PERSONALITY TRAITS, MORAL INTELLIGENCE AND SCHOOL VANDALISM AMONG IN-SCHOOL ADOLESCENTS

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ABSTRACT
Studies linking personality characteristics and moral intelligence to school vandalism among in-school adolescents are relatively scarce. This present study examined the role of personality characteristics and moral intelligence in the adoption of school vandalism among Nigerian sample of in-school adolescents. A cross-sectional survey design was used to conduct this study with a sample of 346 (females = 50.6%, mean age =13.72 years, SD = 2.06) in-school adolescents at public and private secondary schools in Ibadan metropolis, Southwestern, Nigeria. Data were collected using the Personality Scale, Moral Intelligence Scale and the School Vandalism Scale. The results suggest that Big-Five, namely extraversion, agreeableness, conscientiousness, neuroticism and openness to experience significantly predicted school vandalism while moral intelligence also significantly predicted school vandalism of in-school adolescents. These findings suggest that personality disposition and moral intelligence influence school vandalism within the Nigerian context.

Keywords: *Personality, moral intelligence, in-school adolescents, school vandalism*

INTRODUCTION

In recent times, school vandalism has been regarded has one of the most common form of destructive behaviour confronting Nigerian public schools. Destruction of school properties, annoying paintings and drawing on the walls of schools are common forms of school vandalism practiced among pupils in schools (Oviawe, 2018; Vanderveen & Van Eijk, 2016). Vandalism has been defined as the willful or malicious destruction, injury, disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or persons having custody or control (Stahl, 2000). Similarly, Goldstein (1996) has described vandalism as:" intentional act to destruct or to deface a property not one's own". According to Goldstein (1996), broken windows, destruction of school property, (racial) graffiti, littering, burning cars, or destroying artworks are some of the behavioural manifestations of vandalism.

Evidence that suggests the prevalence rate of vandalism in Nigerian schools is yet unknown. However, there are reported rampant occurrences of vandalism in schools. For example, Oviawe (2018), reiterated the alarming rate at which infrastructure is vandalized and facilities stolen in public schools. According to Oviawe (2018), the Edo State Universal Basic Education Board (SUBEB), initiated partnership with the Edo State Command of the Nigerian police to secure infrastructure in public schools. Furthermore, Sukai (2020) informed the public that the Kaduna State Ministry of Education has entered an agreement with the State Vigilante service in order to stop vandalism, theft and kidnapping in public schools.

Studies have shown school vandalism to be associated with other related antisocial behaviour and crimes in schools (Plank, Bradshaw & Young, 2008; Vilalta & Fondevila, 2017). However, the motive behind the actions causing damages to both public and private properties has not been given sufficient explanations in literature. For instance, De Wet (2004) argued that

the adolescence period is characterized by the love of adventure, a search for excitement, and the need to discover new things and create their own identity in the society.
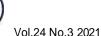
De Wet (2004) further asserted that vandalism is not intentionally committed for purpose of causing damage, but rather for excitement and pleasure, as well as a search for identity and acceptance. To buttress this assertion, Aesthetic Theory of school vandalism posits that vandalism is caused in part by the enjoyment derived from the psychological processes manifested during the destruction of an object (Allen & Greenberger, 1978). Research has documented those variables accounting for positive hedonic value associated with socially acceptable aesthetic experiences are similarly responsible for the pleasure associated with acts of destruction. (Allen, et al, 1978). The variables identified in the literature are: stimulus characteristics such as complexity, expectation or uncertainty, novelty, intensity, and patterning. Furthermore, Allen, et al. (1978), have proven that the aesthetic variables present in an object's initial appearance and in its appearance after being vandalized could serve as eliciting or discriminative stimuli for destructive behaviour.

Scholars have reached a consensus that vandalism is a common social phenomenon in the society (Anastasia, Irina, Olga & Marina, 2017; Ola & Adewale, 2014), The consequences of school vandalism can be devastating due to the fact that it has negative economic, psychological, and educational implications for education (De Wet, 2004). According to Vilalta, et al (2018) and Zuzile (2003), vandalism has caused teaching and learning to collapse as school programmes are frequently interrupted in order to repair vandalised structures by students. For any student to function optimally in this present dispensation, it is imperative that they study in a conducive learning environment characterized by good school facilities, clean school buildings and well-equipped furniture to mention a few. Notably, researchers have identified negative family, school, verbal parental abuse and neighbourhood contexts as some of the factors contributing to vandal behaviours among adolescents (Catalano, Loeber, & Mckinney, 1999; Vilalta, & Fondevila, 2018).

The high incidence of school vandalism reported suggests that school administrators and policy makers need to consider vandalism prevention programme and give recommendations in curbing the menace. Hence, it becomes imperative to detect and identify salient factors responsible for vandalism in schools in order to aid in the formulation of effective policy-making in Nigerian schools.

Handful of studies (e.g. Abamara et al, 2019; Ola et al, 2014) on vandalism focussed on public properties with scanty empirical psychological research linking personality and moral intelligence to vandalism in schools within Nigeria. The present study addresses this gap by investigating school vandalism with perspective to personality and moral intelligence of in-school adolescents. This area is still at infancy stage in Nigeria as most studies on vandalism focused on destruction of public facilities among adult sample (e.g Abamara et al, 2019). In the Psychology literature, personality trait is the enduring dispositions that persist and remain relatively stable over a period of time (Boyle, Matthews, & Saklofske, 2008). The Five Factor Model has been the most researched classification of personality traits globally (Allik, 2005; McCrae & Costa, 1997). In the model, huge numbers of traits are combined into five broad dimensions which are openness to experience, agreeableness, extraversion, conscientiousness and neuroticism. Therefore, personality traits are expected to have a profound significant influence on school vandalism among in-school adolescents in this study.

Moral intelligence is another factor that may predispose students to decrease or increase their vandalistic behaviour in schools. This area is yet to be explored. Thus, it becomes necessary to investigate moral intelligence of adolescents especially in relation to vandalistic behaviour in Nigerian schools. Lennick and Kiel (2011) defined moral intelligence as, "the mental capacity to determine how universal human principles should be applied to our values, goals, and actions. Moral intelligence consists of integrity, responsibility, forgiveness and compassion. Essentially, the broad aim of students having a great deal of moral intelligence is to make their interaction between the environment and the individual functional.

LITERATURE REVIEW
Personality and School vandalism
Empirical studies have found that personality is a significant predictor of school vandalism. (Pfattheicher, Keller, & Knezevic, 2019; Tenibiaje & Tenibiaje, 2014). Pfattheicher, et al; (2019) assessed individual differences in sadism, the dark triad of psychopathy, narcissism, and Machiavellianism as well as the HEXACO (honesty-humility, agreeableness, conscientiousness, and openness to experience) personality model. The study revealed that individual differences in sadism predict vandalistic acts that are executed for pleasure. This relation was shown to be independent of the dark triad and the HEXACO dimensions (Pfattheicher, et al, 2019). Similarly, Tenibiaje and Tenibiaje (2014) found that personality dimensions of agreeableness, neuroticism, openness to experience, extraversion and conscientiousness contributes significantly to violent behaviour among adolescents among Nigerian sample.

Moral intelligence and School vandalism
Evidence in literature posited that moral intelligence would result to a healthy and positive individuals and social systems (Bozaci, 2014). Researchers have also viewed vandalistic behaviour from the perspective of mental health (Faramarzi, Joahanian, Zarbakhsh, Salehi & Pasha 2014). Faramarzi, et al; (2014) found a positive and significant relationship between moral intelligence, normative identity and mental health problems of students. Also, there was a negative relationship between diffused-avoidant identity and mental health problems of students.

The Present Study
The present study examined personality characteristics and moral intelligence on school vandalism among in-school adolescents in Ibadan Metropolis, Nigeria. The study tested the assumption that personality contributes significantly to school vandalism. Also, whether moral intelligence is related to school vandalism of in-school adolescents.

METHOD

Participants
This study used a cross-sectional survey design. Participants were 346 in-school adolescents, who ranged in age from 10 to 20 years (Mean= 13.72 years; SD = 2.06) selected from four different secondary schools in Ibadan metropolis, Southwestern, Nigeria. Both public and private schools were selected for equal representation. Inclusion criteria were students registered in public and private secondary schools duly approved by the Ministry of Education; who voluntarily involved in the research and were willingly to cooperate with the researcher. Exclusion criteria were students in both Junior Secondary Schools (JSS 3) and Senior Secondary school (SS3) writing their examinations as at the time of the research. A summary of the socio-demographic information is presented in Table 1

Measures
Personality
This was done using 10-item Personality Scale designed by Gosling, Rentfrow and Swann, (2003). A 7-point Likert type scale was used in which participants responded to either Disagree Strongly (DS) = 1 to Agree Strongly (AS) = 7. Samples of items include; 'I see myself as Dependable and Self-discipline', 'I see myself as calm and emotionally stable'. The psychometric properties of personality characteristic scale, is as follows; an internal consistency of the scale brings has a coefficient of 0.83 while that of split-half reliability was 0.79.

Moral Intelligence

This was assessed using 26-item Moral Intelligence Scale developed by Bozaci (2014). A 5-point Likert type scale was used in which they responded to as either Always = 5 to Never = 1. Sample of items include; 'I always tell the truth, if there is not a moral inconvenience', 'I do not hesitate to say what I know correctly'. Cronbach's alpha of 0.93. Questions about moral intelligence are subjected to factor analysis. Kaiser-Meyer-Olkin coefficient is determined as 0,850, which means data set is suitable for factor analysis (sig. 0,000). Total explained variance is % 62,6. Factors are named with respect to questions they contain as; "Integrity-honesty" (1. factor), "active effort and responsibility for others" (2. factor), "accepting errors and self-forgiveness (3. factor), "taking course and secrecy" (4. factor), "accepting others' mistakes" (5. factor) and "forgiveness-consistency". The reliability coefficient was found out to be 0.90.

School Vandalism

This was done by using 15-item School Vandalism Scale developed by Kalgi and Aliyev (2015). Response format ranges from "Always=5 to Never=1. Higher scores on the scale reflect a strong tendency of vandalistic behaviour. Samples of items include: 'I like to paint classroom walls'. The author reported internal consistency coefficient (Cronbach alpha) of .969 for the scale. In addition, each factor consistency coefficients were calculated within themselves. According to this; Factor-1's internal consistency coefficient .958, Factor-2. The internal consistency coefficient of .955 and Factor-3 were found to be .922. In this study, the reliability coefficient of the scale was found to be 0.70.

Procedure

After obtaining institutional Review Board approval as well as approval from the School Principals, participants were recruited from two private and public secondary schools respectively in Ibadan Metropolis, South-western, Nigeria. Participants were visited by the researcher and two research assistants during their free period, to explain the aim of the study. Students who provided parental consent and gave signed written consent form completed the survey. Students were assured that their participation was voluntary and they are free to disengage from the research whenever they feel like doing. Time to complete the questionnaire ranges from 30 to 50 minutes.

RESULTS

 Table 1 depicts the descriptive analyses of the demographic characteristics of participants. In terms of gender representation, it is observed from the table that 171 (49.4%) were males, while 175(50.6%) were females. The ages of the participants ranged from 10 to 20 years with a mean age of 13.72 year and standard deviation of 2.06.

Table 1: Participant demographic Characteristics (N= 346)

Variables	Level	N	(%)
Gender	Male	171	(49.4)
	Female	175	(50.6)
Age	10-15 years	80	(80.9)
	16-20 years	66	(19.1)
Marital status	Never married	317	(91.6)
	Married	9	(2.6)
	Divorced	9	(2.6)
	Widowed	3	(.9)
	Separated	8	(2.3)
Type of school	Private	201	(58.1)
	Public	145	(41.9)
Religion	Muslim	20	(4.8)
	Christianity	319	(92.2)
	Traditional	7	(2.0)
Socioeconomic status	High	153	(44.2)
	Low	19	(5.5)
	Average	174	(50.3)

Table 2 showed that there was significant positive correlation between extraversion and school vandalism [r (346) = .33, p < .01]. This indicates that adolescents with high extraversion will significantly exhibit high school vandalism. The result also revealed a significant positive correlation between agreeableness and school vandalism (r = .54, p<.01). This also means increase in agreeableness will significantly lead to increase in school vandalism. It was also found that there was a significant positive relationship between conscientiousness and school vandalism (r = .36, p<.01). This indicates that increase in adolescent with conscientiousness will lead to increase in school vandalism. Furthermore, there was significant positive relationship between neuroticism and school vandalism (r = .51, p<.01). This implies that increase in participants neuroticism traits lead to increase in school vandalism. There was also significant positive relationship between openness to experience and school vandalism (r = .46, p<.01). This means that increase in openness to experience trait will lead to increase in school vandalism. Finally, there was also significant positive relationship between moral intelligence and school vandalism (r = .38, p<.01). This means that in-school adolescents who have high moral intelligence will have high school vandalism.

Table 2: Correlations, Means, and Standard Deviations of Observed Variables in Adolescents' School Vandalism

Variables	Mean	SD	1	2	3	4	5	6	7
1. School vandalism	67.39	15.71	-						
2. Extraversion	6.75	1.91	.33**	-					
3. Agreeableness	6.64	2.09	.54**	.55**	-				
4. Conscientiousness	6.86	2.17	.36**	.150**	38**	-			
5. Neuroticism	6.70	1.93	.51**	32**	.52**	.14**	-		
6. Openness to experience	7.09	2.20	.46**	..29**	.52**	26**	.342**	-	
7. Moral intelligence	24.16	8.63	.38**	.20**	29**	18**	.35**	.35**	-

**Correlation is significant at the 0.01 level (2-tailed).
 *. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that the vast majority of participants totally 108 (31.2%) like to write on the class boards while 126 (36.4%) sometimes like to write on the class boards. Majority of participants totally 304(87.9%) never enjoy breaking the branches of the school yard while 14(4.0%) sometimes enjoy breaking the branches of the school yard. Also, majority of the participants' totally 324(93.6%) never enjoy breaking the taps of the toilet of their schools while just 7(2.0%) participants always enjoy breaking the taps of the toilet of their schools. A total of 325(93.9%) participants never like to tear the calendars and picture hang on the classroom while 11(3.2%) always like to tear the calendars and picture hang on the classroom. Vast majority of 324(93.6%) never enjoy breaking the lamps of the school electric poles while 9(2.6%) frequently enjoy breaking the lamps of the school electric poles. A total of 328 (94.8%) in-school adolescents sometimes like destroying the cars of the teachers and administrator, while 6(1.7%) out of the total number of students sampled always like destroying the cars of the teachers and administrator. Furthermore, 265(76.6%) participants sometimes like to draw on the books of their classmates, while 20 (5.8%) always like to draw on the books of their classmates. A total of 335 participants representing (96.8%) never like to break the floor of their class while 6(1.7%) sometimes like to break the floor of their class. Also, a total of 323 (93.4%) participants never like to tear off the teacher's table cloth while 7 (2.0%) of in-school adolescents frequently like to tear off the teacher's table cloth. A total of 327(94.5%) never enjoy dismantling school decoration while 5(1.4%) participants sometimes enjoy dismantling school decoration. Lastly, 331(95.7%) participants never like to break school science laboratory while 4(1.2%) of them sometimes like to break school science laboratory

Table 3: Distribution of School Vandalism of In-school Adolescents

S/N	Items	Always	Frequent	Sometimes	Rarely	Never	Mean	S.D
1.	I like to write on the walls of my school	58 (13.0%)	40(16.8%)	50 (14.5 %)	21(6.1%)	177(51.2%)	2.17	1.55
2.	I like to paint on classroom walls	13 (3.8%)	6 (1.7 %)	38 (11.0 %)	15(4.3 %)	274(79.2%)	1.46	1.01
3.	I like to tear the class attendance sheet	4(1.2%)	6(1.7 %)	19 (5.5%)	9(2.6 %)	308(89.0%)	1.21	0.70
4.	I like to write on the class boards	108(31.2%)	21(6.1 %)	126 (36.4%)	25(7.2%)	66(19.1%)	3.21	1.45
5.	I enjoy breaking the branches of the school yard	12 (3.5%)	6 (1.7 %)	14 (4.0 %)	10(2.9 %)	304(87.9%)	1.30	0.90
6.	I enjoy breaking the taps of the toilet of my school	7 (2.0 %)	3(.9 %)	5 (1.4 %)	7(2.0%)	324(93.6%)	1.15	0.67
7.	I like to tear the calendars and picture hang on the classroom	11(3.2%)	3(.9 %)	6 (1.7 %)	1(.3%)	325(93.9%)	1.19	0.79
8.	I enjoy breaking the lamps of the school electric poles	3 (.9%)	9 (2.6 %)	4 (1.2 %)	5(1.4%)	324(93.6%)	1.14	0.64
9.	I like destroying the cars of the teachers and administrator	6 (1.7 %)	4 (1.2 %)	7 (2.0 %)	1(.3%)	328(94.8%)	1.14	0.66
10.	I like to draw on the books of my classmates	20 (5.8 %)	10 (2.9%)	27(7.8 %)	24(6.9%)	265(76.6%)	1.54	1.12
11.	I like to break the floor of my class	1(.3 %)	2 (.6 %)	6 (1.7 %)	2(.6%)	335(96.8%)	1.04	0.41
12.	I like to tear off the teachers table cloth	2(.6%)	7(2.0 %)	3 (.9 %)	5(1.4 %)	323(93.4%)	1.09	0.57
13.	I enjoy dismantling school decoration	4(1.2 %)	3 (.9 %)	5 (1.4 %)	5(1.4 %)	327(94.5%)	1.10	0.57
14.	I like to break school science laboratory	4(1.2 %)	2 (.6 %)	4 (1.2 %)	4(1.2 %)	331(95.7%)	1.09	0.53
15.	I like to break the school railing	4 (1.2 %)	2 (.6 %)	3 (1.2 %)	5 (1.4%)	335(96.8%)	1.07	0.46

Table 4 display hierarchical regression showing that when the first model was tested, socio demographic factors (gender, age, marital status, type of school, religion and socio-economic status) did not predict vandalism (R^2=.1, F = .66, df = 6, 339, p>.05). In the second model, personality traits (extraversion, agreeableness, conscientiousness, neuroticism and Openness to experience) when added to vandalism, the model predicted 44% change observed in vandalism (R^2=.44, F = 23.88, df = 11, 334, p<.01), Notably, agreeableness, conscientiousness, neuroticism and openness to experience were important predictors of vandalism, while extraversion had no significant contribution. In the third model, socio demographic factors and personality trait when added to vandalism, the model predicted 45% change observed in vandalism (R^2=.45, F =23.17, df = 12, 333, p<.01), Conclusively, agreeableness, conscientiousness, neuroticism and openness to experience and moral intelligence predicted school vandalism.

Table 4: Hierarchical Regression Showing the predictive role of socio-demographic factors, personality trait and moral intelligence on school vandalism

	Model I			Model II			Model III		
	B	T	Sig.	β	t	Sig.	β	t	Sig.
Gender	-.06	1.15	.24	-.01	-.36	.71	.00	-.01	0.99
Age	.01	0.32	.07	.04	0.96	.33	.04	1.12	.26
Marital status	.02	.42	.67	-.01	-.41	.68	.00	.03	.97
Type of school	-.07	-1.25	.21	.02	.57	.56	.00	0.87	.93
Religion	.03	.60	.54	.05	1.33	.18	.05	1.23	.21
Socio-economic status	.02	-.46	.64	-.02	-.63	.52	-.02	-.48	.62
Extraversion				.03	.79	.42	.03	.68	.49
Agreeableness				.19	3.08	.31	.19	3.17	.00
Conscientiousness				.19	4.22	.00	.17	3.98	.00
Neuroticism				.31	6.38	.00	.27	5.48	.00
Openness to experience				.20	4.10	.00	.16	3.29	.00
Moral intelligence							.13	2.97	.00
R		.10			.66			.67	
R^2		.01			.44			.45	
ΔR^2		.01			.42			.43	
F		.66			23.88			23.17	
Df		6, 339			11, 334			12, 333	

DISCUSSION

The study investigated the extent to which school vandalism is determined by personality traits and moral intelligence among in-school adolescents in Ibadan metropolis, South-western, Nigeria. Findings suggest that personality dimensions (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) when added to school vandalism, predicted 44% change observed in school vandalism. This implies that personality traits of agreeableness, conscientiousness, neuroticism and openness to experience contributed significantly to school vandalism among in-school adolescents, while participants' extraversion did not predict school vandalism. The results of this study pertaining to the positive association between personality and school vandalism appear to replicate previous findings reported by Pfattheicher, et al, (2019) and Tenibiaje, et al, (2014), lending further empirical evidence of the need to examine school vandalism among in-school adolescents through the perspectives of looking into their unique personality characteristics. Adolescents with a higher score of agreeableness, conscientiousness, neuroticism and openness have the tendency of engaging in destructive behaviour such as vandalism. However, extraversion personality was found not to account for school vandalism among participants. The reason extroverted in-school adolescents would not engage in destruction of school properties is partly due to their outgoing and sociability nature which prompt their attitude and intentions to abide by societal norms, engaging lesser in deviant behaviour such as vandalism.

Findings suggest that moral intelligence contributed to school vandalism of in-school adolescents. In line with previous studies (Bozaci, 2014; Faramarzi, et al; 2014), moral intelligence was positively associated with destructive behaviour (mental health) of adolescents. This implies that adolescents that score higher on moral intelligence would likely have low reported vandalistic behaviour in schools while lower score on moral intelligence index will lead to tendency of involvement in school vandalism. The findings point out that introduction of moral

intelligence in Nigerian schools is especially relevant for pupils in order to reduce the menace of deviant behaviour such as vandalism. Therefore, it becomes imperative for counselling and environmental psychologists to collaborate with relevant school administrators in the design of curriculum that will incorporate the teaching of moral intelligence in order to reduce incidence of school vandalism. In addition, school administrators should adopt strategies and innovation that strengthen the moral intelligence of students.

Some limitations should be considered when interpreting the findings. First, the study is cross-sectional in nature and therefore results should not be interpreted causally. Other unspecified factors could also affect the outcome of this study. Future studies should look at the joint roles of self-efficacy, locus of control, parental upbringing, teacher's absence and outcome expectancy in their contribution to school vandalism.

Second, the self-reported nature of the survey employed in this study rather than actual school vandalism behaviour could prompt participants' responses to test items to be influenced by social desirability and other demand characteristics which may lead to inaccurate reporting. Therefore, future research should utilize more objective and behavioural assessments to investigate the current study of this nature. Third, sample from which data were collected. This may limit the external validity of the findings. Future research should re-examine the present research problems with a more diverse sample of in-school adolescents from schools across the geo-political zones in Nigeria. Also, the study should be extended to students in higher institutions of learning such as Colleges of Education, Polytechnics and Universities in Nigeria.

Conclusion

The present study extends knowledge about factors linked to school vandalism of in-school adolescents. Specifically, personality dimensions of agreeableness, conscientiousness, neuroticism and openness to experience were important psychological factors influencing school vandalism of in-school adolescents. Also, moral intelligence influence school vandalism of in-school adolescents. These findings have implications for the prevention and intervention of school vandalism in Nigerian schools.

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