of the learners rated themselves above average in school performance. The results also indicated that half of the learners have excellent school attendance and overall discipline.

In order to establish academic performance, learners were asked to indicate their overall grade in form two, third term. The researcher also obtained mark lists from the schools to confirm the grades given by the learners. Overall grade was used in this study because prior

studies have shown that self-reported grades and actual grades taken from schools' official records are highly correlated. The findings of the study are presented in Figure 5.2.

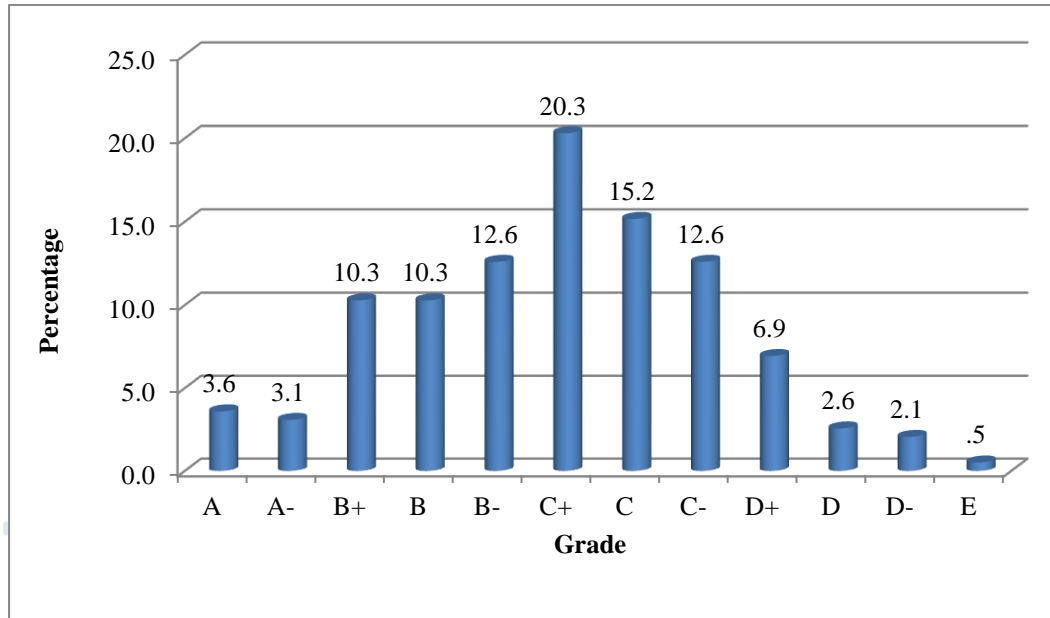


Figure 5.2: Learners' academic performance in Form Two Third Term

The study results showed that 79 (20.3%) of the respondents had an overall grade of C+, 59 (15.2%) had an overall grade of C, 49 (12.6%) had an overall grade of C-, 49 (12.6%) had an overall grade of B-, 40 (10.3%) had on overall grade of B+ and B, 27 (6.9%) had an overall grade of D+, 14 (3.6%) had an overall grade of A, 12 (3.1%) had an overall grade of A-, 10 (2.6%) had an overall grade of D and 2 (0.5%) had an overall grade of E .

The study findings revealed that more than a quarter of learners had above average academic performance of between B- and A and three quarters of learners had average performance of between C- and B-. Learners who score a grade of C+ and above qualify to join University according to Kenyan standards. Less than a quarter of the learners scored average grades of between C- and C. Very few learners scored poor grades of between D and E.

a) Influence of Involvement in Substance Abuse Related Behaviour Problems on Academic Performance

To establish the influence of involvement in substance abuse related behaviour problems on academic performance, data on involvement in substance abuse related behaviour problems was cross-tabulated with data on academic performance. The hypothesis developed was:

H_{01} : There is no significant relationship between learner's involvement in substance abuse related behaviour problems and academic performance. The findings are presented in Table 5.2.

Table 5.2

Number of Learners by Academic Performance and Level of Involvement in Substance Abuse Related Problems

Level of Involvement	Number of Learners by Academic Performance				Total
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	
None	16	104	183	17	319
Low	2	7	12	1	22
Moderate	1	3	5	1	11
High	3	8	9	1	22
Very high	3	7	4	0	14

The study findings revealed that 183 learners who had no involvement in drug and substance abuse related behaviour problems scored average grades of D+ to C+, 104 of them scored B- to B+ and 17 of them scored grade D and below. The study also found out that 16 learners who had no involvement in drug and substance abuse scored very high grades of A- to A, 12 learners who had low involvement and 9 learners who had high involvement in drug and

substance abuse scored average grades of D+ to C+. Further, the study showed that 8 learners who had high involvement, 7 learners who had very high involvement and 7 learners who had low involvement in drug and substance abuse scored high grades of B- to B+.

The hypothesis was tested using Chi-Square and the findings are presented in Table 5.3.

Table 5.3

Chi-Square Test: Learner's Involvement in Substance Abuse Related Behaviour Problems and Academic Performance.

Test Statistics	
	Substance abuse related problems and academic performance
Chi-Square	944.303 ^a
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.	

Table 5.3 shows the probability of the chi-square test statistic ($\chi^2=944.303$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner's involvement in substance abuse related behaviour problems and academic performance.

The study findings showed that 16 learners who had no involvement in drug and substance abuse related behaviour problems scored very high grades as compared to 3 learners who had high and very high involvement in substance abuse related behaviour who scored similar grades. The findings revealed a negative relationship between involvement in drug and

substance related behaviour problems and academic performance. The results are supported by Kinyua, (2009) that many students do abuse drugs and this leads to poor academic performance. It is also supported by Santrock, (2002, 2005) and Sunday et al., (2010) who observed that drug and substance abuse lead to poor school attendance and loss of memory leading to poor performance.

b) The Influence of Involvement in School Attendance Related Behaviour Problems on Academic Performance

To find out the influence of involvement in school attendance related behaviour problems on academic performance, data on involvement in school attendance related behavior problems was cross tabulated with data on academic performance. The hypothesis developed was:

H₀₂: There is no significant relationship between learner's involvement in school attendance related behaviour problems and academic performance. The findings are presented in Table 5.4.

Table 5.4

Number of Learners by Academic Performance and Level of Involvement in School Attendance Related Behavior Problems

Level of Involvement	Number of Learners by Academic Performance				Total
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	
None	18	108	152	15	292
Low	2	8	24	2	35
Moderate	1	4	16	2	22
High	4	7	19	1	29
Very high	3	4	5	2	12

The study findings revealed that 152 and 108 learners who had no involvement in school attendance related behavior problems scored average grades of D+ to C+. The findings showed that 24 learners with low involvement and 19 learners with high involvement in school attendance related behavior problems scored average grades of D+ and C+. The findings also showed that 18 learners who had no involvement in school attendance related behaviour problems scored very high grades of A- and A, 16 learners who had moderate involvement scored averaged grades of D+ to C+, 15 learners who had no involvement scored below average grades of D and below and 8 learners who had low involvement scored high grades of B- to B+.

Chi-Square was used to test the hypothesis and the findings are presented in Table 5.5.

Table 5.5

Chi-Square Test: Learner's Involvement in School Attendance Related Behaviour Problems and Academic Performance

Test Statistics		
		School attendance related behaviour problems and academic performance
Chi-Square		413.866 ^a
Df		4
Asymp. Sig.		.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.		

Table 5.5 shows the probability of the chi-square test statistic ($\chi^2=413.866$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a

significant relationship between learner's involvement in school attendance related behaviour problems and academic performance

The study findings showed that 18 learners with no involvement in school attendance related behaviour problems scored very high grades of A- to A as compared to 3 learners who had very high involvement and 4 learners who had high involvement in school attendance related behaviour problems who scored the same grades. These results indicated a negative relationship between involvement in school attendance related behaviour problems and academic performance.

c) The Influence of Involvement in Aggression Related Behavior Problems on Academic Performance

To find out the influence of involvement in aggression related behaviour problems on academic performance, data on involvement in aggression related behavior was cross tabulated with data on academic performance. The hypothesis developed was:

H₀₃: There is no significant relationship between learner's involvement in aggression related behaviour problems and academic performance.

The findings are presented in Table 5.6.

Table 5.6

Number of Learners by Academic Performance and Level of Involvement in Aggression Related Behavior Problems

Level of Involvement	Number of Learners by Academic Performance				Total
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	
None	10	79	127	9	225
Low	5	20	34	4	62
Moderate	3	9	19	3	33
High	4	15	29	2	49
Very high	5	6	6	2	20

The study findings showed that 127 learners who had no involvement in aggression related behaviours scored average grades of D+ to C+, 79 learners with no involvement scored high grades of B- to B+ and 34 learners who had low involvement scored average grades of D+ to C+. The study also showed that 29 learners who had high involvement in aggression related behavior problems scored average grades of D+ to C+, 20 learners who had low involvement and 19 learners who had moderate involvement in aggression related behaviour problems scored high grades of B- to B+ and 10 learners who had no involvement scored very high grades of A- to A.

The hypothesis was tested using Chi-Square test and the findings are presented in Table 5.7.

Table 5.7

Chi-Square Test: Learner's Involvement in Aggression Related Behaviour Problems and Academic Performance

Test Statistics	
	Aggression related behavior problems and Academic performance
Chi-Square	255.640 ^a
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.	

Table 5.7 shows the probability of the chi-square test statistic ($\chi^2=255.640$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner's involvement in aggression related behaviour problems and academic performance.

The study findings revealed that 10 learners who had no involvement scored very high grades of A- to A as compared to 5 learners with very high and 3 learners with moderate involvement in aggression related behaviour problems who scored the same grades. These findings are supported by previous research study findings (Ojwang', 2005) that learners' aggressive behaviours such unrest hinders performance in examinations and media reports that student unrest is related to poor academic performance (Standard Newspaper November 13, 2010).

d) The Influence of Involvement in Teenage Sex Related Behaviour Problems on Academic Performance

To find out the influence of involvement in teenage sex related behaviour problems on academic performance, data on involvement in teenage sex related behaviour problems was cross tabulated with data on academic performance. The hypothesis developed was:

H₀₄: There is no significant relationship between learner's involvement in sex related behaviour problems and academic performance. Findings are presented in Table 5.8.

Table 5.8

Number of Learners by Academic Performance and Level of Involvement in Teen Sex Related Behaviours

Level of Involvement	Number of Learners by Academic Performance				Total
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	
None	12	101	160	12	285
Low	1	7	15	3	26
Moderate	1	6	13	1	21
High	2	7	16	3	28
Very high	10	8	10	1	29

The study findings revealed that 160 learners who had no involvement in teenage sex related behaviours scored average grades of D+ to C+ and 101 learners who had no involvement in teenage sex related behaviours scored high grades of B- to B+. The study findings showed that 16 learners who had high involvement, 15 learners who had low involvement and 13 learners who had moderate involvement in teenage sex related behaviours scored average

grades of D+ to C+. The study findings also showed that 12 learners who had no involvement and 10 learners who had very high involvement in teenage sex related behaviour scored very high grades of A- to A.

The hypothesis was tested using Chi-Square test and the findings are presented in Table 5.9.

Table 5.9

Chi-Square Test: Learner's Involvement in Teenage Sex Related Behaviour Problems and Academic Performance.

Test Statistics	
Sex related behavior problems and academic performance	
Chi-Square	690.267 ^a
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.	

Table 5.9 shows the probability of the chi-square test statistic ($\chi^2=690.267$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner's involvement in teenage sex related behaviour problems and academic performance.

The study findings indicated that teenage sex is negatively correlated with academic performance. A majority of the students who never engaged in teenage sex performed generally better in academics than those who engaged in teenage sex. These findings are supported by (Lee, et al., 2006; Lauer & Lauer, 2000; Santrock, 2005; KDHS, 2003; Ikamari & Towett, 2007; Adaji, et al., 2010; Alo & Akide, 2010) that children are engaging in sexual

activities and many of them are becoming sexually active at an early age and it affects their academic performance.

6. Conclusion

This study sought to determine the influence of involvement in problem behaviours on learners' academic performance. The findings revealed that although a majority of learners were not involved in behaviour problems, a significant number of learners had from low to very high involvement in behaviour problems. The findings showed that learners were involved in behaviour problems that included truancy, dropping out of school, sexual activities, drinking alcohol, drug abuse, smoking cigarettes, bullying and destruction of property.

The findings further revealed that overall academic performance of learners who were involved in behaviour problems was significantly lower than those who were not involved in behaviour problems. This shows that involvement in behaviour problems negatively influences academic performance.

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