

Nigerian Journal of Applied Psychology

Volume 12/13 Number 2/1

June/Nov. 2011

UNIVERSITY OF IBADAN LIBRARY

ISSN 0189-5656

Volumes 12/13

Number 2/1

2011

Nigerian Journal

Of

Applied Psychology

Department of Guidance and Counselling
University of Ibadan¹

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Psycho-Social Factors as Correlates of Anti-Social Behaviour among Secondary School Adolescents in Oke-Ogun Area, Oyo State

By

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Abstract

The study investigated some psycho-social factors as correlates of anti-social behaviors among secondary school adolescents in Oke-Ogun Area, Oyo State. Descriptive survey research design was employed. A multi-stage random sampling technique was employed in selecting 694 participating adolescents from two Local Government randomly selected from the list 9 Local Government in Oke-Ogun Area of Oyo State. Their age ranged between 11years 19 years with the mean age of 12.6 years and the standard deviation 4.57. Pearson's Product Moment Correlation and Multiple regression analysis was used to analyse the data. The results demonstrated that each of the psycho-social factors jointly influence anti-social behaviors among secondary school adolescents but peer relation is the most potent factor that influences anti-social behaviors. The implications of the findings for educational and counselling practice were highlighted.

Keywords: Adolescents, Anti-social behaviour, Parenting styles, Peer relations, Self-esteem, Self-efficacy, Self-understanding and Family socio-economic status.

Introduction

Social vices are prominent in the society particularly among the 'age in between'. Adolescents anti-social behaviour has been on the increase. Pages of news paper are full of crimes committed by the age in between ranging from vandalism, shoplifting, reckless driving, listen to loud or aggressive music, alcohol use and abuse, smuggling, fire lightening, cyber crimes, robbery and even murder. It is characterized by having symptoms such as disregarding societal expectations, laws, violating rights of others (such as property violation, sexual violation, legal violation and emotional violation), physical aggression, and instability in life and showing impulsive behaviours.

This antisocial behaviour disorders are believed to be learned in the early childhood and continue to influence their transactions with low antisocial peers throughout elementary school and believed to increase during the adolescent ages. There are many biological and environmental factors related to this disorder such as child characteristics, perinatal factors, maternal and familial characteristics, maternal pre and post-natal substance use, peer relations and parenting practices (Van Lier, Vitaro, Wanner, Vuijk, & Crijnen, 2005).

However, the existence of stable and normal societies is based on acceptable ethical principles, norms and healthy values. Norms and values are desirable behaviours and any deviation from the accepted norms by people who are not yet adult is social vices. Any behaviour that falls short of societal norms, values, beliefs and expectations are undesirable (Okorodudu & Okorodudu, 2003; Onyehalu, 2003; Bingham, 2006).

In Nigeria, the involvement of adolescents in undesirable activities is on the increase. The last two decades witnessed crimes ranging from stealing to robbery and killing perpetuated by teens. There has been increasing concerns of the Police and the general public on the in surge of adolescent crime and conduct problems (Wu, Chia, Lee & Lee, 1998). They reported that teen social vices rate rose from 367 to 538 per 100,000 between 1986 and 1996. They also claimed that most of the adolescents arrested in 1996 were arrested for petty crimes, such as theft, with about 38 percent arrested for shoplifting and 18 percent for simple theft. The out-come of their

research also shows that most serious crimes, such as rioting, robbery and extortion accounted for 15 percent.

Review of Related Literature

Adolescence is a unique period in the sense that it is a period of rapid changes. It is a time of physical, social, and emotional developments. It is a transition between childhood and adulthood, approximately is between ages 10-21. Historically the period is seen as a period of physiological changes in which other changes builds on. Physical changes involve increase in weight and height for both sexes, breaking of voice in boys and enlargement of buttock for girls. During this period adolescents are full of energy and can involve in rigorous exercises without being tired. Detachment from parents and affiliation with peers is paramount in this period, discovering one's real self, personal values and social interaction is essential. The period does not connote complete development in human but it marks the peak of human growth and development (Santrock, 2011).

As beautiful as this period is, it is also a period of conflict and mood swing, the period generates a lot of stress and disturbances to adolescents. It is a period of testing limits, experimentations, risk-taking and rebelliousness, no wonder Hall (1844) refers to the period as a storm and stress period. An adolescent may be craving for companionship in a moment and the next moment craving for privacy. In their bid to test their limits they are involved in undesirable activities such as drug use and misuse, reckless driving, excessive, physical aggression, violence, stealing, robbery and even murder.

Over the past decade, extensive research has been conducted on the variables predicting antisocial behaviours among adolescents. Several researches done on factors that precipitate anti social behaviours among adolescents stress that adolescence is a period of stress and storm (Okorodudu & Okorodudu, 2003; Eke, 2004; Eke, 2004a, Eke, 2004b). Some of the researchers who worked on antisocial behaviours had identified factors such as biological, social, view of self, attitudes, beliefs, sense of her/his future (Boroffice, 2004); non-conducive environment (Eke, 2004b); social factors, physical factors, psychological factors; peer group influence, drug abuse and the family

factor (Okorodudu & Okorodudu, 2003) etc., as some of the factors that predispose adolescents to unhealthy behaviours.

Antisocial behaviours can be considered as an umbrella terms in respect to other terms such as delinquency, conduct disorder and oppositional defiant disorder, disruptive disorder and externalizing disorders which have been used rather inconsistently in referring to antisocial behaviour, as it refers broadly to all acts that are considered inappropriate because they contravene the norms and principles of society or harm others/ society or both (e.g. frequent lying, substance use/abuse, truancy, running away, disobedience, stealing, fire setting, violence or vandalism).

Although, some antisocial behaviour may also be delinquent but not all (Hill 2002; Venneiren, 2003). Antisocial behaviour often includes features similar to conduct and oppositional defiant disorders, not all antisocial behaviour is automatically psychopathological nor does it require psychiatric treatment, as do conduct and oppositional defiant disorders (Tampere, 2008). Self-understanding is the individual's cognitive representation of self, the substance and content of self-conceptions. For example, a 12 year old boy understands that he is a student, a football player, a family member, and a video game lover or a 14 year old girl understands that she is a soccer player, a student council member, a movie fan, and a rock music fan. An adolescent's self-understanding is based, in part, on the various roles and membership categories that define who adolescents are (Harter, 2006). Though self-understanding provides the rational underpinnings, it is not the whole of personal identity. The development of self-understanding in adolescence is complex and involves a number of aspects of the self such as Abstraction and Idealism, differentiation, the fluctuating self, real versus ideal, true versus false selves (Santrock, 2010; Harter, 2006; Rogers, 1950).

A strong discrepancy between the real and ideal selves is a sign of maladjustment. Too great a discrepancy between one's actual self and one's ideal self – the person one wants to be can produce a sense of failure and self-criticism and can even trigger depression. Although some theorists consider a strong discrepancy between the ideal and real selves maladaptive, others argue that it need not always be, especially

in adolescence. The presence of both hoped for and dread ideal selves is psychologically healthy; lending balance to adolescent's perspective and motivation. That is the attributes of the future positive self getting into a good college, being admired, having successful career can direct an adolescent's positive actions, whereas the attributes of future negative self being unemployment, being lonely, not getting into a good college can identify the behaviour to be avoided (Santrock, 2010; Rogers, 1950).

Although, the research examining anti-social behaviours focuses largely on biological and environmental factors such as child characteristics, perinatal factors, maternal and familial characteristics, maternal pre and post-natal substance use, peer relations and parenting practices. Branden (1994), Katja, Paivi, Marja-Terttu, and Pekka (2002), Karatzias, Chouliara, Power and Swanson (2006), Donnellan, Trzesniewski, Robins, Moffitt, and Caspi, (2005) have submitted that a person's view and estimate of his self-concept and self-evaluation are the vital centre of his/her psychology; they are the motor of his/her behaviour. Consequently, the way people view and/or assess themselves can affect the way they behave with regard to maintenance of their health. It has been acknowledged that having positive self-efficacy and self-esteem is good for well-being. Cale and Lilienfeld, (2006) has indicated that a feeling of low self-esteem and inferiority intrinsically motivates antisocial behaviours. Gini, Albiero, Benelli, and Alto (2008) submitted that self-efficacy can positively affect prosocial behaviors, including bullying defending behavior. Students high in social self-efficacy are likely to try to help victims in bullying situations, whereas students with low levels of self-efficacy are more reluctant to intervene and help, regardless of their level of empathic responsiveness (Schwarzer, Dunkel-Schetter, Weiner & Woo, 1992).

However, Psychologists generally regard having a strong sense of self-esteem as a sign of self-understanding and self-acceptance, which allows individuals to view themselves and others equally, achieving one's self-integration and developing one's potential effectively, as well as having a higher expectation for self-efficacy (Tabassam & Grainger 2002).

Adolescents have strong needs to be liked and accepted by friends and the larger peer group, when these needs are met, they can result in pleasurable feelings or extreme stress and anxiety when they are excluded and disparaged by peers. To many adolescents, how they are seen by peers is the most important aspect of their lives. Age grading would occur even if schools were not age graded and adolescents were left alone to determine the composition of their own societies. One of the most important functions of the peer group is to provide a source of information about the world outside family.

From the peer group, adolescents receive feedback about their abilities. They learn whether what they do is better than, as good as, or worse than what other adolescents do. Learning this at home is difficult because siblings are usually older or younger, and sibling rivalry can cloud the accuracy of comparison. Brook, Brook, Balka, and Rosenberg (2006) found a significant relationship between anti-social behavior and peer affiliations/social bonds. This finding suggests that adolescents are engaging in anti-social behavior as a result of weak social bonds with peers. This finding also confirms an assumption of Social Control Theory (Hirschi, 1969) that an adolescent engages in anti-social behavior to cope with stress or as a result of weak bonds with others.

Families are social groups which may likely be influenced by the context around them. Family relationships and parent-child interactions are each influenced by cultural context (Triandis, 2001). Thus, depending on the culture, there are differences in childrearing practices. If certain goals or expectations are preferred more in one culture compared to another, then it seems appropriate that the parent(s) will place more of an emphasis on those particular attributes with their children. Since parents are influential figures in adolescent's search for identity, the parenting styles adopt will foster identity achievement or discourage identity exploration as observed by Cooper, Behrens and Trinh (2009). Luyex (2007) revealed that parents who were high in psychological control (intrusive, manipulative, and focused on own needs) were less likely to have college-aged children who were in the process of making an identity commitment than parents who were low in psychological control.

Research has demonstrated that youths who engage in high levels of antisocial behavior are much more likely than other youths to have a biological parent who also engages in antisocial behavior. This association is believed to reflect both the genetic transmission of predisposing temperament and the maladaptive parenting of antisocial parents. Researchers have suggested three central components of parenting: parental psychological control, parental behavioral control, and parental support (Barber, Stolz, & Olsen, 2005). Of these three dimensions, behavioral control has been found to be the most predictive of adolescent antisocial behavior (Hoeve, Dubas, Eichelsheim, van der Laan, Smeenk, Gerris, 2009). Bor, Renae, McGee and Fagan (2004) revealed that family environmental characteristics, maternal substance use and parenting practices have all been linked to adolescent delinquency.

One's socioeconomic status is a major factor in whether or not an individual gets enough social support. It is the measurement of level of income each person has to determine their level of economic status in the society. Research revealed that most anti-social children come from the low socio-economic stratum of the society in which some of the crimes committed are more indicative of family socio-economic problems than the personalities of the children (e.g Marmot, 2004; Wilkinson, 2006; Operario, Adler & Williams, 2004). Children stealing is most likely due to the inability of the parents to provide regular and substantial meals to their offspring and many run away from school, not because they are unintelligent, but most likely since their parents are unable to provide basic school requirements, remain indifferent, unavailable, unable to follow up on school performance, and are most likely unconcerned about the consequences (Ngale, 2009).

Thus when children run away from school, which performs a vital function of keeping the former occupied while working parents are at their job sites, they might most likely avoid going home because their parents might not be home, there might be no food for them, and overcrowding could push them to loaf in the streets, increasing the probability of getting involved in antisocial behavior (Ngale, 2009).

Nwankwo et al (2010) revealed that antisocial behaviours are significantly associated with parent's economic status.

It is in the light of this that the researchers are interested in studying the relationship, joint and relative contributions of psychosocial factors to the prediction of anti-social behaviours among secondary school adolescents.

Objectives of the study

This study aims at achieving the following objectives:

1. To examine the relationship that exists among the independent variables (self-esteem, self-efficacy, self-understanding, parenting style, peer influence, and family socioeconomic status) and the dependent variable (Anti-social behaviour) among secondary school adolescents.
2. To examine the joint contributions of self-esteem, self-efficacy, self-understanding, parenting style, peer influence, and family socioeconomic status to the prediction of adolescent antisocial behaviour in secondary schools.
3. To examine the relative contributions of self-esteem, self-efficacy, self-understanding, parenting style, peer influence, and family socioeconomic status to the prediction of adolescent antisocial behaviour.

Research Questions

1. Is there any significant relationship among the independent variables (self-understanding, self-esteem, self-efficacy, parenting styles, peer relations and family socioeconomic status) and the dependent variable (anti-social behaviours) among school adolescents?
2. What is the joint contribution of each of the independent variables (self-understanding, self-esteem, self-efficacy, parenting styles, peer relations and family socioeconomic status) to the prediction of anti-social behaviours among secondary school adolescents?

3. What is the relative contribution of each of the independent variables to the prediction of anti-social behaviours among secondary school adolescents?

Methodology

Research Design

The study used descriptive research design to investigate the influence of psycho-social factors on the anti-social behaviours among secondary school adolescents.

Participants

The target population for the study was all Secondary school adolescents in Oke-Ogun area, Oyo State. A multi-stage random sampling technique was employed in selecting 700 adolescents from two Local Governments randomly selected from the list of nine Local Government in Oke-Ogun Areas of Oyo state. A total of 700 participants with equal allocation method were used to select fourteen secondary schools out of which nine public and five private secondary schools were randomly selected. With the use of stratified random sampling, the researchers ensured that 50 secondary school adolescents were considered from each school. 694 questionnaires were finally collected and analysed Their age range between 11 and 18 years with mean of 10.6 years and the standard deviation of 4.57.

Measures

Demographic information was collected from participants regarding their age, gender, school type and religion. The participants completed the seven questionnaires: Adolescent Self-esteem Scale (ASES) by Hudson (1996), Self-efficacy Scale (SES) by Jerusalem and Schwarzer (1995), Self-understanding Scale (SUS) by Shavelson, Hubner, and Stanton (1976), Parenting Style Questionnaire (PSQ), adapted and modified from Robinson, Mandlco, Olsen and Hart (1995), Index of Peer Relations (IPR) by Hudson (1993), Parental Socio-economic Status Scale (PSES) by Salami (2000) and the Youth Self Report of the Child Behaviour Checklist (YSRCBCL)by Achenbach (1991b; 1991c).

The **YSRCBCL** was designed for individuals aged 11-18 years. The instrument consists of 102 items assessing scales of youth problem behaviour including externalizing (antisocial behaviour). It requires respondents to rate on a three-point scale (1= often; 2 = some times; 3 = rarely/never) how true each item is for them. The reliability coefficient cronbach alpha for the scale was .90. The test-retest reliability was found to be .92.

SUS (Shavelson, et al, 1976) was originally a Self-Description Scale developed to measure self-concept in four non-academic areas (Physical ability, Physical Appearance, Peer Relations and Parent Relations). The items on Physical ability and Physical Appearance were selected for used because self-understanding as a construct was viewed from the adolescents, perception of their physical ability and physical appearance. SUS has 24 items which were placed on four point Likert scale ranging from strongly disagree, disagree, agree, and strongly agree. The reported reliability coefficient alpha of the instrument was .80. The test-retest reliability was found to be .84.

ASES (Hudson, 1996) was used to measure the level of self-esteem. The scale was divided into sixteen subscales which include Depression, Self-esteem, Aggression, suicide. The part of the sub-scale on Adolescent Self-Esteem has twelve items constructed on a six point Likert-type scale ranging from 1 = None of the time; 2 = Very rarely; 3 = A little of the time; 4= A good part of the time; 5 = Most of the time; to 6 = All of the time. The reliability co-efficient alpha for the scale was .86. The test-retest reliability was found to be .89.

SES (Jerusalem & Schwarzer, 1995) was used to assess a sense of perceived self-efficacy. The scale has a 10 items constructed on a 4 point Likert scale ranging from 1=Not at all true to 4= Exactly true. The Cronbach alpha for the scale range from was .76 to .90. The test-retest reliability was found to be .80.

PQS (Robinson, Mandleco, Olsen & Hart, 1995) was used to measure parenting styles along the continuum of Baumrind's (1989) typologies of authoritarian, authoritative, and permissive

PQS contains twenty items regarding different parent reactions to child behavior, constructed on 4-point Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 = agree, to 4 = strongly agree. The Cronbach alpha for the scale was .68. The test-retest reliability was found to be .76.

IPR (Hudson, 1993) was a 25-item questionnaire, asks the adolescent to rate the way they feel about peer relationships. The IPR was placed on a 7-point Likert-type scale, with response choices including: 1 = none of the time; 2 = very rarely; 3 = a little of the time; 4 = some of the time; 5 = a good part of the time; 6 = most of the time; and 7 = all of the time. The reported reliability co-efficient alpha of the instrument was .94, after three weeks the test-retest reliability of the instrument was found to be .90.

PSESS (Salami, 2000) was used to measure the socio-economic status of the participants' parents since adolescents' behaviours are significantly associated with parent's economic status. The scale comprises eight open ended questions on parents' occupation, educational level, parents' type of residence, house furniture, type of cars, electronic gadgets and kitchen utensils. The internal consistency Cronbach's α was 0.83, with correlation coefficient of 0.64.

Procedure

All the participants for the study were administered the seven instruments namely: Rosenberg Self-esteem scale, General self-efficacy scale, Self-understanding Scale, Parenting style questionnaire, Index of Peer Relations, Parental Socio-economic Status Scale and the Youth Self Report of the Child Behaviour Checklist) in their respective schools by the researchers. The researchers with the cooperation of the school counsellors and teachers participated in the distribution and collection of the questionnaires from the respondents.

Data Analysis

The data were analyzed using Pearson's Product Moment Correlation and Multiple Regression analysis.

Result

The results, based on the research questions are presented below.

Table 1: Mean, Standard Deviation and Correlation Matrix of the Predictor Variables (Self understanding, Self esteem, Self-efficacy, Parenting styles, Peer relations and Family socio economic status) and the criterion (dependent variable, Anti-social behaviour) (N = 694).

	Anti-social behaviour	Self understanding	Self esteem	Self efficacy	Parenting styles	Peer relation	Family SES
Anti-social behavior	1.000						
Self understanding	.419**	1.000					
Self esteem	.320**	.246**	1.000				
Self efficacy	.425**	.473**	.290**	1.000			
Parenting styles	.192**	.327**	.104**	.410**	1.000		
Peer relation	.484**	.334**	.359**	.472**	.246**	1.000	
Family SES	.364**	.218**	.181**	.298**	.073	.290**	1.000
Mean	72.9000	18.9400	18.6300	30.0300	10.8170	68.1300	10.4100
S.D	6.7100	04.6400	5.2900	06.0300	1.9752	13.9100	4.2800

Family SES= Family Socio Economic Status

SD= Standard Deviation

The result from the table above shows that there was significant relationship among Self understanding ($r=.419$; $p<0.05$), Self esteem ($r=.320$; $p<0.05$), Self efficacy ($r=.425$; $p<0.05$), Parenting styles ($r=.192$; $p<0.05$), Peer relations ($r=.484$; $p<0.05$) and Family socio economic status ($r=.364$; $p<0.05$) on Anti-social behaviour of secondary school adolescents respectively.

Table 2: Regression Analysis Result of Independent Variables on Anti-social Behaviour

Multiple R	=0 .607				
Multiple R ²	=0 .368				
Adjusted R ²	=0 .363				
Std. Error of the Estimation	=12.86				
ANALYSIS OF VARIANCE					
Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	66163.574	6	11027.262	66.683	.000
Residual	113608.16	687	165.369		
Total	179771.74	693			

The table above shows that the joint effect of independent variables (Self understanding, Self esteem, Self efficacy, Parenting styles, Peer relations and Family socio economic status) on Anti-social behaviour among secondary school adolescent was significant ($F=66.683$). The table also shows a coefficient of multiple regressions (R) of 0.607 which is strong and adjusted R^2 of 0.363. This means that about 36% of the variation in Anti-social behaviour was accounted for by the independent variables when taken together.

This implies that the joint contribution of the independent variables to the dependent was significant and that other variables not included in this model may have accounted for the remaining variance.

Table 3: Multiple Regression showing Relative Contribution of each of the Independent Variables to the prediction of Anti-social behaviour among secondary school adolescents.

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	16.405	3.475		4.721	.000
Self understanding	.738	.123	.212	5.981	.000
	.318	.101	.104	3.156	.002
Self esteem	.317	.105	.119	3.012	.003
	-.138	.276	-.017	-.499	.618
Self efficacy	.312	.042	.270	7.416	.000
	.701	.122	.186	5.737	.000
Parenting styles					
Peer relations					
Family socio economic status					

Taking the anti-social behaviour as endogenous variable, self-understanding, self-esteem, self-efficacy, parenting styles, peer relations and family socio-economic status as exogenous variables (Table 3): Peer relations alone turned out to be the strongest predictor of anti-social behaviour ($\beta = .270$, $t = 7.416$, $P < .05$). It was followed by ($\beta = .212$, $t = 5.981$, $P < .05$), Family socio economic status ($\beta = .186$, $t = 5.737$, $P < .05$), Self esteem ($\beta = .104$, $t = 3.156$, $P < .05$), and Self efficacy respectively ($\beta = .119$, $t = 3.012$, $P < .05$) while Parenting styles ($\beta = -.017$, $t = -.499$, $P > .05$) was not significant.

Discussion

The results show that peer relation was a potent contributor to the development of antisocial behavior among adolescents. This explanation was supported by work of previous researchers (Brook et al, 2006; Ryan, 2009; Moss, Lynch, & Hardie, 2003; Rutger & Tom, 2001; Chen, Chang, He, & Liu, 2005; Wentzel, 2004 Becker & Luthar,

2007; DuBois & Silverthorn, 2004; Schwartz, Gorman, Nakamoto, & McKay, 2006) who found a significant positive relationship between peer relations and antisocial behavior. This is so because when parents failed to monitor young adolescents adequately, the young adolescent is more susceptible to peers pressure.

It was also revealed that anti-social behavior had a significant correlation with self-understanding. This finding is consistent with the earlier research findings of Harter (2006) who found a significant relationship between self-understanding and anti-social behaviour. The effect of self-understanding on anti-social behaviour is well documented in the literature (Rosenberg, 1979). This result is easily explainable bearing in mind that adolescents are more to be self-conscious and pre-occupied with their self-understanding, although they become more introspective they do not always develop their self-understanding in social isolation. Furthermore, adolescents turn to their friends for support and self-clarification, including their friends' opinions in their emerging self-definitions.

Family socio-economic status to adolescent anti-social behavior. There was a significant correlation between family socio-economic status and adolescent anti-social behavior. This is consistence with the findings of Ngale (2009), Nwankwo, et al (2010), Marmot (2004) Wilkinson (2006), Operario, Adler and Williams (2004) who revealed that antisocial behaviours are significantly associated with parent's economic status. Also SES was found as SES accounted for variance in certain behaviors and greater portion of the variability of school achievement than did parenting styles (Pong, Hao & Gardner, 2005).

Self-esteem correlated significantly with anti-social behaviour. This finding is consistent with the earlier research findings of Maite et al, (2005), Becker, et al (2007), DuBois, et al (2004), Schwartz, et al (2006), Wing Lo, et al (2011) who found that psychological factors are equally important as social factors in contributing to the cause of deviant behavior. The effect of psychosocial factors on antisocial behavior is well documented in the literature (Brook et al, 2006; Simons et al, 2007; Nwankwo et al, 2010). This result is easily explainable bearing in mind that whatever is the level of peer approval,

self-respect, parental bonds and availability/provision of basic needs of adolescent by their parents will determine the type of behavior to exhibit.

Self-efficacy was found to be a significant contributor to adolescent anti-social behaviour. This lends credence to several studies which have shown positive correlations between self-efficacy and anti-social behavior (e.g. Gini, Albiero, Benelli, & Alto, 2008; Stueve, Dash, & O'Donnell, 2006; Jang & Cho, 2011), suggesting that a decline in self-efficacy may signify an increase in adolescent delinquency.

Findings in this study suggest that as positive parenting increases, anti-social behavior decreases in the adolescent population. This finding is well supported by previous research on the topic (Moss et al, 2003; Okorodudu, 2010; Patterson, DeBaryshe, & Ramsey, 1989; Barber et al., 2003, Bean et al., 2005; Bradford et al., 2004; Bryant & Crockenberg, 1980; Carlo et al, 1998; Claes & Lacourse, 2001; Mestre et al., 2001). The most notable findings were those of Barber et al. (2003) and Bradford et al. (2004). Barber et al. (2003) investigated the relationship between parenting styles and adolescent antisocial behaviors and found that higher levels of parental psychological control led to increased levels of delinquency. These authors also found that increases in parental behavioral control were related to decreases in adolescent delinquency. The possible explanation for the result may not be unconnected with parenting practices which is culture bound. The way individual define words and attach meaning to them may be different from an ethnocentric approach Baumrind used. For example, authoritarian parents' might be defined as caring and concerned parents to a culture but might appear controlling to another. Words like "restrictive" or "authoritarian" may not be as relevant for other cultures because parental monitoring and some degrees of strictness could be viewed as signs of parental concern and involvement (Chao, 1994).

By contrast, the result disagree with the work of Donnelan et al, 2005; Alamu, 2007; Wing Lo et al, 2011; LeBlanc et al, 2008) who reports that psychosocial factors such as self-esteem, self-efficacy,

parental socio-economic status has nothing to do with adolescent involvement in criminal behaviours.

Implication of the Findings

The findings indicate that peer relation is the most potent contributor to the prediction of anti-social behavior. This implies that adolescents should be mindful of whom their friends are, the type of group, cliques and crowds they interact with in their search for autonomy and independence. Though peer acceptance is of great importance to adolescents, individual differences in ways of maintaining self-discipline amongst peer influence may still exist. Therefore, adolescents should be in better position to take their stand in midst of their friends.

Based on these findings, it was therefore recommended that parents should be positively oriented in their styles as this will make their adolescents socially competent and goal – directed. Adolescents should be contented with what their parents are able to give them per time. The government should provide basic amenities that will make life meaningful to all citizens.

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