Chapter One

Introduction

1.1 Background to the Study

Antisocial behaviour is common and problematic among adolescents in secondary school. Adolescents experiencing behavioural issues face a heightened likelihood of encountering adverse consequences such as dropping out of school, facing social isolation, engaging in delinquent activities, experiencing psychological disorders, and encountering various health-related challenges which are detrimental to achieving the goals and objectives and the development of our society as adolescents are known to be the bedrock of every society.

Society has been concerned with controlling inappropriate behaviour in Adolescents and young adults since its inception. Globally, antisocial behaviour has grown to be a significant public health concern, and young people are particularly prone to it[1]. Young adults who engage in antisocial behaviour do so intending to offend, hurt, or annoy others. Assertions that disregard others' welfare are known as antisocial behaviour[2]. It encompasses a broad spectrum of disruptive conduct, varying in intensity from minor irritations such as noisy or unruly behaviour to illegal actions including, but not limited to, vandalism or physical assault.

According to certain estimates, adolescent diagnosed with antisocial conduct incurs an additional yearly cost to the public sector of between $9,000 and $15,000 in the United States[3]. Adolescents exhibiting antisocial conduct are more prone to encounter several detrimental developmental challenges, including school dropout, criminal activity,

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psychiatric disorders, and substance misuse. Nigeria's society shares some similarities with the United States of America, particularly complexities and vast population which is characterised by diverse cultural makeup with multiple ethnic groups and cultural traditions, resulting in a rich tapestry of languages, customs, and beliefs. This diversity brings complexity to social interactions, governance, and the provision of services.

Antisocial behaviour has a detrimental impact on various aspects of an individual's life and society. Academically, it leads to a disruptive learning environment, missed opportunities, decreased motivation, poor study habits, negative teacher perceptions, and limited access to resources. Physically and mentally, it results in injuries, mental health disorders, substance abuse, poor relationships, and legal consequences. Socially, it impairs social skills, isolates individuals, weakens family bonds, hinders career prospects, reduces community involvement, and influences peers negatively. Societally, it disrupts social order, increases crime rates, strains social services, affects the economy, erodes community cohesion, and weakens social capital. Addressing and intervening in antisocial behaviour is essential to promote overall well-being and societal harmony[3].

Antisocial behaviour is defined as damaging activities that target others with covert and overt animosity and intentional violence seen to be prevalent among school students. High-risk elements in the child's family environment can contribute to antisocial behaviour[4]. Some of these factors include: a family history of antisocial behaviour; substance abuse or addiction in the family; an unstable and disorderly home life; ineffective parenting methods; the use of physical and coercive punishment; parental disruption due to separation, death, or divorce; parental mental health issues, especially depression in the mother; and financial hardship due to poverty or unemployment.

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Another factor contributing to antisocial conduct is the extensive exposure to violent media such as television, movies, the internet, video games, and cartoons. Negative effects on one's psychological and physiological well-being could result from engaging in antisocial activity[5]. It increases the likelihood that a person may become alcoholic, smoke cigarettes, use illegal drugs, engage in risky sexual behaviour, suffer from despair, and commit violent acts toward others and themselves. Early-onset disruptive, violent, and antisocial conduct is enduring, may escalate in severity as Adolescents mature, and is challenging to modify. Antisocial behaviour, a developmental condition with genetic and early life experience origins, can also emerge abruptly due to brain damage[6].

Antisocial conduct is influenced by intricate inheritance patterns, gene-environment interactions, and significant environmental factors. Genetic factors significantly contribute to the aetiology of antisocial conduct, and identifying youths with heightened genetic risk may enhance treatments and preventive measures[7] Furthermore, studies highlighting the significance of gene-environment interactions in the emergence of antisocial conduct should be utilised to advocate for more rehabilitative and developmentally suitable policies that assist adolescents within the juvenile justice and social welfare systems[8,9,10].

Antisocial behaviour is influenced by genetic factors, familial socialization including parental criminality, family conflict, and inadequate parenting as well as sociocultural Globally, studies report that between 5% to 10% of adolescents exhibit persistent antisocial behaviours, including aggression, deceit, rule-breaking, and lack of empathy[11]. In Nigeria, recent findings have indicated rising incidents of youth involvement in cultism, school violence, robbery, cybercrime, and substance abuse, much of which is rooted in antisocial tendencies formed early in life. Urban centres like Lagos, Ibadan, and Port Harcourt have

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reported increases in juvenile crime rates, gang activities, and school-related violence, reflecting the widespread nature of this issue in modern Nigerian society. The frequency and public visibility of these behaviours demand urgent attention from educators, policymakers, and mental health professionals[12].

Research has shown that adolescents with antisocial tendencies are more likely to engage in criminal activities, substance abuse, and violent behaviour, which in turn disrupt social order and public safety[13]. Educational institutions suffer from increased rates of bullying, classroom disruption, absenteeism, and poor academic outcomes. Families of these individuals often experience domestic conflict, fear, and emotional strain, while communities grapple with heightened crime rates and social instability. The financial cost of addressing antisocial behaviour through law enforcement, correctional services, and mental health interventions places a considerable burden on national resources[14].

Victims of antisocial acts, such as bullying or violence, frequently suffer from depression, anxiety, poor academic performance, and social withdrawal. In the long term, individuals involved in persistent antisocial behaviour are at increased risk of school dropout, unemployment, substance dependence, criminal conviction, and incarceration[15]. In Nigeria, reports have shown rising numbers of youths in juvenile remand homes and prisons, many of whom exhibit histories of early antisocial tendencies. The loss of human potential and the perpetuation of cycles of poverty and crime signify severe social and economic damage to the country's development[16].

In early childhood, signs often include persistent disobedience, lying, defiance, and temper tantrums. As individuals progress into adolescence, these behaviours may evolve into aggression, truancy, theft, vandalism, substance use, and gang involvement. One of the most

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pervasive contemporary manifestations is bullying both physical and cyberbullying which affects an alarming number of students globally and within Nigeria's school system[17]. Furthermore, the early initiation of alcohol, tobacco, and drug use among adolescents has become a common expression of antisocial tendencies, often accompanied by risky sexual behaviours and violent conduct[18].

Families dealing with a member displaying antisocial tendencies often experience conflict, emotional distress, and breakdown in parental authority. In schools, such behaviours lead to classroom disorder, teacher burnout, and reduced educational quality, while also creating an unsafe environment for other students[19]. Communities suffer from increased crime rates, neighbourhood insecurity, and a weakened sense of trust and cooperation among residents. The cumulative effect contributes to the erosion of societal norms and the perpetuation of violence, corruption, and lawlessness in contemporary Nigerian society[20].

In Nigeria, increasing rates of urban poverty and youth unemployment have created an environment where antisocial behaviour flourishes[21]. Additionally, the accessibility of firearms, drugs, and alcohol, coupled with weakened family structures and insufficient mental health services, exacerbates the problem. Modern technology and social media platforms have introduced new avenues for antisocial expression through cyberbullying, internet fraud (popularly called "Yahoo Yahoo"), and the spread of harmful content, further complicating the issue in contemporary society[22].

Evidence suggests that early identification and intervention in children exhibiting disruptive behaviours significantly reduce the likelihood of later antisocial conduct. Schools must implement inclusive policies promoting positive behaviour, conflict resolution, and emotional literacy. Parental education, youth mentorship programmes, and stricter control

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over media content are vital strategies[23]. Additionally, government policies addressing poverty alleviation, youth empowerment, and improved access to quality education and mental health services are essential in curbing the spread and damage of antisocial behaviour in Nigeria's contemporary society[24].

Antisocial conduct can be impacted by low self-esteem in two ways: directly and indirectly. As a coping mechanism for their negative self-image, people with low self-esteem may resort to antisocial activity, which has been associated with an increased risk of participating in such behaviour[25]. When people have a healthy dose of self-confidence, they are less likely to be concerned about the repercussions of their behaviour and more likely to act antisocially. Furthermore, the means by which one gains self-esteem might impact their antisocial conduct. A high level of antisocial activity is predicted by a sense of power and control over other people. People who lack confidence are more prone to behave aggressively out of their resentment and wrath[26]. Based on the information provided, it appears that individuals with low self-esteem are more likely to engage in antisocial activity, whereas those with high self-esteem have distinct reasons for doing so. One of the voids that this study aims to fill is the seeming lack of clarity on which aspect of self-esteem impacts antisocial behaviour[27].

The self-esteem of adolescent encounters significant challenges due to the physical and emotional transformations that transpire throughout puberty, particularly in its first stages. Boys undergoing a delayed development spurt differentiate themselves from their more athletic, forceful, and masculine peers who have matured sooner. The primary risk variables for antisocial behaviour were previous drug use disorder, gender, violent responses to provocation, attention deficits, and physical altercations at school at the age of 15[28]. Self-

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esteem is an individual's subjective evaluation of their worth as a person. Self-acceptance and self-respect signify elevated self-esteem, whereas self-doubt and sentiments associated with failure denote diminished self-esteem. Self-esteem is the belief in one's ability to surmount life's essential challenges and the entitlement to happiness. The fundamental attribute necessary for success in life is self-esteem. It is posited that if an individual cultivates their self-esteem throughout youth, it will endure throughout their lifetime. Adolescents with poor self-esteem may lack the confidence to engage constructively in social relationships, resulting in the adoption of antisocial conduct as a coping strategy.

It all comes down to how much people regard themself, how proud they are of themselves, and how deserving they feel of being. It is crucial because how you feel about yourself has an impact on your behaviour. An individual with elevated self-esteem forms friendships more easily, exercises greater agency over their behaviour, and has increased overall happiness. Compared to youth with high self-esteem, individuals with low self-esteem had worse mental and physical health, less favourable economic prospects, and increased criminal behaviour in adulthood. Individuals with deficient self-control are more inclined to engage in criminal behaviour when permitted, mostly due to their inability to disregard or anticipate the long-term consequences of their conduct[30].

Historically, parents have been considered essential to Adolescents's growth and development, significantly impacting their teenage progression. Early control theories assert that fundamental child training starts at home, where parents exemplify suitable conduct for their Adolescents through certain parenting methods[31]. Parental attitudes and behaviours can significantly influence adolescent antisocial conduct. By fostering good attitudes and behaviours, parents can mitigate the likelihood of antisocial conduct and encourage prosocial

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actions. Parental warmth, a vital component of parenting attitude, refers to the degree to which parents intentionally nurture their Adolescents's personalities, self-regulation, and self-assertion via coordination, support, and responsiveness to their needs[32]. Moreover, it serves as a supporting familial element that fosters the development of adolescents' empathy abilities and improves their academic achievement. The cultivation of positive psychological traits is significantly impacted by parental warmth, effectively mitigating the onset of behavioural problems in adolescents[33].

Parental monitoring, or being aware of and involved in their child's activities and relationships, can also significantly reduce the risk of antisocial behaviour. By monitoring their child's behaviour and being aware of potential risk factors, parents can intervene and provide support and guidance to help prevent antisocial behaviour from developing. A child raised by parents with this personality makeup may grow up traumatised, devoid of purpose, and unable to establish deep interpersonal bonds. Antisocial behaviour can arise due to both genetic and environmental reasons[34]. Furthermore, there is a substantial likelihood that the personality structure associated with antisocial conduct will manifest in a child who has a genetic propensity for it and is reared in a manner that activates that propensity. Impulsive, impatient, and frequently unconcerned with their ostensible responsibilities, antisocial people exhibit these traits. As a parent, this can result in inconsistent discipline, and negligent parenting, and can compromise the ability to provide appropriate care[35].

The school environment serves as a vital social context for adolescents, influencing their sense of belonging, academic motivation, and overall well-being. School connectedness pertains to the degree to which students experience engagement, support, and integration within their educational environment. Elevated levels of school connectedness correlate with

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favourable academic results, enhanced emotional well-being, and a decrease in participation in risky behaviours. Adolescents who demonstrate a greater sense of school connectedness show elevated levels of prosocial behaviour. It has been observed that lower levels of school connectedness represent a notable risk factor for negative behaviours among teenagers. Research indicates that adolescents exhibiting more violent behaviours tend to report receiving diminished support from educators. Parental warmth significantly influences the development of adolescents' physical and mental health, while a robust sense of school connectedness fosters prosocial behaviour and effectively mitigates the adverse effects associated with low levels of gratitude[35].

1.2 Statement of the Problem

The increasing prevalence of adolescent antisocial behaviour has become a cause of concern and anxiety in contemporary society. This behaviour is characterised by acts of aggression, hostility, defiance, and malice, often lacking any sense of remorse. It can manifest as overt actions, such as fighting, bullying, vandalism, and destructive behaviour, or covert activities like theft and deceit, committed with the intent to evade detection. The growing incidence of harmful behaviours such as smoking, substance abuse, cheating, and disrespect among adolescents poses significant challenges to both personal development and societal progress. Recent statistics underline the seriousness of this issue. According to a report by the United Nations Office on Drugs and Crime (UNODC), Nigeria has witnessed a steady rise in youth involvement in antisocial and criminal activities, with over 35% of reported juvenile cases involving theft, vandalism, and assault. Furthermore, a national survey conducted by Nigeria's National Bureau of Statistics (NBS) revealed that over 40% of secondary school students in urban and semi-urban areas admitted to engaging in at least one

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form of antisocial behaviour, such as fighting, substance abuse, or examination malpractice, within the academic year. Previous studies have also emphasized the factors contributing to these behaviours. Scholars have found a significant relationship between poor parental attitudes and increased antisocial tendencies among adolescents in Lagos State. Similarly, low self-esteem significantly predicts aggressive and disruptive behaviours among secondary school students in southwestern Nigeria. Despite these findings, there remains a paucity of integrated studies examining the combined influence of self-esteem, parental attitude, and school connectedness on adolescent antisocial behaviour in the Nigerian context. This gap makes it necessary to investigate how these factors collectively shape adolescent behaviour patterns. Addressing this problem is crucial, as antisocial behaviours among adolescents not only threaten their own well-being but also hinder societal development, public safety, and educational stability. Therefore, this study seeks to examine the extent to which self-esteem, parental attitude, and school connectedness predict antisocial behaviour among adolescents. It is anticipated that the findings will inform policymakers, educators, and parents on evidence-based strategies for promoting positive adolescent development and reducing the incidence of antisocial behaviour in schools and communities.

1.3 Aim and Objectives of the Study

This study is aimed at investigating self-esteem, parental attitude, and school connectedness as determinants of antisocial behaviour of adolescents in public senior secondary schools in Lagos, Nigeria. The objectives of the study were to:

i. assess the level of antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria;
ii. identify the level of self-esteem on antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria;

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iii. assess the perceived state of Parental Attitude (Parental knowledge, Parental Warmth Hostility and Parental Monitoring) among Adolescents in Senior Secondary Schools in Lagos, Nigeria;

iv. identify the level of school connectedness among adolescents in Senior Secondary Schools in Lagos, Nigeria;

v. determine the joint influence of self-esteem, parental attitude, and school connectedness on Antisocial behaviour among Adolescents in Senior Secondary Schools in Lagos, Nigeria;

vi. determine the relative influence of self-esteem, parental attitude, and school connectedness on antisocial behaviour among adolescents in Senior Secondary Schools in Lagos, Nigeria; and

vii. determine the Gender difference in antisocial behaviour of Adolescents in Senior Secondary Schools in Lagos, Nigeria.

1.4 Research Questions

The study would provide answers to the following research questions:

1 What is the level of antisocial behaviour among Adolescents in Senior Secondary Schools in Lagos, Nigeria?

2 What is the level of self-esteem among adolescents in senior secondary schools in Lagos, Nigeria?

3 What is the perceived state of Parental attitude (Parental knowledge, Parental Warmth/hostility and Parental monitoring) among adolescents in Senior Secondary Schools in Lagos, Nigeria?

4 What is the level of school connectedness among adolescents in Senior Secondary Schools in Lagos, Nigeria?

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1.5 Hypotheses

The following null hypotheses will be tested at a 0.05 level of significance:

$H_0$1: There will be no significant joint influence of Self Esteem, Parental Attitude, and School connectedness on Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

$H_0$2: There will be no significant relative influence of Self Esteem, Parental Attitude, and School connectedness on Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

$H_0$3: There will be no significant gender difference in Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

1.6 Significance of the Study

The influence of self-esteem, parental attitude, and school connectedness on adolescent antisocial behaviour is a critical area of study with significant implications for individual and societal well-being. By comprehensively investigating these determinants, this study aims to provide valuable insights for parents, educators, counselling psychologists, social workers, policymakers, mental health professionals and future researchers. Ultimately, the findings will inform the design of targeted interventions and policies that promote positive development and reduce the prevalence of antisocial behaviour among adolescents, fostering a healthier and more productive society.

Parents will gain a deeper understanding of how their attitudes and parenting practices impact their adolescent's behaviour, enabling them to create a supportive and nurturing home environment that fosters positive development and reduces the risk of antisocial behaviours. Parenting workshops and support groups can educate caregivers about

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the importance of positive parenting practices and effective communication with their adolescents.

Schools can implement comprehensive social-emotional learning programs to improve students' self-esteem, emotional regulation, and interpersonal skills. Schools can establish mentoring programs and extracurricular activities to enhance school connectedness and promote a positive school climate. Educators can use the insights on school connectedness and its influence on adolescent behaviour to implement strategies that strengthen students' sense of belonging and engagement. This, in turn, can lead to improved academic performance, social relationships, and overall well-being, potentially reducing the likelihood of antisocial behaviours among students.

For counselling psychologists and mental health professionals, the study's findings can aid in identifying risk factors associated with adolescent antisocial behaviour. This knowledge can inform targeted interventions to address issues related to low self-esteem, parental attitudes, and emotional well-being, promoting healthier coping mechanisms among adolescents. Social workers will benefit from understanding the determinants of antisocial behaviour as it helps them identify at-risk individuals and families. Armed with this information, they can provide tailored support and interventions that address underlying issues related to self-esteem, parenting, and school connectedness, thereby contributing to the prevention and reduction of antisocial behaviours. Also, policymakers can utilize the study's findings to shape evidence-based policies and programs aimed at addressing adolescent antisocial behaviour and they can prioritize funding for community-based programs that target at-risk youth and provide them with positive alternatives to antisocial behaviour. By investing in initiatives that promote positive self-esteem, supportive parenting, and a strong

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school community, policymakers can contribute to building a safer and more cohesive society.

Lastly, the comprehensive investigation conducted in this study provides a valuable foundation for future researchers. It opens the door for further exploration, allowing researchers to build upon these findings, delve into additional factors, and investigate the long-term effects of interventions targeting self-esteem, parental attitudes, and school connectedness. This accumulated knowledge may facilitate the development of more effective strategies for addressing and preventing adolescent antisocial behaviour in the future. This study contributes to the existing body of knowledge regarding adolescent development and behaviour. Investigating the impact of self-esteem, parental attitudes, and school connectedness on antisocial behaviour enhances our comprehension of the complex nature of these behaviours. This research may provide a basis for future studies, potentially contributing to the formulation of more comprehensive theories and models regarding adolescent antisocial behaviour.

1.7 Scope of the Study

This investigation examined the roles of self-esteem, parental attitudes, and school connectedness in influencing adolescents' antisocial behaviour within public senior secondary schools in Lagos, Nigeria. The variable scope included three independent variables and one dependent variable. The variables under investigation were self-esteem, parental attitude, and school connectedness. The investigation focused on self-esteem, whether low or high, as a singular variable. The investigation also focused on school connectedness as an isolated variable. Nonetheless, the examination of parental attitude was conducted through three distinct indices: parental warmth/hostility, parental knowledge, and

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parental monitoring. The study examined the antisocial behaviour of adolescents through the lenses of bullying/victimization and intentions related to substance use. The study focused on male and female adolescents enrolled in public senior secondary schools across selected locations in Lagos State, Nigeria.

1.8 Limitation of the Study

The study has several limitations. It relies on self-reported data from adolescents, which may be biased due to social desirability. Its cross-sectional design prevents establishing causal relationships. The focus on public senior secondary schools in Lagos limits the generalizability of findings to other regions or school types. Cultural and socio-economic differences may have influenced responses, and external factors like peer influence, media exposure, and community violence were not considered. Future research should use longitudinal designs and include more variables for a deeper understanding of antisocial behaviour determinants.

1.9 Operational Definition of Terms

The following terms are defined according to their contextual usage in this study:

Adolescents: This refers to male and female students in senior secondary schools who are between the age of 15 and 18.

Antisocial Behaviour: This refers to actions that harm or lack consideration for the mental conditioning of others, it is any conduct that violates the basic right of others and disruptive behaviour. Antisocial behaviour among students manifests as bullying and victimisation, and substance use intention.

Bullying and Victimisation Bullying refers to a wide range of relational and physical bullying victimisation behaviour, including malicious teasing, intimidation, name-calling, and even physical assault among public senior secondary school students.

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Substance Use is the intention and tendency, and likelihood of public senior secondary school students to use psychoactive substances—including alcohol and illegal drugs—detrimentally or dangerously. Substance use refers to the continued use of alcohol, illegal narcotics, or the abuse of over the counter or prescription medications among secondary school students in public schools.

Parental Attitude: This refers to the parent's values, thoughts, beliefs, and feelings toward their public senior secondary school adolescents as perceived by the students. Parental attitude encompasses the following:

Parental hostility: This involves negative and aggressive behaviour exhibited by parents toward their public senior secondary school students in Lagos state, Nigeria.

Parental knowledge- Parental knowledge refers to the understanding and awareness that parents have about their senior secondary school adolescent's activities, experiences, and well-being as perceived by the students.

Parental Monitoring refers to the active and attentive supervision that parents provide to their public senior secondary school students' activities, behaviours, and social interactions.

Parental Warmth/Hostility is the degree of warmth or coldness and rejection between parent-public senior secondary school students relationship. Parental warmth refers to the affection, acceptance, and emotional support shown by parents towards their public senior secondary school students in Lagos state, Nigeria.

School Connectedness: This refers to the extent to which public senior secondary school students feel engaged, supported, and integrated within their educational setting.

Self-Esteem: This refers to how much public senior secondary school students value themselves, their pride in themselves, and how worthwhile they feel.

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Chapter Two

Literature Review

This study reviewed previous and relevant research works that are related to the variables, concepts, and constructs in the study from various authorities to give credence to the topic under study. It was reviewed based on the title of the research work, objectives, research questions, and hypotheses in the following outline.

2.1 Conceptual Review

2.1.1 Concept of Antisocial Behaviour

2.1.2 Concept of Self-Esteem

2.1.3 Concept of Parental Attitude

2.1.4 Concept of School Connectedness

2.1.5 Concept of Adolescence

2.2 Theoretical Framework

2.2.1 Rosenberg Self-Esteem Theory

2.2.2 Social Learning Theory of Bandura

2.2.3 Neuromoral Theory of Antisocial Behaviour

2.3 **Review of Empirical Studies**

2.3.1 Self-Esteem and Adolescents' Antisocial behaviour

2.3.2 Parental Attitude and Adolescents' Antisocial behaviour

2.3.3 School Connectedness and Adolescents' Antisocial behaviour

2.4 **Conceptual Model**

2.5 Summary of Gaps in Literature Reviewed

Endnotes

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2.1 Conceptual Review

2.1.1 Concept of Antisocial Behaviour

Behaviour refers to the manner in which an individual acts or conducts themselves, particularly in relation to others. In every society, there exists a specific norm that citizens are expected to adhere to as a means of assessing acceptable behaviour. When an individual strays from these established norms, it is categorised as antisocial behaviour, which can be perceived as problematic[1]. Among adolescents in school, prevalent antisocial behaviours encompass substance abuse, cultism, dishonesty, defiance of rules, gambling, corruption, theft, association with negative influences, conflicting moral principles, vandalism, violence against peers, robbery, academic dishonesty, and bullying. Antisocial behaviour refers to unlawful actions that contravene societal norms, demonstrating a disregard for others or infringing upon their rights. These may encompass the inappropriate use of public areas, including altercations or substance abuse and trafficking, along with a lack of regard for public safety, such as dangerous driving or disruptive conduct while intoxicated[2]. Previous study by the Gale Encyclopaedia of Adolescents Health indicates that a child's temperament and irritability, cognitive ability, engagement with troubled peers, exposure to violence, and deficiencies in cooperative problem-solving skills all influence their antisocial behaviourr[3].

Antisocial behaviour (adolescents) is a pattern of undesirable behaviour that persists over time and detrimentally impacts both the individual and society[4]. Antisocial behaviour is defined as behaviour resulting from an individual's inability to respect the rights of others. These behaviours include assault, vandalism, setting fires, theft, crime, and other delinquent acts which conform to social norms. Antisocial behaviour in childhood and adolescence is categorized into behavioural disorders, impulsiveness, stealing, vandalism, physical and

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psychological aggression, bullying, running away from home, and truancy. Antisocial behaviour refers to a set of behaviour that is against any established rules or norms[5]

Numerous scientific disciplines, including pedagogy, psychiatry, sociology, criminology, and psychology, are deeply concerned with and interested in antisociality. It is a diverse concept that includes physical aggressions like hitting, fighting, and pestering as well as transgressions like lying, stealing, vandalizing, setting fires, etc. Antisocial behaviour (Adolescents) encompasses a wide array of problematic actions that violate accepted norms in specific social contexts, negatively impacting not only the individual involved but also their family and the surrounding community. At the lower end of the spectrum, antisocial behaviour may manifest as oppositional or challenging behaviours, such as a lack of willingness to cooperate and a refusal to follow the basic principles of social engagement. At the higher spectrum, antisocial behaviour can encompass more serious violations of both formal and informal conduct standards, including verbal or physical assault, harassment or bullying, substance misuse, and involvement in criminal activities such as theft and vandalism[6].

Antisocial behaviour harms individuals and is costly for society. Chronic violations of social norms and regulations, or antisocial behaviour, result in many victims and expensive treatment and criminal justice system expenses. Many antisocial people also battle with mental health issues, drug and/or alcohol addictions, and a host of social issues like homelessness, unemployment, and financial hardships[7]. Covert Disobedience, sneaking, lying, or covertly harming other people's property are all examples of antisocial behaviour that can occur in young Adolescents and teenagers[8]. Adolescence and its subsequent

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development are when antisocial behaviour most frequently appears. Individuals desire to practice prosocial behaviour is influenced by their moral identity.

Adolescents aged 12 to 19 who participate in unlawful behaviour often display traits associated with being antisocial and involved in criminal activities. Problematic behaviour among adolescents refers to actions that deviate from the expected norms during the process of socialization. This behaviour can be broadly categorized as either internalizing issues, such as feelings of sadness and anxiety, or externalizing problems, which manifest as impulsive and disobedient conduct[9]. Unhealthy social relationships within family, community, peers, and the educational environment can significantly influence the emergence of antisocial behaviour. Furthermore, several elements including cognitive capacity, temperament, irritability, the degree of attachment to deviant peers, insufficient cooperative problem-solving abilities, and exposure to violence can additionally affect this behaviour[10]. The issue of bullying by peers continues to pose a significant challenge for adolescents, highlighting the importance of parental support as a crucial social resource for teenagers[11]. Aggressive and negative behaviour commonly observed in Adolescents with antisocial behaviour is believed to stem from their consistent struggles with recognizing emotions accurately[12].

During their early years, a significant portion of Adolescents weekdays is typically spent at school, away from their familiar environment and primary caregivers. As they embark on their educational journey, Adolescents not only focus on acquiring academic skills but also undergo social development through play, conversation, and interaction with their peers, often under the guidance and supervision of their teachers. However, within this peer dynamic, the issue of bullying can emerge. According to Olweus's definition

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(Citation1986), bullying refers to the repeated and prolonged exposure of one or more individuals to negative acts, typically characterized as aggressive and unwarranted, perpetrated by others[13]. Bullying is a significant issue that affects Adolescents and adolescents worldwide. Numerous studies have linked adolescent health problems and psychological distress to bullying and victimisation at school. One of the most common types of violence that occurs amongst peers is bullying. The term "bullying" was first used more than 40 years ago to describe persistent physical or verbal aggression directed at a defenceless individual or group. To classify behaviour as bullying, three crucial criteria must be met: repetition, intentionality, and a power imbalance. With these defining characteristics, bullying is recognized globally as a complex and severe problem involving the systematic abuse of power by peers[13].

Bullying victimization refers to a recurring pattern in which adolescents are subjected to intentional negative actions by their peers.[1] Negative actions may manifest as verbal, social, or physical behaviours, including kicking, hitting, taunting, teasing, excluding individuals from activities, or manipulating relationships and friendships[14]. There is an imbalance of power or strength between the offender and the victim, and the offender engages in hostile and violent activity in order to inflict pain or discomfort on the victim. It is common for the bully to intentionally target the victim through these behaviours in order to establish their dominance, and the victim is usually the one who endures the bullying conduct[15].

Victims of bullying suffer greatly from the psychological and social problems that bullying poses. In Adolescents, teenagers, and adults alike, it is a major contributor to the development of mental health issues and psychopathological symptoms[16]. The prevalence of

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school violence is primarily attributed to bullying, which is widely recognized as the most common form. Research conducted in various countries has revealed that bullying victimizes a significant percentage of students, ranging from 8% to 38%2. This pervasive issue among school-aged youth has devastating consequences on the psychosocial well-being of its victims[17].

Although there has been a notable decline in adolescents' alcohol use and related behaviour, such as getting drunk, in many countries over the past few decades, alcohol remains more prevalent among adolescents compared to nicotine or illicit drugs[3]. Problems with mental health, social problems, legal concerns, alcohol use disorders, illegal substance usage, impaired brain health, and physical health are only some of the many outcomes associated with heavy drinking among adolescents. The use of alcohol by teenagers is therefore becoming an important issue in public health[18].

The worldwide issue of bullying has a lasting impact on Adolescents and teenagers, with consequences that can extend into adulthood[19]. When young adults engage in actions that are intended to annoy, damage, or harm others, they display antisocial behaviour. This behaviour often leads to juvenile delinquency, a complex social problem that affects all aspects of society. Any activity that causes harm to one or more people while ignoring their right to a good quality of life is considered antisocial. Assaults (verbal or physical), disruptions of the peace, threats of bodily harm, harassment, bullying, vandalism, and adolescent delinquency (including substance abuse and truancy) are all examples of such behaviour. Among the various problems exhibited by adolescents, antisocial behaviour appears to be the most influential. It refers to a collection of related behaviour such as disobedience, aggression, temper outbursts, lying, stealing, and violence. While some of

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these behaviours may be considered normative during certain stages of child development, they serve as strong predictors of adjustment problems, including criminal behaviour, during adulthood[4]. There is a clear link between disruptive behaviour in childhood and later manifestations of antisocial and criminal behaviour[20].

It can be challenging for adolescents with behavioural issues or disorders to adapt to societal norms, especially if they are at risk of antisocial and criminal activity. The cycle of violence may be perpetuated from one generation to the next when a youngster who has been victimised can grow up to be the one doing the violent act. Evidence suggests that sexually abused Adolescents are more likely to perpetrate sexual offences, whereas physically abused Adolescents are more likely to act violently[19]. Adolescents who have been victims of psychological abuse or neglect are more likely to display aggressive behaviours including verbal violence, rage, or animosity, according to prior empirical research that investigated the link between maltreatment and aggressiveness. Conduct that harasses, alarms, or distresses people outside of one's family is considered antisocial behaviour. There is strong evidence that aggressive behaviour issues in Adolescents have a profound effect on developmental results in adulthood. Another kind of antisocial conduct is substance abuse, which includes the use of illicit substances[20].

Substance abuse is defined as the harmful or hazardous use of psychoactive substances, such as illegal drugs and alcohol, by the World Health Organisation. Substance usage is prevalent among those who exhibit antisocial conduct. Some of the most prevalent causes of substance abuse among high school adolescents are emotional and psychological maltreatment and a lack of social support from adults in their lives. Researchers have so

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shifted their attention to researching teens who engage in antisocial behaviours such as substance misuse, theft, and deceit[21].

2.1.2 Concept of Self-Esteem

Feeling appreciated and accepted is the emotional state known as self-esteem, which develops when a person evaluates and approves of themselves. It is an ever-changing element that has the potential to greatly affect behavioural development, especially during the formative years of adolescence, when one's sense of self is still developing[22]. The significance of self-esteem is crucial in fostering healthy development throughout the entire lifespan, from childhood into adulthood. It can be generally described as a person's overall view of their value or the degree to which they hold a favourable opinion of themselves. Self-esteem serves as a crucial element of an individual's self-concept, reflecting their beliefs and perceptions regarding their own attributes.

Examining a core element of the self-concept, self-esteem is typically recognised as a comprehensive evaluation of or attitude towards oneself. This involves how individuals perceive their worth and importance in the world, which ultimately impacts their mental health and overall functioning[23]. Self-esteem involves a comprehensive assessment of a person's value and is expressed through either a positive or negative attitude towards oneself. This element forms part of the self-concept, as outlined by Rosenberg, which includes an individual's thoughts and feelings regarding their own identity. Furthermore, self-efficacy and self-identification play crucial roles in shaping the self-concept. Self-esteem is often viewed as a stable trait in adults, resistant to change; however, it plays a vital role in how individuals perceive their ability to navigate life's challenges and their worthiness of happiness.

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The importance of self-esteem in the development of adolescents is profound, as it is intricately connected to mental health and the establishment of life goals. Self -esteem of adolescent is important as it foster resiliency, positive relationship and high achievement in students' academic endeavour and futurist opportunity. M. Rosenberg's work centres on self-esteem, especially among high school students, utilising a 10-item assessment tool called the Rosenberg Self-Esteem Scale. The findings underscore the impact of parental engagement in their Adolescents lives on elevated self-esteem levels[23].

Self-esteem is an essential aspect of human existence, vital for healthy self-development and critical for overall survival. It emerges as a result of a person's decisions and serves as a context for their thoughts, feelings, and actions. This illustrates the way people view and embrace their own identities. The concept of "self-esteem" includes a wide range of both favourable and unfavourable perceptions of oneself. A recent investigation indicates that individuals who have faced cyberbullying exhibit diminished self-esteem levels in contrast to those who have not encountered such online harassment.

Self-esteem pertains to the degree to which individuals value, appreciate, endorse, or hold positive regard for themselves, both in terms of overall personal success and in areas of life that hold particular significance to them. In Rosenberg's perspective, self-esteem, which is synonymous with self-respect, represents an individual's positive or negative attitude towards themselves[24]. It involves embracing, valuing, trusting, and finding fulfilment in one's sense of self. The concept of self-esteem is fundamentally based on an internalised view of oneself, which is persistently and unconsciously maintained over the course of life. The development of this internal self-image starts in early childhood, moulded by interactions with others and the environment, largely influenced by the signals and messages received

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from parents. Further signals and messages are obtained from diverse areas including academic achievements, athletic activities, and the emotional experiences shaped by childhood companions and friends. Should negative signals and messages dominate during this crucial time, it could result in the emergence of low or unhealthy self-esteem.

Conversely, elevated self-esteem may include realistic and well-founded views of an individual's value, accomplishments, and successes, yet it can also present as an exaggerated and unjustified feeling of superiority compared to others. In a similar vein, low self-esteem may either indicate a realistic recognition of personal limitations or a skewed, potentially pathological perception of insecurity and inferiority. In summary, low self-esteem is defined by a detrimental view of oneself. For example, a child's self-esteem may hinge on their assessment of their intelligence and attractiveness, regardless of whether that assessment is truly accurate. A lack of ability to sustain a balanced and realistic self-image through self-awareness, along with the difficulty in cultivating healthy interpersonal relationships, serves as indicators of low self-esteem. When a person starts to view themselves as undeserving of participating in activities that require interaction, shared responsibility, and problem-solving, it often signals low self-esteem[25].

The functioning of an individual is significantly influenced by their self-esteem. Adolescents engage in self-assessments across multiple domains, including academics, athletics, appearance, and social relationships. If these evaluations are not adequately directed, they can profoundly affect a child's social interactions over the course of their life. The capacity to create and sustain constructive social connections is shaped by elements like understanding social contexts, exhibiting empathy, regulating anger and aggression, and

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successfully navigating conflicts. The absence of these crucial social relationship skills could jeopardise a child's social competence[24].

Self-esteem can be understood through various definitions, yet it is most frequently rooted in two psychological mechanisms: evaluation and affect. Assessment highlights cognitive elements, whereas emotion centres on the feelings associated with self-worth. Self-esteem can be fundamentally defined in four ways: (1) as an attitude, (2) as the gap between the ideal self and the perceived self, (3) as a psychological response to oneself, and (4) as a function of personality. The attitudinal definition encompasses cognitive, behavioural, and emotional responses that can be either positive or negative[24].

People's self-esteem is influenced by the gap between their ideal self and their perceived self; the more these two perceptions coincide, the greater their self-esteem is thought to be. The definition centred on feelings emphasises the emotional dimension of self-esteem instead of just the attitude. Finally, in the context of defining personality, self-esteem is considered a component of a system that connects to motivation, self-regulation, or both. Although numerous definitions of self-esteem exist beyond this spectrum, the definitions provided cover the broadest range[25].

The concept of self-esteem, reflecting how individuals perceive and assess themselves, plays a crucial role as a factor influencing emotional and behavioural adjustment, academic success, and various other important educational outcomes. The process encompasses a comprehensive evaluation of an individual's worth, value, or significance. Self-esteem encompasses a person's internal assessment of their worth, shaping their self-image and influencing their perspective on themselves. These viewpoints include personal reflections, recognised feelings, and self-awareness. The influence of attitudinal factors on

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high self-esteem sets it apart from self-concept, which focusses mainly on thoughts and beliefs. In contrast to self-concept, which generally remains consistent over time, self-esteem is subject to fluctuations throughout a person's life, shaped by different circumstances and life events[25].

The degree of self-esteem that a person holds is fundamental to their psychological well-being. Individuals with elevated self-esteem typically report higher levels of happiness and are more inclined to develop meaningful friendships. Conversely, low self-esteem acts as a significant predictor of emotional and behavioural challenges, leading to a range of issues encountered by young individuals, such as the emergence of antisocial behaviour[25].

Characteristics of Self-esteem

Self-esteem refers to an individual's overall evaluation of their worth, value, and competence. It encompasses the beliefs and perceptions people hold about themselves, which in turn shape their attitudes, emotions, and behaviors. One of the primary characteristics of self-esteem is its subjective nature. It is based on personal judgment and internal reflection rather than objective measures of ability or worth. This means that two individuals with similar skills or achievements might possess differing levels of self-esteem depending on how they perceive themselves. Additionally, self-esteem is influenced by past experiences, social interactions, and feedback from significant others such as parents, peers, teachers, and colleagues[25].

Another defining characteristic of self-esteem is its stability and variability. While some individuals maintain a consistent sense of self-worth over time, others experience fluctuations in their self-esteem due to life events, successes, or failures. People with stable self-esteem tend to have a secure and enduring sense of self-worth, which is less influenced

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by external circumstances. In contrast, those with unstable self-esteem may react more intensely to both positive and negative experiences, resulting in temporary boosts or declines in their self-evaluation. This variability often affects how individuals cope with challenges and setbacks in their daily lives[26].

Furthermore, self-esteem can be categorized as high, low, or inflated. High self-esteem is characterized by confidence, self-respect, and a positive self-image. Individuals with high self-esteem are generally more resilient, assertive, and capable of handling criticism constructively. They tend to engage in healthy relationships and exhibit greater motivation to pursue personal and professional goals. On the other hand, low self-esteem manifests as self-doubt, insecurity, and a tendency to view oneself in a negative light. People with low self-esteem may struggle with decision-making, fear of rejection, and difficulty asserting them. Inflated self-esteem, sometimes referred to as narcissistic self-esteem, and involves an exaggerated sense of self-importance and superiority, often leading to arrogance and poor interpersonal relationships[27].

Lastly, a crucial characteristic of self-esteem is its multidimensionality. Self-esteem does not develop in isolation but across various domains of life, such as academic, social, physical appearance, and professional competence. An individual may possess high self-esteem in one area while experiencing lower self-esteem in another. For example, a person might feel confident about their social skills but insecure about their physical appearance. Recognizing this multidimensional nature is important because it highlights the complexity of self-esteem and underscores the need for a holistic approach in fostering positive self-evaluation in individuals[28].

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2.1.3 Concept of Parental Attitude

A child's parents greatly influence their personality traits and outlook on life. The degree to which parents are involved shows how involved and involved they are in their Adolescents school and extracurricular activities. The changing nature of the parent-child bond must be included in any analysis of parental engagement during adolescence. There are many changes for parents and Adolescents alike when they enter puberty. An rise in parent-child conflict is common in early adolescence, when youngsters are trying to find their own way.

Parents have a pivotal and significant influence in shaping their Adolescents life. In terms of Adolescents social development, they are seen as the main actors. For the purpose of moulding their conduct and socialisation, parents must be actively involved. One way parents may keep an eye on their Adolescents is by watching what they do online[5]. Adolescents' predisposition for aggressive conduct and their capacity to form positive or negative interactions with their surroundings are both influenced by the attitude of their parents[6]. A child's personality and psychological development are heavily influenced by their parents' opinions, especially throughout adolescence[7].

A person's attitude towards something or someone is their evaluation of that item or person as shown in their beliefs, emotions, and planned actions[7]. Attitudes reflect our experiences and reactions towards others, as well as our perceptions of them in social contexts. Attitudes significantly influence our experiences and reactions to others in social contexts.

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The concept of “parental attitude" in this study pertains to the feelings and thoughts of parents concerning the significance of their participation in their child's education, both within the school environment and at home, as well as the impact of these attitudes on the degree and nature of their involvement. At the student level, "attitude" encompasses the feelings and thoughts that students have regarding their academic performance, their experiences within the school setting, and their general disposition towards learning, fellow students, educators, and the overall school environment. The composition of attitude can be analysed through three elements. Initially, the emotional aspect encompasses a person's views and aspirations concerning the subject of their attitude. Secondly, the conative aspect illustrates the impact of an individual's mood on their behaviour and actions. Finally, the cognitive aspect relates to a person's beliefs and understanding concerning the subject of their attitude[26].

Parental attitudes encompass the overall approach and behaviour exhibited by parents while raising their Adolescents[8]. The specific focus of interest is on integrated sets of attitudes and behaviour towards a child, which becomes internalized and influence individual actions and the course of a person's life. The attitudes parents hold towards their Adolescents are influenced by their attitudes towards themselves, others, societal norms, and values. Adolescents tend to imitate adults, and when parents possess appropriate attitudes, it provides the child with the opportunity to develop socially accepted behaviour[27].

Within the existing literature, particularly in the field of social psychology, attitudes are commonly described as consisting of three distinct components: The emotional component: This aspect is demonstrated through the use of language, verbal and non-verbal cues, gestures, and the overall manner in which parents interact with a child. It holds

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significant importance as it shapes parental behaviour. The cognitive component: This facet of attitude pertains to the beliefs and perceptions parents hold about their Adolescents including their characteristics and regularities. It strongly influences their opinions and perspectives regarding the child. The behavioural component: This component determines how parents act towards their child and encompasses their engagement in the child's life. These actions, when observed, can elicit specific patterns of interaction between the parent and child. Parental behaviour serves the purpose of providing care and socializing the child by cultural norms and expectations. It also independently influences the behaviour of the child[28].

However, the precise causal mechanisms underlying these associations remain uncertain. Modern models of behavioural problem development highlight the reciprocal interactions between parents and Adolescents, where family structure indirectly affects behavioural problems through parenting practices, family relationships, and socioeconomic factors. Furthermore, evidence from behavioural genetics contributes to our understanding of these dynamics.

Parental warmth and monitoring are crucial factors that significantly shape the development of teenagers' personalities and help mitigate deviant behaviour during adolescence. Monitoring is generally characterised by a variety of parental behaviours aimed at observing a child's location and actions. Warmth, conversely, pertains to how young individuals view their parents as affectionate, nurturing, and attentive to their needs. The influence of these factors is crucial in determining adolescent behaviour and mitigating adverse outcomes[29].

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Types of Parental Attitude Based on the Combination of Components

Parental attitude refers to the consistent way in which parents think, feel, and behave toward their children. It comprises a blend of affective (emotional), cognitive (belief-based), and behavioral (action-oriented) components[30]. The interaction and combination of these components give rise to different types of parental attitudes, which significantly influence children's psychological, social, and academic development. Understanding these combinations is crucial because they determine the kind of environment parents create for their children, either nurturing or detrimental[31].

One prominent type is the authoritative (positive, warm, and supportive) attitude, which combines positive affective, cognitive, and behavioral components. In this attitude type, parents express genuine affection and warmth toward their children, hold positive beliefs about their potential and worth, and demonstrate supportive behaviors such as listening, guiding, and setting reasonable boundaries. This combination fosters secure attachment, high self-esteem, social competence, and academic success in children. Authoritative parents value open communication, encourage independence while providing guidance, and respond appropriately to their children's needs, striking a balance between discipline and freedom[32].

Another type is the authoritarian (rigid, controlling, and harsh) attitude, characterized by a combination of negative affective components with strict cognitive beliefs and controlling behavioral tendencies. These parents often harbor beliefs that children should unquestioningly obey authority and rely on punitive measures to enforce discipline. While they may have good intentions, their emotional detachment and rigid behaviors create an environment marked by fear and compliance rather than mutual respect and understanding.

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Children raised under authoritarian parental attitudes often display low self-esteem, poor social skills, anxiety, and a tendency to be either overly submissive or rebellious[33].

The permissive (overly lenient and indulgent) attitude represents a different combination of components. Permissive parents typically express warmth and affection (positive affective component) but possess lax or inconsistent beliefs about discipline (weak cognitive component) and demonstrate indulgent or non-restrictive behaviors (behavioral component). They avoid setting firm rules and rarely enforce consequences for misconduct. While these parents may believe they are fostering independence, their lack of structure and expectations can lead to children developing poor self-regulation, low persistence, and difficulties in respecting authority and boundaries[34].

The neglectful (indifferent and uninvolved) attitude arises from a combination of negative or absent affective components, indifferent cognitive beliefs, and passive or absent behavioral responses. Neglectful parents show little emotional involvement or concern for their children's well-being, hold disengaged beliefs about parental responsibility, and seldom monitor or support their children's activities. This attitude can be particularly damaging, as it deprives children of emotional security and guidance. Children raised in neglectful environments often experience attachment issues, academic problems, social withdrawal, and a heightened risk of behavioral disorders[35].

Lastly, the overprotective (anxious and overly controlling) attitude is marked by a combination of excessively intense affective components (usually anxiety-driven love), cognitive beliefs that view the world as threatening, and restrictive behavioral practices. Overprotective parents, though emotionally attached, believe their children are fragile and vulnerable, leading them to closely monitor and control their activities, often depriving them

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of autonomy. This parenting attitude can hinder children's ability to develop independence, confidence, and problem-solving skills, resulting in dependency and social anxiety in later life[36,37].

Components of Parental Attitude

Affective Component: The affective component of parental attitude refers to the emotional disposition that parents hold towards their children. This aspect involves the feelings of love, warmth, acceptance, rejection, or hostility that parents express in their daily interactions. Parental affection fosters a sense of security, emotional stability, and positive self-esteem in children, while negative emotions such as neglect or hostility can lead to emotional insecurity, behavioral issues, and poor social adjustment. The affective component plays a critical role in determining the nature of parent-child relationships, as it influences how children perceive themselves and the environment around them. A positive affective attitude provides children with the confidence to explore their world, develop social competence, and achieve academic and personal goals[36].

Cognitive Component: The cognitive component involves the beliefs, perceptions, and expectations that parents hold regarding their children's abilities, potential, roles, and behaviors. It reflects what parents think about child development, education, discipline, and future aspirations for their children. Parents' cognitive attitudes often shape their decision-making regarding educational opportunities, moral training, and socialization processes. For example, parents who believe that academic success is solely a result of innate ability may respond differently to a child's poor performance compared to those who view it as a product of effort and environmental factors. This cognitive orientation influences parenting practices, expectations for obedience or independence, and approaches to discipline and guidance. A

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supportive and growth-oriented cognitive component encourages children's self-efficacy and resilience, whereas overly rigid or pessimistic parental beliefs can limit children's aspirations and autonomy[36].

Behavioral Component: The behavioral component of parental attitude refers to the actions and practices that parents adopt in response to their emotions and beliefs towards their children. This includes the parenting style employed, methods of discipline, communication patterns, involvement in children's academic and social activities, and provision of care. Behavioral attitudes are observable through how parents supervise, reward, punish, or neglect their children. Authoritative parents, for instance, exhibit positive behavioral attitudes through active involvement, setting clear expectations, and providing consistent support, while authoritarian or neglectful parents may demonstrate negative behaviors such as harsh punishment, emotional detachment, or permissiveness. The behavioral component directly influences children's behavioral outcomes, academic performance, and psychological well-being, making it a vital element in determining the quality of child development and family functioning[37].

Evaluative Component: The evaluative component involves the value judgments and appraisals that parents make regarding their children's behavior, achievements, and personality traits. It reflects the degree to which parents approve or disapprove of their children's actions and choices, and how they express satisfaction, disappointment, pride, or criticism. This evaluative attitude influences children's motivation, self-concept, and emotional adjustment. Positive evaluations contribute to a child's sense of worth and competence, while constant negative evaluations can result in low self-esteem, anxiety, and defiance. The evaluative component is closely linked to feedback mechanisms within the

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family system, affecting how children internalize parental expectations and develop a sense of personal identity[37].

Social Component: The social component of parental attitude encompasses the cultural, religious, and societal norms and values that shape parental beliefs and behaviors towards child-rearing. It reflects how parents perceive their roles within the broader socio-cultural environment and the expectations they hold for their children based on societal standards. This component influences parental attitudes towards issues such as gender roles, education, career choices, moral conduct, and social relationships. For instance, in collectivist societies, parents may emphasize conformity, family honor, and obedience, whereas in individualistic cultures, autonomy and personal achievement might be prioritized. The social component helps explain variations in parenting practices and attitudes across different communities, contributing to the diverse experiences of children in various cultural contexts[37].

2.1.4 Concept of School Connectedness

School connectedness refers to the extent to which students feel accepted, valued, respected, and included within their school environment. It encompasses students' perceptions of their relationships with peers, teachers, and other school personnel, as well as their sense of belonging to the school community[30]. When students perceive their school as a caring and supportive place, they are more likely to engage positively in academic and social activities. This concept is rooted in the broader framework of social connectedness, which highlights the importance of meaningful relationships and supportive networks in promoting psychological well-being and reducing risk behaviors among adolescents[31].

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School connectedness refers to the degree of engagement and interaction that students have with their peers, teachers, and the educational process in the school environment. This involves a child's understanding of the support, sense of belonging, inclusivity, and care offered by adults and peers within the school environment. Students can cultivate a connection to their school through multiple avenues, such as engaging in an interactive learning environment, fostering positive relationships with peers and teachers, participating in clubs and activities, and feeling a sense of representation within the school community.

The sense of connectedness within a school setting is influenced by several factors, including the quality of teacher-student relationships, opportunities for student participation in decision-making, and the presence of fair and consistent discipline policies. Positive interactions with teachers who demonstrate empathy, fairness, and encouragement can foster a climate where students feel safe and supported. Additionally, schools that provide avenues for students to voice their opinions, participate in extracurricular activities, and build peer relationships tend to enhance students' connectedness. This environment not only promotes academic engagement but also contributes to students' emotional development and resilience.

The sense of belonging within a school environment significantly influences how young individuals perceive acceptance, inclusion, and care from both staff and peers throughout their educational experience. This factor carries considerable consequences for the health and overall well-being of students[9]. The concept of school connectedness refers to how much a student feels that both adults and peers within the school environment truly care about their overall well-being[10]. School serves as a crucial stage in education where young individuals acquire the essential knowledge and skills that are fundamental for every citizen.

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The shift to high school presents a complex and demanding period for young individuals as they face new academic expectations, the possibility of forming new friendships, unfamiliar educators, preparation for important assessments, and the physical transformations linked to puberty[11].

Research has shown that school connectedness serves as a protective factor against various negative outcomes, such as depression, substance abuse, violent behavior, and school dropout. Students who feel connected to their school are more likely to perform well academically, exhibit prosocial behavior, and develop a positive attitude toward education. Furthermore, school connectedness has been associated with reduced levels of anxiety and improved coping mechanisms in the face of stress. It acts as a buffer against external challenges by providing students with a reliable support system within the educational environment[40].

The sense of belonging within a school environment significantly influences how young individuals perceive acceptance, inclusion, and care from both staff and peers throughout their educational experience. This factor carries considerable consequences for the health and overall well-being of students[12]. The concept of school connectedness refers to how much a student feels that both adults and peers within the school environment truly care about their overall well-being[13]. School serves as a crucial stage in education where young individuals acquire the essential knowledge and skills that are fundamental for every citizen. The shift to high school presents a complex and demanding period for young individuals as they face new academic expectations, the possibility of forming new friendships, unfamiliar educators, preparation for important assessments, and the physical transformations linked to puberty[14].

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In adolescents, the sense of belonging to school is crucial for their educational, behavioural, emotional, and civic development. At the secondary level, students gain problem-solving abilities and enhance these through social values and crucial skills necessary for effective participation in society. Moreover, this educational process plays a crucial role in shaping adolescents' self-perception regarding their physical appearance[15].School connectedness refers to the extent to which students perceive themselves as accepted, respected, included, and supported by their peers and the broader social environment within the school. School connectedness, often referred to as "school belonging," is defined as a multifaceted concept that includes an individual's sense of connection and support from both adults and peers, a feeling of belonging, and active engagement in the learning process. The quality of interactions among students, their teachers, and their overall engagement within the school environment is reflected in this context[16]. The degree to which students are engaged with their classmates, instructors, and the educational process within the school setting is a reflection of the school's connection[17]. Due to the fact that it is regarded as a potentially changeable component that can guard against prevalent mental health concerns, the notion of school connection has garnered interest from both the health and education areas[18].

School connection refers to the emotional attachment that a person has to their school as well as the presence of supporting relationships with both their classmates and their teachers. According to research, schools play a significant part in fostering good development and reducing harmful behaviours such as substance abuse and dropping out of school throughout the adolescent years[19]. Due to the fact that they are able to offer assistance and direction to students in order to enhance their conduct and discourage negative acts,

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teachers occupy a major role in the lives of their pupils. When it comes to the development of good social and behavioural skills, having positive interactions between teachers and students serves as a foundation. Furthermore, given the significant amount of time that Adolescents spend together in a variety of locations, including the streets, classrooms, and schools, interactions between peers can either develop prosocial or antisocial conduct among students.

Studies show that how teenagers view their relationship with school is strongly associated with favourable results, including a lower likelihood of experiencing symptoms of depression and anxiety. Although positive relationships with peers are regarded as an element of school connectedness, earlier research has differentiated between social connectedness and school connectedness. Research indicates that certain young individuals may experience a sense of connection with their peers while feeling detached from the school environment, and conversely.

Furthermore, it has been noted that school connectedness exhibits a more significant correlation with mental health and academic outcomes than social connectedness[20]. School connectedness consists of three essential components: the relationship with adults within the school setting, the bond with peers, and the overall connection to the school community[21]. The benefits of school connectedness are clear, manifesting not just in academic environments, where students often attain improved outcomes, but also in various dimensions of their overall well-being. It has been noted that school connectedness influences outcomes that extend beyond academic achievement and enhanced attendance. Studies show that when Adolescents establish a strong bond with their school, they are less prone to encountering issues associated with their mental well-being. This encompasses a

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reduction in symptoms related to depression, social anxiety, and suicidal ideation, alongside an increase in self-esteem levels[22].

2.1.5 Concept of Adolescence

Adolescence is a critical and significant phase of life that requires focused attention to address its unique challenges[23]. Adolescence is a critical and significant phase of life that requires focused attention to address its unique challenges. This phase marks the shift from childhood to adulthood, occurring from puberty to the early stages of adulthood, generally between the ages of 11 and 20. Adolescence encompasses a period marked by significant physical and psychological growth, beginning with the onset of puberty and continuing until maturity is attained[52].

In this phase, adolescents experience significant physiological transformations, such as the emergence of secondary sexual characteristics, growth spurts, and hormonal shifts. These hormonal fluctuations can result in either accelerated or diminished skeletal and muscular growth, alterations in body composition, and the swift advancement of the circulatory and respiratory systems. Additionally, there is the maturation of reproductive organs and a growing impact of hormones on brain activities. Clearly, these physical changes have a profound effect on the behaviour of adolescents.

Adolescence presents unique challenges due to the existence of a "maturity gap," wherein adolescents possess physical maturity but may not yet have corresponding privileges and social responsibilities. This gap creates a complex situation for adolescents, who are often seen as reactive individuals highly sensitive to threats to their freedom. Consequently, they can be resistant to behaviour change interventions, making it important to approach their needs with careful consideration[24]. The period of adolescence is marked by swift physical

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and psychological development, involving the maturation of neurophysiological systems that govern emotional regulation and self-awareness. The early teenage years encompass a range of concurrent transformations, featuring the maturation of a notably sensitive nervous system alongside a significant social transition. This developmental phase indicates an increased vulnerability to issues concerning mental and emotional health[25].

The stage of human development known as adolescence has been thoroughly examined and studied in depth. Adolescence represents a stage marked by the quest for autonomy from parental or guardian figures. This period is frequently characterised by significant stress and upheaval, stemming from the various physical and psychological transformations that adolescents undergo. This transitional phase, usually experienced in adolescence, encompasses various conflicts and challenges that may lead to considerable stress. The World Health Organisation (2019) indicates that the period of adolescence, which ranges from 10 to 19 years, is vital for the development and cultivation of social and emotional habits essential for mental well-being[26].

Adolescence is a distinct stage in human development marked by specific characteristics. During this time, individuals strive to adapt to their environment, establish meaningful relationships outside the family, develop their identity, and attain autonomy. It is a period of profound changes in physical, cognitive, moral, and socio-emotional domains. Independence and self-identity become prominent concerns for adolescents, who often face challenging decisions related to education, sexuality, substance use, socializing, and personal appearance. Peer groups and romantic interests gain significance as adolescents progress toward adulthood. Therefore, understanding antisocial behaviour exhibited during this stage requires considering the complex and significant developmental events that shape the

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adolescent experience. Adolescence can be a turbulent phase as young individuals undergo various physical, behavioural, and psychological transformations and seek greater autonomy. However, despite their desire for independence, adolescents still rely on the care and support of adults and a nurturing environment to help them reach their full potential. Failure to provide such support can contribute to behavioural and psychosocial difficulties[27].

The period of adolescence represents a significant transition and developmental stage that bridges childhood and adulthood. Those in this phase are typically identified as adolescents. The concept of "adolescence" presents a unique sociological perspective, marked by significant ambiguity compared to other developmental stages. This phase signifies the transition from childhood to adulthood, generally covering the teenage years, approximately from thirteen to eighteen years of age. The definition and duration of adolescence can differ among cultures, much like other sociological phenomena. The period of adolescence is marked by the development of new skills and a significant transformation that allows individuals to adjust to their surroundings and themselves. The World Health Organisation (WHO) categorises adolescents as individuals aged 10 to 19, which corresponds with their wider classification of young people, encompassing ages 10 to 24.

Adolescence can be analysed through multiple lenses: biologically, it encompasses the physical transformations linked to puberty and the end of physical growth; cognitively, it involves the emergence of abstract and multidimensional thinking skills; and socially, it serves as a crucial stage for preparing to take on adult responsibilities[28]. In adolescence, the importance of peer relationships grows, leading individuals to dedicate more time to social interactions with their peers. In these interactions, adolescents frequently face moral dilemmas that necessitate making ethical choices[29].

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The number of adolescents worldwide has hit an unprecedented level, totalling around 1.3 billion, which represents 16 percent of the global population. The United Nations defines adolescents as individuals aged 10 to 19, a period characterised by significant growth and development as they transition from childhood to adulthood. The Convention on the Rights of the Child offers protection for individuals until they reach 18 years of age. However, it is essential to acknowledge that adolescents possess unique vulnerabilities and requirements that set them apart from younger Adolescents, which frequently results in their needs being neglected or inadequately addressed[30]. The period of adolescence is marked by rapid and significant growth and development, including the maturation of neurophysiological systems that govern emotional regulation and self-functioning. During the early teenage years, numerous changes occur simultaneously, including the development of a highly responsive nervous system and a significant social transition. These transformations indicate a developmental phase that makes individuals increasingly vulnerable to engaging in problematic behaviour[31].

The period of adolescence is characterised by significant biological, cognitive, and psychosocial changes, influencing areas like emotional regulation, impulse control, and participation in risky behaviours[32]. This phase of development encompasses shifts in behaviour, characterised by heightened experimentation and a propensity for risk-taking. Although certain behaviours are deemed typical at various stages of child development, it is during adolescence that these behaviours, especially when they occur in combination, emerge as significant indicators of potential future adjustment problems, including criminal behaviour. The global adolescent population is estimated at 1.2 billion, a stage that presents

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challenges impacting personal and social development. This phase is frequently shaped by adverse parental control and peer pressure, potentially resulting in aggressive behaviour.

During adolescence, peers become increasingly influential, and social interactions with them present moral dilemmas that require decision-making. The well-being and development of adolescents are of growing importance, particularly concerning their psychological and behavioural progress. However, managing young people during this stage remains a challenge for society, schools, and families alike. The socio-behavioural development of adolescents not only impacts their immediate academic performance but also predicts their educational achievements in the long run.

The adolescent stage represents a pivotal time characterised by the swift development of psychological and social abilities, which, while advancing, remain in a state of immaturity and are highly influenced by key figures in their lives. Mills, a prominent sociologist, posits that significant others are those individuals who profoundly influence a person's socialisation process. Parents, teachers, and peers, who are closely engaged in the school lives of adolescents, fulfil unique roles that can impact their behaviour, including the possibility of misconduct[33]. During adolescence, there is a notable prevalence of deviant behaviour compared to other life stages. This is characterized by a rapid increase in deviant behaviour during adolescence, followed by a sharp decline afterward. This developmental pattern is often referred to as the "age-crime curve," which illustrates the trend of deviancy over time. Specifically, there is a steep rise in deviant behaviour in mid-adolescence, reaching a peak in late adolescence, and then a significant decrease in early adulthood, followed by a gradual and continuous decline.

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It has been observed that engaging in antisocial behaviour during adolescence can hinder the likelihood of achieving meaningful academic success. This is particularly significant considering that adolescence is a critical period when Adolescents undergo various changes, including the onset of puberty, which can have an impact on their behaviour. Antisocial behaviour often manifests as increased absenteeism, which becomes more apparent among teenagers due to the challenges they face during this period. The negative consequences of absenteeism are detrimental to their academic achievements, self-esteem, and prospects for promotion. Falling behind their peers in the same class increases the likelihood of dropping out of school[34]. Externalizing behaviour such as aggression, violence, and delinquency are commonly observed among antisocial teenagers. These behaviours tend to persist over time, showing stability and resistance to intervention efforts. Consequently, individuals displaying such behaviour patterns often receive poorer diagnoses for treatment. Teenagers with these behaviour patterns typically exhibit lower levels of functioning in academic, cognitive, and social domains.

2.2 Theoretical Framework

2.2.1 Rosenberg Self-Esteem Theory

Rosenberg's self-esteem theory provides important perspectives on how self-esteem correlates with antisocial behaviour in adolescents. The theory suggests that self-esteem significantly influences individuals' thoughts, feelings, and behaviours. Exploring the connection between self-esteem and antisocial behaviour in adolescents can yield valuable insights for prevention, intervention, and treatment strategies. The adolescent stage represents a crucial phase marked by substantial transformations in physical, cognitive, and social dimensions. During this period, people are especially susceptible to the emergence of

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antisocial behaviour, including aggression, rule-breaking, and delinquency. A number of investigations have explored the link between self-esteem and antisocial behaviour in adolescents, utilising the foundations of Rosenberg's self-esteem theory. A crucial element of the theory pertaining to antisocial behaviour is the influence of social interactions on the development of self-esteem. The self-esteem of adolescents is significantly shaped by their relationships with peers, parents, and other important figures in their lives. Positive social interactions, including acceptance, support, and affirmation, play a significant role in fostering high self-esteem. Conversely, adverse interactions like rejection, criticism, and bullying can diminish self-esteem and may lead to the development of antisocial behaviour. A consistent association exists between low self-esteem and a heightened likelihood of engaging in antisocial behaviour among adolescents. Young individuals with diminished self-worth might encounter sensations of insufficiency, lack of value, and exclusion. Negative self-perceptions can result in a longing for validation and acceptance, potentially leading individuals to engage in antisocial behaviour as a way to seek attention or attain a sense of power or control. Furthermore, the theory emphasises the impact of self-assessment on self-worth. Adolescents with low self-esteem often participate in negative self-assessments and view themselves as inadequate compared to societal expectations or their own benchmarks. The gap between one's ideal self and perceived self often results in frustration, dissatisfaction, and a yearning to challenge societal norms. The emotions and self-views may play a role in the involvement in antisocial behaviour as a means of defiance or rebellion. Moreover, the link between self-esteem and antisocial behaviour may be affected by the existence of external risk factors. Adolescents with low self-esteem, who face challenges such as peer rejection, family dysfunction, or academic struggles, may be more

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inclined to engage in antisocial behaviour. This can serve as a coping mechanism for their negative emotions, a means to seek validation, or a way to forge their identity. Strategies and proactive approaches aimed at enhancing self-esteem can play a crucial role in tackling and mitigating antisocial behaviour in adolescents. Enhancing self-esteem through constructive social interactions, encouraging supportive relationships, cultivating a sense of competence and achievement, and offering avenues for positive self-assessment can play a significant role in mitigating the likelihood of engaging in antisocial behaviour.It is essential to recognise that although there is a correlation between low self-esteem and antisocial behaviour, not every individual with low self-esteem displays such behaviours. The connection between self-esteem and antisocial behaviour is intricate and shaped by a range of individual, social, and environmental elements. The existence of protective elements, including positive parenting, supportive peer interactions, and an encouraging school atmosphere, can lessen the effects of low self-esteem on antisocial behaviour.

Relevance of the Theory to the Study

Rosenberg's self-esteem theory provides valuable insights into the relationship between self-esteem and antisocial behaviour in adolescents. Low self-esteem has been consistently associated with an increased risk of engaging in antisocial behaviour, while high self-esteem is linked to positive outcomes and a reduced likelihood of such behaviour. Understanding the role of self-esteem in the development and manifestation of antisocial behaviour can inform prevention and intervention efforts, promoting positive self-perceptions, healthy social interactions, and supportive environments for adolescents.

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2.2.2 Social Learning Theory of Bandura

Learning theories see the environment as the major force in development. Social cognitive theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviour of others, people develop similar behaviour. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities. SCLT is a learning theory which has come out on the ideas that people learn by watching what others do, and that human thought processes are central to understanding personality. This theory provides a framework for understanding, predicting and changing human behaviour. Moreover, SCLT places a heavy focus on cognitive concepts. It is also focused on how Adolescents and adults operate cognitively on their social experiences and how these cognitions then influence behaviour and development. Social learning theory is based on three key concepts. The first is that people can learn by observation. Second, internal mental states are an important part of the process. Third, learning something does not necessarily lead to a change in behaviour. The social cognitive learning theory emphasizes the role of observation, imitation, and cognitive processes in learning and behaviour. It has several relevance to understanding antisocial behaviour, Modeling: The theory suggests that individuals learn by observing and imitating others. In the context of antisocial behaviour, individuals may observe and imitate aggressive or deviant behaviour from role models in their environment, such as family members, peers, or media figures. This process of modelling can contribute to the development and perpetuation of antisocial behaviour. Reinforcement and punishment: Social cognitive learning theory

emphasizes the influence of reinforcement and punishment on behaviour. Antisocial behaviour that is rewarded or reinforced in some ways is more likely to be repeated. For example, if a teenager engages in delinquent behaviour and receives admiration or respect from their peers, they may be more likely to continue engaging in such behaviour. Similarly, punishment or negative consequences for antisocial behaviour can discourage their occurrence. Cognitive processes: The theory highlights the importance of cognitive processes, such as attention, memory, and reasoning, in learning and behaviour. Individuals actively interpret and make sense of the social environment, which can influence their behaviour. In the context of antisocial behaviour, cognitive factors like distorted thinking patterns, biased perception of social cues, and limited empathy or moral reasoning may contribute to the adoption and maintenance of antisocial behaviour. Self-efficacy: Social cognitive learning theory also emphasizes the role of self-efficacy, which refers to an individual's belief in their ability to successfully execute behaviour and achieve desired outcomes. Low self-efficacy can contribute to the likelihood of engaging in antisocial behaviour, as individuals may perceive themselves as lacking the skills or resources to engage in prosocial alternatives. Understanding the principles of social cognitive learning theory can help identify factors that contribute to the development and maintenance of antisocial behaviour. By addressing these factors through interventions and promoting positive role models, teaching prosocial skills, providing appropriate reinforcement, and enhancing self-efficacy, it is possible to reduce the occurrence of antisocial behaviour and promote more positive and prosocial behaviour in individuals.

Relevance of the Theory to the Study

The social cognitive learning theory holds significance in examining parental attitudes and the sense of connection to school. This outlines the ways in which Adolescents acquire knowledge by observing others, imitating behaviours, and engaging in cognitive activities. Adolescents often emulate the behaviour of their parents or carers, making it essential to examine parental attitudes to gain insight into how Adolescents adopt and internalise these perspectives. Reinforcement and punishment significantly influence behaviour, as Adolescents tend to embrace attitudes and actions that receive rewards while being deterred from those that face punishment. Observational learning plays a crucial role in fostering school connectedness, as Adolescents tend to emulate the behaviours and attitudes exhibited by their peers and teachers. Supportive educational settings foster a sense of belonging, whereas detrimental atmospheres may result in a lack of engagement. By applying this theory, one gains insights into how parental attitudes and school environments influence Adolescents's attitudes and behaviour in school.

2.2.3 Neuromoral Theory of Antisocial Behaviour

The neuromoral theory of antisocial behaviour posits that damage to the neural circuitry that supports morality establishes a shared basis for the brain mechanisms involved in moral decision-making, as well as the brain systems that facilitate antisocial behaviour. The neuromoral theory has been revised to incorporate recent empirical findings. Important regions involved in moral decision-making and the range of antisocial behaviour encompass the frontopolar, medial, and ventral prefrontal cortical areas, as well as the anterior cingulate, amygdala, superior temporal gyrus, and angular gyrus temporoparietal junction. The hypothesis suggests that various expressions of antisocial behaviour exhibit distinct levels of

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neuromoral dysfunction. Specifically, primary psychopathy, proactive aggression, and life-course-persistent offending appear to be more significantly impacted, while secondary psychopathy, reactive aggression, and drug-related crimes seem to be relatively less influenced by neuromoral dysfunction. concerning antisocial, violent, and psychopathic behaviour across Adolescents, adolescents, and adult[34].

The prefrontal cortex, which plays a crucial role in decision-making and impulse control, continues to develop throughout adolescence. The neuromoral theory of antisocial behaviour highlights the significant role of the prefrontal cortex's development. The prefrontal cortex serves as a crucial area of the brain that governs executive functions such as decision-making, impulse control, and moral reasoning. Throughout adolescence, the prefrontal cortex experiences notable structural and functional transformations as a component of typical brain maturation. The alterations in the prefrontal cortex play a significant role in enhancing the capacity to make informed decisions, evaluate outcomes, and manage impulsive actions. Nonetheless, this area of the brain does not reach full maturity until early adulthood. Consequently, young individuals might face difficulties in making decisions and managing impulses. The underdevelopment of the prefrontal cortex can lead to a higher likelihood of impulsive and risky behaviour in the context of antisocial behaviour. Young individuals often find it challenging to assess the possible adverse outcomes of their behaviours or manage their impulses in a proficient manner. This could result in individuals participating in antisocial behaviour while failing to fully contemplate the ethical ramifications or future outcomes. The neuromoral theory emphasises the relationship between brain development, particularly in the prefrontal cortex, and the onset of antisocial behaviour during adolescence. Grasping these neurobiological elements can shed light on the

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reasons adolescents might be more susceptible to antisocial behaviour and highlight the necessity of fostering their cognitive and emotional growth during this pivotal stage.

Relevance of the Theory to the Study

The neuromoral theory of antisocial behaviour is highly relevant for studying adolescent antisocial behaviour. It provides insights into the neurobiological mechanisms involved in moral decision-making and antisocial behaviour. By understanding these mechanisms, researchers can identify specific brain regions and processes that contribute to antisocial behaviour in adolescents. This knowledge enables early identification and intervention strategies to prevent and address antisocial behaviour. The theory also highlights the importance of individualized treatment approaches tailored to address neurobiological deficits. Additionally, the theory raises ethical considerations regarding accountability and the influence of neural factors on behaviour, stimulating discussions on the ethical implications of neurobiological influences. Overall, the theory enhances our understanding of adolescent antisocial behaviour and informs interventions and ethical considerations in this area.

2.3 Review of Empirical Studies

2.3.1 Self-Esteem and Adolescents' Antisocial behaviour

This study sought to investigate the relationship between experiences of bullying, levels of self-esteem, and psychosocial challenges among adolescents. The study also explored the possible mediating effect of self-esteem on the relationship between bullying victimisation and psychosocial issues in Pakistani adolescents. The sample included 499 participants drawn from different government schools in Lahore, Pakistan, aged between 13 and 17 years (mean age = 14.58; standard deviation = 1.14). Evaluations were carried out

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utilising peer relationship assessment tools, the Rosenberg Self Esteem Scale, the Depression, Anxiety, Stress Scale-21, and the UCLA Loneliness Scale. The analysis involved employing Pearson Product Moment Correlation and Structural Equation Modelling (SEM) utilising AMOS. The results indicated a notable negative correlation between experiences of bullying victimisation and levels of self-esteem, alongside a significant positive correlation between bullying victimisation and psychosocial issues. Furthermore, a significant negative correlation was identified between self-esteem and psychosocial problems. The findings also suggested that self-esteem played a partial mediating role in the connection between bullying victimisation, encompassing both social and physical aspects, and psychosocial issues. The results underscore the harmful effects of bullying on the psychosocial health of victims and point to the possible influence of self-esteem in alleviating the consequences of bullying. The findings highlight the critical need for the establishment of psychological support services in schools across Pakistan to effectively tackle bullying and its repercussions for those affected[35].

Similarly, this study will look at undergraduates in Ogun State who attend state-owned universities to see whether there is a correlation between low self-esteem, antisocial conduct, and peer pressure. Using a stratified selection technique, researchers from the two schools chose 300 undergraduates to participate in the survey. The Antisocial Behaviour Questionnaire (ABQ), Peer Influence Questionnaire (PIQ), and Self-Esteeem Questionnaire (SEQ) were used to gather data. Using Andrew Hayes' process model and multiple regression analysis, four hypotheses were assessed at a significance level of.05. The findings showed that both self-esteem and peer pressure had a substantial impact on antisocial conduct ($F(2, 270) = 69.287$, $p<.05$), and that both factors contributed significantly to the problem (Beta

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=.337, t = 9.709, p<.05) and to the problem (Beta = -.283, t = 7.402, p<.05). Based on the results, gender had no significant impact on the correlation between self-esteem and antisocial conduct among undergraduates (t =.7446, p >.05), but it did reduce the correlation between peer pressure and antisocial behaviour (t = 7.3569, p <.05). Among other things, the results suggest that guardians and parents should keep a close eye on their Adolescents[79].

The purpose of this research was to examine the ways in which harassed teenagers in Kwara State, Nigeria, coped with the psychological and social effects of the bullying in the classroom. A descriptive survey design was utilised in the investigation. Four hundred harassed secondary school Adolescents from each of Kwara State's three senatorial districts made up the study's sample group, with the total number of bullied school adolescents in the state estimated to be 29,107. Methods such as proportional, stratified, and snowball sampling were used to choose the sample. A total of two surveys, the "Psycho-Social Challenges of Bullied Questionnaire" and the "Adjustment Strategies of Bullied Questionnaire," were administered in order to gather information for the study. Their dependability coefficients were 0.73 and 0.82, respectively, after content validation and testing. Demographic information was derived via percentages, while research issues were addressed through the use of means and rank order analysis. The study's results showed that all the psychological difficulties were experienced by bullied school-aged teenagers. Among them include, but not limited to, poor self-esteem, feelings of shame among peers, and fights with classmates. Adolescents who experienced bullying at school reacted aggressively, socially, helplessly, and cognitively, in that sequence. The research concluded that school counsellors should work to alleviate the psychological and social difficulties faced by bullied teenagers by creating intervention programs. Counsellors in schools have a responsibility to seek out

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bullied students and provide them with resources to help them cope. School systems of operation should incorporate anti-bullying rules[36].

A related study looked at the ways in which trait aggression and self-esteem moderated the links between environmental risk variables in three social domains (home, school, and the Internet) and the long-term effects of bullying in its many forms. Participating in the study were 358 students (40.5% female) ranging in age from 12 to 14 (mean 12.89) with 6-month intervals. The research adhered to a four-wave panel design. Assessments pertaining to the research variables were filled out by the participants. According to the results, those who were exposed to greater risk variables reported being more likely to engage in bullying behaviour in later evaluations. At the end of the evaluation, those who had been exposed to more than one risk domain were more likely to have engaged in cyberbullying than those who had been exposed to fewer or no risk domains at all. In addition, trait aggression attenuated the relationship between bullying and the prediction power of cumulative risk categories and environmental risk. Having said that, self-esteem failed to mediate any of these associations. In comparison to adolescents with lower levels of trait aggression, those with greater levels of trait aggressiveness were more affected by risk factors. These results add to what is already known about bullying and provide clues on how to create treatments to combat it[35].

Adolescents' prosocial behaviour: the role of moral identity, moral judgement, and social self-efficacy was the focus of a recent study. Approximately 338 teenagers, with a mean age of 13.4 years, participated in the study. Moral self-efficacy, prosocial activity, social judgement, and moral identity were among the dimensions measured by the participants' evaluations. Teachers' evaluations of students' prosocial conduct corroborated

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the students' own accounts, lending credence to the students' self-reports. A number of types of altruistic conduct were shown to be significantly predicted by moral identity. Although assisting others in front of others was not predicted by moral judgement or moral identity, they were discovered to be connected and predict altruistic prosocial action when used together. Further, the connections between moral judgement and specific forms of prosocial activity, such providing emotional support and volunteering, were mediated by moral identity. Additionally, it was shown that some types of prosocial conduct were predicted by self-efficacy beliefs. This suggests that self-efficacy gives adolescents the assurance they need to participate in prosocial activities, especially in public places. When looking at the relationship between teenagers' moral judgement and their moral conduct, moral identity stood up as a critical component that both directly and indirectly impacted their prosocial activity[80].

Studies in a related area indicate that low self-esteem and difficulties in recognising emotions are factors that heighten the likelihood of engaging in antisocial behaviour (adolescents). Self-esteem and emotion recognition are essential components of effective social interactions, with prior research demonstrating a positive correlation between self-esteem and emotional intelligence. Nonetheless, the relationship between these two risk factors for adolescents in Adolescents with behavioural issues has yet to be investigated. This study sought to explore the connection between self-esteem and emotion recognition, along with their links to the severity of behavioural issues. The study involved Adolescents aged 8 to 11 years with behavioural problems (BP; n=78) participating in an early intervention program, alongside a control group of typically developing peers (TD; n=54). The participants engaged in a self-esteem questionnaire and a computerised emotion recognition

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task. Furthermore, educators and carers offered assessments regarding the emotional and behavioural issues exhibited by the Adolescents. The findings indicated that the BP participants demonstrated notably lower self-esteem and faced challenges in emotion recognition. Additionally, there was a positive correlation between self-esteem and emotion recognition, while both were inversely related to the severity of behavioural problems. It is crucial to note that both self-esteem and emotion recognition served as independent predictors of behavioural issues. The findings emphasise the interconnectedness of self-esteem and emotion recognition in Adolescents facing behavioural challenges, highlighting their significance as predictors of such issues. The implications of these findings hold considerable importance for the formulation of effective intervention strategies[81].

An investigation was carried out to analyse the influence of personality traits on the antisocial behaviour exhibited by university students in South East Nigeria. This study was motivated by the observation of university students involved in a range of antisocial behaviours, including the violation of school rules and regulations, damage to public and school property, involvement in fights and assaults, and participation in examination malpractice. The study utilised a correlational survey design and concentrated on the South East region of Nigeria, encompassing a population of 60,734 third-year students from federal and state universities. A total of 1,250 third-year students were chosen through a multistage sampling method. The gathered data underwent analysis through correlational methods and t-tests to tackle the research enquiries and evaluate the null hypothesis. The findings of the study indicated a notable impact of personality traits on the antisocial behaviour of students in both federal and state universities. This suggests that without proper monitoring, such behaviours could give rise to further social issues, including cultism and armed robbery. It is

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advisable for students to be motivated through seminars to develop positive personality traits and refrain from participating in antisocial activities during their time in school[82].

A comparable study investigated the moderating effect of gender on the influence of self-esteem and peer pressure on antisocial conduct among undergraduates at universities controlled by Ogun State. A survey study methodology was employed, and a sample of 300 students was chosen from the two institutions using the stratified sampling method. The instruments employed for data collection were the Self-Esteem Questionnaire (SEQ), the Peer Influence Questionnaire (PIQ), and the Antisocial Behaviour Questionnaire (ABQ). Four hypotheses were developed and evaluated by multiple regression analysis and Andrew Hayes' process model at the .05 significant threshold. The results indicated a substantial composite effect of self-esteem and peer pressure ($F(2, 270) = 69.287$, $p < .05$), with significant individual contributions from peer pressure (Beta = .337, $t = 9.709$, $p < .05$) and self-esteem (Beta = -.283, $t = 7.402$, $p < .05$) to antisocial behaviour. Gender did not significantly moderate the effect of self-esteem on antisocial behaviour ($t = .7446$, $p > .05$), but it did significantly moderate the effect of peer pressure on antisocial behaviour ($t = 7.3569$, $p < .05$) among undergraduates. It was advised, among other measures, that parents and guardians adequately watch the Adolescents[83].

A comparable study investigated the function of self-esteem as a mediator in the relationship between bullying victimisation and the emergence of anxiety and depression symptoms. The sample comprised 550 Adolescents and adolescents (56.5% female) aged 10 to 17 years (M=12.20, SD=1.75) from the Basque Country. Participants undertook many assessments, including a sociodemographic questionnaire, a peer victimisation evaluation, the Rosenberg Self-Esteem Scale, and the Educational-Clinical Questionnaire for Anxiety

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and Depression. Structural equation modelling results indicated that bullying victimisation is a risk factor for the onset of anxiety and depression during childhood and adolescence. The connection between bullying victimisation and these emotional issues is mediated by self-esteem. The mediating effect of self-esteem is particularly significant in relation to depression, since the influence of bullying victimisation on depression is amplified when mediated by self-esteem. The ramifications of these findings are examined, highlighting their importance for educational psychology and the psychological welfare of Adolescents and adolescents[84].

A related study investigated the correlation between psychopathology and social adjustment among adolescents in the Onitsha Education zone, Anambra State. Three research questions were formulated to guide the study, and one null hypothesis was tested at a significance level of 0.05. A correlational research design was employed, and the population consisted of 15,816 secondary school adolescents. The sample size of 1,440 adolescents was selected using a combination of simple random sampling and disproportionate stratified random sampling techniques. Two research instruments, namely the Adolescent Psychopathology Questionnaire (APQ) and the Adolescents' Social Adjustment Questionnaire (ASAQ), were utilized after being validated by experts. The reliability coefficients were determined as 0.949 for APQ and 0.928 for ASAQ. Data collection was conducted through direct delivery. Research questions 1 and 2 were addressed using summated scores, while research question 3 and the null hypothesis were analyzed using Pearson Product Moment Correlation Coefficients. The findings indicated a significant negative association between psychopathology and social adjustment among secondary school adolescents. As a recommendation, it is suggested that guidance counsellors employ

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behaviour modification techniques to positively enhance the psychopathological state of adolescents, thereby promoting their proper social adjustment in school[85].

A study was conducted to investigate the relationship between developmental characteristics, peer group influence, and antisocial behaviour among adolescents. The study was guided by four research questions and four null hypotheses. It adopted a survey research design. The sample size consisted of 594 students who were randomly selected from secondary schools in the three Senatorial Districts of Delta State. A questionnaire titled "Relationship among Adolescents' Characteristics, Peer Group Influence, and their Anti-social Behaviour" was used to collect data, and it was determined to have both face and content validity. The reliability indices for the subgroups were as follows: physical characteristics (0.68), intellectual characteristics (0.68), social/emotional characteristics (0.70), peer group influence (0.71), and adolescents' antisocial behaviour (0.69). The data were analyzed using regression and descriptive statistics. The findings indicated that physical, intellectual, social/emotional characteristics and peer group influence significantly influence adolescents' antisocial behaviour. Based on the results, it is recommended that adolescents should be encouraged to engage in productive leisure activities that allow them to channel their energies effectively[42].

A research investigated the influence of moral identity, moral judgement, and social self-efficacy on prosocial conduct during adolescence. Approximately 338 adolescents (Mage = 13.4 years) participated in assessments of moral identity, moral judgement, social self-efficacy, and prosocial conduct. Educators assessed teenagers' prosocial conduct, which substantially aligned with the adolescents' self-reports. Moral identity was determined to be a predictor of many forms of prosocial activity. Moral judgement and moral identity were

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correlated and collectively forecasted altruistic prosocial action, although did not anticipate assistance in the presence of others. Moral identity moderated the links between moral judgement and some types of prosocial activity, such as emotional support and volunteering. Self-efficacy beliefs were identified as predictors of some forms of prosocial conduct (e.g., public), perhaps equipping adolescents with the confidence to participate in prosocial actions. On a global scale, prosocial conduct directly influences moral identity, which is beneficial and accountable for prosocial activity, therefore mediating and bridging the gap between moral judgement and moral action among teenagers[43].

The research examined the impact of self-concept on sexual health attitudes among university undergraduates in Anambra State, Nigeria. The primary aims of the study were to ascertain if self-concept might forecast condom use and hazardous sexual conduct. The used measuring devices were the Risky Sex Scale, Condom Use Self-Efficacy, and Robson Self-Concept Questionnaire. Two hundred participants were chosen by cluster sampling, and a predictive research methodology was utilised. Two hypotheses were developed and evaluated. The findings indicated that self-concept strongly influenced hazardous sexual conduct, while condom usage was also a notable predictor of such behaviour. It is advised that young persons develop a robust self-concept that deters participation in sexually irresponsible activity[44].

A study was carried out to investigate the relationship between self-esteem, social competence, and behavioural issues among primary school students within the Nsukka education authority. The design utilised for this study was a correlation survey. The data collection instruments included questionnaires specifically designed for this study, which comprised the Pupils Behaviour Problem Observation Checklist (PBPOC) (teachers'

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version), Pupils Behaviour Problems Measuring Scale (PBPMS), Pupil's Self-Esteem Measuring Scale (PSEMS), and Pupil's Social Competence Measuring Scale (PSCMS). The sample included 125 students who fulfilled the criteria for exhibiting Oppositional Defiant Disorder (ODD) behaviour issues. Data analysis involved the use of mean, standard deviation, and analysis of variance. The results indicated a noteworthy but moderate negative relationship between self-esteem and ODD in primary school students. A notable yet moderate negative correlation was observed between social competence and ODD in this group of students. The study suggests that educators should implement strategies that cultivate deep connections of friendship, care, tolerance, and empathy among students in a collaborative learning setting[45].

2.3.2 Parental Attitude and Adolescents' Antisocial behaviour

An investigation was carried out to examine the influence of parent-child dynamics on antisocial behaviour in senior secondary school adolescents within Damaturu Metropolis, Yobe State, Nigeria. The study utilised correlational and ex-post-facto research designs. A total of 7,115 individuals participated in the study, with a sample of 364 students being proportionately drawn from four senior secondary schools in the metropolitan area through stratified sampling methods. The participants were evaluated utilising modified tools, such as the Anti-social Behaviour Scale created by Achenbach (1991) and the Parent-Child Relationship Scale designed by Roe and Siegelman (1965). The instruments underwent revalidation, piloting, and testing, resulting in reliability indices of 0.67 and 0.73, respectively. The investigation comprised two objectives accompanied by related hypotheses, which were evaluated at a significance level of 0.05. The analysis of data included the application of Pearson Product Moment Correlation (PPCM) and t-test methodologies. The

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findings revealed a notable correlation between parent-child dynamics and antisocial behaviour ($r=0.857$; $p<0.05$). Additionally, gender did not appear to affect the impact of antisocial behaviour in senior secondary school adolescents, irrespective of whether they were male or female. In light of these findings, it is advised that parents actively educate and supervise adolescents, ensuring they receive sufficient emotional support and guidance regarding their choice of peers. This will contribute to minimising the likelihood of adolescents being swayed by detrimental peer influences in society. It is essential for educational stakeholders to facilitate seminars and workshops aimed at increasing awareness regarding the impact of parent-child relationships on antisocial behaviour within society. Additionally, it is essential for curriculum planners to integrate impactful moral education and character development initiatives for students, with the goal of diminishing their participation in antisocial behaviour within the nation[88].

A parallel research was conducted to examine the influence of gender and self-esteem as mediators in the association between parent-child dynamics and sexual assault. The research employed a correlational design. A random sample of three hundred teenagers was obtained from secondary schools in the Ibadan North Local Government Area of Oyo State, Nigeria. Data was gathered utilising a dependable instrument (Sexual Abuse Scale $\alpha=0.87$; Parental-Child Relationship Scale $\alpha=0.77$; Self-Esteem Scale $\alpha=0.73$). Three research questions were formulated and examined at a significance level of 0.05[89].

Studies have shown that fluctuations in parent-child relationships, referred to as lability, are prevalent during adolescence and may result in adverse outcomes for young individuals. Nonetheless, understanding the factors that influence this variability in parenting remains insufficient. The investigation sought to explore the extent to which Adolescents's

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behaviour may serve as an indicator of variability in parent-child dynamics. The study focused on examining the relationship between youth maladjustment—encompassing delinquency, substance use, and internalising issues in Grade 6—and the potential impact on the variability of parental warmth and hostility experienced by Adolescents from Grades 6 to 8. Furthermore, the investigation examined if the connection between youth maladjustment and variability in parental behaviour would be affected by the internalising issues of the parents. The sample comprised two-parent families living in rural areas and small towns, with a total of 618 participants (52% girls, 90% Caucasian). The results indicate that the internalising issues of parents influence the relationship between child maladjustment and parenting practices. In families where parents exhibit significant internalising issues, there is a correlation between increased youth maladjustment and greater variability in the warmth displayed by parents. On the other hand, for parents experiencing low internalising issues, increased youth maladjustment correlated with reduced variability in the warmth exhibited by parents. The conversation focusses on the possible mechanisms by which parents' internalised issues could influence their responses to youth problem behaviour, along with the consequences for interventions[90].

A comparable investigation into deviant behaviour is noted among secondary school students globally. Throughout the adolescent years, individuals frequently partake in various forms of experimentation, which can occasionally result in unintentional participation in unlawful activities. The behaviour exhibited by parents in the home environment significantly influences a child's behaviour, shaped by a range of factors, including the family's socioeconomic status. Parents facing financial difficulties find it challenging to foster a nurturing home atmosphere, which can result in weakened parent-child bonds and

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adversely affect the child's behaviour. The ramifications of deviant behaviour can be significant, encompassing property damage, early pregnancy, HIV/AIDS infection, school dropout, and potentially fatal outcomes. This investigation sought to examine how family socioeconomic status mediates the connection between parental attachment and deviant behaviour among secondary school students in Homa Bay County. The investigation utilised the parental attachment theory proposed by John Bowlby and Mary Ainsworth, creating a conceptual connection between parental attachment and deviance. Additionally, it incorporated Robert Merton's structural strain theory, which associated socioeconomic status with parental attachment. A correlational design was utilised, focussing on the entire population of Form Two students in Homa Bay County. A random sample of 512 students was drawn from a total population of 20,160 students for the study. Principals, deputies, heads of departments, and representatives from parent associations were intentionally chosen.

The process of gathering data included the use of questionnaires, both structured and unstructured interviews, focus group discussions, and the analysis of documents. Expert assessment and piloting were employed to ensure instrument validity, while the split-half method was utilised to test reliability, maintaining a confidence level of $\alpha \leq 0.05$. Both quantitative and qualitative analysis techniques were utilised for the data examination. The results indicated a robust and noteworthy relationship between socioeconomic status and parental attachment ($r = 0.714$). The study suggests that the Homa Bay County government take action to implement effective measures aimed at eradicating poverty, thereby improving the living standards of families within the county. Furthermore, it is essential for the county government to establish free and dynamic adult education centres throughout the county to enhance educational opportunities and tackle socioeconomic issues[91].

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A cross-sectional study examined the prevalence and trends of deviant behaviour among secondary school students in southwestern Nigeria. The investigation included a cohort of 627 students, both male and female, who were actively enrolled in educational institutions, with ages spanning from 9 to 21 years. The analysis included univariate, bivariate, and multivariate levels to investigate the relationship between different individual characteristics and the probability of engaging in deviant behaviour. The elements being examined comprised age, gender, living situation, religious affiliation, and the marital status of parents. The results indicated that a greater percentage of males (67.8%) were present in comparison to females (37.2%) among the participants. The average age was calculated to be 14.8 years, accompanied by a standard deviation of 2.2. The investigation revealed that involvement in mass protests and school riots emerged as the most common types of deviant behaviour among the students surveyed. Furthermore, a notable relationship was identified among age, gender, parental marital status, and the involvement of students in deviant behaviour. Students from divorced parents demonstrated a greater inclination to participate in deviant behaviours in contrast to their peers with married parents. The findings indicate that school counsellors are essential in promoting student abstention from deviant behaviour. Furthermore, it is essential for school administrations to cultivate ongoing interaction with students, responding to their issues and encouraging a climate that mitigates unrest or large-scale demonstrations[50].

The investigation into the relationship between different facets of parenting and participation in bullying remains scarce, especially in the Nigerian context. The investigation centred on a cohort of 223,893 adolescents enrolled in educational institutions in Kwara State, Nigeria. A total of 400 individuals were chosen from this population, reflecting various

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regions of the state. To gather the required data, a specific scale was developed. The gathered data was analysed through the application of both descriptive and inferential statistical techniques. The results demonstrated that parental influences were crucial in forecasting adolescents' involvement in both bullying behaviour and victimisation in the school environment. Considering these results, the authors propose suggestions derived from the study's conclusions[51].

The investigation sought to explore the connection between the dynamics of the parent-child relationship and the prevalence of alcoholism. The study involved a cohort of 180 individuals who have been diagnosed with alcoholism. Of the participants, 90 were sourced from urban environments while 90 were drawn from rural settings. The sample was systematically divided into equal parts across the upper, middle, and lower socioeconomic classes, comprising 60 participants from each category. The investigation took place in two districts of Himachal Pradesh, namely Kinnaur and Shimla. The findings of the study indicated that the quality of the parent-child relationship significantly influenced alcoholism, accounting for a considerable amount of the variance observed. The principal observations underscore the following key findings: In the urban sample, the presence of rejecting fathers was found to contribute significantly to 4% ($r=.287^{**}$, $p<0.05$) variance in alcoholism, while in the rural sample, the presence of protective fathers accounted for 5% ($r=-.289^{*}$, $p < 0.05$). The variance attributed to rejecting fathers was 5% ($r=.276^{**}$, $p < 0.05$)[52].

A related study sought to explore the impact of parental involvement, peer pressure, and parenting style on attitudes towards cigarette smoking among adolescents attending school in Ibadan. A cross-sectional survey design was utilised, involving an accidental sample of 240 students drawn from four randomly selected public secondary schools in

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Ibadan North Local Government. The participants filled out a questionnaire that included validated scales assessing peer pressure, parenting style, parental involvement, and attitudes towards cigarette smoking. The mean age of the participants was 15.54±2.41 years. Five hypotheses were developed and examined at a significance level of .05. The results showed that teenagers with parents who were significantly engaged in their extracurricular activities tended to cultivate more favourable views on cigarette smoking ($t(211)=2.176$; $p<.05$)[92].

Furthermore, adolescents in school experiencing significant peer pressure demonstrated more favourable attitudes towards cigarette smoking than their counterparts with lower peer pressure levels ($t(200)=8.782$; $p<.01$). Nonetheless, parenting styles did not significantly affect attitudes towards cigarette smoking among in-school adolescents ($F(2,212)=.783$; $p>.05$). A notable interaction was observed between parental involvement and parenting style in shaping attitudes towards cigarette smoking ($F(2,199)=3.138$; $p<.05$). In particular, adolescents in school with highly engaged and permissive parents showed the most favourable attitudes towards smoking, whereas those with less engaged and permissive parents demonstrated the most unfavourable attitudes. There was no significant difference in attitudes towards smoking based on gender ($t(213) = .969$; $p > .05$). The study suggests that parents should thoughtfully regulate their engagement in their adolescents' lives to minimise the chances of reactance and the emergence of anti-social behaviours, including cigarette smoking[53].

The objective of the study was to explore the psychological and demographic factors linked to aggressive behaviour in undergraduate students. A total of 350 undergraduate students, comprising 31.4% male and 68.6% female, were conveniently sampled from various departments at the University of Lagos for this study. The design utilised for the

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study was correlational. For the purpose of data collection in this study, we employed the Parenting Style Questionnaire (PSQ), the Adverse Childhood Experience International Questionnaire (ACE-IQ), and the Buss Perry Aggression Questionnaire (BPAQ). Our analysis revealed a significant positive correlation between aggressive behaviour and authoritarian parenting style ($r(350) = .258$; $p < .01$), in addition to a notable association with adverse childhood experiences ($r(350) = .285$; $p < .01$). Additionally, the multiple regression analysis indicated that adverse childhood experiences ($B = .344$, $\beta = .233$, $p < .05$) and authoritarian parenting style ($B = .803$, $\beta = .173$, $p < .05$) were significant independent predictors of aggressive behaviour. It is noteworthy that demographic variables, authoritative parenting, and permissive parenting did not collectively serve as predictors of aggressive behaviour among university students. In summary, this investigation revealed that adverse childhood experiences and authoritarian parenting styles emerged as significant independent predictors of aggressive behaviour among university students, whereas demographic variables and alternative parenting styles did not collectively influence the prediction of aggressive behaviour[54].

This study sought to investigate perceived parental attitudes and the propensity for violence among high school pupils, along with the factors affecting these variables. A cross-sectional correlational investigation was performed using a sample of 2,000 high school pupils. Data were gathered via questionnaires, including the Parental Attitude Scale and the Violence Tendency Scale. The study's findings indicated that, on average, pupils exhibited higher scores in democratic attitudes than in protective or authoritarian views. Multiple variables, including grade level, age, gender, parental education, family structure, wealth, number of siblings, birth order, exposure to domestic violence, and perceived parental

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attitudes, were identified as influencing Adolescents' propensity for violence. The survey further revealed that pupils had a modest propensity for violence. Students in higher grades, older age groups aligned with grade level, males, those with worked moms, dads with less than elementary education, poorer income relative to costs, and individuals who experienced domestic violence had an increased propensity for violence. The study demonstrated an unfavourable correlation between perceived democratic parental views and violent inclinations. Students who recognised elevated democratic views in their parents had a decreased propensity for violence. An rise in protective and authoritarian attitudes correlated with a heightened propensity for violence. It is advised to establish frequent family training programs to inform families about the correlation between familial attitudes and the likelihood of violence. These programs should focus on improving communication between parents and Adolescents while fostering the development of parenting skills in parents[92].

This study aimed to investigate the variables linked to alcohol experimentation and instances of intoxication among Nigerian teenagers utilising a countrywide sample. The poll was administered during the 2015-2016 academic year and encompassed 4,078 secondary school pupils. The sample encompassed 32 secondary schools spanning six geopolitical zones and two metropolitan cities in Nigeria, namely Abuja and Lagos. A variety of factors were analysed as possible correlates of alcohol experimentation and intoxication, encompassing sociodemographic parameters, parental alcohol consumption, permissiveness, peer alcohol use, risk perceptions, and beliefs. Multilevel, mixed-effects logistic regression models were utilised for data analysis. The results revealed that the rate of alcohol experimentation was 34.0%, but the rate of episodes of intoxication was 13.4%. Multiple characteristics were found as correlated with a heightened probability of alcohol

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experimentation and bouts of intoxication. The determinants encompassed male gender, non-traditional family dynamics, parental and peer alcohol usage, parental leniency towards alcohol use, reduced risk perceptions associated with drinking, and favourable opinions about the effects of alcohol intake. Family affluence and single-parent family structure were associated with an increased likelihood of alcohol experimentation, but not with episodes of intoxication. In conclusion, the majority of the risk variables evaluated in this study were constant across various alcohol-related activities. Due to the prevalence of a youthful demographic in Nigeria, alcohol use may soon emerge as a major public health issue. Consequently, it is imperative to engage in the welfare of teenagers by tackling the variables that influence their drinking habit. Prioritising the implementation of evidence-based preventive programs that address knowledge, risk perceptions, and attitudes around alcohol use and parental conduct is essential for mitigating the effect of this issue as early and broadly as feasible[56].

This study sought to investigate the reciprocal relationships between perceived parental awareness and teenage behaviours, including excessive episodic drinking, marijuana consumption, and delinquency. The researchers employed the contextual model of parenting style to examine how the quality of the parent-child connection affects the bidirectional relationships between parental knowledge and adolescent outcomes. The data were obtained from the initial four waves of the National Longitudinal Study of Youth 1997, encompassing a sample of 5,419 Adolescents aged 12 to 14 years at baseline, with yearly surveys administered over a four-year period. Autoregressive latent trajectory models were utilised to examine the correlations between starting levels and temporal changes in perceived parental knowledge and adolescent risk. Short-term cross-lagged routes were used to examine

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bidirectionality with long-term relationships. The findings demonstrated substantial bidirectional relationships in both the short and long term, signifying mutual effects between perceived parental awareness and teenage results. These impacts were seen in both ways, with parents influencing their Adolescents and vice versa. Long-term connections demonstrated a negative tendency, but short-term associations indicated a favourable pattern. The research indicated that the bidirectional relationships differed according to the quality of the parent-child interaction, especially with severe episodic drinking and delinquency, hence reinforcing the contextual model of parenting style. The results have ramifications for forthcoming studies on bidirectional parent-child dynamics and the formulation of parent-centered therapies[57].

The research sought to examine the influence of family structure on the prevalence of juvenile delinquency among students in public senior secondary schools in Rivers State. Six research topics and corresponding hypotheses were established to direct the investigation. A descriptive survey approach was utilised, with a population of 158,875 pupils from all public senior secondary schools in Rivers State, including 75,934 men and 82,951 females. The sample size consisted of 796 people, comprising 398 males and 398 females, calculated using Taro Yamane's method for each gender group. Data were gathered with a self-designed instrument titled "The Juvenile Delinquency Influence Scale," comprising two components. Section A gathered demographic information emphasising family structures, whilst Section B consisted of six segments pertaining to particular family configurations. The test utilised a 4-point Likert scale for responders to indicate their level of agreement. The instrument's validity was affirmed by three specialists: the supervisor, a guidance and counselling expert, and a measurement and evaluation expert. The dependability index, calculated by the Pearson

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product-moment correlation, was 0.80. Research problems were addressed using criteria means, and hypotheses were evaluated using the z-test at a significance level of 0.05. The examined hypotheses revealed that both male and female students concurred that single-parent family structure substantially impacted the prevalence of juvenile delinquency among public senior secondary school students in Rivers State. Furthermore, both male and female students recognised that the nuclear family structure impacted the prevalence of adolescent delinquency within the same environment. In conclusion, the study noted that specific actions displayed by pupils in schools stemmed from dysfunctional home systems. The study recommended that parents establish norms and regulations inside their households, while the government should devise and execute laws that protect the integrity of the family, acknowledging its essential role in the socialisation and moral development of Adolescents[36].

This investigation explored the influence of parent-child dynamics on antisocial behaviour in adolescents attending senior secondary schools within Damaturu Metropolis, Yobe State, Nigeria. Utilisation of both correlational and ex-post-facto research designs was implemented. A total of 7,115 respondents were surveyed, and a proportional sample of 364 participants was drawn from four senior secondary schools in the metropolis through a stratified sampling technique. The participants filled out modified tools, such as the Anti-social Behaviour Scale created by Achenbach (1991) and the Parent-child Relationship Scale designed by Roe and Siegelman (1965). The revalidation and pilot testing of these instruments yielded reliability indices of 0.67 and 0.73, respectively. The investigation comprised two objectives, each accompanied by hypotheses, evaluated at a significance level of 0.05 through the application of Pearson product-moment correlation (PPCM) and t-test for the analysis of data. The findings revealed a notable correlation between parent-child

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dynamics and antisocial behaviour ($r = 0.857$; $p < 0.05$). Furthermore, gender did not appear to affect the prevalence of antisocial behaviour in senior secondary school adolescents, irrespective of whether they identified as male or female. In light of these findings, it is advisable for parents to prioritise teaching, monitoring, and ensuring sufficient emotional support for adolescents, especially regarding their choice of peers. This method may assist in diminishing the impact of misinformed peers within the community. It is essential for educational stakeholders to facilitate seminars and workshops aimed at increasing awareness regarding the impact of parent-child relationships on antisocial behaviour. Moreover, it is essential for curriculum planners to focus on integrating impactful moral and character education initiatives for students to reduce antisocial behaviour within the nation[75].

This study sought to investigate how parental principles serve as indicators and predictors of drug abuse among students in public secondary schools in Nigeria. The study utilised a survey design, which was considered suitable due to the fact that Adolescents frequently acquire knowledge through observation. The study's population comprised 399 participants from chosen schools, which included 221 girls and 178 boys. Two primary objectives, research enquiries and hypotheses, were established and evaluated at a significance threshold of 0.05. The findings of the study, derived from multiple linear regression analysis, revealed that the parental role is a significant predictor of drug abuse among secondary school students and contributes to their engagement with hard drugs. Furthermore, most students often turn to their peers for advice on drug-related matters instead of approaching their parents. The investigation further observed that authoritative parenting approaches, while aimed at guiding Adolescents, frequently induce fear within them. The study recommends that the government, via the Ministry of Education, implement

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training programs for school counsellors to support students and parents in tackling the problem of drug abuse[93].

A recent investigation involving medical college students sought to examine the connection between parental bonding and aggression. A correlational design was utilised in the study, with a sample of 110 medical students chosen from Nishter Medical College in Multan through a simple random sampling method. Data collection involved a survey utilising the Buss and Perry Aggression Scale (BPAQ) alongside the Parental Bonding Instrument (PBI), which was developed by Gordon Parker, Hilary Tupling, and L.B. Brown in 1979. The gathered data underwent analysis through the Statistical Package for Social Sciences (SPSS 20). The findings indicated a negative relationship between parental bonding and aggression in medical students. There were notable distinctions between genders regarding parental bonding and aggression. This study offers important insights for parents to evaluate their connection with their Adolescents and formulate effective strategies for tackling significant issues. The study was confined to Nishter Medical College in Multan, highlighting the need for future investigations to incorporate a larger sample size and a wider research area to improve generalisability[94].

A comparable study sought to explore the relationship between parental acceptance or rejection and the social and emotional difficulties experienced by adolescents. The study sample included 100 pairs of participants, made up of 100 adolescents and their 100 parents. Participants were chosen through purposive sampling methods from different regions of Dhaka city. The research employed the Bangla adaptations of the BECK Youth Inventories of Emotional and Social Impairment developed by Khondokar (2010) and the Child Parental Acceptance-Rejection Questionnaire (Child PARQ) created by Uddin and Fatema (2011).

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Statistical analysis was performed utilising the Pearson-Product moment correlation. The findings demonstrated a significant negative correlation between maternal and paternal warmth/affection and adolescents' emotional and social impairment ($r = -.788, -.576$, $p<0.05$). Additionally, the findings indicated that there were significant positive correlations between maternal and paternal hostility/aggression ($r= .589, .442$, $p < 0.05$), indifference/neglect ($r= .624, .517$, $p < 0.05$), and undifferentiated rejection ($r= .319, .385$, $p<0.05$) and adolescents' emotional and social impairment[60].

A separate investigation explored how parental rearing style and the emotional atmosphere within families influence juvenile delinquency among students in the Oron Education Zone of Akwa Ibom State, Nigeria. The study's population comprised all 4,527 senior secondary two (SS2) students from the 22 public secondary schools located in the Oron education zone during the 2014/2015 academic year. A non-experimental survey evaluated the connection between family factors and student juvenile delinquency. The data gathered from the participants underwent coding, was transferred to a spreadsheet, and subsequently summarised. The data underwent analysis utilising the Statistical Package for Social Sciences (SPSS) version 11.0, with all hypotheses being tested at a significance level of .05. The data collection instrument was named "Family Variable and Juvenile Delinquency Questionnaire (FVJDQ)" and comprised three distinct sections. A total of 360 senior secondary students, specifically from SS2, were randomly chosen for the study. The results of the data analysis revealed that family factors played a crucial role in influencing students' juvenile delinquency. The study found that homes characterised by a democratic rearing style exhibited lower levels of juvenile delinquency compared to those with autocratic and laissez-faire approaches. Furthermore, a supportive family emotional

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environment was identified as a factor in decreasing delinquent behaviour among secondary school students. A key recommendation from the study suggests that educators and social scientists should work to inform parents about the significance of creating a supportive emotional environment within the family for the development of their Adolescents[96].

The objective of the study was to investigate the relationship between various parenting styles and the likelihood of in-school adolescent students engaging in delinquent behaviour in Edo State. A survey research design was employed, utilising a descriptive approach. A total of 246 students were involved in the study. The study utilised the Parenting Styles and Peer Pressure Questionnaire (PSPPQ) for data collection. The psychometric properties of the instrument were determined, featuring content validation conducted by three specialists in Educational Evaluation and Counselling Psychology. The assessment of the instrument's reliability was conducted through Cronbach Alpha statistics, yielding reliability coefficient values of .66, .68, and .63 for the scales measuring parenting styles, peer pressure, and delinquency, respectively. The data was analysed using descriptive statistics and linear regression techniques. The results demonstrated that parenting styles, especially permissive parenting and peer influence, were strong predictors of adolescent students' engagement in delinquent behaviour in Edo State. The results additionally indicated variations between sexes in the involvement of adolescents in delinquent behaviour. In light of these findings, several recommendations emerged, emphasising the necessity for parents to oversee their Adolescents's activities and highlighting the role of school counsellors in facilitating workshops that address the effects of antisocial behaviour on students' overall well-being[94].

A study aimed at exploring the connection between parental attachment and aggressive behaviour in adolescents enrolled in secondary schools in Anambra state. The

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investigation was structured around four null hypotheses articulated in their null form. A correlation research design was utilised, and data were gathered from 18 randomly chosen secondary schools spanning the six educational zones in Anambra state. The focus group comprised all students in SS 1, 2, and 3 from the chosen schools, amounting to a total of 8,100 students. A total of 1,320 students, identified as exhibiting aggressive behaviour through their responses to an aggressive questionnaire created by Buss and Perry (1992), took part in the study. The team employed a specially designed tool known as the "Parental Attachment Questionnaire (PAQ)." The validity of the instrument was confirmed by three specialists from the Faculty of Education at Nnamdi Azikiwe University, Awka. To evaluate reliability, the team utilised Cronbach Alpha, resulting in a high alpha coefficient of 0.79, which signifies the instrument's reliability for application. The findings of the study indicated that there is no positive correlation between secure parent-child attachment and aggressive behaviour in adolescents, along with other results. The study suggests that educational psychologists and school counsellors should focus on family counselling to assist parents in fostering a more proactive attachment with their Adolescents, which in turn could improve adolescents' behaviour[95].

A cross-sectional correlational study was carried out in a city located in the Western Black Sea Region of Turkey, involving a population of students from five high schools situated in the city centre (N = 3,233). A power analysis was conducted using data from prior studies, leading to a determined sample size of no fewer than 1,300 students, with an alpha level set at .05, a deviation (d) of 5%, and a power (1 - β) of .90. A total of 2,000 students were ultimately included in the study. Stratified sampling was implemented, categorising students into four strata according to their grades, and proportional selection was utilised to

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ascertain the number of students from each stratum. Participants were required to voluntarily engage in the study, secure consent from their families and educational institutions, and demonstrate the absence of any physical or mental health concerns. The process of data collection included administering a questionnaire and utilising the Parental Attitude Scale (PAS) alongside the Violence Tendency Scale (VTS). The survey included 12 questions aimed at collecting sociodemographic data, whereas the PAS evaluated parental attitudes through 40 items associated with the Democratic, Protective/Demanding, and Authoritarian subscales. The VTS, comprising 20 items, assessed students' inclination towards aggression and violence. The analysis of data involved the application of descriptive statistics, Mann-Whitney U and Kruskal-Wallis H tests, regression analyses, and correlation analysis. The findings revealed a range of insights related to sociodemographic characteristics, parental attitudes, and the propensity for violence among the students[96].

Antisocial behaviour during adolescence has consistently been a significant concern across different cultures. In light of significant government investment in correctional facilities aimed at tackling this issue, the ongoing prevalence of antisocial behaviour remains a concern. Furthermore, the investigation into the elements that lead to antisocial behaviour has been significantly neglected, especially in Nigeria. This study is essential as it seeks to uncover the predictive factors linked to antisocial behaviour in adolescents. The study was carried out in Geidam Town, situated in Yobe State, Nigeria. The study utilised a cross-sectional design, implementing a quantitative approach via a survey and correlational research methodology. The investigation encompassed 339 students, comprising both males and females, within the age range of 15 to 18 years, sourced from two secondary educational institutions. Participants were chosen through a combination of stratified sampling and

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simple random sampling methods. The instruments used for data collection included the Parental Authority Questionnaire, General Self-Efficacy Scale, and Youth Self-Report. Statistical analyses were conducted using inferential methods such as t-tests, ANOVA, and Multiple Linear Regression. The findings demonstrated that all variables played a significant role in elucidating antisocial behaviour, with self-efficacy emerging as the primary contributing factor[97].

A study was conducted to investigate the psychological and socio-economic factors that influence conduct disorder among secondary school students in the Ekeremor Local Government Area of Bayelsa State, Nigeria. The investigation employed a retrospective research framework. A total of 200 students were selected for the study, all of whom were diagnosed with conduct disorder. The collection of data involved an 18-item questionnaire known as the Students Conduct Disorder Scale (SCDS), which exhibited strong reliability with a coefficient of .72. The examination focused on analysing the frequencies of occurrence and translating them into percentages. The results indicated that frustration and jealousy emerged as the primary psychological factors that provoke conduct disorder. The analysis of social factors revealed that the home background, especially occurrences of domestic violence, emerged as the main catalyst. The most significant economic contributors identified were poverty and the inability to meet personal needs. In light of these findings, it is advisable to implement counselling techniques for prompt intervention to effectively tackle the issue and mitigate its effects[66].

A study was conducted to explore the connection between digital media and antisocial behaviour among adolescent students in senior secondary schools in Imo State, Nigeria. The investigation employed a correlation research design and established the sample

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size through Taro Yasmen's formula. A total of 390 senior secondary school students were chosen from a larger population of 16,450. A questionnaire developed by a researcher, titled "Digital Media as Predictor of Antisocial Behaviour among Adolescents' Senior Secondary School Students in Imo State Nigeria questionnaire (DMAPOABAASSSSINQ)," was utilised for data collection. The validation of the questionnaire was conducted by specialists in ICT, Educational Guidance and Counselling, as well as Educational Measurement and Evaluation. The instrument's reliability was evaluated using the test-retest method, resulting in a reliability index of 0.81, calculated with Pearson's Product Moment Correlation Coefficient. Inferential statistics, particularly Pearson's Product Moment Correlation, were utilised to examine the research questions, with hypotheses being tested at a significance level of 0.05. The results revealed a significant correlation between exposure to violent digital films and social media engagement with antisocial behaviour among senior secondary school students in Imo State, Nigeria. As a result, the findings indicate that exposure to violent digital films and the use of social media play a significant role in fostering antisocial behaviour among adolescent students in senior secondary schools in Imo State, Nigeria. The study suggests incorporating comprehensive and structured media literacy curricula into the school system. The curricula ought to encompass subjects like the aggressive elements of media production, the impact of media, and the significance of media in adolescents' lives, incorporating interactive activities to deepen students' comprehension [22].

A comparable research sought to examine the determinants of antisocial conduct among Pentecostal teenagers in Ibadan, with particular emphasis on gender, socioeconomic position, peer influence, and parental deprivation. The research was based on socialisation or social learning theory and utilised a survey research methodology. The target group

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comprised Pentecostal teenagers in Ibadan, and participants were selected using the Snowball sampling approach. The sample size was 200, with 130 participants, yielding a response rate of 65%. Data were gathered via multiple instruments: Olweus and Alsaker's antisocial behaviour scale ($\alpha = 0.76$), Kerns et al.'s maternal deprivation scale ($\alpha = 0.81$), Palani and Mani's perceived peer pressure scale ($\alpha = 0.72$), and Salami's socioeconomic scale ($\alpha = 0.68$). Three research topics were developed and examined with Pearson Product Moment Correlation (PPMC) and regression analysis. The Statistical Package for the Social Sciences was employed for data analysis. The results indicated a substantial positive correlation between peer pressure and antisocial conduct ($r = 0.311$, $p < .01$), as well as between parental deprivation and antisocial behaviour ($r = 0.212$, $p < .05$). No substantial correlations were seen between antisocial conduct and socioeconomic position ($r = -0.063$, $p > .05$) or gender ($r = -0.143$, $p > .05$). The research indicated that the cumulative effect of the independent variables (gender, socioeconomic status, peer pressure, and maternal deprivation) was strongly correlated with antisocial behaviour ($R = .387$, $R2 = .150$, adjusted $R2 = .120$; F-ratio $= 5.415$, $p < 0.05$). Moreover, peer pressure and parental deprivation had substantial independent effects, but gender and socioeconomic position did not significantly affect antisocial behaviour among Pentecostal teenagers in Ibadan. The report advises parents and carers to ensure their Adolescents connect with companions of commendable character, foster healthy attachments and relationships with their Adolescents, and apply appropriate behavioural modification tactics for Pentecostal teenagers[96].

The research examined the effects of parental conflicts on the mental health of adolescents in Odeda Local Government Area, Ogun State, Nigeria. The study focused on the socio-emotional health of adolescents impacted by parental conflicts. The study was guided

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by three research questions and employed an ex-post facto survey research design. The study comprised a sample of 200 adolescents, consisting of 95 males and 105 females, who were randomly selected from ten public secondary schools located in Odeda, Ogun State. The data collection process involved the use of a self-designed questionnaire named "Parental Conflict A questionnaire," which demonstrated a Cronbach's alpha reliability coefficient of 0.78. The analysis included correlation and stepwise multiple regressions. The findings demonstrated that the three independent variables together explained 12.3% of the variance in perceived socio-emotional health influenced by parental conflict ($R2 = 0.123$). Parental conflict, when considered on its own, was a significant predictor of the perceived socio-emotional health effects ($ß = 0.132$, $t (198) = 1.587$, $p < 0.05$). The standardised regression weight linked to the predictor variable demonstrated that parental conflicts have a significant impact on the mental health of students in the study area. It is advisable to provide education to prospective couples regarding the significance of marriage and to promote the development of a satisfying marital life in order to reduce conflicts within marriages[97].

Prior studies have investigated the link between the absence of a biological father and self-reported delinquency; however, there is a scarcity of research focussing on how the timing of paternal absence, particularly the age at which the father departs, affects delinquency and adult criminal behaviour. This investigation employs data from the National Longitudinal Study of Adolescent to Adult Health (Add Health) to explore this relationship and assess whether the timing of the biological father's absence influences delinquency, adult criminal behaviour, and arrest over the course of a lifetime. The findings suggest that the lack of a biological father prior to birth correlates with criminal behaviour in later adulthood. The absence of a father figure in early childhood, specifically from birth to age 5, has been

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associated with an increased likelihood of engaging in criminal behaviour and experiencing arrest in early adulthood. Moreover, the absence of a biological father during late adolescence (ages 14 to 18) correlates with an increased likelihood of arrest. The results indicate that the timing of a father's absence does not adhere to a uniform pattern regarding its influence on delinquency and arrest, and the adverse effects of an absent biological father may only manifest in adulthood[98].

The prior investigation examined the relationship between exposure to Fulani herdsmen attacks and antisocial behaviour among Igbo adolescents in Southeastern Nigeria. The investigation utilises mediation analysis to examine if the association is influenced by physical punishment. A total of 385 secondary school students participated in the study, comprising 227 girls and 157 boys, with an average age of 16.3 years and a standard deviation of 1.35. They completed a questionnaire during class time. The findings suggest that exposure to attacks by Fulani herdsmen is a predictor of antisocial behaviour in adolescents, with a weak mediation effect from experiences of physical punishment at home. The results indicate that residing in an area impacted by armed conflict could lead to increased instances of antisocial behaviour in adolescents[99].

A cross-sectional survey was carried out in the southwestern region of Nigeria to investigate the common antisocial behaviours among adolescents and students in developing countries. A structured questionnaire was distributed to 300 individuals who were in the process of preparing for marriage. The investigation was conducted from September to October 2019, with the objective of collecting insights from potential marriage partners about the elimination of antisocial behaviour among students and adolescents in developing countries. Data analysis was conducted utilising IBM-SPSS version-25. The results indicated

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that promiscuity (41.7%) emerged as the most frequently reported antisocial behaviour, with indecent dressing and social nuisance following at 27.0%. Inadequate parental guidance was identified as the leading factor contributing to antisocial and high-risk behaviour, accounting for 41.3%, while peer pressure followed at 29.3%. About 48% of the respondents assigned responsibility to parents, whereas 26.0% placed the blame on adolescents, and 15.0% pointed fingers at the government. In order to tackle antisocial behaviour in students and adolescents, it is advisable to integrate parenting and moral education into the curriculum. Moreover, it is crucial to provide parents with knowledge about fundamental parenting strategies and methods[100].

This investigation sought to analyse the impact of background variables on the occurrence of bullying among secondary school students in Bayelsa State, Nigeria. A total of three hypotheses were developed, and a blend of stratified and simple random sampling methods was employed to choose a sample of 640 secondary school students from ten schools across five of the eight local government areas (LGAs) in the state. A research design of ex-post facto was utilised, and data collection was carried out through a questionnaire known as the Student Bullying Index (SBI). The analysis of the collected data employed an independent t-test, uncovering significant differences in bullying among students influenced by school location, parental socioeconomic status (SES), and family type. The findings indicate a significant prevalence of bullying in the examined region, and if not addressed, this issue may impose undue pressure and stress on students, parents, and the educational framework. Consequently, the subsequent action plan is proposed for school guidance counsellors: promoting effective governance, supporting smaller class sizes, and enhancing infrastructure and school facilities. The implementation of these measures is designed to

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ensure that students remain actively involved while fostering an environment that effectively deters bullying behaviour[101].

This study sought to examine the determinants of antisocial conduct in adolescence, with particular emphasis on drug use, spirituality, closeness, and age. The study involved 468 juveniles, comprising 328 men and 140 girls, aged between 9 and 25 years, with a mean age of 17 and a standard deviation of 8.04. A cross-sectional approach was utilised, and data collection involved four instruments: the Antisocial Behaviour Scale, Simple Screening Instrument for Substance Abuse, Daily Spiritual Experience Scale (validated by the researcher), and Emotional Intimacy Scale. Four possibilities were evaluated. Stepwise multiple regression analysis indicated that drug usage ($p < 0.01$) substantially affected antisocial conduct. The results demonstrated that spirituality, closeness, and age were major characteristics linked to antisocial conduct, with spirituality and age exerting a negative influence on such behaviour. Marital status had a positive and significant correlation with antisocial conduct, but educational attainment and religious affiliation demonstrated a negative and significant link with antisocial behaviour. Moreover, drug usage showed a positive and substantial correlation with antisocial conduct, whereas spirituality also shown a strong and significant correlation. Nevertheless, closeness and age were not substantially correlated with antisocial conduct. This study underscores the pressing necessity to tackle the widespread issue of drug use, especially among adolescents, emphasising the reduction of drug availability[102].

This study examined the relationships among diverse familial factors at multiple levels (i.e., family cohesion/adaptability at the systemic level, mother-child and father-child attachment at the dyadic level, and child self-esteem at the individual level) and emotional

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and behavioural issues in Adolescents with Oppositional Defiant Disorder (ODD) in China. The study involved 256 Chinese Adolescents diagnosed with Oppositional Defiant Disorder (ODD), together with their parents and classroom teachers. A multiple-informant methodology and a structural equation model were utilised for analysis. The findings suggest that system-level characteristics, including family cohesiveness and adaptation, indirectly affect child emotional and behavioural issues via dyadic factors (e.g., mother-child attachment) and individual factors (e.g., child self-esteem). Mother-child attachment, rather than father-child attachment, modulates the association between family cohesion/adaptability and emotional issues in Adolescents with Oppositional Defiant Disorder (ODD). Furthermore, child self-esteem influences the relationship between mother-child attachment and emotional and behavioural issues in Adolescents. These findings underscore the distinctive influence of multilayer familial variables on the development of emotional and behavioural issues in Adolescents with Oppositional Defiant Disorder (ODD)[103].

The aim of the study was to explore the psychological and demographic elements linked to aggressive behaviour in undergraduate students. A total of 350 undergraduate students, comprising 31.4% male and 68.6% female, were conveniently sampled from various departments at the University of Lagos. The study utilised a correlational research design. The Parenting Style Questionnaire (PSQ), Adverse Childhood Experience International Questionnaire (ACE-IQ), and Buss Perry Aggression Questionnaire (BPAQ) were utilised for data collection. The findings from the multiple correlation analysis revealed a positive association between authoritarian parenting style ($r = .258$, $p < .01$) and adverse childhood experiences ($r = .285$, $p < .01$) with aggressive behaviour. Additionally, the multiple regression analysis indicated that adverse childhood experiences ($B = .344$, $\beta = .233$,

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$p < .05$) and authoritarian parenting style ($B = .803$, $\beta = .173$, $p < .05$) served as independent predictors of aggressive behaviour. In summary, although demographic factors and parenting styles characterised as authoritative or permissive did not jointly forecast aggressive behaviour among university students, it was found that adverse childhood experiences and authoritarian parenting styles were significant independent predictors of aggressive behaviour within this group[104].

This investigation sought to analyse the sexual behaviour and understanding of contraceptive use among male and female adolescents in the Akure metropolis of Ondo State. The study also examined how adolescents perceive the impact of parental control on their sexual behaviour. The sample included 300 students chosen from 10 secondary schools in the Akure Metropolis of Ondo State, employing a stratified random sampling method. The individual personally administered a self-designed questionnaire titled "Sexual Behaviour and Contraceptive Use Questionnaire," which had been validated by a test expert. Three hypotheses were developed and examined at a significance level of 0.05, employing a t-test for the analysis of the data. The findings revealed notable variations among the three hypotheses examined. The findings indicated a higher level of involvement in sexual behaviour among boys in comparison to girls. It is crucial to acknowledge that cultural norms and stigmatisation may have impacted girls' willingness to accurately disclose their sexual activities. Consequently, the null hypotheses were dismissed. The study findings led to several recommendations, which include incorporating sex education into the Senior Secondary School curriculum, employing behavioural counselling techniques by counsellors to tackle antisocial behaviours like premarital sex, and facilitating moral instruction and

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health discussions by school counsellors to inform students about the implications of premarital sexual activities and the use of contraceptives[105].

This study sought to investigate the connection between music preferences and deviant behaviour in undergraduate students, based on the premise that the genre of music individuals engage with could impact their behaviour, whether in a positive or deviant manner. A descriptive survey design was utilised to investigate the possible relationship between music selection and deviant behaviour in undergraduate students. A stratified random sampling method was employed to select 269 participants from a private university located in Ogun State, Nigeria. The data collection involved a self-structured questionnaire, which demonstrated a reliability coefficient of .76. The study's findings revealed that Hip-hop emerged as the most favoured music genre among students, and it was linked to behaviours considered deviant, such as tattooing. Rap music exhibited a notable association with deviant behaviours such as drug abuse and examination malpractices, whereas Afrobeat music demonstrated a significant correlation with drug abuse. The findings suggest that the genre of music one engages with plays a role in influencing deviant behaviour. The findings indicate that it is beneficial for students to engage with music featuring lyrics that embody positive values, while it is also important for musicians to compose songs that convey moral lessons[106].

The investigation sought to analyse the influence of fractured family structures on the ethical conduct of teenagers in Oyo Town. A sample of 200 adolescents, comprising 100 males and 100 females, was drawn from four randomly selected secondary schools. A questionnaire, designed specifically for this study, was utilised to collect data on moral behaviour. Three null hypotheses were developed and evaluated at a significance level of

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0.05. The gathered data underwent analysis through t-test statistics. The findings indicated a notable disparity in moral conduct among adolescents hailing from broken homes compared to their counterparts from intact homes. This suggests that adolescents from disrupted family structures exhibited distinct moral behaviours in contrast to those from stable family environments. In light of these findings, it is advisable for counsellors, psychologists, teachers, and other stakeholders to closely observe and deliver prompt counselling interventions to students displaying deviant behaviour. This proactive approach can contribute to addressing and enhancing the moral behaviour of adolescents impacted by broken homes[108].

A similar study sought to investigate the correlation between parental attachment and violent conduct among teenagers in schools in Anambra State. The research established four null hypotheses and utilised a correlational research strategy. Data were gathered from 18 randomly chosen secondary schools in Anambra State, encompassing the six educational zones. The target demographic comprised all pupils in SS1, SS2, and SS3 from the chosen schools, amounting to 8,100 Adolescents. The sample comprised 1,320 pupils who demonstrated aggressive conduct, as determined by a questionnaire created by Buss and Perry (1992). The research employed a researcher-created tool known as the "Parental Attachment Questionnaire (PAQ)." The instrument's validity was confirmed by expert assessment, and its reliability was measured using Cronbach Alpha, resulting in a high coefficient of 0.79, signifying strong reliability. The results demonstrated an absence of a positive correlation between secure parent-child attachment and aggressive conduct in teenagers, among other outcomes. It is advised that educational psychologists and school counsellors emphasise family counselling to aid parents in fostering a more proactive parent-

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child bond, hence improving teenage conduct. The unstandardised beta coefficients for physical aggressiveness, verbal aggression, rage, and hostility were 0.28, 3.87, 4.93, and 0.31, respectively. The standardised beta coefficients indicated a strong positive connection between anxious-resistant parental attachment style and physical aggression (B=0.23), verbal aggression (B=0.28), rage (B=0.36), and hostility (B=0.34). The significance levels (P <= .001, .005, .000, and .000) demonstrate a robust predictive capacity of anxious-resistant parental attachment type on violent behaviour in adolescents attending school in Anambra State. Thus, null hypothesis 4, which asserts that anxious-resistant parental attachment type does not significantly predict violent behaviour in in-school adolescents in Anambra state, is rejected in favour of the alternative hypothesis[109].

An investigation was conducted to explore the connections between mother-child attachment, self-esteem, and aggression in high school students. A total of 730 students, aged between 15 and 19 years, from twenty-three schools in Yogyakarta Province took part in the study. Participants finished assessments evaluating aggression, maternal attachment, and self-esteem. The data were analysed using descriptive statistics, and structural equation modelling was utilised to evaluate the research hypotheses. The findings of the study demonstrated a strong alignment between the proposed model and the data, indicating that self-esteem significantly influences how a mother's attachment style affects aggression. The results indicated that insecure attachment positively and significantly influenced aggression, while it negatively and significantly impacted self-esteem. In a similar vein, anxious attachment demonstrated a positive and significant impact on aggression, while also exhibiting a negative and significant effect on self-esteem. The study also indicated that self-esteem exerted a negative and significant influence on aggression. The results indicate that a strong

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attachment between mother and child, along with elevated self-esteem in adolescents, could potentially decrease the chances of aggressive behaviour. On the other hand, insecure attachment, anxious attachment, and low self-esteem can heighten the likelihood of aggressive behaviour[110].

This study aimed to investigate the connection between a child's understanding of adult acceptance of violence, their peer relationships, and their participation in violent actions. The hypothesis suggested that a child's understanding of their parents' acceptance of violence would forecast the impact of peers on aggressive behaviour in boys, while this would not hold true for girls. A range of control variables was examined, including the parent's expressed tolerance for violence, the child's perspective on violence, recent parental divorce or separation, and instances of child maltreatment occurring within the past year. The analysis employed data from the National Youth Survey (NYS), focussing on the initial three waves of the survey. The study concentrated on examining the connections between perceived parental tolerance for violence and two key effects: the peer influence effect, which occurs when peer violence prompts the participant to engage in violent behaviour, and the peer selection effect, where the participant's own violent behaviour results in forming associations with violent peers. A negative binomial path analysis was performed on a subsample of males (n = 736), indicating that perceived parental tolerance for violence was a predictor of the peer influence effect, while it did not predict the peer selection effect in boys. In the case of females (n = 679), no significant pathways were identified. The findings indicate that in boys, a child's understanding of their parents' views on violence may contribute to the cycle of violence, possibly by fostering connections with violent peers. Strategies aimed at altering these perceptions, along with the wider parental and community

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attitudes they signify, may prove effective in tackling violent behaviour among young individuals[111].

A study was conducted to investigate the relationship between parental knowledge and antisocial peer behaviour in relation to adolescents' substance use, focussing on cigarette use, drunkenness, and marijuana use, as well as how these associations evolve over time. Time-varying effect modelling was employed to examine data from the PROSPER study, which tracked 8222 adolescents from Grade 6 to Grade 12 (ages 11 to 18.9), incorporating new students entering the schools at various grade levels. The results indicated a significant correlation between low parental knowledge and antisocial peer behaviour with substance use among adolescents for all three substances. Nonetheless, the intensity of these connections diminished as adolescents aged, with the exception of peer influence regarding marijuana use. Furthermore, a significant interaction emerged between parental and peer risk factors: when antisocial peer behaviour was elevated, the link between low parental knowledge and substance use was diminished. The findings highlight the importance of early adolescence as a crucial time for focussing prevention and intervention strategies that engage parents and peers to mitigate early substance use in adolescents[112].

This investigation sought to explore the elements that lead to aggressive behaviour in adolescents with mild intellectual disability, with particular emphasis on parental conflicts, peer influence, and socio-environmental deprivation. The study's theoretical framework was grounded in the theory of planned behaviour, indicating that individual actions are shaped by related expectations. A descriptive correlational research design was utilised, involving a sample of 50 participants (43% males, 57% females) aged between 13 and 18 years, with a median age of 15.5 and a standard deviation of 1.20. The selection of participants was

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conducted conveniently, focussing on adolescents with mild intellectual disability living in the Ibadan Metropolis, Nigeria. The process of data collection included utilising the Adolescents's Perception of Inter-parental Conflict Scale, the Resistance to Peer Influence Questionnaire, the Socio-environment Deprivation Scale, and the Aggressive Behaviour Scale. The collected data was subjected to an analysis of variance for thorough examination. The results showed that there was no notable correlation between the independent variables (parental conflicts, peer influence, and socio-environmental deprivation) and aggressive behaviour in adolescents with mild intellectual disability. The total impact of parental conflict, peer influence, and environmental deprivation on aggressive behaviour was determined to be 5.5%, a figure that did not reach statistical significance. In summary, this study indicates that parental conflicts, peer influence, and socio-environmental deprivation do not significantly contribute to the rise of aggressive behaviour in adolescents with mild intellectual disability[113].

A comparable investigation sought to explore the distinct relationships between adolescent aggression and the levels of parental monitoring and parental knowledge. Distinguishing the assessment of parental monitoring from parental knowledge, while concurrently examining these two aspects of parenting and accounting for their interrelation. The five-wave multi-informant PROSPER study, which included 977 participants aged 11.5 to 15 years (52% female), provided data to investigate potential differences in the impacts of maternal and paternal parenting on adolescent aggression. The autoregressive latent trajectory model was utilised to investigate the relationships between parenting behaviour and adolescent aggression, considering the developmental shifts in both parenting and aggression throughout early to mid-adolescence. The results indicated a reciprocal

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relationship between maternal understanding and adolescent aggression. Interestingly, it was noted that increased maternal understanding was associated with higher levels of adolescent aggression, whereas greater adolescent aggression was linked to enhanced maternal knowledge in later years. Findings indicate that monitoring by both mothers and fathers is associated with heightened aggression in adolescents as they grow older, with no indication of a reverse relationship. The majority of the connections between parenting behaviour and adolescent aggression were found primarily in relation to mothers. Moreover, it was found that a positive emotional connection between mothers and adolescents served as a protective factor against aggressive behaviour in adolescents, with maternal oversight being associated with reduced levels of aggression[114].

2.3.3 School Connectedness and Adolescents' Antisocial behaviour

A parallel study sought to examine the impact of school connectivity on the correlation between child abuse and violent conduct. The research employed data from the Fragile Family and Child Well-being Study – Year 15, with a final sample size of 2,285 households. Mediation studies were done to evaluate the influence of Child Protective Services (CPS) engagement on child aggression. Ordinary Least Squares (OLS) regression with robust standard errors was utilised, and the indirect impact was assessed by bootstrap techniques to calculate the standard error. The findings demonstrate a substantial overall effect of CPS contact on child aggression (effect size = 0.14, $p < .001$). Additionally, CPS contact had a direct impact on child aggression (effect size = 0.13, $p < .001$). The research identified a statistically significant indirect impact, indicating that school connection mediates the association between CPS contact and child violent behaviour (Coef. = 0.01, $p < .05$). The impact of school connectivity on the association between child maltreatment and violent conduct in Adolescents: A mediation analysis[115].

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The article looked at how well teens do in school, what part schools play, and what drives disruptive conduct. From different schools in the USA, 127 students, ranging in age from 13 to 15, participated in the study. This study used primary data acquired using a cross-sectional research approach. The study found that when teens engage in antisocial conduct, it has a detrimental impact on their academic achievement. The academic performance of male and female students was also significantly different, and the antisocial conduct of male students was much greater than that of female students. These findings support the need for more studies in this area. Teens are at a very sensitive and essential stage in their life, so it's crucial that teachers keep a careful eye on their actions. In order to address adolescent behavioural issues and enhance academic achievement and conduct, it is essential that parents, teachers, and counsellors work together[116].

Oyo North Senatorial District, Oyo State, was the site of this study's investigation of teen absenteeism and its effects on school attendance. School administrators can use the study's findings to inform policy decisions about truancy prevention. A descriptive survey was used as the study approach. A total of 400 in-school teenagers were chosen using a combination of stratified, simple random, and purposive selection procedures. The "Causes and Consequences of Truancy Questionnaire (CCTQ)" was a self-designed instrument that was found to have a reliability coefficient of 0.89 when tested again under the same conditions. To test the null hypotheses at a significance level of 0.05, statistical procedures such as t-tests and ANOVA were used. High rates of poverty, a lack of discipline, and an absence of counselling and assistance are the key reasons of student truancy, according to the study's results. School dropout, grade repeat, and low academic performance were identified as outcomes of truancy. Among the in-school adolescents in the Oyo North Senatorial

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District, there were no notable variations in the causes and effects of truancy according to gender or school location. The findings of the study suggest that the government should launch a campaign to raise public awareness about the issue of truancy and its effects on school-aged teenagers. Addressing and mitigating concerns associated to student absenteeism can be achieved through this project[117].

A study was conducted utilising a purposive sampling technique to select 270 secondary school students from the Ibadan metropolis. The study employed a descriptive survey design, with data gathered via a standardised questionnaire known as the School Type, Location, Juvenile Delinquent Behaviour, and Social Wellbeing Questionnaire (EFJDBASWQ). The reliability coefficients for the scales utilised in the questionnaire were determined to be 0.72 for school type, 0.84 for school location, and 0.77 for social well-being. Three null hypotheses were developed and examined through Pearson Product Moment Correlation Analysis. Furthermore, a multiple regression analysis was performed to evaluate the influence of environmental factors on the well-being of delinquent adolescents within the study area. The study's findings indicated notable correlations between the type of school and the social well-being of delinquent adolescents ($r = .144$, $n=270$, $p (.018)<.05$), in addition to a relationship between school location and the well-being of these adolescents ($r = -.268$, $n=270$, $p (.000) <.05$). Additionally, the analysis revealed that both the type of school ($\beta = .143$, $p<.05$) and the location of the school ($\beta = -.239$, $p<.05$) exerted a significant and relative influence on the social well-being of delinquent adolescents. The study suggests that schools ought to offer sufficient youth-friendly services to improve the coping abilities of young individuals. Furthermore, it is recommended that parents of troubled adolescents involve them in activities that target their behaviour and enhance their overall well-being[118].

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This investigation sought to examine variations in risky behaviour, learnt helplessness, and school connectedness between students at Redeemer's University and Obafemi Awolowo University in Osun State, Nigeria. The team employed a quantitative approach and utilised questionnaires to collect data. A total of 278 university students were chosen through purposive sampling to participate in the study. They completed the Beck's Hopelessness Scale, the Risky Behaviour Scale, and the Measurement of School Connectedness (MOSC) questionnaire. The analysis of data included the application of independent sample t-tests and Pearson Product Moment Correlation. The study's findings indicated a notable disparity in risky behaviour between males and females. Nonetheless, there was no notable difference found between males and females regarding learnt helplessness or school connectedness. Additionally, there was no identified relationship between learnt helplessness and school connectedness. This text explores the implications of the findings for educators and offers suggestions for future investigations[119].

A parallel research project sought to investigate the causes and consequences of anti-social conduct among secondary school pupils in the Orumba South Local Government Area of Anambra State. A descriptive survey design was employed, directed by four research questions. The research population consisted of 1,781 parents, teachers, and students from public secondary schools in the region, with a sample size of 327 respondents picked proportionally from the three categories. The researcher created a Likert-type questionnaire for data collection, which was evaluated by specialists and considered suitable for the study. The gathered data were examined utilising frequency and mean scores, with a mean of 2.50 established as the standard on a four-point scale. The research identified several factors contributing to anti-social conduct among secondary school pupils, such as media impact,

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inadequate school management, peer pressure, dysfunctional families, insufficient parental care, and adverse socioeconomic conditions. The study discovered several repercussions, including a heightened propensity for criminal behaviour in maturity, the belief that crime is advantageous, the victimisation of innocents, an impediment to society progress, and transgressions against both divine and human principles. Furthermore, anti-social conduct may result in school dropout and tarnish the reputation of the student's educational institution. The study proposes many treatments based on the findings. Educational institutions are encouraged to employ competent counsellors to assist students, parents should cultivate supportive home settings for their offspring, and educators should offer appropriate assistance to learners. These ideas seek to mitigate anti-social conduct among secondary school students while fostering their well-being and good development[120].

A research sought to investigate the management of students' disruptive conduct to improve service delivery quality at institutions in Rivers State. The study addressed four research issues and investigated four hypotheses. This study employed a descriptive survey research approach. The study population comprised 2,638 faculty members from three public colleges in Rivers State. A sample of 347 instructors was recruited for the study using a stratified random selection procedure. Data were gathered with a 20-item instrument known as the "Students' Anti-Social Behaviour and Teachers Service Delivery Questionnaire" (SADOLESCENTSTSDQ). The questionnaire was subjected to face and content validation by two specialists in Educational Management from the University of Port Harcourt. The questionnaire's reliability was evaluated using Cronbach's alpha, resulting in a reliability value of 0.88. Of the 347 questionnaires issued, 338 were returned, for a response rate of 97.4%. Mean and standard deviation were utilised to answer the study objectives, and

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hypotheses were assessed at a significance level of 0.05. The study's findings indicated the existence of antisocial activity among students, encompassing examination malpractice, cultism, absenteeism, and substance misuse. The study also discovered adverse effects stemming from this activity, including strained student-teacher relationships and diminished teacher effectiveness. Challenges in regulating this conduct were noted, including erroneous parental views over their Adolescents's attitudes. The research advocates for the implementation of regulations pertaining to student conduct on campus by including these guidelines into the student handbook. Furthermore, suitable repercussions must be enforced for infractions of these regulations. These guidelines seek to enhance the control of antisocial conduct among students, consequently improving the overall quality of service delivery in institutions[121].

The objective of this study was to investigate the prevalence and various forms of gang behaviour among secondary school students in Osun State, as well as to assess the impact of peer pressure on these behaviours. The investigation utilised a descriptive survey research framework. The target population comprised all students enrolled in public secondary schools within Osun State, with a sample size of 895 students chosen through a multistage sampling technique. In the sample, three local government areas were chosen at random from each of the three senatorial districts within the state. Subsequently, four secondary schools were selected from each designated local government area. A stratified random sampling technique was employed to select 75 students from Junior Secondary Class 3 (JSS3) to Senior Secondary Class 2 (SS2) within these schools. Two questionnaires, specifically the Questionnaire on Students' Gang Behaviour (QSGB) and the Peer Pressure on Adolescents' Behaviour Questionnaire (PPABQ), were modified and distributed to the

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students to gather pertinent data. The collected data underwent analysis through frequency counts, percentages, and linear regressions. The findings indicated that gang behaviour was observed in 20.8% of JSS3 students, 29.0% of SS1 students, and 17.2% of SS2 students. The prevalent forms of gang behaviour observed included the intimidation or threats directed at fellow students, participation in drug use and alcohol abuse, as well as involvement in underage drinking. Additionally, the findings revealed a notable impact of peer pressure on gang behaviour within the student population. In summary, this study indicates that peer influence may serve as a contributing factor for secondary school students in Osun State to participate in gang-related activities. The results underscore the necessity for targeted interventions and preventive strategies to tackle this issue effectively[122].

This investigation sought to explore the connections between community violence, disorder, the school environment, and bullying among adolescents in Brazil. A representative sample of 9th-grade adolescents (n = 2108) was drawn from the Sao Paulo Project aimed at the social development of Adolescents and Adolescents (SP - PROSO). Multilevel logistic regression models were utilised, stratified by sex, to examine the relationship between variables at the student, school, and neighbourhood levels, and instances of bullying victimisation or perpetration. The results showed that students who observed significant violence among peers and disorder in their schools were more inclined to participate in bullying, both as aggressors and targets. Boys who recognised elevated levels of community violence and disorder in their neighbourhoods exhibited a greater likelihood of engaging in bullying behaviour. For girls, being in schools where the principal indicated significant community violence and disorder both in the neighbourhood and within the school correlated with a higher probability of engaging in bullying behaviour. It is noteworthy that boys

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attending schools where the principal recognised a lower incidence of violence among students were less likely to experience victimisation or engage in bullying behaviour. Conversely, girls in schools that displayed signs or posters promoting tolerance and gender equality exhibited a lower likelihood of engaging in bullying behaviour. In contrast, those in schools with signs or posters related to violence were more inclined to report being bullies. The study emphasises the connections among community violence, disorder, the school environment, and both victimisation and perpetration of bullying in adolescents. It highlights the necessity for additional exploration of these associations, taking into account differences specific to sex. The prevention and management of school violence during adolescence must consider the characteristics at the contextual level[123].

This investigation sought to examine the effects of school bullying on the social adaptation of Chinese adolescents. A total of 434 participants were involved in the survey, with females constituting 56.9% of the sample and an average age of 13.07 years. Structural equation modelling was utilised to examine the proposed model. The results indicated that school bullying had a direct impact on negative social adaptation, rather than fostering positive social adaptation in adolescents. Furthermore, the mediating roles of self-disclosure and school connectedness were recognised in the relationship between school bullying and social adaptation, both independently and in sequence. The findings of the study underscore the incorporation of self-disclosure and school connectedness within a multiple mediation framework, stressing the importance of both individual and environmental elements in the impact of school bullying on the social adaptation of adolescents. From a practical perspective, these findings provide valuable insights into preventing and intervening in school bullying, along with fostering social adaptation in adolescents[124].

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This study aimed to investigate the prevalence of bullying in two separate schools in Lahore and evaluate its effects on the mental well-being of students in both institutions. The study involved a total of 381 participants drawn from Sacred Heart Convent and Ibne Sina College, situated in Lahore, Pakistan. Participants from grades 6 through 10 were chosen for the study. A questionnaire was developed to assess the severity of bullying, utilising the Victimisation Scale and the WHO-5 Scale. Scores were computed for each institution and analysed concerning victimisation and positive mental well-being. The results indicated that the average score for victimisation was 8.90 at Ibne Sina College and 5.89 at Sacred Heart Convent, suggesting a greater prevalence of bullying at Ibne Sina College. Additionally, according to the WHO Wellbeing Index, mental well-being was notably higher at Ibne Sina College, with 60.7% of students reporting a score exceeding 13, in contrast to 48.6% from Sacred Heart Convent. The findings indicate that in Pakistan, the prevalence of traditional bullying is greater among students enrolled in co-educational institutions, where both male and female students learn together. Nonetheless, these students exhibit increased overall happiness and a reduced likelihood of experiencing depression. It is essential to integrate anti-bullying programs and foster positive mental health as fundamental elements of the school curricula, irrespective of the variations noted between the two schools[125].

This qualitative case study sought to investigate educators' viewpoints on the significance, benefits, drawbacks, and challenges associated with fostering relationships between teachers and students. The participants included certified teachers from a designated high school who filled out a survey. From this group, six teachers were chosen for interviews, with three exhibiting low closeness relationship scores and three demonstrating high scores. Furthermore, the head principal shared valuable perspectives on the methods

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teachers employ to build connections with their students. The methods employed for data collection encompassed surveys, semi-structured interviews, document analysis, and artefact collection. The study's findings revealed that educators place significant importance on fostering positive relationships with their students. They recognise the importance of teacher-student relationships and utilise a range of strategies to foster these connections. Nevertheless, educators face various challenges and obstacles in their efforts to cultivate positive relationships with their students. The discussion encompassed the various benefits and drawbacks linked to the development of these relationships. The findings from the study highlight the importance of implementing professional development programs targeted at educators, administrators, and support staff. A significant number of educators are not well-informed about effective methods for fostering relationships with students, nor do they fully grasp the importance, challenges, costs, and benefits associated with this process. The findings of the study offer significant insights for educators in enhancing their approaches to foster relationships with students, highlighting the necessity of allocating dedicated time for this important effort[126].

The research focused on examining how school connectedness influences the relationship between child maltreatment and aggressive behaviour. The dataset from the Fragile Family and Child Well-being Study – Year 15 comprised a final sample size of 2285 families. Mediation analyses were performed utilising OLS regression with robust standard errors to evaluate the impact of Child Protective Services (CPS) involvement on child-aggressive behaviour, with school connectedness serving as a mediating factor. The bootstrap method was employed to estimate the indirect effect and ascertain the standard error. The findings indicated that CPS contact had an overall effect of 0.14 ($p < .001$) on child-

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aggressive behaviour. The direct impact of CPS contact on child-aggressive behaviour was measured at 0.13 ($p < .001$). Additionally, the findings indicated that school connectedness played a significant mediating role in the relationship between CPS involvement and child-aggressive behaviour, with a coefficient of 0.01 ($p < .05$). The results from the mediation model indicate that initiatives aimed at enhancing school connectedness for adolescents within the child welfare system can lead to beneficial outcomes by decreasing aggressive behaviour in youth from vulnerable families. Ongoing training is essential for educators and social service professionals to effectively connect with adolescents who have experienced child maltreatment within the educational environment[127].

A study was conducted to investigate how gratitude functions as a mediator between the school environment and the prosocial behaviour of adolescents. The study involved a sample of 632 Chinese adolescents, with data gathered using sociometric and self-report questionnaires over three distinct waves. The findings indicated favourable relationships among school climate, gratitude, and prosocial behaviour. It is important to highlight that gratitude was identified as a complete mediator in the relationship between school climate and prosocial behaviour within the longitudinal mediation model. The results emphasise the significance of gratitude as a beneficial trait that encourages prosocial behaviour and indicate that initiatives aimed at enhancing school climate and fostering gratitude can successfully enhance adolescents' prosocial behaviour. This investigation enhances the theoretical framework surrounding the promotion of prosocial behaviour in adolescents and offers actionable recommendations for interventions within educational settings and various social environments[128].

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This study sought to explore the various factors and mechanisms that shape adolescent behaviour, particularly emphasising the roles of family, teachers, and peers. The follow-up data from the China Education Panel Survey (CEPS) were employed, encompassing a sample of 7835 middle school students. Structural equation modelling (SEM) was utilised to investigate the impact and processes through which family, teachers, and peers affect adolescent social behaviour. The findings indicated that strong parental relationships, effective discipline from parents, supportive oversight from teachers, and positive interactions among peers were linked to higher levels of prosocial behaviour and lower instances of delinquency in adolescents (all $p < 0.01$). On the other hand, regular communication between home and school was associated with inappropriate behaviour. The significance of these findings persisted even when accounting for variables including gender, residence, only-child status, family financial situation, and paternal education. The investigation highlights the essential impact of key figures in the lives of adolescents, underscoring their role in shaping behaviour and exerting direct influence. To encourage positive behaviour and decrease delinquency in middle school students, it is essential to nurture strong relationships between parents and Adolescents, promote healthy peer interactions, and create supportive connections between teachers and students. Customised instructional methods, focus on particular student demographics, and the inclusion of mental health education emphasising self-esteem and self-confidence are also advised[129].

A comparable investigation employed data from five waves, encompassing 901 adolescents (initially in 6th grade; 47% male; 88% White), including a subsample of 492 youth who experienced victimisation. The investigation focused on two main areas: (1) the relationship between victimisation and a reduction in perceived friend support, and (2) the

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elements that may clarify why some victimised youth are more prone to experiencing a decline in perceived friend support. The factors examined comprised subsequent victimisation, the social network status of victims (self-reported number of friends, number of friendship nominations received), and the risky behaviours of victims (associating with deviant friends, engaging in delinquency, aggression, and binge drinking). The analysis using random effects regressions revealed that, across the full sample, victimisation correlated with a decrease in support from friends. In the context of youth who have experienced victimisation, there is a notable connection between ongoing victimisation and the influence of deviant peers, which correlates with a reduction in supportive friendships. Furthermore, a greater quantity of friends was linked to heightened support from friends among victims, although this relationship diminished as the number of friends grew. The findings emphasise the diverse characteristics of victimised youth, drawing attention to their differing risks of facing friendship-related outcomes[130].

A related study sought to investigate the factors linked to antisocial behaviour among adolescents attending school in Bayelsa State. The study was guided by the formulation of three research questions and three corresponding hypotheses. The study utilised both ex-post-facto and correlation designs in its methodology. The sample comprised 578 respondents chosen from SS2 students in Government Senior Secondary Schools located in Bayelsa State. The data collection process utilised a structured questionnaire named "Family Socio-economic Status, Peer Interaction, and Antisocial Behaviour Questionnaire," which exhibited acceptable reliability coefficients of 0.68 and 0.72. The analysis involved the application of mean, standard deviation, one-way analysis of variance, and simple regression statistics. The study's findings revealed that family socioeconomic status had no significant impact on the

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antisocial behaviour of adolescents in school. Nonetheless, a notable correlation was identified between peer interaction and antisocial behaviour in adolescents within the school environment. Additionally, the findings indicated that peer interaction exerted a more significant influence on antisocial behaviour among female adolescents than their male counterparts. The study suggests that it is important for parents to actively supervise and monitor the company their Adolescents associate with, especially for daughters who seem to be more affected by their peers[131].

A study sought to examine the possible protective function of school connection in the relationship between cyberbullying and suicidal risk behaviour. The data utilised in the study were gathered from a longitudinal investigation involving 93 teenagers participating in an intervention program designed to avoid health-risk behaviours, including suicidal tendencies. Hierarchical logistic regression was utilised to examine the influence of cyberbullying and school connectivity on teenage suicidal conduct. The results indicated that being a victim of cyberbullying, rather than a perpetrator, was associated with a heightened risk of suicide conduct. The correlation between cyberbullying victimisation and suicidal conduct was influenced by school connectivity. Among teenagers who experienced cyberbullying, those with a stronger connection to their school were less likely to report suicide conduct[133].

The prior study utilised an autoregressive cross-lagged panel model to examine the function of teacher-child connections as both a direct protective factor and an interacting element that mitigates the effect of corporal punishment exposure on teenage violence. The data utilised in the study were sourced from the Zurich Project on Social Development from Childhood to Adulthood (z-proso). Self-reported data were collected at three distinct time

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intervals: at age 11 (n = 1144, 49% female), age 13 (n = 1366, 49% female), and age 15 (n = 1447, 48% female). The results demonstrated that a healthy teacher-child connection directly mitigated contemporaneous aggressiveness. Nevertheless, there was insufficient consistent data indicating that teacher-child connections reduced the consequences of aggressiveness[134].

A study indicated that both experiences of bullying victimisation and the general atmosphere of bullying were significantly linked to poorer performance among students in science, mathematics, and reading. The analysis conducted for this study employed the 2015 Programme for International Student Assessment (PISA2015) data sourced from Beijing, Shanghai, Jiangsu, and Guangdong in China. Additionally, the student's sense of belonging at school was identified as a partial mediator in the relationship between bullying victimisation, bullying climate, and academic performance in the subjects mentioned earlier[135].

The primary aim of the investigation was to examine and elucidate the connection between authoritative teaching practices in the classroom and the occurrences of bullying perpetration and victimisation among upper elementary school students in Sweden. This study involved a thorough examination of authoritative teaching as a unified construct, alongside a detailed analysis of its two dimensions: structure and support. A total of 1,522 students, averaging 10.54 years in age with a standard deviation of 0.35, participated in a questionnaire conducted across 110 classrooms. The findings from the multilevel regression analyses revealed that students in classrooms led by less authoritative teachers exhibited a higher likelihood of engaging in bullying behaviour and experiencing victimisation. Upon analysing the distinct aspects of authoritative teaching, it was found that teacher support exhibited a notable negative correlation with both bullying perpetration and victimisation[136].

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A comparable investigation sought to explore the direct influence of educators' self-efficacy in addressing social dynamics and fostering teacher-student relationships on the self-esteem of students. Furthermore, it examined the possible buffering influence of teacher-student relationships on the adverse correlation between bullying, victimisation, and students' self-esteem. Educators play a crucial role in shaping peer interactions within the classroom environment, and they possess the potential to alleviate the negative impacts of bullying and victimisation on students' self-esteem. Data were gathered from 59 Dutch teachers and their 5th-grade students, totalling 1,490 students, through the application of multilevel regression analysis. The findings indicated a negative correlation between self-reported bullying and victimisation and the self-esteem of students. Additionally, favourable perceptions of student-teacher relationships were associated with increased self-esteem among all students. Individuals who were bullied demonstrated a rise in self-esteem, whereas those engaging in bullying exhibited a decline in self-esteem. According to teacher reports, self-efficacy was linked solely to reduced self-esteem in individuals identified as bullies. The results highlight the importance of educators in fostering students' self-esteem and mitigating the adverse effects of bullying and victimisation. The discussion includes recommendations for additional investigation and the potential consequences of these findings[137].

The investigation focused on exploring the internal mechanisms that underpin this relationship within the context of Chinese culture. The study also sought to investigate the mediating influence of moral disengagement and the moderating impact of deviant peer affiliation. This study involved a sample of 1,246 students from eastern and southern China, with an average age of 14.48 ± 1.48. The participants engaged in various assessments, such as the Parent-Child Conflict Tactics Scale, Moral Disengagement Scale, Deviant Peer

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Affiliation Scale, and the Olweus Bully Questionnaire. The study's findings indicated that school bullying was widespread among Chinese adolescents, with a prevalence rate of 33.5%. The predominant types of bullying documented include verbal bullying, relational bullying, and physical bullying. Harsh parental discipline was identified as having a positive predictive effect on school bullying among Chinese adolescents. Following the adjustment for gender and school type, the findings revealed that moral disengagement served as a partial mediator in the relationship between harsh parental discipline and school bullying. Additionally, it was observed that deviant peer affiliation played a moderating role in the mediation effect during both the initial and subsequent phases. The safety of educational institutions and their students across the globe. Nonetheless, there is an absence of studies investigating the relationship between severe parental discipline and the involvement of adolescents in school bullying. The results underscore the necessity for parents to embrace suitable parenting approaches and to engage proactively in their Adolescents's social experiences, especially regarding dating decisions, in order to tackle the problem of school bullying[138].

The investigation sought to explore the occurrence of bullying victimisation and the related factors among adolescents attending school in Ghana. The study involved a sample of 1342 adolescents aged 12-18 who were in school, with data sourced from the 2012 Global School-based Health Survey (GSHS). The assessment of bullying victimisation was conducted through self-reported experiences of being bullied within the past 30 days. The study encompassed descriptive statistics, Pearson chi-square, and binary logistic regression. The findings indicated that 41.3% of the adolescents in school reported experiencing bullying. The regression analysis indicated that students in SHS 3 and SHS 4 exhibited a

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lower likelihood of experiencing bullying. Adolescents with sustained injuries exhibited a greater likelihood of being bullied, and those involved in physical altercations or who faced physical attacks also showed increased odds of experiencing bullying victimisation. The experience of loneliness correlated with a heightened risk of being subjected to bullying. Furthermore, young individuals who have previously attempted suicide or used marijuana exhibited increased likelihoods of experiencing bullying victimisation. In light of these findings, it is advisable for policymakers and school authorities in Ghana to introduce focused interventions aimed at tackling behavioural issues, mental health challenges, and substance abuse among adolescents in schools. These interventions may encompass strategies like Social Emotional Learning (SEL), Emotive Behavioural Education (REBE), and Marijuana Cessation Therapy (MCT)[135].

The objective of this study was to explore the interplay between childhood maltreatment, peer influence, and neighbourhood characteristics in relation to aggressive behaviour among adolescents attending school in Ado-Ekiti, Ekiti State, Nigeria. The sample comprised 380 in-school adolescents chosen from senior secondary schools in Ado-Ekiti through a simple random sampling method. A correlational research approach was utilised, with participants completing an Aggression Questionnaire, Peer Pressure Scale, Childhood Trauma Questionnaire, and Subjective Neighbourhood Quality Scale. Data analysis was performed using Pearson Product Moment Correlation and multiple regression techniques. The study's findings indicated that, when analysed collectively, the three predictor variables explained 52% of the variance in aggression. The independent variables played a significant role in predicting aggression: childhood maltreatment, peer influence, and neighbourhood characteristics. The findings lend credence to the theories surrounding environmental

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determinism in relation to aggression among adolescents in educational settings. To mitigate aggression in adolescents within school settings, it is essential for behaviour change agents to prioritise the implementation of strategies that tackle childhood maltreatment, peer dynamics, and adverse neighbourhood factors[139].

The main aim of the study was to explore how the environment of the school influences the connection between bullying and feelings of safety. The hypothesis posited that a positive school climate would result in a diminished impact of bullying on the sense of safety, in contrast to a negative school climate. The investigation additionally explored the relationship between various types of school bullying (both direct and observed) and three measures of safety (risk assessment, fear, and avoidance). The sample included 1213 students, distributed across sixth grade (35.5%), eighth grade (38.3%), and tenth grade (26.2%). The findings indicated that the environment of the school influences the connection between victimisation and feelings of safety. A negative school climate was specifically linked to a reduction in students' feelings of safety in the context of bullying experiences. In schools with a positive climate, the link between bullying and feelings of safety was found to be insignificant. The results highlight the importance of the school environment in comprehending the effects of bullying, especially regarding its impact on students' feelings of safety[140].

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2.4 Conceptual Model

The conceptual model for the study shows the relationship between the independent variables (Self-esteem, parental attitude, and school connectedness) and the dependent variable (Antisocial behaviour of Adolescents) as illustrated in Figure 2.1.

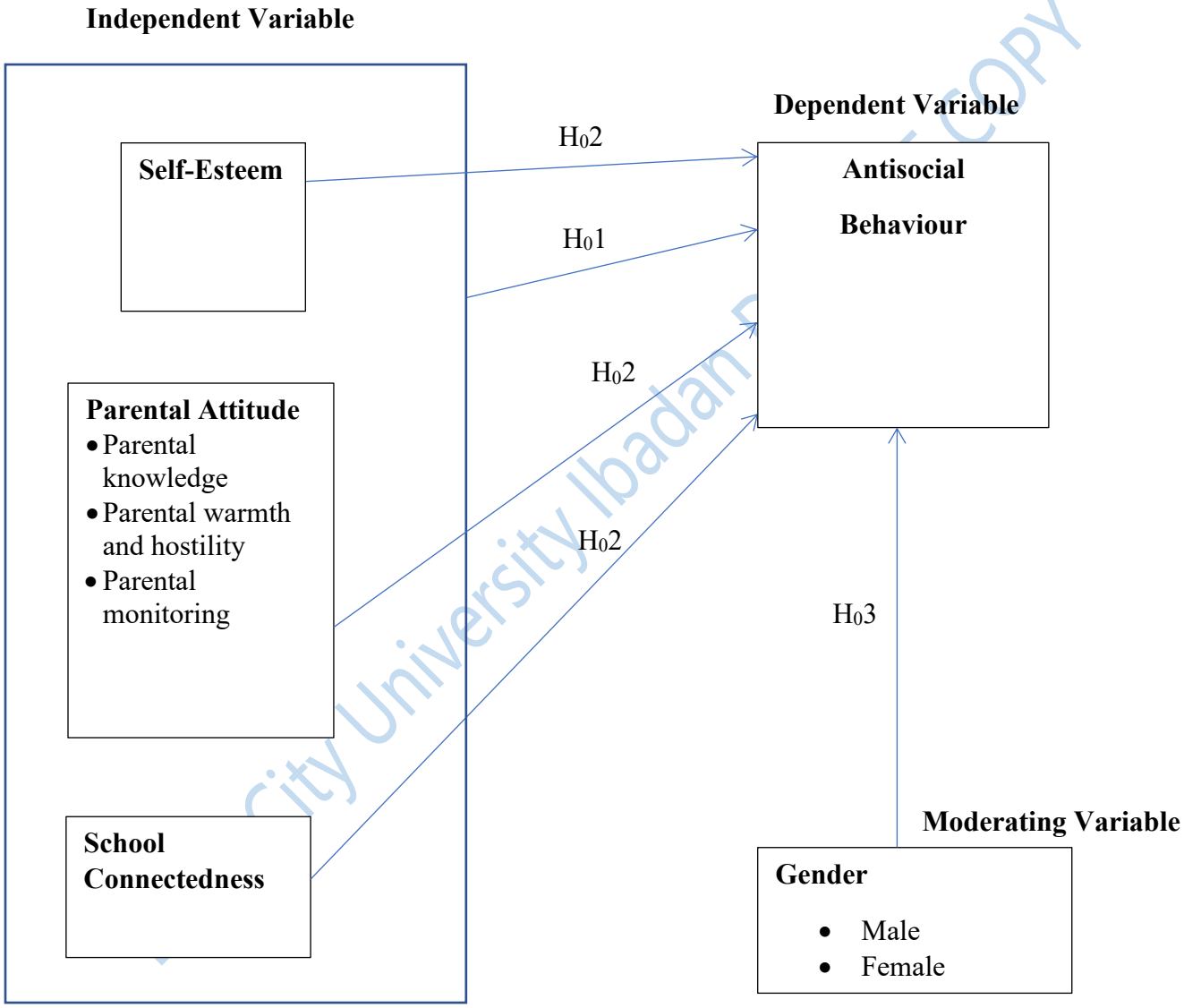


Figure 2.1: Conceptual Model of Self-Esteem, Parental Attitude, School Connectedness and Antisocial Behaviour

Source: Researcher, 2025

presents the conceptual framework for examining the impact of self-esteem, parental attitudes, and school connectedness as factors influencing antisocial behaviour among adolescent students in public senior secondary schools in Lagos, Nigeria.

The interplay among self-esteem, parental attitude, school connectedness, and adolescent antisocial behaviour is complex and reciprocal. Positive self-esteem, supportive parenting, and a strong sense of school connectedness serve as protective factors that diminish the chances of engaging in antisocial behaviour. Conversely, factors such as low self-esteem, negative parenting practices, and insufficient school connectedness heighten the likelihood of adolescents engaging in antisocial behaviours. The interaction and influence among these variables are significant; they do not function independently.

2.5 Summary of Gaps in Literature Reviewed

This chapter examines a variety of literature that aligns with the current study. The chapter is examined through the following sub-headings – conceptual review, theoretical review, and empirical review. The conceptual review examines the ideas within the research topic. This section provides a more profound understanding that enriches the comprehension of the study's constructs. The primary concepts examined include anti-social behaviour, self-esteem, parental attitudes (such as parental knowledge, warmth and hostility, and monitoring), as well as school connectedness during adolescence.

The theoretical framework included three primary theories, namely Rosenberg self-esteem of adolescents, the principles of social cognitive learning theory, and the neuromoral theory concerning antisocial behaviour. The self-esteem of adolescents supported the role of self-esteem in shaping the antisocial behaviour of adolescents in public senior secondary schools, while social learning theory supported the impact of social learning on the antisocial

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behaviour of adolescent students. The neuromoral theory of antisocial behaviour provided evidence for the impact of neuromoral factors on the antisocial behaviour exhibited by adolescents.Finally, this chapter examined several previous studies that relate to the current investigation. Limited research has been conducted regarding the relationship between self-esteem and antisocial behaviour. The findings revealed that adolescents who are bullied in school face a range of psycho-social challenges, such as low self-esteem[37]. The findings indicated that participants with behavioural issues exhibited notably lower self-esteem, and there was a positive correlation between self-esteem and the severity of these behavioural problems. A study's findings indicated a significant yet moderate negative correlation between self-esteem and ODD in primary school pupils. Nevertheless, there is a scarcity of studies examining the impact of self-esteem and antisocial behaviour among adolescent students in public senior secondary schools in Lagos State, Nigeria. Limited research has been conducted regarding parental attitudes and the antisocial behaviour of adolescents in public senior secondary schools in Lagos State, Nigeria. The findings indicated a notable connection between parent-child dynamics and antisocial behaviour, with no influence from gender[75].

The findings indicated that parental factors played a significant role in predicting adolescents' engagement in bullying behaviour and victimization[38]. The findings of the study indicated that the quality of the parent-child relationship significantly influenced alcoholism, accounting for a considerable amount of the variance. The findings indicated a negative correlation between perceived democratic parental attitudes and violent tendencies. The findings revealed a notable connection between the dynamics of parent-child interactions and the manifestation of antisocial behaviour. The findings indicated a negative relationship

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between parental bonding and aggression in medical students. Significant gender differences were observed regarding parental bonding and aggression. The results indicated that maternal and paternal warmth/affection was significantly negatively correlated with adolescents' emotional and social impairment. Furthermore, the results revealed maternal and paternal hostility/aggression. The findings of the data analysis indicated that family variables had a significant influence on students' juvenile delinquency. The study's findings revealed that there is no positive relationship between secure parent-child attachment and aggressive behaviour in adolescents, among other results[98]. The findings indicated that there is no positive relationship between secure parent-child attachment and aggressive behaviour in adolescents, among other outcomes. The results showed that aggressive behaviour was significantly and negatively affected by self-esteem. These results provide more evidence that adolescents with greater levels of self-esteem and healthy mother-child connection may be less likely to act aggressively. Researchers in Lagos state, Nigeria, discovered that parental surveillance enhanced aggressive conduct in adolescents at a later age. However, there is a lack of research on how parental attitudes affect antisocial behaviour in adolescents attending public senior secondary schools in the state.

Limited studies have been carried out on school connectedness and antisocial behaviour of adolescents in public senior secondary schools in Lagos state, the study found a significant influence of peer pressure on gang behaviour among the students[117]. The results revealed positive correlations between school climate, gratitude, and prosocial behaviour[123]. Peer interaction was found to have a significant relationship with antisocial behaviour among in-school adolescents. Furthermore, the study revealed that peer interaction had a stronger impact on female adolescents compared to male adolescents in terms of antisocial

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behaviour[126]. The results revealed that school climate plays a moderating role in the relationship between victimization and the sense of safety. Specifically, a negative school climate was found to be associated with a decrease in students' sense of safety when experiencing bullying. Nonetheless, there is a scarcity of research regarding the impact of school connectedness on the antisocial behaviour exhibited by adolescents in public senior secondary schools in Lagos State, Nigeria. The previous studies indicate a lack of research on the relationship between self-esteem, parental attitudes, and school connectedness concerning adolescents' antisocial behaviour in public senior secondary schools in Lagos State, Nigeria, highlighting a gap in the existing literature that this study aims to fill.

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Chapter Three

Methodology

This chapter focuses on the procedure that will be used in this study. It will involve the Research Design; Population of the Study; Sample and Sampling Technique; Description of Research Instruments; Validity of Research Instruments; Reliability of Research Instrument; Data Collection, Data Analysis and Ethical Approval.

3.1 Research Design

A descriptive survey research design was used to carry out this study. A descriptive research design is a type of research strategy that provides a comprehensive and systematic description of a population, situation, or phenomenon. Its main objective is to provide an accurate description of the study topic and information on its characteristics and dynamics. When doing this form of research, the researcher takes on the roles of an unbiased observer and data collector, refraining from changing or influencing the variables. The goal is to completely understand the subject's behaviour, relationships, and traits by precisely recording and quantifying the factors. This research design is employed to examine multiple variables, with the researcher solely observing and measuring them rather than controlling or manipulating them[39]. The study encompasses four variables, comprising three independent variables (self-esteem, parental attitudes, and school connectedness) and one dependent variable (antisocial behaviours of adolescents).

3.2 Population of the Study

The study population includes all senior secondary school students in Lagos State, Nigeria. Lagos State is a dynamic and lively region situated in the southwestern area of Nigeria, adjacent to the Atlantic coast. Nigeria's most populous state, it ranks among the most

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populous in Africa as well. Lagos is recognised for its large population, economic relevance, cultural variety, and historical importance.

Lagos State was originally a small fishing village inhabited by the Awori people. It gained prominence in the 15th century when the Portuguese arrived and established trade relations. Over time, Lagos became a major port and trading hub, attracting merchants and traders from different parts of Africa, Europe, and the Middle East. Lagos eventually became a British colony in the 19th century and remained the capital of Nigeria until 1991 when the capital was moved to Abuja[40].

Lagos State covers an area of about 3,577 square kilometres (1,380 square miles) and is situated on the southwestern coast of Nigeria. It shares borders with Ogun State to the north and east, and the Atlantic Ocean to the south and west. Lagos State's population was estimated to be over 20 million people, making it one of the most densely populated areas in the world. Lagos is the economic nerve center of Nigeria and a major financial and commercial hub in Africa. The state's economy is diversified and encompasses various sectors such as finance, banking, manufacturing, trade, real estate, technology, and entertainment. The Lagos Free Trade Zone, located in the Lekki area, attracts foreign investments and promotes export-oriented industries[41].

Lagos State is divided into six educational districts, each responsible for overseeing educational activities within its designated area. These districts are strategically located across different parts of Lagos State to efficiently manage schools and implement educational policies. Lagos Mainland Education District (Ikeja): Located in the northern part of Lagos State with its headquarters in Ikeja, this district covers several local government areas. Lagos Island Education District (Marina): Situated in the southern part of Lagos State with its

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headquarters in Marina, this district covers areas in Lagos Island. Lagos West Education District (Ajeromi-Ifelodun): Located in the western part of Lagos State with its headquarters in Ajeromi-Ifelodun. Lagos East Education District (Ikorodu): Situated in the eastern part of Lagos State with its headquarters in Ikorodu. Lagos Central Education District (Yaba): Located in the central part of Lagos State with its headquarters in Yaba. Lagos North Education District (Ojo): Situated in the northern part of Lagos State with its headquarters in Ojo.

The statistics of the names of Education districts and the number of male and female senior secondary school two students are presented in Table 3.1:

Table 3.1 Population of Male and Female Public Senior Secondary Schools Students (SS2)

No of Public Senior Secondary Schools (SSS2) Students				
S/N	**Education Districts**	**Male**	**Female**	**Total**
1	District I	9929	10863	20792
2	District II	10192	9394	19586
3	District III	6024	6392	12416
4	District IV	5569	6712	12281
5	District V	10973	11712	22685
6	District VI	6172	6735	12907
	Total;	48859	51808	100667

Source: Lagos State Ministry of Education

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Table 3.2 Educational Districts and the Number of Public Senior Secondary Schools and the Number of SSS 2 Students in Lagos State.

S/n	Educational District	No. Of Public Senior Secondary Schools	No. Of Public SSS2 Students
1	**District I**		
	Agege	8	
	Alimosho	25	
	Ifako-Ijaye	30	
	Total	**63**	**20,792**
2	**District II**		
	Ikorodu	30	
	Kosefe	14	
	Somolu	10	
	Total	**54**	**19,586**
3	**District III**		
	Epe	26	
	Eti-osa	19	
	Ibeju-Lekki	9	
	Lagos-Island	11	
	Total	**65**	**12,416**
4	**District IV**		
	Apapa	6	
	Lagos- Mainland	10	
	Surulere	29	
	Total	**45**	**12,281**
5	**District V**		
	Ajeromi -Ifelodun	21	
	Amuwo - Odofin	20	
	Badagry	15	
	Ojo	15	
	Total	**71**	**22,685**
6	**District VI**		
	Ikeja	12	
	Mushin	16	
	Oshodi-Isolo	22	

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Total	**50**	**12,907**
Grand Total	**348**	**100,667**

Source: Field work, 2024

Table 3.2 shows the number of public senior secondary schools in the six educational districts is three hundred and forty-eight (348). However, the number of public senior secondary school two students is one hundred thousand, six hundred and sixty-seven (100,667).

3.3 Sampling and Sampling Technique

The sample size for the study was determined using a multi-stage sampling procedure that incorporates total sampling technique, baseline to size sampling, and Yamane (solving) sampling techniques. In the first stage, the researcher employed the total sampling technique, specifically the "table of all the educational districts in Lagos state" with all six educational districts in Lagos state, this was based on the fact that Lagos state is a metropolitan city with diverse cultural background spreading across all the educational districts.

The specific number of senior secondary schools selected for the study can be found in Table 3.3.

Table 3.3 Sampled of Public Senior Secondary Schools (n=120)

S/N	Education Districts	No. of Public Senior Secondary Schools	Sampled Size Using the zone with the lowest No. of Senior Secondary Schools as the Baseline
1	**District I**		
	Agege	8	6
	Alimosho	25	6
	Ifako-Ijaye	30	6
	Total	**63**	
2	**District II**		
	Ikorodu	30	6

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	Kosofe	14	6
	Somolu	10	6
	Total	**54**	
3	**District III**		
	Epe	26	6
	Eti-osa	19	6
	Ibeju-Lekki	9	6
	Lagos-Island	11	6
	Total	**65**	
4	**District IV**		
	Apapa	6	6
	Lagos-Mainland	10	6
	Surulere	29	6
	Total	**45**	
5	**District V**		
	Ajeromi-Ifelodun	21	6
	Amuwo-Odofin	20	6
	Badagry	15	6
	Ojo	15	6
	Total	**71**	
6	**District VI**		
	Ikeja	12	6
	Mushin	16	6
	Oshodi -Isolo	22	6
	Total	**50**	
	Grand Total	**348**	**120**

Source: Field work, 2024

Table 3.3 shows the number of public secondary schools in the six educational districts in Lagos state is three hundred and forty-eight (348).

At stage two, the zone with the least number of schools was used as a baseline to determine the number of schools per zone in the six districts in Lagos state to make up a sample size of one hundred and twenty (120) public secondary schools for the study as shown in Table 3.3

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At this stage three, the Taro Yamane (slovin) sample size determination formula was used to sample a fraction of senior secondary school two students to make up a sample size of two thousand, three hundred and forty-two (2,342) public senior secondary school two students. The formula is shown below:

$$n = \frac{N}{1 + N\,(e)^2}$$

Where n is the needed sample size, N is the population size from which the sample is to be derived from, and 'e' is the level of significance.

Table 3.4, therefore, shows the sample number of public senior secondary school two students using the Yamane sample size determination formula.

Table 3.4 Sampled no of public SS2 students using Yamane Sample Size Formula(n = 2,342)

S/N	Education District	No. of Public Senior Secondary Schools	No. of Public SSS2 Students	Sampled No. of Public SS2 Students (Yamane Sample Size Formula)
1	**District I**			
	Agege	8		
	Alimosho	25		
	Ifako-Ijaye	30		
	Total	**63**	**20,792**	392
2	**District II**			
	Ikorodu	30		
	Kosofe	14		
	Somolu	10		
	Total	**54**	**19,586**	391
3	**District III**			
	Epe	26		
	Eti-Osa	19		
	Ibeju Lekki	9		
	Lagos Island	11		
	Total	**65**	**12,416**	388
4	**District IV**			

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	Apapa	6		
	Lagos-Mainland	10		
	Surulere	29		
	Total	**45**	**12,281**	387
5	**District V**			
	Ajeromi -Ifelodun	21		
	Amuwo - Odofin	20		
	Badagry	15		
	Ojo	15		
	Total	**71**	**22,685**	397
6	**District VI**			
	Ikeja	12		
	Mushin	16		
	Oshodi - Isolo	22		
	Total	**50**	**12,907**	387
	Grand Total	**348**	**100,667**	**2342**

Source: Field work, 2024

3.4 Description of Research Instruments

The structured standardized questionnaires titled: "Rosenberg self-esteem Questionnaire, Parental attitude scale, School connectedness scale, Bullying, and victimization scale, and substance use intention of adolescent scale was used to collect data for the study. They all consist of structured items and are described below: This questionnaire is divided into two sections (A, and B) and consists of structured items.

Section A is designed to contain demographic information of adolescents such as gender and age.

Section B consists of

Rosenberg self-esteem

The scale is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self[2]. The scale is believed to be unidimensional. All items are

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answered using a 4-point scale format ranging from strongly agree to strongly disagree. The rating scale is also based on the four Likert scales as follows: Strongly Agree (SA) =4; Agree (A) = 3; Disagree(D)=2; Strongly Disagree (SD) = 1[42].

Parental Attitude Scale (PAS) is a 10-item psychometric tool used to measure and assess parents' attitudes and beliefs regarding their Adolescents's upbringing, discipline, and parenting practices. It is a standardized questionnaire designed to evaluate the various dimensions of parental attitudes and their potential impact on child development and behaviour as perceived by the adolescents using a Likert scale format, where they can rate their responses on a scale ranging from "strongly disagree" to "strongly agree[43].

School Connectedness Scale

The scale is a 27-item scale measuring the extent to which students care for their school and feel that they are cared for at school on both academic and personal levels. This includes having a sense of safety, feeling supported by others, feeling accepted, and feeling motivated to learn and do well in school. The scale is on a 4-point response format ranging from disagree to agree[44].

Bullying and Victimization Scale

The scale is a 16-item scale adapted from the Multidimensional Bullying Victimization Scale[3]. The scale was developed to measure relational and physical bullying victimization among adolescents in schools. The dimensions of the scale are positively correlated with internalizing and externalizing behaviour problems[3]. The scale has a 4-point response format ranging from Never (0) to Very Often (3).

Substance Use Intention Scale (SUIS) is a 10-item psychometric tool used to assess an individual's intention or willingness to engage in substance use, such as alcohol, tobacco, or

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illicit drugs. This scale is based on the Theory of Planned Behaviour (TPB), which suggests that an individual's intentions are strong predictors of their actual behaviour using a Likert scale format, where they can rate their responses on a scale ranging from "strongly disagree" to "strongly agree[45].

3.5 Validity of Research Instrument

The questionnaire was subjected to the content and face validity type. Content and face validity ensure that the items evaluated on the instrument are representative and adequate to measure a particular construct. Each item were tested to ensure the item is phased clearly and properly, as well as to determine if it applies to the intended construct. The items will be assessed to confirm correct scoring and that the instrument scaling is suitable for the content of the structure[46]. Therefore, to carry out the content and face validation, the instruments were shown to experts in Guidance and Counselling unit at Lead City University, Oyo State for their judgments. After their input and necessary corrections, the instruments will be shown to the supervisor to make final corrections.

3.6 Reliability of Research Instrument

The reliability of the instruments (questionnaires) was determined using Cronbach's alpha. Cronbach's alpha is a reliability test procedure that is carried out through pilot testing to ascertain the internal consistency and stability of the items on an instrument[47]. A pilot test was carried out which involves administering the questionnaires to thirty 30 or more public senior secondary school two students. These students were not included in the final study. After retrieving the questionnaires, the items on the instrument was coded and inputted into the Statistical Package for Social Science (SPSS), and Cronbach's Alpha reliability was used

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to ascertain the internal consistency/stability of the questionnaires. The Cronbach's Alpha reliability value was interpreted using the psychometric test which give the value of 0.78.

3.7 Method of Data Collection

The researcher personally administered the instruments and used the help of two (2) research assistants to make the distribution of the questionnaires easier, faster, and less stressful. The researcher sought the permission of the principals of the sampled schools for their approval in the administration of the questionnaires. The Public Senior Secondary School two students were given the questionnaires to complete in a few minutes, and they were retrieved from them after they have responded to the questionnaires.

3.8 Method of Data Analysis

The data collected from the questionnaires were analysed using descriptive and inferential statistical methods. The demographic characteristics of the public senior secondary school two students were analysed using descriptive statistics such as frequency counts and percentages. Research questions one to four were answered using descriptive statistics such as frequency counts, percentage, mean, and standard deviation. Hypothesis one ($H_0$1), two ($H_0$2), and three ($H_0$3) were tested using inferential statistics such as multiple regression and t-test at a 0.05 level of significance.

3.9 Ethical Approval

Ethical approval to carry out the study was obtained from the relevant authorities right from the Head of Department of Art and Social Science, Faculty of Education, Lead City University, Ibadan and Head of the schools selected for this study.

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Endnotes

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Chapter Four

Results, and Discussion of Findings

This chapter presents the results, analysis, and discussion of the findings. The results and discussion of findings were presented based on the response rate, the demographic characteristics of the respondents, research questions and tested hypothesis. The response rate of the respondents accounted for 92.97% of the total item administered for data collection. From a total two thousand four hundred and four (2404) instrument administered for data collection, a total of two thousand two hundred and thirty-five (2235) were sorted to be well filled after thorough data cleansing.

4.1 Demography Data Analysis

This section examines and presents information about the demographic data analysis based on gender and age group of the respondents.

Table 4.1: Frequency Table showing Gender Distribution of the Respondents

Gender	Frequency	Percent	Cumulative Percent
Male	1178	52.7	52.7
Female	1057	47.3	100.0
Total	2235	100.0	

Source: Fieldwork 2024

Table 4.1. reveals that 1178 (52.7%) of the respondents are Male while 1057 (47.3%) of the respondents are Female. Majority of the respondents are Female.

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Table 4.2.: Frequency Table showing Age Group Distribution of the Respondents

Age group	Frequency	Percent	Cumulative Percent
14-15	1250	55.9	55.9
16-17	597	26.7	82.6
Above 17	388	17.4	100.0
Total	2235	100.0	

Source: **Fieldwork 2024**

Table 4.2 shows that 1250 (55.9%) of the are within the age group 14-15 years, 597 (26.7%) are between 16-17 years, while the remaining 388 (17.4%) of the respondents. The least age group are those above 17 years while majority of the respondents are between ages 14-15years.

4.2. Research Questions

This section answers the research questions that guide the study.

Research Question One: What is the level of antisocial behaviour among Adolescents in Senior Secondary Schools in Lagos, Nigeria**?**

Table 4.3. Mean and standard deviation table showing the level of antisocial behaviour among Adolescents in Senior Secondary Schools in Lagos, Nigeria.

S/N	Items	N	S	O	VO	Mean	Std. Deviation	Decision
1.	Some Students in my school curse at me.	1320 (59.1%)	758 (33.9%)	104 (4.7%)	53 (2.4%)	1.50	.697	*Very Low*
2.	Some students in my school tease me.	869 (38.9%)	1076 (48.1%)	104 (4.7%)	53 (2.4%)	1.78	.762	*Very Low*
3.	Some students in my school shout at me.	1051 (47.0%)	985 (44.1%)	83 (3.7%)	116 (5.2%)	1.67	.779	*Very Low*

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4.	Some students in my school tease or laugh at me when I answer questions in class.	1032 (46.2%)	879 (39.3%)	262 (11.7%)	62 (2.8%)	1.71	.779	*Very Low*
5.	Some students in my school push or shove me.	1506 (67.4%)	532 (23.8%)	115 (5.1%)	82 (3.7%)	1.45	.756	*Very Low*
6.	Some students in my school destroy or damage my things.	1568 (70.2%)	435 (19.5%)	137 (6.1%)	95 (4.3%)	1.44	.790	*Very Low*
7.	Some students in my school punch or hit me.	1548 (69.3%)	459 (20.5%)	167 (7.5%)	61 (2.7%)	1.44	.748	*Very Low*
8.	Some students in my school bump into me on purpose.	1444 (64.6%)	532 (23.8%)	178 (8.0%)	81 (3.6%)	1.51	.792	*Very Low*
9.	Some students in my school throw objects at me.	1587 (71.0%)	406 (18.2%)	200 (8.9%)	42 (1.9%)	1.42	.731	*Very Low*
10.	Some students in my school take, hide, or knock my things down.	1538 (68.8%)	478 (21.4%)	94 (4.2%)	125 (5.6%)	1.47	.818	*Very Low*
11	Some students in my school do not let me pass by.	1737 (77.7%)	342 (15.3%)	114 (5.1%)	42 (1.9%)	1.31	.655	*Very Low*
12	Some students in my school “Wrestle” me to show that they are stronger.	1595 (71.4%)	377 (16.9%)	15 (7.1%)	104 (4.7%)	1.45	.818	*Very Low*
13	Some students in my school steal from me (money, food).	1338 (59.9%)	721 (32.3%)	73 (3.3%)	103 (4.6%)	1.53	.769	*Very Low*
14	Some students in my school threaten to hurt me if I do not do what they want.	1651 (73.9%)	438 (19.6%)	84 (3.8%)	62 (2.8%)	1.35	.686	*Very Low*
15.	Some Students in my school call me mean names.	`1023 45.8%)	974 (43.1%)	31 (1.4%)	207 (9.3%)	1.74	.881	*Very Low*

16.	Some Students in my school leave the table when I sit down.	1789 (80.4%)	334 (14.9%)	103 (4.6%)	0 (0.0%)	1.24	.525	*Very Low*
Average Weighted Mean (x̄) = 1.5005								

***Threshold:** mean value of 0.000-1.499 = Very Low; 1.500-2.499 = Low; 2.500-3.499 = High and 3.500 to 4.500 = Very High.*

Source: **Fieldwork 2024**

Table 4.3 shows that the most prominent antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria is teasing (x̄ = 1.78) followed by those who indicated that some students in their school tease or laugh at them when they answer questions in class (x̄ = 1.71). Others include those who indicated that some students in their school shout at them (x̄ = 1.67), then those who had their items stolen (money, food), (x̄ = 1.53), some students deliberately bumping into others (x̄ = 1.51), some students cursing them (x̄ = 1.50), some students taking, hiding, or knocking their things down (x̄ = 1.47), some students in their schools "Wrestle" them to show that they are stronger (x̄ = 1.45), some students pushes or shove them (x̄ = 1.45), some students destroying or damaging their things (x̄ = 1.44), Some students punching or hitting them (x̄ = 1.44), some students throwing objects at them (x̄ = 1.42), some students in their schools threatening to hurt them if they do not do what they want (x̄ = 1.35) and some students in their school do not let them pass by (x̄ = 1.67). Though antisocial behaviour exists, the level of antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria is at a low state with the average weighted mean (x̄ = 1.5005). It is evident that the range of existing anti-social behaviour is tilted highly towards verbal bullying and on the low side towards physical anti-social behaviour.

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Research Question Two: What is the level of self-esteem among adolescents in senior secondary schools in Lagos, Nigeria?

Table 4.4. Mean and standard deviation table showing the level of self-esteem among adolescents in senior secondary schools in Lagos, Nigeria.

S/N	Items	SA	A	D	SD	Mean	Std. Deviation	Decision
1.	On the whole, I am satisfied with myself.	926 (41.4%)	1198 (53.6%)	111 (5.0%)	0 (0.0%)	3.36	.575	*Very Low*
2.	At times I think I am not good at all.	0 (0.0%)	1033 (46.2%)	560 (25.1%)	478 (21.4%)	2.40	.902	*Very Low*
3.	I feel that I have a number of good qualities."	889 (39.8%)	1242 (55.6%)	42 (1.9%)	62 (2.8)	3.32	.650	*Very Low*
4.	I am able to do things as well as most other people."	955 (42.7%)	1198 (53.6%)	61 (2.7%)	21 (0.9%)	3.38	.589	*Very Low*
5.	I feel I do not have much to be proud of.	219 (9.8%)	1210 (54.1%)	472 (21.1%)	334 (14.9%)	2.59	.859	*Very Low*
6.	I certainly feel useless at times.	84 (3.8%)	826 (3.7%)	789 (35.7%)	527 (23.6)	2.21	.844	*Very Low*
7.	I feel that I'm a person of worth, at least on an equal plane with others.	634 (28.4%)	1331 (59.6%)	249 (11.1%)	21 (0.9%)	3.15	.640	*Very Low*
8.	I wish I could have more respect for myself.	904 (40.4%)	1195 (53.5%)	94 (4.2%)	42 (1.9%)	3.32	.645	*Very Low*
9.	All in all, I am inclined to feel that I am a failure.	52 (2.3%)	414 (18.5%)	912 (40.8%)	857 (38.3%)	1.85	.799	*Very Low*
10.	I take a positive attitude toward myself."	1098 (49.1%)	929 (41.6%)	156 (7.0%)	52 (2.3%)	3.37	.717	*Very Low*
Average Weighted Mean ($\bar{x}$) = 2.895								

***Threshold:** mean value of 0.000-1.499 = Very Low; 1.500-2.499 = Low; 2.500-3.499 = High and 3.500 to 4.500 = Very High.*

Source: **Fieldwork 2024**

Table 4 indicates that self-esteem levels among adolescents in senior secondary schools in Lagos, Nigeria, are notably high, with an average weighted mean of ($\bar{x}$ = 2.895). The data clearly shows that participants expressed a positive self-assessment, indicating their ability to perform tasks comparably to others ($\bar{x}$ = 3.38). They generally maintain a positive self-view ($\bar{x}$ = 3.37) and report satisfaction with themselves ($\bar{x}$ = 3.36). Additionally, they recognise several positive qualities within themselves ($\bar{x}$ = 3.32) and perceive themselves as individuals of worth, at least on par with their peers ($\bar{x}$ = 3.15). Although there is a notable level of positive self-regard, participants expressed a desire for greater self-respect ($\bar{x}$ = 3.32). They reported feeling a lack of pride in their accomplishments ($\bar{x}$ = 2.59) and, at times, doubted their abilities ($\bar{x}$ = 2.40). Additionally, feelings of uselessness were noted ($\bar{x}$ = 2.21), and overall, there was a tendency to perceive themselves as failures ($\bar{x}$ = 1.85). This surface exists in a high-low state. It is however glairing that the positive self-esteem attributes of the senior secondary school students outweigh their negative self-esteem attributes.

Research Question Three: What is the perceived state of Parental attitude (Parental knowledge, Parental Warmth/hostility and Parental monitoring) among adolescents in Senior Secondary Schools in Lagos, Nigeria?

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Table 4.5: Mean and standard deviation table showing the perceived state of Parental attitude (Parental knowledge, Parental Warmth/hostility and Parental monitoring) among adolescents in Senior Secondary Schools in Lagos, Nigeria.

S/N	Items	SA	A	D	SD	Mean	Std. Deviation	Decision
1.	My parents are well-informed about my daily routines and activities.	882 (39.5%)	1156 (51.7%)	135 (6.0%)	62 (2.8%)	3.28	.699	*Very Low*
2.	My parents are knowledgeable about my academic performance and progress in school.	1200 (53.7%)	972 (43.5%)	63 (2.8%)	0 (0.0%)	3.51	.554	*Very Low*
3.	My parents are aware of my close friends and social network.	668 (29.9%)	1196 (53.5%)	330 (14.8%)	41 (1.8%)	3.11	.712	*Very Low*
4.	My parents express love and affection towards me.	1240 (55.5%)	850 (38.0%)	92 (4.1%)	53 (2.4%)	3.47	.688	*Very Low*
5.	My parents provide emotional support when I am going through tough times	1077 (48.2%)	942 (42.1%)	134 (6.0%)	82 (3.7%)	3.35	.753	*Very Low*
6.	My parents often criticize or show hostility towards me.	447 (20.0%)	934 (41.8%)	513 (23.0%)	341 (15.3%)	2.67	.963	*Very Low*
7.	My parents know where I am and who I am with most of the time.	813 (36.4%)	1071 (47.9%)	289 (12.9%)	62 (2.8%)	3.18	.756	*Very Low*
8.	My parents are aware of my online activities and presence on social media platforms.	717 (32.1%)	762 (34.1%)	623 (27.9%)	133 (6.0%)	2.92	.912	*Very Low*

9.	My parents are familiar with my extracurricular activities and interests.	811 (36.3%)	1009 (45.1%)	332 (14.9%)	83 (3.7%)	3.14	.800	*Very Low*
10.	My parents set clear rules and expectations for my behaviour and monitor whether I follow them.	921 (41.2%)	950 (42.5%)	282 (12.6%)	82 (3.7%)	3.21	.800	*Very Low*
Average Weighted Mean ($\bar{x}$) = 3.531								

Threshold: *mean value of 0.000-1.499 = Very Low; 1.500-2.499 = Low; 2.500-3.499 = High and 3.500 to 4.500 = Very High*

Source: **Fieldwork 2024**

Table 4.5 highlights that the perceived state of Parental attitude (Parental knowledge, Parental Warmth/hostility and Parental monitoring) among adolescents in Senior Secondary Schools in Lagos, Nigeria weighs the average mean of ($\bar{x}$ = 3.531) indicating that it is on a very high state. It indicates that students perceived that their parents are knowledgeable about the academic performance and progress in schools of their wards ($\bar{x}$ = 3.51), parents expresses love and affection towards them ($\bar{x}$ = 3.47), parents provide emotional support when undergoing tough times ($\bar{x}$ = 3.35), parents are well-informed about their daily routines and activities ($\bar{x}$ = 3.28), parents set clear rules and expectations for their behaviour and monitor whether they follow them ($\bar{x}$ = 3.21), parents know where they are and who they are with most of the time ($\bar{x}$ = 3.18), parents are familiar with their extracurricular activities and interests ($\bar{x}$ = 3.14), parents are aware of their close friends and social network. ($\bar{x}$ = 3.511), parents are aware of their online activities and presence on social media platforms ($\bar{x}$ = 2.92) and lastly, parents often criticize or show hostility towards them ($\bar{x}$ = 2.67). This greatly shows that adolescents are conscious that the parental attitude (Parental knowledge, Parental

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Warmth/hostility and Parental monitoring) of their parents is on a very high state. This is likely to influence their behaviour in school to both teachers and colleagues.

Research Question Four: What is the level of school connectedness among adolescents in Senior Secondary Schools in Lagos, Nigeria?

Table 4.6: Mean and standard deviation table showing the level of school connectedness among adolescents in Senior Secondary Schools in Lagos, Nigeria

S/N	Items	A	SA	SD	D	Mean	Std. Deviation	Decision
D 1.	I feel safe in this school.	1718 (76.9%)	350 (15.7%)	21 (0.9%)	146 (6.5%)	3.63	.803	*Very Low*
2.	Most mornings I look forward to going to school.	1694 (75.8%)	329 (14.7%)	80 (3.6%)	132 (5.9%)	3.60	.816	*Very Low*
3.	Adolescents at school like me.	1612 (72.1%)	449 (20.1%)	31 (1.4%)	143 (6.4%)	3.58	.810	*Very Low*
4.	Most of the rules at school are fair.	1359 (60.8%)	299 (13.4%)	134 (6.0%)	443 (19.8%)	3.15	1.199	*Very Low*
5.	There is at least one friend in my class that I can talk with about my problems.	1402 (62.7%)	329 (14.7%)	21 (0.9%)	483 (21.6%)	3.19	1.212	*Very Low*
6.	There are too many rules in this school.	1523 (68.1%)	401 (17.9%)	52 (2.3%)	259 (11.6%)	3.43	.993	*Very Low*
7.	I like my classes this year.	1660 (74.3%)	254 (11.4%)	81 (3.6%)	240 (10.7%)	3.49	.983	*Very Low*
8.	Teachers at this school are interested in the students.	1464 (65.5%)	214 (9.6%)	142 (6.4%)	415 (18.6%)	3.22	1.189	*Very Low*
9.	There is a lot of bullying in this school.	1034 (46.3%)	218 (9.8%)	3.8 (13.8%)	675 (30.2%)	2.72	1.316	*Very Low*
10.	The things I learn in my class are important.	1924 (86.1%)	133 (6.0%)	83 (3.7%)	95 (4.3%)	3.74	.723	*Very Low*

11	Adults in this school listen to students' problems and ideas.	1601 (71.6%)	347 (15.5%)	81 (3.6%)	206 (9.2%)	3.50	.936	*Very Low*
12	I can talk to at least one teacher or adult at school about my problems.	1556 (69.6%)	196 (8.8%)	50 (2.2%)	433 (19.4%)	3.29	1.188	*Very Low*
13	My school is a nice place to be.	1610 (72.0%)	386 (17.3%)	42 (1.9%)	197 (8.8%)	3.53	.903	*Very Low*
14	I can reach my goals through this school.	1834 (82.1%)	307 (13.7%)	94 (4.2%)	0 (0.0%)	3.74	.668	*Very Low*
15	I want to drop out of school.	105 (4.7%)	60 (2.7%)	114 (5.1%)	1956 (87.5%)	1.25	.722	*Very Low*
16	I get picked last for group projects or teams.	720 (32.2%)	320 (14.3%)	80 (3.6%)	1115 (49.9%)	2.29	1.359	*Very Low*
17	My teachers do not respect me.	240 (10.7%)	168 (7.5%)	326 (14.6%)	1501 (67.2%)	1.62	1.015	*Very Low*
18	School is a waste of my time.	119 (8.9%)	113 (5.1%)	170 (7.6%)	1753 (78.4%)	1.44	.939	*Very Low*
19	Students get along well with teachers.	1652 (73.9%)	315 (14.1%)	123 (5.5%)	145 (6.5%)	3.55	.864	*Very Low*
20	I feel close to some people at this school.	1948 (87.2%)	227 (10.2%)	30 (1.3%)	30 (1.3%)	3.83	.498	*Very Low*
21	I can be myself at this school.	1747 (78.2%)	323 (14.5%)	42 (1.9%)	123 (5.5%)	3.65	.771	*Very Low*
22	At least one teacher would help me if I was sad or upset.	1584 (70.9%)	319 (14.3%)	22 (1.0%)	310 (13.9%)	3.42	1.047	*Very Low*
23	I care what my teachers think about me.	1535 (68.7%)	287 (12.8%)	41 (1.8%)	372 (16.6%)	3.34	1.122	*Very Low*
24	I often feel lonely at this school.	789 (35.3%)	357 (16.0%)	215 (9.6%)	874 (39.1%)	2.47	1.318	*Very Low*
25	I can always find someone to sit with at lunch.	1607 (71.9%)	338 (15.1%)	290 (13.0%)	0 (0.0%)	3.46	1.014	*Very Low*
26	I feel like I am part of this school."	1733 (77.5%)	326 (14.6%)	31 (1.4%)	145 (6.5%)	3.63	.806	*Very Low*

27	My teachers help me with schoolwork when I need it.	1410 (63.1%)	418 (18.7%)	21 (0.9%)	386 (17.3%)	3.28	1.120	*Very Low*
Average Weighted Mean (x̄)= 3.150								

***Threshold:** mean value of 0.000-1.499 = Very Low 1.500-2.499 = Low 2.500-3.499 = High and 3.500 to 4.500 = Very High*

Source: **Fieldwork 2024**

It is evident from Table 4.6 that the level of school connectedness among adolescents in senior secondary schools in Lagos, Nigeria is on the high state with average weighted mean (x̄)=3.150. This is seen clearly as students feel close to some people at their school (x̄=3.83), believe they can reach their goals through the school (x̄ = 3.74) are convinced that the things they learnt in class are important (x̄ = 3.74), can be themselves at the school (x̄=3.65), feel safe in their schools (x̄ = 3.63), feel like they are part of the school (x̄=3.63), most mornings look forward to going to school (x̄ = 3.60), Adolescents at school like them (x̄=3.58), students get along well with teachers (x̄ = 3.55), school is a nice place to be (x̄=3.53), and adults in the school listen to students' problems and ideas (x̄ = 3.50). All these are on the very high state in the school and are seen to promote cohesion between the school and the students.

More so, it is glairing that though there are too many rules in the school (x̄ = 3.43), most of the rules at school are fair (x̄ = 3.15), students like their classes this year (x̄ = 3.49), can always find someone to sit with at lunch (x̄ = 3.46), at least one teacher would help them if they were sad or upset (x̄ = 3.42), care what the teachers think about them (x̄ = 3.34) can talk to at least one teacher or adult at school about their problems (x̄ = 3.29), teachers helping them with schoolwork when they need it (x̄ = 3.28), teachers at school are interested in the students (x̄ = 3.22), there is at least one friend in class that can talk with about their problems (x̄ = 3.19). These items being on the high state testify that the students are

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connected to their schools. However on the low state, some students often feel lonely at this school ($\bar{x}$ = 2.47) get picked last for group projects or teams ($\bar{x}$ = 2.29), teachers do not respect them ($\bar{x}$ = 1.62) while on the barest minimum state, some students consider their school as a waste of my time ($\bar{x}$ = 1.44) and want to drop out of school ($\bar{x}$=1.25). This implies that though the level of school connectedness among adolescents in Senior Secondary Schools in Lagos, Nigeria is on the high state, there exist traces of disconnectedness at a low and very low state.

4.3. Hypothesis

This Section tests the research hypothesis and decisions are made based on the critical values.

Hypothesis One: There will be no significant joint influence of Self Esteem, Parental Attitude, and School connectedness on Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

Table 4.7: Summary of Regression Analysis showing the joint influence of self-esteem, parental attitude and social connectedness on antisocial behaviour among senior Senior Secondary School Adolescents in Lagos, Nigeria

R=.186
R^2= 0.035
Adj R^2=0.033

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5050.200	3	1683.400	26.602	.000[b]
Residual	141181.584	2231	63.282		
Total	146231.783	2234			

Source: **Fieldwork 2024**

Table 4.7 indicates a notable combined effect of self-esteem, parental attitude, and social connectedness on antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. $F\ (3, 2231) = 26.602$, $p < 0.05$. The analysis produced a multiple regression

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coefficient R of 0.186 and a R square value of 0.35, indicating that the three independent variables collectively explained 35.0% of the variance in antisocial behaviour. The remaining percentage can be attributed to external variables that have not been considered in this study. This suggests a considerable combined effect of self-esteem, parental attitude, and social connectedness on antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. Consequently, the null hypothesis is rejected.

Hypothesis Two: There will be no significant relative influence of Self Esteem, Parental Attitude, and School connectedness on Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

Table 4.8 Summary of Regression Analysis showing the relative contribution of self-esteem, parental attitude and social connectedness on antisocial behaviour among senior Senior Secondary School Adolescents in Lagos, Nigeria.

	Unstandardized Coefficients		Standardized Coefficients			
Model	B	Std. Error	Beta	T	Sig.	Remarks
(Constant)	21.425	2.139		10.017	.05	
Self esteem	.253	.059	.091	4.307	.05	Sig.
Parental Attitude	.343	.041	.198	8.346	.05	Sig.
School connectedness	.072	.020	.086	3.651	.05	Sig.

Source: **Fieldwork 2024**

Table 4.8 shows self-esteem, parental attitude, school connectedness, the unstandardized regression weight, the standardized error of estimate (SEß), the standardized coefficient beta (ß), the t-ratio and the level at which the t-ratio is significant. As indicated in the table, self-esteem (ß= 0.091, t= 4.307, *p*=0.05), parental attitude (ß = 0.198, t = 8.348, *p*=0.05) and School connectedness (ß= 0.086, t= 3.651, *p*=0.000) significantly and relatively

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contributes to the antisocial behaviour among senior Secondary School Adolescents in Lagos, Nigeria. Implying that there is a significant relative contribution of parental attitude, self-esteem and social connectedness on antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. The null hypothesis is therefore rejected.

Hypothesis Three: There will be no significant gender difference in Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

Table 4.9. Showing the T-test Analysis of the Gender Difference in Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

Gender	N	Mean	Std. Deviation	t	Df	Sig.	Remark
Male	1178	23.4410	8.29465	3.536	2233	0.001	Significant.
Female	1057	24.6471	7.81506				

Source: **Fieldwork 2024**

Table 4.9 The findings reveal a notable gender disparity in antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria ($t=3.536$, $df=2233$, $p=0.05$). A notable mean difference of 1.2061 exists between males ($\bar{x}=23.441$) and females ($\bar{x}=24.6471$) at a significance level of $p<0.05$. This indicates that there is a notable mean difference in antisocial behaviour between male and female respondents, with females exhibiting the highest mean value. Suggesting that bullying occurs more frequently among females than among males. Consequently, the null hypothesis asserting that there is no significant gender difference in antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria is rejected.

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4.4 Discussion of Findings

The findings indicated that the prevalence of antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria is presently at a low level. This could be due to repeated and concurrent happenings in Lagos that has made several schools to fasten their belts on matters relating to bullying and sexual assaults in Lagos and Nigeria at Large. This could be as a result of several rules and regulations that have been found to be enacted by these schools. Despite the low prominence of anti-social behaviour, there are still traces of antisocial behaviour in form of verbal bullying trough teasing, laughing at an "inferior" student, shouting at and cursing others. This could still be on the rampage probably because voices cannot be easily trapped and reported even by several CCTV installed in some schools as they can be easily denied since CCTV play back of most schools only caption their actions and not the accompanying sound. It was also revealed in the study that some students steal other students' items (money, food) on purpose in order to oppress them and made them feel helpless. Physical bullying though might have been curbed to the minimum through several measures employed by the school, it surfaces in the result that some students deliberately bumping into others, push, "wrestle" the "weak" hide and knock down other students' properties deliberately, obstruct, punch and hit others. It was evident that the range of existing anti-social behaviour is tilted highly towards verbal bullying and on the low side towards physical anti-social behaviour[1].

Also, at the upper end, anti-social behaviour may include more severe transgressions of formal and informal conduct standards, such as verbal or physical assault, harassment or bullying, substance misuse, and participation in crimes like theft and vandalism.[48] Hence schools should be informed of varying forms of anti-social behaviours varying from the trending ones. The issue of bullying by peers continues to pose a significant challenge for

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adolescents, highlighting the importance of parental support as a crucial social resource for teenagers[2]. Aggressive and negative behaviour commonly observed in Adolescents with antisocial behaviour is believed to stem from their consistent struggles with recognizing emotions accurately[3]. Hence, the issue of anti-social behaviour among adolescents should be addressed from emotional therapy through organizational measures.

Also, the level of self-esteem among adolescents in senior secondary schools in Lagos, Nigeria was found to be on the high state. Many of the students could have developed confidence and self-esteem over a period of recent sudden parental special interest in their wards' welfare borne out of recurring bullying in Nigeria societies. Many schools have encouraged tolerance and promote individual child development to promote the image of their school and curb anti-social behaviour. This shows as students are confident that they are able to do things as well as most other people, they take a positive attitude towards themselves and they are satisfied with themselves. This kind of educational environment should be encouraged since it helps students discover they have a number of good qualities and are persons of worth who should impact their society for good at least on an equal plane with others. This does not totally nullify that some students exercise some sense of inferiority complex. Some students wished they could have more respect for themselves. This could be positive or negative. Positive in terms of having the consciousness to develop and improve irrespective of their position/level. It could have a negative impact in a way that they conceive their inability to have a good self-image. They may feel they do not have much to be proud of at times because they think they are not good at all or certainly feel useless at times. All in all, they are inclined to feel that they are a failure. This could be that they are yet to identify their true identity (self-realization). It is however glairing that the positive

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self-esteem attributes of the senior secondary school students outweigh their negative self-esteem attributes. Self-esteem plays a vital role in promoting healthy development across the lifespan, spanning from childhood to adulthood. It is a dynamic factor that can significantly impact the development of behaviour, particularly in the context of adolescents who undergo a crucial phase of identity formation[5]. It encompasses individuals' feelings about their value and significance in the world, ultimately influencing their psychological well-being and functioning[49]. Self-esteem encompasses an overall evaluation of an individual's worth and is manifested through a positive or negative orientation towards oneself.

The perceived state of Parental attitude (Parental knowledge, Parental Warmth/hostility and Parental monitoring) among adolescents is on a very high state. It indicates that students perceived that their parents are knowledgeable about their academic performance and progress in school. Parents now expresses more love and affection towards their wards including providing emotional support when undergoing tough times. This could be a method employed by parents to have a greater control on their ward(s) since monitoring their Adolescents's activities is a key aspect of parental control[6]. Parents are well-informed about their daily routines and activities; they also set clear rules and expectations for their behaviour and monitor whether they follow them. This is essential in curbing the excesses characterized with adolescent. Parents involvement in adolescent stage of development influences their ability to live morally upright. The attitude of parents plays a significant role in adolescents' ability to establish healthy or unhealthy relationships with their environment and their propensity for engaging in violent behaviour[7]. Parents' attitudes hold great importance in shaping a child's personality and psychosocial development, particularly during the adolescent period[8]. Parents ability to know where they are and who they are with

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most of the time coupled with the familiarity with their extracurricular activities and interests gives them the ability to predict and guide the behaviour of these adolescents.

It is evident from the result that the level of school connectedness among adolescents in senior secondary schools in Lagos, Nigeria is on the high state. Many of the adolescents has taken their schools as their second homes. This could be due to the reason that many school now create a conducive environment for learning and social interaction through varying workable measures. This is seen clearly as students feel close to some people at their school. They believe they can reach their goals through the school and are convinced that the things they learnt in class are important. In adolescents, the sense of belonging to school is crucial for their educational, behavioural, emotional, and civic development. The interactions between peers and between students and teachers play a crucial role in shaping a student's personality.

At the secondary level, students gain problem-solving abilities and enhance them through social values and essential skills necessary for effective participation in society. Moreover, this educational process plays a crucial role in shaping adolescents' self-perception regarding their physical appearance[9]. This will encourage them to go to school at when due, exhibit love for the society and other peers. School connectedness reflects the quality of students' engagement with peers, teachers, and learning in the school environment[10]. The advantages of school connectedness are evident not only in academic settings, where students tend to achieve better results but also in other aspects of their well-being. It has been observed that school connectedness has a broader impact beyond academic success and improved attendance. Research indicates that when Adolescents feel a strong connection to their school, they are less likely to face challenges related to their mental

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health. This includes experiencing lower levels of symptoms associated with depression, social anxiety, and suicidal thoughts, while also exhibiting higher levels of self-esteem[11].

There was a significant joint influence of self-esteem, parental attitude and social connectedness on antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. This implies that self-esteem coupled with parental attitude and social connectedness have great influence of on antisocial behaviour. understanding antisocial behaviour exhibited during this stage requires considering the complex and significant developmental events that shape the adolescent experience. Adolescence can be a turbulent phase as young individuals undergo various physical, behavioural, and psychological transformations and seek greater autonomy. However, despite their desire for independence, adolescents still rely on the care and support of adults and a nurturing environment to help them reach their full potential. Failure to provide such support can contribute to behavioural and psychosocial difficulties[12].

It is crucial to recognise that although there is a correlation between low self-esteem and antisocial behaviour, not every individual with low self-esteem displays such behaviours. The connection between self-esteem and antisocial behaviour is intricate and shaped by a range of individual, social, and environmental influences. The existence of protective elements, including nurturing parenting, constructive peer interactions, and an encouraging educational setting, can lessen the effects of low self-esteem on antisocial behaviour.

The relationship between self-esteem, parental attitude, and school connectedness plays a significant role in influencing antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. This suggests that self-esteem plays a significant role in the development of antisocial behaviours among adolescents in senior secondary school. The interplay among self-esteem, parental attitude, school connectedness, and adolescent

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antisocial behaviour is complex and reciprocal. A strong bond between mother and child, along with elevated self-esteem in adolescents, could potentially decrease the chances of aggressive behaviour[13]. Both maternal and paternal monitoring predicts increased adolescent aggression at later ages.

The school environment is a crucial social context for adolescents, shaping their sense of belonging, academic motivation, and overall well-being. Specifically, a negative school climate can be associated with a decrease in students' sense of safety when experiencing bullying[14]. There is a significant gender difference in antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. Girls were found to be more of bullies than boys contrary to the usual view that boys are more to be bullies. This could be due to the fact that more attention, and measures and channeled in a biased manner to curb boys other than the two gender. The prevention and management of school violence during adolescence should take into account contextual-level characteristics[15]. This could as well result from parental bonding and aggression. For a female to exercise antisocial behaviour, there could be more to what is seen in schools. In a study, carried out on parental attitudes and antisocial behaviour of adolescents in public senior secondary schools in Lagos state, Nigeria the results demonstrated a significant relationship between parent-child relationships and antisocial behaviour. Gender differences were also found to be significant in terms of parental bonding and aggression[16].

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Chapter Five

Conclusion

5.1 Summary of Findings

The findings of this study revealed important insights into the prevalence and determinants of antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria. Firstly, the study established that the overall prevalence of antisocial behaviour among adolescents in these schools was relatively low. The most commonly reported antisocial behaviours were verbal actions such as teasing and mocking, particularly instances where students laughed at their peers when they answered questions in class. Other antisocial behaviours like shouting, minor physical aggression (such as bumping or pushing), and stealing were observed, but these incidents occurred less frequently. This indicates that while antisocial tendencies exist within the school setting, they are not highly widespread or severe.

Furthermore, the findings showed that the adolescents generally demonstrated high levels of self-esteem. Most students expressed positive feelings about themselves, confidence in their abilities, and satisfaction with their personal qualities. Although some adolescents occasionally experienced self-doubt or wished for increased self-respect, these negative feelings were infrequent, confirming that the students largely possessed a healthy sense of self-worth. Additionally, adolescents perceived parental attitudes as predominantly positive. Students reported that their parents demonstrated warmth, consistent monitoring, and a strong awareness of their academic and social activities. Instances of parental criticism or hostility were minimal. This overall positive perception of parental behaviour likely contributes to the promotion of appropriate conduct and emotional security among adolescents in Lagos secondary schools.

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In terms of school connectedness, the findings indicated a high level of affiliation between students and their schools. Many students valued their educational experience, felt safe in school, and believed their teachers and peers were supportive. While a few cases of students feeling isolated or disrespected by teachers were reported, these instances were uncommon. Overall, students displayed a strong sense of belonging and positive connection to their school environment. A critical outcome of the study was the significant joint influence of self-esteem, parental attitude, and school connectedness on antisocial behaviour among adolescents. The regression analysis revealed a multiple correlation coefficient (R) of 0.186 and an R^2 value of 0.035, indicating that these three variables together accounted for 3.5% of the variance in antisocial behaviour, which was statistically significant ($F(3, 2231) = 26.602$, $p < 0.05$). This suggests that these social and psychological factors collectively play an important role in influencing antisocial behaviour in the school context.

Additionally, the study explored the relative contributions of each independent variable. The regression coefficients indicated that parental attitude made the strongest individual contribution to antisocial behaviour ($\beta = 0.198$, $t = 8.346$, $p < 0.01$), followed by self-esteem ($\beta = 0.091$, $t = 4.307$, $p < 0.01$) and school connectedness ($\beta = 0.086$, $t = 3.651$, $p < 0.01$). These results confirm that each factor independently and significantly influences the occurrence of antisocial behaviour among senior secondary school adolescents. Lastly, the study found a significant gender difference in antisocial behaviour. The t-test analysis showed a notable disparity between male and female students ($t = 3.536$, $df = 2233$, $p = 0.01$). Specifically, female students reported higher levels of antisocial behaviour, with a mean score of 24.65 compared to 23.44 for male students. This finding implies that gender is

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a significant factor in the expression of antisocial behaviours, with females displaying slightly higher tendencies towards such behaviours, particularly in the form of bullying.

5.2 Conclusion

Aligning with the study's aim and objectives, the findings confirm that self-esteem, parental attitude, and school connectedness are significant determinants of antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria. The study reveals a low overall prevalence of antisocial behaviour, with verbal actions like teasing being most common. High levels of self-esteem, positive parental attitudes, and a strong sense of school connectedness characterise these adolescents, suggesting that these factors collectively foster a supportive environment that minimises antisocial tendencies.

The findings also address the research questions by highlighting the levels of antisocial behaviour, self-esteem, and school connectedness, as well as the generally positive parental attitudes perceived by adolescents. Therefore, this study emphasises the role of self-esteem parental attitude and school connectedness in shaping adolescent behaviour. Additionally, the current study stresses the notable gender difference, with females reporting slightly higher levels of antisocial behaviour. The null hypotheses were thus rejected. Thus, the findings confirm the importance of these social and psychological factors in promoting positive behavioural outcomes, aligning with the study's objectives to understand the determinants of adolescent behaviour in Nigerian secondary schools and previous related studies.

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5.3 Recommendations

Based on the findings of the current study, the following are recommended:

1. Public secondary schools in Lagos State should implement regular self-esteem-building workshops and support groups to reinforce adolescents' positive self-perception.
2. Secondary schools and local communities should encourage parental involvement by offering seminars on effective parenting strategies to foster warmth, consistent monitoring, and constructive knowledge-sharing, which can strengthen positive parental attitudes and reduce antisocial tendencies among adolescents.
3. Public secondary schools should implement mentorship programmes that link students with peers and staff to foster a strong sense of belonging and connection to the school community.
4. Public secondary schools should introduce peer mediation and anti-bullying programmes that particularly address teasing, mocking, and other minor antisocial behaviours. These programmes could encourage students to handle differences respectfully and reduce the tendency of verbal bullying
5. Recognising the gender differences in antisocial behaviour, public schools should implement tailored interventions that address specific antisocial propensities among females and males, particularly with a focus on reducing instances of female-led bullying behaviour.
6. Secondary schools should establish a system for regularly assessing students' levels of antisocial behaviour, self-esteem, and school connectedness. This would allow early

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identification of students at risk of antisocial behaviours and ensure timely interventions.

7. Public secondary schools should consider training programmes for parents on the effective monitoring practices can help them better understand and guide their adolescents' daily activities, which could prevent risky behaviour. Emphasising consistent but respectful monitoring can reinforce positive behaviour without creating feelings of hostility. Also, schools should conduct workshops for teachers on the importance of empathy and respect in interactions with students. Strengthening these relationships can improve students' sense of connection to school, enhancing the supportive environment needed to discourage antisocial behaviour.

5.4 Contribution to Knowledge

The study offers a significant contribution to the existing body of knowledge by identifying specific antisocial behaviours that are prevalent among adolescents in Lagos secondary schools. Teasing and laughing at peers, along with other minor verbal disruptions, emerged as the most common antisocial behaviours, often displayed when peers answer questions in class. It therefore provides a culturally specific insight into the types of disruptive behaviours observed among Nigerian adolescents, which are less physical and more verbally oriented. In doing so, the study stresses the cultural context of adolescent behaviour in Nigeria, an often-underrepresented setting in global behavioural studies. By documenting these patterns, the research fills a gap in understanding the intricacies of antisocial behaviour among Nigerian adolescents.

The study also finds a low prevalence of physical antisocial behaviour, such as pushing or bumping, among Lagos adolescents. This contrasts with findings in some international studies where physical forms of antisocial behaviour may be more prominent.

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The lower occurrence of physical aggression hereby adds to the regional perspective to the global dialogue on youth behaviour, indicating that Nigerian adolescents in Lagos may display antisocial tendencies differently compared to their counterparts elsewhere. This contribution broadens the understanding of how physical and verbal behaviours may vary across cultures, emphasising the need for culturally sensitive approaches in behavioural interventions. The researcher through this study also added to the existing body of knowledge by coming up with the conceptual framework which best hypothesised the relationships within and among the variables of the current study.

5.5 Suggestion for Further Studies

Considering the scope of the current study, future studies could build upon its findings by exploring the underlying factors that shape the specific forms of antisocial behaviour seen in Lagos adolescents, such as teasing and verbal disruptions. Moreover, future researchers could investigate whether cultural, environmental, or educational influences contribute to these verbal behaviours being more prevalent than physical ones, which are commonly highlighted in studies from other regions. Additionally, a comparative study across different regions or socioeconomic contexts in Nigeria might also reveal how delicate variations in local norms or family dynamics influence the types and frequency of antisocial behaviours among adolescents.

Additionally, qualitative methods, like interviews or focus groups with students and teachers, could provide broader understanding of the motivations behind these behaviours and offer insights into effective, culturally appropriate intervention strategies. Another valuable direction for future research would be a longitudinal study to investigate how self-esteem, parental attitudes, and school connectedness influence antisocial behaviour over

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time. Since the current study captures a snapshot of these factors, a longitudinal approach could reveal how changes in these variables relate to shifts in adolescent behaviour, particularly during transitional phases like entering or leaving secondary school. Future studies could also explore whether interventions, such as those recommended for fostering school connectedness or positive parental engagement, have measurable impacts on reducing antisocial behaviours and enhancing self-esteem. Moreover, considering the observed gender differences in antisocial behaviour, further investigation could uncover why females report slightly higher levels of these behaviours and how socialisation patterns, peer influences, or stress factors differ by gender. These insights would allow for more targeted and effective intervention programmes tailored to the unique needs of different adolescent groups.

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Appendix I

Self-Esteem, Multidimensional Bullying Victimisation, Parental attitude, School connectedness and Antisocial behaviour Questionnaire (SEMBVPASCABQ).

Dear Respondent,

I am a Ph.D. student at the above-mentioned university and I am investigating the extent to which self-esteem, parental attitude, and school connectedness might determine the antisocial behaviour of adolescents Please your sincere response to the attached questionnaire is useful for investigation. Thank you in advance for your kind cooperation. your cooperation is highly needed.

Yours Faithfully,

Fatimah Adenike RABIU

Section A: Demographic information of Adolescent students

1. **Gender:** Male { } Female { }
2. **Age:** 15-16 { }, 17-18{ }, Above{ }

Section B: For each statement please tick (/) the appropriate box in front of the statement that describes your opinion (Tick (/).

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School Connectedness Scale

		Disagree	**Somewhat Disagreed**	**Somewhat Agree**	**Agree**
1	I feel safe in this school.				
2	Most mornings I look forward to going to school.				
3	Adolescents at school like me.				
4	Most of the rules at school are fair.				
5	There is at least one friend in my class that I can talk with about my problems.				
6	There are too many rules in this school.				
7	I like my classes this year.				
8	Teachers at this school are interested in the students.				
9	There is a lot of bullying in this school.				
10	The things I learn in my class are important.				
11	Adults in this school listen to students' problems and ideas.				
12	I can talk to at least one teacher or adult at school about my problems.				
13	My school is a nice place to be.				

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14	I can reach my goals through this school.				
15	I want to drop out of school.				
16	I get picked last for group projects or teams.				
17	My teachers do not respect me.				
18	School is a waste of my time.				
19	Students get along well with teachers.				
20	I feel close to some people at this school.				
21	I can be myself at this school.				
22	At least one teacher would help me if I was sad or upset.				
23	I care what my teachers think about me.				
24	I often feel lonely at this school.				
25	I can always find someone to sit with at lunch.				
26	I feel like I am part of this school.				
27	My teachers help me with schoolwork when I need it.				

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Rosenberg Self-Esteem Scale

For each statement please tick (/) the appropriate box in front of the statement that describes your opinion (Tick (/).

Key: Strongly Agree(SA) = 4; Agree(A) = 3; Strongly Disagree(SD) =2; Disagree(D)=1

S/N		Strongly agree	Agree	Disagree	Strongly disagree
1	On the whole, I am satisfied with myself.				
2	At times I think I am no good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least on an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to feel that I am a failure.				
10	I take a positive attitude toward myself.				

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Multidimensional Bullying Victimisation Scale

S/N	Some students in my school,	Never	Sometimes	Often	Very Often
1	Call me mean names.				
2	Leave the table when I sit down.				
3	Curse at me.				
4	Tease me.				
5	Shout at me.				
6	Tease or laugh at me when I answer questions in class.				
7	Push or shove me.				
8	Destroy or damage my things.				
9	Punch or hit me.				
10	Bump into me on purpose.				
11	Throw objects at me				
12	Take, hide, or knock my things down				
13	Do not let me pass by				
14	"Wrestle" me to show that they are stronger				
15	Steal from me (money, food)				
16	Threaten to hurt me if I do not				

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	do what they want				

Substance Use Intention of Adolescents as Perceived by the Adolescents Questionnaire

S/N	Items	Strongly agree	Agree	Disagree	Strongly Disagree
1	I have a strong intention to use substances (e.g., alcohol, tobacco, drugs) in the near future.				
2	I believe that using substances will make me feel more accepted or fit in with certain groups.				
3	I think that using substances will help me cope with stress or problems in my life.				
4	I feel curious and interested in trying substances to see what the experience is like.				
5	I believe that using substances will make me feel more confident or outgoing in social situations.				
6	I perceive substance use as a way to rebel or break rules.				
7	I think that using substances will enhance my enjoyment of social activities or events.				
8	I feel pressure from peers or friends to use substances.				
9	I believe that using substances is a way to escape or forget about my problems temporarily.				
10	I perceive substance use as a way to experiment and explore new experiences.				

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Parental Attitude Questionnaire

S/N	Items	Strongly agree	Agree	Disagree	Strongly Disagree
1	My parents are well-informed about my daily routines and activities.				
2	My parents are knowledgeable about my academic performance and progress in school.				
3	My parents are aware of my close friends and social network.				
4	My parents express love and affection towards me.				
5	My parents provide emotional support when I am going through tough times				
6	My parents often criticize or show hostility towards me.				
7	My parents know where I am and who I am with most of the time.				
8	My parents are aware of my online activities and presence on social media platforms.				
9	My parents are familiar with my extracurricular activities and interests.				
10	My parents set clear rules and expectations for my behaviour and monitor whether I follow them.				

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Bio-data

A. Personal Data

1. **Full Name:** Fatimah Adenike RABIU

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2. **Date and Place of Birth**: 4/2/ 1977 and Lagos

3. **Nationality:** Nigerian

B. Educational Background with Dates

- Lead City University, Ibadan, Nigeria 2021 - Till Date
- University of Lagos, Akoka, Lagos. 2017 – 2019
- University of Lagos, Akoka Lagos 2010 – 2012
- University of Lagos, Akoka Lagos 2006 – 2007
- NIIT Center, Surulere, Lagos State 2002
- University of Ilorin, Kwara State, Nigeria. 1998 – 2002
- Government Secondary School, Ipee, Kwara State 1993- 1995

C. Working Experience with Dates

Visiting Professor, National Teachers' Institute, Bachelor Degree Program Lagos, Nigeria 2021 -Present

- Hadid Dynamics Schools, Igbogbo- Bayeku Road, Ikorodu. 2010 – Till Date
- The Prime Light High School, Asolo Agric, Ikorodu, Lagos 2005 – 2010

D. Award and Fellowships (if any):

E. Membership of Academic/Professional Bodies:

Member, Teachers Registration Council of Nigeria (TRCN) (LA/T/00966) - Feb. 2018

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Member, Positive Psychology Association of Nigeria
Member, Association of Professional Counsellors of Nigeria

F. Publications:

Rabiu, F. (2024). Unveiling the Role of Motivation in Learning: A Paradigm Shift for Academic Success. Inclusive Education in the 21st Century: A Festschrift in Honor of an Erudite Scholar, Dr. (Mrs) Oluwatoyin Abike Odeleye *Faculty of Education, Lead City University, Ibadan, Nigeria.* https://doi.org/10.5281/zenodo.10845662

Adesola, M.O., Obi, S. N., & **Rabiu, F.A**. (2024). Identification of Intellectually Gifted School Adolescents in Nigeria: Implications for Counselling and Special Education Practices. *African Journal for the Psychological Studies of Social Issues*,27(3).

G. Major Conferences Attended with Dates:

Mohammed, S. & **Rabiu, F. A**. (Accepted, 2024, March 2-3). Implication of Professional Development Barriers on Teachers' Job Satisfaction [Paper Presentation]. *Education Graduate Student Organization (EGSO) Conference,* College of Education, Texas Tech University, Lubbock, TX United States.

International Conference of Association of Professional Counsellors of Nigeria (APCON), University of Lagos, at the Federal College of Education, Yaba, Lagos, July, 2017.
International Conference and Workshop of Nigerian Association of Pastoral Counsellors (NAPCOUN) at the Lead City University Ibadan, the International Conference Centre between 25th and 27th October 2021.

5th Faculty of Arts and Education International Conference on sustainable development at
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Signature Date

The University Compliance Certification

This is to certify that the thesis by Fatimah Adenike RABIU with the matric number LCU/PG/002585 in the Department of Guidance and Counseling, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

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Signature Date

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