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Self-Esteem, Parental Attitude, and School Connectedness as Determinants of Antisocial Behaviour of Adolescents in Public Senior Secondary Schools in Lagos, Nigeria

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Abstract

This study explores the influence of self-esteem, parental attitudes, and school connectedness on antisocial behaviour in adolescents attending public senior secondary schools in Lagos, Nigeria. The study utilised a descriptive survey research design to investigate the individual and collective impacts of three independent variables: self-esteem, parental attitude (evaluated through aspects of warmth/hostility, knowledge, and monitoring), and school connectedness, on antisocial behaviours, including bullying and intentions related to substance use. A multi-stage sampling technique was employed to select 2,342 senior secondary school students from 120 public schools in Lagos State. Data collection involved the use of validated instruments such as the Rosenberg Self-Esteem Scale, Parental Attitude Scale, School Connectedness Scale, Bullying and Victimisation Scale, and Substance Use Intention Scale, achieving a reliability coefficient of 0.78. The findings indicate a low level of antisocial behaviour among adolescents, with a weighted mean ($\bar{x}$ = 1.5005), emphasising that verbal bullying is the most prevalent form. The findings from the regression analysis reveal a notable combined influence of self-esteem, parental attitude, and school connectedness on antisocial behaviour (R^2 = 0.35; $F(3, 2231) = 26.602$; $p < 0.05$). Individually, self-esteem ($\beta = 0.091$, $t = 4.307$, $p = 0.000$), parental attitude ($\beta = 0.198$, $t =$

8.348, p = 0.000), and school connectedness (ß = 0.086, t = 3.651, p = 0.000) are significant factors influencing antisocial behaviour. The results indicate that increasing parental engagement, cultivating supportive school environments, and improving adolescents' self-worth can reduce antisocial behaviours. Suggestions encompass the implementation of sophisticated monitoring systems to tackle verbal harassment, workshops aimed at parents that emphasise constructive parenting techniques, and educational initiatives that foster inclusivity and a sense of belonging among students. These initiatives play a crucial role in fostering supportive environments that deter antisocial behaviours among adolescents in Lagos State.

Keywords: Self-Esteem, Parental Attitude, School Connectedness, Antisocial Behaviour, Adolescents

Introduction

Antisocial behaviour among adolescents has become a critical issue in modern society, with considerable effects on individual growth and social cohesion. This maladaptive behaviour, encompassing aggressiveness, truancy, and criminality, frequently obstructs teenagers' social integration and scholastic achievement. Research indicates that this behavioural tendency is not isolated but is shaped by several interconnected causes. Self-esteem significantly influences teenagers' behavioural patterns, with poor self-esteem associated with a heightened propensity for antisocial behaviour. The attitudes of parents, whether supportive or negligent, strongly impact the behavioural results of teenagers. Ultimately, a robust feeling of school connectedness, defined by favourable interactions with students and educators, can either alleviate or intensify inclinations towards antisocial behaviour, rendering it a crucial element of our study.

Antisocial behaviour is common and problematic among adolescents in secondary school and adolescents in the middle of this developmental stage of life. 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.

According to Hammerton, Mahedy, Murray, Maughan, Edwards, Kendler, Hickman and Heron (2017), society has been concerned with controlling inappropriate behaviour in children 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. 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 behavior. 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, (Schoenmacker Sakala, Franke, Buitelaar, Veidebaum, Harro, Heskes, Claassen, and Alejandro, 2020).

The study conducted by Tharshini, Ibrahim, and Zakaria (2020) confirmed that antisocial behaviour adversely affects all facets of an individual's life and society. Academically, it results in a disruptive learning atmosphere, lost chances, diminished motivation, inadequate study practices, unfavourable teacher perceptions, and restricted access to resources. It leads to physical and psychological damage, mental health illnesses, substance misuse, dysfunctional relationships, and legal repercussions. It diminishes social skills, isolates individuals, undermines familial relationships, obstructs professional opportunities, decreases community engagement, and adversely affects peers. It disturbs social order, escalates crime rates, burdens social services, impacts the economy, undermines community cohesiveness, and diminishes social capital. Addressing and acting in antisocial conduct is crucial for enhancing general well-being and community cohesion.

Additionally, a significant factor influencing antisocial behaviour is the considerable exposure to violent media, including television, movies, the internet, video games, and cartoons. Engaging in antisocial activity may lead to detrimental impacts on both psychological and physiological well-being, as noted by Malinowska-Cieślik, Kleszczewska, Dzielska, Ścibor, and Mazur (2023). This raises the probability that an individual might develop alcoholism, smoke cigarettes, use illicit drugs, partake in risky sexual activities, experience feelings of hopelessness, and perpetrate violence against themselves or others. Disruptive, violent, and antisocial behaviours that manifest early in life tend to persist, can intensify as children grow older, and are

difficult to change. Antisocial behaviour, a developmental condition rooted in genetic factors and early life experiences, may also manifest suddenly as a result of brain damage (Turanovic, Siennick and Lloyd, 2023).

The study confirmed that antisocial behaviour is shaped by complex inheritance patterns, interactions between genes and the environment, and important environmental influences. Genetic factors play a crucial role in the aetiology of antisocial conduct, and recognising youths with increased genetic risk could improve treatments and preventive strategies, (van Goozen, Langley & Hobson 2022). Moreover, investigations emphasising the importance of gene-environment interactions in the development of antisocial behaviour should be leveraged to promote more rehabilitative and developmentally appropriate policies that support adolescents in the juvenile justice and social welfare systems, (Pujol, Harrison, Contreras-Rodriguez, and Cardoner, 2019).

Alterations in the amygdala's reactivity to emotional stimuli and changes in the prefrontal cortex's sensitivity to learning, inhibition, and attention activities have been associated to antisocial behaviour in adolescents, according to research conducted by DeLisi, Fox, Fully, and Vaughn (2018). Recent findings in the field of neurocognitive research suggest that anomalies in the amygdala, as well as in neighbouring parts of the orbitofrontal cortex, may have the potential to hinder decision-making and social functioning, hence increasing the likelihood of engaging in antisocial behaviour.

Low self-esteem can influence antisocial behaviour in two distinct manners: both directly and indirectly. Individuals with low self-esteem may engage in antisocial behaviour as a way to cope with their negative self-image, a connection that has been linked to a heightened risk of such actions (Amad, Grey and Snowden, 2021). A healthy level of self-confidence can lead individuals to be less worried about the consequences of their actions, potentially resulting in more antisocial behaviour. Moreover, the methods through which individuals acquire self-esteem could influence their antisocial behaviour. A strong sense of power and control over others is associated with an increased likelihood of engaging in antisocial behaviour. Individuals who experience a deficiency in confidence are more likely to exhibit aggressive behaviour stemming from their feelings of resentment and anger, (Kapetanovic, Boele and Skoog, 2019). According to the information presented, it seems that individuals with low self-esteem tend to participate in antisocial behaviour, while those with high self-esteem have different motivations for their actions. This

study seeks to address the apparent ambiguity regarding which facet of self-esteem influences antisocial behaviour, as noted by Schoenmacker et al. (2020).

Due to physical and emotional changes throughout puberty, especially in its early stages, kids' self-esteem suffers. Late-developing boys vary from their more athletic, powerful, and macho counterparts. Previous drug use problem, gender, aggressive responses to provocation, attention impairments, and 15-year-old school fights were the main risk factors for antisocial conduct. Self-esteem is a person's subjective assessment of their value. Acceptance and respect indicate high self-esteem, whereas self-doubt and failure-related feelings indicate low self-esteem. Self-esteem is the idea that one can overcome life's problems and deserve happiness. The key to success is self-esteem. It is believed that self-esteem developed in youth will last a lifetime. Poor self-esteem may lead adolescents to use antisocial behaviour as a coping mechanism, Schoenmacker et al. (2020).

Historically, the role of parents has been viewed as crucial to the growth and development of children, playing a significant part in their progression during the teenage years. Initial control theories propose that essential child training begins within the home environment, where parents model appropriate behaviour for their children using specific parenting techniques (Kapetanovic, Skoog, Bohlin, and Gerdner, 2019). The influence of parental attitudes and behaviours on adolescent antisocial conduct is substantial. By promoting positive attitudes and behaviours, parents can reduce the chances of antisocial behaviour and support prosocial actions. Parental warmth, an essential aspect of parenting attitude, denotes the extent to which parents purposefully foster their children's personalities, self-regulation, and self-assertion through coordination, support, and responsiveness to their needs (de Andres-Sanchez and Belzunegui-Eraso, 2022). Furthermore, it acts as a crucial familial component that enhances the growth of adolescents' empathy skills and boosts their academic performance. The development of positive psychological traits is greatly influenced by parental warmth, which plays a crucial role in reducing the emergence of behavioural issues in adolescents (Luo, Liu, Yu, and Nie, 2021).

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, (Rekker, Keijsers, Branje, Koot and Meeus, 2017). 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, (Wang, Kong, Zhao, Zhang, Zhou, Tang, and Zhou, 2020).
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 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, (Wang, Kong, Zhao, Zhang, Zhou, Tang, and Zhou, 2020).

Statement of the Problem

The rising occurrence of antisocial behaviour among lescents has emerged as a significant source of concern and unease within society. This behaviour is marked by expressions of anger, aggression, hostility, and malice, frequently devoid of any feelings of remorse. Antisocial behaviour can present itself through explicit actions, such as fighting, vandalism, and destructive conduct, or through more concealed activities like theft, undertaken with the intention of evading detection. The emergence of these harmful behaviours, such as smoking, bullying, cheating, substance abuse, and disrespect, presents considerable obstacles to both personal well-being and societal advancement. Elements like peer influence, societal perceptions, and insufficient parental involvement play a role in the emergence of this behaviour. The

main objective of this study is to examine how self-esteem, parental attitude, and school connectedness affect adolescent antisocial behaviour. Adolescent antisocial behaviour includes various harmful actions that adversely affect others, arising from insufficient social, moral, ethical, and psychological development. Observable actions such as fighting and vandalism often coincide with hidden behaviours, including theft, frequently stemming from deficiencies in self-esteem and moral direction. The engagement of parents is essential in influencing the behaviour of adolescents, and the characteristics and abilities of parents can greatly affect the development of their children. The educational setting, especially the level of engagement students feel with the institution, can impact the occurrence of antisocial behaviour in adolescents. This investigation seeks to analyse the influence of self-esteem, parental attitudes, and school connectedness on antisocial behaviour in adolescents. It is crucial to analyse these factors to explore the connection between self-esteem, perceived parental attitudes, and school connectedness, as well as their possible impact on adolescent antisocial behaviour.

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 are to:

i. assess the level of antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria;
ii. examine the joint influence of self-esteem, parental attitude, and school connectedness on Antisocial behaviour among Adolescents in Senior Secondary Schools in Lagos, Nigeria;
iii. determine the relative influence of self-esteem, parental attitude, and school connectedness on antisocial behaviour among adolescents in Senior Secondary Schools in Lagos, Nigeria.

Scope of the Study

This investigation examines 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 includes three independent variables and one dependent variable. The variables under investigation include self-esteem, parental attitude, and school connectedness. The investigation focused on self-

esteem, whether low or high, as a singular variable. The investigation will focus 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 parental monitoring. The study examined the antisocial behaviour of adolescents through the lenses of bullying/victimization and intentions related to substance use. The study focusses on male and female adolescents enrolled in public senior secondary schools across selected locations in Lagos State, Nigeria

Methodology

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 The study encompasses four variables, comprising three independent variables (self-esteem, parental attitudes, and school connectedness) and one dependent variable (antisocial behaviours of adolescents).

Population of the Study

The study focuses on all senior secondary school students in Lagos State, Nigeria, a vibrant and populous region in the southwestern part of the country, bordered by Ogun State and the Atlantic Ocean. Lagos, with an estimated population exceeding 20 million, is a densely populated area and a major economic, financial, and cultural hub in Africa, boasting a diverse economy spanning finance, trade, technology, and entertainment. Historically significant as a fishing village inhabited by the Awori, Lagos rose to prominence in the 15th century through trade with the Portuguese, later becoming a British colony and serving as Nigeria’s capital until 1991. The state is divided into six educational districts (Mainland, Island, West, East, Central, and

North), each responsible for managing schools and implementing policies to enhance education across its various regions.

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 would employ the total sampling technique, specifically the "table of all the educational districts in Lagos state" with all six educational districts in Lagos state, this would be based on the fact that Lagos state is a metropolitan city with diverse cultural background spreading across all the educational districts. At stage two, the zone with the least number of schools would be 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. At this stage three, the Taro Yamane (slovin) sample size determination formula will be 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.

Description of Research Instruments

The study collected data using structured standardised questionnaires as the Rosenberg Self-Esteem Scale (RSES), Parental Attitude Scale (PAS), School Connectedness Scale, Bullying and Victimisation Scale, and Substance Use Intention Scale (SUIS). The unidimensional 10-item RSES evaluates global self-worth using a 4-point Likert scale from "strongly agree" to "strongly disagree." The 10-item PAS assesses teenagers' views on parental child-rearing strategies using a similar answer structure. The 27-item School Connectedness Scale measures children' school-related sentiments of care, safety, acceptance, and motivation on a 4-point scale from "disagree" to "agree." The 16-item Bullying and Victimisation Scale, developed from the Multidimensional Bullying Victimisation Scale, measures relational and physical bullying victimisation in teenagers from "never" to "very often." Finally, the 10-item Theory of Planned Behaviour-based SUIS measures teenagers' drug use intentions using a 4-point Likert scale.

Validity and Reliability of Research Instrument

The questionnaire underwent both content and faces validity to ensure that its items were representative, clearly phrased, and relevant to the constructs being measured. Experts in Guidance and Counselling from Lead City University, Oyo State, reviewed the instruments, providing feedback and suggesting corrections, which were

incorporated before supervisor approval. To assess reliability, a pilot test was conducted with over 30 Senior Secondary School Two students, excluding participants from the main study. The retrieved data were analyzed using Cronbach's Alpha via SPSS, yielding a reliability coefficient of 0.78, indicating good internal consistency and stability of the instrument.

Procedure for Data Collection

The researcher personally administer the instruments and also use the help of two (2) research assistants to make the distribution of the questionnaires easier, faster, and less stressful. The researcher would seek 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 would be retrieved from them after they have responded to the questionnaires.

Method of Data Analysis

The data collected from the questionnaires were analysed using descriptive and inferential statistical methods. Research Objective one was answered using descriptive statistics such as frequency counts, percentage, mean, and standard deviation. The Objective two and three were tested using inferential statistics such as multiple regression and t-test at a 0.05 level of significance.

Findings

Research Question

This section answers the research question that guides the study:

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

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

Table One

S/N	Items	N	S	D	VD	Mean	Std. Deviation
1.	Some Students in my school curse at me.	1320 (59.1%)	758 (33.9%)	104 (4.7%)	53 (2.4%)	1.50	.697
2.	Some students in my school tease me.	869	1076	104	53	1.78	.762

		(38.9%)	(48.1%)	(4.7%)	(2.4%)		
3.	Some students in my school shout at me.	1051 (47.0%)	985 (44.1%)	83 (3.7%)	116 (5.2%)	1.67	.779
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
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
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
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
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
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
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
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
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
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
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
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
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
		Average Weighted Mean ($\bar{x}$) = 1.5005					

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

Source: Fieldwork 2024

Table above shows that the most prominent antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria is teasing ($\bar{x}$ = 1.78) followed by those who indicated that some students in their school tease or laugh at them when they answer questions in class ($\bar{x}$ = 1.71). Others include those who indicated that some students in their school shout at them ($\bar{x}$ = 1.67), then those who had their items stolen (money, food), ($\bar{x}$ = 1.53), some students deliberately bumping into others ($\bar{x}$ = 1.51), some students cursing them ($\bar{x}$ = 1.50), some students taking, hiding, or knocking

their things down ($\bar{x}$ = 1.47), some students in their schools "Wrestle" them to show that they are stronger ($\bar{x}$ = 1.45), some students pushes or shove them ($\bar{x}$ = 1.45), some students destroying or damaging their things ($\bar{x}$ = 1.44), Some students punching or hitting them ($\bar{x}$ = 1.44), some students throwing objects at them ($\bar{x}$ = 1.42), some students in their schools threatening to hurt them if they do not do what they want ($\bar{x}$ = 1.35) and some students in their school do not let them pass by ($\bar{x}$ = 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 ($\bar{x}$ = 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.

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.

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

Table Two

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 above 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 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.

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.

Table Three

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			Remarks
(Constant)	21.425	2.139		10.017	.000	
Self esteem	.253	.059	.091	4.307	.000	Sig.
Parental Attitude	.343	.041	.198	8.346	.000	Sig.
School connectedness	.072	.020	.086	3.651	.000	Sig.

Source: Fieldwork 2024

Table above 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=0.000), parental attitude (ß = 0.198, t = 8.348, p=0.000) and School connectedness (ß= 0.086, t= 3.651, p=0.000) significantly and relatively contributes to the antisocial behaviour among senior Senior Secondary School Adolescents in Lagos, Nigeria. Implying that there is a significant relative contribution of parental attitude, selfesteem and social connectedness on antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. The null hypothesis is therefore rejected.

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 behavior, (Hammerton, Mahedy, Murray, Maughan, Edwards, Kendler, Hickman and Heron, 2017). 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, (Schoenmacker Sakala,. Franke, Buitelaar, Veidebaum, Harro, Heskes, Claassen and Alejandro, 2020).

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, (Muarifah, Mashar, Hashim, Rofiah, and Oktaviani,2022). 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 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, (Rekker, Keijsers, Branje, Koot and Meeus, 2017). 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, (Malinowska-Cieślik, Kleszczewska, Dzielska, Ścibor, and Mazur 2023).

Conclusion

In conclusion, the findings indicate that antisocial behaviour among adolescents in senior secondary schools in Lagos, Nigeria, is presently at a low level, largely attributed to proactive measures such as stricter school regulations and monitoring systems. Nonetheless, verbal bullying, such as teasing, shouting, and cursing, continues to be widespread because of difficulties in adequately overseeing verbal exchanges. Although there has been a notable decrease in physical bullying, it continues to appear in more nuanced ways such as pushing, blocking, and damaging belongings. Furthermore, behaviours characterised by a lack of social regard, including theft and intentional acts aimed at undermining peers, continue to be observed. The results emphasise the important impact of self-esteem, parental attitude,

and school connectedness on adolescent behaviour, pointing to the necessity of a comprehensive strategy for promoting a supportive developmental environment. Supportive parenting, healthy peer relationships, and a conducive school atmosphere serve as essential protective factors against antisocial behaviour.

Recommendations

Based on the findings, the following recommendations can be made:

1. Schools should adopt advanced surveillance technologies that incorporate audio recording alongside video monitoring to better detect and address verbal bullying. Additionally, creating anonymous reporting channels for students can encourage the reporting of bullying incidents without fear of retaliation.
2. Parents should be encouraged to participate in workshops and training sessions that emphasize the importance of positive parenting practices, including nurturing communication and consistent monitoring of adolescents. Schools can collaborate with community organizations to provide resources and support for parents to foster healthy family environments.
3. Schools should implement programs that promote a sense of belonging among students, such as peer mentoring, team-building activities, and extracurricular clubs. Initiatives like anti-bullying campaigns and inclusive classroom practices can create a more supportive and respectful school environment, reducing the likelihood of antisocial behavior.

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